## Contents

Executive Summary ......................................................................................................................... 2

Introduction to the International Affairs Department ................................................................. 3
- Mission and Goals ....................................................................................................................... 3
- Administrative Structure .......................................................................................................... 4
- External Program Accreditations .............................................................................................. 5
- Peers and Aspirant Peers .......................................................................................................... 5
- Last APR External Review ........................................................................................................ 7
- Strategic Plans .......................................................................................................................... 10

Academic Programs and Curricula ................................................................................................. 10
- Basic Data on Academic Programs .......................................................................................... 10
- Description of the Current Program Requirements .................................................................. 11
- Other Academic Programs/High Impact Learning Experiences ............................................... 13
- Assessment of Learning Outcomes ......................................................................................... 15
- Graduate Certificate Programs ................................................................................................ 17

Faculty Profile ............................................................................................................................... 20
- Core Faculty .............................................................................................................................. 20
- Faculty Other than Core ......................................................................................................... 24

Research Institutes, Programs and Centers .................................................................................. 25
- Program on Women, Peace and Security ................................................................................ 25
- Program on Grand Strategy ...................................................................................................... 26
- Scowcroft Institute of International Affairs ............................................................................. 26
- Institute for Science, Technology, and Public Policy ............................................................... 27
- Mosbacher Institute for Trade, Economics, and Public Policy ................................................. 28

Student Profile .............................................................................................................................. 29
- Employment Profile .................................................................................................................. 30

Conclusion: Goals and Challenges for the Future ......................................................................... 32

Appendices .................................................................................................................................... 36
Executive Summary

The Department of International Affairs in the Bush School of Government and Public Service, Texas A&M University, was established in September 2014, growing out of the Program in International Affairs established at the School in 2002. It grants the Master in International Affairs degree at the end of a 48-credit, normally two-year course of study that includes a language requirement and an internship or intensive language immersion requirement. Students in the program choose either the International Development and Economic Policy track or the National Security and Diplomacy track as they pursue their MIA degree, with different degree requirements in each. Every student must complete two three-course concentrations as a requirement for graduation. There are currently 15 concentrations offered in the Department. The Department also supervises an on-line, four course certificate program in Advanced International Affairs.

Since the last Academic Program Review of the then Program in International Affairs in the 2008-09 academic year, the Department has experienced considerable growth. From 104 full-time residential students seeking the MIA in 2008-09, the Department now has approximately 180 such students, and 103 students enrolled for the on-line Certificate in Advanced International Affairs. Full-time faculty in 2008-09 numbered 14; the current number is 22.

The Department benchmarks itself against a group of peer and aspirant peer institutions who are members, along with the Bush School, in the Association of Professional Schools in International Affairs (APSIA). The Department distinguishes itself in this group through the concentration of teaching and research resources in a number of areas discussed in the body of this report, and by offering students what we consider to be the best value in the market. Because of the generous support of our benefactors and the institutional resources of Texas A&M University, the Bush School offers the lowest tuition of any of its peers and aspirant peer institutions.

Since our last Academic Program Review, the Department has been able to make progress in a number of areas identified as in need of improvements: 1) strengthened the International Development and Economic Policy track, in terms of student and faculty numbers; 2) become a full member of APSIA; 3) expanded the School’s Career Services office; 4) worked to reduce the service obligations of junior faculty; 5) recruited a net of three senior scholars to the faculty; 6) strengthened regional expertise, particularly in the Middle East and East Asia; and 7) established a number of joint degree and certificate programs within Texas A&M.

The Department still faces a number of important challenges, including:

1) expanding the size of the student body while maintaining, and if possible improving, student quality;

2) solidifying our core curriculum through the deployment of new and existing faculty resources;
3) improving our recruitment of students and faculty from historically-under-represented groups;
4) maintaining a strong practitioner presence on the faculty in the face of looming retirements;
5) considering new regional and functional areas of teaching and research in which to invest faculty resources, as they become available.

Introduction to the International Affairs Department

The Bush School was founded in 1997 as a program within the College of Liberal Arts, as part of the arrangements that brought the Presidential Library and Museum of George H.W. Bush to the Texas A&M University campus. It became a separate college within Texas A&M in 1999. In 2002 it established a Program in International Affairs with a two-year curriculum leading to a Master in International Affairs (MIA) degree. As the School grew in size, what were its two original programs (Public Service and Administration and International Affairs) became full-fledged departments in September 2014. The Department currently has 22 full time faculty members (16 tenured or tenure-track; 6 academic professional track) and approximately 180 students in residence pursuing the MIA degree. It also supervises an on-line certificate program (four courses) in Advanced International Affairs that has 103 students currently pursuing the certificate.

Mission and Goals

The mission of the Department is to educate and prepare selected students for professional careers in international affairs, broadly understood, so they can become principled leaders in their field. This focus on public service is in keeping with the broader mission of the Bush School, part of the mandate given to us by President George H.W. Bush, whose name we bear. We attempt to inculcate among our students the hallmarks of President Bush’s approach to the political arena: civility, pragmatism, reasoned discourse, openness to engagement with the world and a commitment to public service. The Department identifies itself as part of a group of peer and aspirant peer institutions that are members of the Association of Profession Schools in International Affairs (APSIA). Among the ways that it distinguishes itself within this group is by providing value. With a tuition below $11,500 per year (2016-17 academic year), less than half and, in some cases, less than one-third the tuition of its peers and aspirant peers, the Department permits students of more limited means to obtain an MIA degree. Students
can graduate with little or no debt, allowing them the freedom to pursue careers in public service rather than be forced by financial circumstances to seek higher-paid positions in the private sector. The Department also distinguishes itself through its research and teaching excellence in a number of areas in the broader field of international affairs: grand strategy, American foreign policy, nuclear issues, gender and security, intelligence, economic development (with a particular focus on Mexico and the Caribbean basin), the Middle East and China.

The Department has a number of goals for the coming years which will be discussed in greater detail later in this report. We face the challenge of expanding our student body while maintaining over all student quality, solidifying our core curriculum through the deployment of existing and additional faculty resources, strengthening course offerings and research in areas of strategic investment and enhancing our national and international reputation.

**Administrative Structure**

The Department of International Affairs is administered by a Head appointed by the Dean of the Bush School after consultation with faculty in the department. The faculty, operating through a search committee, recruits and nominates an individual for the head position for the Dean’s consideration. The Head serves a four-year, renewable term. Since the department was created in 2014, there has been only one head, Prof. F. Gregory Gause, III, who joined the faculty at the time of departmentalization in August 2014. Prof. Charles Hermann served as director of the Program in International Affairs from its establishment in 2002 until 2013. During the 2013-14 academic year, Amb. Larry Napper served as interim director.

The Department Head reports to the Dean of the Bush School, through the School’s Senior Associate Dean. The Department Head is assisted in administering the Department by two key staff members – the assistant to the Department Head and an administrative assistant. Ms. Janeen Wood has been the assistant to the Department Head since the creation of the Department, and before that was assistant to the program director for 9 years. She is the institutional memory of the department. She plans to retire in August 2017, which will be a challenge for the department.

The Head is assisted in developing departmental goals and policies and making important decisions by the Head’s Advisory Committee, which is comprised of all the tenured members of the Department, along with one representative of the academic professional track (non-tenure track full-time faculty) faculty. The Department has three standing committees: Promotion and Tenure (consisting of all the tenured members except the Department Head), Curriculum (rotating membership including tenured, tenure-track and academic professional track faculty) and Admissions (rotating membership including tenured, tenure-track and academic professional track faculty). Ad hoc committees are created as necessary.
External Program Accreditations

The Bush School is a member of the Association of Professional Schools in International Affairs (APSIA). Although APSIA is not a formal accrediting agency, its standards for membership define the professional standards in the field. The School became a full member of APSIA in January 2012, fulfilling of the goals defined in the previous Academic Program Review. The Department identifies its peer and aspirant peer institutions from the membership of APSIA.

Peers and Aspirant Peers

The Department has identified a list of peer and aspirant peer institutions from among the membership of APSIA, as benchmarks against which to judge our progress.

<table>
<thead>
<tr>
<th>Table 1: Peers and Aspirant Peers</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Peers</strong></td>
</tr>
<tr>
<td>Graduate School of Public and International Affairs – University of Pittsburgh</td>
</tr>
<tr>
<td>Henry M. Jackson School – University of Washington</td>
</tr>
<tr>
<td>Josef Korbel School – University of Denver</td>
</tr>
<tr>
<td>Lyndon B. Johnson School – University of Texas (Austin)</td>
</tr>
<tr>
<td>Maxwell School – Syracuse University</td>
</tr>
<tr>
<td>School of Global Policy and Strategy – University of California (San Diego)</td>
</tr>
</tbody>
</table>

The Department shares a number of curricular characteristics with our peers and aspirant peers. Our total credit requirements are similar. As do most of the peers, we require students to do an internship (for us, almost always in the summer between the two years of the program), though we do allow students to substitute an intensive language learning program for the internship if appropriate. We have a language requirement for graduation, as do the peers. The curriculum includes five required courses, which is similar to the peers. Unlike some of the peers, we do not permit students to choose a thesis option. In keeping with the peers, we do require all students to participate in a capstone exercise. Ours is a one-semester, three-credit group project for a real-world client.

There are a number of important differences, however, which affect our curriculum and the Department more generally. We grant only the MIA degree; we have no undergraduate students and no Ph.D. students. Most of our peers and some of our aspirant peers have undergraduate programs; all of our aspirant peers have Ph.D. programs. In some ways, our
sizable focus on our master’s degree students is very positive. Our faculty have only one student constituency. In other ways our lack of other degree programs limits us. We are smaller than most of our peers and aspirant peers in terms of total students (though we have a similar number of master’s degree students as many of them, and more than some, like the LBJ School and the School of Global Policy and Strategy at UCSD). We have fewer faculty than the peers and aspirant peers from whom we could obtain faculty data. Many of our peers are able to draw on faculty from other colleges within their universities as joint appointments and in terms of course offerings for their students. That is not the case for the Department. Very few of our students take courses in what would be natural cognate departments, like Political Science, History and Economics. Those departments offer few graduate-level courses that are attractive to policy-oriented and professionally-minded students. For example, neither the Texas A&M History Department nor Political Science Department offers graduate level courses on the regional history or politics of the Middle East, Latin America or East Asia. A small number of our students take courses in other colleges, most notably Engineering (courses relevant to nuclear issues, particularly), Business (transfer pricing) and Agriculture (agricultural economics in the development area). But the vast majority of our students fulfill all of their academic requirements within the Bush School.

One of the noticeable differences with our peers and aspirant peers is the cost of the degree. Our tuition is substantially lower than that of our aspirant peers, by a factor of between four and five. Our tuition is comparable to our public university peers, but still markedly lower than all but the LBJ School at the University of Texas. Our in-state tuition is less than half that of the School of Global Policy and Strategy at UCSD and one-third less than that of the Jackson School at the University of Washington. The School is able to provide a high quality professional education to its students at a price far below its peers and aspirant peers because of the generous support of its benefactors, including the Bush Foundation, which allows the School to
provide every admitted student with a scholarship, and the support of Texas A&M University, which grants in-state tuition to every admitted student who obtains a competitive scholarship.

The Department further distinguishes itself among its peers and aspirant peers through its concentration of teaching and research resources in a select number of functional and regional areas:

- **International Relations Theory and Practice** – including American foreign policy and grand strategy
- **Nuclear Issues** – including doctrine, force structure, deterrence, force protection and the bureaucratic politics of the management of nuclear forces
- **Economic Development** – the economics and the politics of development, disaster relief and foreign aid
- **Gender and Security** – as the home institution of the WomenStats project and our new program in Women, Peace and Security
- **Latin American economic development** – with a particular focus on Mexico, Central America, and the Caribbean
- **Intelligence** – including the history of intelligence, counter-intelligence, terrorism, intelligence analysis and technical collection
- **China** – including domestic politics, foreign policy and economic development
- **Middle East** – including a focus on the Persian Gulf region, Egypt and the politics of foreign aid and democracy promotion

In the Teaching and Research in International Politics peer survey conducted in 2014, the Department ranked 24th among master’s degree programs in international affairs. We were ranked behind all of our aspirant peers, as was to be expected. We also ranked behind all but two of our peers: Korbel School at Denver (11th), School of Global Policy and Strategy at UCSD (13th), Maxwell School at Syracuse (16th), Graduate School of Public and International Affairs at Pittsburgh (19th). We ranked ahead of the LBJ School at Texas (28th) and the Jackson School at Washington (38th). We believe that we deliver an educational product and produce research that is the equal of, if not better than, our peers. One of our challenges in the coming years is to convince others of that fact.

**Last APR External Review**

The Master’s Program in International Affairs, not yet a department, was reviewed in the spring semester of 2009. The University’s Office of Graduate Studies, reacting to the visiting

---

1 [http://foreignpolicy.com/2015/02/03/top-twenty-five-schools-international-relations/]
committee report from the 2008-9 APR, identified four areas of work for the post-review plan of action. In each of those areas, the Department has made progress.

- **Two career tracks:** The visiting committee wondered about the need for two tracks within what was then the Program in International Affairs – NSD and (at the time) IED. The Program, and now the Department, believes strongly that these two tracks are essential parts of the curriculum. The IDEP track has strengthened significantly over the past 8 years. In 2009, IDEP accounted for fewer than 10% of the Program’s students and had only two full-time faculty members offering courses. Now the IDEP track accounts for 23% of the students in the class that entered the Department in August 2016 and six full-time faculty members (5 tenured or tenure-track and one academic professional track) provide curricular and advising support for the track.

- **Full membership in APSIA:** The review committee recommended that the School, then an “affiliate member” of the Association of Professional Schools in International Affairs, apply for full membership. The School was granted full membership in APSIA in January 2012.

- **Career advising by faculty and staff:** The review committee noted that a small group of faculty assumed a heavy career advising role for students. The School has added two full-time staff to the Career Services office since that time, increasing the number of staff by 200%.

- **Service load of junior faculty:** The review committee suggested that the junior faculty at the Bush School had overly burdensome service obligations. Since that review, the full-time faculty of the Department has increased substantially (from 14 to 22). Most of the burdens then borne by junior faculty, including directorship of the Scowcroft Institute, are now in the hands of senior colleagues, either in the tenured ranks or the academic professional track. No non-tenured, tenure track colleague headed a department committee over the past two academic years. Service demands on non-tenured colleagues remain high, given the demands for service by a large University that fall upon a relatively small unit, but we work to manage them as best we can. The Department has also instituted a policy of granting two teaching releases for research purposes to junior faculty members after their successful third-year review, to encourage their research progress.

The Program in International Affairs identified a number of challenges in its APR self-study of 2008-9 not included in the University’s post-review action plan. The Department has been very successful at meeting these challenges in the period between the last review and this current one.
• **Recruit a Senior Scholar in National Security Studies:** The Department was able to recruit Prof. Valerie Hudson, who now holds the George H.W. Bush Chair in the School in 2012. It was also able to recruit Prof. Andrew Ross in 2014.

• **Regional Studies and Study Abroad:** In this period the Department has added on net two faculty members with Middle East expertise, one faculty member with China expertise, one faculty member with west African expertise and two faculty members with Latin American expertise. It has lost one faculty member with South Asian expertise. The Department offers regular study abroad short courses (in the last four years, to Italy, Egypt, China and Germany). It maintains exchange programs with universities in China, South Korea, Germany, Wales and Canada. While very few students study abroad for an entire semester, the institutional relationships in China and Germany help facilitate our short courses. The Department also works to facilitate international internships for its students. In the summer of 2016, 34 students (over one-third of what is now our second-year class) had internships or participated in intensive foreign language study program abroad. In the summer of 2015, that number was 46 students, about one-half of the class. In the spring of 2016, three of our capstone classes traveled abroad as part of their capstone projects (to Nepal, Jordan and Kuwait).

• **International Students and Diversity:** The Department has not succeeded in substantially increasing the percentage of international students enrolled. Numbers have increased with the growth of the student body, but the percentage remains around 10%. We will discuss diversity issues among the student body in much more detail later in the report. The APR report of 8 years ago noted that there were no tenured women faculty in the International Affairs program. The Department now has two tenured female faculty, four untenured female faculty and one academic professional track female faculty member. Women make up 32% of the full-time faculty (29% in 2008-09) and 38% of the tenured and tenure-track faculty.

• **Expansion of the Scowcroft Institute:** At the time of the last APR, the Scowcroft Institute was one year old. It is now approaching its 10th anniversary. The Institute has a full-time director, Executive Professor Andrew Natsios, the former director of USAID, who is assisted by a full-time staff of two professionals and a number of student workers. The Institute sponsors conferences, organizes a regular speaker series, has obtained a major grant to develop a program on the international public health management of pandemics, and supports the research of faculty members through grants that allow junior faculty to buy out courses and by organizing book conferences for junior faculty.

• **Joint Degrees, Certificates and Programs:** The Department developed a 5-year BA/MIA program with the Texas A&M Department of International Studies to go with the 5-year program with the Department of Economics that predated the previous review. In this 8 year period the Department developed a Certificate in China Studies with the College of
Liberal Arts, but just last year disbanded this Certificate because Liberal Arts was not offering a sufficient number of graduate-level courses on China for students to fulfill the requirements. It is currently pursuing the creation of a Certificate in International Communications and Public Diplomacy with the Department of Communications in the College of Liberal Arts.

**Strategic Plans**

The Department, since its establishment in September 2014, has not developed a formal strategic plan. We hope that this document can serve as the basis for such a plan. We are in the midst of developing a new strategic plan for the Bush School as a whole, and await that document before the Department converts the findings of our Academic Program Review into a formal strategic plan. We attach in the appendix a copy of the existing strategic plan for the Bush School. As part of the overall strategic goals of the School, the Department has taken a number of steps to help address priority areas of concern:

- We have encouraged faculty to become more involved in the student recruitment process, in order to achieve long-term goals of growth in student numbers. The department head organized a recruiting trip to Washington, D.C. in October 2016 and plans to make similar trips every fall. Other department members have undertaken recruiting trips to areas where they have particular ties; the most successful of those efforts have been Prof. Valerie Hudson’s regular trips to universities in Utah.

- The research output of the Department has expanded in recent years, in part due to growth in faculty numbers and in part due to the publication records of assistant professors developing as they have worked their dissertation and post-dissertation research into publications. Research output is discussed in greater detail later in the report.

- The department has increased the number of concentrations since the last Academic Program Review, as part of the School’s effort to develop a distinctive curriculum that responds to the needs of our students. Among the new concentrations are Women, Peace and Security; Conflict and Development; and International Non-Governmental Organizations.

**Academic Programs and Curricula**

**Basic Data on Academic Programs**

The number of students graduating with the MIA degree has risen steadily in the years since the last Academic Program Review. Over the last six years the number has almost doubled. The Department’s retention rate has been steadily above 90%, with an outlier dip to 87% in the 2015-16 academic year. In 2016-17 so far, very few students have left the department, so it is
highly likely that the retention rate will climb back above 90%. Average time to graduation is just above two years, indicating that the vast majority of our students complete their degrees in the normal two-year time frame. Table 2 summarizes this data.

<table>
<thead>
<tr>
<th>Year</th>
<th>AY 11-12</th>
<th>AY 12-13</th>
<th>AY 13-14</th>
<th>AY 14-15</th>
<th>AY 15-16</th>
</tr>
</thead>
<tbody>
<tr>
<td># of Degrees awarded</td>
<td>52</td>
<td>66</td>
<td>78</td>
<td>82</td>
<td>95</td>
</tr>
<tr>
<td>Retention Rate (%)</td>
<td>98.11%</td>
<td>90.54%</td>
<td>95.24%</td>
<td>94.94%</td>
<td>86.67%</td>
</tr>
<tr>
<td>Average time to degree (years)</td>
<td>2.03</td>
<td>2.04</td>
<td>2.06</td>
<td>2.07</td>
<td>2.11</td>
</tr>
</tbody>
</table>

Description of the Current Program Requirements

Master’s Degree candidates in The Bush School’s International Affairs department must complete 48 graduate credit hours (16 courses). 18 of those hours (6 courses) are required. The Department’s curriculum is divided into two tracks – National Security and Diplomacy (NSD) and International Development and Economic Policy (IDEP). All students must pick one of these two tracks.

Core Requirements for all students

Every MIA student is required to take four core courses: International Politics in Theory & Practice (INTA 606), Fundamentals of Global Economics (INTA 608), Leadership (INTA 601) and Quantitative Analysis I (BUSH 631). These are normally taken in a student’s first year. The Department offers specific sections of both the Leadership course and the Quantitative Analysis course geared for students in the two different tracks. The Quantitative Analysis course for students in the IDEP track focuses heavily on statistics and quantitative methods; the counterpart sections for students in the NSD track offers a broader introduction to both quantitative and qualitative methods of inquiry. NSD students may take the IDEP section of BUSH 631 if they wish to hone their quantitative skills to a higher level; all IDEP students must take the IDEP section of BUSH 631.

The required course in Leadership (INTA 601) introduces students to public and civic leadership, through a focus on decision-making in international affairs. It 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. The Public Service Leadership Development Program goes beyond the required Leadership course with 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). The Leadership program is considered one of the distinctive features of the Bush School.
Every student also must take a one-semester Capstone seminar. Usually taken in the final semester of the program, the capstone seminar brings students together in groups of 4-8 under the supervision of a faculty member to address a client’s specified policy problem. The clients are typically a government agency or NGO. The team prepares an oral and written response to the client 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 like those they may experience in their professional careers. Recent capstones descriptions can be found in the Appendix.

Other Curricular Requirements
The sixth required course in the MIA curriculum differs between the two tracks. NSD students must take American Foreign Policy since World War II (INTA 605) and IDEP students must take Quantitative Analysis II (BUSH 635). BUSH 635 provides advanced instruction in regression analysis, survey design, data analysis and techniques for interpreting statistical output from multiple disciplines.

In addition to the six required courses, MIA students must complete a minimum of two concentrations of graduate courses selected to enhance their professional career plans. Concentrations 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 in each concentration. A Bush School faculty member serves as the coordinator for each concentration. The current list of concentrations can be found in the Appendix. Students also have the option of self-designing one concentration from existing graduate-level courses across the University.

The NSD track has been in place since the beginning of the MIA program. Approximately 70% of the MIA students chose the NSD track. The track is noteworthy for the number of courses it offers in intelligence, international relations theory, military issues including nuclear strategy, transnational security issues and gender and security issues, as well as regionally-focused courses on Europe, the Middle East and East Asia. NSD students benefit from courses on nuclear issues offered by the Nuclear Security Science and Policy Institute in the Nuclear Engineering Department of Texas A&M’s Dwight Look College of Engineering. Many also do a concentration in Homeland Security offered by the School’s Public Service and Administration Department.

The IDEP track is noteworthy for the number of courses it offers on international development, international trade, regional development issues in Mexico and the Caribbean Basin, post-conflict reconstruction and international famines. IDEP students take advantage of courses on project management and non-profits in the School’s Public Service and Administration Department, as well as courses in other Texas A&M colleges and institutes: School of Public Health, Department of Agricultural Economics in the College of Agriculture and Life Sciences, the Borlaug Institute (named for one of the University’s Nobel Prize winners, Norman Borlaug,
"father of the green revolution") and the Center on Conflict and Development. Since its inception, IDEP has had an unofficial program coordinator (no course release or extra compensation) who has provided leadership in that track and fostered esprit de corps among that smaller group of students. The current IDEP coordinator is Prof. Raymond Robertson, who joined the department in 2015.

**Non-Curricular Requirements**

There are two requirements for graduation that are not satisfied through coursework. Every student 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), or by their competence in English as demonstrated by their TOEFL score at time of admission, if English is not the student’s first language. 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. Free access to Rosetta Stone language programs is offered to every student who requests it. Evaluation is conducted by the Language Testing Office of the ACTFL and performance at their standard of “intermediate low” is required.

Every student is also required to complete either an internship experience or an immersive foreign language program before graduation. The internship or language program is normally accomplished in the summer between the first and second years of the program. For students who have had extensive work experience, the internship requirement can be waived. The School’s Office of Career and Student Services assists students in obtaining internships and identifying language immersion programs. While most of our internships are with government agencies and non-governmental organizations in the United States, many of our students spend that summer between the first and second years of their program abroad. In the summer of 2016, 34 students (over one-third of what is now our second-year class) had internships or participated in intensive foreign language study program abroad. In the summer of 2015, that number was 46 students, about one-half of the class.

**Other Academic Programs/High Impact Learning Experiences**

**Study Away**

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 we have active exchange programs with the Shanghai Institute of International Studies, Carleton University (Ottawa), Seoul National University, a consortium of German universities in the Berlin area (Free University, Humboldt and Potsdam) and Swansea University (Wales). We do not have many students taking the study
abroad option, given the short duration of our program and the need to satisfy graduation requirements. In recent years, two students have studied in Germany, two in South Korea and two in Canada. Our relationship with Shanghai Institute facilities short courses to China, which will be discussed below. Our relationship with Swansea began in 2016. Several students spent their summer internship in the UK through a Swansea program. We have hosted students from all these institutions (with the exception of the German consortium) in recent years.

Complementing study abroad and exchange agreements are the Department’s International Field Seminars. These intensive international study trips have been organized for the two weeks immediately after the fall or spring semesters. Led by Bush School faculty members, these three-credit courses involve preparatory seminars prior to departure and preparation of a research paper during the subsequent academic semester. In the last three years field seminars have been held in Italy, Egypt, Germany and China. Each field seminar focuses on a specific set of issues that are investigated through interviews, presentations by local experts, and institutional tours/briefings.

The Bush School Writing Program
The Bush School Writing Program provides support to students and faculty with the goal of improving students’ writing skills. The writing program director provides instructional writing support in the following areas: (1) workshops targeting course assignments, capstones, international student writing, and other writing issues; (2) print and online resources, including the Bush School Writing website; (3) faculty support, including assistance with developing writing assignments, instructional materials, rubrics, and class visits; (4) support to the Scowcroft Army Fellows in the development of both their strategic research papers (fall) and their civilian research papers (spring) through multiple workshops and individual consultations; (5) support for the Medal of Excellence, in conjunction with the Leadership Development program, by directing students through the process of creating an integrative learning ePortfolio, by tracking the progress of prospective award recipients, and by providing interim feedback; (6) assessment support to both departments, including identifying measures for evaluating outcomes and gathering data, benchmarks for achieving a given outcome, developing action plans for improving learning, and writing the assessment report; (7) recruitment of prospective students and training for new students during interview weekends (spring) and orientation (fall).

The Leadership Program
The School-wide extra-curricular Public Service Leadership Program integrates the development of student leadership knowledge, skills, attributes and values throughout the two-year Bush School experience. Leadership education is reinforced in three ways: through the academic curriculum (courses, workshops, and lectures); experiential learning (participation in internships, student organizations, and community activities); and self-study (individual development plans and self and peer assessments). Student workshops are facilitated on topics like conflict resolution, stress management, effective teams, and time management. A new
series of workshops is being piloted this year on leading diverse populations. In addition to new workshops, the leadership program has been gathering data measuring student perspectives of their leadership skills when they first enter the Bush School. Additional data points are taken after they complete their required internship or language immersion and again after the conclusion of their two year program. The Public Service Leadership Program also provides assistance for capstone faculty and students on effective teams. The two primary assessments that are used as part of the program are the Myers-Briggs Type Indicator and StrengthsQuest. Students who complete the required leadership experiences, coursework, and self-study have the opportunity to receive the Dean’s Leadership Certificate. Each year, approximately 60-70% of the graduating students receive the certificate.

Other High Impact Learning Experiences
Department instructors also provide high-impact learning experiences in their regular classes. A number of instructors (Prof. Charles Hermann, Amb. Larry Napper, Mr. Richard Mac Namee, Prof. Andrew Ross) run detailed simulations in their classes. Amb. Napper has arranged a number of conferences via video conference with students and faculty at the Moscow Diplomatic Academy for his class on Russian politics. Dr. Silva Hamie has taken students in her international organizations class to Dallas to observe a refugee resettlement program operated by the International Rescue Committee. The vast majority of our capstone courses involve travel to brief their client, usually to Washington, D.C. Some of our capstones have been able to travel abroad as part of their research, including recent capstone trips to Jordan, Nepal and Germany.

Assessment of Learning Outcomes
The Department instituted in the 2014-15 academic year a method to assess learning outcomes for our graduating students, following from the University directive to develop assessment tools other than class grades. As part of the Department’s response to this directive, we defined five learning outcomes/objectives that each student should be able to achieve by graduation:

1. Construct appropriate research plans and utilize valid data and sources in preparing policy relevant research.
2. Present research findings orally in an organized, clear, compelling and professional manner.
3. Understand multiple theories, frameworks and approaches in analyzing international affairs and international political economy and be able to apply multiple such theories, frameworks and approaches to the analysis of specific policy issues.
4. Write clearly, with well-organized presentation of material, in formats appropriate for professional contexts.
5. Acquire oral proficiency in a second language.
Our assessment system centers on our capstone courses, which every student must take in order to graduate. The capstones produce oral briefings and written products for their clients. All the capstones do a “run-through” of their oral briefing to a School audience before delivering the briefing to their clients. Two department faculty members now assess each oral “run-through” based on a rubric of learning outcomes developed by the Department and assign scores. Two department faculty also assess each written report produced by the capstones based on a rubric of learning outcomes relevant to written product. The oral and written rubrics can be found in the Appendix. They address learning outcomes 1-4 listed above. We have also used two other indicators to assess our progress on learning outcomes: the pass rate and grades achieved by our students on their oral proficiency language exams (outcome 5) and the number of our students who prepare an ePortfolio of their writing in conjunction with the School’s Writing Program (outcome 4).

Regarding each of our learning outcomes/objectives, the Department was able to improve our scores in 2015-16 over 2014-15, but in neither year did we fully achieve our objectives. For more specific explanations of the scores that follow, please consult the oral and written presentation rubrics in the Appendix.

**Capstone Oral presentation**

Constructing Research Plans: "Handling of Evidence" average score across 12 capstone classes of 5.27 on an 8 point scale. This is an improvement over the previous year's score of 4.77, but does not reach our target of 7.0.

Communicate Research Findings: "Clear Presentation of Argument," and "Delivery" average scores from 12 capstones: Clear Presentation of Argument: 6.09; Delivery: 6.32. These scores are improvements over last year’s scores of 5.02 and 5.39, but do not reach our target of 7.0.

Applying International Affairs Concepts: "Consideration of Multiple Explanations/Points of View" average score from 12 capstones: 5.41. This is an improvement over last year's score of 3.86, but does not reach our target of 7.0.

**Capstone Written Presentation**

Constructing Research Plans: "Sources and Evidence" average score from 12 capstone courses: 5.29. This is an improvement on last year's score of 4.65, but below our target of 7.0.

Applying International Affairs Concepts: "Content Development" average score from 12 capstone courses: 5.53. This is an improvement on last year's score of 4.55, but short of our target of 7.0.

Professional Writing Skills: Average score from 12 capstone courses: "Context and Purpose for Writing" - 5.89; "Organization and Design" - 5.32; and "Syntax and
Mechanics" - 5.95. These scores are an improvement over last year's scores (4.75, 5.2, 5.3), but did not meet the target of 7.0 in each category.

Oral Proficiency Test

103 tests administered; 8 failures (8%); 20 minimum passes (19%); 75 passes above minimum (73%). These are improvements over last year's failure rate (14%), minimum pass rate (22%) and passes above the minimum (64%). They are short of our target of a 100% pass rate and an 80% pass rate above the minimum.

Writing Portfolio

Among the 2016 graduating class, 11 students prepared writing portfolios, which was 13% of the class. This is an improvement over the 2015 graduating class, when no students prepared portfolios, but it did not reach our target of 20% of the graduating class preparing portfolios.

Based upon these scores from the 2014-15 and 2015-16 academic years, the Department took a number of steps to improve student learning outcomes: a) in all of our sections of the required courses International Politics in Theory and Practice (INTA 606) and Fundamentals of the Global Economy (INTA 608), instructors assign at least one exercise in which students are explicitly called upon to analyze a policy issue from multiple theoretical perspectives; b) in all sections of the required course Quantitative Methods I (BUSH 631), there is now a module on construction of research design; c) in all capstone courses there is now a briefing by staff from the Policy Sciences and Economics Library on reliability of sources and management of data; d) in all capstone courses, there is now a requirement that students consult an expert other than the instructor on bibliographic sources related to their project and an expert other than the instructor on theoretical approaches to the issue they are researching; e) in Fall 2016, the staff at the Policy Sciences and Economics Library ran a short course of 4 sessions on data management.

Graduate Certificate Programs

In addition to offering the MIA degree, the Bush School also offers a number of certificate programs. Following the School’s departmentalization, some of those now reside within the purview of the Department of International Affairs and others now fall outside the Department’s current structure. This section provides a succinct overview of the three Certificates administered by the Department of International Affairs:

- The Certificate in Advanced International Affairs (directed by Dr. Ronald Sievert)
- The Certificate in National Security Affairs (Directed by Prof. Andrew Ross)
- The forthcoming Certificate in Public Diplomacy (which will be directed by Prof. Randy Kluver of the Department of Communications)
It also includes an update on the disposition of the Bush School’s now discontinued Graduate Certificate in China Studies.

**Certificate in Advanced International Affairs**

The Certificate in Advanced International Affairs (CAIA) targets both students interested in a career in international relations, intelligence, defense policy, military affairs, counterterrorism, diplomacy, international organizations, law enforcement, international business, or international economic development as well as full time working professionals who bring unique experiences and expertise to the class room. The certificate program requires a bachelor's or graduate degree from an accredited institution. Applicants are admitted either as degree seeking graduate students (G-7) or as non-degree seeking graduate students (G-6) at Texas A&M University. Although courses are offered by some regular Bush School faculty, most online instructors are not residential faculty. Most are adjunct Bush School professors. A residential faculty committee reviews the qualifications of faculty who serve as online instructors. These come to that committee by recommendation of the certificate director or from the School's Office of Extended Education. If approved, they become adjunct Bush School faculty for the term of their instruction. Students can tailor their studies with an emphasis in: Diplomacy, Defense Policy and Military Affairs, Intelligence, or Counterterrorism. The majority of certificate students are full time professionals seeking a stand-alone credential for career advancement. Other certificate students are full time, degree-seeking Texas A&M resident students adding a special notation of certificate completion to their transcripts. The credit hours accrued are transferable and could count toward a graduate degree. Certificate students who complete that program and subsequently apply to and are admitted to the MPIA have those 12 hours approved toward their degree. The Certificate in Advanced International Affairs requires completion of 12 graduate credit hours and is offered primarily online, though students in the program who are subsequently admitted to the MIA program can complete their remaining courses on campus. The online course offerings are administered and supervised by the School's Office of Extended Education under the direction of Lisa Brown. In the fall semester 2016 there were 103 active students enrolled in the Certificate in Advanced International Affairs.

**Certificate in National Security Affairs**

The National Security Affairs certificate program is administered by the Department in cooperation with the Lawrence Livermore National Laboratory and Sandia National Laboratories. The National Security Affairs Program (NSAP) is an executive level graduate education program designed for Department of Energy (DOE) National Security Laboratories. The program provides selected Laboratory staff members with a broad contextual background on a range of national security issues related to the mission of the National Security Laboratories. Laboratory staff members selected for the program are designated NSAP Fellows at the Bush School.
The program of study for the Certificate in National Security Affairs entails successful completion of 12 credit hours of graduate instruction delivered in four courses during the program year. Two courses are taken in a short, intensive residential term at Texas A&M University during a 4-week summer term. The two summer courses currently offered in the NSAP program are INTA 617, Deterrence and Coercion, and INTA 657, Terrorism in Today’s World. The other two courses are taken via video teleconferencing, one in the fall semester and one in the spring. NSAP Fellows participate in regular Department courses which also include Bush School students. Currently, the fall course in the NSAP program is INTA 605, American Foreign Policy, and the spring course is INTA 689, National Security and Defense Planning. All of these courses are taught by full-time Department faculty. In addition, Fellows have the opportunity to return to College Station during the fall and/or spring semesters to participate in special workshops and conferences.

In the 2016-2017 academic year, there are 8 students currently enrolled in the Certificate in National Security Affairs. Since its inception in 2008, there have been 66 students from the Lawrence Livermore National Laboratory and 6 students from Sandia National Laboratory.

Certificate in Public Diplomacy
This is a new certificate that is in the process of obtaining approval to first be offered in the 2017-2018 academic year. This 12 credit hour, interdisciplinary certificate program is open to students from any graduate degree program at Texas A&M University. The Certificate is a collaborative effort of the Department of International Affairs in the George Bush School of Government and Public Service and the Department of Communication in the College of Liberal Arts. It draws upon existing strengths in public policy, diplomacy, and international relations in the Department of International Affairs and the strength in global media studies, new media studies, and global communication in the Department of Communication. It provides participating graduate students with a menu of courses offered by various departments and colleges that in aggregate offer a more robust curriculum than is currently available in any single department. Because the certificate is designed as an interdisciplinary learning experience, no student is permitted to include more than two courses from any one department as part of the certificate. Successful completion of 12 credit hours of certificate coursework constitutes completion of the requirements for the Public Diplomacy Certificate. Each course must be completed with a B or better. Since it is still being approved, there are currently no students enrolled in this certificate.

Certificate in China Studies
During the 2016-2017 academic year, this certificate program was discontinued. Unfortunately, the lack of graduate courses related to China outside of the Department of International Affairs regular offerings necessitated the delisting of this University-wide certificate program. The Certificate in China Studies was originally a collaborative effort of the Bush School, the College of Liberal Arts, and the Institute for Pacific Asia (Confucius Institute). The certificate program
was open to students from any graduate degree program at Texas A&M University. A student admitted to the certificate program would complete 12 credit hours of study typically involving four graduate level courses available in residence. Designed as an interdisciplinary learning experience, the certificate required that no more than two courses from any one department could count toward the certificate. As other departments around the university lost professors who had offered China-related courses and failed to replace them, it became harder and harder to identify any other graduate courses related to China regularly on offer outside of the Bush School. As such, the ability of students enrolled in the certificate to find China courses from other departments diminished to the point that the certificate became untenable.

Faculty Profile
Core Faculty
As of 2016, the Department of International Affairs has 22 full-time faculty, 9 of whom are tenured and 7 of whom are tenure-track. Of those in the tenured and tenure-track lines, there are 19 Ph.D.’s in political science, 2 Ph.D.’s in economics and one Ph.D. with a joint degree in political science and agricultural economics. Since 2008, the faculty has grown by almost two-thirds. This growth has retained a relatively consistent distribution of faculty across ranks with an approximately equal proportion of assistant and full professors, but only one-half to one-third as many associate professors (see Table 3). Like many of its peer institutions, the Department relies upon practitioners with decades of experience in policy-making circles to teach a large percentage of its courses. Unlike many of its peers, the Department has a large number of practitioner faculty as full-time members of the Department. There are currently 5 full-time practitioners in the Department, four with the rank of senior lecturer and one with the rank of executive professor, 23% of the total faculty. In our statistics they are in the Academic Professional Track category. They include a former director of USAID, a former U.S. ambassador to Latvia and Kazakhstan and a former chief of counterintelligence at the CIA. The Department is committed to maintaining a strong practitioner presence on the faculty, a commitment embodied at the School level in 2016 by the appointment of our new Dean, the former chief of staff of the U.S. Air Force. The Department also includes a full-time instructional associate professor, a Ph.D.-holding academic who is not on the tenure track and is included in our statistics in the Academic Professional Track category.

Academic appointments to the core faculty require a Ph.D. in a relevant academic subject. Our practitioner hires are based on professional experience and accomplishment, not on academic degree. Of our five practitioner faculty, two hold J.D. degrees and three hold master’s degrees or the equivalent.
Table 3: Number of Faculty by Rank, 2008-09 and 2016-17

<table>
<thead>
<tr>
<th>Rank</th>
<th>Number and (Percent), 2008-09</th>
<th>Number and (Percent), 2016-17</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full</td>
<td>3 (21%)</td>
<td>6 (27%)</td>
</tr>
<tr>
<td>Associate</td>
<td>1 (7%)</td>
<td>3 (14%)</td>
</tr>
<tr>
<td>Assistant</td>
<td>4 (29%)</td>
<td>7 (32%)</td>
</tr>
<tr>
<td>Academic Professional Track</td>
<td>6 (43%)</td>
<td>6 (27%)</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
<td>22</td>
</tr>
</tbody>
</table>

Full professors have a teaching load of three courses per year; associate professors and assistant professors teach four courses per year. The Department Head is not obligated to teach, but has taught either one or two courses per year for the past three years. The Texas A&M standard for lecturers and senior lecturers is five courses per year. However, given the other duties that our academic professional track faculty perform, our senior lecturers and our instructional associate professor teach four courses per year. Our executive professor, who directs the Scowcroft Institute, teaches two courses per year. The ratio of students to core faculty in the International Affairs Department is approximately 8:1.

Faculty salaries in the Department are competitive, both when compared to peer institutions as defined by the Texas A&M Vision 2020 comparison group and in terms of the Texas A&M averages. At the professorial rank, the average is substantially above the other categories; at the associate professor rank very close to the Vision 2020 comparison group and substantially above the Texas A&M average; at the assistant professor rank slightly below the Vision 2020 comparison group and slightly above the Texas A&M average. See Table 4 below for the figures.

Table 4: Faculty Salary FY 15-16

<table>
<thead>
<tr>
<th>Faculty Rank</th>
<th>Average Salary</th>
<th>Vision 2020 Comparison</th>
<th>TAMU Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>$187,516</td>
<td>$158,465</td>
<td>$140,114</td>
</tr>
<tr>
<td>Assoc. Professor</td>
<td>$112,577</td>
<td>$111,618</td>
<td>$98,276</td>
</tr>
<tr>
<td>Asst. Professor</td>
<td>$92,577</td>
<td>$96,399</td>
<td>$86,819</td>
</tr>
<tr>
<td>All Ranks</td>
<td>$144,047</td>
<td>$130,476</td>
<td>$117,590</td>
</tr>
</tbody>
</table>

As Table 5 suggests, the proportion of female faculty has improved over time: more than a third of the department is comprised by women. The proportion of faculty of color, however, remains small and stagnant.
### Table 5: Distribution of Women and Faculty of Color by Rank, 2008 and 2016

<table>
<thead>
<tr>
<th>Rank</th>
<th>2008 Number and (Percent) of Women</th>
<th>2008 Number and (Percent) of Color</th>
<th>2016 Number and (Percent) of Women</th>
<th>2016 Number and (Percent) of Color</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full</td>
<td>0</td>
<td>0</td>
<td>1 (17%)</td>
<td>0</td>
</tr>
<tr>
<td>Associate</td>
<td>0</td>
<td>0</td>
<td>1 (33%)</td>
<td>2 (67%)</td>
</tr>
<tr>
<td>Assistant</td>
<td>1 (25%)</td>
<td>1 (25%)</td>
<td>4 (57%)</td>
<td>0</td>
</tr>
<tr>
<td>Academic Professional Track</td>
<td>2 (33%)</td>
<td>0</td>
<td>1 (17%)</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>3 (21%)</td>
<td>1 (7%)</td>
<td>8 (35%)</td>
<td>2 (9%)</td>
</tr>
</tbody>
</table>

There are about twice as many faculty that teach and research in the school’s National Security and Diplomacy (NSD) program relative to the International Development and Economic Policy (IDEP) program, with some faculty working across both categories (see Table 6). 64% of the full-time faculty are associated with the NSD track, which closely matches the distribution of students across the two tracks.

### Table 6: Faculty by Program

<table>
<thead>
<tr>
<th>National Security and Diplomacy</th>
<th>International Development and Economic Policy</th>
<th>Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jasen Castillo</td>
<td>Jessica Gottlieb</td>
<td>Reyko Huang</td>
</tr>
<tr>
<td>F. Gregory Gause</td>
<td>Ren Mu</td>
<td>Valerie Hudson</td>
</tr>
<tr>
<td>Charles Hermann</td>
<td>Andrew Natsios</td>
<td>Erin Snider</td>
</tr>
<tr>
<td>Chris Layne</td>
<td>Raymond Robertson</td>
<td></td>
</tr>
<tr>
<td>Richard Mac Namee</td>
<td>Emily Sellars</td>
<td></td>
</tr>
<tr>
<td>Larry Napper</td>
<td></td>
<td></td>
</tr>
<tr>
<td>William Norris</td>
<td></td>
<td></td>
</tr>
<tr>
<td>James Olson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Andrew Ross</td>
<td></td>
<td></td>
</tr>
<tr>
<td>John Schuessler</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Joshua Shifrinson</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ron Sievert</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mohammed Tabaar</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gabriela Marin Thornton</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The faculty are professionally active, both in publishing and in generating resources for research projects. Table 7 documents measures of productivity including publications and grants from 2012 through 2016. Importantly, this reflects how the productivity of the current set of faculty has evolved over time. Notably, the number of articles in peer-reviewed journals has increased fairly consistently over the period, as has the number of non-peer-reviewed publications. Included among the peer-reviewed journals in which the faculty have published are top journals in the fields of political science and economics such as the *American Political Science Review,* *World Politics,* *American Journal of Political Science,* *International Security,* *International Studies Quarterly,* *World Development,* *World Bank Economic Review,* *Journal of Development Economics,* and *Journal of Macroeconomics.* The faculty is very active in the policy community, writing in major print and online media outlets such as *The Washington Post* and *Foreign Policy.* Department faculty have increasingly been successful in obtaining both internal and external funding. Some examples include a $78,060 grant from the US Department of Defense for “Rethinking Nuclear Strategy,” a $217,851 grant from the Evidence in Governance and Policy group for a field experiment on politician performance in Benin, a $960,000 grant from the US Department of Defense’s Minerva initiative for the WomenStats Database and Research Project, and a $5,919,668 Defense Threat Reduction Agency contract award, in which Department faculty participated with colleagues in other departments and institutions. In 2014/15, total faculty grants and contracts and awards (like fellowships at research institutions) totaled just over $2 million; in 2015/16 the total was approximately $980,000. Our faculty is also quite visible in the academic and policy community, receiving two to three fellowships from external agencies such as the Carnegie Endowment and the Center for American Progress every year.

<table>
<thead>
<tr>
<th>Table 7: Faculty Productivity 2012-2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer-reviewed articles</td>
</tr>
<tr>
<td>Books</td>
</tr>
<tr>
<td>Book chapters and non-peer-reviewed publications</td>
</tr>
<tr>
<td>Shorter policy publications*</td>
</tr>
<tr>
<td>Number of competitive external grants and contracts</td>
</tr>
<tr>
<td>Number of internal (TAMU) grants or other awards</td>
</tr>
<tr>
<td>Faculty with fellowships from external agencies</td>
</tr>
</tbody>
</table>

* Includes newspaper op-eds, shorter articles and posts on influential policy blogs and on-line outlets like the *Washington Post Monkey Cage,* *Politico,* *ForeignPolicy.com* and *ForeignAffairs.com.*
The department additionally contributes to creating an environment in which faculty can succeed in their research by providing:

- Annual GARs (Graduate Assistant for Research) to interested faculty
- Annual funding for conference travel, with a minimum of $3,500 per year for each tenured and tenure-track faculty
- Opportunities to apply for internal research funds
- Generous support for computer hardware, software, books, and other supplies.

Overall Department performance in research is improving. This improvement is not always captured in the metrics used by Academic Analytics, which is the primary basis for University assessment of research productivity. Academic Analytics has not captured any of the grants obtained by Department faculty, for example. It also does not capture the policy publications that are an important part of the output of the Department, both in terms of informing the national policy debate and in terms of raising the national profile of the School. The citations recorded by Academic Analytics are limited to citations to articles published in the previous four year period, so the Department saw its total citations decline from 173 in the 2013-14 year to 133 in the 2014-15 year, while the Google scholar citations to work done by the Department increased in that period. The Academic Analytics figures provided to the School by the University are not broken down by department, but consider the faculty of the School as a whole. The comparative group is programs in public policy and public administration. Thus, the Department cannot judge its comparative standing vis a vis its peers and aspirant peers in the field of professional schools of international affairs from this data. The School has asked the Provost’s office to provide department-specific Academic Analytics data in the future.

The overall numbers tell a good, though not exceptional, story of Department productivity. We are in a period where many of our junior faculty, hired in the last 3-6 years, are seeing their work reach publication fruition, which improves our overall numbers. We have added some productive scholars to the Department in the last few years, most notably Prof. Raymond Roberston. Prof. Valerie Hudson has had an outstanding last few years in terms of publications, grants and awards, contributing greatly to the Department’s overall research output. The Department’s research trajectory is good, with room for improvement.

**Faculty Other than Core**

The Department has been fortunate to be able to hire a number of faculty on a less-than-full time basis over the years. Teaching loads differ in this category. Since the 2014-15 academic year, Dr. Silva Hamie (Ph.D. University of York, Politics, 2007) has served as a half-time lecturer, teaching two lecture classes and a capstone. The School has found the funding to convert Dr. Hamie’s position to full-time beginning in the 2017-18 academic year, dependent upon approval at the University level. In some cases, the Department hires faculty from other departments to offer one course to our students. In 2016-17 there were three courses offered
in this manner. The Department regularly hires practitioners and scholars from outside the Texas A&M faculty to offer capstone courses. In the 2016-17 academic year, three such adjunct faculty are with the Department. The Scowcroft Institute’s post-doctoral fellows have an obligation to teach one course in the Department per year; in 2016-17 there are three such fellows. The Department is also fortunate enough to have the funds to occasionally bring to campus noted practitioners who stay with us for a semester or a year, offering courses (the number of which differ from case to case). In the 2016-17 academic year, the Department was able to bring four such practitioners to campus, who are offering in total six courses (including two capstones).

The Department also regularly hires on a one-year basis visiting assistant professors to cover curricular needs created by the absence of core faculty through course buyouts, faculty development leaves and other circumstances that reduce the teaching load of core faculty. These visiting assistant professors teach four courses per year. In the 2016-17 year the Department hosted three such appointments.

In the 2016-17 academic year, faculty other than core faculty are offering 30 courses, including five capstones, in the department. Calculating on the basis of a regular four-course faculty load, they provide the equivalent of 7.5 additional faculty in the department, though in this academic year they are replacing 3.5 core faculty lost to various teaching releases and buy-outs, so non-core faculty provide on net an additional 3.5 faculty members this year. In terms of net non-core faculty, the student-faculty ratio in 2016-17 is 51:1. Total student-faculty ratio for the 2016-17 academic year, inclusive of core and other-than-core faculty and on net, is 7:1.

As the Department does not require its other-than-core faculty to perform research, we do not keep data on their publications or external grants.

**Research Institutes, Programs and Centers**

The Bush School has three research institutes, all of which report administratively directly to the Dean. One of the three, the Scowcroft Institute for International Affairs, has a close relationship with the Department. Its director, Exec. Prof. Andrew Natsios, is a member of the Department, and its work is directly related to the work of the department. Department faculty are involved in the work of the other two institutes, the Institute for Science, Technology and Public Policy and the Mosbacher Institute for Trade, Economics and Public Policy, but those institutes are headed by faculty in the Department of Public Service and Administration. There are two research programs housed in the Department of International Affairs: The Program on Women, Peace and Security and the Program on Grand Strategy.

**Program on Women, Peace and Security**

The Program on Women, Peace, and Security (WPS) was established in November 2015, with Professor Valerie M. Hudson serving as its first director. Its purpose is to provide a WPS node in the heartland of the United States, and its mission is three-fold: teaching, research, and
outreach. The Program’s inaugural funding is provided by the Compton Foundation; and its research arm, The WomanStats Project, is currently funded by the US Department of Defense through a Minerva Grant. At the initiative of the Program, the Department adopted in December 2016 a new concentration on Women, Peace and Security. The Program has sponsored two national conferences since its inception and hosted one visiting scholar.

Program on Grand Strategy

The Program on Grand Strategy was established in 2015, with Professor Christopher Layne serving as director. The Program’s initial funding was provided by an internal grant from Texas A&M. It organized an international conference on the “command of the commons” in November 2016. The School is currently in negotiations with an outside funder to expand the Program into a Center, which would report directly to the Dean.

