UNIVERSITY SENATE
UNIVERSITY AT ALBANY
STATE UNIVERSITY OF NEW YORK

Introduced by: Graduate Academic Council
               University Planning & Policy Council

Date: January 31, 2014

PROPOSAL TO ESTABLISH A MASTER OF INTERNATIONAL AFFAIRS
(M.I.A.) DEGREE PROGRAM

IT IS HEREBY PROPOSED THAT THE FOLLOWING BE ADOPTED:

1. That the University Senate approves the attached proposal to establish a Master of
   International Affairs degree program as approved by the Graduate Academic
   Council (12/13/13) and University Planning and Policy Council (Letter of Intent -
   12/3/09)

2. That this proposal be forwarded to the President for approval.
### A. Cover Sheet

<table>
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<tr>
<th>A. Name of institution:</th>
<th>University at Albany</th>
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Specify campus where program will be offered, if other than the main campus: University at Albany Downtown Campus, 135 Western Avenue, Albany, NY 12222 and SUNY Global Center, 116 East 55th Street, New York, NY 10022

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<th>B. Campus President or Chief Academic Officer</th>
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<th>C. Contact person, if different</th>
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<th>D. Proposed program title:</th>
<th>International Affairs Program</th>
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<th>E. Proposed degree or other award:</th>
<th>Master of International Affairs</th>
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| F. Proposed HEGIS code: | 2210 |
| G. Total program credits: | 48 |

*If the other institution is degree-granting, attach a contract or letter of agreement signed by that institution’s President or CEO. If it is non-degree granting, refer to SED Memorandum to Chief Executive Officers No. 94-04 ([http://www.highered.nysed.gov/ocue/ceo%20memorandum.htm](http://www.highered.nysed.gov/ocue/ceo%20memorandum.htm)).*

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<th>I. If the program will lead to teacher certification as other than a classroom teacher, list the intended:</th>
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<td>Certification title(s) and type(s):</td>
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<td>(e.g., English 7-12, Professional; Childhood 1-6, Initial/Professional)</td>
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<th>J. If specialized accreditation will be sought indicate:</th>
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<td>Accrediting group: N/A</td>
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Expected date of accreditation:

K. Anticipated enrollment:

| Initial: 22 FTE | Maximum within first five years: 130 FTE |

L. If this program will be offered in a special format, please specify: Synchronous Distance Learning

M. If this program will be offered in an atypical schedule that may affect program financial aid eligibility, please describe:
Not applicable.

N. Brief Program Summary (300 words), describing academic content, structure and duration.

The proposed Master of International Affairs (MIA) degree is a professional Master’s degree that provides graduate students a broad educational foundation in international relations theory, policy analysis, economics, management, quantitative methods, and oral and written communications skills that will prepare them for careers in the public, private and non-profit sectors traversing governmental, sectoral and national boundaries. The MIA program will draw on the knowledge and expertise of the Departments of Public Administration (primarily management and economics) and Political Science (primarily international relations and comparative politics) and will complement existing programs in both areas.

The multidisciplinary curriculum of the proposed MIA degree program aims to prepare students by giving them practical knowledge and analytical and managerial skills honed through both classroom learning and a range of internship and capstone project experiences. The MIA degree would be awarded after successful completion of 12 courses and a total of 48 credits. The MIA degree will normally be completed in two years of full-time study.

The degree program will include core courses in international relations analysis, international economics, and analytical methods. Students may chose elective courses to concentrate in any of four broad areas: “Diplomacy and Global Governance,” “Global Economic Policy,” “Global and Homeland Security,” and “Global Public Management.” Additional elective courses will be offered on topics in global politics, economics and administration.

The MIA program will help the University expand professionally–oriented degree opportunities for our students, recruit international students, produce informed citizens, and expand the global visibility of our research. It not only has an innovative curriculum with features not found in competing programs but also will be delivered in multiple locations in a variety of ways that are not common among similar programs.
B. Proposed Program and Curriculum

The proposed Master of International Affairs (MIA) degree to be offered by the Rockefeller College of Public Affairs and Policy is a professional master’s degree that provides graduate students a broad educational foundation in international relations theory, policy analysis, economics, management and quantitative methods as well as oral and written communications skills that will prepare them for careers in the public, private and non-profit sectors traversing governmental, sectoral and national boundaries. The International Affairs program will draw on the knowledge and expertise of the Department of Public Administration (primarily management and economics) and the Department of Political Science (primarily international relations and comparative politics) and will complement existing programs in both those departments. Courses will be taught by a combination of tenured and tenure track faculty, full-time non-tenure track faculty, and part-time practitioner faculty located both on the University at Albany campus and at the SUNY Global Center in New York City. The proposed degree program, Master of International Affairs (MIA), conforms to the existing New York State Department of Education degree listed in Sec. 3.50, Rules of the Board of Regents under the professional degrees section.

The multidisciplinary curriculum of the proposed MIA degree program aims to prepare students by giving them practical knowledge and analytical and managerial skills honed through both classroom learning and practical learning through a range of internship and capstone project experiences. The MIA degree would be awarded after successful completion of 12 courses and a total of 48 credits distributed as follows:

- 6 core courses (24 credits),
- 3 elective courses in a concentration (12 credits),
- 2 additional elective courses (8 credits),
- A capstone project (4 credits),
- Professional internship (0 credits) or career experience (0 credits) and
- Professional development module (0 credits).

The MIA degree will normally be completed in two years of full-time study (i.e., 12 credits per semester) by taking three courses bearing four credits each per semester and a summer internship. Part-time students enrolling in two courses per semester could complete the program of study in three years. The internship requirement may be waived for those with two years of related work experience.

The degree program will include core courses in international relations analysis, international economics, and analytical methods. Students may choose elective courses to concentrate in any of four broad areas: “Diplomacy and Global Governance,” “Global Economic Policy,” “Global and Homeland Security,” and “Global Public Management.” Additional elective courses will be offered on topics in global politics, economics and administration (e.g., environment, civil society, technology, education, etc.). We envision offering the six core international affairs (IA) courses and a selection of concentration/elective courses on an annual basis. Depending on student demand and
faculty availability, we anticipate adding elective courses and concentrations (as well as corresponding certificate programs). Possible future concentrations include: “International Development Administration,” “E-Diplomacy and Comparative E-government,” “Global Financial Market Regulation,” “International Migration Policy,” “Global Health Policy” and “Global Education Policy.”

Master’s programs in international and global affairs have grown substantially over the past decade as a response to globalization; many public policy issues and topics that were once considered purely domestic in nature are now viewed as global. Rockefeller College strives to remain competitive with other public affairs schools that have responded to a changing world and student demand. The MIA degree will help further this goal by initiating a graduate degree program with a core curriculum and concentrations similar to that of member universities of the Association of Professional Schools of International Affairs (APSIA).1 Application for membership in APSIA is open to schools with “an educational program of high academic quality; a substantial and demonstrated commitment to the study of international affairs; a basic commitment to graduate professional training; a Master’s degree requiring two years of academic coursework to complete; graduated at least three (3) classes from its program, and; significant autonomy within a major university.”2 Universities with programs that meet some but not all criteria may apply for APSIA affiliate status. As a highly-ranked public affairs school3 within a major public university, Rockefeller College at the University at Albany (UAlbany) meets several criteria. The proposed MIA degree will enable Rockefeller College to meet the remaining criteria, apply for APSIA membership and increase the visibility of Rockefeller College among the country’s top public affairs schools. Though SUNY is the largest university system in the United States it does not have a professional international affairs master’s degree program on any campus. In California, such a program exists at the University of California, San Diego, one of UAlbany’s aspirational peers, the Ford School of Public Policy, University of Michigan and the LBJ School at the University of Texas. In short, many large public universities offer similar degrees. Even neighboring Rutgers University and, more recently, Penn State University offer such Master’s programs.

Rockefeller College’s MIA program will differentiate itself from many existing international affairs programs in that it is explicitly global in scope. Many international affairs programs concentrate on the study of international relations, which focuses on interactions of nation-states and the formation of international organizations among them (such as the United Nations, the World Trade Organization, and NATO). The global perspective of our program takes research and learning beyond the politics and relations among nation-states and encompasses such subjects as transnational actors, transgovernmental relations and global–local political dynamics related to the impact of globalization on sub-national state and local governments. Transnational relations involve international interactions of non-state actors such as multinational corporations,

1 http://www.apsia.org
2 http://www.apsia.org/apsia/membership/membership.php
the largest of which have annual revenues larger than the gross domestic product of most UN member states; as well as non-governmental organizations (NGOs) like Oxfam, Greenpeace and Amnesty International, which have come to disburse a growing share of international development and humanitarian assistance, and transnational terrorist and criminal organizations. Transgovernmental relations include relations among functional agencies of national governments and special relationships among certain categories of public officials as well as relations between state or local governments with their counterparts in other countries. Globalization, in the form of international movements of capital, goods, people, pollutants and weapons, has had increasing and often disproportionate effects on subnational governments, including those of New York State and its cities. Global–local political dynamics often follow the adage of the environmental movement: “think globally, act locally”—whether in the case of SUNY’s barring pension fund investments in companies that did business with apartheid-era South Africa, the more recent divestment of NYS pension funds from Sudan, or New York City’s development of its own foreign intelligence and counterterrorism capabilities.

The MIA curriculum will prepare students to address these and other varied dimensions of global opportunities and challenges. This global perspective will infuse the MIA curriculum, which combines features common to other international affairs programs with features that set it apart from many of the professional master’s programs on offer.

The MIA program will help the University produce informed citizens, recruit international students, and expand the global visibility of our research. The establishment of an MIA program will also clearly demonstrate UAlbany’s “commitment to internationalization, the well-planned effort of extending instruction, research, and service to encompass thoroughly global perspectives.” The UAlbany website offers students “the world within reach.” An MIA program with course offerings in Albany and the SUNY Global Center can bring the world within reach to more NYS residents interested in gaining a global perspective and pursuing an international career. The proposed MIA degree program not only has an innovative curriculum with features not found in competing programs but it will also be delivered in multiple locations in a variety of ways that are not common among similar programs.

Once the MIA is established, we plan on developing joint degree BA/MIA programs that would, much like our existing joint degree programs with the MPA program, enable exceptional and mature UAlbany undergraduate students to earn an MIA degree in an accelerated timeframe. Similarly, other schools and colleges could develop dual degree programs with the Rockefeller College MIA program (e.g., the Criminal Justice MA program and the Education MS program).

**International Affairs (IA) Courses** will be specifically designed for professionally-oriented master-level students. Courses will incorporate problem-based learning through case studies, simulations, and team exercises. International affairs courses will be offered at the University at Albany main campus and at the SUNY Global Center in New York City.

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City (eventually with about half in each location). All core courses and most elective courses will be offered in the evening (Monday through Thursday). Weekend course offerings will be considered if demand emerges.

All core MIA courses will have syllabus templates, which will provide a degree of consistency in course learning objectives, topics covered, content and assignments. As explained in detail below, input from instructors and students will help shape improvements to core course templates over time. Electives may have a greater degree of variability in course content, however, all MIA courses must fit the objectives of the degree program. To ensure this, the MIA director will evaluate proposed MIA courses or cross-listing of courses accordingly.

Whenever possible, all MIA courses will engage practitioner guest lecturers. Some MIA courses will be taught by adjuncts with professional experience in diplomacy, public management and policymaking.

A majority of the courses will be offered in a synchronous distance learning format that allows students in Albany classrooms to interact in real time with students in the SUNY Global Center through the use of video-conferencing and/or Blackboard Collaborate or Adobe Connect, applications for web-based conferencing and instruction. Given that most MIA courses will be offered with a synchronous distance learning option for students, they must be appropriately designed and instructors must be willing and able to teach students who join the course via videoconference or webcam.

Although the primary emphasis will remain on face-to-face instruction (including through synchronous distance learning with two-way communication), we also envision MIA courses utilizing asynchronous distance learning and blended learning both within standard semester formats or a variety of shorter and/or more concentrated timeframes and formats. Depending on instructor availability and student demand, these courses may be fielded as the MIA degree program is launched or, more likely, as the program builds out its course offerings and increases enrollments.