Scowcroft Institute of International Affairs

In 2006, the George Bush School of Government and Public Service established the Scowcroft Institute of International Affairs, honoring Lt. Gen. Brent Scowcroft for his years of public service in national security and world affairs. Andrew Natsios has served as the Director of the Institute since 2013. In 2014 the Institute appointed a new and expanded Advisory Committee of former U.S. government officials from the State Department, Defense Department, USAID, international organizations, the Food and Drug Administration, the private sector, former Members of Congress, and Deans and University Presidents. The budget of the Institute has increased from $250,000 a year in 2012 to $750,000 a year in 2016.

The Scowcroft Institute hosts a Speakers Series of prominent public officials, writers, journalists and scholars, supported by the Lenore and Francis Humphrys International Speakers Endowment. The Bosarge Foundation has made a generous million dollar contribution to the Institute for new programs. Scowcroft manages a U.S. Army Fellows program. The Institute organizes conferences funded by the Ansary Foreign Policy Conference endowment and the Korea Grants. The O’Donnell Grants endowments provide research grants to any scholars using the Bush School library and to Bush School faculty doing research. Conferences and public lectures are often co-sponsored with the Bush Foundation and the Glascock Center for the Study of the Humanities in the School of Liberal Arts, and the Baker Institute at Rice University. The Institute co-sponsors the annual Lone Star Security Conference with the Tower Center at Southern Methodist University, and the LBJ School at the University of Texas to review manuscripts by invited authors from across the United States.

The Institute has focused some of its research resources on providing financial and conference support for tenure-track junior faculty members writing books. This includes holding manuscript conferences for nationally known scholars to come to the Bush School to critique and provide advice to the junior faculty on their research, book launches, and sponsoring the presentation of their research with Washington think tanks. Scowcroft has also initiated a
Scowcroft Paper series, with contributions from Bush School faculty and from scholars and policy makers across the United States and Europe.

Two years ago the Institute initiated the Global Pandemic Policy Program to foster, conduct, and disseminate research on domestic and international pandemic policy. This program ties the Bush School in a major research project to five other Schools at Texas A&M. The GP3 will also complement Texas A&M University’s One Health Initiative by focusing on the policy side of health systems research, specifically looking at world pandemic threats (both natural and man-made, including bioterrorism). The Institute has raised $700,000 to run an annual Pandemic Policy Summit of scientists, health managers, non-governmental organizations, UN Agencies, and U.S. policymakers on pandemic research and preparedness. In addition, the GP3 program has funded modeling research on pandemics, the creation of a pandemic research and public document data base, and the publication of research and papers on pandemic policy reform. The Institute has established a Pandemic Policy Council to guide planning made up of appointees named by the Deans of the School of Public Health, the School of Veterinary Science, the Health Sciences Center, the School of Medicine, the Look School of Engineering, and the School of Liberal Arts. The Institute is considering the creation of a Center for the Study of Pandemics and Biosecurity in 2017.

The Scowcroft Institute also works with two other Institutes at the Bush School--the Mosbacher Institute and the Science and Technology Institute--on both research and on co-sponsoring lectures and conferences.

Institute for Science, Technology, and Public Policy
The Institute for Science, Technology and Public Policy (ISTPP) is a nonpartisan, interdisciplinary public policy research institute. The Institute examines pressing and complex issues related to the framing and communication of science and technology information to help inform difficult public policy questions. ISTPP communicates its research-based findings to the public and decision makers and publishes them in scholarly journals. ISTPP conducts interdisciplinary research in four focus areas: environmental and natural resources policy, emerging technologies policy, infrastructure and built environment policy, and health policy. ISTPP provides research expertise in public opinion surveys, focus groups, in-depth stakeholder interviews, and policy and regulatory analysis. Current research includes governance and public perceptions of the water-energy-food nexus, and transboundary water governance.

ISTPP has been conducting interdisciplinary research for over 15 years. To date, the Institute has attracted over $15.9 million in competitive funding from federal and state agencies for over 21 projects. With support from over $4.5 million in competitive grants, the Institute furthers understanding of the increasingly important areas of climate change policy, water governance, and policies related to the water-energy-food (WEF) nexus. ISTPP has conducted six federally funded climate change projects with support from the National Oceanic and Atmospheric Administration, the U.S. Environmental Protection Agency, and the U.S. Department of
Transportation. The Institute has also conducted the world's first policy study on WEF issues, and begun a transboundary water governance study with university partners from both the United States and Mexico. ISTPP has collaborated 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 a broad range of departments and numerous research centers, institutes, and programs.

**Mosbacher Institute for Trade, Economics, and Public Policy**

The mission of the Mosbacher Institute is to produce innovative policy research and top-quality education and training to help meet the challenges posed by a new world of global markets and increasingly diffuse political and economic power. The Institute is organized around three core programs. Each of these programs builds on the expertise of Bush School faculty to provide insights and outreach on important public policy issues.

- **The Program in Integration of Global Markets** is committed to identifying policies and practices that encourage greater integration of world markets because global market integration offers a credible and proven mechanism for fostering economic growth, raising living standards, and promoting world peace. The program advances sound trade policy by addressing issues like the role of trade in developing countries and the possibility of better governance through trade.

- **The Program in Energy** takes a fact-based, economic approach to comparing the world’s energy options, sizing up the true costs of energy, and encouraging the coordination of global policy responses to energy security. The program seeks to identify effective policy responses that balance cheap, clean, and secure energy while relying extensively on markets.

- **The Program in Governance and Public Services** emphasizes the role of evidence-based policy research and analysis in governance and the provision of public sector services. Because good governance increases the efficiency of the public sector and lowers the costs of doing business for the private sector, it increases America’s competitiveness in the global marketplace. The program, therefore, aims to identify good governance practices and policies in our domestic economy and to propose solutions to correct failures and inefficiencies.

Each of the three programs contributes to the Mosbacher Institute’s *The Takeaway* policy brief series. *The Takeaway* policy briefs translate academic work to non-academic audiences by offering concise, well-reasoned analysis, thoughtful policy discussion, and practical recommendations on the key issues facing decision makers. Readers get concrete ideas to take away and integrate into their thinking about a policy problem or current event.
Student Profile

Table 8 includes profiles for the last five incoming classes. From a base of 246 in 2012, the number of applicants peaked at 257 in 2015, declining to 230 in 2016. This is a trend seen at other APSIA institutions as well. At the same time, the number of students enrolled increased from 83 in 2012 to 93 in 2016 (reflecting the fact that the number of students accepted for admission increased from 117 to 131). As far as demographic characteristics, the 2016 class is composed of 9% international students, 16% minority students, and 48% female students. While the percentage of the class represented by women has increased substantially, to nearly one-half of the class, minority student enrollment has remained relatively flat. This is an area that is ripe for improvement. While the Department has been somewhat successful in recruiting Latino/a students (from 4 in the incoming class in 2011 to 12 in the incoming class in 2016), recruitment of African-American students has not kept pace with the overall growth of class size (from 1 in the incoming class of 2011 to 2 in the incoming class of 2016). From 2012 to 2016, mean GPA and mean GRE scores for incoming students remained flat, representing another area of concern. It was an accomplishment to sustain a level of student quality while expanding the size of the class, but the goal has to be to improve student quality even as class size grows.

Table 8: Incoming Class Profile

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total number of applicants</td>
<td>246</td>
<td>226</td>
<td>228</td>
<td>257</td>
<td>230</td>
</tr>
<tr>
<td>Accepted for admission</td>
<td>117</td>
<td>130</td>
<td>127</td>
<td>125</td>
<td>131</td>
</tr>
<tr>
<td>Enrolled</td>
<td>83</td>
<td>92</td>
<td>91</td>
<td>90</td>
<td>93</td>
</tr>
<tr>
<td>Mean GPA</td>
<td>3.52</td>
<td>3.55</td>
<td>3.44</td>
<td>3.48</td>
<td>3.51</td>
</tr>
<tr>
<td>Mean GRE</td>
<td>313</td>
<td>312</td>
<td>311</td>
<td>311</td>
<td>309</td>
</tr>
<tr>
<td>Non-TX Undergrad</td>
<td>54%</td>
<td>49%</td>
<td>66%</td>
<td>50%</td>
<td>56%</td>
</tr>
<tr>
<td>A&amp;M Undergraduates</td>
<td>27%</td>
<td>38%</td>
<td>14%</td>
<td>29%</td>
<td>28%</td>
</tr>
<tr>
<td>Minority Students</td>
<td>20%</td>
<td>16%</td>
<td>18%</td>
<td>23%</td>
<td>16%</td>
</tr>
<tr>
<td>Women Students</td>
<td>37%</td>
<td>38%</td>
<td>44%</td>
<td>41%</td>
<td>48%</td>
</tr>
<tr>
<td>International Students</td>
<td>8%</td>
<td>10%</td>
<td>11%</td>
<td>7%</td>
<td>9%</td>
</tr>
</tbody>
</table>

Table 9 includes data on graduation and retention. Between 2012 and 2016, the number of degrees awarded by the department has increased from 52 to 95. During the same interval, the
retention rate has decreased, albeit from a high ceiling, from 98% to 87%. Average time to degree has hovered around 2 years.

<table>
<thead>
<tr>
<th>Table 9: Graduation and Retention</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year</strong></td>
</tr>
<tr>
<td># of Degrees awarded</td>
</tr>
<tr>
<td>Retention Rate (%)</td>
</tr>
<tr>
<td>Average time to degree (yrs.)</td>
</tr>
</tbody>
</table>

Table 10 presents data on financial aid. Financial support provided to the average student has increased from $4178 in 2012 to $6642 in 2016. 100% of the department’s students have received some kind of financial support, which means that every student in the Department (and in the School overall) pays in-state tuition rates, as Texas A&M grants all students who receive a competitive scholarship in-state tuition rates.

<table>
<thead>
<tr>
<th>Table 10: Financial Aid</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class of</strong></td>
</tr>
<tr>
<td>Average Financial Support ($)</td>
</tr>
<tr>
<td>Percent with financial support</td>
</tr>
</tbody>
</table>

**Employment Profile**
The Office of Career Services and Placement, among its many duties, assists students in acquiring internships, identifying summer language immersion programs and preparing for the job market. It also tracks recent graduates and surveys them to obtain data on their current employers.

Overall, the employment rate for recent graduates is relatively high (81% in 2016, six months after graduation). While the 2016 figure is lower than previous years, in all probability that reflects the shorter time frame since graduation. We anticipate that number will be closer to past years in the next reporting period. The largest percentage of graduates find employment with the federal government (41% in 2016). Other major employers include the private sector (18% in 2016); the non-profit sector (12% in 2016); and government contractors (14% in 2016).
<table>
<thead>
<tr>
<th>Class of</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Graduates</td>
<td>52</td>
<td>67</td>
<td>74</td>
<td>85</td>
<td>90</td>
</tr>
<tr>
<td>Survey Response Rate</td>
<td>90%</td>
<td>90%</td>
<td>95%</td>
<td>92%</td>
<td>92%</td>
</tr>
<tr>
<td>Employment Rate</td>
<td>96%</td>
<td>90%</td>
<td>84%</td>
<td>87%</td>
<td>81%</td>
</tr>
<tr>
<td>State &amp; Local Government</td>
<td>11%</td>
<td>11%</td>
<td>12%</td>
<td>4%</td>
<td>6%</td>
</tr>
<tr>
<td>Federal Government</td>
<td>36%</td>
<td>41%</td>
<td>30%</td>
<td>38%</td>
<td>41%</td>
</tr>
<tr>
<td>Government Contractors</td>
<td>15%</td>
<td>17%</td>
<td>27%</td>
<td>9%</td>
<td>14%</td>
</tr>
<tr>
<td>Non-Profit/NGO</td>
<td>9%</td>
<td>6%</td>
<td>12%</td>
<td>16%</td>
<td>12%</td>
</tr>
<tr>
<td>Continuing Education</td>
<td>7%</td>
<td>3%</td>
<td>2%</td>
<td>6%</td>
<td>3%</td>
</tr>
<tr>
<td>Private Sector</td>
<td>20%</td>
<td>19%</td>
<td>15%</td>
<td>27%</td>
<td>18%</td>
</tr>
<tr>
<td>Other (previous career, etc.)</td>
<td>2%</td>
<td>3%</td>
<td>2%</td>
<td>0%</td>
<td>6%</td>
</tr>
</tbody>
</table>

Helping to set students up for success in their career planning are the internships that they do between their first and second years. In 2016, students secured internships with 21 federal government entities, 10 state and local agencies, 3 foreign governments, 15 nonprofit organizations, 13 international organizations and think tanks, and 11 employers from the private sector.

The Department and the School have been successful in increasing the number of students in the MIA program while maintaining overall quality and sustaining a high success rate of post-graduate employment. The School’s generous scholarship policies, supported by Texas A&M’s policy of granting in-state tuition to every student receiving a competitive scholarship (thus all Bush School students), supports the land-grant mission of the University in allowing students of more modest means the access to our high-quality master’s degree program. This contributes to the strength and diversity – not only in racial and ethnic categories, but also in terms of social class and geographic categories – of the workforce in the international affairs field in the Federal government, the non-governmental organization and contracting sector and in the private sector. The employment history of the Department’s graduates is encouraging. The Department is pleased with its retention, graduation and time to degree statistics and sees no need for additional efforts in these areas. It continues to face challenges in recruiting minority students, particularly African-Americans. It will also face major challenges over the coming years in further increasing the class size while working to increase student quality.
Conclusion: Goals and Challenges for the Future

The Department faces a number of challenges in the future, but they are the challenges of growth, not the challenges of retrenchment. The University expects the student body of the School to grow by 20% in the near future (though no specific time-line is set for that expansion). This presents an immediate challenge in terms of space. The Department, and the School more generally, is bursting at the seams in terms of classrooms, office space and student work areas. The University has promised that the School will be given the second floor of the Allen Building (we currently occupy the majority of the first floor, with the Dean’s Suite occupying a section of the second floor) in the near future, the latest estimate being at the outset of the 2019-20 academic year.

While many of the Department’s expected challenges revolve around our projected student growth, there are other challenges that confront us immediately. Below are a set of challenges identified by the Department and steps we plan to take to meet them.

- **Challenge:** Broaden and deepen the applicant pool to maintain student quality while expanding enrollment by 20%.
  
  **Responses:**
  
  - *Develop and implement a 1-year mid-career master’s degree program.* The proposal for this program, which we propose will lead to a “Master in International Policy” degree, is currently working its way through the University’s process for approving new programs. The target audience for this degree is people who have at least 6 years’ experience in the field of international affairs, broadly understood. We believe that this requirement of substantial professional experience will avoid the problem of siphoning students away from our existing MIA degree program. Among the groups we hope to attract with this degree are military officers seeking an advanced degree as part of their preparation for promotion.
  
  - *Increase recruitment efforts by faculty and admissions staff in the Washington, D.C. area.* The Department Head and the Director of the Scowcroft Institute both conducted recruiting activities in Washington in the fall of 2016, and we plan to make this a yearly event. We hope to increase the visibility of the School and the Department among interns and young professionals who are looking to advance their careers through professional education, but who might be put off by the cost of acquiring an advanced degree at a local institution.
  
  - *Increase international recruiting.* We hope to target particularly Mexico and Central America as natural areas for international recruiting, given our geographical proximity and the ease of travel through Houston. The School as a whole will benefit in this regard from a growing relationship with the Department of International Relations and Political Science at the Monterrey Institute of Technology and Higher Education (ITESM).
in Mexico. Prof. Raymond Robertson, who has worked extensively in Mexico, has already made a recruiting trip to the region.

- **Develop a comprehensive advertising plan.** With the help of friends of the School, a number of our faculty are developing a strategic marketing and communications plan framework to submit to the administration. As part of this effort, the Department is planning to commit one-time resources to increasing our advertising aimed specifically at potential IDEP students.

- **Challenge:** Solidify the core curriculum by having all required courses (except capstones) normally covered by full-time faculty. Currently, sections of some of our required courses, most notably BUSH 631, the required social science methods course, and INTA 608, Fundamentals of the Global Economy, are taught by visiting faculty. Covering these sections puts a strain on the Department every year, and sends a negative signal that the Department is not sufficiently committed to its core curriculum.

  **Responses:**

  - **Solidify INTA 608 through current Presidential Investment search.** The Department began a search for a new faculty member in the area of international non-governmental and inter-governmental organizations in the spring of 2016, with a plan to have that new colleague in place by the fall of 2017. The person hired in this position will teach a section of INTA 608. As of March 2017, we are still in the midst of that search.

  - **Make covering BUSH 631 a priority in any future faculty hiring.** This will be a major priority of the Department.

- **Challenge:** Diversify the faculty in terms of discipline, gender and historically under-represented minorities.

  **Responses:**

  - The Department will continue to advertise open positions through the array of specialized outlets aimed at scholars from historically under-represented groups, and will commit in every hiring decision to make personal outreach to qualified scholars from those groups to consider application for our positions.

  - The Department looks for an opportunity to include more economists and return historians to the core faculty.

- **Challenge:** Maintain a strong practitioner presence on the faculty (no less than 25% of the full-time faculty, with a goal of 33% of full-time faculty). The Department will face the immediate challenge in the next few years of replacing two of the pillars of our program, Dr. James Olson and Amb. Larry Napper, who have each been with the Bush School for over a
decade. Dr. Olson has been our major point of conduct with the Intelligence Community and Amb. Napper with the Foreign Service, assisting our students who seek careers in those areas. Both have been major contributors to our curriculum. Both will retire sometime in the next few years.

Responses:

- **Take advantage of one-time funds to bring distinguished practitioners to the department for shorter periods.** The School has dedicated funds for visiting practitioners. We are using these to invite practitioners to teach for shorter periods, in the hope of identifying potential replacements for colleagues as they contemplate retirement. We currently are hosting three such practitioners in the spring 2017 semester.

- **Utilize School contacts in government to seek out prospective practitioner faculty.** We have activated School connections in President Bush’s office in this regard, as well as continuing to encourage all of our existing faculty to use their connections to recommend potential practitioner faculty. At a minimum, we try to bring such people to campus to give a talk to introduce them to the School and plant the seed of a potential relationship.

- **Challenge:** Sustain existing research and curricular strengths while expanding our range of research foci and curricular offerings. No department or program can cover every element of international affairs in equal depth. We plan to sustain our strengths in the areas listed in the introduction, while looking for opportunities to expand into a number of areas. We recognize that the decisions about the research/teaching focus of additional faculty positions are not entirely within the Department’s control. Lines can be given to the department for specific purposes, determined at levels above the Department. But the following are functional and regional areas where the Department will look to add faculty competence in the near future:

  - Teaching expertise in research methods appropriate for our students (see Challenge #2)
  - Cyber policy and strategy
  - East Asia

When thinking of the longer-term, the Department hopes to build and develop in the following areas:

- Build upon existing strength in gender and security
- Build upon existing strength in the intelligence field
• Build upon existing strength in economic development and trade issues related to Latin American, particularly Mexico, Central America and the Caribbean

• Develop with the Department of Public Service and Administration Department a program in “border management” with a focus upon the U.S.-Mexico border

• **Challenge:** Develop a permanent presence in Washington. There is a wide-spread feeling among the Department faculty that the School needs a presence in the nation’s Capital, to raise the profile of the School, increase the opportunities for our students and facilitate policy-relevant research by the faculty. There is also recognition that it would not be possible for the Department, or even the School, to maintain such a presence given our current financial situation. There are also questions about how such a presence could be utilized by our students outside of their summer internship period. The Department gives a limited amount of credit for internships, and thus it is difficult for students to engage in full-time internships during the regular semesters. But there is general agreement that a permanent Washington presence would be good for the Department and the School.

**Responses:**

• Pursue interest in a Washington presence expressed at the University level and see how the School might fit into that

• Pursue recent discussions with the LBJ School at the University of Texas on possible joint Washington projects
Appendices

- Faculty CV’s
- Draft Bush School Strategic Plan
- Descriptions of 2016-17 Capstones
- Concentrations in the International Affairs Department
- 2016-17 Catalog – Courses in International Affairs Department
- Capstone Oral Presentation and Written Product Rubric
- Institutional Profile for DOE External Program Accreditation Documents
Professional Experience
- Associate Professor, George H.W. Bush School of Government and Public Service, Texas A&M University
- Assistant Professor, George H.W. Bush School of Government and Public Service, Texas A&M University, Fall 2008 to Summer 2014
- Research Director, Scowcroft Institute for International Affairs, George H.W. Bush School of Government and Public Service, Texas A&M University, 2009-2012
- Member Policy Planning Staff, U.S. Department of Defense, 2005 to 2007
- Adjunct Professor, Security Studies Program, Georgetown University, 2003-2007
- Consultant for the Institute for Defense Analysis, Alexandria, VA, 2000 to 2001

Education
University of Chicago, Chicago, IL
Ph.D., Political Science, 2003
M.A., Political Science, 1997

Northwestern University, Evanston, IL
B.A., Political Science, with honors, 1995

Research Interests
- U.S. National Security Policy
- Deterrence and Nuclear Weapons Policy
- Military Strategy and Operations
- Sources of Military Effectiveness
- International Relations Theory
- Social Science Methodology

Book

Articles
- “Nuclear Strategies to Deter Conventional Attacks,” Under Review.
Articles (continued)

Chapters in Edited Volumes

External Research Funding
• Research on nuclear deterrence is supported by a contract with Deputy Assistant Secretary of Defense for Nuclear Matters. The five-year contract is in its third year, with this period's support at $78,060 and the total support reaching $390,300. It has included three paid Pentaogon summer internships for Bush School students.

RAND Corporation Reports

Teaching Experience
• Professor, George H.W. Bush School of Government and Public Service, Texas A&M University, Fall 2007 to Present. Courses include International Security, U.S. Military Power, Military Strategy, Coercion and Deterrence, Qualitative Methods and Capstone.
• Adjunct Professor, Georgetown University. Fall 2003 to Summer 2007, courses included: Theory and Practice of Security Studies and International Security.

Invited Presentations and Conference Presentations
• “Alliance Defection and the Rise of China,” Georgetown University, February 2016
• “Endurance and War,” Yale University Conference on Military Effectiveness, October 2015.
Invited Presentations and Conference Presentations (continued)

- “Deliberate Escalation: Strategies of Regional Nuclear Powers,” Briefing to the Chairman of the Joint Chiefs of Staff’s Strategy Group, Department of Defense, Washington, DC November 5, 2010. Invited Talk

Invited Presentations and Conference Presentations (Continued)

- “Tailoring Dissuasion and Deterrence,” Unrestricted Warfare Symposium, John Hopkins University, JPL, Laurel, Maryland, October 2007. Invited Talk
Honors and Fellowships

- Texas A&M University Association of Former Students Teaching Award, 2013.
- Teacher of the Year, Security Studies Program, Georgetown University, 2006. Nominated for the 2004 American Political Science Association’s Helen Dwight Reid Award for the Best Dissertation in International Relations, Law, and Politics
- National Science Foundation Fellowship, 1995-99.

Service

- Bush School, Faculty Search for Leadership Position (Successful), 2015-2016
- Bush School, College By-Laws Committee, 2015-2016
- Texas A&M University, Provost Post-Tenure Review Committee, 2015-2016
- Texas A&M University, Texas A&M University Press Editorial Board, 2015-2016
- Bush School, Grand Challenges Faculty Search Committee Member, 2014-2015
- Texas A&M University, Glascock Center, Bush School Representative, 2014
- Texas A&M University, Disability Services, Bush School Representative, 2012-2014
- Head of Foreign Policy Section, American Political Science Association, 2012-2013
- Faculty Search Committees, Bush School of Government and Public Service, 2008-2012.
- Research Director, Scowcroft Institute for International Affairs, 2009-2012
- Texas A&M University, School Graduate Studies, Diversity Award Committee, 2011.
- Texas A&M University, Former Student Association, Service Award Committee, 2009.

Teaching Philosophy

- I teach my seminar courses using the Socratic Method: questioning students about assigned readings during course meetings, forcing them to consider the core arguments made by authors as well as the relevant counterarguments. Discussion also gives student an opportunity to evaluate the logic and evidence behind arguments. My readings introduce students to social science research relevant to foreign and defense policy. To evaluate course learning, I grade students on short writing assignments that assess the readings and also train students to write concise policy memos, a necessary skill for future work in government. In addition, I teach students about how to prepare and to deliver briefings. I remind students that it is better to learn how to give an excellent PowerPoint briefing than complaining about the evils of PowerPoint.
Employment

- John H. Lindsey ’44 Chair, Professor of International Affairs and Head of the International Affairs Department, Bush School of Government and Public Service, Texas A&M University (appointed August 2014)

- Nonresident Senior Fellow, Brookings Doha Center (2012-2015)

- Professor of Political Science, University of Vermont (2008-2014; on faculty since 1995); Chair, Department of Political Science (2010-2013); Director, Middle East Studies Program (1998-2008)

- Kuwait Foundation Visiting Professor, Kennedy School of Government, Harvard University (2009-10)

- Fellow for Arab and Islamic Studies, Council on Foreign Relations (1993-1994)

- Associate Professor of Political Science (without tenure), Columbia University (1992-1995); Assistant Professor of Political Science, Columbia University (1987-1992)

Education

- Harvard University, Department of Government, Ph. D., 1987
- Middlebury College, School of Arabic, intensive summer program, 1984
- American University in Cairo, Arabic Language Unit, 1982-1983
- St. Joseph's University (Philadelphia), A.B. in Politics (summa cum laude), 1980

List of Publications

a) books


-Oil Monarchies: Domestic and Security Challenges in the Arab Gulf States, Council on


b) journal articles

-“The Future of U.S.-Saudi Relations,” Foreign Affairs, Vol. 95, No. 4 (July/August 2016).

-“Revolution and Threat Perception: The Case of Iran,” International Politics, Vol. 52, No. 5 (September 2015).


-“Why Middle East Studies Missed the Arab Spring,” Foreign Affairs, Vol. 90, No. 4 (July/August 2011).


-"Who Lost Middle Eastern Studies?" [review essay], Foreign Affairs, Vol. 81, No. 2, (March/April 2002).


c) articles in edited volumes


- “The Middle East Academic Community and the ‘Winter of Arab Discontent’: Why Did We Miss It?” in Ellen Laipson (ed.), *Seismic Shift: Understanding Change in the Middle*
East, Stimson Center, 2011.


-“The Impact of International Politics,” in Michele Penner Angrist (ed.), Politics and Society in the Contemporary Middle East, Lynne Rienner, 2010, second edition 2013

-“Democracy Promotion is Problematic as a Counterterrorism Priority,” in Stuart Gottlieb (ed.), Debating Terrorism and Counterterrorism, Congressional Quarterly Press, 2010


"From 'Over the Horizon' to 'Into the Backyard': The Saudi-American Relationship and the Gulf War," in David Lesch (ed.), *The United States and the Middle East: An Historical Reassessment*, Westview Press, 1996.


d) opinion and current events

- (co-authored with Ian Lustick) “America and the Regional Powers in a Transforming Middle East,” *Middle East Policy*, Vol. 19, No. 2 (Summer 2012)
- “The U.S.-Israeli-Turkish Strategic Triangle: Cold War Structures and Domestic Political Processes,” in William B. Quandt (ed.), *Troubled Triangle: The United States, Turkey and Israel in the New Middle East*, Center for International Studies, University of Virginia, 2011
- testimony to U.S. House of Representatives, Committee on Foreign Affairs, Subcommittee on the Middle East and South Asia, Saudi Arabia and the Proposed Arms Sale, September 18, 2007 (www.internationalrelations.house.gov/110/gau091807.htm)
- participant in “Symposium: The Future of the Middle East,” Middle East Policy, Vol. 14, No. 3 (Fall 2007)
- “Threats and Threat Perceptions in the Persian Gulf Region,” Middle East Policy, Vol. 14, No. 2 (Summer 2007)
- “Saudi Arabia: Iraq, Iran, the Regional Power Balance and the Sectarian Question,” Strategic Insights, Vol. 6, Issue 2 (March 2007) – the on-line publication of the Center for Contemporary Conflict at the Naval Postgraduate School (www.ccc.nps.navy.mil/si/)
- “Gulf Policy,” Transatlantic Dialogue on Middle East Policy, Netherlands Institute of International Relations – Clingendael (in cooperation with the Council on Foreign Relations), June 2004
- testimony to U.S. House of Representatives, Committee on International Relations, Subcommittee on the Middle East, on U.S.-Saudi relations (May 22, 2002)
- testimony to U.S. House of Representatives, Committee on International Relations, on political situation in Saudi Arabia (September 25, 1996)
- “Islamic Political Opposition in the Arabian Peninsula Monarchies,” Muslim Politics Report, Council on Foreign Relations, No. 8 (Summer 1996)
- "Instability in the Gulf?" Newsletter of the Society for Gulf Arab Studies, Vol. 6, No. 1 (June 1996)

  e) paper series


f) newspaper and internet publications

-“Understanding the Iran-Saudi Rivalry,” Baker Institute for Public Policy, Rice University, April 25, 2016, http://bakerinstitute.org/research/gulf-states-iran-misunderstandings/
-“Ideologies, alliances and underbalancing in the new Middle East Cold War,” Project on Middle East Political Science (POMEPS), August 26, 2015, http://pomeps.org/2015/08/26/ideologies-alliances-and-underbalancing-in-the-new-middle-east-cold-war/
-“Will Nuclear Talks with Iran Provoke a Crisis in U.S.-Saudi Relations?” Brookings Iran@Saban, October 14, 2013, http://www.brookings.edu/blogs/iran-at-saban/posts/2013/10/14-saudi-iran-rivalry-nuclear-deal
-“Iran’s Incoming President and the New Middle East Cold War,” Brookings Iran@Saban, July 8, 2013, http://www.brookings.edu/blogs/iran-at-saban/posts/2013/07/08-iran-saudi-middle-east-cold-war
-“The Year the Arab Spring Went Bad,” ForeignPolicy.com, December 31, 2012, http://www.foreignpolicy.com/articles/2012/12/31/the_year_the_arab_spring_went_bad
-“Arab Politics Is Not All About Us,” ForeignPolicy.com, October 22, 2012, http://mideast.foreignpolicy.com/posts/2012/10/22/arab_politics_is_not_all_about_us
-“Is Saudi Arabia Really Counter-Revolutionary?” ForeignPolicy.com, August 9, 2011,
http://mideast.foreignpolicy.com/posts/2011/08/09/is_saudi_arabia_really_counter_revolutionary
-“Neocons’ Iraq Criticism Rings Hollow,” The National Interest.org, July 27, 2011,
http://nationalinterest.org/commentary/necons-iraq-criticism-rings-hollow-5665
-“Misdiagnosing the Middle East,” The National Interest.org, May 26, 2011
http://nationalinterest.org/commentary/misdiagnosing-the-middle-east-5368
-“Rageless in Riyadh: Why the Al Saud Dynasty Will Remain,” Foreign Affairs.com,
March 16, 2011
-“Why Reform in the Gulf Monarchies is a Family Feud,” Foreign Policy.com, March 4,
2011
http://mideast.foreignpolicy.com/posts/2011/03/04/why_reform_in_the_gulf_monarchies_is_a_family_feud
-“What Saudis Really Think about Iran,” ForeignPolicy.com, May 6, 2010,
http://mideast.foreignpolicy.com/posts/2010/05/06/what_saudis_really_think_about_iran
-“Saudia Arabia: The Second Sex and the Third Rail,” ForeignPolicy.com, April 19,
2010,
http://mideast.foreignpolicy.com/posts/2010/04/19/saudi_arabia_the_second_sex_and_the_third_rail
-“Nervous System,” The National (Abu Dhabi), April 9, 2010
-“Strikeout: How Cook Fails to Bring the Neocons Back,” ForeignPolicy.com, March
17, 2010,
http://mideast.foreignpolicy.com/posts/2010/03/17/strikeout_how_cook_fails_toBring_the_neocons_back
-“Outside the Law,” The National (Abu Dhabi), December 17, 2009
-“Executive Decision,” The National (Abu Dhabi), September 25, 2009
-“Question Time,” The National (Abu Dhabi), June 19, 2009
(http://www.thenational.ae/news/world/question-time)
-“Fear Thy Neighbour,” The National (Abu Dhabi), May 15, 2009
-“Boats Against the Current,” The National (Abu Dhabi), March 27, 2009
-“Long Division,” The National (Abu Dhabi), February 20, 2009
-“Nuclear Overreaction,” The National (Abu Dhabi), November 21, 2008
-“Tragedy or Force,” The National (Abu Dhabi), September 26, 2008
(http://www.thenational.ae/arts-culture/tragedy-and-force)
-“Twin Peaks,” The National (Abu Dhabi), August 7, 2008
(http://www.thenational.ae/news/world/twin-peaks)
-“Margins of Error,” The National (Abu Dhabi), May 29, 2008
(http://www.thenational.ae/thennationalconversation/comment/margins-of-error)
-“A Surge in Spin,” The National (Abu Dhabi), April 16, 2008
-“Democracy alone can’t defeat terrorism,” International Herald Tribune, August 13,
2005
-(co-authored with Michael Barnett), "Trusteeship Should Rule West Bank," Newsday
(New York), April 17, 2002
-"For Peace, the U.S. Must Talk to Iran," New York Newsday, February 13, 1991
g) encyclopedia articles


h) academic book reviews in the following journals:


i) collaborative projects


j) works in progress

-projected book project on crises in the Saudi state and how the regime successfully dealt with them

Academic Honors and Professional Activities

-Smith-Richardson Foundation grant for Saudi Arabia project, 2009-10
-Fulbright Scholar, American University of Kuwait, January-June 2009
-Participant, Council on Foreign Relations Task Force on Democracy in the Arab World, 2004-5
-Project Director (with Richard Murphy), Council on Foreign Relations Study Group on the Gulf Monarchies, 1999
-Project Director (with Richard Murphy), Council on Foreign Relations Seminar Series
on Democratization and American Foreign Policy in the Arab World, 1995
   -Pew Summer Fellowship in Case Teaching in International Relations, John F. Kennedy
School of Government, Harvard University, 1989
   -American Professors for Peace in the Middle East traveling fellowship (Israel), summer
1988
   -Charles Sumner dissertation award, Harvard University, 1987
   -Research Fellow, Foreign Policy Studies, Brookings Institution, 1986-87
   -Foreign Language and Area Studies grants, 1982-83, summer 1984, 1984-85, 1985-86
   -Intern, RAND Corporation, Santa Monica, CA, summer 1981
   -Harry S. Truman Memorial Scholar (a four-year scholarship given annually by the
Federal government to 50 students interested in the study and practice of politics), 1978

Professional Service

   -Editorial Board, Middle East Journal, 2015-present
   -Board of Directors, Arab Gulf States Institute in Washington, 2014-present
   -Vice-President, Association of Gulf and Arabian Peninsula Studies, 2013-2015
   -Editorial Board, Political Science Quarterly, 2011-present
   -Editorial Board, Journal of Arabian Studies, 2010-present
   -Editorial Board, Cambridge Middle East Studies, Cambridge University Press, 2008-
present

   -Editorial Board, Polity (journal of the Northeast section of the American Political
Science Association), 1997-2009
       - Middle Eastern Studies Association of North America: Member, Committee on
         Academic Freedom in the Middle East and North Africa, 2000-05
         -Nominating Committee, Arthur Ross Book Award, Council on Foreign Relations, 2010,
         2002-05
       -Associate Editor, Middle East Studies Association Bulletin, 1997-2002
       -Social Science Research Council: Member, Graduate Fellowship Screening Committee,
         Joint Committee on the Near and Middle East, 1995
       -Society for Gulf Arab Studies: President, 1994-96; Vice-President, 1998-2000; Board of
         Directors, 1993, 1996-98; Nominating Committee, 1992; Dissertation Prize Committee, 1991,
         1997
       -American Institute for Yemeni Studies: Nominating Committee, 1997; Fellowship
         Committee, 1996-7, 1995-6, 1994-95
       -Editorial Board, Encyclopedia of the Modern Middle East [a joint project of Columbia's
         Middle East Institute and Macmillan], published in 1996

   -Nominated Memberships: Council on Foreign Relations, International Institute for
     Strategic Studies, Foreign Policy Association


**Languages:** reading and speaking proficiency in Arabic, reading competence in Spanish. Academic and research experience in Egypt, Jordan, Syria, Saudi Arabia, Iran, Yemen, Oman, Qatar, Kuwait, Bahrain, United Arab Emirates, Israel, Palestinian Territories, Morocco.
JESSICA GOTTLIEB

Bush School of Government & Public Service  
Texas A&M University  
1037 Allen Building  
College Station, TX 77843  

jgottlieb@tamu.edu  
(979) 458-8018 (office)  
http://people.tamu.edu/~jgottlieb

Academic Appointments

Assistant Professor, Bush School of Government & Public Service, Texas A&M University  
September 2013 – present

Visiting Researcher, University of California, Los Angeles  
January – June 2017

Education

Ph.D. Political Science, Stanford University, 2013  
M.A. Economics, Stanford University, 2011  
B.A. Political Science and International Studies, cum Laude, Yale University, 2004

Research

PEER-REVIEWED PUBLICATIONS


**WORKING PAPERS**


**RESEARCH IN PROGRESS**

The Effect of Education on Trust in Traditional Authorities: Evidence from Nigeria and Senegal (with Horacio Larreguy and Shelley Liu).

Can Inter-governmental Competition Improve Local Public Expenditures in a Poor Democracy? Experimental Evidence from Mali (with Katrina Kosec).


**Grants & Fellowships**

**RESEARCH GRANTS**

2015 Conflict and Development Center, Texas A&M University, $40,000
2015  TAMU Bush School, College of Liberal Arts and Law School Deans’ grant, $30,000 (with Sahar Aziz, Jim Rogers and Joe Ura)
2015  World Bank, Impact Evaluation Preparation Grant, $25,000 (with Guy Grossman and Felipe Dunsch)
2015  IPA Peace & Recovery Program Seed Grant (with Katrina Kosec), $7,500
2015  PESCA, Texas A&M University, $9,990
2015  Conflict and Development Center, Texas A&M University, $10,000
2014  Experiments in Governance and Politics (EGAP), $217,851 (with Claire Adida, Eric Kramon, and Gwyneth McClendon)
2014  Conflict and Development Center, Texas A&M University, $30,400
2014  Scowcroft Institute for International Affairs, Texas A&M University, $2,500
2013  PESCA, Texas A&M University, $10,000
2012  Center for Effective Global Action (CEGA) Evidence to Action Research Challenge, UC Berkeley, $5,000
2011  Vice Provost for Graduate Education Diversity Dissertation Research Opportunity, Stanford University, $4,975
2010  International Growth Centre (with James Fearon), London School of Economics and the UK Department for International Development, $36,978
2010  Global Underdevelopment Action Fund (with James Fearon), Freeman Spogli Institute for International Studies at Stanford University, $40,000
2010  National Science Foundation Doctoral Dissertation Improvement Grant, $12,000
2010  Graduate Research Opportunity Fund, Stanford University, $4,999
2003  Frank M. Patterson Research Prize, Yale University, $3,000
2003  Sunrise Travel Research Award, Yale University, $2,000

Fellowships

2012-2013  Pre-doctoral Fellow, Center for Democracy Development and the Rule of Law (CDDRL), Stanford University
2010-2013  Stanford Interdisciplinary Graduate Fellowship, Stanford University
2009  Center for African Studies Graduate Fellowship, Stanford University

Presentations

INVITED TALKS


Washington University, St. Louis, September 17, 2015.


Experiments Workshop, University of Texas at Austin, April 30, 2014.

International Growth Centre’s Political Economy Workshop, London School of Economics, September 22, 2011.


SELECTED CONFERENCE PAPERS & WORKSHOPS


Stata’s Texas Microeconomics Conference, Dallas, November 7-8, 2014.

Midwest Group on African Political Economy, Columbus, September 20, 2014.


Experiments in Governance and Politics (EGAP), Berkeley, April 11-12, 2014.


MPSA Annual Meeting, Chicago, April 14, 2012.


Teaching Experience

TEXAS A&M UNIVERSITY, BUSH SCHOOL OF GOVERNMENT & PUBLIC SERVICE

Institutions and Development, Fall 2014 & 2015.


Field Research Methods, Spring 2014, Fall 2014 & 2015.
International Affairs Capstone, Spring 2015 & 2016.

**Professional Service**


**Field Work**


Guinea 2015, “Fighting Irregularities in HR: A Field Experiment on Public Sector Reform in Guinea.”


Senegal 2012, “Who benefits from clientelism? Determinants of bloc voting in Senegal.” Pilot to develop and test coordination game in six villages, identify project staff and host institution.


**Professional Organizations**

2013-present Evidence in Governance and Politics (EGAP)
2011-present American Political Science Association
2007-present Working Group on African Political Economy (WGAPE)
2008-present  Midwest Political Science Association
2012-present  West African Research Association (WARA)
2012-present  African Studies Association
2006-2007  Evaluation Gap Working Group, Center for Global Development

**Skills**

*Languages:* English (native), French (fluent), Spanish (basic proficiency)

*Software: Stata and R statistical packages, ArcGIS (mapping and spatial analysis),\nLaTeX (document preparation), FrontlineSMS (mass two-way mobile communication)*
NAME: Charles Frazer Hermann

WEBSITE: http://www.voxprof.com

DATE OF BIRTH: 29 June 1938, Monmouth, Illinois

PRESENT POSITION: Professor and Brent Scowcroft Chair in International Policy Studies, George Bush School of Government and Public Service, Texas A&M University, 1999 – Present.

President George H. W. Bush selected Texas A&M University as the site for his Presidential Library. As part of the Library complex, the University established the George Bush School of Government and Public Service, which admitted its first students in September 1997. Dr. Hermann served as the founding Director of the new school that now offers master's degrees in Public Service and Administration and in International Affairs. Prior to the School’s opening, Dr. Hermann was involved in establishing the curriculum, recruiting a faculty, selecting a first class, and providing oversight for the School’s Center for Presidential Studies and Center for Public Leadership Studies. He led a $20 million startup development campaign for the School. Since the Bush School became a separate unit within the University in September 1999, initially under Dean Robert Gates, Dr. Hermann has been a member of the Bush School faculty and also served first as Associate Dean for Academic Affairs and subsequently as the first Director of the Graduate Program in International Affairs until July 2013.

EDUCATION: Public Schools of Nashville, Tennessee
A.B. DePauw University, 1960
M.A. Northwestern University, 1963
Ph.D. Northwestern University, 1965

PREVIOUS EMPLOYMENT: Mershon Center, The Ohio State University
Director, 1980 to 1995
Acting Director, 1979-1980
Associate Director, 1970-1979

Department of Political Science, The Ohio State University
Mershon Professor of Political Science, 1975-1995
Associate Professor, 1970-1974

Acting Vice Provost for International Affairs, The Ohio State University,
September 1988-June 1990

National Security Council Staff serving under Dr. Henry Kissinger,

Department of Politics, Assistant Professor,
Princeton University, 1964-1970
ACADEMIC HONORS:

Gold Key (DePauw University's Senior Men's Scholastic and Service Honorary) 1960

Walker Cup Award, 1960 (Awarded by the DePauw University faculty on the basis of nominations by the senior class to the student contributing most to DePauw during his four years.)

Cokesbury Graduate Award, 1960-61

Harris Fellow in Political Science, 1961-62

Northwestern University Fellow, 1962-63

International Fellow, Council on Foreign Relations, 1969

Fellow, PEW Case Program, John F. Kennedy School, Harvard University, 1991-92

Honorary Member of Mortar Board, 1990

Silver Star Award, Graduating Students of the George Bush School of Government and Public Service, 2000

Distinguished Senior Scholar Award, International Studies Association, 2001

Bush Faculty Achievement Award, 2002

PROFESSIONAL MEMBERSHIPS:

Member, American Political Science Association

Member, International Studies Association

Member, International Society for Political Psychology

Member, Arms Control Association

Member, Council on Foreign Relations

PROFESSIONAL ACTIVITIES:

Committee on International Relations, Society for the Psychological Study of Social Issues (Division of the American Psychological Association), 1967-1972

Inter-University Comparative Foreign Policy Project, 1968-1973

International Relations Archive Committee, Inter-University Consortium on Political and Social Research, 1968-1972; 1980-1982

Consultant, National Security Council, 1970


Editorial Board, SAGE International Yearbook of Foreign Policy Studies, 1972-1983

Lecturer, Foreign Service Institute, U.S. Department of State, 1972-1973

Editorial Advisory Board, SAGE Papers in International Studies, 1972-1978

Chairman, International Studies Association, Committee on Scientific Communication, 1973-1975


Research Consultant, U.S. Commission on the Organization of the Government for the Conduct of Foreign Policy, 1974-1975

American Political Science Association Convention Program Committee, 1975; 1987

Consultant, General Electric Corporation, 1975

Vice President, International Studies Association, 1975

Consultant, International Business Machines, 1976

Editorial Advisory Board, International Public Policy Foundation, 1979-1984


Convention Co-Chairperson (with Margaret G. Hermann) for 1977 International Studies Association Annual Convention, St. Louis

Scholar-Diplomat Program, U.S. Department of State, 1978

Search Committee for Editor of the International Studies Quarterly, 1979

Advisory Panel, International Crisis Behavior Project (Professor Michael Brecher, director), 1980-1989

Lecturer, Air Force Command and Staff College, 1980-1981


Board of Visitors, Center for International Studies, University of Dayton; 1986 to 1993

Inter-University Consortium for Political and Social Research, Council Member, 1988-1991


Chair, Planning Commission on Internationalization, ISA, 1990-1991


Board of Directors, Midwest Universities Consortium for International Activities, 1988 to 1990


Member, International Relations Program Review Board, University of British Columbia in Vancouver, March, 1992; Department of International Relations, San Francisco State University, February, 1994

Member, Social Science Research Center Review Team; American University of Cairo, Egypt 1998.

Member, Sam Nunn School of International Affairs Program Review Committee, Georgia Institute of Technology; October, 2005; 2008

Editorial Board, Foreign Policy Analysis. 2004-2012
CIVIC & COMMUNITY ACTIVITIES:

- Project Unity, Board of Directors, 2015 to present
- Brazos Valley Symphony Society Board, 2010-13
  President 2015-16
- Board of Trustees, Opera and Performing Arts Society (OPAS), College Station, 1997-2007; President 2006-07
- Member, Board of Directors, Brazos Valley Symphony Society, 2008-2013; re-elected for 2nd term 2014
- Member, Bryan/College Station Chamber of Commerce, 1997-2013
  President, Bryan Rotary Club, 2004-2005
- Co-Chair, Work for Better Housing, 2006-2008
- Board of Directors, Rotary International, Club of Bryan, Texas, 2002 to 2006 (member since 1998)
- Board of Trustees, Columbus Area Leadership Program, 1981-1985
- Columbus Council on World Affairs
  Board of Trustees, 1984 to 1995
- Board, Kit Kat Club of Columbus, 1984-1986
- Columbus Metropolitan Club,
  Board, 1985-1988
  President, 1986-1987
- Ohio Governor's Commission on Peace and Conflict Management, 1988-1989
- Columbus Council on Business and Ethics, Program Committee, 1990
- Columbus Area Chamber of Commerce, International Committee;
  Chair of Education Subcommittee, 1990-1992
- Columbus Rotary Program Chair, 1993-1994; member 1989-1995

UNIVERSITY ACTIVITIES:

- Faculty Associate, Center of International Studies, Princeton University, 1964-1969
- Assistant Director, Office of Survey Research and Statistical Studies, Princeton University, 1967-1969
University Computer Center Committee, Princeton University, 1968-1969

Graduate Studies Committee, Department of Political Science, Ohio State University 1972-1980

Dissertation Coordinator for Ph.D. Students, Department of Political Science, Ohio State University, 1977-1980

Ohio State University, Minority Affairs Committee, 1973 to 1977

International Relations Faculty Coordinator, Department of Political Science, Ohio State University, 1978-1979

Ohio State University Committee on International Affairs, 1978-1979

Chair, Ohio State University Coordinating Committee for Program Evaluation of School of Public Administration, 1979-1983

Co-Chair, Task Force on Ohio State University International Involvement, 1980-1981

Member, Board of Directors, Program on Energy Research, Education and Public Service of The Ohio State University, 1980-1982

Member, Board of Trustees, Commission on Inter-Professional Education and Practice, Ohio State University, 1980 to 1995; Executive Committee, 1986 to 1995

Member, Ohio State University China Committee, 1980-1982

Chair, Schooler-Reese Lecture Committee, Ohio State University,

Chair, Ohio State University Ad Hoc Committee on Legislative

Chair, Ohio State University Cost Containment Review Committee, Newark Campus, 1987

Chair, Program Review Committee, Ohio State University Center for International Studies, 1987-1991

Advisory, Ohio State University Chapter of Mortar Board, 1991 to 1995

Chair, Ohio State University Honorary Degree Committee, 1995; Acting Chair, 1994

Co-Chair, Scientific and Technology Policy (STEP) Seminar, Texas A&M University, 1997 – 2000.
Member, International Program Enhancement and Coordination Committee, Texas A&M University, 1997 to present

Member, Graduate Council, Texas A&M University, 1999 to 2005

Member, Executive Committee for China-US Conferences, 2003 to 2010

Member, Management Committee, European Union Center, 2004 to 2012

PUBLICATIONS:

Authored and Edited Books

* Crisis in Foreign Policy: A Simulation Analysis. Indianapolis: Bobbs Merrill 1969. *

* Courses in Foreign Policy: An Anthology of Syllabi (edited with Kenneth Waltz). Beverly Hills, Calif.: Sage, 1969 *


* CREON: A Foreign Event Data Set (with Maurice A. East, Margaret G. Hermann, Barbara G. Salmore and Stephen A. Salmore), Beverly Hills, Calif.: Sage Professional Papers in International Studies 2, 02-024, 1973. *


* New Directions in the Study of Foreign Policy (with Charles W. Kegley, Jr. and James N. Rosenau, eds.). Boston: Allen & Unwin, 1987. *


* When Things Go Wrong: Foreign Policy Decision Making Under Adverse Feedback (ed.) New York: Routledge, 2012 *

* Called to Serve: The First Decades of the Bush School of Government and Public Service (with Sally Dee Wade) College Station: Texas A&M University Press. Scheduled for publication in September 2017. *

Articles and Book Chapters

Charles Frazer Hermann Curriculun Vitae


"An Attempt to Simulate the Outbreak of World War I" (with Margaret G. Hermann), American Political Science Review 61 (pp. 400-416) 1967.


"Validation Problems in Games and Simulations with Special Reference to Models of International Politics," Behavioral Science 12 (pp. 216-231) 1967.


"The Comparative Study of Foreign Policy," World Politics, 20 (pp. 521-534), 1968.


"Effect of Size, Development and Accountability on Foreign Policy" (with Stephen A. Salmore). Peace Research Society Papers, XIV (pp. 15-30), 1969.


"Comparing the Foreign Policy Events of Nations" in Charles W. Kegley, Jr. et. al. (eds.) International Events and the Comparative Analysis of Foreign Policy. Columbia: University of South Carolina, 1975.


"A Look Inside the 'Black Box': Building on a Decade of Research" (with Margaret G. Hermann) in Gerald Hopple (ed.) Biopolitics, Political Psychology and International Politics. New York: St. Martin's Press, 1982.


"How Decision Units Shape Foreign Policy Behavior" (with Margaret G. Hermann and Joe D. Hagan) in C.F. Hermann, Charles W. Kegley, Jr., and James N. Rosenau (eds.) New Directions in the Study of Foreign Policy. Boston: Allen and Unwin, 1987 (pp. 309-338).


reprinted in Walter Carlsnaes and Stefano Guzzini (eds.) Foreign Policy Analysis London: Sage, 2012, Volume 1


"Changing Course: When Governments Choose to Redirect Foreign Policy" International Studies Quarterly 34, Number 1, March 1990. pp. 3-22. (This article is an edited version of the International Studies Association presidential address delivered at the 30th Annual Convention, London, England, March 30, 1989.)