**REQUIRED CORE COURSES:**
All students must take the following core courses to establish breadth across the fields of global affairs, develop interdisciplinary skills and receive a foundation of prerequisites for elective courses in the concentrations. Full-time students will typically take all six of these classes during the first year of the program.

**IA 501 Global Governance (Required Core Course; 4 Credits)**
This course examines the organization of world politics in the context of globalization and provides an overview of international organizations, such as the United Nations, and regional organizations, such as the European Union. The course reviews the historical evolution of the international system and the basic concepts of international relations. It then examines international cooperation beyond the confines of formal organizational structures with particular emphasis on international regimes, institutions and norms that
govern state practices in particular issue areas—from trade and weapons proliferation to the environment and refugees. The course also examines transnational relations of non-state actors such as nongovernmental organizations (NGOs) and multinational corporations as well as transgovernmental relations of sub-national governments and government agencies that shape policymaking at a global level.

IA 502 Economics for Global Affairs (Required Core Course; 4 Credits)
This course examines applied intermediate microeconomics and macro-economics in cross-national settings. This course is designed for students without an economics background. Students who pass a microeconomics and macro-economics placement examination may take a more advanced economics class as a substitute. Prerequisite: Completion or concurrent enrollment in IA 503 Quantitative Approaches to International Affairs.

IA 503 Quantitative Approaches to International Affairs (Required Core Course; 4 Credits)
This course is an introduction to quantitative methods and computer-based tools for planning, policy analysis, and decision-making. This course will provide students with useful tools for engaging in empirical research and help students understand literature that uses quantitative methods. Students will learn how to think about theoretical problems in terms of statistical models - hypothesis testing, OLS regression models, and some extensions. The class is designed to support the core economic courses in the program and in particular the Global Economic Policy concentration.

IA 504 International Economics (Required Core Course; 4 Credits)
This course introduces students to the principles, policies, and practices of international trade and finance that are fundamental for understanding international economic relations and the global economy. The course will also examine microeconomic applications in political economic analysis of international trade and finance. Prerequisites: Completion or concurrent enrollment in IA 503 Quantitative Approaches to International Affairs; completion or placing out of IA 502 Economics for Global Affairs.

IA 505 Global Security (Required Core Course; 4 credits)
This course introduces students to the basic concepts and issues of security in the contemporary world. After briefly reviewing the historical development of war, the course examines deterrence, alliances, collective security, conventional war, and the nuclear revolution. The course then analyzes emerging transnational threats such as terrorism, the challenges of the proliferation of nuclear, chemical and biological weapons, the tensions between economic globalization and the imperatives of homeland security and the technological changes giving rise to new weaponry such as military robotics as well as the prospects of cyber warfare.

IA 506 International and Comparative Public Management (Required Core Course; 4 Credits)
This course focuses on tensions and trade-offs between important values in public administration and the institutional foundations of public service in cross-national
political, bureaucratic, and legal settings. It examines management within the administrative structures, international organizations and agencies of the UN system and the foreign ministries of UN member states as well as functional agencies of national governments and sub-national governments (e.g. provinces and cities) engaged in trans-governmental relations. Major topics include dimensions of the public sector, characteristics of institutional settings, environmental context, and functions, roles, behaviors, and structures.

**Elaboration of curriculum core**

Like many professional international affairs master’s programs, the MIA’s core combines international relations analysis, economics and quantitative methods in the form of two economics courses, a course in quantitative methods, a global governance course and a security course. Unlike most programs, the core also includes a course that goes beyond policy analysis to the basics of public administration. While “International and Comparative Public Management” (IA 506) covers the same topics as the introductory management course in Rockefeller College’s MPA degree program, instead of examining the administration of cities, US states and the US federal government, the course focuses on the administration of international organizations and agencies of the UN system, the foreign ministries of UN member states and the functional agencies of national governments engaged in transgovernmental relations.

**ELECTIVES AND CONCENTRATIONS:**

In addition to the breadth offered by the set of core courses, students will deepen their knowledge by concentrating their studies in specific subjects by taking at least three courses in designated areas. Concentration areas will have at least three courses offered on an annual basis but in some areas there may be more offerings any given year within Rockefeller College and elsewhere at the University at Albany. Students must take at least three elective courses in a single International Affairs concentration and select two electives from among International Affairs courses offered (in the same or different concentrations) or other University at Albany global content courses approved by the International Affairs program director. Most students will take their electives and complete their concentrations in the second year of the program.

The concentrations that we envision offering initially will combine concentration areas similar to that of other international affairs programs (e.g. “Diplomacy and Global Governance”; “International Economic Policy”) with concentrations that leverage current Rockefeller College faculty strengths in research, policy work and existing curricula, namely, “Global and Homeland Security” and “Global Public Management.” By fielding these two less common concentrations in areas of increasing student demand that are not well-covered in existing curricula of professional international affairs programs, the MIA will set itself apart from other international affairs master’s programs. In addition to the four concentrations that we plan to field at the outset of the program, we envision adding possible future concentrations that similarly leverage UAlbany strengths. Students may
also develop their own custom concentration of at least three courses, with permission of the International Affairs program director.

The electives listed below are courses that we plan to develop and offer within the first four years of the program. This set of courses should be considered as examples of the kinds of electives that will be offered given that additional international affairs electives are expected to be offered by Rockefeller College and other University at Albany faculty members (for a list of possible additional graduate courses that may serve as MIA electives, see appendix A). The following list of electives includes only those that we are committed to developing initially but we anticipate developing more international affairs courses in the first few years in addition to existing courses offered by Rockefeller College’s Political Science and Public Administration and Policy departments.

Initial concentrations:

1) DIPLOMACY AND GLOBAL GOVERNANCE CONCENTRATION

The subject matter of courses in this concentration is found in most professional international affairs master’s programs under concentration names such as “International Relations Theory/Practice,” “Foreign Policy/Diplomacy” and “International Law/Organization.” Courses in this concentration will be useful to students aspiring to diplomatic careers as political affairs officers in foreign ministries and international civil servants in the UN and other international organizations as well as careers in international non-governmental organizations. Political science faculty members in the international relations subfield routinely offer courses in this subject area, which may also be supplemented by courses in diplomatic history and courses offered by adjunct instructors with backgrounds in international law.

IA 511 International Law (Elective; 4 credits)
This course is an introduction to international public law in its political context. It examines the role of law in the functioning of the international system of states, including operation of international organizations and activities of non-state actors and individuals. It also includes an examination of the theory, development, and practice of international law, the interplay between law and politics, and the content and process of international legislation and authoritative decisions. It will introduce students to the International Court of Justice, the international law governing the use of force, the laws of war (international humanitarian law or the law of armed conflict), and the development of international criminal courts.

IA 512 Human Rights (Elective; 4 credits)
This course examines the legal, political, and social dimensions of the modern human rights movement and its implications for international affairs. It provides both an introduction to basic human rights philosophy, principles, instruments, and institutions,

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and an overview of several current issues and debates in the field. The course also seeks to analyze the ways in which allegations of human rights violations are dealt with and to expose some of the limitations in the architecture of the international system. Case studies will be used to illustrate contemporary debates regarding hierarchy among rights, conflicts between individual rights and societal priorities, human rights in single-party states, rights and transitions to democracy, amnesty for human rights violations, and the linkage between human rights and other national interests.

**IA 513 Global Environment: Politics and Policy (Elective; 4 credits)**

This course examines the theory and practice of international environmental politics. It examines pollution prevention through regulation and public works, the development of institutional mechanisms, and how political systems respond to environmental crises. Particular focus on the problem of the global commons (e.g., greenhouse gases and global climate change, ozone depletion, global fisheries and seabed resource extraction) as well as factors that contribute or impede the creation and implementation of effective international environmental policy.

**2) GLOBAL ECONOMIC POLICY CONCENTRATION**

This concentration is designed for students interested in international trade theory, financial and monetary theory, emerging markets, development economics, trade policy, financial and monetary policy, banking and financial sector regulation. The subject matter of courses in this concentration is also found in most professional international affairs master’s programs under concentration names such as “International Economics,” “International Development” and “International Business.” Courses in this concentration will be useful to students aspiring to diplomatic careers as economics affairs officers in foreign ministries, trade agreement negotiators, and international civil servants within international organizations dealing with international monetary, trade and development policies (e.g. World Bank, IMF, UNDP). Courses in this area are routinely offered by economists with appointments in the Public Administration department and political science faculty with expertise in comparative and international political economy. To-be-hired economists with policy backgrounds that will join the international affairs faculty as full-time lecturers and adjuncts will also offer courses in this concentration. Students may also enroll in relevant courses offered in the master’s program of the Economics department.

**IA 521 International Trade Policy (Elective; 4 credits)**

This course develops the theoretical foundations of international trade and applies this knowledge to problems in trade policy. For example, tariffs and other policy restrictions on trade are evaluated with respect to their impacts on employment, prices, income distribution and national economic welfare. Institutional frameworks examined include the General Agreement on Tariffs and Trade (GATT) and the World Trade Organization (WTO) as well as regional frameworks, such as the North American Free Trade Agreement (NAFTA). Issues to be considered include protectionism, “fair” and “unfair” trade, trade in services, intellectual property rights.

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6 Ibid.
IA 522 International Finance and Monetary Policy (Elective; 4 credits)
This course examines concepts of international finance and the principles governing the functioning of the international monetary system, including its institutional framework through the examination of the International Monetary Fund (IMF), the Bank for International Settlements (BIS), the World Bank, the European Central Bank (ECB), and regional institutions such as the G-8 and G-20. Among the topics examined are the structure, operation, and stability of foreign exchange markets, the causes and consequences of international accounts disequilibria, the mechanisms of balance of payments adjustment, the merits of different exchange rate regimes, financial crises, the effects of international capital mobility on trade, growth, and employment, and the problem of international policy coordination.

IA 523 International Development Policy (Elective; 4 credits)
This course introduces the main principles of economics of development and provides students with an appreciation for the problems and constraints that poor or less developed countries (LDCs) face. It presents economic frameworks that facilitate analysis of these problems and the generation of relevant policy recommendations as well as country- and issue-specific contexts within which students can apply the knowledge they acquire during the course.

3) GLOBAL PUBLIC MANAGEMENT CONCENTRATION
This concentration and the public management core course requirement that is its key prerequisite differentiate Rockefeller College’s proposed MIA degree from other international and global affairs programs that are often limited to courses in international relations from a political science perspective plus some courses in international economics and public policy. Some professional international affairs master’s programs have management courses. However, unless these programs are situated in schools that also have faculty offering the public accounting, budgeting, human resource and public management courses of an MPA degree, they are often taught in conjunction with international business curricula rather than focused on public sector or non-profit management. Rockefeller’s Global Public Management concentration is designed to focus on developing the knowledge base and skills of those who manage organizations operating on a global or regional level as opposed to a concentration focusing on a specific policy area. This concentration can, however, be combined with elective courses that will help the student develop policy expertise useful for careers in organizations that work in certain policy areas. For example, courses offered in the “Global Public Management” concentration coupled with the elective course, “International Development Policy” (IA 523), will provide a good option for students interested in working in the field of international development. Likewise, students who are primarily interested in policy analysis work may concentrate in, for example, “Global Economic Policy” but then add some public management coursework to help prepare them for the organizational environment in which they may pursue their policy analysis career.

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7 Ibid.
IA 531 Government Information Strategy and Management: Comparative and International (Elective; 4 credits)
This course introduces the interaction of policy, management, and information technology in the design, operation, and evaluation of government operations and public services. It relies heavily on cross-national and international organization case studies to illustrate how these domains play out in multiple settings and across all sectors—public, private, and not-for-profit.

IA 532 Public Finance: Comparative and International (Elective; 4 credits)
This course focuses on teaching students how to use financial information to make decisions in public and not-for-profit organizations in cross-national settings as well as within international governmental organizations such as UN agencies. The course focuses on developing, implementing and controlling agency financial plans and covers an introduction to financial management, the development of operating budgets, tools for short-term decision-making, capital-budgeting decisions, and the analysis of long-term financial options. The course then focuses on summarizing, reporting on and analyzing an organization’s financial position and the results of its operations.

IA 533 Global Non-profit Management (Elective; 4 credits)
This course explores the critical tasks associated with managing international non-governmental organizations (NGOs) working primarily in the international development, humanitarian assistance and human rights domains. It will examine internal operational efficiency, strategic management, program performance, and sustainability of NGOs, and introduce a set of analytic and management tools. Features of NGO management are compared and contrasted with the public and private sectors and issues such as funding, scale of operations, accountability, local participation, comparative advantage, and effectiveness. It analyzes NGOs’ roles as project implementers, technical assistance providers, intermediaries, partners, and advocates.

4) GLOBAL AND HOMELAND SECURITY
This concentration combines the subject matter of international security courses of “Security Studies” concentrations found in most professional international affairs master’s programs with course material in the expanding area of homeland security. The concentration is designed for students interested in the following areas: military strategy and the use of force as an instrument of foreign policy, defense policy, arms control and non-proliferation; peacekeeping and alternatives to the use of force; political violence, terrorism and unconventional warfare; intelligence; border and transportation security; cybersecurity; critical infrastructure protection. Courses in the concentration will be useful to students aspiring to careers in government (e.g., Department of Defense, Homeland Security, intelligence agencies, federal and state law enforcement, legislative staffs, or their foreign counterparts), international liaison work involving any of the above, international organizations (e.g., the UN Security Council, NATO, the World Customs Organization, the International Civil Aviation Organization, the International Organization for Migration, the International Maritime Organization), Federally Funded

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8 Ibid.
Research and Development Centers (e.g., RAND, Institute for Defense Analyses, Homeland Security Studies and Analysis Institute), non-profit research institutes, policy advocacy organizations and security consulting firms. Rockefeller College is one of the few top 25 ranked MPA programs with a Homeland Security concentration, which will be a great benefit to the international affairs program. The Global and Homeland Security concentration leverages existing faculty expertise in terrorism studies, border security, WMD and non-proliferation (e.g., the Rockefeller College Center for Policy Research’s “Project on Violent Conflict,” “Research Program on Border Control and Homeland Security,” “Project on International Security, Commerce, and Economic Sanctions” as well as the College’s National Center for Security and Preparedness). The concentration also leverages extensive course offerings in the security area. Over the past few years, the Homeland Security concentration has grown in popularity among students to become the MPA’s second largest concentration. Among the APSIA schools, only Georgetown University, George Washington University and the University of Denver offer certificate programs in Homeland Security. There are no homeland security concentrations in master’s degree programs or certificate programs offered by APSIA member or affiliate schools or ranked MPA programs in New York State or the tri-state metro area.

**IA 541 Homeland Security in Comparative and International Perspective (Elective; 4 Credits)**

This course introduces students to the concepts, institutions and policy issues of security as they relate to the administrative practices of interior and home ministries around the world. The course examines the following topics: counterterrorism; intelligence gathering and information sharing; governmental reorganization; border security and immigration; transportation, trade and port security; cybersecurity and critical infrastructure protection; all-hazards prevention, preparedness and response. The course also examines how countries have responded to terrorist attacks and security threats by engaging in international cooperation on travel, border, trade and cyber security.

**IA 542 Intelligence and National Security Policymaking (Elective 4 credits)**

This seminar examines the role of intelligence in the formulation and implementation of foreign policy in the United States. Through critical analysis and case studies, students will develop techniques to increase intelligence’s contribution to policy deliberations. The course will assess the most appropriate role for national intelligence agencies and the international intelligence community in supporting executive branch processes, including such aspects as key players and institutional bias. Much of the course is devoted to a series of mock intelligence and policy meetings on international crises to critically analyze intelligence agencies’ proper role in supporting the policy process.

**IA 543 Political Violence, Insurgency and Terrorism (Elective; 4 credits)**

This course examines the relationships among, and differences between, the following activities in the international political system: political violence, insurgency, and terrorism. The course will include a consideration of the causes of these activities, their
effects on national and international politics, and an evaluation of governmental responses to them.

**PRACTICAL LEARNING REQUIREMENTS:**

The MIA degree combines policy analysis and administrative skills learning in the class with practical learning outside of the class by requiring a professional internship (or previous career experience) and a capstone project.

**IA 597 Capstone Project (Requirement; 4 Credits)**
The capstone project provides students with an opportunity to apply what they have learned in a professional context. Individual or groups of students supervised by faculty will work on project for an organization during their final semester in the program.

**IA 598 Career Experience (Requirement; 0 Credits)**
The career experience requirement may be met either by providing documentation of two years’ entry level professional administrative experience in the private, public or non-profit sectors, concurrent full-time employment in a private, public, nonprofit, or related organization, or by obtaining placement in an internship (0 credits).

**IA 599 Professional Development Module (0 Credits)**
The objectives of this module are threefold: to increase student insight into personal and professional development needs and heighten awareness of career opportunities; to provide a forum for the dissemination of information on employment trends; and, to refine resume writing, interviewing, and job search skills.

The capstone project will normally be a group-based exercise that will provide students with the opportunity to apply the knowledge and skills learned in the program to “real world” issues. The capstone process includes the following steps: First, faculty members identify clients who are interested in having a student team conduct a study on an issue or problem. Second, faculty members meet with the client and get an overview of the subject. Third, faculty members negotiate terms (including number of students, client expectations, program objectives and requirements, expenses, deliverables). Fourth, students perform the work and receive guidance and a grade from the faculty. Individual students may also arrange capstone experiences supervised by faculty and those students who already have significant professional experience may work with faculty members to design a suitable alternative project that draws on their experience (subject to approval of the MIA program director). Many UAlbany faculty members already interact with government and non-profit organizations that may become capstone project clients. For example, Rockefeller College’s Center for International Development (CID), the government agencies it works with and partner organizations, would all be likely clients for capstone projects.

Internships may be completed part-time during the academic year or full-time over the summer. Internships should entail at least 400 hours of work, have international content, and be in any of the three sectors: private, non-profit, and public. The MIA program will
be able to take advantage of the wealth of internship opportunities in the Capital Region, New York City, Washington, DC, and abroad as well as the extensive network of contacts that the Rockefeller College career and internship office has already built. MPA students and graduates have an excellent placement record and we expect the MIA students to benefit from this solid foundation. Possible examples of internships include transnational corporations, the Council on Foreign Relations, the United Nations, the World Bank, East-West Management Institute, the US State Department, and New York State and New York City governmental agencies that focus on international economic activities. Internationally-oriented internships could be supported by gifts to the College such as the currently existing Art Sist Fellowship, which sends one or more SUNY students to intern on CID projects around the world. This fellowship could be strengthened and expanded within the context of MIA program cooperation with CID. As soon as the MIA is established, Rockefeller College will submit an application for a Peace Corps Master’s International program for the MIA (via the SUNY-Peace Corps MOU, which has already been used for the Peace Corps Master’s International program in the Rockefeller College MPA program). This program will enable students accepted into both the MIA program and the Peace Corps to have their Peace Corps service fulfill the MIA internship requirement.

The professional development module includes readings and web research assignments, career exploration opportunities, meetings with practitioners, resume-writing exercises and mock interviews.

Possible future concentrations:

In addition to the four concentrations that we plan to field at the outset of the program, we envision adding possible future concentrations that also leverage UAlbany strengths. Whether an additional concentration is offered will depend on the confluence of student demand and faculty availability. Largely due to planned Rockefeller College hires and early indications of interest among MPA students in the “global affairs” concentration we anticipate offering the “Information Technology Policy and Management” and the “International Development Administration” concentrations fairly soon after the MIA is launched. The other concentrations will most likely have to wait on gauging demand among the first few cohorts of MIA students and applicants.

**Information Technology Policy and Management** would leverage: 1) Rockefeller College teaching strengths in “Information and Technology Management” (3rd in US News and World Report Public Affairs School ranking), 2) the policy-oriented research and practitioner engagement of UAlbany’s Center for Technology in Government; 3) a SUNY2020 initiative to provide education for the next generation of public servants and information professionals, and prepare early career students to find excellent employment in the areas of cyber security, “big data” analytics, and government information strategy and management through faculty hires in the Departments of Public Administration and Policy, Informatics and Computer Science; 4) a previous SUNY2020 initiative in “Digital Forensics” that will includes a faculty hire in “Cyber International Relations” as a joint appointment in the Information Technology Management department of the Business
School and the Political Science department. The concentration will be comprised of courses that examine the roles of governments, international organizations and NGOs in regulating new information and communication technologies and the ways in which governments, international organizations and NGOs use information technologies to conduct their business and engage in world affairs. Key issues to be examined in the concentration’s courses range from global governance of the internet to national cyber security policies, implementation of management information systems by UN member states as well as by the UN and other international organizations; the use of the internet by states to engage not only their own citizens but other states and their citizens; social media in democracy movements and the rise of internet censorship; information technologies for international development; the use computing power to increase military capabilities, including cyber warfare and military robotics. Although some international affairs schools have concentrations such as “technology in international affairs,” and “international communication,” the proposed concentration will focus more specifically on government information management and cyber security. Depending on specific technical skills they acquire, students in this concentration would be prepared for positions managing information technology projects within governments, international organizations and NGOs; working in government agencies and international organizations that regulate information technologies and entering the rapidly growing cyber security field in the public, private and non-profit sectors.

**International Development Administration** would leverage the expertise of Rockefeller College’s Center for International Development (CID), whose reputation has drawn public administration and political science graduate students to the University at Albany. Decades of CID work on international development projects around the world has given Albany, New York a worldwide reputation as “the place” for parliamentary and legislative staff training and institutional legislative development. CID has received tens of millions of dollars in external grants to support legislative development within the larger context of international development programs, many financed by USAID. Although many graduate students have worked as research assistants and interned on CID projects, the work of this center has not yet been translated into Rockefeller College graduate course offerings. Several CID staff members have expressed interest in teaching International Affairs courses and will contribute to the initial set of envisioned courses, however, this teaching will primarily be on an adjunct basis in addition to their full-time research, training and administrative responsibilities. Once additional regular faculty with development expertise and additional adjunct instructors are identified, CID staff members will lead the effort in shaping a concentration in International Development Administration that will help prepare students for careers in the international development agencies of national governments (e.g., USAID) and international organizations (e.g., UNDP), as well as non-profit organizations, like CID, that implement the projects of international donors in the development community.

**Global Financial Market Regulation** would leverage the network of the UAlbany Institute for Financial Market Regulation to engage adjunct faculty from the financial
community as well as UAlbany faculty to teach courses in an increasingly important policy area.

**International Migration Policy** would engage Rockefeller College faculty as well as a relatively large number of faculty members in other UAlbany departments as well as other SUNY schools to teach courses in a concentration that is only offered in the U.S. by Georgetown among professional international affairs masters programs yet widely available in Europe.

**Global Health Policy** would build on courses offered in the new “Graduate Certificate in Global Public Health” by the UAlbany School of Public Health as well as the extensive health policy expertise within Rockefeller College.

**Global Education Policy** would leverage offerings on international education within UAlbany’s School of Education

(For a sample semester-by-semester breakdown of courses to be taken, see Appendix F attached)

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**List of all graduate courses to be taught in the first three years.**

**Core Classes**
- IA 501 Global Governance
- IA 502 Economics for Global Affairs
- IA 503 Quantitative Approaches to International Affairs
- IA 504 International Economics
- IA 505 Global Security
- IA 506 International and Comparative Public Management

**Concentration Classes**

1) **Diplomacy and Global Governance Concentration**
- IA 511 International Law
- IA 512 Human Rights
- IA 513 Global Environment: Politics and Policy

2) **Global Economic Policy Concentration**
- IA 521 International Trade Policy
- IA 522 International Finance and Monetary Policy
- IA 523 International Development Policy

3) **Global Public Management Concentration**
- IA 531 Government Information Strategy and Management: Comparative and International
IA 532 Public Finance: Comparative and International
IA 533 Global Non-profit Management

4) Global and Homeland Security
IA 541 Homeland Security in Comparative and International Perspective
IA 542 Intelligence and National Security Policymaking
IA 543 Political Violence, Insurgency and Terrorism

Additional Requirements:
IA 597 Capstone Project
IA 598 Career Experience
IA 599 Professional Development Module

Impact of the proposed graduate program on other academic programs currently offered by the department and campus.