Technical Research Reports and Policy Documents

Studies in Deterrence: Validation Studies of the Inter-Nation Simulation (with Margaret G. Hermann). Final Report to U.S. Naval Ordnance Test Station, China Lake, California, December 1963 (NOTS TP 3351).

Crisis in Foreign Policy Making. Final Report to Project Michelson, U.S. Naval Ordnance Test Station, China Lake, California, April 1965 Contract N123 (60530) 32779A.


Inventory of Public Policy Capabilities of The Ohio State University Faculty and Staff. Mershon Center, Ohio State University, 1975.


Newspaper Columns


"City Must Reorganize, Face School Challenge" in the Columbus Dispatch, July 21, 1985.

Papers Given at National Meetings of Professional Societies


"Some Conceptualizations of Foreign Behavior Compatible with Events Data." Inter-University Comparative Foreign Policy Conference, Ojai, California, June 1973.


"The Interaction of Situations, Political Regimes, Decision Configurations, and Leader Personalities in Interpreting Foreign Policy: Leader Effects When Controlling for Selected Variables" (with Margaret G. Hermann). International Political Association Congress, Moscow, Russia, August 12-18, 1979.


"Toward Realizing Human Dignity: Evaluating Institutional Impacts on Basic Human Values" (with Margaret G. Hermann). Third Annual Meeting of the International Society of Political Psychology, Boston, 4-7 June 1980.


"The Evolution and Future of Theoretical Research in the Comparative Study of Foreign Policy: A CREON Perspective" (with Gregory Peacock). Presented at the New Directions in the Comparative Study of Foreign Policy Conference, Columbus, Ohio, May 9-11, 1985.


"Enhancing the Involvement of Ohio State Faculty with the Third World: A Proposal for Discussion with Summary of Comments". Presented at the Third World Seminar, April 1, 1986.


"How Decision Units Shape Foreign Policy: Insights from Comparative Case Studies" (with Joe D. Hagan and Margaret G. Hermann). Presented at the 1990 Annual Meeting of the American Political Science Association, San Francisco, California, August 30-September 2, 1990.

"How Decision Units Shape Foreign Policy: Development of a Model" (with Margaret G. Hermann and Joe D. Hagan). Presented at the 1991 Annual Meeting of the International Society of Political Psychology, Helsinki, Finland, July 4-6, 1991.


“Worldwide Transformation at the 21st Century: Prospects for the Korean Society.” This paper was prepared for presentation as the keynote address at the opening conference of the National Development Institute, “Korean Society Toward the 21st Century”, held October 25, 1996, in Seoul, Korea.


“Dealing with Disagreements in Foreign Policy Decision Groups” (with Nehemia Geva and Belinda Bragg) International Society of Political Psychology, Lund Sweden, July 15-18, 2004


“Bringing Cases Back In: Qualitative Research in International Business” (with Lorraine Eden and Dan Li) Presented at the International Studies Association annual meetings, Honolulu, March 2005.


“When Policy is Failing: Stay the Course or Change? Presented at the International Studies
Charles Frazer Hermann Curriculum Vitae

Association annual meeting, Chicago Illinois, February 28-March 3, 2007

“Experience from Another Discipline” Presented at Colloquium on Globalization of Business Education, University of Navarra, Barcelona, Spain, October 4-6, 2007

“Applying Donald Campbell’s Experimenting Society Concept to Foreign Policy” Presented at the International Society for Political Psychology, July 9-12, 2008.


“Stay the Course or Change: Foreign Policy Decisions in Response to Bad News.” Presented at the International Studies Association annual meeting. San Francisco, CA., April 3-6, 2013.

“Frameworks and Theories of Change in Foreign Policy.” Presented at the International Studies Association annual meeting, New Orleans, LA, February 18-21, 2015.

“Explaining the Response of U.S. Presidents to Adverse Foreign Policy Feedback.” Presented at the International Society of Political Psychology annual meeting, San Diego, CA, July 3-6, 2015.

Teaching: Course Titles  (GS indicates graduate seminar)

Great Powers in International Politics
Military Strategy and National Security Policy
Introduction to International Politics
American Foreign Policy (GS)
Conduct and Control of Foreign Policy (GS)
Scope and Methods of Political Science (GS)
Psychology and International Politics (GS)
Basic Theories in the Study of International Relations (GS)
Introduction to National Security (GS)
Comparative Foreign Policies (GS)
Synthesizing International Relations Scholarship (GS)
Effects of Leadership and Decision Structure on Foreign Policy (GS)
Empirical Analysis of Foreign Policy (GS)
Arms Control and Disarmament (GS)
The Individual in Politics
Groups in Political Decision Making (GS)
Problems in Contemporary U.S. Foreign Policy (GS)
Charles Frazer Hermann Curriculum Vitae

International Politics (GS)
Problems in Contemporary U.S. Foreign Policy (GS)
International Politics (GS)
International Politics in Theory and Practice (GS)

External Grants and Contracts Received

U.S. Naval Ordnance Test Station, 1963
U.S. Naval Ordnance Test Station, 1965
National Science Foundation, 1970-1973
National Science Foundation, 1973-1976
National Science Foundation, 1977-1978
National Science Foundation, 1987-1989
U.S. Arms Control and Disarmament Agency
Advanced Research Projects Agency; Office of Naval Research
U.S. Commission on the Organization of the Government for the Conduct of Foreign Policy
Defense Intelligence Agency
Department of Energy
U.S. Air Force, Foreign Technology Division
Danforth Foundation
The William and Flora Hewlett Foundation
John D. and Catherine T. MacArthur Foundation
Lawrence Livermore National Laboratory
Reyko Huang
Bush School of Government and Public Service, Texas A&M University
4220 TAMU, College Station, TX 77843-4220
(979) 862-2806 | rhuang@tamu.edu

ACADEMIC POSITION
Texas A&M University, Bush School of Government & Public Service
Assistant Professor, Department of International Affairs, 2012-

PREVIOUS ACADEMIC POSITIONS
Arizona State University, School of Politics and Global Studies
Visiting Scholar, 2015-2016

Stanford University, Center for International Security and Cooperation (CISAC)
Zukerman Fellow & Predoctoral Fellow, 2011-2012

EDUCATION
Columbia University
Ph.D., Political Science, 2012
Fields: International Relations and Comparative Politics

Princeton University, Woodrow Wilson School of Public and International Affairs
Master in Public Affairs (MPA), 2004
Fields: International Relations and International Development

Cornell University
B.A. magna cum laude, double major in Government and Economics (Distinction), 2001
Certificate, International Program in Political Science, Sciences Po, Paris, Fall 1999

RESEARCH
Book
The Wartime Origins of Democratization: Civil War, Rebel Governance, and Political Regimes.

Articles, Book Chapters, and Monographs (Peer Reviewed)


“Counter-Terrorism and the Rule of Law,” in Agnès Hurwitz with Reyko Huang, eds. Civil War

*New Nation: United Nations Peacebuilding in East Timor*, Nagasaki: Research Institute of Southeast Asia, Nagasaki University; and Macau, 2004 (with Geoffrey C. Gunn).


**Op-eds and Policy Reports (selected)**


**Book Reviews**


**Works in Progress**

- “We Are All Coethnics: A Comparative Constructivist Approach to Religion and Foreign Policy” (with Mohammad Ayatollahi Tabaar), *under review*
- “Religion, Tactics, and Violent Conflict”
- “Transnational Social Networks in Violent Rebellion”
- “Rebel Elections” (with Kathleen Gallagher Cunningham and Katherine Sawyer)
- “The Element of Surprise in the First Post-Conflict Elections”

**Datasets**

- Rebel Governance Dataset, 1950-2006
- Rebel Leaders’ Attributes Data (in progress, with Benjamin Acosta and Daniel Silverman)

**Major Fellowships, Awards, and Grants**

- Transforming Democracy Grant, Texas A&M University, 2015-2016
- Scowcroft Institute Faculty Research Grant, Texas A&M University, 2015, 2016
- Zukerman Fellow and Predoctoral Fellow, Center for International Security and Cooperation (CISAC), Stanford University, 2011-2012
- Jennings Randolph Peace Scholar Fellowship, United States Institute of Peace, 2010-2011
- Faculty, Teaching, and Dissertation Fellowships, Columbia University, 2006-2010
- Summer Research Grant, Department of Political Science, Columbia University, 2010
• McConnell Fellowship (full scholarship & stipend), Princeton University, 2002-2004
• Clyde A. Duniway Prize, Cornell University, awarded to “the best graduating student with a major in government,” May 2001

**INVITED TALKS AND WORKSHOPS**

University of North Carolina at Chapel Hill, workshop on “Lethal Aid and Human Security: Exploring the Impact of Transnational Flows of Military Assistance to Fragile States,” June 2017

University of Chicago, workshop on “Law and Courts in Rebel Governance,” October 2016


UC Santa Barbara, workshop on “Rebel Diplomacy in Civil War,” September 2016

Arizona State University, School of Politics and Global Studies Workshop, paper titled “Religion, Tactics, and Violent Conflict,” April 2016

Yale University, Program on Order, Conflict, and Violence Speaker Series, talk titled “Religion, Tactics, and Violent Conflict,” February 2016


George Washington University, POMEPS and the Transatlantic Academy, workshop on “Islam and International Order,” April 2015

Texas A&M University, conference on “Religion, Rulers, and Political Order,” April 2015

Texas A&M University, Bush School Brown Bag Series, talk titled “Rebel Diplomacy in Civil War,” September 2014

Texas A&M University, book workshop for Mohammad Ayatollahi Tabaar, January 2014

Texas A&M University, book workshop for Hyeran Jo, December 2013

USAID-Center on Conflict & Development Strategy Workshop, talk titled “Wartime Political Orders and Development Interventions,” Washington, DC, April 2013

Stanford University, book workshop for Reo Matsuzaki, CDDRL, November 2012

Columbia University, workshop on “The Challenges of New Statehood,” October 2012

Lehigh University, Samuel Efron Lecture Series, talk titled “The Wartime Origins of Democratization,” March 2012
Stanford University, CISAC Social Science Research Seminar, talk titled “The Wartime Origins of Democratization,” October 2011

CONFERENCE PRESENTATIONS

- Midwest Political Science Association Annual Conference (2013)
- Texas Triangle International Relations Conference (2013)

FIELD RESEARCH

Nepal (January-February 2011); Sri Lanka (October 2003); Timor-Leste (June-August 2003)

TEACHING

Texas A&M University, Bush School of Government & Public Service
- Transnational Security (Spring 2017, Fall 2016, Spring 2015, Fall 2014, Spring 2014, Spring 2013)
- Contemporary Civil Wars (Fall 2016, Fall 2014, Fall 2013, Fall 2012)
- State Building and State Failure in the Developing World (Spring 2017, Spring 2014, Spring 2013)
- International Affairs Capstone; Client: The World Bank, Justice Reform Unit (Spring 2015)
- Directed Study (Spring 2017, Spring 2015, Fall 2013)
- Internship Study Sponsor (Fall 2014, Fall 2013)

OTHER PROFESSIONAL ACTIVITIES/SERVICE

Referee
American Journal of Political Science; American Political Science Review; Asian Security; Cambridge University Press; Comparative Political Studies; Conflict Management and Peace Science; Cooperation and Conflict; Democratization; Economics & Politics; Global Governance; International Security; International Studies Quarterly; International Studies Perspectives; Journal of Peace Research; Journal of Politics; Perspectives on Politics; Political Research Quarterly; Review of International Organizations; Rowman & Littlefield; Security Studies

Conference/Workshop Chair (C) and Discussant (D)
- Online Peace Science Colloquium (2016 D)
- Arizona State University, School of Politics and Global Studies Workshop (2016 D)
- Conflict Consortium Virtual Workshop (2016 D)
- International Studies Association Annual Convention (2015 D; 2009 C, D; 2008 D)
- Midwest Political Science Association Annual Conference (2013 C, D)
- Columbia University International Politics Seminar (2009 D)

Outreach
- Panelist, Roundtable on the Middle East Crisis, Texas A&M University, October 2014
• Speaker, “The Dilemmas of Foreign Intervention in Civil Wars,” Society of International Studies Lecture Series, Texas A&M, April 2014
• Panelist, “Teach-In” on the Syrian Civil War, Texas A&M University, October 2013

**Departmental Service, Bush School, Texas A&M University**

- Faculty Coordinator, Conflict and Development Concentration, 2012-
- Curriculum Committee, Fall 2016
- Faculty Search Committee, Fall 2012, Fall 2014
- Departmentalization Committee, Fall 2013
- Admissions Committee, Spring 2013

**RELEVANT EXPERIENCE**


**LANGUAGES**

English (native); Japanese (native); French (proficient); Chinese (conversational)

*Updated January 2017*
Curriculum Vita

Personal Data

Name: VALERIE M. HUDSON

Mailing Address: The Bush School of Government and Public Service
Texas A&M University
4220 TAMU, 1079 Allen Bldg.
College Station, TX 77843
979-458-0839
vhudson@tamu.edu

Academic Career

B.A. Brigham Young University
Major: Political Science
Minors: Russian, International Relations
Magna cum laude, 1978

M.A. Ohio State University
Major: International Relations, subfields of Comparative Foreign Policy and Policy Management in International Relations
Minor: Representation and Modelling
March, 1983

Ph.D. Ohio State University,
Department of Political Science, in the field of International Relations
December, 1983
Dissertation Title: "The External Predisposition Component of a Model of Foreign Policy Behavior"

Current Employment

Texas A&M University
Full Professor and George H.W. Bush Chair
Director, Program on Women, Peace, and Security
The Bush School of Government and Public Service (1/12 to present)
Director, Program on Women, Peace, and Security (12/15 to present)
**Academic and Teaching Experience Previous to Current Position**

9/97-12/11: Full Professor, Department of Political Science, Brigham Young University

1990-1996; 2001-2003: Associate Director and Director of Graduate Studies, David M. Kennedy Center for International and Area Studies, Brigham Young University

1/92-9/97: Associate Professor, Department of Political Science, Brigham Young University

9/87-1/92: Assistant Professor, Department of Political Science, Brigham Young University.

9/85 - 5/87 Visiting Assistant Professor, Rutgers University, New Brunswick, New Jersey. Total of nine courses taught, including Comparative Foreign Policy (graduate and undergraduate), Introduction to International Relations, Arms Control, Hotspots of the World, and Theories of International Relations.

9/84 - 8/85 Visiting Assistant Professor, Northwestern University, Evanston, Illinois. Total of six courses taught, including Introduction to International Relations (both graduate and undergraduate), Elementary Statistics, Global Issues, and a Research Seminar on Cognitive Studies in International Relations.

9/80 - 6/83 Instructor, Otterbein College, Westerville, Ohio. Total of nine courses taught, including Introduction to International Relations, Political Science Methodology, Comparative Foreign Policy, American Foreign Policy, and Global Issues.

**Courses Qualified to Teach**

- Introduction to International Relations
- Graduate and Undergraduate Levels Foreign Policy Analysis
- Introductory Methods, Qualitative and Quantitative
- Specialized Methods (artificial intelligence modelling, simulation, etc.)
- American Foreign Policy
- National Security Policy
- Cognitive Studies in International Relations
- Women and the Developing World
- The International Political Economy of Women
- The Political Economy of Care

**Research Skills**

- Applied statistics
- Simulation and artificial intelligence techniques
- Set-theoretic and systems analysis, discrete mathematics, formal modelling
- Computer programming
- Qualitative Methods
Research Projects, Past and Present

WomanStats Database and Research Project, Principal Investigator and president of the Board of Directors. April 2001-present, [www.womanstats.org](http://www.womanstats.org), funded by the Sorensen Legacy Foundation (2006), ORCA Mentoring Environment Grants (2004, 2005, 2006), the David M. Kennedy Center, Hunt Alternatives (2007, 2008), the Women’s Research Institute (2005-2010), and the Minerva Initiative of the US Department of Defense (2014-2017); Reference Reviews (30:5; p. 21 (Social Science), 2016) said of the WomanStats Database, "If I could only introduce gender and women’s studies students to one international source, this would be it.”

A New Kind of Social Science (NKSS) Project, Principal Investigator with Philip A. Schrodt, September 2003-present, [www.nkss.org](http://www.nkss.org), funded by the National Science Foundation 2005-2006


Publications

A. Refereed journal articles


**B. Scholarly books**


- Kirkus starred review
- Reviewed by numerous, including the New York Review of Books, please see thehillarydoctrine.com for a complete list


- First edition, 2007
- Also translated into Korean, edition published 2009.


- Third on Gloria Steinem’s list of must-read works
- Translated into French, 2016
- Also translated in Chinese (complex characters) by Chang Chiu, and published in Taiwan in 2005
- Reviewed in *Political Psychology, Signs*, and other journals
- Published in the PRC in the summer of 2016 (Douban publishers), https://book.douban.com/subject/26844323/

C. *Edited volumes and book chapters in those volumes*

Brummer, Klaus and Valerie M. Hudson (eds.) (2015) *Foreign Policy Analysis Beyond North America*, Boulder: Lynne Rienner Publishers
  Chapter Titles:
  1) “Foreign Policy Analysis Beyond North America”
  2) “North American and European Foreign Policy Analysis” (Amelia Hadfield and Valerie M. Hudson)

  Chapter Titles:
  1) “Power’s Reality, Power’s Illusion: Policy at the Intersection of the Two Kingdoms”
  2) reprint of abridged version of “What Should America’s National Security Objectives Be? The Problems and Possibilities of an LDS Perspective”
  3) “Afterthoughts”

  Chapter Title:
  Hudson, Valerie M., “Culture and Foreign Policy: Developing a Research Agenda”

  Chapter Titles:
  Hudson, Valerie M., "What Should America’s National Security Objectives Be? The Problems and Possibilities of an LDS Perspective”
  Hudson, Valerie M., "Consensus and Dissensus Within the Community of LDS National Security Scholars"

  Chapter titles:
  Hudson, Valerie M., Susan M. Sims and John C. Thomas, "The Domestic Political Context of Foreign Policy Making: Explicating a Theoretical Construct” (pp. 49-102)
  Skidmore, David and Valerie M. Hudson, "Establishing the Limits of State Autonomy: Contending Approaches to the Study of State-Society Relations and Foreign Policy Formulation" (pp. 1-24)

Chapter titles:
- Hudson, Valerie M., "Birth Order and the Personal Characteristics of World Leaders" (NOTE: This is NOT the same article as appeared in *Political Psychology*.)
- Singer, Eric G. and Valerie M. Hudson, "PP/FP, the Cognitive Revolution, and International Relations: An Intellectual Reckoning"


D. Book chapters in others’ edited volumes


E. Editorship of special issues of journals

F. Encyclopedia articles


G. Published working papers


H. Book reviews


I. Reprints of journal articles


J. Published abstracts


Hudson, Valerie M., David C. Allen, and David E. Cassler (1999) “Preliminary Results of the Use of Inhaled Reduced Glutathione by Twenty-Four Cystic Fibrosis Individuals,” The Netherlands Journal of Medicine, Vol. 54, S1-S94

K. Works in National Quasi-Scholarly Periodicals and News Media Outlets


Hudson, Valerie M. “Secure Women, Secure States,” Building Democracy, March 2014,  
http://buildingpeaceforum.com/2014/03/secure-women-secure-states/

Hudson, Valerie M. “Getting Serious About Data on Women,” OpenDemocracy 50.50, 6 January 2014,  
http://www.opendemocracy.net/5050/valerie-hudson/getting-serious-about-data-on-women

Hudson, Valerie M. “Lean Forward,” Foreign Policy, 8 March 2013,  
http://foreignpolicy.com/2013/03/08/lean-forward/


Hudson, Valerie M. “What Sex Means for World Peace,” Foreign Policy, 24 April 2012,  
(This article was picked up by Time, NPR, the Daily Mail, and the Huffington Post)

Hudson, Valerie M., “The Worst Places to Be a Woman,” Foreign Policy, 24 April 2012,  
http://foreignpolicy.com/slideshow/the-worst-places-to-be-a-woman/

Hudson, Valerie M., “Marriage Law: The Key to Women’s— and Human— Rights, World Politics Review, 22 November 2011,  

Den Boer, Andrea and Valerie M. Hudson, “In Maintaining One-Child Policy, China Undermines Internal Stability,” World Politics Review, 15 November 2011,  

Hudson, Valerie M., “US Must Step Up for Egypt’s Women,” World Politics Review, 1 August 2011,  
http://www.worldpoliticsreview.com/articles/9641/u-s-must-step-up-for-egypts-women

Hudson, Valerie M., “Egypt, Tunisia Offer Stark Contrast for Women in Arab Spring,” World Politics Review, 20 May 2011,  
http://www.worldpoliticsreview.com/articles/8914/egypt-tunisia-offer-stark-contrast-for-women-in-arab-spring


L. National/International Coverage of Hudson’s Research

In June, July, and August of 2004, publicity concerning the *Bare Branches* book included coverage in the New York Times, Washington Post, the Wall Street Journal, the Christian Science Monitor, U.S. News and World Report, the Times of London, the Financial Times, the International Herald Tribune, the Chronicle of Higher Education, the Washington Times, China Daily, Straits Times, South China Morning Press, the Boston Globe, the Times of India, BBC, VOA, CNN, and a variety of other media outlets too numerous to mention. The House International Relations Committee discussed the book in their hearings on China’s one-child policy in December 2004. CBS’ 60 Minutes broadcast a segment on the book’s hypothesis in April 2006.

In spring 2007, the OSAGI office and IANGWE of the United Nations asked for presentation on the WomanStats Database. The Senate Foreign Relations Committee asked for WomanStats data to prepare for their hearings on the international problem of violence against women in fall 2009. UNWomen, the Department of Foreign Aid and Trade of the Government of Australia, and the Institute for Inclusive Security have all requested and used empirical analyses from The WomanStats Project.

In January, 2016, publicity concerning my Politico article on sex ratio alteration in Europe due to the 2015 migration wave was widespread, including interviews published/broadcast by media in the US (New York Times), UK (Times of London, Financial Times, BBC, The Economist), Sweden (many), Norway, Denmark, France, Germany, the Netherlands, Switzerland, Hungary, Romania, Russia, Turkey, and Australia. I have listed but a few below.


Wiseman, Paul, “China Thrown Off Balance as Boys Outnumber Girls,” USA Today, 19 June 2002, 1A 2A


**Works In Press**


**Works Under Review and In Progress**


Hudson, Valerie M., Donna Lee Bowen, Perpetua Lynne Nielsen, Rebecca Nielsen, *The First Political Order: Sex, Governance, and Security*, book manuscript in progress

Hudson Valerie M., Eric Talbot Jensen, Kerry M. Kartchner (eds.) *A Time of War, A Time of Peace: Latter-day Saint Ethics of War and Diplomacy*, edited volume in progress

**Honors and Awards and Significant External Research Grants**

Compton Foundation grant ($100,000), awarded September 2016

Bush Foundation Award for International Research by Faculty, Texas A&M University, April 2016

Fulbright Distinguished Chair in the Humanities, Art, and Social Sciences (The Australian National University), awarded March 2016 for January-June 2017

Compton Foundation grant ($50,000), awarded December 2015

Andrew Carnegie Fellowship, Carnegie Corporation, awarded April 2015


Commendation, Best Books of 2013, for *Sex and World Peace* by the Conflict Research Society, United Kingdom, March 2014

Professor of the Year Award, Pi Sigma Alpha and BYU Political Affairs Society, 2010-2011

Distinguished Woman Award, AAUW (Wasatch Branch), 2010-2011

Emmeline B. Wells University Research Award, January 2011
Top 10 Most Influential Global Thinkers, Foreign Policy magazine, November 2009
Visiting Fellow, Australian National University, 2009
Mentoring Environment Grant, ORCA/BYU, awarded 2005, 2008
Adele Mellen Prize for Distinguished Contribution to Scholarship, awarded to the volume Killing Infants, for which I co-authored a chapter, awarded 2007
Hunt Alternatives Grant, awarded July 2007.
Hinckley Chair Grant, College of FHSS, awarded May 2007.
Sorensen Legacy Foundation grant for the WomanStats Project, December 2006
Distinguished Researcher of the Year, Women’s Research Institute, Brigham Young University, April 2006
Bare Branches book winner of the Best Book in Political Science in 2004, American Association of Book Publishers
Bare Branches book nominated for the Grawemeyer Award in World Order, March 2005, runner-up
National Science Foundation grant in political science, Reverse Wolfram Models, with Philip A. Schrodt, SES-0455158, November 2004
Bare Branches book winner of the Otis Dudley Duncan Award given by the American Sociological Association, August 2004
Bare Branches book nominated for the Kiriyama Prize, October 2004, runner-up
Recipient, Pi Sigma Alpha Teacher of the Year Award, April 1999
Recipient, Karl G. Maeser Excellence in Teaching Award, 1998
Golden Key Teaching Award, 1998
David M. Kennedy Center Research Fellow, Brigham Young University, 1996-98
David M. Kennedy Center, Senior Fellow, 2011-present
Women’s Research Institute Research Award, 2002, 2006
Nominated, Wesley P. Lloyd Award for Outstanding Contribution to Graduate Education, Brigham Young University, 1995, 1996
Visiting Fellow, Australian National University, 1993
National Finalist, White House Fellows Program, May 1992
Recipient, William C. Foster Fellow Award, U.S. Arms Control and Disarmament Agency, May 1992 (declined)
Adjunct Professor, Department of Nuclear Engineering, the University of Utah, 1991
La Leche League Leader, March 1987-present
Post-Doctoral Research Associate, Mershon Center for the Study of National Security and Public Policy, Ohio State University, 1984
Presidential Fellowship, Ohio State University, 1983
Graduate Research Assistantship, Mershon Center for the Study of National Security and Public Policy, Ohio State University, 1980-83
Honorable Discharge, U.S. Army Reserves, Sergeant E-5, 1981
University Fellowship, Ohio State University, 1979
Rhodes Scholar Finalist, State of Utah, 1978
University Scholarship, Brigham Young University, 1974-78
University Scholar, Brigham Young University, 1978
Phi Kappa Phi, inducted 1978
Dobro Slovo National Russian Honor Society, inducted 1978
Conferences Organized


- Participants: Valerie M. Hudson, General (ret.) Mark Welsh III, Deborah Lee James (Secretary of the Air Force), Natalie Gonnella-Platts (Bush Institute), Deborah Cavin (Institute for Inclusive Security), Beverly Hill (Gendercide Awareness Project), Sahar Aziz (TAMU Law School, Dallas), Brigadier General (ret.) Joseph Ramirez (Commandant, TAMU Corps of Cadets), LTC Christine Rice (Women in the Service, U.S. Army), Ellen Haring (Women in International Security), Representative Bill Flores (TX-17), Brenda Oppermann (Gamechangers 360)

“National Security and Women’s Insecurity: Why Women Matter in Foreign Policy,” sponsored by The Bush School of Government and Public Service, 11 September 2015, College Station Texas

- Participants: Valerie M. Hudson, Ambassador Ryan Crocker, Michele Flournoy (Center for a New American Security), Charlotte Ponticelli (Catholic University), Robin Morgan (Women’s Media Center), Anne-Marie Goetz (New York University), Lauren Wolfe (Foreign Policy magazine), Alissa J. Rubin (New York Times), C. Christine Fair (Georgetown University), Sima Samar (Afghan Independent Human Rights Commission), Ambassador Swanee Hunt (Institute for Inclusive Security), Kristen Cordell (USAID), Kathleen Kuehnast (United States Institute of Peace), Donald Steinberg (World Learning), Micah Zenko (Council on Foreign Relations), Gloria Steinem (remotely; US Presidential Medal of Freedom Honoree)

Convention Presentations and Presentations to Scholarly Organizations


Hudson, Valerie M. and Amelia Hadfield, “Neoclassical Realism and Behavioral IR as Recent Attempts to Bridge the IR-Structure/FPA-Agent Theoretical Divide: Walking Towards, or Past, the Other?”, paper presented at the annual conference of the International Studies Association, San Diego, California, 1-5 April 2012.


Hudson, Valerie M., “R2PW: The Rationale for a US Foreign Policy That Takes the Cause of Women Seriously,” Brookings Institution, Washington, DC, 28 October 2010

Thayer, Bradley and Valerie M. Hudson, “Insights from the Life Sciences on Islamic Suicide Terrorism,” paper presented at the Association for Politics and the Life Sciences meeting, 14-16 October 2010, Bloomington, Indiana

Hudson, Valerie M. “The WomanStats Database,” workshop presented at the Association for Politics and the Life Sciences meeting, 14-16 October 2010, Bloomington, Indiana


Invited Guest Speaker, Center for Strategic and International Studies, Washington, D.C., March, 2006


Invited Guest Speaker, Eurasia Group, New York City, 28 October 2005


Invited Guest Speaker, Harvard University, Belfer Center, 8 November 2004 (“Bare Branches”)

Invited Guest Speaker, University of Michigan, Department of Psychology, 8 October 2004 (“Bare Branches”)


Hudson, Valerie M., “Foreign Policy Decision Making: The 40th Anniversary,” annual American Political Science Association, Boston, Massachusetts, August 2002


Hudson, Valerie M., “The Study of Culture in Foreign Policy Analysis,” presented by invitation at the Culture and Foreign Policy Workshop, University of Southern California, Los Angeles, April 2000

Hudson, Valerie M., “Culture and Foreign Policy,” presented to the Strategic Assessment Group (SAG) by invitation, Langley, Virginia, 28 April 1999


Hudson, Valerie M., "Concrete Theory and International Relations in the Post Cold War Era", paper presented at the annual conference of the International Studies Association, Atlanta, Georgia, 30 March-4 April 1992


Hudson, Valerie M. and Eric Hyer, "Homer Lea's Geopolitical Theory: Valor or Ignorance?", paper presented at the annual meeting of the Utah Political Science Association, University of Utah, Salt Lake City, October 8, 1988


Hudson, Valerie M., Charles F. Hermann, and Eric Singer, "The Situational Imperative", presented at the New Directions in Comparative Foreign Policy, Columbus, Ohio, May 8-11, 1985


Hermann, Charles F., with Valerie M. Hudson, "A New Round of Foreign Policy Theory-Building: the CREON Model", presented at the 24th Annual Meeting of the International Studies Association, Mexico City, Mexico, April 5-9, 1983


**Professional and Community Activity**

Invited Speaker, Texas Women’s University, “Women, Peace, and Security,” Denton, Texas, 19 October 2016


Invited Speaker, “Women and National Security,” Drake University, Des Moines, Iowa, 8 April 2016

Guest Lecturer, “Clan Governance and National Stability,” Department of Political Science, Duke University, 1 April 2016


Opening Keynote and Organizer of Conference, “National Security and Women’s Insecurity: Why Women Matter in Foreign Policy,” College Station, Texas, 11 September 2015


Briefing on CSW59, Department of International Affairs, The Bush School of Government and Public Service, Texas A&M University, College Station, Texas, 20 April 2015.


Committee Member, ISA Best Book Committee, International Studies Association, 2015-

Member-at-Large, Committee on the Status of Women, International Studies Association, 2015-

Invited lecture, “Sex and World Peace,” Women’s Studies and Resource Center, The University of North Carolina at Wilmington, Wilmington, North Carolina, 29 September 2014

Keynote Speaker, Peacemakers, Inc. Annual Luncheon, Dallas, Texas, September 18, 2014.


Chair, Junior Scholars’ Symposium on Foreign Policy, Aid, and Development, International Studies Association annual meetings, Toronto, Canada, 26-29 March 2014.


Participant, Workshop on “Mentoring Young Women in International Relations,” International Studies Association annual meetings, Toronto, Canada, 26-29 March 2014.


Invited Speaker, “Sex and World Peace,” University of North Texas, Denton, Texas, 27 February 2014.

Invited discussant, Indian Foreign Policy conference, Bloomington, Indiana, October 15, 2013

Invited presenter, the Futures Without Violence Open Square Summit, Washington, DC, October 3, 2013

Member, Experts Groups, Data2X Initiative, U.S. State Department, 2013-2015


Keynote Speaker, Conferencia: Hacia una nueva dimension de la seguridad: Genero y cultura estrategica, Universidad Sergio Arboleda, Bogota, Colombia, 25 September 2012.

Keynote Speaker, National Council for International Visitors, 2012 Western Regional Meeting, Salt Lake City, 6-8 June 2012.

Participant and simulation participant, conference of the National Intelligence Council, “2030 Global Trends,” Texas A&M University, College Station, Texas, 3-5 May 2012.


Chair, panel on “Foreign Policy Analysis and the Process of Role Location and Adaptation,” annual conference of the International Studies Association, San Diego, California, 1-5 April 2012.


Chair, panel on “Integrating International Relations Theory and Foreign Policy Analysis Through Role Theory, annual conference of the International Studies Association, Montreal, Canada, 15-19 March, 2011


Editorial Board, Politics and Gender, 2010-2014

Convocation Speaker, “The Security of Women and the Security of States,” Southern Utah University, Cedar City, Utah, 7 September 2010


Invited Consultation, Senate Foreign Relations Committee, in preparing brief for hearing on violence against women worldwide, October 2009.


Discussant, panel on “Europe in the 1930s,” Grand Strategy in the Interwar Years conference, University of Utah, Salt Lake City, Utah, 26-27 March 2009

Presentations on Bare Branches in China to a) Renmin University, b) the All-China Women’s Federation, c) The State Family Planning Commission, c) the School of International Business and Economics, all in Beijing, China, March 2009

Presentations on Foreign Policy Analysis to a) Australian National University and b) Peking University, February and March 2009


Section Editor, ISA Compendium Project, Foreign Policy Analysis Section, appointed 2007.


Invited Speaker, Defense Threat Reduction Agency symposium, The Sum of All Fears, Air Force Academy, Colorado Springs, August 17-18, 2005

Invited Speaker, Women in Math and Science, BYU, 30 September 2005

Keynote Speaker, Faculty Women’s Association Annual Retreat, BYU, May 13, 2005

Professional Association Affiliation:
International Studies Association (formerly a Foreign Policy Analysis Section president (1990-91); formerly a member of the Executive Council of the FPA Section (1991-93), formerly the Faculty Associate for Regions and Sections (1990-92); formerly a member of the Executive Committee (1991-93), formerly a member of the Inter-Organizational Cooperation Committee (1992-93); formerly a member of the Nominating Committee (1995-96; 98-99), formerly the chair of the Carl Beck Award Committee (2002-2004), andon the editorial board of the FPA Section Compendium Committee (2007-present), a member of the Professional Rights and Responsibilities Committee (2011-2014), and a Vice President of the association (entailing membership in the Executive and Governing Councils of the organization; 2010-2011, and a Member-at-Large of the Political Demography and Geography Section, 2011-present; Member of the ISA Best Book Committee, 2015-present; Member-at-Large, Committee on the Status of Women, 2015-present)
International Society of Political Psychology
American Political Science Association
Women in International Security

Editorial Board, Foreign Policy Analysis, appointed 2004


Lecturer, Sherman Kent School (SKS), Chantilly, Virginia, from approximately 2003 to present.

Invited Speaker, Annual Meetings of Cystic Fibrosis Research, Inc., Redwood City, California, July 25, 2003


Kennedy Center Book of the Semester Panel, “Joseph Nye’s The Paradox of Power,” March 2003

Invited Speaker, “Debate on Iraq”, International Education Week, David M. Kennedy Center, 21 November 2002

Invited participant, BYU IT Focus Group, 29 October 2002

Pi Sigma Alpha meeting, invited speaker, BYU, 17 October 2002

Chair and participant, panel on “The Theoretical Trajectory of International Relations,” 43rd annual conference of the International Studies Association, New Orleans, March 2002

Chair and participant, panel on “Foreign Policy Analysis as a Bridge between International Relations and Comparative Politics,” 43rd annual conference of the International Studies Association, New Orleans, March 2002


Invited Speaker, “The Security Logic of High Sex Ratio Societies,” Women’s Studies Colloquium Lecture Series, Fall 2000

Invited Speaker, “The Third Way,” World Family Policy Forum II, Brigham Young University, Provo, Utah June 10-12, 2000

Participant, Writing Fellows Workshop, Brigham Young University, May 2000

Chair and discussant, panel “Theoretical Perspectives and Empirical Referents in Foreign Policy Analysis,” 41st annual convention of the International Studies Association, Los Angeles, California, March 2000

Newspaper article, “Humane Parenting,” Provo Daily Herald, 7 June 1999
Chair and participant, roundtable “Theoretical Integration in Foreign Policy Analysis, 40th annual convention of the International Studies Association, Washington, D.C., March 1999


Presentation, “What Makes a Good Lecture?”, Faculty Center Brown Bag luncheon, Brigham Young University, 23 February 1996


Member, Annual Women's Conference Planning Committee, October 1993 to October 1994

Television Commentary, International Dispatch documentary on nuclear weapons in Kazakhstan, taped 14 October 1993

Co-Chair and Panelist, Symposium entitled "Moral Perspectives on American Security Policy: Views from the Community of LDS Scholars," sponsored by the David M. Kennedy Center for International and Area Studies and the College of Religious Education, 30 September to 1 October, 1993

Editorial, "When Should the United States Intervene in Post-Cold War Conflict?" Daily Universe, 13 September 1993

Participant, "Evening with Faculty" Program sponsored by General Education and Honors, 26 August 1993

Presentation, "Foreign Policy Analysis and Australia", with James L. Richardson, Australian National University, 3 June, 1993

Presentation, "Academic Careers," sponsored by the Women's Research Institute and The Honors Program, 14 November 1992

Presentation (with Bart Czirr and Paul Palmer), "A Reverse Manhattan Project", Physics Department Colloquium, Brigham Young University, 14 April 1992

Presentation, "The Future of the Former Soviet Strategic Arsenal", sponsored by the Department of Communication, Brigham Young University, 5 March 1992
Editorial, co-authored with Bart Czirr and Paul Palmer, "Diluting the Soviet Nuclear Threat", appeared in the Salt Lake Tribune, the Provo Herald, and the Daily Universe the week of 27 February 1992

Presentation, "Nuclear Weapons Arsenals and Superpower Arms Control Efforts," University of Utah Nuclear Engineering Club, 5 November 1991

Chair and discussant, Panel on "New Directions in Foreign Policy Analysis", annual conference of the American Political Science Association, Washington, D.C., 27-29 August 1991

Television News Interview, KBYU, concerning Soviet coup attempt, 19 August 1991

Radio Interview, KSL 1160 AM, concerning Soviet coup attempt, Salt Lake City, Utah 21 August 1991

Participant, Summer Institute in Political Psychology, Ohio State University, 15-26 July 1991

Panel Chair, "The Domestic Context of Foreign Policy Making", ISA convention, Vancouver, March 21, 1991

Panel Chair, "Senior Scholar in Foreign Policy Analysis: James Rosenau", ISA convention, Vancouver, March 21, 1991

Question and Answer Moderator for President Ronald Reagan's visit to Brigham Young University, February 15, 1991

Speaker, Faculty Mid-Year Conference on "Scholarship Reconsidered", Brigham Young University, January, 1991


Participant, Conference on Computational Models of the Decision to Use Force, sponsored by the Midwest Consortium for International Security Studies, Minneapolis, Minnesota, December 1-5, 1989

Vice Chair, Foreign Policy Analysis Section of the International Studies Association, 1989-90.

Host, visit of U.S. Army War College Current Events Team, 5-8 March 1989


Member, International Society of Political Psychology, 1988-


Round table discussant, United Nations Telecast, sponsored by the United Nations Association of Utah, at the University of Utah, Salt Lake City, Utah, September 12, 1987
References

Dr. Rose McDermott, Department of Political Science, 36 Prospect Street, Brown University, Providence, RI 02912, 401-863-2833, rose_mcdermott@brown.edu

Dr. Philip A. Schrodt, Department of Political Science (retired), Pennsylvania State University, and PARUS Analytical Systems LLC, Charlottesville, Virginia, 22901, 785-550-3553, schrodt735@gmail.com

Dr. Marijke Breuning, Department of Political Science, University of North Texas, and also Editor, American Political Science Review, 1155 Union Circle #305340, Denton, Texas 76203, 940-369-8116, marijke.breuning@unt.edu

Dr. Mary Caprioli, Department of Political Science, 302B Cina Hall, University of Minnesota-Duluth, Duluth, MN 55812, 218-726-7612, mcapriol@d.umn.edu

Dr. Charles F. Hermann, Department of International Affairs, George H.W. Bush School of Government and Public Service, Texas A&M University, College Station, TX 77843-4220. (409) 862-3469, hermann@tamu.edu
CURRICULUM VITAE OF
CHRISTOPHER LAYNE

4125 Sweetwater Drive
College Station, TX 77845
979.690.3317 - home
979.845.6985 - office
E-Mail: chrislayne@aol.com/clayne@tamu.edu

PRESENT POSITION:
University Distinguished Professor of International Affairs, and
Robert M. Gates Chair in National Security
George H W. Bush School of Government & Public Service,
Texas A & M University

PREVIOUS ACADEMIC POSITIONS:
Associate Professor of International Affairs (tenured)
George H. W. Bush School of Government & Public Service
Texas A & M University (August 2005 to August 2007), and

George Bush School of Government and Public Service
Faculty Professor of International Affairs (October 2006 to August
2007)

Associate Professor ( untenured)
School of International Studies,
University of Miami, Florida
(August 2001 to August 2002)

Visiting Fellow
Center for Social Theory and Comparative History,
University of California, Los Angeles
(October 2000 to June 2001)

Visiting Associate Professor
Naval Postgraduate School
(July 1996 to September 1998)

Research Fellow
International Security Program,
Center for Science and International Affairs
Kennedy School of Government, Harvard University
(September 1995 to July 1996)
Visiting Lecturer
Department of Political Science,
University of California, Los Angeles
(July 1991 to June 1995)

JUDICIAL CLERKSHIP: Law Clerk to the Honorable Richard A. Gadbois, Jr.,
United States District Judge,
Central District of California,
(September 1982 to September 1983)

EDUCATION: Ph.D. in Political Science (International Relations),
University of California at Berkeley, June 1981.
Diploma in Historical Studies, Corpus Christi College,
University of Cambridge, July 1980.
LL.M. in International Law, University of Virginia Law School,
May 1975.
J.D., University of Southern California Law Center, June 1974.
B.A., Cum Laude, International Relations
University of Southern California, August 1971.

LEGAL POSITIONS: SeniorAssociate: Kaye, Scholer, Fierman, Hays & Handler,
Los Angeles, California (February 1989 to December 1990)
Partner: Blecher and Collins, Los Angeles, California
(October 1983 to January 1989)
(On leave January 1984 to February 1985)

NOBEL INSTITUTE
FELLOWSHIP: Visiting Fellow, Norwegian Nobel Institute, May-June 2014
RESEARCH GRANTS AND FELLOWSHIPS:

Research Grant, Charles Koch Foundation, AY 2016/17

Visiting Fellow, Norwegian Nobel Institute, Spring 2014.

Research Grant, Earhart Foundation, 2005.


Research Grant, Earhart Foundation, 1996.

SERVICE:

Professional:

Member, Board of Editors, Security Studies.

Member, Editorial Board, International Security

Member of the Governing Council, International Security Studies Section/International Studies Association


Other:

Member, Council on Foreign Relations.

CONSULTING: Intelligence Community Associate (November 2008 to July 2014).

Member, NIC Study Group on Strategic Reactions to American Preeminence (December 2008 to July 2014).


TEACHING AWARD: Association of Former Students of Texas A & M University Distinguished Achievement Award for Excellence in Teaching (October 2009).

PUBLICATIONS:


Peer-Reviewed Journal Articles:


“The Waning of U.S. Hegemony - Myth or Reality?” International
Security, 34:1 (Summer 2009), pp. 147-172.


Book Chapters
In University Press Books:


Encyclopedia Entry:


Book Reviews:


Contributor, H-Diplo Roundtable on Geir Lundestad, The Rise and


Commissioned Papers:

“The Unipolar Exit: The Unwinding of the Pax Americana.” Submitted to the National Intelligence Council, August 2011.

Rand Publications:

“Predicting Military Innovation,” DRR-1613-A (with Jeffrey A. Issacson and John Arquilla).


Other Journal Articles:


“Sleepwalking with Beijing,” National Interest, No. 137 (May/June 2015),


“Impotent Power? Re-Examining the Nature of America’s


“Kosovo: For the Record,” *The National Interest*, 57 (Fall 1999), pp. 9-16. [With Benjamin Schwarz].


“American Hegemony--Without An Enemy,” *Foreign Policy*, 92 (Fall 1993), pp. 5-23. [With Benjamin Schwarz].


“Toward German Reunification?” *Journal of Contemporary Studies*, 7:4 (Fall 1984), pp. 7-37.


**Other Book Chapters:**


“Iraq and Beyond: ‘Old Europe’ and the End of American Hegemony,” in Christina V. Balis and Simon Serfaty, eds., *Evolving*


Symposium Contributions:


**Magazine Articles:**


“Obama’s Missed Opportunities to Pivot Away From the Middle East,” *Insight Turkey*, Vol. 17, No. 3 (Summer 2015), pp. 11-21.


“Zombie Hegemon: Using Current U.S. Preponderant Power to Hedge Against Tomorrow’s Decline,” *Chinese Social Sciences Today* [Published by Chinese Academy of Social Sciences], No. 570 (March 12, 2014).


“How Good was the Good War?” *The American Conservative*, July 14, 2008 (Symposium Contribution).


“Failure is an Option,” The American Conservative, August 1, 2005.


“NATO at 50, It’s Time to Quit,” The Nation, 10 May 1999 (with Benjamin Schwarz).

“The Case Against Intervention in Kosovo,” The Nation, 19 April, 1999 (with Benjamin Schwarz).


“Divorce, Alliance-Style,” The New Republic, June 12, 1989 (with Alan Tonelson).


Newspaper Articles:

“U.S. Must Acknowledge China’s Ambitions,” Boston Globe, August 26, 2014.


“Twilight of the Pax Americana,” Los Angeles Times, 29 September 2009 (with Benjamin C. Schwarz).


“Plotting a Course for Middle East Disaster,” The Australian, January 18, 2007.


“A Lower Profile Would Make the United States a Smaller Target,” Los Angeles Times, November 12, 2002 (with Benjamin Schwarz).


“Was It a Mistake? We Were Suckers for the KLA,” Washington Post (Sunday Outlook), March 26, 2000 (with Benjamin. Schwarz).


“U.S. and NATO Have Put the Fox in the Chicken Coop,” Los Angeles Times, 23 June 1999.

“Believe This: ‘Credibility’ Isn’t the Issue,” Los Angeles Times, April 23, 1999 (with Benjamin Schwarz).

“Making the World Safer for Business,” Los Angeles Times, April 2, 1999 (with Benjamin Schwarz).

“In Search of a Middle Road on U.S. Policy Toward China,” Los Angeles Times (Sunday Opinion), March 28, 1999.


“Congress is MIA in Bosnia Debate,” Los Angeles Times, January 7, 1996.


“Should NATO Close-Up Shop?” Christian Science Monitor, March
10, 1994 (with Benjamin Schwarz).

“Perspective on NATO Membership: The Alliance Is Only a Hunk of Myths,” Los Angeles Times, January 13, 1994 (with Benjamin Schwarz).


“Is America Marching to Folly Once Again?” Los Angeles Times (Sunday Opinion), August 9, 1992.


“Proliferation is Safer in Guiding Hands,” Los Angeles Times, February 9, 1992.


“NATO is a Relic Now, USA Should Let It Die,” USA Today, July 5, 1990.

“U.S. Troops Mustn’t Be the Obstacle,” Los Angeles Times, April 12, 1990.


“This Is No Place To Go It Alone,” *USA Today*, August 27, 1987.


“We Must Remember We Can’t Police World,” *USA Today*, May 22, 1987.


“America’s Pledge to German Reunification,” *Wall Street Journal* (Europe), March 5, 1985.


Conference Papers and Symposia:


Chair, Panel on “The (Re-)Making of Strategic Cultures.” International Studies Association Annual Meeting, Toronto, Ontario, Canada, 26-29 March 2014.


21


Discussant, Roundtable on “Is the United States in Decline Again?” American Political Science Association Annual Meeting, Boston, Massachusetts, August 2008.


Discussant, Panel on “America as Vindicator or Exemplar: The Soul of American Statecraft,” American Political Science Association Annual Meeting, Boston, Massachusetts, August 2008.


Discussant, Roundtable on “The Debate Continues: American Hegemony in Theoretical and Historical Perspective - Christopher


Participant, Roundtable on Eric Nordlinger’s Isolationism Reconfigured, American Political Science Association Annual

FOREIGN POLICY RELATED TRAVEL:

Fulbright Senior Specialist, Visiting Lecturer at the University of Melbourne and the Australian National University, March 20013


Seminar Leader, Project on Japan’s Security Horizon, Sasakawa Peace Foundation, Tokyo, Japan, October 2010.


Guest Lecturer, Romanian National Defence College, Bucharest, Romania, December 2008.

XIth German-American Young Leaders’ Conference, sponsored by American Council on Germany, August 1989.


MEDIA APPEARANCES:

Newshour with Jim Lehrer (Kosovo), 23 June 1999.


American Interests (Germany and the Western Alliance), 31 October 1987.


CNN Newsnight (Middle East, Highjacking and Terrorism), 30 June 1985.

PROFESSIONAL MEMBERSHIPS:

American Political Science Association; International Studies Association.

State Bar of California (admitted December 1974).

REFERENCES:

Furnished upon request.
Richard Charles Mac Namee QCVS, MCGI, FInstLM, CPP

Executive Summary

- A decorated, Regular Career, Tier 1 Special Operations Officer with global operational experience and combat service conducted in the interests of national security requiring the highest levels of government security clearances.
- Senior executive with an established and proven record of commercial leadership, management, program directorship, consulting, financial and budgetary excellence.
- Recruited by a major US graduate school to provide graduate level classes for the Master’s Program in International Affairs (MPIA).

Career

September 2010 - The Bush School of Government Service, Texas A&M University

- As a consequence of contemporary Tier 1 Special Operations and Intelligence Community (IC) operational service, appointed full-time faculty Professor (Senior Lecturer) providing graduate level classes for the Master’s Program in International Affairs (MPIA).
- Areas of expertise and classes include: (1) Government Intelligence Operations (Technical Collection) for International Security, (2) Counter-Terrorism, (3) Counterinsurgency (COIN), (4) Nuclear Terrorism Threat Assessment and Analysis.
- Appointed to lead, on behalf of The Nuclear Security Science and Policy Institute (NSSPI), the design and development of the Global Threat Reduction Initiative (GTRI) course for graduate students in the field of “Nuclear Terrorism Security Threat Assessment and Analysis”. This initiative is funded by the Department of Energy (DoE) and will be offered at Texas A&M, Penn State and MIT.
- Regular lecturer in the field of Counter-Terrorism (CT) and Counterinsurgency (COIN) at Special Operations Command (SOCOM) JSOU for the Joint Special Operations Forces Senior Enlisted Academy (JSOFSEA).
- Providing extensive instruction to the Lawrence Livermore and Sandia PhD Fellows in the field of Counter-Terrorism as part of the National Security Leadership Certificate program.

September 2009 - December 2010 - Compulsory Recall to Military Service

- Recalled to former Special Forces service as part of a “Compulsory Recall” for deployment with Tier 1 Special Operations Task Force (TF196) in Afghanistan.
- Operations required the highest level of security clearances and were considered to be pivotal by 4 Star Commander (Generals McChrystal and Petraeus) to the success of the current US and NATO campaigns.
- Required to brief and secure approval from most senior levels of command (2 and 3 Star) within US and NATO forces for execution of high risk Special Operations in extreme hostile environments.
- Responsible for the securing authorization of highest command authority to execute Covert Surveillance, HAF Strike Operations, Drone KS and AFPAK border operations against Terrorist and Insurgent locations.