- Impact on Undergraduate Programs: The addition of the MIA program will increase the attractiveness of the University at Albany to prospective undergraduate students by strengthening the international orientation of the campus. In addition, the subsequent creation of a BA/MIA program will allow our best undergraduate students to begin the MIA program during their senior year. As prospective student open houses have long demonstrated, the combination BA/professional degree programs are enormously popular with both prospective students and their parents. In particular, students and parents that want a college degree to provide professional skills that will help secure a good job upon graduation will be more attracted to the University at Albany.

- Impact on MPA Program: We anticipate that the MIA program will have a positive impact on the MPA program by increasing applications and retention. The MPA has a global concentration, which was initially developed as a step towards developing a professional international affairs master’s program but master’s level public administration courses with international content have been infrequently offered. Moreover, when international content courses have been offered by the department Public Administration and Policy, they have tended to be doctoral courses that are not well-suited to students interested in a professional degree. Historically, between 15 and 20 prospective MPA students are turned away or choose to study elsewhere each year due to the lack of international mentors and international course offerings in the MPA program. Therefore, by allowing internationally focused MPA students to enroll in MIA courses for their global concentration, we expect that enrollments in the MPA will grow.

- Impact on Political Science MA Program: The MA program is small with only about seven new-to-program students each year. These students focus on one of six graduate subfields: political theory, American politics, public law, public policy, comparative politics or international relations. In the political science
department (unlike the public administration and policy department), all graduate classes are designed for the doctoral program. We anticipate that a few prospective MA students interested in international and comparative politics will be drawn into the MIA program. However, the availability of the MIA program will also give an opportunity for Rockefeller College to retain students with professional career aspirations who currently drop out of the Political Science master’s degree program after taking graduate courses primarily designed for PhD students.

- **Impact on Doctoral Programs:** We do not anticipate any important impact on the doctoral programs other than fewer political science MA students enrolling in doctoral courses. During their course of study, some MIA students may decide that they have more of an academic orientation and opt to apply to continue their studies in Rockefeller College’s Political Science or Public Administration doctoral programs.

- **Impact on Retention and Time-to-Degree:** The MIA program should improve both retention and time-to-degree. Students interested in international affairs often leave our MA program and switch concentrations in our MPA program because they cannot find enough course offerings to satisfy their interests. Moreover, given that all the MIA courses will be offered with a synchronous distance learning format, the MA and MPA programs will be accessible to a broader range of students. For example, an MPA student with a global concentration could spend two semesters in Albany and then finish his or her degree from another location. Similarly, students working full-time often have to take a smaller course load in a given semester (which slows their time-to-degree) because their travel schedules are incompatible with thirteen consecutive face-to-face classes. The MIA program would increase the flexibility of all programs which should improve retention and time-to-degree.

- **Impact on Student/Faculty Ratios:** The MIA program will not have an impact on undergraduate student/faculty teaching ratio. At the graduate level, it should increase the ratio slightly because the ratio is a function of the balance of doctoral classes (which typically enroll 5-10) and master’s classes (which typically enroll 20-25). The addition of the MIA will increase the number of master’s classes in the College, which will slightly increase the graduate student/faculty ratio.

- **Impact on Campus Physical Space:** The MIA program will require offices on the downtown campus of the University at Albany (two faculty offices and two staff support offices) and at the SUNY Global Center in New York City (two faculty offices and three staff offices). It will also require approximately six evening classrooms per week (Monday through Thursday) at both locations. The program will not require any lab space, but will rely on the existing master’s student lounge in Milne Hall on the UAlbany downtown campus and the library and computer lab at the SUNY Global Center. A letter of support (see attached) from Vice Chancellor for Global Affairs Mitch Leventhal indicates that facilities at the SUNY Global Center will be made available to the program. Given the limited nature of physical space demands, we foresee no major space related obstacles to delivering the program.

- **Impact on Internship Placements:** The MIA program requires an internship for all
students except those with two or more years of professional experience in the field. Based on our experience with the MPA program, we anticipate that 60-70 percent of MIA students will require internships (evenly split between Albany and New York City). We do not anticipate any problems placing interns because the Rockefeller College Office of Internships and Careers (with 1.5 FTE) currently assists many students with internship placements (required in the MPA and Public Policy and Administration BA and not required but encouraged in the Political Science MA and BA programs). Funding for the MIA program will allow us to add one full-time internship and career coordinator in New York City. Given that most of our internships are currently in Albany, New York City, and Washington DC, the addition of another full time staffer will add capacity to the Office, allowing us to develop more relationships with partners in New York City. Moreover, the fact that we are offering classes and have staff support in New York City means that students could now easily spend a semester interning and taking classes in the City.

Procedures for academic advising, and for supervision and evaluation of students’ progress through degree completion.

All incoming students will participate in an orientation program during the week before the Fall semester begins. Incoming students will have an opportunity to get to know MIA faculty and fellow students as well as explore the MIA curriculum and program with faculty members and their academic advisors. Upon acceptance into the MIA program, every student will be assigned an academic advisor. Those students who already know the area in which they wish to concentrate will be assigned to that concentration’s coordinator (a member of the MIA faculty with additional administrative roles as described below). All other incoming students will be initially assigned to the MIA director who will help the student decide what concentration best fits his or her professional interests. Once a student selects a concentration, he or she will be transferred to that concentration’s coordinator for advisement. Students may request a new advisor from among the MIA faculty for any reason. For example, if a student develops a good working relationship with a faculty member through coursework, he or she may switch advisors from the MIA director or concentration coordinator to whom he or she was initially assigned. To change advisors, the student should secure the agreement of another MIA faculty member to serve as the new advisor and then notify the Rockefeller College director of graduate student services who will execute the change in the myUAlbany information system and record it in the student’s records and in MIA program documents. The director of graduate students services will provide support to all graduate students in both Albany (PhD, MA, MPA, and MIA) and New York City (MIA only). We anticipate hiring one more staff person in Albany and two in New York City to support this individual.

Advisors are expected to monitor the student’s progress and to ensure that the student complies with all procedural requirements in a timely manner. At a minimum, these duties include helping the student select courses, providing the student with an Advisor Verification Number (AVN) to permit registration via the myUAlbany webpage each
semester, advising the student on other academic matters, discussing post-graduation career plans and writing letters of recommendation. The advisor will also assist the student in the completion of the Tentative Degree Program Planning sheet (TDPP), the Completed Degree Program (CDP) sheet, and other academic documents, as appropriate. A TDPP sheet provides a roadmap for how the MIA requirements will be met and it should be approved prior to beginning work in a concentration. It must be signed by the student and emailed to the student’s advisor, the MIA director, the director of graduate student services, and the director of internships and career services. The TDPP becomes part of the permanent student record. The CDP sheet is a final document outlining how the student has met the requirements of the MIA degree. During an in-person meeting, the sheet should be completed and signed by the student and the student’s advisor by the end of the fifth week of the student’s last semester in the MIA program. The CDP sheet is used by the director of graduate student services to review the student’s credentials for graduation. Both the TDPP and CDP sheets will be available for downloading from the Rockefeller College website.

At the end of each semester, the MIA director, all concentration coordinators, any other MIA faculty members who serve as academic advisors and relevant Rockefeller College staff will meet (including via teleconference) to review all MIA students’ progress. Students who are not making adequate progress will receive notification from the MIA director and receive additional counseling to identify and address problems. Students who do not maintain a 3.0 average will be placed on academic probation. Those who are unable to bring their average up to this threshold within one year will be administratively withdrawn from the program.

The MIA program must be completed within six years of the time students are admitted into the program. While there is no continuous registration requirement, students who choose not to enroll for a semester (or more) do not have access to many services and they are unable to defer the repayment of prior college loans or qualify for financial aid.

*Significant resources and support programs, both inside and outside the University, to be used by program faculty and students.*

The MIA program will utilize the resources of both the University at Albany main campus (including downtown campus facilities) as well as at the SUNY Global Center in New York City.

The Levin Institute is housed in the SUNY Global Center and its mission is to promote “thoughtful educational engagement and an analysis of globalization and its impact on New York State.”9 Bringing International Affairs instructors and students to the SUNY Global Center should enable a variety of synergies for the Levin Institute and Rockefeller College’s MIA program. Essentially, the Levin Institute can provide a host of “extracurricular” and “co-curricular” activities that would fit the interests of professionally-oriented International Affairs students who, in turn, may add to Levin’s activities through their participation. International Affairs students would be able to take

9 http://www.levin.suny.edu/about/index.cfm
advantage of attending relevant Levin Institute events. Past events that would be of interest to MIA students include: “Diplomacy in the Digital Age: US and Canadian Perspectives” held in 2012; the “The New Turkish Foreign Policy and its Relation to Domestic Changes in Turkey” held in 2010; Strobe Talbott on “The Great Experiment: Globalization,” held in 2009; and Frank Walter Steinmeier, Henry Kissinger and Brent Scowcroft on “A Transatlantic Agenda for the 21st Century” and Anne-Marie Slaughter and Ambassador Nancy Soderberg on “America’s Role in the World: Looking Beyond the Elections” both from 2008.10 In the other direction, International Affairs classes may invite guest lecturers who generate significant interest among those on the Levin Institute mailing list. If so, the guest lecture could be “co-sponsored” by Levin and the class could be moved to a larger room to accommodate. International Affairs students may also organize a colloquium series coordinated with classes that would give them experience in approaching and engaging policymakers. Such colloquia that take place in NYC could be co-sponsored with Levin as well. Students in the professional International Affairs program may also organize full one and two-day conferences of their own (e.g., the University of Toronto’s Munk School of Global Affairs Graduate Student Conference 2012 - Not a Drop to Drink: Water Scarcity & Politics in the 21st Century11 some of our more enterprising students may partner with the Levin Institute to do likewise.

At the University, the Interactive Media Center of the University at Albany Library “supports the creation of multimedia projects and the digital design of presentations, publications and Web sites.”12 The Center is open to all University at Albany students on a walk-in basis and also offers on-line tutorials for those not in Albany. The University at Albany Writing Center is an additional resource that offers students assistance with their writing and offers the services English-As-a-Second-Language writing tutors as well.

Rockefeller College itself has ample resources available to help foster the MIA program. The College’s Office of Internships and Careers will not only assist MIA students with internship placements, career development and professional networking, it will also work with students on identifying and applying for post-graduation fellowship and employment opportunities. As described above, this office will add personnel in New York City to develop more relationships with partners in that will expand the scope for identifying post-graduation international affairs placement opportunities.

The Rockefeller College Alumni network encompasses over 4,000 Rockefeller College alums living and working all over the world. Rockefeller graduates regularly come together for professional development and networking events sponsored by alumni groups established in Albany, New York City, Washington, DC, and Seoul, Korea. In addition, the UAlbany Alumni Association offers a Career Advisory Network. This free service is accessible to all UAlbany students and features a searchable online database of more than 1,800 alumni who have volunteered to be advisors to UAlbany students looking for advice on job searches and career development.

10 see a partial list of past Levin Institute events at: http://levin.suny.edu/events.cfm
11 http://www.uofttix.ca/view.php?id=860
12 http://library.albany.edu/imc/
C. Faculty

The program will draw on the knowledge and expertise of the Department of Public Administration (management and economics) and the Department of Political Science (global governance and global security), and will complement existing programs in both those departments. Courses will be taught by a combination of full-time non-tenure track faculty, tenured and tenure track faculty, and part-time practitioner faculty.

In the context of MIA proposal preparation, current Rockefeller College faculty members were surveyed regarding what master’s level international affairs courses they would be willing to teach in Albany and New York City for the MIA program. Nine political science faculty (four in the international relations subfield, four in comparative politics and one in public policy) and five public administration faculty members said they would be willing to teach international affairs courses.

Each concentration will have a coordinator, selected from among the MIA faculty, who will have a variety of responsibilities including: serving as the primary academic advisor of the students who have chosen that concentration; assisting the MIA director in recruiting students and adjunct faculty with interests and expertise in the concentration area; assisting the MIA director in developing concentration course offerings and ensuring that they meet the needs of students in the concentration; working with internship and placement staff to identify appropriate internships and capstone projects for students in the concentration; and assisting students to assemble a placement portfolio, including appropriate letters of recommendation.

*Academic-practitioner team-teaching*

Professional international affairs programs typically offer a combination of courses offered by full-time academic faculty members and adjunct instructors drawn from the practitioner community. The MIA program will do the same, however, we will also encourage academic-practitioner team teaching and offer support for the formation of such teams and any innovative teaching modalities and approaches that they may develop. In this way, academics and practitioners can work together to blend the best of theory and practice in teaching any given subject area of the MIA program. Moreover, some practitioners who might be interested in teaching may not be able to commit to one class per week for 13 weeks and/or may not have the pedagogical training necessary to design and lead high quality courses focusing on active learning. By increasing teaching modality and staffing options, academic-practitioner team-teaching enables the MIA program to integrate more practical learning and professional networking into more MIA courses.

An academic-practitioner team taught course could be structured as follows: The academic co-instructor would be responsible for overall syllabus design following MIA program guidelines, identifying appropriate reading and multimedia materials and
incorporating the practitioner’s suggestions, especially for materials on the most recent, pressing topics in the subject area. The academic and practitioner could work together to identify topics that may be addressed by the case study method and then assemble appropriate materials. They could work together to develop team-based learning projects that may resemble projects that students might encounter in their future professions as well as organize simulations to illuminate policymaking, decision-making and professional ethics scenarios. The academic and practitioner may equally divide up the semester’s course sessions among themselves; they may opt to both participate in all class sessions or something in between. If the course has students in both NYC and Albany linked by videoconference, one co-instructor might be in NYC and one in Albany.

As in other MIA courses, individuals with particular expertise on certain topics discussed in the course will be invited to give short presentations and join class discussion, either in person or by videoconference. If the expert would very much like to join the specific class but is not available during the class time, course instructors may offer to record an interview with the expert that can then be posted on the course website and assigned to students. The expert may also invite students to an online chat at a time that is more convenient (MIA program staff will be available to help instructors and guest experts to learn to use the technology to do this). Practitioner co-instructors will be encouraged to invite such expert guest speakers for his or her team-taught course but also help identify and recruit a broader array of practitioner guest speakers within concentration areas. Guest speakers who particularly enjoy the experience and who students particularly enjoyed interacting with may be engaged by an MIA faculty member for another, different team-taught course. Of course, all practitioners engaged by the MIA program will be made aware of the MIA capstone and internship requirements and be asked about opportunities for capstone projects and internships for MIA students in their organizations. If academic-practitioner teams are successful in teaching a course together in a synchronous distance-learning mode, they will be encouraged to develop an asynchronous distance-learning version of the course. The MIA program will encourage such collaboration by providing graduate student teaching assistance with setting up and running the course.

List Rockefeller College International Affairs Faculty

**Victor Asal**
Associate Professor of Political Science
[http://www.albany.edu/rockefeller/pos/faculty_2/asal.htm](http://www.albany.edu/rockefeller/pos/faculty_2/asal.htm)

**Zsofia Barta**
Assistant Professor of Political Science
[http://www.albany.edu/rockefeller/faculty_pos_barta.shtml](http://www.albany.edu/rockefeller/faculty_pos_barta.shtml)

**Mark Baskin**
Research Professor of Political Science and Senior Associate, Center for International Development
Cheng Chen  
Associate Professor of Political Science  
http://www.albany.edu/rockefeller/pos/faculty_2/chen.htm

Sharon Dawes  
Senior Fellow, Center for Technology in Government and Professor Emerita, Public Administration and Policy  
http://www.ctg.albany.edu/about/about?section=sharon&sub=people

Kathleen Deloughery  
Assistant Professor of Public Administration and Policy  
http://www.albany.edu/rockefeller/pad/faculty_1/delougherty.html

Bryan Early  
Assistant Professor of Political Science and Public Administration and Policy  
http://www.albany.edu/rockefeller/pad/faculty_1/early.html

J. Ramon Gil-Garcia  
Research Director, Center for Technology in Government  
http://www.ctg.albany.edu/about/about?sub=people&section=ramon

David Guinn  
Senior Associate, Center for International Development  
http://www.cid.suny.edu/about_us/our_staffs/about_Guinn.cfm

Matthew Ingram  
Assistant Professor of Political Science  
http://www.albany.edu/rockefeller/faculty_pos_ingram.shtml

Johannes Karreth  
Assistant Professor of Political Science (starting Fall 2014)  
http://spot.colorado.edu/~joka5204/

Rey Klosowski  
Associate Professor of Political Science  
http://www.albany.edu/rockefeller/pos/faculty_2/koslowski.htm

Raymond Kuo  
Assistant Professor of Political Science (starting Fall 2014)  
https://www.princeton.edu/~rkuo/

Gregory Nowell  
Associate Professor of Political Science  
http://www.albany.edu/rockefeller/pos/faculty_2/nowell.htm
The University at Albany administration has authorized 4.5 new full-time faculty positions for this program and funding for eight adjunct positions. Specifically, we have authorization and funding to move one tenured associate professor from a joint appointment (50/50) to a full appointment in Rockefeller College. This individual will teach two classes in the MIA program each year. We have authorization and funding to hire two tenure track faculty positions in Rockefeller College. As with all our tenure track faculty, these new faculty members will have a PhD in their respective field and will be expected to develop a nationally visible research program prior to obtaining tenure. These faculty members will have a 2/2 teaching load (for a total of eight classes per year). We have authorization and funding to hire two full time non-tenure track faculty members on long-term contracts. These two faculty members, who will reside in New York City and teach in the SUNY Global Center, will either have a PhD in their respective field or extensive professional experience in the field (or both). These faculty members will have a 3/3 teaching load but may receive up to two course releases per year for significant administrative and service contributions to the MIA program (yielding a minimum of eight classes per year). We have funding for five adjunct professors in New York City and three adjunct professors in Albany. These professors, who will be drawn
from the practitioner community, will teach one course per semester (for a total of eight classes).

In sum, existing authorization and funding allows us to teach a total of 26 courses (2+8+8+8) which more than covers the core and concentration courses necessary to run the program. In addition, several currently appointed faculty in the College would like to teach courses in the MIA, giving us significant slack capacity should faculty go on leave or buyout their teaching with external funding.

There are no plans for reductions.

D. Students: Admission, Support and Enrollment

The Masters of International Affairs (MIA) degree program will serve students aspiring to begin or continue professional international affairs careers in the U.S. and around the globe. Graduates of the program will assume careers in the public, private and non-profit sectors traversing governmental, sectoral and national boundaries and become well-informed citizens engaged in public affairs to the benefit of New York State and the country as a whole.

Applications for admission to the MIA degree program will not require a particular academic disciplinary preparation or undergraduate major. In addition to Fall admission for full-time students, part-time students may apply for Spring admission. Applications will be evaluated on a rolling basis. Applications for Fall admission with consideration for funding must be received by February 1 and applications without funding consideration must be received by June 15th. Applications for Spring admission are due by November 15th.

All applications must include:

- Completed Degree Application
- Official transcripts of all graduate and undergraduate work to date
- Official GRE Scores (LSAT or GMAT may be considered in lieu of GREs)
- Official TOEFL Scores of foreign students (students who have graduated from English language undergraduate or graduate programs may be exempted).
- Three letters of recommendation
- 1 to 2 page statement of background and goals
- Resume
- Application Fee

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13 Part time students admitted in the Spring would sequence their core courses as follows: IA 505 Global Security and IA 506 International and Comparative Public Management in the first semester; IA 502 Economics for Global Affairs and IA 503 Quantitative Approaches to International Affairs the second semester; IA 504 International Economics third semester and IA 501 Global Governance in the fourth semester.
All applications must be submitted through the University’s Online Application System. Supplementary materials such as the statement of background and goals and the letters of recommendation should be uploaded into the online application system.

Once an application is complete, the MIA program admissions committee will review it and provide a recommendation of “admit,” “waitlist” or “deny” to the University’s Office of Graduate Studies. MIA faculty members, particularly concentration coordinators, will serve on the admissions committee, which will be chaired by the MIA director. Concentration coordinators not on the admissions committee may be consulted on particular applications when appropriate.

All applications will be evaluated in their totality. Successful applicants will have excelled as undergraduate students and will have earned a GPA of 3.0 or above. There is no requirement that applicants have majored in a specific subject, however, it is anticipated that most will have studied economics, political science, international relations and/or history. Applications from students who have majored in foreign languages and area studies will also be welcomed but there will be a preference for applicants who have at least taken some courses in the above disciplines, especially in economics. Because the MIA core curriculum includes economics and statistics, the admissions committee will look for evidence of an applicant’s ability to undertake quantitative coursework at the graduate level. There are no specific prerequisites for admission, but there will be a preference for applicants who have completed introductory courses in macro- and microeconomics. Broadly speaking, courses in economics, statistics, and mathematics will bolster an application and provide a helpful foundation for study in the MIA program. Prospective students who wish to pursue careers in international economic policy or international economic development should demonstrate an even higher level of preparation before enrolling, namely, completion of calculus and an intermediate micro- and macroeconomic sequence at the undergraduate or graduate level. Students without an economics background who are interested in pursuing these fields will be strongly encouraged to make up this deficiency before applying to the MIA program.

Successful applicants will normally have verbal GRE scores above the 60th percentile and quantitative GRE score above the 40th percentile. The GMAT or LSAT may be accepted in lieu of GRE scores. The LSAT will only be considered when an applicant has taken two or more quantitative courses at the undergraduate level with a B or better average in those courses. For foreign students from non-English-speaking countries, the minimum TOEFL scores will be 95 for internet-based, 240 for computer-based, and 587 for paper-based. The minimum IELTS score will be 7.0. The admissions committee will take into account past graduate level work as well as professional experience of applicants, especially when assessing standardized test scores.

Although the MIA is a degree program, individuals may apply to take up to three courses on a non-degree basis. GREs will not be required to enroll on a non-degree basis. Non-degree applicants will still need to demonstrate promise for doing graduate level work and will be held to the same academic standards as students in the degree program. The
non-degree option may be useful to prospective students working in an area of international affairs but uncertain about pursuing a master’s degree.

Applicants whose TOEFL scores do not meet the minimum threshold but have strong credentials aside from the TOEFL score can be admitted into the program on a non-degree basis and encouraged to enroll in UAlbany’s Intensive English Language Program (IELP) (http://www.albany.edu/ielp/). Ideally, incoming students would enroll in the IELP Summer Academy, then in one or two MIA classes in the Fall while continuing with IELP. He or she could then retake the TOEFL in time to meet the November 15 deadline to be considered for admission for Spring semester enrollment. Alternatively, a student could enroll in IELP for the entire academic year, during which time he or she takes one MIA course in the Fall and one or two in the Spring, then retakes the TOEFL exam in time to meet the June 15 deadline to be considered for enrollment in the subsequent Fall semester.

We anticipate recruiting a very diverse student body in terms of academic, professional and geographic backgrounds as well as in terms of gender and ethnicity. While the range of undergraduate majors of students in professional international affairs programs range from art history to engineering to political science, it is expected, as explained above, that most students will have undergraduate degrees with disciplinary majors in economics, political science and history as well as interdisciplinary majors in global affairs, international relations, Latin American Studies, East Asian Studies and other area studies programs. We also anticipate enrolling some students who have majored in foreign languages and literature as well as foreign students who majored in English and American Studies. Some students, particularly part-time students working full-time in New York City may already have several years of professional experience in international affairs; others may be joining the program right out of undergraduate programs. Geographically speaking, we anticipate that three quarters of our students will be New York State residents and one-quarter out-of-state students, most of whom will probably be foreign students.

With respect to gender, minority, and foreign student representation, a 2012 survey of 23 APSIA member schools indicated 19,107 applications were received from members of these groups. Of that, 9,444 were admitted and 3,349 enrolled. Of those enrolled, 1,872 (55%) were women, 737 (21%) were U.S. minority students and 864 (25%) were foreign students.14

Given that roughly half of the students of APSIA member schools are women, we anticipate a similar gender balance in the MIA program.