August 2004 - September 2009 - mcconnor meade Risk Management LLC

- Established a consulting practice providing independent consulting services in the fields of threat assessment, risk and crisis management.
- Responsible for the delivery of numerous high profile programs on behalf of major technical companies and insurance underwriters at Lloyds of London.
- Included the establishment of a Kidnap for Ransom (K&R) Response Service company for global operations on behalf of a major Lloyds of London syndicate.
Richard Charles Mac Namee QCVS, MCGI, FinstLM, CPP

- Established a 24hr Operations Center for an Emergency Response Service company (GlobalStar Communications - “SPOT” Device).
- Retained to provide comprehensive Counter-Terrorism Threat Assessment and Security Advisory services for the world’s largest oil refinery (Value $26.2 Billion) on behalf of insurance underwriters (London).


- Graduated from The Royal Military Academy Sandhurst and originally commissioned into The Scots Guards.
- Completed Staff Training and Selection for Higher Command at The Royal Military Academy Staff College (JDSC).
- Deployed on extended operational tours to Germany as part of the British Army of the Rhine (Cold War), Northern Ireland for emergency tours of duty as well as The Gulf War (Desert Storm).
- Successfully completed Special Duties selection and commanded Special Forces units on global operations as well as being seconded for service as Director Special Force’s (DSF) LNO for interagency operations within the Intelligence Community (IC) - MI5.
- Responsible for the execution and command of covert Special Operations authorized at the highest levels of government and conducted in the interests of national security.
- Decorated for service with the Queen’s Commendation for Valuable Service (QCVS).

Education

- St. David’s Preparatory, London, UK
- Dulwich - Lower School, London UK
- Dulwich College, London UK
- The Royal Military Academy - Sandhurst
- The Royal Military Academy - Staff College (JDSC)

Professional Qualifications and Certifications

- Board Certification Security and Risk Management Professional (CPP).
- Certified Project and Program Manager (PRINCE).

Continuing Education

- Harvard Divinity-Religion and Politics in Current Fundamentalist Movements
- Harvard (Extension School) - Strategic Environmental Management, Sustainable Development

Security Clearances

Since 1992 I have been subject to Developed Vetting (DV) for Top Secret (TS) / STRAP Security Clearances and have held this level of clearance for my professional career to date. In 2009 my clearances were reviewed once again prior to my compulsory recall to military service. This was for Top Secret (TS) clearance and included UK, NATO and CENTCOM. As part of one of the main Special Operations Task Forces (TF196) in Afghanistan, I was required to hold multiple clearances for service with ISAF and operating alongside Operation ENDURING FREEDOM (OEF).
Ren Mu
Allen Building 1047, 4220 TAMU, College Station, TX 77843-4220
Email: rmu@tamu.edu; Phone: 1.979.458-8024; Fax: 1.979.845-4155

APPOINTMENTS

Associate Professor, The Bush School of Government and Public Service, Texas A&M University, September 2013 — present
Assistant Professor, The Bush School of Government and Public Service, Texas A&M University, September 2007 — August 2013
Visiting Assistant Professor, Department of Economics, Michigan State University, January 2005 — May 2005

AFFILIATIONS

Research Fellow, Institute for the Study of Labor (IZA), Germany, April 2012 — present
Research Affiliate, Institute for Population and Labor Economics, Chinese Academy of Social Sciences, June 2008 — present

EDUCATION

Michigan State University  Ph.D. in Economics  2004
Michigan State University  M.S. in Statistics  2002
Nankai University, China  M.A. in Law  1999
Nankai University, China  B.A. in Economics  1996

RESEARCH INTERESTS


PUBLICATIONS

PEER REVIEWED JOURNAL ARTICLES


**OTHER PUBLICATIONS**


**WORKING PAPERS UNDER REVIEW**

“Village Political Economy, Land Tenure Insecurity, and the Rural to Urban Migration Decision: Evidence from China,” with John Giles
**Research in Progress**

“Forced Off Farm? Labor Reallocation Response to Government Land Requisition in China,” with Shuang Ma

“Sex-ratio Imbalance and Internal Migration in China,” with Xiaobo Zhang and Dan dan Zhang

“Sex-ratio Imbalance and Internal Migration in China,” with Xiaobo Zhang and Dan dan Zhang

“Perceived Inequality and Preferences for Redistribution: Evidence from Randomized Survey Experiments in China”

**Research Funding**


Initial Funding for China Survey II, with Xinsheng Liu and Robert Harmel, the Bush School of Government and Public Service, Institute of Science Technology and Public Policy, Texas A&M University, $80,000, 2015-2017.


**Awards and Fellowships**

Bush Faculty Excellence Award, 2013 Bush School

Dudley Seers Memorial Annual Prize for the Best Article in the *Journal of Development Studies*, 2011 (co-authored with Dominique van de Walle)

Chow Best Paper Award, Honorable Mention, Chinese Economist Society, 2009

The RAND Postdoctoral Fellowship for the Study of Aging, 2007-2008 (Declined)

Thoman Fellowship, 2001-2002, International Study Program, Michigan State University

CONFERENCE AND SEMINAR PRESENTATIONS


“Left Behind to Farm? Women’s Labor Reallocation in Rural China,” (with Dominique van de Walle) Chinese Economist Society Annual Conference, Nanning, China (June 2009); Population Association of America Annual Meetings, Dallas (April 2010); The 3rd International Conference on Migration & Development, Paris, France (September 2010), Southern Economic Association Annual Meetings, Atlanta (November 2010).

“Migration and the Overweight and Underweight Status of Children in Rural China,” (with Alan de Brauw) Food and Agriculture Organization Workshop on Assessing the Impact of Migration on Nutrition and Food Security, Rome, Italy (June 2009).

“Elected versus Appointed Grassroots Leaders: Evidence from Rural China,” (with Xiaobo Zhang) The Center of Public Policy, the University of Houston (April 2010); American Social Sciences Annual Meetings, Denver (January 2011) China Economics Summer Institute, Tsinghua University, Beijing, China (July 2011).


“Village Political Economy, Land Tenure Insecurity, and Rural to Urban Migration: Evidence from China,” (with John Giles) The School of Economics and Management, Tsinghua University, Beijing, China (June 2011); Northeast Universities Development Consortium Conference, Yale University (November 2011).

“Unattended but not Undernourished: the Left-behind Young Children in Rural China,” (with Alan de Brauw) American Social Sciences Annual Meetings, Chicago (January 2012); Asian Studies Forum, Texas A&M University (January 2012); Population Association of America Annual Meetings, New Orleans (April 2013).


“Sex-ratio Imbalance and Internal Migration in China,” (with Xiaobo Zhang and Dan dan Zhang) Southern Economic Association Annual Meeting, Tampa (November 2013)

“Public Environmental Concern in China: Variations and Determinants,” (with Xinsheng Liu) The 2015 TJ Shi Forum on Empirical Social Sciences Research at Southwest Jiaotong University, China (June 2015)

COURSES TAUGHT

MASTER’S LEVEL (TEXAS A&M UNIVERSITY)

International Affairs Capstone Project
Advanced Economic Development
Economic Development in China
International Studies Field Trip Seminar
Global Economy
Quantitative Methods I
UNIVERSITY SERVICE

PhD Advisory Committees (Katherine Bryant, Dept. of Political Science, Fall 2015; Clayton Webb, Dept. of Political Science, Spring 2015; Song Zhou, Dept. of Agricultural Economics, 2014-present; Chung-pei Pien, Dept. of Sociology, Spring 2014 – present; Xirong Chen, Dept. of Economics, Fall 2015 – present; Gonzalo Sánchez, Dept. of Economics, Fall 2012 – Spring 2015; Bharani Nagarathnam, Dept. of Educational Administration and Human Resource Development, Fall 2012– present; Noelia R. Páez, Dept. of Economics, Fall 2010)

Reviewer for AFS Distinguished Achievement Awards Committee (Spring 2016)
Third Year or Tenure Review Subcommittee (2015, 2016)
Master’s Thesis Committees (Department of Economics, 2013- 2016)
Academic Civil Rights Investigation Committee (2012-2014)
Curriculum Committee (2011, 2012)
Graduate Instruction Committee (2013-present)

Reviewer for AFS Graduate Merit Fellowship Program (2009)
Methods Committee (2008)
REFEREE


OTHER PROFESSIONAL ACTIVITIES

Presenter, China Health and Retirement Longitudinal Studies Users’ Training, China Center for Economic Research, Beijing, July 2011.


Program Committee, China Economics Summer Institute (CESI) 2013, Hong Kong University of Science and Technology.

Chair, Human Capital Studies, Chinese Economist Society Annual Conference, Chengdu, 2013.


Program Committee, China Economics Summer Institute (CESI) 2014, Tsinghua University.

Discussant, Gender, Inclusive Growth and Care Economy in China, Beijing University, June 2014.


Discussant, Care Economy, Gender, and Inclusive Growth in China, Beijing University, May 2016.
Current and Recent Professional Experience

- Senior Lecturer, George Bush School of Government and Public Service, Fall 2005-Present
- Interim Director, Masters Program in International Affairs, 2013-14
- Director of the Bush School’s Scowcroft Institute of International Affairs, 2009-13

Diplomatic Career – United States Foreign Service

- Diplomat in Residence, Houston, Texas, 2004-2005
- U.S. Ambassador to Republic of Kazakhstan, 2001-2004
- Coordinator for U.S. Assistance Programs in Central and Eastern Europe with rank of Ambassador, 1998-2001
- U.S. Ambassador to Republic of Latvia, 1995-98
- Latvian language training, National Foreign Affairs Training Center, 1994-95
- Director, Office of Soviet Union Affairs (reorganized in May 1992 as Office of Independent States and Commonwealth Affairs), Department of State, 1991-94
- Charge d’Affaires and Deputy Chief of Mission, U.S. Embassy, Bucharest, Romania, 1989-91
- Romanian language training, Foreign Service Institute, 1989
- Deputy Director, Office of Southern African Affairs, Department of State, 1986-88
- Political Section Unit Chief, U.S. Embassy Moscow, USSR, 1984-86
- American Political Science Association Congressional Fellowship, Office of Representative Lee H. Hamilton (D-Ind.), 1983-84
- Multilateral Affairs Unit, Office of Soviet Union Affairs, Department of State, 1980-83
- University training sponsored by Department of State in Soviet and East European Affairs, Stanford University, 1979-80
• Political Officer, U.S. Embassy, Gaborone, Botswana, 1977-79
• Vice Consul, U.S. Embassy, Moscow, USSR, 1975-77
• Russian language training, Foreign Service Institute, 1974-75
• Entered U.S. Foreign Service, August 1974

Military Service

• United States Army, 322nd Ordnance Battalion, Okinawa, 1970-72
• United States Army, Basic officer training in Military Intelligence and Armor, 1969

Education

• Stanford University, Advanced professional training in Soviet and East European Affairs, sponsored by U.S. Department of State, 1979-80
• Masters Degree in Government and Foreign Affairs, University of Virginia, 1974
• Bachelors Degree in History, Texas A&M University, 1969
• Graduate of Thomas Jefferson High School, San Antonio, Texas, 1965

Awards and Honors

• Secretary of State Career Achievement Award (2005)
• Presidential Meritorious Service Award (2001)
• State Department Senior Performance Award (2001)
• Presidential Meritorious Service Award (1994)
• State Department Senior Performance Award (1993)
• State Department Senior Performance Award (1992)
• State Department Group Superior Honor Award (1991)
• State Department Senior Performance Award (1991)
• State Department Group Valor Award (1990)
• State Department Distinguished Honor Award (1990)
• State Department Senior Honor Award (1990)
• State Department Superior Honor Award (1983)
• American Political Science Association Congressional Fellowship (1983)
• U.S. Army Commendation Medal (1972)
• Member of Ross Volunteer Corps of Cadets Honor Company, Texas A&M University, 1967-68

Foreign Languages

• Russian, Latvian, Romanian
Research Interests

- Diplomacy and Statecraft
- American Foreign Policy
- Russian and Eurasian states of former USSR
- National Security
- Interagency Stability Operations
- Diplomatic and Military History

Graduate Courses Taught

- Diplomatic Negotiations:
- American Diplomacy
- Russia in International Politics
- Capstone Research Project 2007: Contingencies of political succession in Uzbekistan
- Capstone Research Project 2008: Provincial Reconstruction Teams in post-conflict stability operations in Iraq
- Capstone Research Project 2009: Simulation of Interdiction of an aircraft transporting WMD components (client was National Nuclear Security Administration of U.S. DOE)

Publications


Recent Service

- Governance Assessment Team – Iraq, March-July 2008
• Bush School Committees on Admissions, Curriculum, Distance Education, By-laws, and Safety
• Numerous speaking engagements at George Bush Presidential Library and Museum, Texas A&M campus, and civic forums in Bryan-College Station
• Member of Council on Foreign Relations Task Force on Turkey which released its report, “U.S.-Turkey Relations: A New Partnership” on May 8, 2012.
Andrew S. Natsios
George H. W. Bush School of Government and Public Service
Texas A&M University
September 2, 2016

PROFESSIONAL EXPERIENCE

Director, Scowcroft Institute of International Affairs and Executive Professor, Texas A&M University, George H.W. Bush School of Government and Public Service, (August 2012 - Present)

- Serve as full time faculty member teaching courses in famine theory, humanitarian assistance, and crisis management and international development theory and practice.
- As Director, provide grants for faculty research, host a speakers series, fund conferences and book publications, manage US Army fellows program, publish policy series, and oversee student capstone programs. Also, created a new Global Pandemic Policy Program to research and propose policy initiatives on pandemics in the developing world, the US response to global pandemics, and the risks and response to bio-terrorism.

Distinguished Professor in the Practice of Diplomacy and Advisor on International Development, Georgetown University, Walsh School of Foreign Service (January 2006 - May 2012)

- Full time faculty member at the Edmund Walsh School of Foreign Service
- Courses: Great Famines, War, and Humanitarian Assistance (graduate) and Contemporary Issues in International Development (undergraduate)

Visiting Fellow, Center for Global Development (CGD), (2010).

- Provided counsel on issues related to international development, U.S. foreign policy, humanitarian assistance and Sudan. Wrote paper: Clash of the Counter-bureaucracy and Development. (2010)

Senior Fellow on Foreign Policy and International Development. The Hudson Institute, Washington, D.C (2008 – Present)

- Provide counsel on issues related to U.S. foreign policy, human rights, Middle East and North Africa, Afghanistan and Pakistan, humanitarian intervention and assistance, international organizations including the United Nations and issues related to sub-Saharan Africa and Sudan.

Presidential Special Envoy to Sudan, Department of State/White House (October 2006-December 2007)

- Responsible for reviewing the state of relations between the US and the Government of Sudan to address the crisis in Darfur and in the implementation of the North/South Comprehensive Peace Agreement and recommending changes in US policy. Also, worked to construct an international coalition to address the humanitarian crisis, and negotiated with Sudanese Government, various rebel groups, and Government of Southern Sudan to implement the policy changes.

- Served as chief executive officer of the U.S government’s lead foreign assistance agency in charge of nearly $14 billion (up from $7.9 billion in FY 2001) annual budget with a worldwide workforce of 8,100 employees operating in more than 80 countries while the Agency worked in three war zones (Iraq, Afghanistan, and Sudan) and multiple crisis such as the Acheh Tsunami (2004) and the Pakistan earthquake (2005).

- Oversaw programs in: infrastructure development, reconstruction, emergency and crisis response, economic growth, policy reform, anti-corruption, global health, agriculture, environmental protection, microenterprise, democracy and governance, and humanitarian relief.

- Designed and directed USAID’s new $5 billion (total as of 2005) public-private partnership program entitled The Global Development Alliance or GDA with corporations, nongovernmental organizations, and foundations. Resulted in leveraging $3.7 billion in new private funding utilizing U.S. contributions of $1.2 billion;

- Improved policy and management coordination between the Department of State and USAID through the strategic formation of the Joint Policy Council (JPC) and Joint Management Council (JMC) which resulted in the first State-USAID Strategic Plan of 2004-2009. This plan helped to identify a Joint Mission Statement, Common Values, Strategic Objectives and Strategic Goals that the two institutions would use to measure improved performance and results over the course of plan implementation. This was the start of what is known today as the QDDR.

- Managed major reconstruction programs in Afghanistan, Indonesia (following the Tsunami), Pakistan (following the 2005 earthquake), Iraq and Southern Sudan.

- Helped launch major new Presidential initiatives including the President’s Emergency Plan for Aids Relief (PEPFAR), Millennium Challenge Account (MCC) President’s Malaria Initiative (PMI), and other initiatives. As a result, USAID helped implement major components of all these initiatives since their inception, including the program lead on PMI.

- Undertook expanded global engagement with the international development community through support of global and United Nations conferences including the World Summit on Sustainable Development (WSSD) in South Africa, International Summit on Financing for Development (FFD) in Monterrey, Mexico, World Food Summit in Rome (2002), and lead U.S. Government delegations to several high-level conferences of the OECD focused on improved donor coordination and results.

- Led U.S. delegation to the 2005 Paris High Level Forum on Aid Effectiveness where donors recognized that aid could and should be producing better results. Helped to co-author the Paris Declaration signed by all donor nations which focused on five central pillars: Ownership, Alignment, Harmonization, Managing for Results and Mutual Accountability.

- Rebuilt and strengthened Agency external and internal communications systems including instituting a global “Rebranding and Marking” campaign adding “From the American People” to the USAID brand identification; launching improved program communications training and support through a global “Development and Outreach Communications (DOC) program.

- Began the DLI (Development Leadership Initiative) program to restaff the USAID foreign and civil service, ending the decade long decline in the size of the USAID workforce.

- Launched an ambitious modernization of USAID management including finance, personnel
and procurement systems;

- Directed the strategic realignment of the agency in the post-9/11 period where USAID’s role in humanitarian assistance, international development AND contingency and transition operations was better defined, affirmed and expanded.

**Chairman and Chief Executive Officer, Massachusetts Turnpike Authority, Boston’s Central Artery Project (also known as “The Big Dig”)** (April 2000-March 2001)

- Appointed Chief Executive Officer of the Massachusetts Turnpike Authority and Boston’s $14.7 billion “Central Artery Project,” the largest public works project in U.S. history. Restored public confidence in financial management of the Central Artery Project after disclosure of massive undisclosed cost overruns.
- Terminated former management team and recruited and hired new managers, completed thorough cost review of project and designed new financing plan to close the $2.4 billion revenue deficit, completed review and changes to the controversial owner-controlled insurance program, implemented major reorganization of the Turnpike management structure, reduced Turnpike workforce by 10%, initiated national search for new project director, and designed, negotiated and implemented contractual incentives to project management firm and construction companies to control The Big Dig cost structure.

**Secretary of Administration & Finance, Commonwealth of Massachusetts**, (March 1999 - April 2000)

- Chief Operating Officer and Chief Financial Officer for the Commonwealth of Massachusetts. Responsible for $20 billion state budget; revenue and taxation system; public debt and capital planning; state information technology office; state personnel system, including collective bargaining; state comptroller; construction and management of state buildings and property; financial aid to municipal governments; and policy research and development for the Governor.
- Managed effort to reform the state school building assistance program to municipalities, to reform the state laws governing public construction, to design a $2.4 billion revenue package to fund the cost overruns in the Big Dig, to reduce by $2 billion authorized but un-issued state debt, to design budget plan to implement a $1.3 billion reduction in state income tax, and to reform the state program to provide loans to municipal government for wastewater and water systems. Managed legislative and media strategies to secure legislative passage.

**Jennings Randolph Senior Fellow, United States Institute for Peace** (July 1998 - February 1999)


**Vice President, World Vision U.S.A.** (May 1993 - June 1998)

- Responsible for program development, evaluation, and resource acquisition (income of $175 million in FY97, up from $110 million in FY93) from USG and private corporate donors for humanitarian relief, micro credit programs, international health, food security and agricultural programs in developing countries; responsible for World Vision U.S. relationships with USG, UN agencies and InterAction (the NGO association) on grant making and public policy issues.

**Assistant Administrator, Bureau of Food and Humanitarian Assistance, U.S. Agency for**


Lieutenant Colonel (Retired), U.S. Army Reserves (1972 – 1995)


- Led trade group association providing environmental audits, management training and management audits, public relations, policy studies, group insurance, and collective purchasing services to 70 consumer-owned electric utilities in New England.

State Representative, 8th Middlesex District, Massachusetts House of Representatives (1975-1987)

- Served on Legislative Committees of House Ways and Means, Taxation, Energy, Commerce and Labor, Ethics, Housing and Urban Development, and Civil Service Reform Commission. Areas of public concentration included State budget and debt structure, taxation, local finance, zoning and land-use planning, and education reform. Co-author of Proposition 2 ½ (a property tax cutting law), reforms of the State debt service, and welfare fraud auditing legislation, protection of management rights for the MBTA, civil service reform, and repeal of the loyalty oath law.

EDUCATION

HARVARD UNIVERSITY, Kennedy School of Government, Cambridge, MA
Masters of Public Administration, 1979

GEORGETOWN UNIVERSITY, Washington, DC
B.A. of History, 1971

HOLLISTON HIGH SCHOOL, Holliston, MA
Graduated 1967

BOARDS
• Former member of Town of Holliston (Massachusetts): Industrial Development Commission (Treasurer), By-Law Study Committee (Chairman), and Zoning Board of Appeals (Alternate member).
• Co-Chair, Emeritus, the Committee for Human Rights in North Korea, an NGO which produces research and reports on human rights abuses in North Korea.
• Member, American Academy of Diplomacy
• Advisory Board, Institute for Global Engagement
• US Advisory Board, United Nations Development Program
• Archon of the Ecumenical Patriarchate of the Eastern Orthodox Church, Order of St. Andrew.
• Advisory Board, FOCUS North America (domestic Eastern Orthodox Christian charities consortium).
• Former board member: International Orthodox Christian Charities (NGO of the Orthodox Church), International Center for Religion and Diplomacy, InterAction (NGO consortium), and International Justice Mission.
• Chaired the fundraising committee of Harvest Plus 2009-2012, of the Consultative Group on International Agricultural Research.
• Member, United States Institute for Peace, Task Force on State Fragility, 2015-2016
• Member, National Academy of Science, Building International Chemical Biological, Radiological, and Nuclear Resilience Steering Committee. 2015-2016.

AWARDS

• Life Time Achievement Award, Alpha Omega Council of New England (Greek American service organization) (2012)
• Life Time Achievement Award, Society for International Development (2011)
• Honorary doctorate from Marquette University (May 2008)
• Honorary doctorate from Georgetown University, School of Nursing and Health Sciences (May 2002)
• Department of State, Superior Honor Award (January 1993)
• U.S. Agency for International Development, Distinguished Honor Award (January 1993)
• Distinguished Member of the Civil Affairs Regiment (of the United States Army) (October 2016)

Named legislator of the year by the:
• Massachusetts Municipal Association, Massachusetts Mayors Association, and Massachusetts Association of Selectmen (1978);
• Massachusetts Association of School Committees (1986);
• Citizens for Limited Taxation (1986).

PUBLICATIONS

Books:

• *Sudan, South Sudan, and Darfur: What Everyone Needs to Know*, Oxford University
Press, April 2012.


**Contributor to edited books:**

Articles:

- “The Lords of the Tribes: the Real Roots of the Conflict in South Sudan”, *Foreign Affairs* o-n-line, July 9, 2015.
- “Save South Sudan from Itself”, *New York Times* OPED, December 25, 2013
- “Sudan's Oil Crisis is Only Bashir's First Problem”, *Foreign Affairs* o-n-line, February 1, 2012.
- “China in Sudan: the Challenge of Non-Interference in a Failed State”, *Georgetown Journal of International Affairs*, Summer/Fall 2012, pp. 61-67
- “To Stop the War on South Sudan, the United States Should send Weapons”, *Washington Post*, May 11, 2012
- “Heading Off the Coming Food Revolutions” *Foreign Service Journal*, March 2012.
- “North Korea: A Different Perspective”, *Korea Chair Platform* (on-line), CSIS, February 29, 2012
- “Devastation in Haiti: After Reconstruction” *Newsweek* online January 22, 2010
- “Africa does not have to Starve”, *Wall Street Journal*, Dr. Norman Borlaug and Andrew
Natsios, May 2, 2008
- “The US has a Scattershot Approach to Global Poverty”, Brian Atwood and Andrew Natsios, Star Tribune, (Minneapolis), September 17, 2008.
- “American Fortresses: It is hard to carry out our foreign policy from behind thick concrete walls” Weekly Standard, 5/22/2006, Volume 011, Issue 34.
- “Democratic Opportunities in the Arab and Muslim World”, Cambridge Review of International Affairs, Volume 19, Number 2, June 2006.
- “NGO’s and the Humanitarian Impulse: Some Have it Right,” in Ethics and International Affairs, 1997, Volume II.
William J. Norris

The Bush School of Government and Public Service
Texas A&M University
1046 Allen Building 4220 TAMU
College Station, TX 77843-4220

Phone: (979) 845-3803
Fax: (979) 845-4155
E-mail: wjnorris@tamu.edu
Webpage: http://bush.tamu.edu/faculty/wnorris/

Last Updated: December, 2016

EDUCATION

2010 Massachusetts Institute of Technology
Ph.D. Political Science (Major Fields: Security Studies and International Relations “Pass with Distinction”; Minor Field: Political Economy)

1999 Princeton University
A.B., summa cum laude, Politics (Certificate: Political Economy)

ACADEMIC POSITIONS

2011-2017 Assistant Professor, The Bush School of Government and Public Service, Texas A&M University

AFFILIATIONS

2015-2016 Non-Resident Associate, Nuclear Policy Program, Carnegie Endowment for International Peace
2015 US Foreign Policy Colloquium
2012- China and the US Track II Scholars Strategic Dialogue
2012-2013 China and Latin America Working Group, Inter-American Dialogue
2011- Scowcroft Institute Faculty Advisory Board
2009 Research Associate, Industrial Performance Center, Department of Economics, MIT
2008-2010 Research Assistant, Seminar XXI Program, Center for International Studies, MIT

SELECTED FELLOWSHIPS, HONORS, GRANTS, AND AWARDS

2018 Cornell University Press Nominee for Grawemeyer Award for Ideas Improving World Order
2017 Nominee for the Estoril Global Issues Distinguished Book Prize
2014-16 National Committee on US-China Relations Public Intellectuals Program
2014-15 Stanton Nuclear Security Fellowship
2014  Asia Foundation Domestic Dimension of International Affairs Grant
2013  Scowcroft Institute of International Affairs Korea Program Grant
2013  Program to Enhance Scholarly and Creative Activities Grant
2012  Bush School of Government Faculty Excellence Award
2012  Scowcroft Institute of International Affairs Faculty Research Grant
2010-2011  Princeton-Harvard China and the World Postdoctoral Fellow
2010-2011  Bradley Fellow
2009-2010  Smith Richardson Foundation World Politics and Statecraft Fellowship
2007-2008  David L. Boren Fellowship
2008  Center for International Studies Dissertation Research Grant
2007  Kathryn Wasserman Davis Scholarship

Publications

Peer-Reviewed Books


Peer-Reviewed Journal Articles and Book Chapters


“Geostrategic Implications of China’s Twin Economic Challenges,” (Accepted Council on Foreign Relations Discussion Paper, forthcoming)

Peer-Reviewed Journal Articles and Book Chapters (Under Review)


Additional Publications


“Explaining Recent Senkaku/Diaoyu Tensions: The Domestic Dimension,” Education About Asia (Fall 2014) Volume 19, Number 2 pp. 43-44.


Working Papers

“Inadvertent Escalation in East Asia”

“A Theory of Chinese Economic Statecraft”

“The Economic-Security Nexus: A Classification of the Field”

“Net assessment of the North Korean Artillery Threat”

“Going it Alone: The Geopolitical Security Implications of Consumption-Driven Chinese Economic Growth”

Professional Activities

Recent Invited Presentations

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nov. 2016</td>
<td>Book talk hosted by CATO (Washington, DC)</td>
</tr>
<tr>
<td>Oct. 2016</td>
<td>Speaker, “China’s Economic Statecraft” hosted by The Sun and Star Program on Japan and East Asia at the Tower Center for Political Studies, Southern Methodist University (Dallas, TX)</td>
</tr>
<tr>
<td>Jun. 2016</td>
<td>Presenter at Berlin Conference on Asian Security 2016 “Nuclear Stability in Asia: Strengthening Order in Times of Crises” hosted by the German Institute for International and Security Affairs (Stiftung Wissenschaft und Politik, SWP) and the Konrad-Adenauer-Stiftung (Berlin, Germany) [Declined]</td>
</tr>
<tr>
<td>Jun. 2016</td>
<td>Presenter at US-China Rising Scholar Conference hosted by The Center for American Progress and China Foreign Affairs University (Honolulu, HI)</td>
</tr>
<tr>
<td>Apr. 2016</td>
<td>Participant, “More Questions Than Answers: Winners and Losers in Xi’s Reform Agenda,” at The Process of Reform: Opportunities and Challenges Workshop hosted by The King Abdullah Petroleum Studies and Research Center (Hong Kong, SAR)</td>
</tr>
<tr>
<td>Aug. 2015</td>
<td>Member, US Delegation, at Information, Communication &amp; the Korean War: Lessons &amp; Implications hosted by US Pacific Command J8 and The East-West Center (Honolulu, HI)</td>
</tr>
<tr>
<td>June 2015</td>
<td>Participant, “Overcoming Difficulties: Understanding, Consultation, and Reciprocity,” at 4th Annual World Peace Forum, Tsinghua University (Beijing, PRC) [Declined]</td>
</tr>
</tbody>
</table>

Norris CV--Page 3 of 11


June 2014  Presenter, “Chinese Media Analysis for Assessing Drivers of Conflict and Convergence in the Asia Pacific Region in the next 5-25 years,” at Senior Review Group, Strategic Multi-layer Analysis, Pentagon (Washington, D.C.)


Nov. 2013  Panelist (with Aaron Friedberg and Christopher Layne), “Dealing with the Dragon: U.S. Responses to China’s Rise,” at Texas A&M University (College Station, Texas)


Sept. 2013  Panelist (with Daniel C. Lynch [University of Southern California] and Peter Hayes Gries [University of Oklahoma]), “Dangerous Dynamics: Domestic Political Economic Dynamics Behind the Diaoyu/Senkaku Escalation,” at Southern Methodist University (Dallas, Texas)

Nov. 2012  Presenter, “Chinese Economic Statecraft: The Strategic Consequences of Economic Interaction Across the Taiwan Strait,” at Bush School Brown Bag Speaker Series (College Station, Texas)

May 2012  Presenter, “Regional Stability and Chinese Economic Statecraft,” at Political Economy of Regional Transitions Conference (Montreal, Canada)


June 2011  Presenter, “Buying Power: State Finance and the Acquisition of Strategic Goods,” at Conference on the Political Economy of China’s Technology and Innovation Policies hosted by Study of Innovation and Technology in China, UC Institute on Global Conflict and Cooperation, University of California, San Diego (La Jolla, CA)


March 2011  Presenter, “The Ties that Bind: Economics and Security Across the Taiwan Strait,” Center for...
Recent Conference Presentations

Nov. 2010  Presenter, “Economic Statecraft with Chinese Characteristics,” Department of Political Science, Tulane University (New Orleans, LA)


Sept. 2015  Presenter, “The Compellence and Deterrence of Economic Statecraft in China’s Near Abroad,” at the American Political Science Association Annual Meeting (San Francisco, CA)


Nov. 2014  Presenter, “Inadvertent Escalation in East Asia: The Strategic Nuclear Implications of Air-Sea Battle,” at ISAC/ISSS Annual Meeting (Austin, TX)

Nov. 2014  Presenter, “Economic Statecraft with Chinese Characteristics,” at ISAC/ISSS Annual Meeting (Austin, TX)


March 2011 Presenter, “The Strategic Use of Economics in Cross-Straits Relations,” at the International Studies Association Annual Meeting (Montreal, Canada)

Oct. 2010 Presenter, “Economic Statecraft with Chinese Characteristics,” at the Center for International Studies, Department of Political Science, MIT (Cambridge, MA)


Panels, Working Groups, and Symposia Organized

2017 Organized a panel (with Min Ye) entitled: “The Belt and Road Initiative: What does It Tell Us about the Political Economy of China and Where is it Headed in the Future” at the International Studies Association Annual Meeting (Baltimore, MD)

2016 Organized a public discussion of my new book, Chinese Economic Statecraft, at the George H. W. Bush Presidential Library (College Station, TX)


2013-2014 Organized (with Reyko Huang) Bi-weekly Bush School junior faculty writers’ group

2012 Organized and Chaired two panels entitled: “Drivers of China’s International Intervention and Alignment,” and “Rising China’s Security Policy” at the Southwest Conference on Asian Studies (Dallas, TX)


2011 Convened panel entitled: “Economic Statecraft in the 21st Century: How China Does It,” (Chaired by David Baldwin; Discussants: John Ravenhill and David Baldwin) at the American Political Science Association Annual Meeting (Seattle, WA)

2010 Convened panel entitled: “China Inc.?: Business and Government in China’s International Relations”
(Chaired by Peter Rutland; Discussant: Joe Fewsmith) at the American Political Science Association Annual Meeting (Washington, DC)

2009-2011 Founded and co-organized Cambridge Chinese Politics Research Workshop

2005-2007 Co-organized MIT Security Studies Work-In-Progress Group

Additional Workshops, Conferences, and Affiliations

“Understanding the Communist Party of China” Delegation of European and American Young Scholars (International Department, Communist Party of China)

“Economic and Geopolitical Fallout of Slowing Chinese Growth” Workshop (Maurice R. Greenberg Center for Geoeconomic Studies, Council on Foreign Relations)

“Strengthening Strategic Communications: Building a Multi-Layered Network of International Figures” China Specialists Invitational Research Trip (Japan Ministry of Foreign Affairs)

“Countering Coercion in Asia’s Gray Zones,” Workshop (Center for Strategic and International Studies)

Water, Energy, Food Nexus Initiative (Texas A&M University)

Peter Huessy Congressional Breakfast Series (Air Force Association)

Nuclear Security and the US Military Instrument of Power (RAND)

“China Futures” Strategic War Gaming Series (Army War College)

National Intelligence Council’s Global Trends 2020, 2030, & 2035


Wednesday Nuclear Breakfasts (Carnegie Endowment for International Peace)

Lone Star National Security Forum (Bush School of Government and Public Service, Texas A&M University; Lyndon B. Johnson School of Public Affairs, University of Texas; John Goodwin Tower Center for Political Studies, Southern Methodist University)

China-U.S. Conference (Texas A&M University)

Bridging the Gap Project (The Elliott School of International Affairs, The George Washington University)

China’s Rising: Power and Influence Workshop (MIT)

CAPS-RAND-NDU PLA Conference (RAND)

Cambridge Economic Roundtable (Harvard University & National Bureau of Economic Research)

Rising China Seminar Series (MIT Center for International Studies)

New Era Foreign Policy Conference (Institute for International Studies at University of California, Berkeley)

National Security Working Group (Harvard University’s Olin Institute for Strategic Studies)

Political Economy of National Security Working Group (MIT Center for International Studies)

Professional Service

2016 Chair for panel entitled “Concluding Discussion” at Rising Scholar Perspectives on U.S.-China Relations: Generating New Ideas for Future Strategic Cooperation Conference (Honolulu, HI)


2016 Chair for panel entitled: “China’s Role in Conflict-Affected Regions: Business and Politics in the Name of Peace” at International Studies Association Annual Meeting (Atlanta, GA)

2016 Subject Matter Expert, UNIFIED QUEST, Army’s deep future military exercise (Carlisle, PA)

2015 Chair & Discussant for panel entitled: “Regional Powers in a Unipolar World” at International Studies Association Annual Meeting (New Orleans, LA)

2014 Chair & Discussant for panel entitled: “China’s Strategy,” at International Security and Arms Control section of APSA-International Security Studies Section of ISA Joint Annual Meeting (Austin, TX)


2014 Chair two panels entitled: “Explaining China’s Foreign Relations,” and “Leading Countries and Leadership” at the International Studies Association Annual Meeting Annual Meeting (Toronto, ON)

2013 Discussant, Texas Triangle International Relations Conference (College Station, TX)

2012-2015 Board of Directors, Southwest Conference on Asian Studies (SWCAS)

2012 Chair, panel entitled “China: Blue-Green Dragon Rising” at International Studies Association Annual Meeting (San Diego, CA)

2010 Chair, panel entitled “The Political Economy of International Security” at Annual Joint Meeting of the International Security Studies Section (ISA) and International Security and Arms Control Section (APSA) (Providence, RI)

Book referee for the following university presses: Oxford University Press, Stanford University Press


External grant reviewer for: US Army Research Office

**DEPARTMENTAL AND UNIVERSITY SERVICE**

2016-2017 Member, Bush School Strategic Growth Committee

2016-2017 Member, Bush School Association of Former Students Teaching Award Committee

2016-2017 Member, “Asia in the 21st Century” TAMU Lecture Series Steering Committee

2016-2017 Member, Department of International Affairs Strategic Planning Committee

2015-2016 Lead, Establishment of the Bush School’s Masters in International Policy (Executive Degree Program)

2015-2016 Member, Search Committee for Tenure-Track Assistant or Associate Professor in Decision Making and Leadership (Bush School)

2015-2016 Reviewer, Bush School Merit Fellowships and Graduate Excellence Committee

2015-2016 Co-organizer of International Affairs Research Workshop

2015 Member, Department of International Affairs Assessment Committee

2014 Member, “Getting to Know You,” Organizing Committee (Bush School)

2013-2015 Director, Graduate China Certificate Program (Texas A&M University)

2013 Faculty Facilitator, Student Conference on National Affairs (SCONA)

2013- Reviewer (China Subject Matter), Human Subjects Institutional Review Board (Texas A&M University)
2012-  Concentration Director, China Studies (Bush School)
2012  Member, Search Committee for Tenure-Track Assistant or Associate Professor in Non-Profit Management (Bush School)
2012-2013  Member, Admission Committee (Bush School)
2012-2013  Bush School Representative, Glasscock Center for Humanities Research (Texas A&M University)
2012  Member, Ad hoc Committee on Peer Review of Teaching (Bush School)
2011-2013  Affiliated Faculty, China Certificate Program (Texas A&M University)
2011  Member, International Affairs Program Teaching Enhancement and Evaluation Committee (Bush School)
2011  Member, Search Committee for Tenure-Track Assistant or Associate Professor in International Affairs of the Middle East (Bush School)

PROFESSIONAL ASSOCIATIONS

2012-  Southwest Conference on Asian Studies
2006-  International Studies Association (Diplomatic Studies Section, International Security Studies Section, International Political Economy Section, Foreign Policy Analysis Section)
2006-  Association for Asian Studies (China and Inner-Asia Council)
2002-  American Political Science Association (International Security and Arms Control Section; Foreign Policy Section)

PROFESSIONAL DEVELOPMENT

2014  International Policy Summer Institute, American University (Washington, D.C.)
2011  Training Workshop on the Relationship between National Security and Technology in China, Institute on Global Conflict and Cooperation, University of California, San Diego (La Jolla, CA)
2007-2008  Inter-University Program for Chinese Language Studies, Tsinghua University/University of California, Berkeley (Beijing, PRC)
2007  Chinese Language School, Middlebury College (Middlebury, VT)
2006  Institute for Qualitative Research Methods, Arizona State University (Tempe, AZ)
1999-2000  Center for Chinese Culture and Language, Taiwan Normal National University (Taipei, Taiwan)
1998  Institute for the Study of Economics and Politics (Cambridge, UK)

TEACHING EXPERIENCE

Bush School of Government, Texas A&M University (College Station, Texas)
Position: Tenure-track Assistant Professor September, 2011 through Present

Graduate Courses Taught:
Texas A&M Energy Institute, Texas A&M University (College Station, Texas)
Position: Instructor, Master of Science in Energy October, 2016
Lecturer for M.Sc. in Energy class entitled: “China”

Department of Political Science, Massachusetts Institute of Technology (Cambridge, Massachusetts)
Position: Teaching Assistant, Prof. Taylor Fravel September, 2005 through December, 2005
Teaching assistant for MIT class entitled: “Chinese Foreign Policy.”

Department of Political Science, Massachusetts Institute of Technology (Cambridge, Massachusetts)
Position: Teaching Assistant, Prof. Barry Posen February through May, 2005 and 2006
Teaching assistant for MIT class entitled: “US Military Power.”

PH.D. DISSERTATION COMMITTEES


Robert Hinck (Department of Communications, Texas A&M) “Towards Cooperation: An Organizational Rhetorical Analysis of the U.S.-China Strategic and Economic Dialogues”

OTHER GRADUATE SUPERVISION

2015 Robert Hinck (Department of Communications, Texas A&M) Outside Reader, Comprehensive Examination

2013 Jeffery Crean (Department of History, Texas A&M) Outside Reader, Masters Thesis entitled: “The Turning Point: Policy and Perceptions Regarding Communist China During the Kennedy Years”

2012 Taejin Koh (Department of Communications, Texas A&M) Outside Reader, Comprehensive Examination

MEDIA & OTHER PUBLIC APPEARANCES


2014 Television interview with Phoenix TV (Hong Kong) regarding Li Keqiang’s visit to central Asia

2013 Panelist (with Aaron Friedberg and Chris Layne), Alexander Hamilton Society’s “Dealing with the Dragon: U.S. Responses to China’s Rise”


On the record/background for the following media outlets: New York Times, Asahi Shimbun, Voice of America (radio & television), Houston Chronicle, People’s Daily

LANGUAGES

Mandarin: Advanced-mid (based on LTI proficiency test)
French: Proficient (non-native)
Polish: Conversant speaking proficiency; Listening proficiency excellent; Writing ability poor; Reading capability fair

REFERENCES

Richard J. Samuels (Dissertation Committee Chair), Ford International Professor of Political Science and Director of the Center for International Studies, Department of Political Science, MIT, E40-455, One Amherst Street, Cambridge, MA 02139 (617) 253-2449 samuels@mit.edu

Barry R. Posen, Ford International Professor of Political Science and Director of the Security Studies Program, Department of Political Science, MIT, E40-463, One Amherst Street, Cambridge, MA 02139 (617) 253-8088 posen@mit.edu

M. Taylor Fravel, Cecil and Ida Green Career Development Associate Professor of Political Science, Department of Political Science, MIT, E40-471, One Amherst Street, Cambridge, MA 02139 (617) 324-0222 fravel@mit.edu

Kenneth Oye, Associate Professor of Political Science, Department of Political Science, MIT, E40-437, One Amherst Street, Cambridge, MA 02139 (617) 253-3412 oye@mit.edu
James M. Olson

Born in LeMars, Iowa. B.A. (mathematics and economics), University of Iowa. J.D. (international law), University of Iowa. Member of Iowa Bar. U.S. Navy (attained rank of Lieutenant Commander, USNR).


Recipient of the Intelligence Medal of Merit, the Distinguished Career Intelligence Medal, the Counterintelligence Excellence Medal, the Donovan Award, and several distinguished achievement awards. Awarded the Silver Star Award at the Bush School for excellence in teaching.

Experience in international affairs, economics, trade negotiations, intelligence support to the military and the law enforcement community, counterintelligence, counterterrorism, counternarcotics, and technical collection systems; senior intelligence advisor to several U.S. ambassadors; extensive liaison with the State Department, Treasury Department, FBI, Pentagon, NSC, NSA, DEA, INS, and U.S. Congress.

Senior faculty member at the Joint Military Intelligence College, Washington, D.C., 1997; taught courses on counterintelligence and military intelligence.

Assigned by the CIA to the George Bush School of Government and Public Service in College Station, Texas, as an officer-in-residence in December 1997. Teaching courses on Cold War Intelligence, U.S. National Security, and International Crisis Management. Frequent guest lecturer at other courses, conferences, and symposia. Appointed a permanent faculty member of the Bush School in August 2000.

Author of “The Ten Commandments of Counterintelligence” and “Fair Play: The Moral Dilemmas of Spying.”

Outside interests: church, tennis, bicycling, baseball (avid fan), foreign languages, history, literature.

Address: George Bush School of Government and Public Service, Texas A&M University, College Station, TX 77843-4220. Tel. 979-862-8827. Email: jolson@tamu.edu
Curriculum Vitae

ANDREW L. ROSS
Professor, Department of International Affairs
George H. W. Bush School of Government and Public Service
Texas A&M University

Contact Information:

Department of International Affairs
George H. W. Bush School of Government and Public Service
1045 Allen Building
Texas A&M University
4220 TAMU
College Station, TX 77843-4220
979.458.8017
alross@tamu.edu

Education:

PhD Political Science Cornell University 1984
MA Political Science Cornell University 1981
BA Political Science American University 1976

Research & Teaching Interests:

Theory and Practice of International Relations
International and Regional Security Affairs
U.S. Grand Strategy
National Security and Defense Policy and Planning
Arms Control
Military Innovation and Technology
International & National Arms Markets
Security and Economics
Security and Development
Civil-Military Relations
Science & Technology Policy
Professional Academic Positions:

Texas A&M University:
- Professor, Department of International Affairs, George H. W. Bush School of Government and Public Service, 2014 to present. Developed and taught INTA 606-604 International Politics in Theory and Practice (Fall 2015; Fall 2016); INTA 689 National Security and Defense Planning (Fall 2014; Spring 2016); INTA 670-601 INTA Capstone: Cyber Security Norms, Governance and Deterrence, sponsored by the United States Cyber Command (Spring 2015); INTA 670-601 INTA Capstone: Nuclear Posture Review Workup, sponsored by the National Security Office, Los Alamos National Laboratory (Spring 2016).
- Director, National Security Affairs Program, June 2015 to present.
- Senior Fellow, Institute for Science, Technology and Public Policy, 2014 to present.

University of New Mexico:
- Research Professor, Office of the Vice President for Research, August 2014 – May 2015.
- Director, Special Science, Engineering, and Policy Research Initiatives, Office of the Vice President for Research, 2009-2014. Led and managed institutional national security science and engineering programs: PI, University Strategic Partnership with the Defense Threat Reduction Agency; Program Manager, Educational Partnership Agreement with the Air Force Research Laboratory.
- Director, Center for Science, Technology, and Policy (the program known until February 2006 as the Office for Policy, Security, and Technology), 2005-2014. Responsible for the development of research, education, and public engagement programs. Founder and Chair, New Mexico Nuclear Study Group, 2007-2014.

U.S. Naval War College:

- Secretary of the Navy Senior Research Fellow, National Security Decision Making Department, Naval War College, 1989-1991. Responsibilities included research and developing and teaching course on Force Planning (Fall 1989, Fall 1990).

Assistant Professor, Department of Political Science, with a joint appointment in the Patterson School of Diplomacy and International Commerce, and Associate Member of the Graduate Faculty, University of Kentucky, 1986-1990 (on leave 1989-1990 academic year). Responsibilities included developing and teaching the following courses: World Politics (Fall 1986, Spring 1987, Spring 1988, and Spring 1989), National Security Policy (Fall 1986, Fall 1987, and Fall 1988), Proseminar in Theories of International Politics (Fall 1987 and Fall 1988), Current Research in Political Science: International Security (Spring 1987 and Spring 1988), Current Research in Political Science: American Foreign Policy (Spring 1989).

Visiting Assistant Professor, Department of Political Science, University of Illinois, 1985-1986. Responsibilities included developing and teaching the following courses: The Emerging Nations (Fall 1985), Introduction to International Relations (Spring 1986), National Security Policy (Spring 1985), International Relations (Fall 1985).

Visiting Assistant Professor, Department of Political Science, Vassar College, 1984-1985. Responsibilities included developing and teaching the following courses: International Politics (Fall 1984 and Spring 1985), The Foreign Policy of the United States (Fall 1984), Seminar in International Political Analysis (Spring 1985).

**Nonacademic Professional Experience:**


Consultant in the Summer Student Program, RAND Corporation, Summer 1980. Worked with Arthur Alexander, Associate Head, Economics Department, on a study of defense industries in developing countries.

Professional Level Intern, GS-9, at the U.S. Arms Control and Disarmament Agency, Summer 1979. Worked with Maurice Eisenstein, Head, Technology Transfer Group, Bureau of Weapons Evaluation and Control, on an interagency study of conventional arms production in developing countries.
Fellowships, Contracts, Grants, and Honors:

Principal Investigator, Lawrence Livermore National Laboratory contract award for National Security Affairs Program, 9 June 2016 to 31 May 2017 ($326,341).

Principal Investigator, Sandia National Laboratories contract award for National Security Affairs Program, 29 May 2016 to 29 May 2017 ($100,619).

Principal Investigator, Lawrence Livermore National Laboratory contract award for National Security Affairs Program, 28 May to 31 May 2016 ($325,658).

Principal Investigator, Sandia National Laboratories contract award for National Security Affairs Program, 1 June 2015 to 1 August 2016 ($54,745).


UNM lead and Technical Point of Contact for partnership with Applied Research Associates, the team lead, for five-year, $4 B ceiling Defense Threat Reduction Agency Combating Weapons of Mass Destruction (CWMD) Research and Technology Development ID/IQ (indefinite delivery/indefinite quantity) contract award; contract signed 3 December 2013. (Handed off to OVPR upon my July 2014 departure from UNM).

Principal Investigator, Sandia National Laboratories contract award for National Security Policy Research and Analysis, 9 September 2013 to 8 September 2014 ($132,556).

Principal Investigator, Defense Threat Reduction Agency contract award DTRA01-03-D-0009-0028, Strategic and Innovative Research, 14 February 2011 to 12 December 2011 ($400,000).

Principal Investigator, Defense Threat Reduction Agency contract award DTRA01-03-D-0009-0027, Joint University Partnership Biological Threat Reduction Program, 4 July 2010 to 30 Sept 2013 ($5,919,668).

Principal Investigator, Defense Threat Reduction Agency contract award DTRA01-03-D-0009-0026, University Strategic Partnership, Fundamental Research, 21 July 2010 to 30 April 2012 ($3,599,328).

Principal Investigator, Defense Threat Reduction Agency contract award DTRA01-03-D-0009-0024, Subject Matter Expert Program, January 2010 to January 2013 ($1,222,889).

Principal Investigator/Project Manager, Defense Threat Reduction Agency-funded project on WMD Threat Forecasting, July-December 2009 (assumed project lead 1 July 2009; joined project May 2008).

Principal Investigator, Defense Threat Reduction Agency contract award DTRA01-03-D-0009, for “Training and Education Alliance Subproject,” August 2008-August 2009 ($162,152).

Award, Institute for Advanced Studies at Los Alamos National Laboratories, for "A CSTP / New Mexico Nuclear Study Group Workshop: What Role, If Any, for Nuclear Weapons?" September 2008 ($13,502).

Principal Investigator, Sandia National Laboratories contract award, for “CSTP / New Mexico Nuclear Study Group Workshop,” June-September 2008 ($88,267).

Co-PI, with Timothy Moy, Mark Ondrias, and Amelia Rouse, Interdisciplinary RAC Grant for “The Fine Structure of Public Attitudes about Evolutionary Biology,” University of New Mexico, February 2006.

Department of the Navy Meritorious Civilian Service Award, 6 September 2002. Awarded for leadership of the Naval War College's Strategy Task Group from 2001-2002. The Strategy Task Group developed a series of Newport Papers on the global war on terror for senior Navy leadership in Washington, DC.


Professional Achievement Award, Naval War College, 31 January 2002.

Jerome E. Levy Chair of Economic Geography & National Security, Naval War College. Appointed as the first holder of the Naval War College's first endowed chair on 15 June 1998. Held Levy Chair, a teaching position, until assuming a research position in the College's Center for Naval Warfare Studies in August 2000.

Academic Specialist Grant, United States Information Agency, to conduct a political science project in Argentina from 16 November to 2 December 1991.

Secretary of the Navy Senior Research Fellowship, Naval War College, 1989-1990 and 1990-1991 academic years.

Summer Faculty Research Fellowship, Office of the Dean of the Graduate School and Vice Chancellor for Research, University of Kentucky, Summer of 1988.

Special Summer Faculty Research Fellowship from the Singletary Fund for Excellence, Office of the Dean of the Graduate School and Vice Chancellor for Research, University of Kentucky, Summer 1987.