Most students of APSIA member schools have studied, worked or traveled overseas and 30 percent are nationals of countries other than the school’s in which they are enrolled. We anticipate having a similar, very ethnically diverse student population. International and global affairs programs typically attract relatively large percentages of first generation Americans, naturalized US citizens and legal permanent residents. Given that

14 See: http://www.apsia.org/schools/student-profile/
our student body will be primarily drawn from New York State and New York City – two localities that have higher than average rates of foreign-born and first generation US citizens, we believe that the ethnic diversity of the MIA program may be somewhat higher than the APSIA member school average. New York State’s foreign-born population (both immigrants and naturalized U.S. citizens) is 4.3 million or 22.2 percent of total population. Also a significant share of our student body will come from New York City. One third of New York City’s population was born abroad and half of New York City’s population is foreign-born or the children of the foreign-born. Foreign students will also contribute to the ethnic diversity of the student body. When announcing the UAlbany Impact plan, former UAlbany President George Philip asked the question of where additional students will come from (when it is projected that the number of high school graduates (public and private) in New York State is likely to decrease by 16.5% between 2008 and 2019). His answer was out-of-state, mostly foreign, students and master’s students. With international content and track records of attracting foreign students as well as professional students returning to school, the MIA fits the bill on both counts. Given the flexible options of study in Albany and/or New York City as well as the very competitive tuition rates (discussed below), we anticipate that the pool of foreign student applications will grow as the program becomes established and more broadly known.

Foreign students from non-English-speaking countries will need a minimum TOEFL score of 95 or equivalent (see admissions section). All foreign students for whom English is a second language and who have not spent time studying in an English-language university will be encouraged to enroll in UAlbany’s Intensive English Language Program, particularly in Summer Academy before starting the MIA program in the Fall.

With respect to financial aid support for students in the MIA program, several years ago, the University at Albany eliminated virtually all scholarship funding for master’s programs in order to reallocate a shrinking pool of dollars to doctoral students. We do not anticipate any change in this policy at the University level. However, given the likely demand for the MIA program and the low cost of the program compared to other programs in New York State and the tri-state region, we do not believe that scholarships are necessary for us to achieve our enrollment goals. Moreover, within Rockefeller College, we have several endowed assistantships and scholarships, which would be available to the MIA students (e.g., the Steven Gold Research Assistantship and the Dean Frank Thompson Scholarship Fund). We hope that our development efforts will allow us to build these scholarship funds and expand the total number of scholarships (rather than simply reallocate scholarships to the MIA program from the MPA and MA programs). Of course, international affairs students who are eligible may apply for any federal financial aid and loans.


16 http://www.albany.edu/ielp/
We anticipate enrollment of 22 full time equivalent students in the first year and 130 after five years. We expect half of the students to be part-time and about three quarters of the students to be in-state. The following table provides a yearly breakdown of students by status (full-time versus part-time) and geographic location (in-state versus out-of-state).

<table>
<thead>
<tr>
<th>MIA Enrollment Plan Summary</th>
<th>Year 1</th>
<th>Year 2</th>
<th>Year 3</th>
<th>Year 4</th>
<th>Year 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time Equivalent (FTE)</td>
<td>22</td>
<td>65</td>
<td>108</td>
<td>130</td>
<td>130</td>
</tr>
<tr>
<td>Total Students</td>
<td>30</td>
<td>90</td>
<td>150</td>
<td>180</td>
<td>180</td>
</tr>
<tr>
<td>F/T in-state (24 cr/yr)</td>
<td>10</td>
<td>30</td>
<td>50</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>F/T out-of-state (24 cr/yr)</td>
<td>5</td>
<td>15</td>
<td>25</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>P/T in-state (16 cr/yr)</td>
<td>5</td>
<td>15</td>
<td>25</td>
<td>30</td>
<td>30</td>
</tr>
<tr>
<td>P/T in-state (8 cr/yr)</td>
<td>10</td>
<td>30</td>
<td>50</td>
<td>60</td>
<td>60</td>
</tr>
<tr>
<td>Total Seats</td>
<td>65</td>
<td>195</td>
<td>325</td>
<td>390</td>
<td>390</td>
</tr>
</tbody>
</table>

The first year projection of 22 students is based on the fact that we are likely to capture enrollments by prospective students currently applying to Rockefeller College at UAlbany. Every year, approximately 10 applicants to UAlbany’s Political Science MA program seek an international affairs program that will prepare them for professional careers in governments and international organizations – something, which we do not currently offer. Between 15 and 20 applicants to the MPA program similarly seek to study international public policy and international public management topics but, given that the Public Administration department currently has very few international course offerings, these applications do not yield enrollments. Once the MIA is implemented, these students would be encouraged to enroll in the MIA program.

The five year projection of 130 students is based on the experience of international affairs programs that have seen significant enrollment growth in the past decade, as exemplified by enrollments at universities in NYS and the experience of some other recently established programs.

There are five international affairs master’s programs offered in New York State: the Master of International Affairs (MIA) at Columbia University, Master of Arts in International Relations (MAIR) at Syracuse University, Master of Arts in International Political Economy and Development (MAIPED) at Fordham University, Master of Arts in International Affairs (MAIA) at New School University and the Master of Science in Global Affairs at New York University. Columbia University’s School of Public and International Affairs was founded in 1946 and is the only APSIA member in New York City. Its MIA program is a highly selective degree program that has 720 students enrolled. The New School University launched its Master of Arts in International Affairs in 2001 and it now has over 300 students enrolled. New York University’s MS in Global Affairs was established in 2004 and has 255 students enrolled. Fordham University’s
Graduate School of Arts and Sciences offers an MA in International Political Economy and Development; however, the scope of the program is limited to international development and it is much smaller with only 35 students enrolled.

Syracuse University’s Maxwell School is the only other APSIA member school in New York State. The Master’s in International Relations (MAIR) has been offered by the Maxwell School since 1995, at which time Syracuse joined APSIA. The Maxwell School is widely known for its top-ranked MPA program but the International Relations Master’s program has been responsible for much of the growth in its graduate enrollments. Ten years after the International Relations Master’s degree was established, its 80 students comprised 35% of the 231 master’s degree students enrolled in the Maxwell School. Enrollment in the MAIR has now increased to 150 students.

<table>
<thead>
<tr>
<th>NYS International Affairs Master’s Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
</tr>
<tr>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Columbia University</td>
</tr>
<tr>
<td>New School</td>
</tr>
<tr>
<td>New York University</td>
</tr>
<tr>
<td>Syracuse University</td>
</tr>
<tr>
<td>Fordham University</td>
</tr>
<tr>
<td>UAlbany MIA</td>
</tr>
</tbody>
</table>

There is significant demand for international affairs programs. This is reflected in three ways. First, four programs have been launched in New York State in the past 18 years in addition to the long-established program at Columbia University and they have all succeeded in attracting enough students to continue and thrive. Second, student demand is reflected in increasing enrollment in these programs over time, particularly in the first few years that they are offered. Third, there are many students applying for these programs, several times as many as are eventually enrolled. For example, according to the most recent data available, Columbia received 1908 applications, accepted 39% and enrolled a class of 342; NYU received 309 applications, accepted 63% and enrolled 109; Fordham received 203 applications, accepted 44% and enrolled 30; Syracuse received 349 applications, accepted 53% and enrolled 59. The total number of 540 students in incoming classes at all four schools is still significantly less than the 1908 prospective students who applied to Columbia.\(^\text{17}\)

These five New York State institutions are all private universities and are considerably more expensive than SUNY. The total tuition costs of the above discussed programs for full-time students are – Columbia: $90,300; New York University: $66,024; New School:

\(^{17}\) These application and enrollment figures are from [www.petersons.com](http://www.petersons.com) and/or university websites as well as collected on a spreadsheet that is available upon request.
$58,170; Syracuse: $51,760; Fordham: $47,520. The total tuition\textsuperscript{18} for Rockefeller College’s proposed 48 credit MIA degree program completed over two years of full-time study (12 credits per semester) would be $19,740 for in-state students and $36,700 for out-of-state students.

SUNY’s much lower tuition may enable some students who otherwise could not afford to attend any professional international affairs master’s program at all to enroll in the MIA program, thereby increasing the overall pool of potential applicants. This may particularly be the case for students from lower income families who do not have parents able to finance graduate education. Even with projected University at Albany tuition increases (likely to be matched by comparable increases at private institutions), the MIA degree will remain very affordable, especially for in-state students who we anticipate will comprise around three-fourths of our student body. We anticipate strong recruitment among in-state students because the MIA program will give opportunities for New York residents who cannot afford private university tuition a public school option to pursue an international affairs education instead of crossing the state border to attend Penn State or Rutgers (which quite a few have done).

In neighboring states, Rutgers launched its Master of Science in Global Affairs in 1996 and enrolled 20 students in the first year.\textsuperscript{19} Within five years, the program had 80 students enrolled. At Pennsylvania State University, a graduate program in international affairs started with a first year enrollment of 25 students in the fall 2008. In the second year, it increased to 40 students. The total out-of-state tuition cost of the Rutgers program is $42,840 and Penn State is $54,684.

With little choice but to pay private university tuition rates or out-of-state tuition, international students interested in a professional international affairs education in the United States would quickly find that Rockefeller College’s MIA degree program was one of the least expensive professional international affairs master’s programs offered by a nationally ranked public affairs school and/or APSIA member school in the United States.

Moreover, the MIA program will be able to reach more prospective students because it will be available in-person in two locations with a synchronous distance learning format that can also accommodate some students who are in neither location. We also anticipate expanding to asynchronous distance learning and executive education style formats that may enable some students to enroll who may not otherwise have been able to do so.

Given the factors explained above – namely, that within five years, Rutgers managed to attract 80 students to its campus in Newark and NYU enrolled 255 students and the overall continuing enrollment growth of professional international affairs programs – coupled with the specific advantages of Rockefeller’s MIA program – the synchronous

\textsuperscript{18} Based on Fall 2013 Tuition rates at: http://www.albany.edu/studentaccounts/AY_13-14_GRAD_RATES_2.pdf

\textsuperscript{19} Rey Koslowski, who has led the MIA program initiative, was a Rutgers faculty member at the time.
distance learning format and the favorable tuition rates for both in-state and out-of-state students – we believe an enrollment of 130 within five years is a reasonable expectation.

Employment opportunities for graduates of the MIA program will include but not be limited to the following:

- Diplomatic positions in the US State Department and foreign ministries
- International organizations such as the World Bank, United Nations
- US Federal and state governments and other national and sub-national governments
- Homeland and international security and law enforcement organizations at all levels of government
- International non-governmental organizations focusing on selected policy areas such as the environment, human rights, food security, and migration
- Local non-profits addressing issues related to the globalizing economy
- Educational Associations (IREX, AED, IIE); trade associations; foundations
- International business
- Public policy think tanks
- Proprietary firms and non-profit organizations operating in the area of international development

For a more extensive list see the APSIA webpage, “Career Opportunities in International Relations.”

Demand for MIA graduates may also increase in coming years given that it is projected that by the middle of this decade the U.S. federal government is expected to lose approximately one-third of its full-time workforce, largely through retirement, while the need for effective governance, diplomacy, security and economic engagement with the rest of the world remains.

Currently the need for more globally-aware citizens is a pressing concern from a political, policy and economic perspective and this need for a workforce with a broader global awareness married to useful analytical skills is one of the key challenges facing both the United States and New York State. The proposed MIA degree program directly addresses this need, training individuals to take part in the global economy and policy world giving them both content information but also skills with which to use this knowledge. For New York State and its economy, the program offers the further advantage of providing these skills at a much lower cost than most of the other competing programs currently available. Apart from the fact that education *per se* improves the New York economy by increasing the intellectual capital of New York citizens, this program would prepare students to operate in the global reality that is the twenty-first century. No other SUNY master’s program explicitly meets this need.

E. Facilities

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20 At: http://www.apsia.org/careers/career-opportunities-in-international-affairs/
The University at Albany is a public research institution with ample available resources to meet the needs of the proposed MIA program. Established in 1844 and designated a University Center of the State University of New York in 1962, the University at Albany’s broad mission of excellence in undergraduate and graduate education, research and public service engages over 17,000 diverse students in nine schools and colleges across three campuses.