Research Committee Grant, Office of the Dean of the Graduate School and Vice Chancellor for Research, University of Kentucky, Spring 1987.

New Prospect Foundation Postdoctoral Fellowship, Program in Arms Control, Disarmament, and International Security, University of Illinois, Summer 1985.


Olin Pre-Doctoral Fellowship, National Security Studies Group, Center for International Affairs, Harvard University, 1982-1983.

Research Grant from the Peace Studies Program, Cornell University, Fall 1982.


Research Grant from the Institute for the Study of World Politics, 1980-1981. Funded dissertation research in Brazil, India, South Korea, and the Philippines.

John Parker Compton Pre-Doctoral Fellowship, Center of International Studies, Princeton University, 1980-1981.


_summa cum laude_ graduate, American University, 1976.

**Professional Activities:**

Bush School lead for the Cybersecurity of Critical Infrastructure Summit 2017, which was held at the Annenberg Presidential Conference Center at Texas A&M on January 11-13, 2017. Also served as moderator of the session on “Policy to Address Current and Future Threats.” This
inaugural Texas A&M Cybersecurity Summit was funded by the Lynde and Harry Bradley Foundation and cosponsored by the Texas A&M Cybersecurity Center, the Texas A&M University Institute for Advanced Study, the College of Engineering / Texas A&M Engineering Experiment Station, and the Bush School of Government and Public Service.


Moderator, panel on “Reform of the National Security Council” with Thomas Pickering and Mac Destler, General Brent Scowcroft Legacy Conference, Scowcroft Institute of International Affairs, George H.W. Bush School of Government and Public Affairs, Texas A&M University, College Station, TX, 26 April 2016.

Participant, the SMU, Texas A&M and UT Lone Star National Security Forum, John Tower Center for Political Studies, Southern Methodist University, Dallas, TX, 31 March –1 April, 2016.


Invited participant, Cyberspace and Deterrence Academic and Inter-Agency Symposium, Institute for Security and Conflict Studies, Elliot School of International Affairs, George Washington University, Washington, DC, 3 December 2015.

Co-chair, Cyber Warfare Roundtable, Student Conference on United States Affairs (SCUSA), United States Military Academy, West Point, NY, 4-7 November 2015.

Speaker, “Is America Losing the Cyber Battle?” a program sponsored by the Alexander Hamilton Society, Texas A&M University, 3 November 2015.


Participant, Grand Strategy Program, Clements Center for History, Strategy and Statecraft, University of Texas, Austin, February-May 2015.


Chair and discussant, panel on “Retrenchment,” 2014 Annual Conference of the International Security Studies Section of the International Studies Association and the International Security and Arms Control Section of the American Political Science Association, Lyndon B. Johnson School of Public Affairs, University of Texas at Austin, Austin, TX, 14-16 November 2014.

Speaker, panel on “Implications for the Defense Industry,” Seventh Annual Tower Center National Security Conference, “The United States and China: Strategy, Competition and Innovation,” John Goodwin Tower Center for Political Studies, Dedman College of Humanities and Sciences, Southern Methodist University, Dallas, TX, 5-6 November 2014.


Invited moderator, panel on “Nuclear Dynamics and Strategic Stability in Asia,” CSIS 2013 PONI Summer Conference, Sandia National Laboratories, 31 July-1 August 2013.


Invited participant (funded), INSS Research Topic Development Workshop, USAF Institute for National Security Studies, 19 May 2010, Crystal City, VA.


Chair and organizer of roundtable on “Nuclear Policy, Strategy, and Forces,” International Security Studies Section (ISSS) of the International Studies Association and International Security and Arms Control Section (ISAC) of the American Political Science Association Conference on “Insecurity and Durable Disorder: Challenges to the State in an Age of Anxiety,” sponsored by the Naval Postgraduate School and James Martin Center for Nonproliferation Studies, Monterey, CA, 15-17 October 2009.

Invited project participant (funded), Nuclear Futures Project, a collaborative effort between the Johns Hopkins University Applied Physics Laboratory (JHU/APL), the Paul H. Nitze School of Advanced International Studies, and the Zanvyl Krieger School of Arts and Sciences, 28-29 October, 29 September-1 October, and 19-21 August 2009 workshops. Provided presentation on “The Role of Nuclear Weapons in the Cold War” for 19-21 August workshop.


Presentation on “U.S. Grand Strategy Challenges and Choices for the New Administration,” Humanist Society of New Mexico, 24 January 2009, School of Law, University of New Mexico, Albuquerque, NM.


Invited participant, Second Annual Teaming Conference of the Institute for Advanced Studies at Los Alamos National Laboratory and the New Mexico Consortium, 22-23 May 2008, New Mexico State University, Las Cruces, NM.


Organizer and Chair, “New Mexico Nuclear Study Group—A Roundtable,” 83rd Annual Meeting—“Meeting Today’s Challenges Through Collaborative Science, Engineering, and Technology”—American Association for the Advancement of Science, Southwestern and Rocky Mountain Division, University of New Mexico, Albuquerque, NM, 9-12 April 2008.
Organizer and participant, “Busting Through: Interdisciplinary Research and Education at the University of New Mexico—A Roundtable,” 83rd Annual Meeting—“Meeting Today’s Challenges Through Collaborative Science, Engineering, and Technology”—American Association for the Advancement of Science, Southwestern and Rocky Mountain Division, University of New Mexico, Albuquerque, NM, 9-12 April 2008.


Discussant, panel on “The ESDP Yesterday and Today,” at the Sixth Pan-European International Relations Conference—“Making Sense of a Pluralist World”—of the Standing Group on International Relations, European Consortium for Political Research, University of Turin, Italy, 12-15 September 2007.


Organized and conducted initial meeting of the New Mexico Nuclear Study Group, with participants from Los Alamos National Laboratory, Sandia National Laboratories, and the University of New Mexico; Los Alamos National Laboratory, Los Alamos, NM, 12 July 2007.

Participant, and speaker for session on “Science and Society,” the First Annual Workshop of the New Mexico Consortium’s Institute for Advanced Studies at Los Alamos National Laboratory, held at the New Mexico Institute of Mining and Technology, Socorro, NM, 20-21 April 2007.

Participant, American Association for the Advancement of Science Leadership Seminar in Science and Technology Policy, Washington, DC, 13-17 November 2006.


Developed and organized, with Women in International Security and Sandia National Laboratories, symposium on “The Reliable Replacement Warhead Program and The Future of the U.S. Nuclear Weapons Complex,” University of New Mexico, 29 September 06.
Developed and organized, with Anita Obermeier, the Director of the Feminist Research Institute, “A Forum on Opportunities and Challenges for Women in Science and Engineering,” University of New Mexico, 29 March 2006.


Member of the team that interviewed former Secretary of Defense William Perry for the William J. Clinton Presidential History Project, Presidential Oral History Program, Miller Center of Public Affairs, University of Virginia. The interview took place at Stanford University on 21 February 2006.


Organizer, with Carnes Lord, of symposium on Strategic Forces and Missile Defense," Center for Naval Warfare Studies, Naval War College, 30 April 2002. Presented briefing on "The Evolving U.S. Nuclear Posture" and served as Moderator for session on "The International Context."


Invited participant, conference on "Alternative Futures in War and Conflict: Implications for U.S. National Security," organized by the Center for Naval Warfare Studies and co-sponsored by the National Intelligence Council, the Defense Intelligence Agency, and the Pell Center for International Relations and Public Policy, 30 November-2 December 1999. Served as co-moderator of roundtable on "Future of War and Conflict."

Discussion of "WMD Issues," Newport Circle of Scholars, Newport, RI, 30 March 1999.

Developed and presented, with Peter Dombrowski, a briefing on "Globalization of Defense Industries and Technologies." for MG John Landry, National Intelligence Officer, General Purpose Forces, 29 March 1999.
Supported preparation of Decision Support Department, Center for Naval Warfare Studies, Naval War College, for an Economic Security Exercise: South Asia Proliferation Project, 10 March 1999.


Invited participant, third research workshop on "The Diffusion of Military Technology," at the UC Davis Washington Center, 18-19 February 1999. Sponsored by the UC Davis and the Naval Postgraduate School’s Joint Center for International and Security Studies and funded by the Smith Richardson Foundation.


Invited participant, second research workshop on "The Diffusion of Military Technology," at the Monterey Institute of International Studies, Monterey, CA, 7-8 August 1998. Served as Moderator of Roundtable on "Technological Change and Diffusion." Sponsored by the UC Davis and the Naval Postgraduate School’s Joint Center for International and Security Studies and funded by the Smith Richardson Foundation.

Invited participant, research workshop on “The Diffusion of Military Knowledge, Technology, and Practice: International Consequences of Military Innovation,” University of California, Davis, 6-7 February 1998. Sponsored by the UC Davis and the Naval Postgraduate School’s Joint Center for International and Security Studies and funded by the Smith Richardson Foundation.


Invited participant, workshop on "Managing the Challenge of Technology Diffusion." Chaired by Ronald Lehman and organized under the auspices of the Chemical and Biological Arms Control Institute. The Capitol, Washington, DC, 7 December 1995.

Speaker, with Barry Posen, on “Competing U.S. Grand Strategies,” U.S. Foreign Policy Seminar, Center for International Affairs, Harvard University, 9 October 1995.


Invited participant, symposium on "The Nuclear Non-Proliferation Regime: Post-Cold War Perspectives," Marquette University, Milwaukee, WI, 13-14 May 1994. Speaker at panel on "What are the Prospects for Nuclear Arms Control and Verification?"


Naval War College representative at Senior Service School workshop on "Counterproliferation Education," National Defense University, 2 December 1994.


Invited participant, conference on "Implementing Arms Control," organized by the Defense Nuclear Agency and the U.S. Strategic Command and hosted by the U.S. Strategic Command, Offutt AFB, 21-22 October 1993.

Invited participant, Fourth Annual Arms Control & Verification Conference, "New Horizons and Challenges in Arms Control and Verification," organized by the John C. Tower Center for
Political Studies, Southern Methodist University, and sponsored by the Advanced Research Projects Agency, Dallas, 15-17 October 1993.


Invited speaker, panel on "Post-Cold War Arms Trade," at the Annual Meeting of the American Association for the Advancement of Science, Chicago, IL, 6-11 February 1992.


Chair and organizer of panel on "Perspectives on Change in the International Arms Market," for the 31st Annual Meeting of the International Studies Association, 10-14 April 1990, Washington, D.C.

Chair and organizer of panel on "Developing Countries and International Security Affairs," for the 85th Annual Meeting of the American Political Science Association 31 August-3 September 1989, Atlanta, GA.


Discussant, panel on "Hegemony in International Regimes," 84th Annual Meeting of the American Political Science Association, 1-4 September 1988, Washington, D.C.


Chair and co-organizer of panel on "Dominance and Dependence in the International System: Alternative Analytical Perspectives," for the 29th Annual Meeting of the International Studies Association, 29 March-2 April 1988, St. Louis, MO.


Faculty participant at Strategy '86, a conference sponsored by Defense and Foreign Affairs and the International Strategic Studies Association in Crystal City, VA, June 1986.

Discussant, panel on "The Military in Marxist and Developing Nations," at a conference sponsored by the Section on Military Studies, International Studies Association, 9 November 1985, at the University of Illinois, Urbana-Champaign.
Co-Chair, Seminar on North-South Relations, Center for International Affairs, Harvard University, Spring 1984.

Chair and organizer of panel on “Emergent Third World Powers: The New Imperialists?” for the Annual Meeting of the International Studies Association, March 1984, Atlanta, GA.

Invited participant, workshop on "Development and National Security: Growth, Equity, and Defense in Developing Countries," Fletcher School of Law and Diplomacy, April 1982.

**Institutional Research Affiliations:**

Affiliate, Center for International Affairs, Harvard University, 1993-1994.

Associate, Center for International Affairs, Harvard University, 1989-1993.


Visiting Fellow, Center for International Development and Conflict Management, University of Maryland, Summer 1987.

Faculty Associate, Program in Arms Control, Disarmament, and International Security, University of Illinois, 1985-1986.

**Professional Organization Affiliations:**

Member, American Association for the Advancement of Science, 2006-present

Member, American Political Science Association, 1983-2008, 2011-2012

Member, Arms Control Association, 1981-present

Member, Coalition for a Realistic Foreign Policy, 2003-present

Member, Council for a Livable World, 2010-present

Affiliate Member, International Network of Emerging Nuclear Specialists, 2012-present

Member, International Studies Association, 1979-present

Fellow, Inter-University Seminar on Armed Forces and Society, 1986-present
Member, Project on Nuclear Issues (PONI), Center for Strategic and International Affairs, 2011-present

Member, Union of Concerned Scientists, 2011-present

Member, Bicycle Coalition of New Mexico, 2011-2014

Member, League of American Cyclists, 1997-present

Member, Narragansett Bay Wheelmen, 1998-2005

Member, New Mexico Touring Society, 2010-2014

Member, Campagnolo Riders Club, 2014 to present

**Service—Texas A&M University**

Co-Chair, Bush School Strategic Planning Committee, Fall 2015.

Member, International Affairs Department Head Advisory Committee, Fall 2015 to present.

Member, Bush School Association of Former Students College Level Teaching Award Committee, June 2015.

Department of International Affairs representative, Texas A&M University Strategic Planning Forums, Spring 2015.

Member, Department of International Affairs *ad hoc* Post-Tenure Review Committee, 2014-2015 academic year.

Member, Department of International Affairs *ad hoc* Third-Year Review Committee, 2014-2015, 2015-2016 academic years.

Member, Bush School Promotion & Tenure Committee, 2014-present.

Chair, Department of International Affairs Democracy and Governance Grand Challenge Senior Faculty Search Committee, 2014-2015 academic year.

**Service—University of New Mexico**

Co-chair, Provost’s School of Public Affairs Task Force, August 2013 to December 2013.

Co-founder and co-chair, Council on Strategic Research Initiatives, August 2012 to June 2013.

Member, Truman Scholarship Selection Committee, Fall 2012.

Chair, AFRL (Air Force Research Laboratory)-UNM Strategic Partnership Committee, Summer 2011 to Summer 2014.

Vice Chair (November 2013 to July 2014) and member, UNM Conflict of Interest Committee, January 2011 to July 2014. Selected by Provost to represent the College of Arts and Sciences.

Member, UNM-AFRL (Air Force Research Laboratory) Committee, 2010-2011 AY. Negotiated Educational Partnership Agreement (EPA) with AFRL; EPA signed on 22 April 2011.

Member, Executive Committee, Department of Political Science, 2010-2011 AY.

Member, Ad Hoc Committee on Performance Evaluations of Associate Deans, College of Arts and Sciences, Spring 2010.

Member, National Security Studies Program Advisory Committee, 2009 to 2014.

Member and Chair, Executive Committee, Special Science and Engineering Research Initiatives, Office of the Vice President for Research, May 2009-June 2010.

Member, DTRA Program Review Committee, Office of the Vice President for Research, July-December 2008.

At the request of the Office of Vice President for Research, provided briefing on CSTP defense-related work for delegation of National Defense University International Counterterrorism Fellows, 13 November 2008.

Member, Steering Committee, UNM Consortium on Collaborative Public Policy, 2007-2010.

Member (former Chair), Committee on Studies, Eric Wallace, 2008 to present.

Chair, Committee on Studies, Benjamin Bonin, 2007 to 2015.

Co-Convener, UNM Public Policy Capabilities Working Group, 2006 to 2008.

Member, Political Science Department Search Committee for Director of the Institute for Public Policy, 2006-07 AY.
Member, UNM Consortium on Collaborative Public Policy, Summer 2006 to 2010.

Member, IPP Working Group, Spring-Summer 2006.

Member, LANL Institute for Advanced Studies Faculty Working Group, 2006-2014.

Member, School of Public Administration Tenure Committee, Spring 2006.

Member, Executive Committee, Department of Political Science, 2005-06 AY.

**College & Department Service—Naval War College:**

Member, Naval War College Foundation Prize Committee, Spring 2004.


Member, Academic Policy Review Board.

Member, NSDM Faculty Excellence Committee.

NSDM Library Liaison.

Member, Robert E. Batemans International Prize Committee, Spring 1996.

Recurring faculty support provided to: Naval Staff College; Senior Enlisted Academy; College of Continuing Education.

**Department Service—University of Kentucky:**

Co-Chair, Minority Enhancement Committee, 1988-89 AY. Assumed major responsibility for planning and organizing symposium on "Black Political Empowerment and the Public Policy Agenda: 1988 and Beyond," held November 17-18, 1988, at the University of Kentucky.

Library Liaison, 1988-89 AY.

Member, Graduate Program Committee, 1987-88 AY.

Member, Review Committee on Courses Required in PhD Program, 1987-88 AY.

Member, Undergraduate Program Committee, 1986-87 AY.
**Professional Service:**

Member, *McKinsey Quarterly* Online Executive Panel.

Member, International Editorial Advisory Board, *Taiwan Defense Affairs*.


Manuscripts/proposals reviewed for:

- *American Political Science Review*
- *Armed Forces & Society*
- *Asian Security*
- Columbia University Press
- Cornell University Press
- *Cooperation and Conflict*
- *Defense Economics*
- Frank Cass
- Georgetown University Press
- *Journal of Strategic Studies*
- *International History Review*
- *International Interactions*
- *International Journal of Cultural Studies*
- *International Organization*
- *International Politics*
- *International Security*
- *International Studies Perspectives*
- *International Studies Quarterly*
- *International Studies Review*
- Marshall Center Papers
- *Millennium: Journal of International Studies*
- MIT Press
- *Naval War College Review*
- National Science Foundation, Science, Technology & Society Program
- Prentice-Hall
- Review of Policy Research
- Routledge
- *Security Studies*
- Social Sciences and Humanities Research Council of Canada
- Stanford University Press
- *Technological Forecasting and Social Change*
- *Third World Quarterly*
Media Interviews:

- Albuquerque Journal
- Army Times
- Boston Globe
- Business 2.0
- Business Week
- Defense Daily
- Defense News
- Die Zeit
- Inside Defense
- KRQE News 13, ABQ, NM
- Media General News Service
- MSNBC
- New York Times
- Santa Fe New Mexican
- Seapower
- Sun Journal (Lewiston, ME)
- Wall Street Journal
- Washington Post
- WGBH

International Travel:

Argentina, Austria, Belgium, Bolivia, Brazil, Britain, Canada, Chile, China, Colombia, France, East Germany, West Germany, Germany, Hong Kong, Hungary, Iceland, India, Indonesia, Italy, Japan, South Korea, Luxembourg, Malaysia, Mexico, Norway, Peru, Philippines, Poland, Russia, Singapore, Soviet Union, St. Lucia, Sweden, Taiwan

Publications—Edited Works and Monographs:


Guest Editor, Special Focus issue of *Contemporary Southeast Asia* on "Security and Development in Southeast Asia," Vol. 11, No. 4 (March 1990).


**Publications—Articles and Chapters:**


“The State of U.S. Defense Innovation,” IGCC Defense Innovation Briefs, University of California Institute on Global Conflict and Cooperation, January 2014, available @ [http://escholarship.org/uc/item/6f86r0fm](http://escholarship.org/uc/item/6f86r0fm).


"What Do We Mean by 'Transformation'?'" with Michèle Flournoy, Cindy Williams and David Mosher, *Naval War College Review*, Vol. LV, No. 1 (Winter 2002), pp. 27-42. (Remarks by members of a panel for the June 2001 Current Strategy Forum held at the Naval War College; I served as the panel moderator.)


Conference/Workshop Papers:


“Frameworks for Analyzing Chinese Defense and Military Innovation,” with Tai Ming Cheung and Thomas G. Mahnken. Presented at Second Annual Conference on China’s Defense and Dual-Use Science, Technology, and Industrial Base, University of California Institute on Global Conflict and Cooperation, University of California, San Diego, La Jolla, CA, 30 June-1 July 2011.


Foreign Relations; Institute for National Security Studies, USAF Academy; the Inter-University Seminar on Armed Forces and Society.


"Arms Trade Restraints: A Menu of Options." A paper presented at conference on "New Frontiers in Arms Control" organized by the Project on Rethinking Arms Control, Center for International and Security Studies, School of Public Affairs, University of Maryland, College Park, and funded by the U.S. Arms Control and Disarmament Agency, 30-31 March 1995.

"Proposals for Restraining the Trade in Conventional Arms and Technologies." A paper presented at the 33rd Annual Meeting of the International Studies Association, 31 March-4 April, 1992, Atlanta, GA.


Reviews:


ACADEMIC POSITIONS

Associate Professor, Department of International Affairs, Bush School of Government and Public Service, Texas A&M University, 2016-Present

Associate Professor, Department of Strategy, Air War College, 2014-2016

Assistant Professor, Department of Strategy, Air War College, 2009-2014

Lecturer and Post-Doctoral Fellow, Committee on International Relations (CIR), University of Chicago, 2007-2009

Research Fellow, International Security Program, Belfer Center for Science and International Affairs, Harvard University, 2006-2007

EDUCATION

Ph.D., University of Chicago, Department of Political Science, 2007

M.A., University of Chicago, Committee on International Relations, 2000

B.A., University of Notre Dame, Government/International Relations, 1999

BOOK

Deceit on the Road to War: Presidents, Politics, and American Democracy (Cornell University Press, 2015).

- Reviewed by Choice; H-Net Reviews; International Affairs; Journal of Military History; Perspectives on Politics; Strategic Studies Quarterly; Survival.

JOURNAL ARTICLES

“A Realist Foreign Policy for the United States” (with Sebastian Rosato), Perspectives on Politics, Vol. 9, No. 4 (December 2011), pp. 803-819.


BOOK REVIEWS AND OTHER PUBLICATIONS


WORKS IN PROGRESS

“The Insular Advantage: Geography and American Preponderance” (article manuscript)

FELLOWSHIPS AND HONORS
Award for Meritorious Civilian Service, Department of the Air Force, 2016
Award for Teaching Excellence, Air War College, 2016
Award for Lecturing Excellence, Air War College, 2014
Air Education and Training Command Educator of the Year Nominee, Air War College, 2013
General Muir S. Fairchild Educational Achievement Award Nominee, Air War College, 2012
Dwight D. Eisenhower/Clifford Roberts Graduate Fellowship, The Eisenhower Institute, 2006-2007
Grodzins Prize Lectureship, University of Chicago, Fall 2004
Century Fellowship, University of Chicago, 2000-2004

**INVITED PRESENTATIONS**

Invited Panelist, Commanding the Commons in the Early 21st Century, Bush School of Government and Public Service, Texas A&M University, November 2016

Invited Talk, Department of International Affairs, Bush School of Government and Public Service, Texas A&M University, February 2016

Book Forum, Cato Institute, Washington, DC, December 2015

The Notre Dame International Security Program, University of Notre Dame, February 2014, January 2010

Security Workshop Series, Institute for Security and Conflict Studies, The Elliott School of International Affairs, George Washington University, December 2010

International Security Brown Bag Seminar, Belfer Center for Science and International Affairs, Harvard University, April 2007

**CONFERENCE PRESENTATIONS**


Midwest Political Science Association Annual Meeting, 2004

**OTHER CONFERENCE PARTICIPATION**


Chair and Discussant, Panel on “Propaganda, Race, Secrets, and War,” 2016 Annual Meeting of the International Studies Association, Atlanta, GA

Chair and Discussant, Panel on “Diverse Approaches to Nuclear Proliferation”; Chair and Co-Discussant, “Grand Strategy of Global and Regional Powers,” 2015 Annual Meeting of the American Political Science Association, San Francisco, CA

Program Chair, Foreign Policy Section, 2014 Annual Meeting of the American Political Science Association, Washington, DC


Chair, Panel on “Secrecy and World Politics”; Discussant, Panel on the “Alliance Politics of Cohesion and Division,” 2012 Annual Meeting of the International Studies Association, San Diego, CA

**PROFESSIONAL ACTIVITIES**

Contributing Editor, *Strategic Studies Quarterly*, 2015-2016

Chair, Foreign Policy Section, American Political Science Association, 2014-2015

Invited panelist, Summer Institute in American Foreign Policy, Williams College, 2012-2013

Participant, Institute on Qualitative Methods, Arizona State University, January 2003

Participant, Summer Workshop on the Analysis of Military Operations and Strategy (SWAMOS), Cornell University, July 2002


Member, American Political Science Association, International Studies Association
RESEARCH AND TEACHING

Interests: international relations, security studies, American foreign policy, strategy, diplomatic and military history

REFERENCES

John J. Mearsheimer, Department of Political Science, University of Chicago, 5828 S. University Avenue, Chicago, IL 60637, (773) 702-8667, j-mearsheimer@uchicago.edu

Charles L. Glaser, Elliott School of International Affairs and Department of Political Science, George Washington University, 1957 E Street, NW Suite 605, Washington, DC 20052, (202) 994-8193, cglaser@gwu.edu
Emily A. Sellars

**Contact Information**

Bush School of Government and Public Service  
Allen Building, 4220 TAMU  
College Station, TX 77843-4220  
Tel: +1 (315)-382-3756  
sellars@tamu.edu  
http://emilysellars.com

**Academic Appointments**

**Texas A&M University**, College Station, TX, USA  
Assistant Professor, Bush School of Government and Public Service, 2016–present

**University of Chicago**, Chicago, IL, USA  
Postdoctoral Scholar, Harris School of Public Policy, 2015–2016

**Education**

**University of Wisconsin–Madison**, Madison, WI, USA  
Ph.D. Joint in Political Science and Agricultural and Applied Economics, 2015  
Dissertation: “Essays on Emigration and Politics”  
Committee: Scott Gehlbach (chair), Jennifer Alix-Garcia, Rikhil Bhavnani, Melanie Manion, Laura Schechter  
Major Fields: Comparative Politics, Development Economics  
M.A. Political Science, 2009

**Cornell University**, Ithaca, NY, USA  
A.B. Economics and College Scholar, magna cum laude, 2005

**Working Papers**

Labor Scarcity, Land Tenure, and Historical Legacy: Evidence from Mexico (with Jennifer Alix-Garcia), submitted  
Collective Action and Emigration Policy  
Communities Left Behind: Migration, Cooperation, and Public Services in Mexico  
Social Capital in Mexico: Measurement and Analysis Using the Mexican Family Life Survey  
Do Political Boundaries Matter? The Spatial Distribution of Migration Economies in Mexico

**Selected Honors and Awards**

National Science Foundation Graduate Research Fellowship, 2009–2012  
University Fellowship, University of Wisconsin–Madison, 2008-2009 and 2012–2013  
Vilas International Research Travel Award, University of Wisconsin–Madison, 2013  
Distinction, Comparative Politics Field Examination, 2010  
Academic Year Foreign Language and Area Studies Fellowship (Persian), 2009–2010 (declined)  
Summer Foreign Language and Area Studies Fellowship (Tajiki Persian), 2009

**Academic Presentations**

2016: University of Chicago Katz Center for Mexican Studies, University of Chicago Department of Political Science, Society for Institutional and Organizational Economics Conference, EPSA Annual
Conference, University of Oxford Workshop on Remittances and Politics, Texas A&M Department of Political Science

2015: University of Rochester Comparative Politics Workshop, MPSA Annual Meeting, APSA Annual Meeting, University of Chicago Harris School of Public Policy


2013: APSA Annual Meeting, Wisconsin Workshop on the Mexican Agrarian Reform, International Political Economy Society Annual Meeting, University of Wisconsin Comparative Politics Colloquium, University of Wisconsin Development Economics Workshop

Teaching Experience

Texas A&M University, Bush School of Government & Public Service, College Station, TX, USA
Professor:
Quantitative Methods I (graduate, Fall 2016)
Quantitative Methods II (graduate, Spring 2017)
Economics and Politics of Migration (graduate, Spring 2017)

University of Chicago, Harris School of Public Policy, Chicago, IL, USA
Instructor:
Statistical Theory and Applications for Public Policy II (graduate, Winter 2016)

University of Wisconsin–Madison, Madison, WI, USA
Lecturer:
Introduction to Statistical Computing in Political Science (graduate, Spring 2014)
Teaching Assistant:
Game Theory and Political Analysis (graduate, Spring 2013 and Spring 2014)
Introduction to Statistics in Political Science (graduate, Fall 2013)
Maximum Likelihood Estimation (graduate, Fall 2013)
Grader:
Inequality and Redistribution (undergraduate, Fall 2011)
Formal Models of Domestic Politics (graduate, Fall 2010)

Other Training
Winter School on the Analytics and Policy Design of Migration, Doha, Qatar, 2015
Indiana University, Bloomington, IN, USA: Summer Language Workshop in Tajiki Persian, 2009
Peace Corps Honduras, Santa Lucía, Honduras: Spanish Language Training, 2006
Middlebury College in Russia, Yaroslavl, Russia: Academic and Language Training in Russian, 2004

Field Experience
Russia: Academic and Language Training, February 2004–May 2004
**Affiliations**
Visiting Student, Wallis Institute of Political Economy, University of Rochester, 2014–2015
Visiting Scholar, Centro de Investigación y Docencia Económicas (CIDE), Mexico City, 2012
Memberships: American Political Science Association, Midwest Political Science Association

**Service**
Graduate Student Coordinator, Wisconsin Political Economy Colloquium, 2009-2011
Peer Reviewer, *Democratization*, 2010

**Skills**
Stata, R, MatLab, ArcGIS
Languages: English (native), Spanish (fluent), Russian (proficient), Tajiki Persian (intermediate)

**References**
Scott Gehlbach, Professor and Associate Chair, Department of Political Science, University of Wisconsin–Madison, gehlbach@polisci.wisc.edu
Jennifer Alix-Garcia, Associate Professor, Department of Agricultural & Applied Economics, University of Wisconsin–Madison, alixgarcia@wisc.edu
Rikhil Bhavnani, Assistant Professor, Department of Political Science, University of Wisconsin–Madison, bhavnani@wisc.edu
Melanie Manion, Vilas-Jordan Distinguished Achievement Professor, Department of Political Science and La Follette School of Public Affairs, University of Wisconsin–Madison, manion@lafollette.wisc.edu
Laura Schechter, Associate Professor, Department of Agricultural & Applied Economics and Department of Economics, University of Wisconsin–Madison, lschechter@wisc.edu
JOSHUA R. ITZKOWITZ SHIFRINSON
George Bush School of Government and Public Service
Allen Building 1038  4220 TAMU College Station, TX 77802-4220
jirishifrinson@tamu.edu

EMPLOYMENT

GEORGE BUSH SCHOOL OF GOVERNMENT AND PUBLIC SERVICE, TEXAS A&M UNIVERSITY
Assistant Professor, 2013 – Present

EDUCATION

MASSACHUSETTS INSTITUTE OF TECHNOLOGY
Ph.D., Political Science, 2013
• Recipient of Lucian Pye Award for Outstanding Doctoral Thesis

BRANDEIS UNIVERSITY
B.A., summa cum laude, Departments of Politics and History, 2006
• Phi Beta Kappa, 2005 (junior-year selectee)

BOOKS

Falling Giants: Rising States and the Fate of Declining Great Powers (undergoing second round editorial review)

PEER-REVIEWED JOURNAL ARTICLES

“Deal or No Deal? The End of the Cold War and the U.S. Offer to Limit NATO Expansion,” International Security 40, no. 4 (Spring 2016), 7-44 (lead article).
• Reviewed via H-Diplo: https://issforum.org/ISSF/PDF/ISSF-AR63.pdf
• Repeated as Belfer Center Podcast: http://belfercenter.hks.harvard.edu/project/58/quarterly_journal.html?page_id=508&parent_id=46


INVITED CHAPTERS IN EDITED VOLUMES


ADDITIONAL SCHOLARLY REPORTS & MONOGRAPHS


“Correspondence: Debating Decline,” International Security 37, no. 3 (Winter 2012-2013), 172-177 (editor reviewed).


OP-EDS, BLOG POSTS, AND POLICY REPORTS


ARTICLE & BOOK REVIEWS


WORKS UNDER REVIEW & IN PROGRESS

“Falling Giants: How Rising States Manage Great Power Decline” (under review)
“Soviet Motives, American Assessments, and the End of the Cold War: Testing a Landmark Case for Theories of Costly Signals” (under review)
“It’s a Trap! Allies, Power Shifts, and Entrapment” (with David Edelstein; being revised)
“Geography and U.S. National Security” (with John Schuessler; being revised)

FELLOWSHIPS, GRANTS, & AWARDS

2015 John Dickey Center Postdoctoral Fellowship, Dartmouth College
2014 Lucian Pye Award for Outstanding Doctoral Thesis, MIT Political Science Dept.
2014 John Dickey Center Postdoctoral Fellowship, Dartmouth College (Declined)
2014 UT Austin, Clements Center Research Support Grant
2014 TAMU, Scowcroft Institute Faculty Research Grant
2012 GWU, Institute for Security and Conflict Studies Predoctoral Fellowship
2012 Associate, Belfer Center International Security Program
2012 Harvard Center for European Studies Dissertation Research Fellowship
2012 Harry Truman Library Research Grant
2012 Tobin Project National Security Fellowship (second-time recipient)
### Fellowsips, Grants, & Awards (continued)

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012</td>
<td>O'Donnell Research Grant (H.W. Bush Library; second-time recipient)</td>
</tr>
<tr>
<td>2011</td>
<td>Pre-Doctoral Fellowship, Belfer Center for Science and International Affairs, International Security Program</td>
</tr>
<tr>
<td>2011</td>
<td>Woodrow Wilson International Center for Scholars Title VIII Research Grant</td>
</tr>
<tr>
<td>2011</td>
<td>MIT Center for International Studies Summer Study Grant</td>
</tr>
<tr>
<td>2011</td>
<td>Tobin Project National Security Fellowship</td>
</tr>
<tr>
<td>2011</td>
<td>O’Donnell Research Grant (George H.W. Bush Library)</td>
</tr>
<tr>
<td>2006-7</td>
<td>MIT Presidential Fellow</td>
</tr>
<tr>
<td>2006-11</td>
<td>MIT Graduate Fellowship</td>
</tr>
<tr>
<td>2006</td>
<td>Eugene C. Black Award for Excellence in History, Brandeis University</td>
</tr>
<tr>
<td>2004</td>
<td>Justice Louis C. Brandeis Award for an Outstanding Essay on Legal History</td>
</tr>
</tbody>
</table>

### Select Professional Presentations

SELECT PROFESSIONAL PRESENTATIONS (CONTINUED)


TEACHING

INTA 605: United States Foreign Policy since 1945
INTA 627: Foundations of Strategy and Statecraft
INTA 689: Alliance Politics
INTA 689: The Rise and Fall of Great Powers

SERVICE

Department & College-level Service:
  Faculty Senator, Department of International Affairs (2016-2017)
  Member of International Affairs Admissions Committee (2013-2014, 2016-2017)
  Member of Bylaws Committee (2013-2015)
  Member of Senior International Development Search Committee (2014-2015),

University-level Service:
  Sitting on general exam and dissertation committees for students in the History Department.
  Faculty Mentor, Alexander Hamilton Society, TAMU

Field-level Service
  Elected Member, Governing Board, American Political Science Association Section 19
    (International Security and Arms Control)
  Chair, Kenneth Waltz Dissertation Award Committee, APSA Section 19
  Elected Member, Governing Board, Foreign Policy Section 31 (Foreign Policy)
  Reviewer for International Security, Security Studies, International Studies Quarterly,
    International Theory, World Politics, Journal of Transatlantic Studies
  Member, American Political Science Association, International Studies Association

PUBLIC & POLICY SERVICE

Adjunct Researcher, RAND Corporation, 2009, 2014
Media appearances with Associated Press, Los Angeles Times, Austin American Statesman,
  Boston Review.
Erin A. Snider

Contact Information
Phone: +1 757 254 5717
Email: esnider@tamu.edu
www.erinsnider.com

Academic Appointments
Assistant Professor of International Affairs
The George H.W. Bush School of Government and Public Service
Texas A&M University (From August 2013)
College Station, Texas

Carnegie Fellow, New America Foundation
September 2016-August 2017

Postdoctoral Fellow in Regional Political Economy (Middle East)
Niehaus Center for Globalization and Governance,
Princeton University, Woodrow Wilson School of Public and International Affairs, 2012-2013

Education
University of Cambridge, Trinity College
Department of Politics and International Studies, Ph.D. 2011

School of Oriental and African Studies (SOAS), University of London
M.Sc in Middle East Politics. Awarded 1st class, Distinction, 2003.
Masters Dissertation: Obstacles of Reform: An Examination of Economic Change and the Influence of Iran’s Revolutionary Organizations.

James Madison University, Harrisonburg, Virginia, USA. 1999
B.A., summa cum laude, International Relations (Concentration: Middle East and Africa), and English Literature
Minor in French
Phi Beta Kappa Award for Outstanding University Honors Thesis: Considering the Kurdish Question: An Examination of Turkey’s Dilemma.

Research Interests
International Relations, Comparative Politics, Foreign Assistance and International Security, Democratization, Political Economy of Development, International Relations of the Middle East, U.S. Foreign Policy, Globalization and Democracy, Non-State Actors in International Relations
<table>
<thead>
<tr>
<th>Fellowships, Grants &amp; Awards</th>
<th>Texas A&amp;M University, Division of Research, PESCA Grant, 2016. $9,800.00</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Faculty Research Grant, Middle East Initiative, Bush School, Texas A&amp;M University. 2015. $10,000.00 Mapping Democracy Aid Networks in the Middle East</td>
</tr>
<tr>
<td>Scowcroft Institute of International Affairs, Faculty Research Grant, Bush School, Texas A&amp;M University. 2015. Field work support, Morocco. $2,480.00</td>
<td></td>
</tr>
<tr>
<td>Scowcroft Institute of International Affairs, Faculty Research Grant, Bush School, Texas A&amp;M University. 2014. Field work support, Tunisia. $2,480.00</td>
<td></td>
</tr>
<tr>
<td>Postdoctoral Fellowship in Regional Political Economy, Princeton University, Niehaus Center for Globalization and Governance, Woodrow Wilson School of Public and International Affairs, 2012-2013</td>
<td></td>
</tr>
<tr>
<td>George Washington University, Project on Middle East Political Science (POMEPS) Research Grant for fieldwork in Morocco. Summer 2012</td>
<td></td>
</tr>
<tr>
<td>Gates Scholar, Bill and Melinda Gates Foundation, University of Cambridge, 2005-2010</td>
<td></td>
</tr>
<tr>
<td>American University in Cairo, Affiliated Research Fellow Department of Political Science. Spring 2007</td>
<td></td>
</tr>
<tr>
<td>Overseas Research Student Award, United Kingdom 2005-2009</td>
<td></td>
</tr>
<tr>
<td>International Development Fellow, Catholic Relief Services, 2005 Community Services Project, Serbia (declined)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Publications</th>
<th>“International Political Economy and the Middle East,” Symposium on IR Theory and Middle East Studies, PS, Forthcoming</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>“States, Markets, and Power: International Political Economy and the New Middle East,” International Relations Theory and the New Middle East, Project on Middle East Political Science, Symposium Series, George Washington University, September 2015</td>
</tr>
</tbody>
</table>
“Supporting the Arab Spring: The Future of U.S. Democracy Promotion in Egypt” (with David M. Faris) *Middle East Policy*, Fall 2011, Volume XVIII, Number 3

**Book Project**

Marketing Democracy: The Political Economy of Democracy Aid in the Middle East

**Working Papers**

“US Democracy Aid and the Authoritarian State: Evidence from Egypt and Morocco” *Revise and Resubmit*

“The Ethics of International Democracy Assistance” *Under Review*

“Engineering Transition: The New Political Economy of Aid and Security in the Middle East”

“Re-conceptualizing Democracy Assistance: Social Democracy and Soft Power in Aid Provision.”

**Presentations and Invited Talks**

“Ideational Capture: Social Networks and the Limits of Discourse in Middle East policy-making,” (with David Faris, Roosevelt University), Paper presented at the annual meeting of the Middle East Studies Association, Boston, November 2016.

“Ethics and Democracy Promotion,” Invited Talk, Workshop on Ethics and Political Science, Department of Political Science, Texas A&M University, September 15, 2015


“Ordering Change: International Political Economy and the Arab Uprisings,” Invited paper by the Project for Middle East Political Science, George Washington University, and Aarhus University for workshop on “IR Theory and a new Middle East.” Aarhus, Denmark. May 8, 2015


“The Political Economy of Democracy Assistance in the Middle East” Paper presented at the annual meeting of the Middle East Studies Association of North America, panel on U.S. Foreign Policy in the Middle East. San Diego, CA, November 2010


“Reinforcing the Status Quo? Evaluating the Political Economy of Economic Reform in the Middle East.” Panelist, Roundtable discussion on the challenges to democratization in the Middle East and North Africa, American University in Cairo’s Annual Research Conference, April 2008.

Fulbright Association, Middle East Fellows Research Conference, Tunis, Tunisia, April 2008. Invited to present a talk on democratization and economic reform in Egypt.

“Democracy: Indigenous Movements or Imposed by the West?” Awarded graduate bursary to attend panel at the Keynes Forum on Britain and the Broader Middle East in London. November 2006.

“Reconstructing Afghanistan: Economy and Society.” Panelist at the Middle East and Middle Eastern American Center (MEMEAC) at the City University of New York. February 2002.

Courses Taught

The Political Economy of the Middle East
The Politics and History of the Arab Uprisings
The Politics and Practice of Democracy Promotion
The Politics of Modern Egypt
Issues in Modern Egyptian Politics [Graduate Study Abroad in Cairo, December 2015]

University Service

Lecture, “Political Transitions in the Middle East,” Mays Business School Honors Program. October 23, 2014

Committee Member, Texas A&M University Rhodes Scholarship Selection Committee. April 2014

Keynote speaker, Presentation on U.S. Policy and Egyptian Politics, 59th Annual MSC Student Conference on National Affairs (SCONA) on the Middle East [Caught in the Sandstorm: From Persia to the Sahara], February 22, 2014


“Egypt’s Revolution” Invited Lecture by the Department of International Studies, November 11, 2013


Languages

Modern Standard and Egyptian Arabic (proficient)
French (proficient)
Persian (Basic)

Fieldwork Experience

Afghanistan, Bosnia and Herzegovina, Croatia, Djibouti, Egypt, Morocco, Pakistan, and Tunisia.

Selected Media Interviews

“After 40 years, U.S. rights report wins respect, but doesn’t change policy,” McClatchy DC, April 14, 2016.

“Salafist party asserts role in Egypt as Brotherhood Teeters.”

“Bread riots or bankruptcy: Egypt faces stark economic choices.”

“Foreign funding of Egyptian rights groups causes stir in political
discourse.” Egypt Independent. Friday, July 22, 2011

Advanced Language
Training

American University in Cairo, Arabic Language Institute
Fall 2007-Summer 2008: Certificate in Advanced Egyptian and Modern Standard Arabic

American University in Cairo, Arabic Language Institute
Summer 2006: Intermediate Egyptian and Modern Standard Arabic

American University in Beirut, Center for Arab and Middle East Studies. Summer 2005: Intermediate Modern Standard and Lebanese Arabic

American University in Cairo, Arabic Language Institute, Summer 2004: Beginning Modern Standard and Egyptian Arabic

Arabic Language Institute in Fès, Morocco Summer 2002
Beginning courses in Modern Standard Arabic and Moroccan Darija

Other Professional
Experience

United Nations Association of the USA (UNA-USA)
Program Manager, Adopt-A-Minefield Campaign, June 2000-2002
• Managed landmine removal programs in Afghanistan, Bosnia and Herzegovina, Cambodia, Croatia, Mozambique, and Vietnam.
• Conducted field evaluation missions in Afghanistan, Bosnia and Herzegovina, Croatia, and Slovenia.
• Monitored and managed the Campaign’s grants with the U.S. Department of State and the United Nations Foundation.

U.S. Department of State, Bureau of Political-Military Affairs
• Accompanied a policy assessment team to Djibouti for the country’s evaluation of entry into the U.S. demining program.
• Compiled financial data for entry into the United Nations’ Mine Action Investment database.

Travel
Afghanistan, Austria, Belgium, Bosnia and Herzegovina, Canada, Croatia, Denmark, Djibouti, Egypt, Estonia, Finland, France, Greece, Hungary, Indonesia, Ireland, Israel and the Occupied Territories, Italy, Jordan, Kuwait, Latvia, Lebanon, Morocco, the
Netherlands, Pakistan, Poland, Russia, Singapore, Slovenia, Sweden, Switzerland, Syria, Tunisia, Turkey, United Kingdom, United States.

Nationality United States of America

Professional Memberships American Political Science Association, Middle East Studies Association of North America, International Studies Association


References Available on Request
MOHAMMAD AYATOLLAHI TABAAR  
Bush School of Government and Public Service  
Texas A&M University 4220 TAMU  
College Station, TX 77843-4220  
202-384-2278 | mbat@tamu.edu

CURRENT POSITIONS
TEXAS A&M UNIVERSITY, The George H.W. Bush School of Government and Public Service, Department of International Affairs, Assistant Professor, August 2012-

RICE UNIVERSITY, Baker Institute for Public Policy, Fellow in Middle East Studies, June 2015-

EDUCATION
GEORGETOWN UNIVERSITY, 2012  
Ph.D., Department of Government  
Fields: Comparative Politics (Major) and International Relations (Minor)

THE UNIVERSITY OF CHICAGO, 2002  
Master of Arts, Committee on International Relations

NEW SCHOOL FOR SOCIAL RESEARCH, 2001  
Master of Arts, Department of Sociology  
Thesis passed with Honors

UNIVERSITY OF TEHRAN, 1994  
Bachelor of Arts, Department of Sociology  
Graduated with Distinction

RESEARCH

BOOK

ARTICLES


WORK IN PROGRESS


“We Are All Coethnics: A Comparative Constructivist Approach to Religion and Foreign Policy.” (co-authored with Reyko Huang) Under review.

Religion, Rulers, and Political Order. (Edited book volume or special journal issue).

FELLOWSHIPS, GRANTS, AND VISITING POSITIONS

2016-2018 Project Advisor, “Governance Crisis in the Middle East and North Africa,” Carnegie Corporation Grant, Rice University ($600,000)

2016-2017 Jamal Daniel Fellow, Texas A&M University

2015-2017 Transforming Democracy Grant, Texas A&M University ($30,000)

2015-2016 Fellow in Middle East Studies, Baker Institute for Public Policy, Rice University

2015 Scowcroft Institute, Faculty Research Grant, Texas A&M University, ($2,500)

2013-2015 Principal Investigator, “Islam in International Politics,” Bodman Foundation Grant ($75,000)

2013 Visiting Scholar, Center for Middle Eastern Studies, Harvard University

2013 Visiting Scholar, Arnold A. Saltzman Institute of War and Peace Studies, Columbia University

2012 Visiting Scholar, Centre of Islamic Studies, Faculty of Asian and Middle Eastern Studies, University of Cambridge

2010-2011 Visiting Fellow, Elliott School of International Affairs, George Washington University

TEACHING
TEXAS A&M UNIVERSITY, Bush School of Government and Public Service, 2012-present

Courses: International Politics of the Middle East
Contemporary Politics of the Middle East
U.S. Foreign Policy in the Persian Gulf
Religion and Politics in Iran

Capstones:
US Strategic Options for Iran (Client: Department of State-2014)
Iran-Russia Partnership in the Middle East
(Clients: National Security Council/Department of State-2015)

THE GEORGE WASHINGTON UNIVERSITY, Elliott School of International Affairs, 2008 - 2012
The Politics of Modern Iran
Religion and Politics in Post-Revolutionary Iran

THE UNIVERSITY OF MARYLAND, Roshan Center for Persian Studies, 2010
Media and Politics in Iran

GEORGE MASON UNIVERSITY, Department of Public & International Affairs, 2007
Government and Politics of Middle East and North Africa

GEORGETOWN UNIVERSITY, School of Continuing Education, 2006 - 2007
Contemporary Politics of Iran

RELEVANT EXPERIENCE
MIDDLE EAST INSTITUTE, Washington DC, 2010 – Present
Non-Resident Scholar
-Write papers and give talks on political Islam, US policy in the Persian Gulf, Middle Eastern affairs, and Iranian politics and media

Broadcast Journalist and Political Analyst
-Wrote and edited articles and produce radio and video programs on religion and politics, American, Middle Eastern, and international politics

HUMAN RIGHTS WATCH, Middle East and North Africa Division, New York City, 1999 - 2010
Consultant
-Collected and translated legal and human rights documents from English to Persian and from Persian to English

SELECTED OP-ED, POLICY, AND MEDIA ARTICLES

“Iran’s Russian Turn: The Start of a New Alliance,” Foreign Affairs, November 12, 2015.


“Iran’s Pragmatic Turn,” The Middle East Channel, Foreign Policy, September 12, 2013 (selected as one of the Middle East Channel’s top ten op-ed pieces of the year)


“How Iran Really Sees Turkey,” The Middle East Channel, Foreign Policy, November 3, 2011.


“How Iran Sees the Sanctions,” The Middle East Channel, Foreign Policy, September 22, 2010.


“Habermas, Public Sphere and Democracy,” Aftab, vol. 25, Ordibehesht 1382 (April/May 2003), Iran, pp. 52-53.

CONFERENCES/PANELS ORGANIZED


CONFERENCES, PRESENTATIONS, AND INVITED TALKS (selected)


“U.S.-Iran After the Nuclear Deal,” World Affairs Council, Houston, TX, May 25, 2016.


“After the Paris Attacks: The Challenge of the Islamic State,” Baker Institute for Public Policy, Rice University, Houston, TX, February 3, 2016.


“Islam in International Order,” workshop hosted by Project on Middle East Political Science (POMEPS) and the Transatlantic Academy, George Washington University, Washington, DC, April 30, 2015.


“Iran and the Arab World after the Nuclear Deadline: Possible Scenarios,” panel discussion at the Stimson Center, Washington, DC, October 22, 2014.


“Growing Opposition to President Hassan Rouhani: Is the Honeymoon Ending?” panel discussion at the Stimson Center, Washington, DC, March 4, 2014.
The Ansary Faculty Manuscript Review Conference, The Scowcroft Institute of International Affairs, The Bush School of Government and Public Service, Texas A&M University, February 2014


Junior Scholar Book Workshop, Project on Middle East Political Science, Yale University, October 2012

“Iran’s Role in Afghanistan after America,” the 29th Annual Frank Church Conference on Public Affairs, Boise State University, Boise, Idaho, October 16, 2012.


PROFESSIONAL ACTIVITIES
Reviewer: Comparative Politics, Middle East Law and Governance, Political Behavior, Georgetown Journal of International Affairs, Columbia University Press.

Service: Bush School Faculty Coordinator, Middle East Concentration, (2012-Present)
Bush School Faculty Search Committee (2012)
Bush School Admissions Committee (2015)

Additional Training: Workshop on Religion and US Foreign Policy, Summer 2009
Institute on Culture, Religion and World Affairs,
Boston University, Boston, MA

Workshop on Democracy and Diversity, Summer 1999
New School for Social Research
Transregional Center for Democratic Studies
Krakow, Poland

Membership: American Political Science Association, International Studies Association,
Midwest Political Science Association, American Sociological Association, Middle East Studies Association, International Society for Iranian Studies

LANGUAGES
Persian (native), English (fluent), Arabic (proficient)

Updated January 2017
Gabriela Marin Thornton
Instructional Associate Professor
President, Texas A&M Women’s Faculty Network
(2015- )

The Bush School of Government and Public Service, Texas A&M University
e-mail: gthornton@tamu.edu

EDUCATION:


POSITIONS:

2014 - Instructional Associate Professor, Bush School of Government and Public
Service, Texas A&M University

2011 - 2014: Senior Lecturer, Bush School of Government and Public Service, Texas
A&M University

2007-2011: Lecturer, Bush School of Government and Public Service, Texas A&M

TEACHING INTERESTS:

European Union, NATO, International Relations Theories.