Rockefeller College of Public Affairs and Policy provides educational preparation for academic and public service careers, prepares students to undertake research on significant public problems and issues, and assists in the continuing professional development of government executives. Rockefeller College is comprised of the Departments of Political Science and Public Administration and Policy and has an enhanced interdisciplinary approach to its public policy mission. The MIA will draw on the faculty resources of both the Political Science and Public Administration and Policy Departments.

Rockefeller College is located on the University at Albany’s downtown campus. The College houses ample office, classroom and study space. The College has approximately 40 full-time tenure stream faculty and dozens of public service and adjunct faculty. Rockefeller also has several staff members to support faculty and students (see attached organizational chart).

Albany’s University Libraries are among the top 100 research libraries in the country. The University has three libraries: The University Library and the Science Library on the uptown campus, and the Dewey Graduate Library located on the downtown campus. In total, the University Libraries have the following resources (as of July, 2012):

- Print Volumes – 2,485,766
- Microforms – 2,939,353
- Electronic full text journals – 99,035
- Electronic full text government documents – 426,747
- E-books – 107,323
- Films and Videos – 8,776
- Audio recordings – 4,584
- Maps and charts – 25,690

The vast majority of the University Library’s electronic holdings are accessible to faculty and students located off-campus.

Dewey Graduate Library, located in Hawley Hall on the downtown campus of the University at Albany, serves students, faculty, researchers, and staff who study and work on the downtown campus. Reflecting the composition of programs on the downtown campus, the Dewey Library functions as a graduate level social sciences library and is the physical location for core collections of books and academic journals supporting research in criminal justice, information science, public administration, public policy, and social welfare --- these collections combined total over 135,000 volumes. While the Department of Political Science is located on the downtown campus, the bulk of the print collection supporting that program is located in the University Library. The Dewey
Library also houses a print collection of reference materials supporting the same programs, including some titles relevant to political science, and a print law collection for New York State and United States federal law.

The MIA will not require any new research or laboratory space. The two new tenure track faculty, who will be required to produce research publications to achieve tenure, will have sufficient office space in Milne Hall. The non-tenure track faculty in the MIA, who are not expected to focus on research, will have office space in the SUNY Global Center.

The University’s Information Technology Services (ITS) offers a variety of computing, telephone and data communications services to the UAlbany community in support of its teaching, research, and service objectives. ITS is composed of six units which work closely with one another, as well as with a variety of technology partners across the three University campuses. ITS maintains computer labs for students on all three campuses. On the downtown campus, Draper Hall has two computer labs (DR-015 with 30 seats and DR-023 with 21 seats) and Husted Hall has one computer lab (HS-004 with 30 seats). The Dewey Library has a large number of computers available to students and the entire downtown campus has secure wifi so students can work in informal spaces located throughout the campus.

Staff support for the MIA program will be provided by new and existing Rockefeller College personnel. The College has recently reorganized its staff to accommodate the MIA, which is a program that cuts across both departments in the College (and therefore cannot be staffed within a department). Most of the staff members working in the MIA program appear in the lower right-hand side of the organization chart (see below). The Office of Internships and Career Services will add one full-time staff person in New York City who will work with Rockefeller’s current director of internships and career programs to provide professional development workshops and placement for all Rockefeller College programs, including the MIA. The director of recruitment and admissions will also perform both functions for all College programs. Finally, the director of graduate student services will provide support to all graduate students in both Albany and New York City. We anticipate hiring one more staff person in Albany and two in New York City to support the director of graduate student services.

In terms of facility and resource requirements, the MIA program will not require building any additional classroom space but will rather utilize classrooms in UAlbany’s downtown campus buildings as well as space at the SUNY Global Center. The recently refurbished Husted Hall on the University at Albany downtown campus has a large number of state of the art classrooms in various sizes, including six rooms with a capacity of 15-20, five rooms with a capacity of 21-40, and nine rooms with a capacity of more than 40. All these rooms are equipped with a computer, projector, and internet connections. All Husted classrooms are equipped with movable tables and chairs to allow for active learning in groups. In addition, we have access to video conference facilities in Milne 215. All other rooms will have access to video conferencing through a mobile cart.
Office space for the two tenure-track and two new staff will be provided in Milne Hall. Adjunct faculty will have access to the Public Service Professor and Long Term Adjunct suite of offices in Richardson Hall. Students will have access to the Rockefeller College student lounge in Milne Hall, group study rooms in Husted Hall, and study space in the Dewey Library.
Rockefeller College Organizational Structure

Assoc. Dean
Undergraduate Education

Development Officer
Assistant Dean
Assistant to the Dean

Offic Coordinator

Director
Undergraduate Student Services

Contact Offic Staff (halftime)

Director Of Communications

Alumni Coordinator

Webmaster

POS Graduate Director

MPA Director

PAD PhD Director

PAD Chair/Assoc. Dean

POS Chair

MIA Director

Director of Internships and Career Services

Director of Recruitment and Admissions

Director of Graduate Student Services

NYC Based Internships and Career Services

NYC Based Technology Support

Albany Based Support Staff

NYC Based Graduate Student Services

July 2013
We anticipate that half of the MIA program courses will be offered in New York City at the SUNY Global Center. The SUNY Global Center has a number of state of the art classrooms: “The Global Classroom” with a capacity of 120 (which can be partitioned into two 60 student rooms); one multipurpose room with a capacity of 55; one tiered classroom with a capacity of 35; one board room with a capacity of 20; and three seminar rooms with capacities of 18. All of these rooms have projectors and screens and most have videoconferencing capabilities (either permanent or through a mobile cart).

The SUNY Global Center will provide student study space in its library, lunch room, and computer lab. The Center will also provide faculty offices for two full time faculty members and staff offices for three full-time staff members. Adjunct professors will be able to meet with students and prepare for classes in the lab space.

F. Expenditures

<table>
<thead>
<tr>
<th>Expenditures</th>
<th>Start-up</th>
<th>When the program begins</th>
<th>After five years</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personnel</td>
<td>Existing Funds</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>New funds</td>
<td>122,000</td>
<td>422,000</td>
</tr>
<tr>
<td>Library</td>
<td>Existing Funds</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>New funds</td>
<td>25,000</td>
<td>25,000</td>
</tr>
<tr>
<td>Equipment</td>
<td>Existing Funds</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>New funds</td>
<td>12,500</td>
<td>12,500</td>
</tr>
<tr>
<td>Laboratories</td>
<td>Existing Funds</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>New funds</td>
<td>14,500</td>
<td>34,500</td>
</tr>
<tr>
<td>Supplies &amp; Expenses (OTPS)</td>
<td>Existing Funds</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>New funds</td>
<td>174,000</td>
<td>494,000</td>
</tr>
</tbody>
</table>

There was a very deliberate process for determining the projected costs of the program and attaining university administration commitment for financing the Masters of International Affairs program. In early 2012, the University at Albany Provost’s Office issued a call “NY SUNY 2020 UAlbany Impact Proposal for new faculty” (http://www.albany.edu/academics/files/news/proposal_guidelines.pdf). In response, Rey Koslowski worked with David Rousseau and Meredith Weiss to draft an NY SUNY 2020
proposal for support of the proposed new degree program. This draft proposal was first submitted to the Political Science department, which voted to put forward only this one proposal in the NY SUNY 2020 competition. In February 2012, the Rockefeller College Faculty met to discuss four proposals including the Masters of International Affairs initiative and in mid-March, Dean Rousseau submitted the proposals to the Provost for review. Together with proposals from across the university, these proposals were reviewed and ranked by several university-wide faculty and administration committees to advise the Provost on this competition. On Jan 30, 2013, the Provost Phillips approved funding for the NY SUNY 2020 proposal for the Masters in International Affairs (MIA) program with the funding outlined in the table above. This approval set in motion the current effort to submit this full proposal to attain SUNY approval for a new degree program. The NY SUNY 2020 process entailed a very detailed consideration of the costs of the new program and the decision by the Provost to award funding for four new faculty members, five new staff members and many adjunct instructors clearly delineates the commitment of the University at Albany administration to providing the necessary funding to support the proposed degree program.

G. Academic Quality Assurance

Rockefeller College has detailed assessment programs for all its programs at the undergraduate, master, and doctoral levels. As with our accredited and nationally ranked MPA program, the MIA program will be continually assessed and the feedback from this assessment will be used to implement programmatic changes.

- All core courses and most electives in the MIA program will be collectively designed so that a common syllabus will specify topics covered, learning objectives and assignments regardless of the instructor. Each year selected courses will be reviewed and the achievement of the learning objectives will be assessed by the faculty and the director of graduate student services.
- As with all Rockefeller College courses, students will provide anonymous standardized course evaluations at the end of each semester. This instrument includes both closed and open-ended questions.
- As with the MPA program, at the end of the first year of study (at which point all full-time students will have completed their core classes), students will be surveyed about the program.
- As with all graduate programs in Rockefeller College, all students meet with faculty advisors on a regular basis. At the end of each year, the faculty as a group assesses each student’s progress, providing recommendations for improving student performance if necessary.
- As with the MPA program, the director of internships and career services will survey both students and employers at the conclusion of the required internship. The intern’s employer will be asked about the tasks performed, the quality of the performance, and any adjustments that need to be made for future placements. The intern is asked about the adequacy of their preparation, their skill development, and overall satisfaction with the experience.
As with the MPA program, graduating students will complete an exit survey which will assess both academic and extra-curricular aspects of the program.

As with the MPA program, the director of internships and career services will compile an annual review of career placements (e.g., percent placed, average wage, field of specialization).

MIA alumni will be regularly surveyed to determine career trajectories and how our programs could be altered to better equip our students for a competitive job environment.

Rockefeller College conducts summative and formative peer observations of the faculty on a regular basis. This process will be extended to all MIA faculty (i.e., tenure-track, full-time teaching faculty, and adjuncts).

All MIA faculty and staff will meet annually each June to assess the program. All of the information listed above will be used to determine the necessary adjustments to the curriculum, course designs, and instruction.

There is no accrediting body for international affairs degree programs.

The external review report is one of the most important components of a new graduate program proposal. Your task as a proposal evaluator is to examine the program proposal and related materials, respond to the questions in the External Review Report Template, and submit a report that speaks to the quality of and need for the program. Your report should be forwarded to the institution for review and comment. It will then become part of the full program proposal. After approval by the Board of Trustees of the State University of New York, the report and the institution’s response to it will be transmitted to the State Education Department with the institution’s request for program registration. The report should aim for completeness, accuracy and objectivity.

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<tr>
<th>Campus</th>
<th>University at Albany</th>
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<tbody>
<tr>
<td>Proposed Program Title and Award</td>
<td>Master of International Affairs</td>
</tr>
<tr>
<td>Evaluators</td>
<td>Michael C. Desch and Edward Rhodes</td>
</tr>
<tr>
<td>Date of Site Visit</td>
<td>September 30, 2013</td>
</tr>
</tbody>
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I. Program

1. Assess program purpose, structure, and requirements as well as formal mechanisms for program administration and monitoring.

The program is designed to provide professional masters-level education in the field of International Affairs. Although there is no professional accrediting body for programs in International Affairs to set standards for such programs, the program structure, curriculum, and requirements are, in our appraisal, fully consistent with best practices in this field. Students successfully completing the proposed course of study will have acquired appropriate professional core competencies as well as have had an opportunity for advanced, specialized study in a subfield particularly relevant to their personal professional aims.

We anticipate that, particularly in the start-up phase, program administrators will face challenges in scheduling courses to permit timely completion of the degree. These challenges are inherent in programs such as this one, which will enroll a substantial number of students who are employed, often full-time, or have other personal or professional commitments that significantly limit flexibility in taking courses. In the case of the proposed MIA degree, capstone experiences will be especially challenging to schedule, given students’ range of interests, concerns about confidentiality, mismatches between academic calendars and corporate or government schedules, and the geographic division of students between Albany and New York City. At the other end of the
program, core prerequisite courses may be challenging to schedule given more than one admission cycle per year. While these scheduling challenges will be significant and program administrators will need to monitor closely and make necessary adjustments, these challenges are not, in our appraisal, insurmountable. We are impressed by the care and advance thought that has already gone into addressing them, and reassured by the fact that many of these issues have already been successfully addressed by Rockefeller College and its administration in the past, most obviously in the masters in Public Administration program.