PUBLICATIONS:


**Book Reviews:**


**Journal Interviews**

“Russia-China Relations is a nothing else but a Faustian Bargain”, Ukrainian Magazine FOCUS, August 3, 2016. [https://focus.ua/world/353896/](https://focus.ua/world/353896/)


**Opinion Pieces:**

http://www.diplomaticcourier.com/2015/12/04/the-refugee-crisis-quo-vadis-europe/


Gabriela Marin Thornton (with Alexey Illin) “The Real Winner of the Ukrainian crisis could be China,” Washington Post, February 24, 2015,

Republished in China and Vietnam
http://nvphamvietdao1.blogspot.com/2015/03/ke-chien-thang-trong-cuoc-khung-hoang-o.html


Quotations:


**Other Publications:**


**Radio Interviews:**


**WORK IN PROGRESS:**

Article: The Juxtaposition between Constructivism and Classical Realism-target deadline for submission fall 2017
Book:

“Status in Grand Strategy” in progress

GRANTS:

1. EURO 13,100 from the Bosch Stiftung Germany, for the fall 2014 capstone entitled: “The Shift in Power from West to East: Implications for the Transatlantic Relationship”, April 2014


FELLOWSHIPS:

Visiting Fellow, **EU Center of Excellence**, Texas A&M University, 2005-2006

Visiting Fellow, **Norwegian Nobel Institute**, May-June 2014.

AWARDS:


**Certificate of Appreciation** for Dedication to Selfless Service, 2th Battalion, 8th U.S. Cavalry, spring 2013

**Distinguished Achievement Teaching Award, College Level**, fall 2012
Associations of Former Students, Texas A&M

**Award of Academic Excellence**, University of Miami, 2002.

**Award of Academic Excellence**, University of Miami, 2006.
COURSES TAUGHT:

Courses taught on a regular basis:

INTA 606 – International Politics Theory & Practice
INTA 655 - The Evolution of the European Union
INTA 661 - NATO: From Military Alliance to Collective Security
INTA 615 - Democratization as Foreign Policy

DIRECTED INTERNATIONAL STUDIES:

May-mester 2016: Transatlantic Study aboard Trip to Berlin; Topic “Germany’s Role in the EU and NATO”.

May-mester 2013: Transatlantic Study aboard Trip to Berlin; Topic “Germany’s Role in the EU and NATO”.


Additional Information: Bush School students had meetings and briefings at the NATO HQ, NATO Parliamentary Assembly, the European Commission (Commissioner Victor Orban), Bundeskanzleramt, and Deutscher Bundesrat, as well as, seminars at the Center for Transatlantic Relations/Free University Berlin. As a result of this trip the Free University in Berlin and the Bush School have established an exchange student program.

Directed Studies:

EU-Asia Security Arrangement (fall 2009) student enrolled: Jeonghoon Lee

EU’s Asia strategy and its implications for the transatlantic relationship (spring 2010) student enrolled: Jong-Hwan Lee

Turkish Accession to the European Union, (spring 2010) student enrolled: Stephen K. Whicker

Turkish accession to the EU (fall 2011) student enrolled: Corene Sullivan

Assessing democracy in Turkey (fall 2012) student enrolled: Angelina Fonseca
Turkey’s Role in NATO (spring 2013) student enrolled: Faddis, Ashley Marie

Democratic Reforms in Russia (fall 2013) student enrolled: Stephen Gerald Theulen

Ireland in the European Union (fall 2013) student enrolled: Melanie E. Passons.

NATO and Russia (spring 2014) student enrolled: Karolina Lopacka

The Latvian Presidency of the European Union (summer 2015) student enrolled: Olevs Nikers

Directed Capstone Projects:

Fall 2016: Capstone Title “Strengthening Ukraine,” Client the US-Ukraine Fundation, Washington D.C.

Fall 2015 Capstone Title: “US Policies towards Ukraine and Russia”: Client: The Atlantic Council, DC

Fall 2014 Capstone Title: “The Shift in Power from West to East: Implications for the Transatlantic Relationship”; Client: the Bosch Stiftung Germany, fall 2014; first international capstone of conducted at the Busch School.


Spring 2012: Capstone Title: “The Arctic Challenge: A Case for a Proactive US Foreign Policy”. Client: Paloma Energy Houston. This project was sponsored by the Bush School of Government, The Bush Library Foundation and Paloma Energy. The project was accepted at the 2012 AGU Arctic Conference, held on 1 May-2 May at the Ronald Reagan Building and International Trade Center, Washington D.C.

Fall 2010: Capstone Title: “Military Cooperation in the Black Sea Area”, Client: The Ukrainian Congress Committee of America

Fall 2009: Capstone title: “Pipeline Politics in Eurasia and its Implications for International


University of Miami:
Teaching Assistant, Introductory Course on Global Perspectives, Spring 2005
Teaching Assistant, Introductory Course on Global Perspectives, Fall 2004
Teaching Assistant, Introductory Course on Global Perspectives, Spring 2004
Teaching Assistant, Introductory Course on Global Perspectives, Fall 2003
Teaching Assistant, Introductory Course on Global Perspectives, Spring 2003
Teaching Assistant, America in the World, Spring 2002

----------------------------------------------------------

ADMINISTRATIVE DUTIES:

President, Texas A&M Women’s Faculty Network, 2015-

Co-chair Women Faculty Luncheon (WFN), Texas A&M University, April 19, 2013.

Faculty Coordinator at the EU Center of Excellence at Texas A&M University, from April 2007 to December 2007.

----------------------------------------------------------

SERVICE TO TEXAS A&M AND THE BUSH SCHOOL:

University Service

President of Texas A&M Women’s Faculty Network 2016-
Member of Texas A&M Faculty Senate (2013-2016)

Chair of the Faculty Senate Climate and Diversity Committee (2014-2016)

Member of the Faculty Senate Climate and Diversity Committee (2013-2014)

Member of the Faculty Senate Academic Professional Faculty Committee (2013-2016)

Member of the Faculty Senate University By-Laws Committee (2013-2016)

Member of the Faculty Senate Research Committee (2014-2015).

Member of the Academic Professional Faculty Committee (2013-)

Secretary of Women Faculty Network, 2012-2014; 2014-2016.

Member of the Review/Selection Committee of the new Faculty Fellow for Innovation in High-Impact Learning Experiences; program co-sponsored by the Center for Teaching Excellence (CTE), Undergraduate Studies, the Office of Graduate and Professional Studies (OGAPS), and the Office of the Vice Provost for Academic Affairs, April/May 2014

Member, Study Abroad Policy Committee, 2011-2014


Member, the AFS Texas A&M: Teaching Section, spring 2013

Member, Merit Fellowship Reviewer, spring 2013

Member, Merit Award Nomination Committee, Texas A&M University, spring 2009

Member, Association of Former Students Texas A&M, Teaching Section, spring 2010

Bush School

Bush School Student advisor since 2007

Bush School Diversity Committee (member) 2014-

Member Bush School Admission Committee, Spring 2015.

Bush School Admission Interviews, March 2015
Bush School Student Admission Interviews, March 2014

Bush School Student Admission Interviews, March 2013

Bush School Student Admission Interviews, March 2012

Bush School Student Admission Interviews: 2011

Bush School Student Admission Interviews: February, 2008

Bush School Student Admission Interviews: February 2009

Bush School Student Admission Interviews: March 2010
Member of the Search Committee on International Institutions/Organization, Fall 2010

Member of the Bush School Admission Committee, Spring 2011

Bush School Student Admission Interviews: Spring 2011

Bush School Student Admission Interviews: Spring 2012

Bush School MPIA Library Representative 2011-

Member, IE&D Search Committee, 2012

Member, Admission Committee, spring 2013

Member of the Bush School Admission Committee, spring 2015

Member of the Bush School Diversity Committee, 2014-2016

**Dissertations:**

Dissertation Committee Member: Paul Lucas Vaccaro Logan; Title: “Policing Access to Knowledge: An Analysis of the Intellectual Propriety Prohibition,” Defended October 14, 2014,” Texas A&M University, School of Communication

Dissertation Committee Member: Marco Eahrl, In progress, Texas A&M University, School of Communication
INVITED LECTURES:


Gabriela Marin Thornton, lecture on the EU and Russia, Texas A&M University, Mays School, October 5, 2015


Gabriela Marin Thornton, “Ukraine: Conflict in the Borderland,” Roundtable at the University of Amsterdam on US and Europe: Transatlantic Relations after Ukraine and Strategic Rebalancing, University of Amsterdam, June 3, 2015


Gabriela Marin Thornton and Christopher Layne, “America’s Challenges: Rising China, Resurging Russia”, lectures and debate at the Diplomatic Institute, Bucharest, Romania, May 22, 2015.

Gabriela Marin Thornton and Christopher Layne, “America’s Challenges: Rising China, Resurging Russia”, lectures and debate at the University of Bucharest, Romania, May 21, 2015.

Gabriela Marin Thornton and James Carafano (Vice-President of the Heritage Foundation), “Revisionist Russia and the Reaction of the West,” debate organized by Alexander Hamilton Society, at the Annenberg Presidential Conference Center, Texas A&M University, February 27, 2015.


Gabriela Marin Thornton, participant in the roundtable: “The Decline of the West: In search of Lost Identity,” organized by IPALMO Institute, Rome, Italy, November 20, 2013


Gabriela Marin Thornton “Europe: New Strategic Challenges,” Mays Business School, Texas A&M University April 23, 2013, Texas, Guest Lecturer of Professor Daria Panina.


Gabriela Marin Thornton “EU/NATO Security Relation”, Bush Presidential Library, lecture to 30 Senior and Junior leaders from the 2nd Battalion 8th U.S. Cavalry Fort Hood, Texas, January 30, 2013


Gabriela Marin Thornton, “European Defense: What’s Next? ” EU Center of Excellence, Texas A&M University, November 1, 2005

**CONFERENCE PAPERS/PRESENTATIONS:**

Gabriela Marin Thornton, Workshop on Grand Strategy and Populism University of Amsterdam, May 13, 2016


Gabriela Marin Thornton, “The Future of the European Union: A Progress Report,” 2nd Annual Symposium on Regional Integration: The European Union and the North American Free Trade Area; Symposium organized by the Miami European Union Center in cooperation with the Dante B. Fascell North-South Center, and the Center for European Studies/National autonomous University of Mexico, University of Miami, Spring, 2003.


Gabriela Marin Thornton “The Future of the European Union External Relations,” First Annual Symposium on Regional Integration, Symposium organized by the Jean Monnet Chair in Cooperation with the Miami European Union Center, University of Miami, October, 2002.


MEMBERSHIP IN PROFESSIONAL ASSOCIATIONS:

International Studies Association (ISA)
American Political Science Association (ASPA)
The Bush School of Government and Public Service
The Ideal 21st Century School of Public Affairs

Draft Strategic Plan
Mission, Vision and Core Values

The Bush School of Government & Public Service educates principled leaders in public and international affairs, conducts research, and performs service.

Our vision is for the Bush School to be a school of public affairs of the first order:
- The preeminent 21st century school of government and public service at a public, land-grant, AAU institution;
- An unrivaled state, regional, national and international center of excellence;
- Renowned for the quality and relevance of its teaching, research and service.

To achieve this mission and vision, we espouse and practice the following core values:

- Excellence in teaching, research, & service
- Academic integrity, freedom, & responsibility
- Diversity of thought & expression
- Intellectual rigor & objectivity
- Respect, dignity, & consideration for others
- Ethical & principled conduct
- Collegiality, community, tolerance, & teamwork
- Nonpartisanship
- Commitment to public service & democratic institutions
- Shared vision & shared governance

This draft strategic plan focuses on five broad areas: curriculum, enrollment, research, engagement and climate.
Curriculum

The Bush School prepares students for public leadership at all levels of government and civil society—local, state, regional, national and international—through a high quality curriculum and an engaged student experience.

Objective: Enhance the distinctive brand of each department in the Bush School in the face of enrollment growth.

Where we are now: The Bush School offers graduate degrees in international affairs and public service and non-degree certificates. Students and faculty perceive that the seminar-like classes, a curriculum that balances theory and practice, and the applied Capstone experience are distinctive features of the Bush School curriculum. Students also view student services, particularly career services and writing center, as important assets. Students and faculty perceive that international security and nonprofits are unique areas of strength. Upon graduating, 37% percent of PSAA students are employed in state and local government and 32% are employed in nonprofit organizations. Forty-one percent of INTA students are employed by the federal government. During the summer of 2015, 21 students interned or studied outside of the US.

Despite these strengths, concern exists that further growth will increase class size, limit access to faculty, and strain the capacity of student services. While there is growth in the online certificates, few onsite faculty participate in online course delivery. Faculty express concern that departmentalization has reduced interactions between PSAA and INTA, limiting opportunities to create synergies across the programs. Finally, faculty and students note that to date the Bush School has not fully taken advantage of the strengths of the TAMU system and does not offer courses in off-site locations in Texas or beyond.

Strategies/Action Steps:

1. Explore and develop new models of course delivery with technology and scheduling innovations.
2. Assess capacity to offer online degree options that respond to changing nature of online learning:
   a. Complete and implement ongoing and approved online MPSA degree program.
   b. Establish certificate in public management.
3. Gain approval for and implement onsite, one-year INTA degree.
4. As the School moves ahead to implement the online MPSA and the onsite, one-year INTA degrees, it must assess the role of online and executive initiatives in achieving its curriculum objectives.
5. Expand interdisciplinary offerings.
6. Create synergies across the INTA and PSAA departments by leveraging existing strengths in nonprofits and international affairs to expanding international nongovernmental organization curriculum.
7. Continue to expand and develop new joint degree programs in partnership with other existing TAMU units (including but not limited to medicine, law, agriculture, engineering, public health, education)

8. Determine how best to maintain small class sizes, one of the Bush School’s recognized, core strengths and central to its curriculum delivery model, in the face of growing enrollment.

9. Strengthen support of student services, particularly writing and leadership programs for Bush School students to respond to increased enrollment and changing student demographics.

10. Dedicate resources to maintain balance of theory and practice in classroom instruction through capstone experiences and other applied projects.

11. Implement study abroad programs and international internship support to increase the proportion of Bush School students with international experiences.

12. Integrate student assessment activities into curriculum development.

Enrollment

The Bush School seeks to enroll a student body that represents the diversity of Texas, the United States, and the world.

Objective: The Bush School seeks to enhance the quality, diversity and experience of incoming students and aspires to increase its student body to 400 as space becomes available.

Where we are now: The Bush School currently enrolls 334 students, with a goal to expand to 400 students. Another 315 students are enrolled in certificate programs. Student quality is high, with a mean GPA of 3.42. The student population is equally balanced across genders.

Despite these strengths, concern exists that the Bush School may not be able to reach its target enrollment without sacrificing student quality (the PSAA Department admitted 82% of applicants in 2015). Minority recruitment is a particular challenge—eighty percent of Bush School students are white. While students recognize that interview weekend is an important recruiting tool, the cost of attending the weekend creates barriers for many out of state students, particularly those from low-income backgrounds.

Strategies/Action Steps:

1. Develop tailored, targeted marketing and recruitment efforts for PSAA and INTA.
2. More effectively recruit the best and brightest students from Texas, the region, the nation and the world.
3. Increase the gender, cultural, socioeconomic, racial and geographic diversity of the student body.
4. Invest in the recruitment and retention of students from underrepresented groups.
5. Nurture relationships with Historically Black and Hispanic-Serving institutions in Texas, the region and the nation, as well as with other institutions that demonstrate their commitment to diversity.
6. Reach out to other units at Texas A&M University to attract students interested in public policy, public and nonprofit management, and international affairs.
7. Review the use and expansion of 3/2 degree offerings by department.
8. Expand capacity of recruitment and admissions staff through additional staffing, contract recruiting services and additional use of faculty.
9. Systematically evaluate how student support services can best support increased enrollment by soliciting input from students, alumni, faculty and staff.
10. Highlight student and alumni success on the School website through recognition of awards, internships, capstones and job placement.
11. Invest additional resources in the interview weekend to enable additional prospective students, particularly those from underrepresented groups, to travel to College Station.
12. Invest additional resources in scholarships as we grow the student body.

Research

Consistent with Vision 2020, the Bush School will build a cutting edge, interdisciplinary research enterprise that will position it at the forefront of AAU public affairs programs.

Objective: To produce and effectively disseminate high-impact, influential and relevant scholarship that will be sought after by scholars and practitioners alike.

Where we are now: Bush School faculty make intellectual contributions through a variety of scholarly and professional outlets. Even with these contributions, Bush School faculty believe that there are opportunities to raise the scholarly profile of the School. The Bush School ranks at the median or slightly above the median on all five AAU metrics—articles, awards, books, citations, grants—in a comparison with the 64 public administration programs ranked in academic analytics. Three Bush School Institutes are engaged in research related to trade, science, technology and public policy, and international affairs. Faculty perceive that there are opportunities to more fully leverage the research capabilities of the three Institutes.

Strategies/Action Steps:

1. Incentivize scholarly and applied research that raises the academic reputation of the Bush School through seed money and social recognition of faculty research accomplishments.
2. Enable entrepreneurial faculty to pursue external funding effectively.
   a. Build institutional capacity to provide faculty with the robust School, departmental and institute administrative infrastructure needed to support proposal development and grant/contract administration.
   b. Explore ways to increase the administrative support for research within the Bush School through new or existing structures and programs.
   c. Determine whether to establish an associate dean for research.
3. Leverage the research programs of the School’s institutes—Institute for Science, Technology, and Public Policy; Scowcroft Institute of International Affairs, and Mosbacher Institute for Trade, Economics, and Public Policy and identify new opportunities for areas of research distinction.
a. Plan and establish new research programs within existing Institutes or through new institutional structures. Examples of new centers/institutes include, but are not limited to, the study of Pandemics, the Middle East, Science, Technology & Security, and Nonprofit and NGO Management.

b. Enhance faculty engagement in the development and implementation of institute research programs

c. Expand postdoctoral programs; increase involvement of doctoral students from other academic programs.

c. Expand research relationships with other campus units

Engagement

In support of TAMU’s land grant mission, the Bush School will provide outreach and service that meets the needs of all levels of government and civil society in Texas, and beyond.

Objectives:

1. Increase engagement with external communities and constituencies by sharing expertise and disseminating research.

2. Establish the Bush School as the center for public service and public affairs expertise at TAMU, within the state of TX and beyond.

Where we are now:
The Bush School offers a variety of outreach programs, such as speakers programs and professional development programs that serve the broader TAMU community and the public. In addition, the Capstone experience and other applied course projects provide important service to our partners. Barriers to the expansion of such efforts are facility space constraints and limited institutional relationships with professional communities in TX. Faculty also note that there are missed opportunities to translate academic research for professional and public audiences.

Strategies/Action Steps:

1. Work with University administrators to expand utilization of PCC facilities for Bush School community outreach events.

2. Increase regional and national presence in both outreach and curriculum offerings.

3. Continue to support Capstone and other applied curriculum projects.

4. Update web presence for the Bush School, departments, and faculty and expand use of other social media.

5. Expand dissemination of research through policy briefs and papers distributed through a variety of media including podcasts, webinars, blogs, and twitter.

6. Explore collaborative executive education programs and other outreach initiatives with other TAMU units.
Climate

Objective: The Bush School seeks to foster a social and physical environment that puts a premium on maintaining an inclusive, diverse and professional atmosphere.

Where we are now: Bush School students and faculty report that the Bush School has a strong sense of community that supports a strongly held commitment to public service. The small class size and applied nature of course work encourages interactions between students and faculty. However, Bush School leadership, faculty and students perceive that diversity remains a major strategic challenge for the Bush School. In response, the Bush School has formed a Diversity Committee composed of faculty and staff and supported a student diversity committee through the GSA. In a 2015 focus group (supported as part of the Bush School’s on-going diversity efforts), students from historically underrepresented groups reported that the student body is not always socially inclusive. Both faculty and students raise concerns that although there is gender balance in the student body and among faculty, that, with one exception, there are no women in positions of leadership within the Bush School. Faculty and students also raised concerns that the enrollment growth has limited student opportunities to interact on campus—there is limited work and meeting space for the growing student body.

Strategies/Action Steps:

1. Reinvigorate and recharge the School diversity committee.
2. Implement professional development training for faculty, staff and students in cultural awareness, the promotion of an inclusive environment, civility, bias elimination, and respect.
3. Continue Allen Building space planning to facilitate interactions among faculty and students.
4. Support student culture of public service through a variety of student experiences including: Professional development workshops, Speaker series, Ambassadors Program, Bush Board Fellows, student organizations (GSA, PSO, Alexander Hamilton Society) and student charitable efforts.
5. Ensure effective communication across School subunits.
The Planning Process and Next Steps

The Bush School strategic planning committee was composed of three administrators, two center directors and two faculty. We developed this document with input from faculty, staff and students solicited through three focus group meetings (faculty, staff and students) and an opportunity for faculty to provide comments through an online survey. In addition, input was received during a meeting with Student Services leadership and through written materials developed following a meeting with the Student Services staff. We also compiled data from a variety of reports including enrollment and diversity reports, Office of Extended Education, and various Institute Reports.

An inclusive planning process is vital to the successful development and implementation of the Bush School’s strategic plan.

We recommend that this document, a first draft of our strategy document, be shared with and reviewed by faculty and staff in a variety of public venues—for example, School or Departmental meetings. We also recommend that detailed action steps be developed through task forces made up of administrators, faculty, students and staff, as appropriate. Such participation will ensure that the diverse voices of the Bush School are included in the planning process and in the implementation of the plan.

The issues below are those that the committee identified as having greatest strategic importance in the short term. Successful implementation of many of the initiatives presented in our plan will require additional resources; this will require coordination with resource allocation and development efforts.

We offer recommendations on the next steps in the planning process.

Targeted Completion of final strategic plan: June 1, 2016

1. **Enhance the quality and diversity of the student body and position the School to increase student enrollment as additional space become available.**
   **Recommendations:** 1) Form a taskforce on recruitment (composed of staff, faculty and students) to develop a long-term, strategic, “smart” recruitment plan. 2). Departments should identify their unique markets.

2. **Enhance the research productivity of faculty:**
   **Recommendation:** Institute leadership and staff, and affiliated faculty, will develop and implement institute strategic plans.

3. **Ensure a diverse, inclusive and civil climate.**
   **Recommendation:** The School Diversity Committee will work closely with the Student Diversity Committee to strengthen diversity efforts and develop strategies for increasing inclusiveness and civility.

4. **Continue efforts to develop a distinctive curriculum that responds to the needs of a growing student body.**
   **Recommendations:** 1) Department heads should lead planning efforts with department faculty to identify the curricular areas of excellence of each department and
corresponding curricular needs. 2). Undertake an administrative analysis of the implications of increased enrollment for class size and teaching loads.

Prepared by the Co-chairs of the Bush School Strategic Planning Committee:
Dr. Laurie E. Paarlberg, Associate Professor, Public Service and Administration
Dr. Andrew L. Ross, Professor, International Affairs
**Fall 2016 Capstone**

**Strengthening Ukraine**  
Faculty Advisor: Gabriela Marin Thornton  
Client: The US-Ukraine Foundation

The capstone will examine what threat(s) Russia presents to the West, how profound are the threats, what should the West's strategy be toward Russia in light of these threats, and how is Ukraine central to countering this threat.

This project will show why Ukraine is important to US/European security as the bulwark against Russian expansionism and will analyze the methods that Russia is using ---both traditional and non-conventional --- in waging its policies and war against Ukraine. The project will clearly explain the challenges for the US posed by Russia’s aggressive moves towards Ukraine. i.e., the use of both conventional military means as well as non-conventional strategies centered on hybrid war, social media, propaganda, trade policy, and influence on political parties in Europe.

The starting point of the project will be the Pentagon assessment that Russia is a major national security concern for the United States.

In carrying out their analysis, the students enrolled in this project will also examine Russian vulnerabilities that have not been fully exploited by the West such as the growing pro-democracy movement in Russia and the country’s dependence on commodity (oil) exports, and whether or not these can be integrated into a viable policy option for the US.

It is hoped that, as a result of this study, US policy makers will have a greater understanding and appreciation of the threat that Ukraine and the West are facing and, thus, be more open to different and much more supportive policy options on behalf of Ukraine. In this regard, there are three target areas for the study: US government officials, academic/think tanks, and the media. US government officials need to be provided with a more concise and realistic analysis of the Ukraine situation so that they can make the necessary choices and policy decisions to support Ukraine; academics/think tanks are a natural target because their analysis at times is looked to by government officials for expert background understanding of current events, and the media is important because it can help disseminate the information to the two latter constituencies as well as to the general public.

**Spring 2017 Capstones**

**INTA 670-611**  
**Operation Just Cause and U.S.-Panama Relations: A Twenty-Five Year Retrospective**  
Faculty Advisor: Robert Holzweiss, Deputy Director, G.H.W. Bush Presidential Library  
Client: US Embassy in Panama – Cultural Affairs section

Students will research the history of U.S.-Panama relations and place that relationship in the broader context of U.S.-Latin American politics in the aftermath of the Iran-Contra scandal.
Students will also research primary source documents including audiovisual materials and declassified information in the archives at the George H.W. Bush Presidential Library. These materials will explain the diplomacy leading to the December 1989 invasion and ouster of Manuel Noriega. Students will use this information and appropriate secondary sources to develop a report discussing U.S.-Panama relations with special emphasis on the decade of the 1980s. Interviews with key U.S. decision makers will supplement the primary and secondary research.

Possible interviewees include former Vice President Richard Cheney, former Governor and White House Chief of Staff John Sununu and former State Department officials with in-depth knowledge of the events surrounding the U.S. invasion.

The U.S. Embassy in in Panama will likely serve as the capstone client. Before the start of the semester, students will teleconference with embassy staff to discuss a timeline for the deliverable and subject areas of particular interest. The Embassy staff may also assist with arranging interviews with former or current Panamanian government officials. The final report will be completed at least a month before the end of the semester. A face-to-face presentation of the report to U.S. Embassy staff and possibly Panamanian officials is possible pending the availability of travel funding.

**INTA 670-606**
**Examination of Chinese Intelligence and Counter Intelligence**
Faculty Advisor: Ron Sievert
Client: Stratfor

What is the current makeup of PRC State Intelligence? What entities are included, what are their relations to each other and what are their strengths and weaknesses. It is believed this is a manpower heavy system deploying or exploiting overseas Chinese for espionage in all facets of politics, economics and defense. Is this true. At the same time US companies apparently have problems operating in China even after they have been apparently cleared. Is this related to a huge Chinese intelligence bureaucracy? The Capstone will involve interviews of numerous scholars and hopefully practitioners who are experts on Chinese intelligence as well as interviews with U.S. Corporations and reviews of recently published studies. Note that there are reports that Chinese intelligence may have reorganized in 2013 so the capstone will have to evaluate recent as well as historical information.

**INTA 670-607**
**Explore the need and options for governance of life science dual-use (both civilian and military) research which could pose a threat to public health or national security. (formal title to be determined)**
Faculty Advisor: COL(R) Don W. Bailey

Life science research has made great discoveries in just the last 20 years. The first human genome, sequenced in 2003, took years to generate and cost nearly $3 billion. Today, a person’s
DNA can be sequenced in only a few hours at a cost of under $2,000. The life sciences have moved beyond merely sequencing and now routinely engineer and manipulate DNA to create organisms with novel characteristics, such as insect-resistant plants or bacteria that produce a wide range of chemicals. The rapid advances in the biological sciences, enabled by advances in fields as diverse as computer science, engineering, mathematics and the physical sciences, have led some pundits to claim that biology will play the same transformative role in the 21st Century as physics did in the 20th. While the possibilities are endless with regard to helping mankind, there is also the potential for great threats to the Nation’s national security – particular the health of its citizens. Misused, critics fear that it could be used to create weapons of mass destruction, but even accidental releases of novel agents might pose a risk to the public. The question is: What role should the Federal government have in governance this dual-use research and what should it look like? This now a hot policy subject both in Washington, DC and in the scientific community.

This Capstone will explore this question and provide recommendations to National Defense University (NDU) which is exploring this subject. Research by the students will include open source literature and interviews with on campus and outside experts, including policy makers/experts, scientists, business experts, and futurists. The Capstone will then develop recommendations on dual-use governance on scientific research. Products to be developed and provided to the NDU include a white paper of no more than 25 pages and a 20 minute presentation.

INTA 670-603
Furtherance of WWF Structuring and Framing of Landscape Finance Programs
Faculty Advisor: Deborah Walker, Lecturer, deborah.walker@tamu.edu
Client: WWF-World Wildlife Fund

This capstone involves supporting a prominent international NGO whose mission to conserve nature includes the development of large programs to assist communities in fragile ecosystems to develop their livelihoods in better harmony with nature. This client is at the forefront of innovative financing and structuring of sustainability initiatives across trade chains and in large landscapes of biological importance.

With a need to grow their programs, Walker’s capstone students will be working for an international team (in Europe and potentially its in-country teams in Africa or Asia) helping shape programs that scale their overall financing, development of institutional and legal structures, or incentives for people to make their livelihoods more sustainable in furtherance of the organization’s Landscape Finance sustainability programs.

The following are some of the projects supported by WWF which could benefit from our capstone:
- Examining the legal and institutional requirements to establish a virtuous local supply chain (possible incentives for people to switch from illegal trade in charcoal to one in which the government also needs to address and ensure distribution of the benefits from the subsequent legal trade)
- Exploring the legal and structuring issues of a tri-national finance partnership (for African country)
- Examining the structuring of a sustainable landscape policy (for Asian country)
- Research into and development of innovative funding models and channels to help scale up the organization’s ability to achieve its sustainability programs. This may involve development of a business case, brief and pitch docs for presenting to the CSR/Sustainability for new corporate prospects who have not previously supported the NGO.

Deliverables: To be determined depending on choice of project (an earlier indication than course registration of possible interest by students to Dr. Walker per email would be welcomed)

**INTA 670-601**  
**Cyber Alternative Futures**  
Faculty Advisor: Andrew L. Ross  
Client: Combined Action Group, United States Cyber Command

It is the U.S. position that cyberspace should be a globally interconnected, stable, and secure information environment, and that access and connection to information via the Internet would produce political liberalization. Is this cyber future still a plausible reality? Can the U.S. be the "norm setter" in the information space as it was in the financial/economic space after World War II (e.g., Bretton Woods)? How likely is it that China and/or Russia will be the driving force behind the future of cyberspace? Should the U.S. revisit its core assumptions on what a stable and secure information environment means? What are the range of plausible cyber futures? Questions of internet governance, technology standardization and data ownership and information infrastructure may weigh heavily. What sorts of strategic approaches might the U.S. take to best protect its interests? The capstone team will develop a white paper and a briefing for our sponsor, the Combined Action Group (CAG), United States Cyber Command (CYBERCOM).

**INTA 670-605**  
**Comparative Analysis of U.S., Russian, and Chinese activities in Latin America and the Caribbean to focus USSOUTHCOM Partner of Choice actions.**  
Faculty Advisor: Don Mac Willie  
Client: The United States Southern Command, Doral, Florida

Capstone Purpose: To study U.S., Russian, and Chinese diplomatic, security cooperation, and direct foreign investment activities over the past five years in order to compare and contrast their effectiveness for use by U.S. Southern Command (USSOUTHCOM), allowing their leaders to make decisions about their Whole of Society approach to remaining the Southern Hemisphere’s Partner of Choice.

Capstone Description: The U.S. focus on the Middle East and announced “pivot” to the Pacific Rim has facilitated Moscow’s and Beijing’s political, military and diplomatic expansion into Latin America and the Caribbean (LAC), challenging U.S. interests, access, and primacy. As a function of his mission to secure U.S. national security objectives, the Commander of USSOUTHCOM has identified three focus areas for the command’s efforts. His number one
focus area is to be the Partner of Choice—the region’s preferred security partner and innovation platform. Increased Chinese and Russian presence and competition have challenged this position by providing LAC with partnering alternatives. This study will focus on gathering open source, analytical, data on U.S., Chinese, and Russian foreign direct investment, security cooperation activities, and political cooperation with LAC between 2010 and 2016. Students will then compare and contrast the sectors to determine which has proven to be most successful based on each foreign country’s strategy. Findings and recommendations will provide USSOUTHCOM options to better adjust their activities to remain LAC’s Partner of Choice.

Capstone Activities and Deliverables
The Capstone Team will complete and deliver to the Client a written product which will include recommendations for improving their position as the Western Hemisphere’s Partner of Choice.

The Capstone Team will travel to Doral, Florida to give the Client a full briefing on the research, findings, and recommendations contained in the written product.

**INTA 670-609**
**Attitudes of Host Communities Toward Refugees Over Time**
Faculty Advisor: Silva Hamie
Client: ConDev

For the past five years, Turkey, Jordan, Lebanon and other MENA countries have welcomed a significant amount of Syrian refugees who have entered these countries in legal or illegal ways. Similar patterns of immigration, along with asylum seeking situations, are occurring in other countries across Europe and the world. Research has indicated that realistic and symbolic threat and social desirability are influential for understanding negative attitudes of host communities towards refugees. The current study will examine the prevalence and correlates of negative attitudes towards refugees from a sample of host communities in MENA countries. Participants will consist of volunteer university students in MENA countries whom will be assessed following the Marlowe-Crowne social desirability framework.

**INTA 670-610**
**Trends and Determinants of Asylum in Europe: Evidence from the Syrian Refugee Crisis**
Faculty Advisor: Ren Mu
Client: The Center on Conflict and Development at Texas A & M University and United States Agency for International Development (USAID)

According to the United Nations Refugee Agency (UNHCR) 59.5 million people (including refugees, asylum-seekers, and internally displaced persons etc.) are now forcibly displaced worldwide, the highest total in the post-World Wall II era. Among the 4.8 million Syrians who fled their homes since the outbreak of the civil war in 2011, slightly more than 10 percent have fled to Europe. The unprecedented refugee displacement significantly impacts the civil and social infrastructure systems of host countries. There is a pressing need to understand the dynamics between refugee displacement and asylum policies in the affected countries.
This capstone study will document the recent trends and analyze the determinants of recent asylum seeking in Europe. To that end, the study will focus on two empirical questions: (1) what are the recent trends in asylum seeking and how are they different from the trends before 2011? We will examine the time profile of total applications, application outcomes, and their distribution by receiving countries. As asylum policies in European countries will likely affect application processes and outcomes, we will document asylum regulations and policy changes in the destination countries. Because the political conflict in Syria affects applications as well, we will collect data on fights, deaths, and damages of the civil war in Syria and analyze the trends in those variables. Based on the aforementioned trend analysis, we will be ready to tackle the second question: (2) what are the determining factors of asylum applications? To a host country, refugee influx represents not only a sudden population increase, but also a real shock to the labor market, a potential burden on civil infrastructure, and a probable threat to social cohesion. We hypothesize that the policy response of a host country is largely independent of how other countries respond to refugee influx but predominantly driven by domestic concerns. The empirical part of the study will mostly use the time series data from the UNHCR Population Statistics. In a regression framework, we will analyze the impact of the following factors on total asylum application and application outcomes: unemployment rate, asylum policies, and migrant stock at destination countries; severity of civil war in Syria; and total recognition.

**INTA 670-604**
Assessing Health Outcomes in Romania: Interpretation of Results of HCV Treatment Programs in Two Romanian Regions
Faculty Advisor: Amb. Eduardo Aguirre
Client: Texas Children’s hospital, Houston, TX

This capstone will prepare a report on the implementation of community-based health initiatives related to hepatitis C (HCV) prevention and treatment in two areas in Romania. Raw data on results of these initiatives has been collected by the client, who will make that data available to the capstone. The capstone will assess the success of the implementation of these initiatives, with its findings serving as the basis for national authorities to use in drafting a country-wide strategy to deal with viral HCV. Students will travel to Houston to meet with officials of Texas Children’s Hospital to be briefed on the initiatives and the data, and will travel to Romania to meet with health officials involved in these initiatives. For more information, contact Amb. Aguirre at eaguirre@atlanticpartners.us.

**INTA 670-608**
Alternative approaches (particularly those relevant to Special Operations) to deterring state actors in competition short of armed conflict
Faculty Advisor: Richard Mac Namee
Client: Special Operations Command (SOCOM)

*Overview*
Special Operations Command (SOCOM) would like a Capstone to identify strategies and Lines of Operation (LOOs) relevant to Special Operations Forces (SOF) and short of the use and of force that could be used against competing state actors in order to achieve deterrence.
This Capstone effort will be tied to the work that J5 – Strategic Future Plans is currently working on in the form of a SOCOM Strategic Appreciation.

**Personnel**
1. Faculty Lead - Richard C. Mac Namee.
2. SOCOM Program Director - Bob Jones.
3. SOCOM Project Manager – John Fraser.
4. Students - Project Manager + 5 Students (Total 6 Students)

**Deliverables**
2. Verbal Presentation to JSOU / SOCOM Audience - Tampa, FL.

**Location**
All research and production will be conducted at The Bush School of Government and Public Service at Texas A&M University, College Station (CS).

**INTA 670-612**
**Iran After Khamenei**
Faculty Advisor: Mohammad Tabaar
Client: Department of State, Washington, DC

This project will examine the politics of succession in Iran and the implications for the future of Washington-Tehran relations. The 76-year-old Supreme Leader Ali Khamenei is the most powerful man in a country which has challenged the U.S. for nearly four decades. His successor will define Iran's political trajectory and help shape a region engulfed in unprecedented turmoil. The capstone team will identify key players and factors which may influence the selection of the next Supreme Leader of Iran. We will also examine potential candidates, scenarios and foreign policy consequences.

**INTA 670-602**
**Improving Strategic Warning in the Intelligence Community**
Faculty Advisor: Jasen J. Castillo
Client: The RAND Corporation

As the United States government prepares for a new administration, the intelligence community will need to brief a new White House on current trends and possible, future shocks in national security. As they try to get their foreign policy footing, strategic surprise represents a particularly dangerous problem for new administrations. To help the intelligence community anticipate and warn its customers about strategic surprise, this project will accomplish three tasks. First, it will derive a framework for identifying strategic surprises and tactics for convincing policy-makers to pay attention. Second, the project will examine past strategic surprises-- like Iran's decision to develop nuclear weapons, the rise of Al Qaeda, and changes in Russian intentions under Putin--to test the plausibility of the framework. Third, the project will suggest some candidate strategic surprises on the horizon and suggest a set of indicators associated with these shocks as well as best practices for capturing policy-maker attention.
IA Concentrations

NATIONAL SECURITY AND DIPLOMACY CONCENTRATIONS

American Homeland Security – faculty coordinator Dr. Ronald Sievert
INTA 612 US Law and Homeland Security (Sievert)
INTA 657 Terrorism in Today’s World (Mac Namee)
PSAA 604 Emergency Management and Homeland Security (McIntyre)
PSAA 605 Homeland Security (McIntyre)
PSAA 640 Energy and Security Policy (Griffin)
PLAN 616 Analyzing Risk/Hazard (PLAN faculty) [can take the place of PSAA 647 Risk and Public Policy]
PLAN 649 Organizational and Community Response to Crisis and Disaster (PLAN faculty)

Intelligence as an Instrument of Statecraft - faculty coordinator Dr. James Olson
INTA 650 National Security Law (Sievert)
INTA 652 Role of Intelligence (Olson)
INTA 653 Technical Collections (Mac Namee)
INTA 657 Terrorism in Today’s World (Mac Namee)
INTA 659 Transnational Security Issues (Huang and Nielsen)
INTA 669 Threat Assessment (Mac Namee)
INTA 689 Analytical Tradecraft (Weary)

U. S. Defense Policy and Military Affairs - faculty coordinator Prof. Jasen Castillo
INTA 617 Deterrence & Coercion (Castillo)
INTA 631 U.S. Military Policy (Castillo)
INTA 650 National Security Law (Sievert)
INTA 651 U.S. National Security Policy (Ross)
INTA 654 Military Strategy (Castillo)
INTA 661 NATO: From Military Alliance to Collective Security (Thornton)
INTA 669 Threat Assessment (Mac Namee)
INTA 689 Alliance Politics (Shifrinson)
INTA 689 National Security and Defense Planning (Ross)
INTA 689 Ethics and National Security: Western and Non-western Perspectives (Kartchner)
INTA 689 WMD proliferation and Counter-proliferation (Kartchner)
HIST 645 Modern Military History (History faculty)
NUEN 650 Nuclear Non-proliferation (NUEN faculty)
American Diplomacy and Foreign Policy - faculty coordinator Ambassador Larry Napper
INTA 601 Leadership in International Affairs (Schuessler)
INTA 603 American Diplomacy (Napper)
INTA 605 American Foreign Policy Since WW II (Layne, Shifrinson, Hermann, Cesario)
INTA 609 International Law (Sievert)
INTA 613 Diplomatic Negotiations (Napper)
INTA 627 Foundations of Strategy and Statecraft (Shifrinson)
INTA 667 International Crisis Management (Olson)
INTA 646 Foreign Policy Analysis (Hudson)
INTA 640 The Politics & Practice of Democracy Promotion (Snider)
INTA 647 State-Building and State Failure in the Developing World (Huang)
INTA 674 US Foreign Policy in the Persian Gulf (Tabaar)
INTA 689 WMD proliferation and Counter-proliferation (Kartchner)
INTA 689 Religion and Politics (Nielsen)
INTA 689 Authoritarian Regimes and Conflict (Bae)
INTA 689 American Grand Strategy (Schuessler)
MGMT 639 Negotiations (MGMT faculty)

International Politics and Grand Strategy - faculty coordinator Prof. Christopher Layne
INTA 606 International Politics in Theory and Practice (Hermann, Thornton, Ross)
INTA 609 International Law (Sievert)
INTA 615 Democratization as Foreign Policy (Thornton)
INTA 617 Deterrence and Coercion (Castillo)
INTA 620 International Security (Castillo)
INTA 623 Grand Strategy (Layne)
INTA 627 Foundations of Strategy and Statecraft (Shifrinson)
INTA 645 Women and Nations (Hudson)
INTA 646 Foreign Policy Analysis (Hudson)
INTA 648 Contemporary Civil Wars (Huang)
INTA 661 NATO: From Military Alliance to Collective Security (Thornton)
INTA 689 National Security and Defense Planning (Ross)
INTA 689 Alliance Politics (Shifrinson)
INTA 689 International Organizations (Hamie)
INTA 689 American Grand Strategy (Schuessler)
INTA 689 The Rise and Fall of Great Powers: Theory and Evidence (Shifrinson)
INTA 689 Imperialism, Decolonization and Hegemony: 1900-Present (Cesario spring 2017 only)
INTA 689 Authoritarian Regimes and Conflict (Bae)
PSAA 640 Energy Policy and Security (Griffin)
**BOTH IDEP AND NS&D**

Conflict and Development Concentration (*cross-listed IED/NS&D*) - faculty coordinator Prof. Reyko Huang
INTA 632 Advanced Economic Development (Mu)
INTA 635 Great Famines (Natsios)
INTA 636 International Development in Theory and Practice (Natsios)
INTA 637 Field Research Methods (Gottlieb)
INTA 638 Political Economy of Development in Africa (Gottlieb)
INTA 645 Women and Nations (Hudson)
INTA 647 State-Building and State Failure in the Developing World (Huang)
INTA 648 Contemporary Civil Wars (Huang)
INTA 640 The Politics & Practice of Democracy Promotion (Snider)
INTA 659 Transnational Security (Huang)
INTA 689 Institutions and Development (Gottlieb)
INTA 689 Post-Conflict Recovery and Development (Hamie)
INTA 689 The Economics and Politics of Migration (Sellars)
INTA 689 Authoritarian Regimes and Conflict (Bae)
INTA 689 infectious Diseases in the Developing World: Risks, Challenges and Solutions (Crudo)
INTA 689 Religion and Politics (Nielsen)
PSAA 610 Comparative Public Administration and Management (Hilderbrand)
PSAA 640 Energy Policy and Security (Griffin)

**Women, Peace, and Security Concentration Course List**
INTA 645 (core course) Women and Nations (taught every Fall) (Hudson)
INTA 689 Special Topics in Women, Peace, and Security
   Fall 2016: Sex and US Defense (Brenda Oppermann)
   Fall 2017: (Anticipated) Women and Development
INTA 659 Transnational Security (Huang)
INTA 670 Capstone for WPS Students (to be taught in Spring) (Hudson)
INTA 689 Globalization, Workers and Development (Robertson)
HLTH 634 Women’s Health (HLTH faculty)
COMM 634 Communication and Gender (COMM faculty)
SOCI 661 Sociology of Gender (SOCI faculty)
ENGL 680 Theories of Gender (ENGL faculty)

**INTERNATIONAL DEVELOPMENT & ECONOMIC POLICY CONCENTRATIONS**

International Economic Development - faculty coordinator Prof. Ren Mu
BUSH 635 Quantitative Methods II Policy Analysis (Sellars, PSAA faculty)
INTA 616 Economic Development in China (Mu)
INTA 630 International Economic Development (Williams)
INTA 632 Advanced Economic Development (Mu)
INTA 635 Great Famines (Natsios)
INTA 636 International Development in Theory and Practice (Natsios)
INTA 645 Women and Nations (Hudson)
INTA 637 Field Research Methods (Gottlieb)
INTA 638 Political Economy of Development in Africa (Gottlieb)
INTA 640 The Politics & Practice of Democracy Promotion (Snider)
INTA 671 The Political Economy of the Middle East (Snider)
INTA 642 Institutions and Development (Gottlieb)
INTA 689 Post Conflict Recovery and Development (Hamie)
INTA 689 Political and Accountability in Developing Countries (Lee)
INTA 689 Globalization, Workers and Development (Robertson)
INTA 689 Economic Restructuring in Latin America (Robertson)
INTA 689 The Economics and Politics of Migration (Sellars)
INTA 689 Comparative Asian Politics (Lee)
PSAA 610 Comparative Public Administration and Management (Hilderbrand)
PSAA 636 Grant and Contract Management (PSAA faculty)
PSAA 689 Government and Institutional Reform (Hilderbrand)
HLTH 607 International Health (Health faculty)
PLAN 623 Development & Planning in Developing Countries (ARCH faculty)

International Economics and Trade - faculty coordinator Prof. Raymond Robertson
BUSH 635 Quantitative Methods II Policy Analysis (Sellars, PSAA faculty)
INTA 625 International Trade Policy (INTA faculty)
INTA 630 International Economic Development (Williams)
INTA 663 International Transfer Pricing (Eden)
INTA 689 Globalization, Workers and Development (Robertson)
INTA 689 Economic Restructuring in Latin America (Robertson)
INTA 689 International Trade and Sustainability Across Supply Chains (Walker)
ACCT 647 Financial Statement Analysis (ACCT faculty)

Transfer Pricing - faculty coordinator Prof. Lorraine Eden
INTA 663 International Transfer Pricing (Eden)
INTA 629 Multinational Enterprises (cross-listed as MGMT 667) (MGMT faculty)
INTA 625 International Trade Policy (INTA faculty)
BUSH 635 Quantitative Methods II Policy Analysis (Sellars, PSAA faculty)
ACCT 647 Financial Statement Analysis (ACCT faculty)
ACCT 646 International Accounting (ACCT faculty)
ECON 617 Economics of International Firms (ECON faculty)
FINC 641 Valuation (FINC faculty)
FINC 645 International Finance (cross-listed as IBUS 645) (FINC faculty)
MGMT 679 International Business Policy (MGMT faculty)
MGMT 680 Business and Corporate Strategy (MGMT faculty)

International Nongovernmental Organizations (INGO)–Dr. Mary Hilderbrand, Prof. Raymond Robertson
PSAA 603 NGO Management in International Settings*
PSAA 630 Program Evaluation in Public and Nonprofit Organizations
PSAA 632 Fiscal Management for Non-Profits
PSAA 633 Philanthropy and Fundraising in Non-profit Organizations
PSAA 636 Grant and Project Management
PSAA 643 Foundations of the Nonprofit Sector
PSAA 650 Social Innovation and Entrepreneurship
PSAA 684 Nonprofit Management
PSAA 689 Nonprofit Governance
PSAA 689 Contract Management
PSAA 689 Institutional and Governance Reform
INTA 630 International Economic Development (Williams)
INTA 632 Advanced Economic Development (Mu)
INTA 634 Politics and Development Policies
INTA 636 International Development in Theory and Practice (Natsios)
INTA 689 International Organizations (Hamie)
INTA 689 Post Conflict Recovery and Development (Hamie)
INTA 689 Infectious Diseases in the Developing World: Risks, Challenges and Solutions (Crudo)
INTA 689 Political Accountability in Developing Countries (Lee)
ALEC 645 Initiating, Managing, and Monitoring Projects of International Agricultural Development
RPTS 604 Principles of Community and Community Development
RPTS 605 Community Organization

* required

Note: This is a cross-departmental concentration. Three courses are required for the concentration, including PSAA 603. **MPIA students selecting this concentration should take at least two PSAA courses, including the required PSAA 603.**

An internship with a non-US or an international NGO is highly recommended for students doing this concentration.

**REGIONAL CONCENTRATIONS** (NS&D and IDEP students both welcome to take one of these) – One course must be a Bush School course and only one course may be undergraduate. See Janeen Wood for instructions on how to make the undergraduate course graduate credit.

**CHINA - faculty coordinator Prof. William Norris**
INTA 616 Economic Development in China (Mu)
INTA 621 Chinese Foreign Policy (Norris)
INTA 672 East Asian Security (Norris)
INTA 673 Chinese Domestic Politics (Norris)
INTA 689 Comparative Asian Political Economy (Lee)
COMM 460 Gender, Media, and Modernity in East Asia (COMM faculty)
COMM 663 Media Studies/China (COMM faculty)
HIST 481 Twentieth Century China (HIST faculty)
HIST 689 Politics and Culture in Modern China (HIST faculty)
SOCI 463 Gender in Asia (SOCI faculty)
SOCI 689 Population and Society of Modern China (SOCI faculty)

EUROPE - faculty coordinator Prof. Gabriela Marin Thornton
INTA 655 Nationalism, Immigration and Terrorism in the European Union (Thornton)
INTA 661 NATO: From Military Alliance to Collective Security (Thornton)
INTA 686 Russia and International Politics (Napper)
INTA 689 Imperialism, Decolonization and Hegemony: 1900-Present (Cesario)
HIST 402 History of Modern Germany from 1815 (HIST faculty)
HIST 403 History of Nazi Germany (HIST faculty)
HIST 405 History of the Holocaust (HIST faculty)
HIST 410 Russian History to 1801 (HIST faculty)

MIDDLE EAST - faculty coordinator Prof. Mohammad Tabaar
INTA 604 Contemporary Politics of the Middle East (Tabaar)
INTA 676 International Politics of the Middle East (Gause/Tabaar)
INTA 675 Religion and Politics in Iran (Tabaar)
INTA 674 US Foreign Policy in the Persian Gulf (Tabaar)
INTA 671 The Political Economy of the Middle East (Snider)
INTA 668 The Politics and History of the Arab Spring (Snider)
INTA 689 The Politics of Egypt (Snider)
INTA 664 The Middle East State System (Gause)
INTA 601 Leadership in International Affairs: Institutions, Organizations and People  
Credits 3.3 Lecture Hours.
Provides the knowledge base for developing a deep understanding of the study of leadership and management and the role(s) of leaders in international affairs.

INTA 603 American Diplomacy  
Credits 3.3 Lecture Hours.
Explores the use of diplomacy in American foreign policy during recent decades; description and assessment are undertaken of United States diplomatic efforts to pursue its vital interests and to respond to changing international conditions and challenges; specific regions or substantive issues may be highlighted in a given semester using a variety of learning strategies.
Prerequisite: Graduate classification.

INTA 604 Politics of the Contemporary Middle East  
Credits 3.3 Lecture Hours.
Learn factors influencing the political course of the middle east, what makes the region seemingly "impervious" to worldwide trends, topics include regime types, influential political trends, the role of kinship, religion and tribe in opposition and regime politics, regional oil economy, democratic liberalization, growth of civil society.
Prerequisite: Graduate classification.

INTA 605 American Foreign Policy Since World War II  
Credits 3.3 Lecture Hours.
An examination of American foreign policy from 1945 to the present; focus on decisions made by American elected and appointed officials at critical moments of the Cold War and after; theory provides a framework, but the focus is on practical matters that confronted decision-makers.
Prerequisite: Graduate classification.

INTA 606 International Politics in Theory and Practice  
Credits 3.3 Lecture Hours.
The effects of international politics on the competing forces of global integration and disintegration are investigated and policy implications are considered, drawing upon theories of interstate politics.
Prerequisite: Admission to MPIA or approval of instructor.

INTA 608 Fundamentals of the Global Economy  
Credits 3.3 Lecture Hours.
Examines three fundamental pillars of the global economy: international trade, international finance and foreign direct investment (FDI); appreciation for the complexities of the international environment from both theoretical and policy perspectives.
Prerequisite: Graduate classification.

INTA 609/PSAA 667 Principles of International Law  
Credits 3.3 Lecture Hours.
Introduction to the nature and sources of international law, including jurisdiction of states; law governing the making, interpretation, application and termination of treaties and agreements; recognition of states and government; nationality of persons and corporations; state immunities from jurisdiction and control; and human rights.
Prerequisite: Graduate classification.
Cross Listing: PSAA 667/INTA 609.

INTA 611 Authoritarianism and Political Elites in the Arab World  
Credits 3.3 Lecture Hours.
Introduces the concept of political elite and linking it to the authoritarian state in the Arab world in an attempt to explain the lack of democracy in that part of the world.
INTA 612/PSAA 668 U.S. Law and Homeland Security
Credits 3. 3 Lecture Hours.
Analyze the threat to the homeland as reflected in a number of pre and post 9/11 commission reports; master's level course intended for individuals preparing for professional careers in the conduct of international affairs.

Cross Listing: PSAA 668/INTA 612

INTA 613 Diplomatic Negotiations: A U.S. Embassy Perspective
Credits 3. 3 Lecture Hours.
Explore the role of a formal Presidential National Security Strategy, gain first-hand skills and practice in how an American Embassy functions to achieve national security objectives; master's level course intended for individuals preparing for professional careers in the conduct of international affairs.

INTA 615 Democratization as Foreign Policy
Credits 3. 3 Lecture Hours.
Explores concept of democracy and its "requisites", focuses on "third wave" and possible "fourth wave" of democratization, attention to cases in Eastern and Southern Europe, Latin America, Middle East; addresses in-depth international dimension of democratization; war, institutional change, aid and the promotion of democracy; assessment of relationship between democracy and peace.

INTA 616 Economic Development in China
Credits 3. 3 Lecture Hours.
Economic development in China introducing descriptive information of development strategies, institutional changes and policy effectiveness with respect to industrialization, economic growth income distribution and welfare at different historical stages.

INTA 617 Deterrence and Coercion
Credits 3. 3 Lecture Hours.
Introduces deterrence and coercion as instruments of defense policy by applying them to historical and contemporary security problems.

INTA 618 Government and Homeland Security
Credits 3. 3 Lecture Hours.
Focus on how government is structured to combat terrorism, essentially a course in federalism, with a concentration on issues related to homeland security; topics include governmental structure and jurisdiction, political, fiscal and administrative; master's level course intended for individuals preparing for professional careers in the conduct of international affairs.

INTA 620 International Security
Credits 3. 3 Lecture Hours.
Evaluates frameworks for understanding international conflict and then uses these perspectives to survey security problems across several regions, including East Asia, the Middle East and South Asia.

INTA 621 Chinese Foreign Policy
Credits 3. 3 Lecture Hours.
Provide an overview of Chinese Foreign Policy since 1949, understand the major external and domestic determinants of Chinese foreign policy, the results of domestic politics and/or international pressures, the role of ideology in Chinese foreign policy, economic interests affecting Chinese foreign policy, and what drives China's involvement in international affairs.

INTA 622 Chinese Strategic Thought
Credits 3. 3 Lecture Hours.
Intensive reading and research course in Chinese strategic thought from the Warring State period (403-221 BC) to 21st century China with two goals: to provide an introductory understanding of the nature of strategic thinking throughout Chinese history and to provide the conceptual tools to put Chinese strategic thought in a comparative perspective.

INTA 623 Grand Strategy
Credits 3. 3 Lecture Hours.
Addresses origins of great powers’ grand strategies, impact of international system on grand strategic options, alliance behavior of states, why and when great powers balance, impact of technology and location on strategies, and causes of great powers’ overexpansion; utilizes theoretical approaches and historical case studies to understand grand strategies.

INTA 625 International Trade Policy Analysis
Credits 3. 3 Lecture Hours.
Traditional and strategic trade theory and analysis are used to examine such concepts as comparative advantage, Heckscher-Ohlin-Samuelson model, gains from specialization and trade, partial equilibrium analysis of free trade, violations of the free trade model, welfare effects of trade, trade creation and diversion, and other topics.
Prerequisites: Graduate classification; approval of instructor.

INTA 626 Balance of Payments in Theory and Policy
Credits 3. 3 Lecture Hours.
Basic macroeconomics of open economy, coordination of policies and exchange rate regimes; the main characteristics of the international payments system, the role of international organizations and proposals for reform; intended as a survey course with emphasis on current policy issues.
Prerequisites: Graduate classification; approval of instructor; ECON 203 or equivalent.

INTA 627 Foundations of Strategy and Statecraft
Credits 3. 3 Lecture Hours.
Fundamental texts dealing with war and diplomacy from ancient Greeks through the present; authors will include Thucydides, Sun-tzu, Ibn Khaldun, Plutarch, Cicero, Augustine, Aquinas, Machiavelli, Hobbes, Bacon, Rousseau, Hume, Bentham, Grotius, Vattel, Montesquieu, Smith, Kant, The Federalists, Tocqueville, Burke, Mill, Hegel, Nietzsche, Clausewitz, Marx, Freud, Schmitt, Heidegger, and Rawls among others.
Prerequisites: Graduate classification and approval of instructor.

INTA 629 Multinational Enterprises
Credits 3. 3 Lecture Hours.
Provides a broad survey of the field of international business; multinational enterprises in a variety of sectors, countries, and organizational forms; focus primarily on the past 20 years, but the historical development of MNEs also examined.
Prerequisites: Graduate classification; approval of instructor.

INTA 630 International Economic Development
Credits 3. 3 Lecture Hours.
Economic dimensions of international development issues in the context of the major problems facing development planners such as poverty, inequality, population growth, environmental impact, the urban-rural interface, subsistence, agriculture, gender concerns, low rates of human capital formation, and globalization.

INTA 631 U.S. Military Power
Credits 3. 3 Lecture Hours.
Introduces U.S. general purpose forces; examine issues at the intersection of military strategy and operations, including force planning and future operational environment; relies on relevant historical examples including recent conventional and unconventional military campaigns.

INTA 632 Advanced Economic Development
Credits 3. 3 Lecture Hours.
Research methods which are commonly used in evaluating the effectiveness of international development programs; overview of issues salient to the poor in developing countries around the world; education, health, credit constraints, gender inequality, migration and corruption.
Prerequisite: BUSH 635 or equivalent econometrics course.

INTA 633
Credits 3. 3 Lecture Hours.
Political Consequences of Development. The political issues concerning consequences of development; does development foster transition to democracy or allow the elites to consolidate their power; does economic development shape the degree of cleavages in society; conditions under which political and economic institutions reinforce, complement, or subvert on another.
INTA 634 Politics and Development Policies  
Credits 3.3 Lecture Hours.  
Examines why some development policies succeed and others fail; the political processes behind these policies in developing countries, particularly those countries with weak political institutions; understanding the political aspects of decision-making and implementation to improve policy design and sustainability.  
Prerequisite: BUSH 631.

INTA 635 Great Famines, War and Humanitarian Assistance  
Credits 3.3 Lecture Hours.  
Exploration of famines, their various definitions, theories of their causes and consequences; how those affected by them cope with the stages through which famines pass and means by which they may be predicted, measured and assessed.

INTA 636 International Development in Theory and Practice  
Credits 3.3 Lecture Hours.  
Reviews various definitions of development and the theories which explain why some countries develop and others do not; examination of current controversies and factors that lead to economic growth; the role good governance and democratic institutions play; the cultural values of a society; social services play in government.  
Prerequisite: Graduate classification.

INTA 637 Field Research Methods  
Credits 3.3 Lecture Hours.  
Overview of major field research methods including field experiments, behavioral games and household surveys.  
Prerequisite: Graduate classification.

INTA 638 Political Economy of Development in Africa  
Credits 3.3 Lecture Hours.  
Examination of how political forces shape economic outcomes and how political institutions develop and respond to socio-economic realities utilizing a political economy lens.

INTA 639 Homeland Security and Emergency Management  
Credits 3.3 Lecture Hours.  
Examines the evolution of emergency management; survey the multiple disciplines involved in the disaster process and examine future directions for this field.

INTA 640 The Politics and Practice of the Democracy Promotion  
Credits 3.3 Lecture Hours.  
Examination of the contemporary challenges of promoting democracy worldwide; explores existing theoretical and empirical literature in democracy promotion as a topic within international relations and comparative politics.

INTA 645 Women and Nations  
Credits 3.3 Lecture Hours.  
Examination of the role of women in shaping of international affairs and how international affairs shape the lives of women; implications of theories concerning international relations drawn from a masculine perspective; what the result of that imbalanced perspective might be; survey a wide variety of issue areas where the generalized invisibility of women and their concerns has had a significant impact.

INTA 646 Foreign Policy Analysis  
Credits 3.3 Lecture Hours.  
Examination of the actor-specific theory of international relations through a focus on foreign policy decision-making; interpretation of foreign policy making from multiple perspectives (e.g., individual, governmental, cultural identify) in order to enhance understanding of why certain policies emerge and prevail.

INTA 647 State Building and State Failure in the Developing World  
Credits 3.3 Lecture Hours.  
Focuses on state-building sometimes called nation-building in the developing world; issues of state weakness, state failure and international responses to security concerns associated with weak and failing states; studies the origins of the modern state; examines why states fail or remain weak; surveys ongoing debates on role of international community.
INTA 648 Contemporary Civil Wars
Credits 3.3 Lecture Hours.
Surveys major debates and competing theories on the causes, conduct, resolution and outcome of civil wars; causes of civil wars; participants and how they organize violence; how states respond and to what effect; considers how civil wars end and the domestic and international repercussions.

INTA 650 National Security Law
Credits 3.3 Lecture Hours.
An introduction to the nature and sources of national security law including such topics as the framework of separate branches of law with shared national security powers, maintaining national security abroad, terrorism and other national security threats, and protecting national security information.
Prerequisite: Graduate classification.

INTA 651 National Security Policy
Credits 3.3 Lecture Hours.
A graduate-level seminar on national security policy that will provide a forum for developing an understanding of key concepts, players, institutions, intergovernmental processes, and contemporary issues in the national security policy domain.
Prerequisite: Graduate classification.

INTA 652 The Role of Intelligence in Security Affairs
Credits 3.3 Lecture Hours.
A survey of U.S. Intelligence operations, techniques, objectives and resources, with particular emphasis on how intelligence has contributed and continues to contribute to U.S. national security.
Prerequisite: Graduate classification.

INTA 653 Technical Collections Systems for International Security
Credits 3.3 Lecture Hours.
An introduction to the technical aspects of remote sensing and signals technology applied to international security issues and an introduction to interpretation of the acquired information. Featured outside speakers from U.S. government agencies explain the operation of technical collection systems and their contribution to national and international security.
Prerequisites: Graduate classification; approval of instructor.

INTA 654 Military Strategy in the Conduct of Nations
Credits 3.3 Lecture Hours.
Overview of strategic thought and national security policy; focuses on both the works of prominent military theorists, the historical context, and the significance for current international strategic affairs.
Prerequisite: Admission to MPIA or approval of instructor.

INTA 655 Nationalism, Immigration and Terrorism in the European Union
Credits 3.3 Lecture Hours.
Familiarization with the important trends in European politics and security; investigation of the rise of nationalism and extremist groups in the European Union; the newest immigration trends, their impact on the EU member states and on the EU as a whole; terrorism and other forms of political violence in the European Union and the strategies developed to counter them; relationships between extremist groups in Europe and the U.S.
Prerequisite: Graduate classification.

INTA 657/PSAA 657 Terrorism in Today’s World
Credits 3.3 Lecture Hours.
Terrorism in Today’s World. Comprehensive survey of international terrorism from its origins to the present; emphasis on how the U.S. government has responded and how it has organized to counter the threat; all major terrorist groups studied; understanding of the nature of the terrorist threat and the implications for the U.S. Government.
Prerequisite: BUSH or INTA G6 or G7 classification of approval of instructor.
Cross Listing: PSAA 657/INTA 657.

INTA 658 Congress and International Security
Credits 3.3 Lecture Hours.
Develop knowledge of Congress, gain a deeper understanding of the key concepts, players institutions, intergovernmental processes, and contemporary issues in the topic area of Congress and international and national security policy.
INTA 659 Transnational Security Issues  
Credits 3.3 Lecture Hours.  
Understand the composition, role, mission of offices, departments that comprise Intelligence Community; obtain appreciation for transnational security issues; address potential impact short/long term to U.S. national security policies and/or programs that may affect those transnational security issues by the year 2020.

INTA 661 NATO from Military Alliance to Collective Security  
Credits 3.3 Lecture Hours.  
Comprehensive overview of the central issues concerning the transformation of NATO from a defense security alliance into a collective security organization.

INTA 662 Intelligence Threats to National Security in the Modern Era  
Credits 3.3 Lecture Hours.  
Threats presented by the intelligence and security services of Russia, China, and Iran; discussion of the culture, mission, structure, and recent foreign intelligence threat activity both in the domestic and international arena.

INTA 663/MGMT 663 International Transfer Pricing  
Credits 3.3 Lecture Hours.  
Valuation of cross-border transactions between units of a multinational enterprise; includes internal and external motivations for transfer pricing, managerial and economic approaches, estimates of transfer manipulation, arm's length standard; U.S. and OECD rules and procedures, tax court cases, and ethical dilemmas.

Cross Listing: MGMT 663/INTA 663.

INTA 664 The Middle East State System  
Credits 3.3 Lecture Hours.  
Key challenges facing post-war societies; how recovery and development programs work; includes conflict, humanitarian intervention and development.

INTA 667 International Crisis Management: The Policy Process  
Credits 3.3 Lecture Hours.  
Examination of the policymaking process used by U.S. government officials in response to rapidly moving international crisis situations; simulations of executive meetings, briefings and press conferences; analysis of political, diplomatic, legal and ethical issues involved.

Prerequisite: Graduate classification.

INTA 668 The Politics and History of the Arab Spring  
Credits 3.3 Lecture Hours.  
Explores and examines socioeconomic, geopolitical, and cultural factors behind uprising in the region.

INTA 669/NUEN 669 Nuclear Terrorism Threat Assessment and Analysis  
Credits 3.3 Lecture Hours.  
Study the manner in which we conduct threat assessments and the analysis of non-state actors in the fields of nuclear and radiological security; examine the history of threats and security issues in an effort to better understand terrorist groupings, their motivations and attack methodologies.

Prerequisite: Graduate classification.

Cross Listing: NUEN 669/INTA 669.

INTA 670 International Affairs Capstone Seminar  
Credits 3.3 Lecture Hours.  
Capstone team exercise in subject related to international affairs. For MPIA majors only.

Prerequisites: For MPIA majors only, graduate classification and approval of MPIA director.

INTA 671 The Political Economy of the Middle East  
Credits 3.3 Lecture Hours.  
Surveys the main themes in political economy of the modern Middle East and North Africa (MENA); examination of the economic structures, institutions and policy challenges to countries in the region.

Prerequisite: Graduate classification.

INTA 672 East Asian Security  
Credits 3.3 Lecture Hours.
Examination of international military, diplomatic and political dynamics in the Asia Pacific region; focus on contemporary security relations; examines a wide range of security challenges facing the region; familiarization with the strategic preferences of key actors in the major areas of potential conflict.

INTA 673 Chinese Domestic Politics in Transition
Credits 3.3 Lecture Hours.
Examination of the origins and development of contemporary political system in China; the history and foundational experiences of the Chinese Communist Party; revolutionary and reformist leaderships and its trace from the origins, functioning, and evolution of contemporary China’s political institutions; current and future domestic challenges facing China from a public policy perspective.

INTA 674 U.S. Foreign Policy in the Persian Gulf
Credits 3.3 Lecture Hours.
Examination of U.S. policy in the Persian Gulf against background of oil politics, the Cold War, rise of Islamism, and multiple major wars; compares and contrasts recent U.S. administrations in terms of approaches used to advance U.S. interests and deal with various challenges in the Persian Gulf.

INTA 675 Religion and Politics in Iran
Credits 3.3 Lecture Hours.
Examination of political and social dynamics of contemporary Iran including Iran’s modern history; roots of the Islamic Revolutions; establishment of Iran’s Islamic theocracy, Iran-Iraq war and its major consequences; the emergence of new generation of religious intellectuals; rise and decline of various political movements.

INTA 676 International Politics of the Middle East
Credits 3.3 Lecture Hours.
Focus on critical issues including Great Power involvement in the region, and the regional and international effects of Arab nationalism, Zionism, Islamism, post-Islamism, oil and aid rents, ethnicity, religious minorities, gender and human rights.

INTA 677 Islam in International Politics
Credits 3.3 Lecture Hours.
Investigate how Political Islam developed in the first half of the century and why it gained so much support. Examine the various strategies state elites have taken toward political Islam and will consider the regional and transnational manifestations and implications of Islamist movements; intended for individuals preparing for professional careers in the conduct of international affairs.

INTA 678 Interstate War: Theory and History Implications for the 21st Century
Credits 3.3 Lecture Hours.
Comprehensive look at the central organizing principles for international security and the nature and role of war in contemporary relations among state and the evolving challenges.

INTA 680 Political Violence and Terrorism within the International System
Credits 3.3 Lecture Hours.
Focuses on terrorism as special case of political violence and on non-state actors as a specific category of players toward which the international system must adapt; develops underlying concepts of terrorism and core response strategies to terrorism; develops both national and international responses to terrorism, emphasizing need for complementary policy approaches.

INTA 682 Law of War
Credits 3.3 Lecture Hours.
Provides key concepts for those who desire an expanded understanding of how and why Law of War influences U.S. Military operations and national security and foreign policy decisions today; introduction to the historical, customary development and the significant efforts of Law of War codification such as the Hague and Geneva Conventions.
INTA 684 Professional Internship
Credits 1 to 6, 1 to 6 Other Hours.
Directed internship in a public or private organization to provide on-the-job training with professionals in organizational settings appropriate to the student's professional objectives.
Prerequisites: Graduate classification and approval of MPSA or MPIA director.

INTA 685 Directed Studies
Credits 1 to 4, 1 to 4 Other Hours.
Directed individual instruction in selected problems in government and public service.
Prerequisites: Graduate classification and approval of MPSA or MPIA director.

INTA 686 Russia and International Politics
Credits 3. 3 Lecture Hours.
Examines changes within Russia and its role in international politics since 1991, emphasizing the period of Vladimir Putin's presidency, explores Putin's approach to political, economic and social challenges facing Russia, as well as the war in Chechnya and terrorism within Russia, also examines Russia's critical relationship with the United States.

INTA 689 Special Topics in...
Credits 1 to 4, 1 to 4 Lecture Hours, 0 to 4 Lab Hours.
Selected topics in an identified area of government and public service. May be repeated for credit.
Prerequisites: Graduate classification and approval of MPSA or MPIA director.

INTA 691 Research
Credits 1 to 23, 1 to 23 Other Hours.
Research for thesis or dissertation.

BUSH - GEO. BUSH SCHOOL OF GOV

BUSH 600 Bush School Graduate Study Abroad
Credits 1 to 12, 1 to 12 Other Hours.
For students in approved study abroad and reciprocal educational exchange programs.
Prerequisites: Graduate classification in the Bush School; approval of director.

BUSH 601 Leadership and Public Administration
Credits 3. 3 Lecture Hours.
Overview of the field of public administration; theory and practice of leadership.
Prerequisites: Graduate classification and approval of MPSA or MPIA director.

BUSH 602 Writing for the Medal of Excellence
Credits 0, 0 Lecture Hours.
No Credit. Preparation of the ePortfolio, requirement for the Medal of Excellence; guided reflection on learning across interdisciplinary experiences such as participation in the Leadership Program, capstone courses, internships and other high-impact experiences and on writing clear, coherent, well-developed reflective essays.
Prerequisite: Admission into Master of International Affairs or Master of Public Service and Administration.

BUSH 631 Quantitative Methods in Public Management I
Credits 3. 3 Lecture Hours.
Introduction to the common methods for social and policy analysis with a focus on application of methods such as analysis of variance and regression, to tasks including policy analysis, evaluation and survey research; emphasis on the performance of social and policy analysis, although some statistical theory is introduced.
Prerequisites: Graduate classification and approval of MPSA or MPIA director, STAT 303 or equivalent.

BUSH 632 Quantitative Methods in Public Management II
Credits 3. 3 Lecture Hours.
Numerous formal aspects and methods of decision-making useful in public management including benefit-cost analysis, program evaluation and survey sampling; emphasis on theoretical foundation and practical application; collection and analysis of information, formulation of results and presentation of conclusions.
Prerequisites: Graduate classification and approval of MPSA or MPIA director.

BUSH 635 Quantitative Methods in Public Management II: Policy Analysis Emphasis
Credits 3. 3 Lecture Hours.
Continuation of BUSH 631. Advanced instruction in making useful policy recommendations based on regression analysis, survey design, data analysis, and techniques for interpreting statistical output from multiple disciplines;
application of analysis software.

Prerequisites: BUSH 631; approval of MPSA or MPIA Director.

BUSH 636 Quantitative Methods II: Game Theory Emphasis
Credits 3. 3 Lecture Hours.
Continuation of BUSH 631; advanced instruction in quantitative social science research methods; designed to help understand influences and constraints on decision-makers, improve the ability to characterize and predict decisions and assess the validity of information presented, and analyze situations of relevance to making decisions as a public manager.
Prerequisites: BUSH 631; PSAA or INTA majors only.

BUSH 668
Credits 3. 3 Lecture Hours.

BUSH 685 Directed Studies
Credits 1 to 4. 1 to 4 Other Hours.
Directed individual instruction in selected problems in government and public service.
Prerequisites: Graduate classification and approval of program director.

BUSH 691 Research
Credits 1 to 23. 1 to 23 Other Hours.
Research for thesis or dissertation.
# CAPSTONE ORAL PRESENTATION RUBRIC

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Fully Meets Standard (8-7)</th>
<th>Meets Standard (6-5)</th>
<th>Partially Meets Standard (4-3)</th>
<th>Needs Improvement (2-1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clear Presentation of Argument Score:</td>
<td>-main points/central message stated directly and clearly</td>
<td>-main points/central message stated</td>
<td>-attempt to set out main points/central message, but with problems</td>
<td>-not clear what the main points/central message are</td>
</tr>
<tr>
<td></td>
<td>-bottom line conclusions presented at the outset, and referenced appropriately throughout</td>
<td>-bottom line conclusions presented at outset and referenced at end</td>
<td>-bottom line conclusions set out only at end</td>
<td>-no effort to present bottom line conclusions</td>
</tr>
<tr>
<td></td>
<td>-logical connections among variables stated clearly at outset</td>
<td>-logical connections among variables stated clearly at outset</td>
<td>-effort to explain connections among variables, but not completely clear</td>
<td>-relationship among key variables not explained</td>
</tr>
<tr>
<td></td>
<td>-generally logical flow of information in presentation</td>
<td></td>
<td>-connections among the presentation points not completely clear</td>
<td>-disjointed and unclear flow of information in presentation</td>
</tr>
<tr>
<td>Consideration of Multiple Explanations/Points of View Score:</td>
<td>-alternative explanations presented and effectively refuted</td>
<td>-alternative explanations presented</td>
<td>-no presentation of alternative explanations</td>
<td>-no presentation of alternative explanations</td>
</tr>
<tr>
<td></td>
<td>-counter-arguments and weak points anticipated and adequately treated</td>
<td>-counter-arguments and weak points acknowledged</td>
<td>-counter-arguments and weak points hinted at, but not explicitly acknowledged</td>
<td>-counter-arguments and weak points ignored</td>
</tr>
<tr>
<td>Handling of Evidence Score:</td>
<td>-creative use of sources beyond the normal and expected</td>
<td>-appropriate range of sources consulted</td>
<td>-some important sources of evidence not consulted</td>
<td>-substantial gaps in range of sources consulted</td>
</tr>
<tr>
<td></td>
<td>-sources of data made clear</td>
<td>-sources of data made clear</td>
<td>-sources of data not completely clear</td>
<td>-data not sourced</td>
</tr>
<tr>
<td></td>
<td>-presentation of quantitative data clearly organized, originally presented and comprehensible</td>
<td>-presentation of quantitative data adequately organized and comprehensible</td>
<td>-presentation of quantitative data could be clearer</td>
<td>-quantitative data confusing</td>
</tr>
<tr>
<td></td>
<td>-qualitative data presented clearly</td>
<td>-qualitative data presented clearly</td>
<td>-qualitative data presented haphazardly</td>
<td>-qualitative data not clearly presented</td>
</tr>
<tr>
<td></td>
<td>-evidence clearly supports main points and bottom line</td>
<td>-evidence supports main points and bottom line</td>
<td>-evidence not directly linked to main points and bottom line, but still supportive</td>
<td>-evidence not supportive of main points and bottom line</td>
</tr>
<tr>
<td></td>
<td>-no factual errors</td>
<td>-no factual errors</td>
<td>-some small factual errors</td>
<td>-serious factual errors</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Delivery Score:</td>
<td>- delivery techniques (posture, gesture, eye contact and vocal expressiveness) make presentation compelling - speakers polished and confident - visual aids striking and well-organized - slides creatively balanced between images and words - transitions among presenters smooth and logical</td>
<td>- delivery techniques make presentation interesting - speakers comfortable - visual aids well-organized - slides balanced between images and words - transitions among presenters not disruptive of overall presentation</td>
<td>- delivery techniques make presentation understandable - speakers somewhat tentative - visual aids could be improved - slides too wordy - transitions among presenters create problems in overall flow of presentation</td>
<td>- delivery techniques detract from understanding presentation - speakers uncomfortable and disorganized - visual aids not supportive of presentation - slides are paragraphs of text - different presenters giving different presentations</td>
</tr>
<tr>
<td>----------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------</td>
</tr>
</tbody>
</table>

**Total Score:**

**Additional Comments (if any):**
# CAPSTONE WRITTEN PRODUCT RUBRIC

<table>
<thead>
<tr>
<th>Capstone Instructor: _________________________</th>
<th>Date: ____________________</th>
<th>Evaluator: _______________________</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Learning Outcome</th>
<th>Fully Meets Standard (8-7)</th>
<th>Meets Standard (6-5)</th>
<th>Partially Meets Standard (4-3)</th>
<th>Needs Improvement (2-1)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context and Purpose for Writing</td>
<td>-thorough understanding of the target audience and context of project, reflected in framing of problem, presentation of recommendations and use of appropriate style and vocabulary throughout</td>
<td>-adequate consideration of the target audience and context of the project, reflected in framing of problem, presentation of recommendations and use of appropriate style and vocabulary throughout</td>
<td>-awareness of target audience and context, reflected in framing of problem, presentation of recommendations and use of appropriate style and vocabulary throughout</td>
<td>-minimal attention to target audience and context of the project, reflected in inadequate framing of problem, inappropriate or no presentation of recommendations and a use of inappropriate style and vocabulary throughout</td>
</tr>
<tr>
<td>Score:</td>
<td>-executive summary at the outset, including a clear statement of the issue, the thesis and/or ultimate conclusions and policy recommendations</td>
<td>-executive summary at the outset, with a clear statement of the issue and the overall thesis/ultimate conclusions</td>
<td>-brief executive summary, but does not clearly describe issue, findings or recommendations</td>
<td>-no executive summary</td>
</tr>
<tr>
<td>Organization-Design</td>
<td>-clear statement of thesis and/or ultimate conclusion of the project at the outset of body of text</td>
<td>-statement of thesis and/or ultimate conclusion at the outset of body of text</td>
<td>-thesis and/or ultimate conclusion highlighted in text, but not at the outset</td>
<td>-failure to clarify thesis and/or ultimate conclusion</td>
</tr>
<tr>
<td>Score:</td>
<td>-section on policy recommendations, with detailed explanations, in text</td>
<td>-section on policy recommendations in text</td>
<td>-policy recommendations in text, but not set apart in a separate section of report</td>
<td>-policy recommendations not clearly stated</td>
</tr>
<tr>
<td></td>
<td>-signposts (headings, subheadings, etc.) used to promote the structure and flow of the argument as well as to promote access to the most important information.</td>
<td>-signposts used to organize the material in a coherent way</td>
<td>-signposts used but without clear sense of organization</td>
<td>-no real effort to organize the material with signposts</td>
</tr>
<tr>
<td>Sources and Evidence</td>
<td>Score:</td>
<td>-skillful use of high-quality, credible, relevant sources, including original and/or non-obvious sources</td>
<td>-consistent use of credible and relevant sources</td>
<td>-an effort to use credible and relevant sources, but also reliance on some questionable sources</td>
</tr>
<tr>
<td>----------------------</td>
<td>--------</td>
<td>-------------------------------------------------</td>
<td>---------------------------------</td>
<td>-----------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-evidence marshalled to support overall argument in an effective way</td>
<td>-evidence marshalled to support the overall argument, with very few gaps in logic and/or evidence</td>
<td>-effort to support overall argument with evidence, but not completely successfully</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Content Development</th>
<th>Score:</th>
<th>-uses appropriate, relevant and compelling content to illustrate mastery of the subject</th>
<th>-uses appropriate and relevant content to illustrate overall argument</th>
<th>-uses appropriate and relevant content through most of the work, with some gaps</th>
<th>-questionable content used and obvious relevant content ignored</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>-considers alternative explanations and points of view, and anticipates criticisms of the work’s conclusions and approaches</td>
<td>-considers alternative explanations and points of view</td>
<td>-implicitly acknowledges alternative explanations and points of view, but without addressing them</td>
<td>-no sense of alternative explanations and points of view</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-each section of the work supports the overall purpose</td>
<td>-effort to tie together the sections of the work to support the overall purpose</td>
<td>-sections of the work somewhat disjointed, not all clearly supporting the overall purpose</td>
<td>-little effort to relate sections of the work to overall purpose</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-develops the argument in a logical and coherent way throughout</td>
<td>-occasional gap in the logical flow of the argument</td>
<td>-gaps in the logical flow of the argument</td>
<td>-no clear sense of the organization of the material</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Syntax and Mechanics</th>
<th>Score:</th>
<th>-uses graceful language that skillfully communicates meaning with clarity and fluency</th>
<th>-uses straightforward language that generally conveys meaning</th>
<th>-uses language that generally conveys meaning, although with some errors or lack of clarity</th>
<th>-uses language that sometimes impedes meaning due to errors and lack of clarity</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>-virtually error free in grammar and spelling</td>
<td>-few errors in grammar and spelling</td>
<td>-more than a few errors in grammar and spelling</td>
<td>-consistent and frequent errors in grammar and spelling</td>
</tr>
<tr>
<td></td>
<td></td>
<td>-sources are identified clearly and in a consistent manner, in a recognized scholarly format</td>
<td>-sources identified clearly and consistently</td>
<td>-sources identified, but in an inconsistent format</td>
<td>-sources not clearly identified</td>
</tr>
</tbody>
</table>

Total Score: _________________  (Additional comments, if any, can be written on the back or appended.)
January 2, 2017

TO: External Program Reviewers and Program Accreditors

FROM: Michael T. Stephenson
Associate Provost for Academic Affairs and SACSCOC Accreditation Liaison

RE: Information required for USDOE Accrediting Bodies

Texas A&M University is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award baccalaureate, master's, and doctoral degrees. Consistent with comprehensive standard 3.13.1, the following provides the institution’s official position on its purpose, governance, programs, degrees, diplomas, certificates, personnel, finances, and constituencies and is published in official university documents as noted.

**Purpose**

Classified by the Carnegie Foundation as a Research Doctoral University (Highest Research Activity), Texas A&M embraces its mission of the advancement of knowledge and human achievement in all its dimensions. The research mission is a key to advancing economic development in both public and private sectors. Integration of research with teaching prepares students to compete in a knowledge-based society and to continue developing their own creativity, learning, and skills beyond graduation.

The institution’s official mission statement, published both on the institution’s web page as well as in its annual university catalog, is:

> Texas A&M University (Texas A&M) is dedicated to the discovery, development, communication and application of knowledge in a wide range of academic and professional fields. Its mission of providing the highest quality undergraduate and graduate programs is inseparable from its mission of developing new understandings through research and creativity. It prepares students to assume roles in leadership, responsibility and service to society. Texas A&M assumes as its historic trust the maintenance of freedom of inquiry and an intellectual environment nurturing the human mind and spirit. It welcomes and seeks to serve persons of all racial, ethnic and geographic groups, women and men alike, as it addresses the needs of an increasingly diverse population and a global economy. In the twenty-first century, Texas A&M University seeks to assume a place of preeminence among public universities while respecting its history and traditions.

**Governance**

The governance of the institution was described in the 2012 certification of compliance submitted to SACSCOC.
Texas A&M University at College Station, the flagship institution of the Texas A&M University System, has branch campuses located in Galveston, Texas and Doha, Qatar. A ten-member Board of Regents, appointed by the Governor, directs the Texas A&M System. The appointment of each Regent follows Texas Education Code (TEC, Chapter 85, Section 21).

TEC outlines the duties and responsibilities of the Board of Regents. These responsibilities are also defined in System Policy 02.01 Board of Regents and TEC 51.352. The Board elects two officers: Chair and Vice Chair. There are four standing committees: Audit, Academic & Student Affairs, Finance, and Buildings & Physical Plant. Special committees may be appointed by the Chair with Board approval.

At Texas A&M University the President is the chief executive officer; the President is not the presiding officer of the Board of Regents. The President reports to the state-appointed Board of Regents through the Chancellor of the Texas A&M University System. System Policy 2.05 Presidents of System Member Universities defines the duties of the President. The appointment of the President follows conditions set forth in System Policy 01.03 Appointing Power and Terms and Conditions of Employment, section 2.2.

**Personnel**

The institution is led by the President and members of his cabinet:

- Michael K. Young, President
- Karan L. Watson, Provost and Executive Vice President
- Jerry R. Strawser, Executive Vice President for Finance and Administration and CFO
- Michael Benedik, Vice Provost
- M. Dee Childs, Vice President for Information Technology and CIO
- Michael G. O’Quinn, Vice President for Government Relations
- Dr. Douglas Palmer, Interim Vice President and COO, TAMU-Galveston
- Barbara A. Abercrombie, Vice President for HR & Organizational Effectiveness
- Jessica Rubie, Associate Vice President for Strategic Initiatives
- Christine Stanley, Vice President and Associate Provost for Diversity
- Amy B. Smith, Senior Vice President and Chief Marking & Communications Officer
- Glen A. Laine, Vice President for Research
- Carrie L. Byington, Senior Vice President TAMU Health Science Center, Dean of the College of Medicine, and Vice Chancellor for Health Services
- Daniel J. Pugh, Sr., Vice President for Student Affairs
- Gen Joe E. Ramirez, Jr. Commandant, Corps of Cadets
- Amy B. Smith, Senior Vice President and Chief Marketing and Communications Officer
- Scott Woodward, Director of Athletics

**Programs, Degrees, Diplomas, and Certificates**

See the Institutional Summary submitted to SACSCOC

**Finances**

See the Financial Profile 2016 submitted to SACSCOC
INSTITUTIONAL SUMMARY FORM
PREPARED FOR COMMISSION REVIEWS

GENERAL INFORMATION

Name of Institution  Texas A&M University

Name, Title, Phone number, and email address of Accreditation Liaison
Michael T. Stephenson
Associate Provost for Academic Affairs and SACSCOC Accreditation Liaison
979.845.4016
mstephenson@tamu.edu

Name, Title, Phone number, and email address of Technical Support person for the Compliance Certification
Alicia M. Dorsey
Assistant Provost for Institutional Effectiveness
979.862.2918
amdorsey@tamu.edu

IMPORTANT:

Accreditation Activity (check one):

☒ Submitted at the time of Reaffirmation Orientation
☐ Submitted with Compliance Certification for Reaffirmation
☐ Submitted with Materials for an On-Site Reaffirmation Review
☐ Submitted with Compliance Certification for Fifth-Year Interim Report
☐ Submitted with Compliance Certification for Initial Candidacy/Accreditation Review
☐ Submitted with Merger/Consolidations/Acquisitions
☐ Submitted with Application for Level Change

Submission date of this completed document:  September 29, 2015
EDUCATIONAL PROGRAMS

1. Level of offerings (Check all that apply)
   - Diploma or certificate program(s) requiring less than one year beyond Grade 12
   - Diploma or certificate program(s) of at least two but fewer than four years of work beyond Grade 12
   - Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent designed for transfer to a baccalaureate institution
   - Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent not designed for transfer
   - Four or five-year baccalaureate degree program(s) requiring a minimum of 120 semester hours or the equivalent
   - Professional degree program(s)
   - Master's degree program(s)
   - Work beyond the master's level but not at the doctoral level (such as Specialist in Education)
   - Doctoral degree program(s)
   - Other (Specify) ______

2. Types of Undergraduate Programs (Check all that apply)
   - Occupational certificate or diploma program(s)
   - Occupational degree program(s)
   - Two-year programs designed for transfer to a baccalaureate institution
   - Liberal Arts and General
   - Teacher Preparatory
   - Professional
   - Other (Specify) ______

GOVERNANCE CONTROL

Check the appropriate governance control for the institution:

- Private (check one)
  - Independent, not-for-profit
    - Name of corporation OR
      - Name of religious affiliation and control: ______
  - Independent, for-profit *
    - If publicly traded, name of parent company: ______
Public state * (check one)

☐ Not part of a state system, institution has own independent board
☒ Part of a state system, system board serves as governing board
☐ Part of a state system, system board is super governing board, local governing board has delegated authority
☐ Part of a state system, institution has own independent board

* If an institution is part of a state system or a corporate structure, a description of the system operation must be submitted as part of the Compliance Certification for the decennial review. See Commission policy “Reaffirmation of Accreditation and Subsequent Reports” for additional direction.

INSTITUTIONAL INFORMATION FOR REVIEWERS

Directions:
Please address the following and attach the information to this form.

1. History and Characteristics
Provide a brief history of the institution, a description of its current mission, an indication of its geographic service area, and a description of the composition of the student population. Include a description of any unusual or distinctive features of the institution and a description of the admissions policies (open, selective, etc.). If appropriate, indicate those institutions that are considered peers. Please limit this section to one-half page.

2. List of Degrees
List all degrees currently offered (A. S., B.A., B.S., M.A., Ph.D., for examples) and the majors or concentrations within those degrees, as well as all certificates and diplomas. For each credential offered, indicate the number of graduates in the academic year previous to submitting this report. Indicate term dates.

3. Off-Campus Instructional Locations and Branch Campuses
List all locations where 50% or more credit hours toward a degree, diploma, or certificate can be obtained primarily through traditional classroom instruction. Report those locations in accord with the Commission’s definitions and the directions as specified below.

Off-campus instructional sites—a site located geographically apart from the main campus at which the institution offers 50% or more of its credit hours for a diploma, certificate, or degree. This includes high schools where courses are offered as part of dual enrollment. For each site, provide the information below. The list should include only those sites reported and approved by SACSCOC. Listing unapproved sites below does not constitute reporting them to SACSCOC. In such cases when an institution has initiated an off-campus instructional site as described above without prior approval by SACSCOC, a prospectus for approval should be submitted immediately to SACSCOC.
### Institutions with off-campus instructional sites

At which the institution offers 25-49% credit hours for a diploma, certificate, or degree—including high schools where courses are offered as dual enrollment—are required to notify SACSCOC in advance of initiating the site. For each site, provide the information below.

<table>
<thead>
<tr>
<th>Name of Site (Indicate if site is currently active or inactive. If inactive, date of last course offerings and date of projected reopening)</th>
<th>Physical Address (street, city, state, country) Do not include PO Boxes.</th>
<th>Date Notified SACSCOC by SACSCOC</th>
<th>Date Implemented by the institution</th>
<th>Educational programs offered (specific degrees, certificates, diplomas) with 25-49% credit hours offered at each site</th>
<th>Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)</th>
</tr>
</thead>
</table>

### Branch campus

An instructional site located geographically apart and independent of the main campus of the institution. A location is independent of the main campus if the location is (1) permanent in nature, (2) offers courses in educational programs leading to a degree, certificate, or other recognized educational credential, (3) has its own faculty and administrative or supervisory organization, and (4) has its own budgetary and hiring authority. The list should include only those branch campuses reported and approved by SACSCOC. Listing unapproved branch campuses below does not constitute reporting them to SACSCOC. A prospectus for an unapproved branch campuses should be submitted immediately to SACSCOC.

<table>
<thead>
<tr>
<th>Name of Branch Campus</th>
<th>Physical Address (street, city, state, country) Do not include PO Boxes.</th>
<th>Date Approved by SACSCOC</th>
<th>Date Implemented by the institution</th>
<th>Educational programs (specific degrees, certificates, diplomas) with 50% or more credits hours offered at the branch campus</th>
<th>Is the campus currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)</th>
</tr>
</thead>
</table>

### 4. Distance and Correspondence Education
Provide an initial date of approval for your institution to offer distance education. Provide a list of credit-bearing educational programs (degrees, certificates, and diplomas) where 50% or more of the credit hours are delivered through distance education modes. For each educational program, indicate whether the program is delivered using synchronous or asynchronous technology, or both. For each educational program that uses distance education technology to deliver the program at a specific site (e.g., a synchronous program using interactive videoconferencing), indicate the program offered at each location where students receive the transmitted program. Please limit this description to one page, if possible.

5. Accreditation

(1) List all agencies that currently accredit the institution and any of its programs and indicate the date of the last review by each.

(2) If SACS Commission on Colleges is not your primary accreditor for access to USDOE Title IV funding, identify which accrediting agency serves that purpose.

(3) List any USDOE recognized agency (national and programmatic) that has terminated the institution’s accreditation (include the date, reason, and copy of the letter of termination) or list any agency from which the institution has voluntarily withdrawn (include copy of letter to agency from institution).

(4) Describe any sanctions applied or negative actions taken by any USDOE-recognized accrediting agency (national, programmatic, SACSCOC) during the two years previous to the submission of this report. Include a copy of the letter from the USDOE to the institution.

6. Relationship to the U.S. Department of Education

Indicate any limitations, suspensions, or termination by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years. Report if on reimbursement or any other exceptional status in regard to federal or state financial aid.

Document History
Adopted: September 2004
Revised: March 2011
Revised: January 2014
1. History and Characteristics

Provide a brief history of the institution, a description of its current mission, an indication of its geographic service area, and a description of the composition of the student population. Include a description of any unusual or distinctive features of the institution and a description of the admissions policies (open, selective, etc.). If appropriate, indicate those institutions that are considered peers. Please limit this section to one-half page.

**History.** Texas A&M University was established in 1871 as the state’s first public institution of higher education and opened for classes in 1876. We are now one of a select few institutions in the nation to hold land grant, sea grant (1971) and space grant (1989) designations. We are also one of few universities to host a presidential library; the George Bush Presidential Library and Museum opened in 1997. A mandatory military component was a part of the land grant designation until 1965 and today we are one of only three institutions with a full-time corps of cadets, leading to commissions in all branches of service. We have two branch campuses, one in Galveston, Texas, (established in 1962, officially merged with Texas A&M in 1991) and one in Doha, Qatar (established in 2003). In 2001 we were admitted to the Association of American Universities (AAU) and in 2004 to Phi Beta Kappa. We are classified by the Carnegie Foundation as a Research University (very high research activity).

**Mission.** Texas A&M University is dedicated to the discovery, development, communication, and application of knowledge in a wide range of academic and professional fields. Its mission of providing the highest quality undergraduate and graduate programs is inseparable from its mission of developing new understandings through research and creativity. It prepares students to assume roles in leadership, responsibility and service to society. Texas A&M assumes as its historic trust the maintenance of freedom of inquiry and an intellectual environment nurturing the human mind and spirit. It welcomes and seeks to serve persons of all racial, ethnic and geographic groups as it addresses the needs of an increasingly diverse population and a global economy. In the 21st century, Texas A&M University seeks to assume a place of preeminence among public universities while respecting its history and traditions.

**Enrollment Profile.**
77.42% Undergraduate, 18.41% Graduate, 4.02% Professional, and 0.14% Post-Doc Certificate

**Undergraduate Students:**
93.58% Texas Residents, 3.96% non-Texas Residents, 2.46% non-Texas, non-US Residents; 62.41% White, 3.11% Black, 22.33% Hispanic, 6.21% Asian

**Graduate Students:**
45.09% Texas Residents, 16.57% non-Texas Residents, 38.34% non-Texas, non-US Residents
Admissions Process. Selective. Automatic admission for Texas resident applicants in the top 10% of their high school graduating class; automatic admission for applicants who rank in the top 25% of their high school graduating class and achieve a combined (old) SAT math and SAT critical reading score of at least 1300 with a test score of at least 600 in each component, or combined (newly redesigned) SAT math and SAT evidence based reading and writing (EBRW) score of at least 1360 with a test score of at least 620 in Math and 660 in EBRW, or 30 composite on the ACT with a 27 in the math and English components; review of all other applicants based on academic potential, distinguishing characteristics, exceptional circumstances and personal achievements.

**Peer Institutions.** Georgia Institute of Technology, Ohio State University, Pennsylvania State University, Purdue University, University of California- Berkeley, Davis, Los Angeles, San Diego, University of Florida, University of Illinois – Champaign/Urbana, University of Michigan, University of Minnesota, University of North Carolina – Chapel Hill, University of Texas – Austin, and University of Wisconsin – Madison.
2. List of Degrees
List all degrees currently offered (A. S., B.A., B.S., M.A., Ph.D., for examples) and the majors or concentrations within those degrees, as well as all certificates and diplomas. For each credential offered, indicate the number of graduates in the academic year previous to submitting this report. Indicate term dates.

<table>
<thead>
<tr>
<th>College</th>
<th>Degree Program</th>
<th>Number of Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Degree</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>AGRICULTURAL COMMUNICATION &amp; JOURNALISM</td>
<td>BS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>AGRICULTURAL DEVELOPMENT</td>
<td>MAGR</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>AGRICULTURAL ECONOMICS</td>
<td>BS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>AGRICULTURAL ECONOMICS</td>
<td>MS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>AGRICULTURAL ECONOMICS</td>
<td>PHD</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>AGRICULTURAL EDUCATION</td>
<td>EDD</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>AGRICULTURAL LEADERSHIP &amp; DEVELOPMENT</td>
<td>BS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>AGRICULTURAL LEADERSHIP EDUCATION &amp; COMMUNICATION</td>
<td>MED</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>AGRICULTURAL LEADERSHIP EDUCATION &amp; COMMUNICATION</td>
<td>MS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>AGRICULTURAL LEADERSHIP EDUCATION &amp; COMMUNICATION</td>
<td>PHD</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>AGRICULTURAL SCIENCE</td>
<td>BS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>AGRICULTURAL SYSTEMS MANAGEMENT</td>
<td>BS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>AGRICULTURAL SYSTEMS MANAGEMENT</td>
<td>MS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>AGRONOMY</td>
<td>MS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>AGRONOMY</td>
<td>PHD</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>ANIMAL BREEDING</td>
<td>MS</td>
</tr>
<tr>
<td>College</td>
<td>Degree Program</td>
<td>Number of Graduates</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>---------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Degree</td>
</tr>
<tr>
<td>SCIENCES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>ANIMAL SCIENCE</td>
<td>BS</td>
</tr>
<tr>
<td></td>
<td>ANIMAL SCIENCE</td>
<td>MAGR</td>
</tr>
<tr>
<td></td>
<td>ANIMAL SCIENCE</td>
<td>MS</td>
</tr>
<tr>
<td></td>
<td>ANIMAL SCIENCE</td>
<td>PHD</td>
</tr>
<tr>
<td></td>
<td>ANIMAL SCIENCE-PRODUCTION/ INDUSTRY</td>
<td>BS</td>
</tr>
<tr>
<td></td>
<td>BIOCHEMISTRY</td>
<td>BS</td>
</tr>
<tr>
<td></td>
<td>BIOCHEMISTRY</td>
<td>MS</td>
</tr>
<tr>
<td></td>
<td>BIOCHEMISTRY</td>
<td>PHD</td>
</tr>
<tr>
<td></td>
<td>BIOENVIRONMENTAL SCIENCES</td>
<td>BS</td>
</tr>
<tr>
<td></td>
<td>BIOLOGICAL AND AGRI ENGINEERING</td>
<td>BS</td>
</tr>
<tr>
<td></td>
<td>BIOLOGICAL AND AGRI ENGINEERING</td>
<td>MENG</td>
</tr>
<tr>
<td></td>
<td>BIOLOGICAL AND AGRI ENGINEERING</td>
<td>MS</td>
</tr>
<tr>
<td></td>
<td>BIOLOGICAL AND AGRI ENGINEERING</td>
<td>PHD</td>
</tr>
<tr>
<td></td>
<td>COMMUNITY DEVELOPMENT</td>
<td>BS</td>
</tr>
<tr>
<td></td>
<td>ECOLOGICAL RESTORATION</td>
<td>BS</td>
</tr>
<tr>
<td></td>
<td>Ecosystem Science &amp; Mgmt</td>
<td>MS</td>
</tr>
<tr>
<td></td>
<td>Ecosystem Science &amp; Mgmt</td>
<td>PHD</td>
</tr>
<tr>
<td></td>
<td>ENTOMOLOGY</td>
<td>BS</td>
</tr>
<tr>
<td>College</td>
<td>Degree Program</td>
<td>Number of Graduates</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>SCIENCES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>ENTOMOLOGY</td>
<td>MS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>ENTOMOLOGY</td>
<td>PHD</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>FOOD SCI &amp; TCHN-FOOD SCI</td>
<td>BS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>FOOD SCI &amp; TCHN-INDUSTRY</td>
<td>BS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>FORENSIC &amp; INVESTIGATIVE SCIENCES</td>
<td>BS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>FORESTRY</td>
<td>BS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>GENETICS</td>
<td>BS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>HORTICULTURE</td>
<td>BA</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>HORTICULTURE</td>
<td>BS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>HORTICULTURE</td>
<td>MAGR</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>HORTICULTURE</td>
<td>MS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>HORTICULTURE</td>
<td>PHD</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>NATURAL RESOURCES DEVELOPMENT</td>
<td>MNRD</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>NUTRITIONAL SCIENCE</td>
<td>BS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>PHYSIOLOGY OF REPRODUCTION</td>
<td>MS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>PHYSIOLOGY OF REPRODUCTION</td>
<td>PHD</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>PLANT &amp; ENVRNMNTL SOIL SCIENCE</td>
<td>BS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>PLANT BREEDING</td>
<td>MS</td>
</tr>
<tr>
<td>College</td>
<td>Degree Program</td>
<td>Number of Graduates</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>SCIENCES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>PLANT BREEDING</td>
<td>PHD</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>PLANT PATHOLOGY</td>
<td>MS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>PLANT PATHOLOGY</td>
<td>PHD</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>POULTRY SCIENCE</td>
<td>BS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>POULTRY SCIENCE</td>
<td>MAGR</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>POULTRY SCIENCE</td>
<td>PHD</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>POULTRY SCIENCE-INDUSTRY</td>
<td>BS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>RANGLND ECL &amp; MGT-RANCH MGMT</td>
<td>BS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>RANGLND ECL &amp; MGT-RANGELAND RESOURCES</td>
<td>BS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>REC, PARK &amp; TOURISM SCI-COM REC &amp; PRKS ADMIN</td>
<td>BS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>REC, PARK &amp; TOURISM SCI-CONSERVATION</td>
<td>BS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>REC, PARK &amp; TOURISM SCI-TOURISM MGMT</td>
<td>BS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>REC, PARK &amp; TOURISM SCI-YOUTH DEVELOPMENT</td>
<td>BS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>RECREATION, PARK &amp; TOURISM SCI</td>
<td>MS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>RECREATION, PARK &amp; TOURISM SCI</td>
<td>PHD</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>RENEWABLE NATURAL RESOURCES</td>
<td>BS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>SOIL SCIENCE</td>
<td>MS</td>
</tr>
<tr>
<td>College</td>
<td>Degree Program</td>
<td>Number of Graduates</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>SCIENCES</td>
<td></td>
<td></td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>SOIL SCIENCE</td>
<td>PHD</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>SPATIAL SCIENCES</td>
<td>BS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>TURFGRASS SCIENCE</td>
<td>BS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>WILDLIFE &amp; FISHERIES SCIENCES</td>
<td>BS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>WILDLIFE &amp; FISHERIES SCIENCES</td>
<td>MS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>WILDLIFE &amp; FISHERIES SCIENCES</td>
<td>PHD</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>WILDLIFE SCIENCE</td>
<td>MWSC</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>WL &amp; FS SCI-VERTEBRATE ZOOLOGY</td>
<td>BS</td>
</tr>
<tr>
<td>AGRICULTURE AND LIFE SCIENCES</td>
<td>WL &amp; FS SCI-WILDLIFE ECOLOGY &amp; CONSERVATION</td>
<td>BS</td>
</tr>
<tr>
<td>ARCHITECTURE</td>
<td>ARCHITECTURE</td>
<td>MARCH</td>
</tr>
<tr>
<td>ARCHITECTURE</td>
<td>ARCHITECTURE</td>
<td>MS</td>
</tr>
<tr>
<td>ARCHITECTURE</td>
<td>ARCHITECTURE</td>
<td>PHD</td>
</tr>
<tr>
<td>ARCHITECTURE</td>
<td>BUILDING CONSTRUCTION</td>
<td>BS</td>
</tr>
<tr>
<td>ARCHITECTURE</td>
<td>CONSTRUCTION MANAGEMENT</td>
<td>MS</td>
</tr>
<tr>
<td>ARCHITECTURE</td>
<td>ENVIRONMENTAL DESIGN ARCHITECTURAL STUDIES</td>
<td>BED</td>
</tr>
<tr>
<td>ARCHITECTURE</td>
<td>LAND &amp; PROPERTY DEVELOPMENT</td>
<td>MLPD</td>
</tr>
<tr>
<td>ARCHITECTURE</td>
<td>LANDSCAPE ARCHITECTURE</td>
<td>BLA</td>
</tr>
<tr>
<td>ARCHITECTURE</td>
<td>LANDSCAPE ARCHITECTURE</td>
<td>MLA</td>
</tr>
<tr>
<td>ARCHITECTURE</td>
<td>URBAN &amp; REGIONAL PLANNING</td>
<td>BS</td>
</tr>
<tr>
<td>ARCHITECTURE</td>
<td>URBAN &amp; REGIONAL PLANNING</td>
<td>MUP</td>
</tr>
<tr>
<td>ARCHITECTURE</td>
<td>URBAN &amp; REGIONAL SCIENCE</td>
<td>PHD</td>
</tr>
<tr>
<td>ARCHITECTURE</td>
<td>VISUALIZATION</td>
<td>MFA</td>
</tr>
<tr>
<td>College</td>
<td>Degree Program</td>
<td>Number of Graduates</td>
</tr>
<tr>
<td>---------------------------------------------</td>
<td>-----------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Degree</td>
</tr>
<tr>
<td>ARCHITECTURE</td>
<td>VISUALIZATION</td>
<td>MS</td>
</tr>
<tr>
<td>ARCHITECTURE</td>
<td>VISUALIZATION</td>
<td>BS</td>
</tr>
<tr>
<td>BUSH SCHOOL OF GOVERNMENT &amp; PUBLIC SERVICE</td>
<td>HOMELAND SECURITY CERTIFICATE</td>
<td>CER</td>
</tr>
<tr>
<td>BUSH SCHOOL OF GOVERNMENT &amp; PUBLIC SERVICE</td>
<td>INTERNATIONAL AFFAIRS</td>
<td>MIA</td>
</tr>
<tr>
<td>BUSH SCHOOL OF GOVERNMENT &amp; PUBLIC SERVICE</td>
<td>INTERNATIONAL AFFAIRS</td>
<td>CER</td>
</tr>
<tr>
<td>BUSH SCHOOL OF GOVERNMENT &amp; PUBLIC SERVICE</td>
<td>NON-PROFIT MANAGEMENT CERTIFICATE</td>
<td>CER</td>
</tr>
<tr>
<td>BUSH SCHOOL OF GOVERNMENT &amp; PUBLIC SERVICE</td>
<td>PUBLIC SERVICE AND ADMINISTRATION</td>
<td>MPSA</td>
</tr>
<tr>
<td>BUSINESS</td>
<td>ACCOUNTING</td>
<td>BBA</td>
</tr>
<tr>
<td>BUSINESS</td>
<td>ACCOUNTING</td>
<td>MS</td>
</tr>
<tr>
<td>BUSINESS</td>
<td>BUSINESS ADMINISTRATION</td>
<td>MBA</td>
</tr>
<tr>
<td>BUSINESS</td>
<td>BUSINESS ADMINISTRATION</td>
<td>PHD</td>
</tr>
<tr>
<td>BUSINESS</td>
<td>BUSINESS HONORS</td>
<td>BBA</td>
</tr>
<tr>
<td>BUSINESS</td>
<td>EXECUTIVE MBA</td>
<td>MBA</td>
</tr>
<tr>
<td>BUSINESS</td>
<td>FINANCE</td>
<td>BBA</td>
</tr>
<tr>
<td>BUSINESS</td>
<td>FINANCE</td>
<td>MS</td>
</tr>
<tr>
<td>BUSINESS</td>
<td>FINANCIAL MANAGEMENT</td>
<td>MFM</td>
</tr>
<tr>
<td>BUSINESS</td>
<td>LAND ECONOMICS &amp; REAL ESTATE</td>
<td>MRE</td>
</tr>
<tr>
<td>BUSINESS</td>
<td>MANAGEMENT</td>
<td>BBA</td>
</tr>
<tr>
<td>BUSINESS</td>
<td>MANAGEMENT</td>
<td>MS</td>
</tr>
<tr>
<td>BUSINESS</td>
<td>MANAGEMENT INFORMATION SYSTEMS</td>
<td>BBA</td>
</tr>
<tr>
<td>BUSINESS</td>
<td>MANAGEMENT INFORMATION SYSTEMS</td>
<td>MS</td>
</tr>
<tr>
<td>BUSINESS</td>
<td>MARKETING</td>
<td>BBA</td>
</tr>
<tr>
<td>BUSINESS</td>
<td>MARKETING</td>
<td>MS</td>
</tr>
<tr>
<td>BUSINESS</td>
<td>PROFESSIONAL MBA</td>
<td>MBA</td>
</tr>
<tr>
<td>College</td>
<td>Degree Program</td>
<td>Number of Graduates</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>BUSINESS</td>
<td>SUPPLY CHAIN MANAGEMENT</td>
<td>BBA</td>
</tr>
<tr>
<td>DENTISTRY</td>
<td>ADVANCED EDUCATION IN GENERAL DENTISTRY</td>
<td>CER</td>
</tr>
<tr>
<td>DENTISTRY</td>
<td>DENTAL HYGIENE</td>
<td>BS</td>
</tr>
<tr>
<td>DENTISTRY</td>
<td>DENTISTRY</td>
<td>DDS</td>
</tr>
<tr>
<td>DENTISTRY</td>
<td>ENDODONTICS</td>
<td>CER</td>
</tr>
<tr>
<td>DENTISTRY</td>
<td>MAXILLOFACIAL SURGERY</td>
<td>CER</td>
</tr>
<tr>
<td>DENTISTRY</td>
<td>ORAL AND MAXILLOFACIAL PATHOLOGY</td>
<td>CER</td>
</tr>
<tr>
<td>DENTISTRY</td>
<td>ORAL BIOLOGY</td>
<td>MS</td>
</tr>
<tr>
<td>DENTISTRY</td>
<td>ORTHODONTICS</td>
<td>CER</td>
</tr>
<tr>
<td>DENTISTRY</td>
<td>PEDIATRIC DENTISTRY</td>
<td>CER</td>
</tr>
<tr>
<td>DENTISTRY</td>
<td>PERIODONTICS</td>
<td>CER</td>
</tr>
<tr>
<td>DENTISTRY</td>
<td>PROSTHODONTICS</td>
<td>CER</td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>ATHLETIC TRAINING</td>
<td>MS</td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>BILINGUAL EDUCATION</td>
<td>MED</td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>COMMUNITY HEALTH</td>
<td>BS</td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>COUNSELING PSYCHOLOGY</td>
<td>PHD</td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>CURRICULUM &amp; INSTRUCTION</td>
<td>EDD</td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>CURRICULUM &amp; INSTRUCTION</td>
<td>MED</td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>CURRICULUM &amp; INSTRUCTION</td>
<td>MS</td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>CURRICULUM &amp; INSTRUCTION</td>
<td>PHD</td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>EDUC HUMAN RESOURCE DEVELOPMENT</td>
<td>MS</td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>EDUC HUMAN RESOURCE DEVELOPMENT</td>
<td>PHD</td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>EDUCATIONAL ADMINISTRATION</td>
<td>EDD</td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>EDUCATIONAL</td>
<td>MED</td>
</tr>
<tr>
<td>College</td>
<td>Degree Program</td>
<td>Number of Graduates</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>---------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>HUMAN DEVELOPMENT</td>
<td>ADMINISTRATION</td>
<td></td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>EDUCATIONAL ADMINISTRATION</td>
<td>MS</td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>EDUCATIONAL ADMINISTRATION</td>
<td>PHD</td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>EDUCATIONAL ADMINISTRATION</td>
<td>MED</td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>EDUCATIONAL ADMINISTRATION</td>
<td>MS</td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>EDUCATIONAL ADMINISTRATION</td>
<td>PHD</td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>EDUCATIONAL ADMINISTRATION</td>
<td>MED</td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>EDUCATIONAL ADMINISTRATION</td>
<td>MS</td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>EDUCATIONAL ADMINISTRATION</td>
<td>PHD</td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>EDUCATIONAL ADMINISTRATION</td>
<td>BS</td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>EDUCATIONAL ADMINISTRATION</td>
<td>BS</td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>EDUCATIONAL ADMINISTRATION</td>
<td>BS</td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>EDUCATIONAL ADMINISTRATION</td>
<td>BS</td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>EDUCATIONAL ADMINISTRATION</td>
<td>BS</td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>EDUCATIONAL ADMINISTRATION</td>
<td>BS</td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>EDUCATIONAL ADMINISTRATION</td>
<td>BS</td>
</tr>
<tr>
<td>College</td>
<td>Degree Program</td>
<td>Number of Graduates</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>HUMAN DEVELOPMENT</td>
<td>TECHNOLOGY MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>EDUCATION &amp; HUMAN DEVELOPMENT</td>
<td>AEROSPACE ENGINEERING</td>
<td>BS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>AEROSPACE ENGINEERING</td>
<td>MENG</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>AEROSPACE ENGINEERING</td>
<td>MS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>AEROSPACE ENGINEERING</td>
<td>PHD</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>BIOMEDICAL ENGINEERING</td>
<td>BS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>BIOMEDICAL ENGINEERING</td>
<td>MENG</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>BIOMEDICAL ENGINEERING</td>
<td>MS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>BIOMEDICAL ENGINEERING</td>
<td>PHD</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>CHEMICAL ENGINEERING</td>
<td>BS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>CHEMICAL ENGINEERING</td>
<td>MENG</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>CHEMICAL ENGINEERING</td>
<td>MS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>CHEMICAL ENGINEERING</td>
<td>PHD</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>CIVIL ENGINEERING</td>
<td>BS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>CIVIL ENGINEERING</td>
<td>MENG</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>CIVIL ENGINEERING</td>
<td>MS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>CIVIL ENGINEERING</td>
<td>PHD</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>COMPUTER ENGINEERING</td>
<td>MENG</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>COMPUTER ENGINEERING</td>
<td>MS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>COMPUTER ENGINEERING</td>
<td>PHD</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>COMPUTER ENGINEERING</td>
<td>BS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>COMPUTER ENGINEERING</td>
<td>MS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>COMPUTER ENGINEERING</td>
<td>PHD</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>COMPUTER ENGINEERING</td>
<td>BS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>COMPUTER ENGINEERING</td>
<td>MENG</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>COMPUTER SCIENCE</td>
<td>BS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>COMPUTER SCIENCE</td>
<td>MCS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>COMPUTER SCIENCE</td>
<td>MS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>COMPUTER SCIENCE</td>
<td>PHD</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>ELECTRICAL ENGINEERING</td>
<td>BS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>ELECTRICAL ENGINEERING</td>
<td>MENG</td>
</tr>
<tr>
<td>College</td>
<td>Degree Program</td>
<td>Number of Graduates</td>
</tr>
<tr>
<td>-----------------------</td>
<td>-----------------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Degree</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>ELECTRICAL ENGINEERING</td>
<td>MS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>ELECTRICAL ENGINEERING</td>
<td>PHD</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>ELECTRONIC SYSTEMS ENGINEERING TECHNOLOGY</td>
<td>BS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>ENGINEERING</td>
<td>DENG R</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>ENGINEERING SYSTEMS MANAGEMENT</td>
<td>MS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>ENGR TCHN-MANUFACTURING &amp; MCHNCL ENGR</td>
<td>BS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>HEALTH PHYSICS</td>
<td>MS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>INDUSTRIAL DISTRIBUTION</td>
<td>MID</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>INDUSTRIAL DISTRIBUTION</td>
<td>BS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>INDUSTRIAL ENGINEERING</td>
<td>BS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>INDUSTRIAL ENGINEERING</td>
<td>MENG R</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>INDUSTRIAL ENGINEERING</td>
<td>MS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>INDUSTRIAL ENGINEERING</td>
<td>PHD</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>INTERDISCIPLINARY ENGINEERING</td>
<td>PHD</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>MATERIALS SCIENCE &amp; ENGINEERING</td>
<td>MENG R</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>MATERIALS SCIENCE &amp; ENGINEERING</td>
<td>MS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>MATERIALS SCIENCE &amp; ENGINEERING</td>
<td>PHD</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>MECHANICAL ENGINEERING</td>
<td>BS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>MECHANICAL ENGINEERING</td>
<td>MENG R</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>MECHANICAL ENGINEERING</td>
<td>MS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>MECHANICAL ENGINEERING</td>
<td>PHD</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>NUCLEAR ENGINEERING</td>
<td>BS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>NUCLEAR ENGINEERING</td>
<td>MENG R</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>NUCLEAR ENGINEERING</td>
<td>MS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>NUCLEAR ENGINEERING</td>
<td>PHD</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>OCEAN ENGINEERING</td>
<td>BS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>OCEAN ENGINEERING</td>
<td>MENG R</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>OCEAN ENGINEERING</td>
<td>MS</td>
</tr>
<tr>
<td>College</td>
<td>Degree Program</td>
<td>Number of Graduates</td>
</tr>
<tr>
<td>--------------------</td>
<td>---------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Degree</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>OCEAN ENGINEERING</td>
<td>PHD</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>PETROLEUM ENGINEERING</td>
<td>BS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>PETROLEUM ENGINEERING</td>
<td>MENG</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>PETROLEUM ENGINEERING</td>
<td>MS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>PETROLEUM ENGINEERING</td>
<td>PHD</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>RADIOLOGICAL HEALTH</td>
<td>BS</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>SAFETY ENGINEERING</td>
<td>MS</td>
</tr>
<tr>
<td>GEOSCIENCES</td>
<td>ATMOSPHERIC SCIENCE</td>
<td>MS</td>
</tr>
<tr>
<td>GEOSCIENCES</td>
<td>ATMOSPHERIC SCIENCE</td>
<td>PHD</td>
</tr>
<tr>
<td>GEOSCIENCES</td>
<td>ENVIRONMENTAL GEOSCIENCE</td>
<td>BS</td>
</tr>
<tr>
<td>GEOSCIENCES</td>
<td>GEOGRAPHIC INFORMATIONAL STUDIES</td>
<td>BS</td>
</tr>
<tr>
<td>GEOSCIENCES</td>
<td>GEOGRAPHY</td>
<td>BS</td>
</tr>
<tr>
<td>GEOSCIENCES</td>
<td>GEOGRAPHY</td>
<td>MS</td>
</tr>
<tr>
<td>GEOSCIENCES</td>
<td>GEOGRAPHY</td>
<td>PHD</td>
</tr>
<tr>
<td>GEOSCIENCES</td>
<td>GEOLOGY</td>
<td>BA</td>
</tr>
<tr>
<td>GEOSCIENCES</td>
<td>GEOLOGY</td>
<td>BS</td>
</tr>
<tr>
<td>GEOSCIENCES</td>
<td>GEOLOGY</td>
<td>MS</td>
</tr>
<tr>
<td>GEOSCIENCES</td>
<td>GEOLOGY</td>
<td>PHD</td>
</tr>
<tr>
<td>GEOSCIENCES</td>
<td>GEOPHYSICS</td>
<td>BS</td>
</tr>
<tr>
<td>GEOSCIENCES</td>
<td>GEOPHYSICS</td>
<td>MS</td>
</tr>
<tr>
<td>GEOSCIENCES</td>
<td>GEOPHYSICS</td>
<td>PHD</td>
</tr>
<tr>
<td>GEOSCIENCES</td>
<td>GEOSCIENCES</td>
<td>MGSC</td>
</tr>
<tr>
<td>GEOSCIENCES</td>
<td>METEOROLOGY</td>
<td>BS</td>
</tr>
<tr>
<td>GEOSCIENCES</td>
<td>OCEANOGRAPHY</td>
<td>MS</td>
</tr>
<tr>
<td>GEOSCIENCES</td>
<td>OCEANOGRAPHY</td>
<td>PHD</td>
</tr>
<tr>
<td>GEOSCIENCES</td>
<td>SPATIAL SCIENCES</td>
<td>BS</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>ANTHROPOLOGY</td>
<td>BA</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>ANTHROPOLOGY</td>
<td>MA</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>ANTHROPOLOGY</td>
<td>PHD</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>CLASSICS</td>
<td>BA</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>CLINICAL PSYCHOLOGY</td>
<td>PHD</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>COMMUNICATION</td>
<td>BA</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>COMMUNICATION</td>
<td>MA</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>COMMUNICATION</td>
<td>PHD</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>ECONOMICS</td>
<td>BA</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>ECONOMICS</td>
<td>BS</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>ECONOMICS</td>
<td>MS</td>
</tr>
<tr>
<td>College</td>
<td>Degree Program</td>
<td>Number of Graduates</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>ECONOMICS PHD</td>
<td></td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>ENGLISH BA</td>
<td></td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>ENGLISH MA</td>
<td></td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>ENGLISH PHD</td>
<td></td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>HISPANIC STUDIES PHD</td>
<td></td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>HISTORY BA</td>
<td></td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>HISTORY MA</td>
<td></td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>HISTORY PHD</td>
<td></td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>INDUSTRIAL/ORGANIZATIONAL PSYCHOLOGY PHD</td>
<td></td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>INTERNATIONAL STUDIES BA</td>
<td></td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>MODERN LANGUAGES BA</td>
<td></td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>MUSIC BA</td>
<td></td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>PERFORMANCE STUDIES MA</td>
<td></td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>PHILOSOPHY BA</td>
<td></td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>PHILOSOPHY MA</td>
<td></td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>PHILOSOPHY PHD</td>
<td></td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>POLITICAL SCIENCE BA</td>
<td></td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>POLITICAL SCIENCE BS</td>
<td></td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>POLITICAL SCIENCE MA</td>
<td></td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>POLITICAL SCIENCE PHD</td>
<td></td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>PSYCHOLOGY BA</td>
<td></td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>PSYCHOLOGY BS</td>
<td></td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>PSYCHOLOGY MS</td>
<td></td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>PSYCHOLOGY PHD</td>
<td></td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>SOCIOLOGY BA</td>
<td></td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>SOCIOLOGY BS</td>
<td></td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>SOCIOLOGY MS</td>
<td></td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>SOCIOLOGY PHD</td>
<td></td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>SPANISH BA</td>
<td></td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>TELECOMMUNICATION MEDIA STUDIES BA</td>
<td></td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>TELECOMMUNICATION MEDIA STUDIES BS</td>
<td></td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>THEATER ARTS</td>
<td></td>
</tr>
<tr>
<td>LIBERAL ARTS</td>
<td>WOMEN'S AND GENDER STUDIES BA</td>
<td></td>
</tr>
<tr>
<td>MEDICINE</td>
<td>EDUCATION FOR HEALTHCARE PROFESSIONALS MS</td>
<td></td>
</tr>
<tr>
<td>MEDICINE</td>
<td>MEDICAL SCIENCES</td>
<td></td>
</tr>
<tr>
<td>MEDICINE</td>
<td>MEDICAL SCIENCES PHD</td>
<td></td>
</tr>
<tr>
<td>MEDICINE</td>
<td>MEDICINE MD</td>
<td></td>
</tr>
<tr>
<td>College</td>
<td>Degree Program</td>
<td>Number of Graduates</td>
</tr>
<tr>
<td>------------------</td>
<td>-----------------------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Degree</td>
</tr>
<tr>
<td>NURSING</td>
<td>FAMILY NURSE PRACTITIONER</td>
<td>MSN</td>
</tr>
<tr>
<td>NURSING</td>
<td>NURSING</td>
<td>BSN</td>
</tr>
<tr>
<td>NURSING</td>
<td>NURSING EDUCATION</td>
<td>MSN</td>
</tr>
<tr>
<td>PHARMACY</td>
<td>PHARMACY</td>
<td>PHAR MD</td>
</tr>
<tr>
<td>PUBLIC HEALTH</td>
<td>BOI STATISTICS</td>
<td>MPH</td>
</tr>
<tr>
<td>PUBLIC HEALTH</td>
<td>ENVIRONMENTAL HEALTH</td>
<td>MPH</td>
</tr>
<tr>
<td>PUBLIC HEALTH</td>
<td>ENVIRONMENTAL HEALTH</td>
<td>MSPH</td>
</tr>
<tr>
<td>PUBLIC HEALTH</td>
<td>EPIDEMIOLOGY</td>
<td>MPH</td>
</tr>
<tr>
<td>PUBLIC HEALTH</td>
<td>EPIDEMIOLOGY AND ENVIRONMENTAL HEALTH</td>
<td>DRPH</td>
</tr>
<tr>
<td>PUBLIC HEALTH</td>
<td>HEALTH ADMINISTRATION</td>
<td>MHA</td>
</tr>
<tr>
<td>PUBLIC HEALTH</td>
<td>HEALTH POLICY AND MANAGEMENT</td>
<td>MPH</td>
</tr>
<tr>
<td>PUBLIC HEALTH</td>
<td>HEALTH PROMOTION AND COMMUNITY HEALTH SCIENCES</td>
<td>DRPH</td>
</tr>
<tr>
<td>PUBLIC HEALTH</td>
<td>HEALTH PROMOTION AND COMMUNITY HEALTH SCIENCES</td>
<td>MPH</td>
</tr>
<tr>
<td>PUBLIC HEALTH</td>
<td>HEALTH SERVICES RESEARCH</td>
<td>PHD</td>
</tr>
<tr>
<td>PUBLIC HEALTH</td>
<td>OCCUPATIONAL SAFETY AND HEALTH</td>
<td>MPH</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>ANALYTICS</td>
<td>MS</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>APPLIED MATHEMATICAL SCIENCES</td>
<td>BS</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>APPLIED PHYSICS</td>
<td>PHD</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>BIOLOGY</td>
<td>BA</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>BIOLOGY</td>
<td>BS</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>BIOLOGY</td>
<td>MS</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>BIOLOGY</td>
<td>PHD</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>CHEMISTRY</td>
<td>BA</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>CHEMISTRY</td>
<td>BS</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>CHEMISTRY</td>
<td>MS</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>CHEMISTRY</td>
<td>PHD</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>MATHEMATICS</td>
<td>BA</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>MATHEMATICS</td>
<td>BS</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>MATHEMATICS</td>
<td>MS</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>MATHEMATICS</td>
<td>PHD</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>MICROBIOLOGY</td>
<td>BS</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>MICROBIOLOGY</td>
<td>MS</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>MICROBIOLOGY</td>
<td>PHD</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>MOLECULAR &amp; CELL BIOLOGY</td>
<td>BS</td>
</tr>
<tr>
<td>College</td>
<td>Degree Program</td>
<td>Number of Graduates</td>
</tr>
<tr>
<td>------------------</td>
<td>-------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>SCIENCE</td>
<td>PHYSICS</td>
<td></td>
</tr>
<tr>
<td>SCIENCE</td>
<td>PHYSICS</td>
<td></td>
</tr>
<tr>
<td>SCIENCE</td>
<td>PHYSICS</td>
<td></td>
</tr>
<tr>
<td>SCIENCE</td>
<td>PHYSICS</td>
<td></td>
</tr>
<tr>
<td>SCIENCE</td>
<td>STATISTICS</td>
<td></td>
</tr>
<tr>
<td>SCIENCE</td>
<td>STATISTICS</td>
<td></td>
</tr>
<tr>
<td>SCIENCE</td>
<td>ZOOLOGY</td>
<td></td>
</tr>
<tr>
<td>TAMU AT GALVESTON</td>
<td>MARINE BIOLOGY</td>
<td></td>
</tr>
<tr>
<td>TAMU AT GALVESTON</td>
<td>MARINE ENGINEERING TECHNOLOGY</td>
<td></td>
</tr>
<tr>
<td>TAMU AT GALVESTON</td>
<td>MARINE FISHERIES</td>
<td></td>
</tr>
<tr>
<td>TAMU AT GALVESTON</td>
<td>MARINE RESOURCES MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>TAMU AT GALVESTON</td>
<td>MARINE SCIENCES</td>
<td></td>
</tr>
<tr>
<td>TAMU AT GALVESTON</td>
<td>MARINE TRANSPORTATION</td>
<td></td>
</tr>
<tr>
<td>TAMU AT GALVESTON</td>
<td>MARITIME ADMINISTRATION</td>
<td></td>
</tr>
<tr>
<td>TAMU AT GALVESTON</td>
<td>MARITIME ADMINISTRATION &amp; LOGISTICS</td>
<td></td>
</tr>
<tr>
<td>TAMU AT GALVESTON</td>
<td>MARITIME STUDIES</td>
<td></td>
</tr>
<tr>
<td>TAMU AT GALVESTON</td>
<td>OCEAN AND COASTAL RESOURCES</td>
<td></td>
</tr>
<tr>
<td>TAMU AT GALVESTON</td>
<td>OFFSHORE &amp; COASTAL SYSTEMS ENGINEERING</td>
<td></td>
</tr>
<tr>
<td>TEXAS A&amp;M SCHOOL OF LAW</td>
<td>LAW</td>
<td></td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>AGRIBUSINESS</td>
<td></td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>AGRIBUSINESS</td>
<td></td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>BIOTECHNOLOGY</td>
<td></td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>ENVIRONMENTAL STUDIES</td>
<td></td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>FOOD SCIENCE &amp; TECHNOLOGY</td>
<td></td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>FOOD SCIENCE &amp; TECHNOLOGY</td>
<td></td>
</tr>
<tr>
<td>College</td>
<td>Degree Program</td>
<td>Number of Graduates</td>
</tr>
<tr>
<td>------------------------------</td>
<td>----------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Degree</td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>GENETICS</td>
<td>MS</td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>GENETICS</td>
<td>PHD</td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>MARINE BIOLOGY</td>
<td>MS</td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>MARINE BIOLOGY</td>
<td>PHD</td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>MOLECULAR &amp; ENVIRONMENTAL PLANT SCIENCE</td>
<td>MS</td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>MOLECULAR &amp; ENVIRONMENTAL PLANT SCIENCE</td>
<td>PHD</td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>NEUROSCIENCE</td>
<td>MS</td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>NEUROSCIENCE</td>
<td>PHD</td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>NUTRITION</td>
<td>MS</td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>NUTRITION</td>
<td>PHD</td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>TOXICOLOGY</td>
<td>MS</td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>TOXICOLOGY</td>
<td>PHD</td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>UNIVERSITY STUDIES - AGRICULTURE</td>
<td>BS</td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>UNIVERSITY STUDIES - ARCHITECTURE</td>
<td>BS</td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>UNIVERSITY STUDIES - BUSINESS ADMIN</td>
<td>BS</td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>UNIVERSITY STUDIES - EDUCATION</td>
<td>BS</td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>UNIVERSITY STUDIES - GALVESTON</td>
<td>BS</td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>UNIVERSITY STUDIES - GEOSCIENCES</td>
<td>BS</td>
</tr>
<tr>
<td>College</td>
<td>Degree Program</td>
<td>Number of Graduates</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>---------------------------------------</td>
<td>---------------------</td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>UNIVERSITY STUDIES - LIBERAL ARTS</td>
<td></td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>UNIVERSITY STUDIES - LIBERAL ARTS</td>
<td></td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>UNIVERSITY STUDIES - SCIENCE</td>
<td></td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>UNIVERSITY STUDIES - VETERINARY MED</td>
<td></td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>WATER MANAGEMENT AND HYDRO SCI</td>
<td></td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>WATER MANAGEMENT AND HYDRO SCI</td>
<td></td>
</tr>
<tr>
<td>UNIVERSITY INTERDISCIPLINARY</td>
<td>WATER MANAGEMENT AND HYDRO SCI</td>
<td></td>
</tr>
<tr>
<td>VETERINARY MEDICINE &amp; BIOMEDICAL SCIENCES</td>
<td>BIOMEDICAL SCIENCES</td>
<td></td>
</tr>
<tr>
<td>VETERINARY MEDICINE &amp; BIOMEDICAL SCIENCES</td>
<td>BIOMEDICAL SCIENCES</td>
<td></td>
</tr>
<tr>
<td>VETERINARY MEDICINE &amp; BIOMEDICAL SCIENCES</td>
<td>BIOMEDICAL SCIENCES</td>
<td></td>
</tr>
<tr>
<td>VETERINARY MEDICINE &amp; BIOMEDICAL SCIENCES</td>
<td>SCIENCE &amp; TECHNOLOGY JOURNALISM</td>
<td></td>
</tr>
<tr>
<td>VETERINARY MEDICINE &amp; BIOMEDICAL SCIENCES</td>
<td>VETERINARY MEDICINE</td>
<td></td>
</tr>
<tr>
<td>VETERINARY MEDICINE &amp; BIOMEDICAL SCIENCES</td>
<td>VETERINARY PATHOBOIOLOGY</td>
<td></td>
</tr>
<tr>
<td>VETERINARY MEDICINE &amp; BIOMEDICAL SCIENCES</td>
<td>VETERINARY PUBLIC HEALTH - EPIDEMIOLOGY</td>
<td></td>
</tr>
</tbody>
</table>
3. Off-Campus Instructional Locations and Branch Campuses

List **all locations** where 50% or more credit hours toward a degree, diploma, or certificate can be obtained primarily through traditional classroom instruction. Report those locations in accord with the Commission’s definitions and the directions as specified below.

**Off-campus instructional sites**—a site located geographically apart from the main campus at which the institution offers **50 % or more** of its credit hours for a diploma, certificate, or degree. This includes high schools where courses are offered as part of dual enrollment. For each site, provide the information below. **The list should include only those sites reported and approved by SACSCOC.** Listing unapproved sites below does not constitute reporting them to SACSCOC. In such cases when an institution has initiated an off-campus instructional site as described above without prior approval by SACSCOC, a prospectus for approval should be submitted immediately to SACSCOC.

**Off-Campus Instructional Locations – 50% or more.**

<table>
<thead>
<tr>
<th>Name of Site</th>
<th>Physical Address (street, city, state, country) Do not include PO Boxes.</th>
<th>Date Approved by SACSCOC</th>
<th>Date Implemented by the Institution</th>
<th>Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credits hours offered at each site</th>
<th>Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas A&amp;M Health Science Center</td>
<td>8441 State Highway 47 Clinical Building 1, Suite 3100 Bryan, TX 77807</td>
<td>2000</td>
<td>2000</td>
<td>EDUCATION FOR HEALTHCARE PROFESSIONALS</td>
<td>MS</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MEDICAL SCIENCES</td>
<td>MD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MEDICAL SCIENCES</td>
<td>MS</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MEDICAL SCIENCES</td>
<td>PHD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MEDICINE</td>
<td>MD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NURSING</td>
<td>BSN</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>NURSING EDUCATION</td>
<td>MS</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>PHARMACY</td>
<td>PHMD</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>FAMILY NURSE PRACTITION</td>
<td>MS</td>
</tr>
<tr>
<td>City Centre</td>
<td>842 West Sam Houston Parkway North, Suite 200 Houston, Texas 77024-3920</td>
<td>2012</td>
<td>2012</td>
<td>ANALYTICS</td>
<td>MS</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>BUSINESS ADMINISTRATION</td>
<td>MBA</td>
</tr>
<tr>
<td>College of Dentistry</td>
<td>3302 Gaston Ave. Dallas, TX 75246</td>
<td>2001</td>
<td>2000</td>
<td>ADVANCED EDUCATON IN GENERAL DENTISTRY</td>
<td>CTGFA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>DENTAL HYGIENE</td>
<td>BS</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>DENTAL PUBLIC HEALTH</td>
<td>Certific ate</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>DENTISTRY</td>
<td>DDS</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ENDODONTICS</td>
<td>CTGFA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>MAXILLOFACIAL SURGERY</td>
<td>CTGFA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ORAL AND MAXILLOFACIAL PATHOLOGY</td>
<td>CTGFA</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>ORAL AND MAXILLOFACIAL</td>
<td>CTGFA</td>
</tr>
<tr>
<td>Name of Site</td>
<td>Physical Address</td>
<td>Date Approved by SACSCOC</td>
<td>Date Implemented by the institution</td>
<td>Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credits hours offered at each site</td>
<td>Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>-----------------------------------------------</td>
<td>--------------------------</td>
<td>-------------------------------------</td>
<td>---------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Institute of Biosciences and Technology</td>
<td>2121 W. Holcombe Blvd. Houston, TX 77030</td>
<td>2000</td>
<td>2000</td>
<td>HEALTH ADMINISTRATION MHA MEDICINE MD</td>
<td>Yes</td>
</tr>
<tr>
<td>Rangel College of Pharmacy</td>
<td>1010 W. Avenue B. Kingsville, TX 78363</td>
<td>2011</td>
<td>2006</td>
<td>PHARMACY PHMD</td>
<td>Yes</td>
</tr>
<tr>
<td>College of Medicine - Temple</td>
<td>2401 S. 31st Street Temple, TX 76508</td>
<td>2000</td>
<td>2000</td>
<td>MEDICINE MD</td>
<td>Yes</td>
</tr>
<tr>
<td>Clinical Learning Resource Center</td>
<td>Health Professions Building 3950 North A. W. Grimes Blvd. Round Rock, TX 78665</td>
<td>2011</td>
<td>2010</td>
<td>MEDICINE MD</td>
<td>Yes</td>
</tr>
<tr>
<td>Rural Public Health - McAllen Teaching Site</td>
<td>2101 South McColl Road McAllen, TX 78503</td>
<td>2011</td>
<td>2010</td>
<td>HEALTH POLICY AND MANAGEMENT MPH HEALTH PROMOTION AND COMMUNITY HEALTH SCIENCES MPH NURSING BSN</td>
<td>Yes</td>
</tr>
<tr>
<td>Texas A&amp;M University School of Law</td>
<td>1515 Commerce St Fort Worth, TX 76102</td>
<td>2013</td>
<td>2013</td>
<td>HEALTH CARE LAW JM INTELLECTUAL PROPERTY ML INTELLECTUAL PROPERTY MJ JURISPRUDENCE MJ LAW JD LAWS ML</td>
<td>Yes</td>
</tr>
<tr>
<td>Houston Methodist Hospital</td>
<td>6670 Bertner Avenue, R2-216 Houston, TX 77030</td>
<td>2015</td>
<td>2015</td>
<td>MEDICINE MD</td>
<td>Yes</td>
</tr>
<tr>
<td>Baylor University Medical Center</td>
<td>3500 Gaston Avenue Dallas, TX 75246</td>
<td>2012</td>
<td>2011</td>
<td>MEDICINE MD</td>
<td>Yes</td>
</tr>
</tbody>
</table>
### Off-Campus Instructional Locations – 25%-49%.

<table>
<thead>
<tr>
<th>Name of Site (Indicate if site is currently active or inactive. If inactive, date of last course offerings and date of projected reopening)</th>
<th>Physical Address (street, city, state, country) Do not include PO Boxes.</th>
<th>Date Notified SACSCOC</th>
<th>Date Implemented by the institution</th>
<th>Educational programs offered (specific degrees, certificates, diplomas) with 25-49% credit hours offered at each site</th>
<th>Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Department of State Health Services</td>
<td>1100 West 49th Austin, TX. 78756</td>
<td>2011</td>
<td>2004</td>
<td>HEALTH POLICY &amp; MANAGEMENT - MPH</td>
<td></td>
</tr>
</tbody>
</table>

### Branch Campuses

<table>
<thead>
<tr>
<th>Name of Branch Campus</th>
<th>Physical Address (street, city, state, country) Do not include PO Boxes.</th>
<th>Date Approved by SACSCOC</th>
<th>Date Implemented by the institution</th>
<th>Educational programs (specific degrees, certificates, diplomas) with 50% or more credit hours offered at the branch campus</th>
<th>Is the campus currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Texas A&amp;M University at Galveston</td>
<td>200 Seawolf Pkwy. Galveston, TX 77553</td>
<td>1992</td>
<td>1991</td>
<td>MARINE BIOLOGY BS OFFSHORE &amp; COASTAL SYSTEMS ENGINEER BS MARINE BIOLOGY MS MARINE BIOLOGY PHD MARINE ENGINEERING TECHNOLOGY BS MARINE FISHERIES BS MARINE RESOURCES MANAGEMENT MMR MARINE SCIENCES BS MARINE TRANSPORTATION BS MARITIME ADMINISTRATION BS MARITIME ADMINISTRATION &amp; LOGISTICS MML MARITIME STUDIES BA OCEAN AND COASTAL RESOURCES BS OCEAN ENGINEERING BS UNIVERSITY STUDIES – BS</td>
<td>Yes</td>
</tr>
</tbody>
</table>
4. Distance and Correspondence Education

Provide an initial date of approval for your institution to offer distance education. Provide a list of credit-bearing educational programs (degrees, certificates, and diplomas) where 50% or more of the credit hours are delivered through distance education modes. For each educational program, indicate whether the program is delivered using synchronous or asynchronous technology, or both. For each educational program that uses distance education technology to deliver the program at a specific site (e.g., a synchronous program using interactive videoconferencing), indicate the program offered at each location where students receive the transmitted program. Please limit this description to one page, if possible.

**Initial Approval in February 2000**

<table>
<thead>
<tr>
<th>Credit Bearing Degree Programs</th>
<th>Site</th>
<th>Synchronous/Asynchronous/Both</th>
</tr>
</thead>
<tbody>
<tr>
<td>AEROSPACE ENGINEERING</td>
<td>MENGR</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>AGRICULTURAL DEVELOPMENT</td>
<td>MAGR</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>AGRICULTURAL EDUCATION</td>
<td>EDD</td>
<td>Synchronous course offered worldwide via PC or LMS</td>
</tr>
<tr>
<td>AGRICULTURAL SYSTEMS MANAGEMENT</td>
<td>MS</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>ANALYTICS</td>
<td>MS</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>BILINGUAL EDUCATION</td>
<td>MED</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>BILINGUAL EDUCATION</td>
<td>MS</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>BIOLOGICAL AND AGRI ENGINEERING</td>
<td>MENGR</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>COMPUTER ENGINEERING</td>
<td>MENGR</td>
<td>Synchronous course offered worldwide via PC or LMS</td>
</tr>
<tr>
<td>CURRICULUM &amp; INSTRUCTION</td>
<td>EDD</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>CURRICULUM &amp; INSTRUCTION</td>
<td>MED</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>Program</td>
<td>Degree</td>
<td>Format</td>
</tr>
<tr>
<td>----------------------------------------------</td>
<td>--------</td>
<td>----------------</td>
</tr>
<tr>
<td>EDUC HUMAN RESOURCE DEVELOPMENT</td>
<td>MS</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>EDUCATION FOR HEALTH CARE PROFESSIONALS</td>
<td>MS</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>EDUCATIONAL ADMINISTRATION</td>
<td>MED</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>EDUCATIONAL PSYCHOLOGY</td>
<td>MED</td>
<td>Synchronous</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Both</td>
</tr>
<tr>
<td>EDUCATIONAL PSYCHOLOGY</td>
<td>MS</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>ELECTRICAL ENGINEERING</td>
<td>MENGR</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>ENERGY</td>
<td>MS</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>ENGINEERING</td>
<td>MENGR</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>ENGINEERING SYSTEMS MANAGEMENT</td>
<td>MS</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>EPIDEMIOLOGY</td>
<td>MPH</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>FAMILY NURSE PRACTITIONER</td>
<td>MSN</td>
<td>Bryan, TX</td>
</tr>
<tr>
<td>HEALTH EDUCATION</td>
<td>MS</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>INDUSTRIAL DISTRIBUTION</td>
<td>MID</td>
<td>College Station, TX</td>
</tr>
<tr>
<td>INDUSTRIAL ENGINEERING</td>
<td>MENGR</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>LAWS</td>
<td>LLM</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>JURISPRUENCE</td>
<td>MJ</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>MARITIME ADMINISTRATION &amp; LOGISTICS</td>
<td>MMAL</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>MATHEMATICS</td>
<td>MS</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>MECHANICAL ENGINEERING</td>
<td>MENGR</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>NATURAL RESOURCES DEVELOPMENT</td>
<td>MNRD</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>NURSING</td>
<td>BSN</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>NURSING EDUCATION</td>
<td>MSN</td>
<td>Bryan, TX</td>
</tr>
<tr>
<td>PETROLEUM ENGINEERING</td>
<td>MENGR</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>PLANT BREEDING</td>
<td>MS</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>PLANT BREEDING</td>
<td>PHD</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>POULTRY SCIENCE</td>
<td>MAGR</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>PUBLIC SERVICE AND ADMINISTRATION</td>
<td>MPSA</td>
<td>College Station, TX</td>
</tr>
<tr>
<td>RECREATION &amp; RESOURCES DEVELOPMENT</td>
<td>MRRD</td>
<td>College Station, TX</td>
</tr>
<tr>
<td>SAFETY ENGINEERING</td>
<td>MS</td>
<td>Asynchronous</td>
</tr>
<tr>
<td>SPECIAL EDUCATION</td>
<td>MED</td>
<td>Synchronous course offered worldwide via PC or LMS</td>
</tr>
<tr>
<td>-------------------</td>
<td>-----</td>
<td>--------------------------------------------------</td>
</tr>
<tr>
<td>SPECIAL EDUCATION</td>
<td>MS</td>
<td>Synchronous course offered worldwide via PC or LMS</td>
</tr>
<tr>
<td>SPORTS MANAGEMENT</td>
<td>MS</td>
<td></td>
</tr>
<tr>
<td>STATISTICS</td>
<td>MS</td>
<td></td>
</tr>
<tr>
<td>WILDLIFE SCIENCE</td>
<td>MWSC</td>
<td></td>
</tr>
<tr>
<td>MILITARY LAND SUSTAINABILITY</td>
<td>CERT</td>
<td></td>
</tr>
<tr>
<td>ADVANCED INTERNATIONAL AFFAIRS</td>
<td>CERT</td>
<td>College Station, TX; Houston, TX</td>
</tr>
<tr>
<td>AGRICULTURE E-LEARNING DEVELOPMENT</td>
<td>CERT</td>
<td></td>
</tr>
<tr>
<td>APPLIED BEHAVIOR ANALYSIS</td>
<td>CERT</td>
<td></td>
</tr>
<tr>
<td>EDUCATION FOR HEALTHCARE PROFESSIONALS</td>
<td>CERT</td>
<td></td>
</tr>
<tr>
<td>ENERGY</td>
<td>CERT</td>
<td></td>
</tr>
<tr>
<td>ENERGY SUSTAINABILITY ENGINEERING</td>
<td>CERT</td>
<td></td>
</tr>
<tr>
<td>FORENSIC HEALTH CARE</td>
<td>CERT</td>
<td></td>
</tr>
<tr>
<td>HOMELAND SECURITY</td>
<td>CERT</td>
<td></td>
</tr>
<tr>
<td>INDUSTRIAL DATA ANALYTICS</td>
<td>CERT</td>
<td></td>
</tr>
<tr>
<td>NATIONAL SECURITY AFFAIRS</td>
<td>CERT</td>
<td>College Station, TX; Livermore, CA; Sandia, NM</td>
</tr>
<tr>
<td>NONPROFIT MANAGEMENT</td>
<td>CERT</td>
<td>College Station, TX; Houston, TX</td>
</tr>
<tr>
<td>PUBLIC HEALTH</td>
<td>CERT</td>
<td>McAllen, TX</td>
</tr>
<tr>
<td>REGULATORY SCIENCE IN FOOD SYSTEMS</td>
<td>CERT</td>
<td></td>
</tr>
<tr>
<td>SAFETY ENGINEERING</td>
<td>CERT</td>
<td></td>
</tr>
<tr>
<td>APPLIED STATISTICS</td>
<td>CERT</td>
<td></td>
</tr>
</tbody>
</table>

5. Accreditation

<table>
<thead>
<tr>
<th>Accreditation Council for Pharmacy Education</th>
<th>The pharmacy professional degree program</th>
<th>Last Review: April 2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>American Council for Construction Education</td>
<td>The B.S. and M.S. curriculum in construction science</td>
<td>Last Review: 2011 (B.S.) and 2012 (M.S.)</td>
</tr>
<tr>
<td>American Psychological</td>
<td>The clinical psychology program</td>
<td>Last Review: April/May 2015</td>
</tr>
<tr>
<td>Association</td>
<td>in the Department of Psychology and the counseling psychology and school psychology program in the Department of Educational Psychology</td>
<td></td>
</tr>
<tr>
<td>-------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>American Veterinary Medical Association Council on Education</td>
<td>The veterinary medicine degree program</td>
<td>Last Review: 2013</td>
</tr>
<tr>
<td>Association to Advance Collegiate Schools of Business (AACSB)</td>
<td>The business baccalaureate, master’s, and doctoral programs in Mays Business School</td>
<td>Last Review: Fall 2012</td>
</tr>
<tr>
<td>Commission on Accreditation for Dietetics Education</td>
<td>The dietetic track in the nutritional sciences curriculum and the dietetic internship program</td>
<td>Last review: January 2015</td>
</tr>
<tr>
<td>Commission on Accreditation of Athletic Training Education (caATE)</td>
<td>Athletic Training (College of Education)</td>
<td>Last Review: 2013</td>
</tr>
<tr>
<td>Commission on Accreditation of Healthcare Management Education</td>
<td>The Master of Health Administration</td>
<td>Last Review: Fall 2010</td>
</tr>
<tr>
<td>Commission on Collegiate Nursing Education and the Texas Board of Nursing</td>
<td>The nursing degree programs</td>
<td>Last Review: July 2013</td>
</tr>
<tr>
<td>Commission on Dental Accreditation. (CODA)</td>
<td>The degree programs in dentistry and dental hygiene and the certificate programs in the ten advanced dental graduate education programs</td>
<td>Last Review: August 2013</td>
</tr>
<tr>
<td>Commission on English Language Program Accreditation (CEA)</td>
<td>The English Language Institute</td>
<td>Last review: 2013</td>
</tr>
<tr>
<td>Computing Accreditation Commission of ABET</td>
<td>The computer science program</td>
<td>Last review: 2010</td>
</tr>
<tr>
<td>Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association</td>
<td>Texas A&amp;M University School of Law</td>
<td>Last review: 2010</td>
</tr>
<tr>
<td>Council on Education for Public Health</td>
<td>The School of Public Health degree programs</td>
<td>Last Review: April 2011</td>
</tr>
<tr>
<td>Engineering Accreditation Commission of ABET</td>
<td>Undergraduate programs in aerospace, biological and agricultural, biomedical, chemical, civil, computer, electrical, industrial, mechanical, nuclear, ocean, petroleum and radiological health engineering</td>
<td>Last Review: 2010-2011 (College Station) and 2015 (Qatar)</td>
</tr>
<tr>
<td>Engineering Accreditation Commission of ABET</td>
<td>Maritime systems engineering (Offshore and Coastal Systems Engineering) – TAMU Galveston</td>
<td>Last review: 2010-11</td>
</tr>
<tr>
<td>Accrediting Agency</td>
<td>Program Description</td>
<td>Last Review</td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------</td>
<td>---------------------------------</td>
</tr>
<tr>
<td><strong>Engineering Technology Accreditation Commission of ABET</strong></td>
<td>The electronic systems engineering technology program, the manufacturing and mechanical engineering technology program,</td>
<td>2013-2014 (College Station) and 2015 (Qatar)</td>
</tr>
<tr>
<td><strong>Engineering Technology Accreditation Commission of ABET</strong></td>
<td>Marine engineering technology – TAMU Galveston</td>
<td>2013-14</td>
</tr>
<tr>
<td><strong>Forensic Science Education Programs Accreditation Commission (FEPAC)</strong></td>
<td>The forensics and investigative sciences program</td>
<td>Last Site Visit: October 2011 Accreditation dates: 1/2012-1/2017</td>
</tr>
<tr>
<td><strong>Institute of Food Technologists</strong></td>
<td>The food science and technology curriculum</td>
<td>December 2011</td>
</tr>
<tr>
<td><strong>Landscape Architectural Accreditation Board</strong></td>
<td>The curriculum in landscape architecture</td>
<td>July 2015</td>
</tr>
<tr>
<td><strong>Liaison Committee on Medical Education</strong></td>
<td>The medical education degree program</td>
<td>August 2012</td>
</tr>
<tr>
<td><strong>National Architectural Accrediting Board</strong></td>
<td>The curriculum in architecture</td>
<td>March 2013</td>
</tr>
<tr>
<td><strong>Network of Schools of Public Policy, Affairs, and Administration</strong></td>
<td>The Master of Public Service and Administration degree in the Bush School of Government and Public Service</td>
<td>April 2014</td>
</tr>
<tr>
<td><strong>National Recreation and Park Association</strong></td>
<td>The curriculum in recreation, park and tourism sciences</td>
<td>June 2010</td>
</tr>
<tr>
<td><strong>Planning Accreditation Board</strong></td>
<td>The Master of Urban Planning curriculum</td>
<td>2013</td>
</tr>
<tr>
<td><strong>Society for Range Management</strong></td>
<td>The curriculum in rangeland ecology and management</td>
<td>2006</td>
</tr>
<tr>
<td><strong>Society of American Foresters</strong></td>
<td>The curriculum in forestry</td>
<td>2013</td>
</tr>
<tr>
<td><strong>State Board of Educator Certification Texas Education Agency</strong></td>
<td>Programs in professional education and degrees conferred by Texas A&amp;M University</td>
<td>2011</td>
</tr>
</tbody>
</table>

(2) If SACS Commission on Colleges is not your primary accreditor for access to USDOE Title IV funding, identify which accrediting agency serves that purpose.

Not applicable.

(3) List any USDOE recognized agency (national and programmatic) that has terminated the institution’s accreditation (include the date, reason, and copy of the letter of termination) or list any agency from which the institution has voluntarily withdrawn (include copy of letter to agency from institution).

None.
(4) Describe any sanctions applied or negative actions taken by any USDOE-recognized accrediting agency (national, programmatic, SACSCOC) during the two years previous to the submission of this report. Include a copy of the letter from the USDOE to the institution.

None.

6. Relationship to the U.S. Department of Education.

Texas A&M University does not have any limitations or suspensions, nor have we been terminated by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years. We are not on reimbursement nor do we have any other exceptional status in regard to federal or state financial aid.