Program administration appears well-designed, drawing upon highly qualified, highly motivated personnel already in place. Rockefeller College has in place well-established and appropriately designed mechanisms for monitoring professional masters-level education programs.

2. Comment on the special focus of this program as it relates to the discipline. What are plans and expectations for continuing program development and self-assessment?

The program taps into several unusual strengths in the Rockefeller College: most obviously in management and in human and societal security, and also in information and technology in government. The program is designed to self-consciously draw and build upon these strengths. In our appraisal, the College has the opportunity quickly to carve out two or perhaps three highly attractive niches: one in global management, a second in global and homeland security, and potentially a third in information and technology in government. These niches would permit the MIA program to establish itself quickly, and offer a several attractive alternative models for further program growth in five to eight years when the program is well established. Our independent analysis is consistent with the analysis and vision of the program leadership.

In global management, we see no obvious, strong competing programs, and we believe that the need for professionally trained “global” managers is significant and will continue to grow. There is more competition in the field of global and homeland security, but in our appraisal competition in the New York State/New York City market area is not particularly strong, and the market for professionals in this field in this geographic area is substantial and likely to grow. In sum, the Rockefeller College MIA program’s foci are the right foci in the right market at the right time.

The College’s administrators are aware of these strengths and opportunities. The College has appropriate experience with program development and assessment, based on its successful programs in Public Administration and Political Science.

3. Assess the breadth and depth of coverage in terms of faculty availability and expertise, regular course offerings and directed study, and available support from related programs. What evidence is there of program flexibility and innovation?
As noted above, the program builds intelligently on the unique strengths of the Rockefeller College and its faculty. Beyond the Albany faculty already identified to participate in the program, there is a wealth of talent in Rockefeller College and the wider university community that can provide specialized instruction or, as appropriate, assist in core offerings.

Programmatically as well as administratively, the program leverages existing resources in sensible and effective ways. The MIA program not only builds upon the Public Administration and Political Science programs but serves to bridge the two and bring the faculty together.

With the commitments made by the university, Rockefeller College has the necessary faculty – both in terms of numbers and in terms of breadth of disciplines -- to launch this program. Obviously, as the program grows and its enrollments rise, the university will want to consider appropriate expansion of the faculty, but that is a decision for a later date.

The program’s course of study has an appropriate mix of required core courses and electives, and is consistent with best practices.

The principal innovations in the program will come in terms of effectively employing distance learning technologies and pedagogical techniques. The dual instructional locations – Albany and New York City – will initially pose some challenges for instructors. But the lessons learned from this exercise will not only allow the College to utilize the New York City facility more fully but will also be invaluable to other Albany faculties as they begin to use New York City or other off-campus locations.

4. Discuss the relationship of this program to undergraduate and other graduate programs (if any) of the institution. Consider interdisciplinary programs, service function, joint research projects, support programs, etc.

The MIA program builds upon Rockefeller College’s existing masters programs in Public Administration and Political Science. It is, both by the nature of its subject matter and as a consequence of the background of the Rockefeller faculty, inherently interdisciplinary.

The MIA program will benefit from articulation arrangements with not only the Public Administration and Political Science undergraduate programs but undergraduate programs in other appropriate social science fields – e.g., economics, sociology, anthropology, history. The program and the university will benefit if Albany undergraduates are able to identify the MIA career track early, pursue a course of undergraduate study that prepares them well for it, and “lock in” on an Albany graduate education without needing seriously to entertain the possibility of going to another university. We do not see any obstacles to such arrangements in the Rockefeller College administration or vision, and would encourage the university’s leadership to work
aggressively to facilitate this. Similarly, the MIA program would benefit from similar articulation arrangements with appropriate units at other SUNY campuses.

Joint or dual graduate degrees – most obviously a JD-MIA degree, but also, intriguingly, degree combinations in information science and in various fields of technology – represent a logical and appropriate development. These combined-degree programs are unlikely to enroll more than a modest number of students but will help attract high-profile students with very clear, well-defined professional interests that require professional education in multiple fields. Again, we see no obstacle to the creation of such joint or dual degrees at Rockefeller College, and encourage the university administration to facilitate their creation.

Inherent in any interdisciplinary program like the proposed MIA degree is a tension between the desire to be broadly inclusive and to tap into the full resources of a university and the desire to achieve focus and intensive buy-in from the faculty most immediately engaged – and therefore a tension between embracing a program governance structure that reach across units or one that is clearly rooted within a single academic unit.

We believe that in this case, it is important that governance and management of this program be clearly and explicitly lodged within Rockefeller College. Given the explicitly interdisciplinary nature of the MIA program and given the interdisciplinary character of its faculty and Rockefeller College’s comfort with interdisciplinarity we anticipate that the program will naturally and organically develop links to expertise across unit boundaries. Based on our conversations during our site visit, we are not particularly concerned with the ability of the MIA program or Rockefeller College to “connect” with faculty elsewhere in the university.

To retain a clear, self-conscious strategic vision, to preserve a clear programmatic focus and remain committed to a strategy that builds on strengths, and to make the difficult trade-offs that this demands, we think it is essential that decision-making for this program remain lodged with the faculty and leadership of Rockefeller College, rather than be shared more broadly across the university. Two factors weigh heavily in our evaluation. First and most importantly, to establish a national and international reputation, to deal with rapidly changing environments and opportunities, and to address the challenges of building the program in New York City, the MIA program will require decisive leadership and a deeply committed core faculty. Second, we believe that this program is critical to the positive evolution and growth of Rockefeller College itself.

5. What evidence is there of need and demand for the program locally, in the state, and in the field at large? What is the extent of occupational demand for graduates? What evidence is there that it will continue?

The analysis prepared by the Rockefeller College administration makes a clear case that New York State and the New York City metropolitan area are underserved in the International Affairs field, and substantially underserved at an affordable price-point.
We see no reason to dispute the commonly accepted wisdom that improvements in information and communication technology will continue to “globalize” activities. This globalization creates a need, both in the private sector and in public sectors, for individuals with appropriate management skills to deal with transnational interactions and transnational problem-solving. Similarly, we see no reason to dispute the commonly accepted wisdom that changes in technology, mobility, and identity-construction create new challenges for “homeland security” broadly defined, and therefore for professionals able to develop and implement policies to address these concerns. Nor do we see any reason to doubt the commonly accepted wisdom that information and other technologies will create new opportunities and challenges for governance, and the need for a large number of professionals able to address these.

II. Faculty

1. What is the caliber of the faculty, individually and collectively, in regard to training, experience, research and publication, professional service, and recognition in the field?

The faculty is a strong one. For the most part, faculty members are research-active, and are publishing in highly regarded refereed journals or with highly regarded presses. The faculty includes an appropriate mix of individuals with traditional academic careers and those with substantial, typically relatively senior, professional experience in applied settings. In a number of cases, faculty members work together collaboratively, creating a research environment that is more than the sum of its parts; the existence of strong research centers at Albany further enhances this collective strength.

The faculty is fully qualified to support this or any similar programmatic initiative.

2. What are the faculty members’ primary areas of interest and expertise? How important to the field is the work being done? Discuss any critical gaps.

The faculty’s interests and expertise range across Political Science and various academic disciplines and fields typically represented in the study of Public Administration or Public Policy. Collectively, the faculty is unusually strong in issues related to political protest and political violence, individual security, and societal security; in issues related to information and the role of technology in government; and in issues related to management. These are significant niche areas. Rockefeller already possesses a very strong, long-standing national reputation in Public Administration and in management; its work in homeland security and other “new” security issues, like its work in the field of information and technology in government, give it the capacity to make similar marks in these areas.
Arguably, compared to competitors the Rockefeller MIA faculty is relatively weak, numerically, in economics. There is, however, sufficient strength to launch the program. Program leadership may wish to evaluate at some later point whether to try to build capacity in economics (including, for example, substantive fields like international trade and international finance, or core skill-areas like econometrics and advanced statistical analyses) or to focus on deepening and widening areas of existing strength. The university should be aware that if Rockefeller College does decide to build a more significant capacity in international trade or finance or in econometrics, this will be expensive: even very junior economists are relatively expensive additions to a faculty, and market competition is intense not simply for recruitment but for retention.

3. Assess the composition of faculty in terms of diversity (race, gender, seniority).

The university possesses the most accurate data regarding diversity. From our observations we see no reason for unusual concern, though of course the college and the university will naturally need to continue to consider diversity in faculty recruitment, consistent with university policies and relevant state and federal laws.

Six of the 18 professors identified as members of the MIA faculty identify themselves/are identified as women.

On balance, the faculty is relatively junior – only five of the 18 appear to hold or to have held the rank of full professor.

4. Evaluate faculty activity in generating funds for research, training, facilities, equipment, etc.

The faculty has been commendably successful in generating external funding. Nine of the 18 professors identified as faculty are reported as having external research support in the past academic year, seven of them in amounts over $100,000.

5. Assess the faculty in terms of size and qualification for the areas of specialization to be offered. Evaluate faculty workload, taking into consideration responsibility for undergraduate and other graduate programs (if any). Describe and evaluate any plans for future staffing.

As noted, the faculty possesses a sufficient but not over-abundant capacity in economics and quantitative methods instruction, measured in terms of number of faculty and number of courses to be offered by tenured or tenure-track faculty. In other areas, the faculty appears clearly sufficient, in quantity as well as in expertise, to handle the anticipated instructional load associated with launching this program.
Obviously, as enrollments rise, eventually so will the need for additional faculty. At that
time, presumably in roughly five years, Rockefeller College will need to decide whether
to deepen and widen its areas of existing, specialized strength; to expand its ability to
address core subjects; or to develop new areas of specialized strength. These are
decisions appropriately left to a later date, however.

6. Discuss credentials and involvement of adjunct and support faculty.

Both in Albany and in New York City, Rockefeller College will be able to tap into large
pools of fully credentialed, well qualified adjunct faculty. Rockefeller College has
considerable experience in recruiting, supervising, and retaining adjunct and support
faculty. The only new challenge -- addressed elsewhere -- will be the need to supervise in
New York City as well as in Albany, and we are impressed by the ability and
preparedness of Rockefeller College’s administration and staff to handle this task.

III. Students

1. Comment on the student clientele the program seeks to serve, and assess plans and
projections for student recruitment and enrollment.

Our assessment -- consistent with that of the program’s faculty and administration -- is
that there are three primary potential pools of students for this program: 1) Current
SUNY undergraduates or other New York State undergraduates considering graduate
professional study in international affairs; 2) Out of state and international students,
including mid-career students abroad; and 3) Mid-career students working in the New
York City area, many of whom will enroll on a part-time basis, continuing in their current
employment while pursuing their education.

Again consistent with the assessment offered by program faculty and administration, our
analysis suggests that the first group is likely to offer the largest pool of high-quality
applicants, at least initially. The Albany-New York City locations and the in-state tuition
will likely be attractive to this pool. Particularly in the program’s earliest phases, we
believe that recruitment of an appropriately strong student body will be facilitated by the
development of close “feeder” relationships with appropriately targeted SUNY and other
New York State schools. We also believe the program will benefit from internal
programs within The University at Albany that promote early admission and easy
transition of highly qualified Albany undergraduates into this masters program.

Within a reasonably short period of time (perhaps five years), and with strategic hiring
for the NYC Center and targeted advertising and recruiting in New York City, the third
pool could become very important to the program. The demographics and intellectual
and professional needs of these students will differ from those in the first pool -- these
students will tend to be older, more ethnically and internationally (and linguistically)
diverse, more likely to already have professional experience, and more likely to be juggling more personal and professional commitments. We believe that a great strength of the proposed program is that it can successfully meet the needs of both demographic pools.

We anticipate that the second pool of students will be the hardest nut to crack. Out of state American students have many other options for graduate professional study in international affairs, some of which are as economical as Albany. International students, particularly those currently in mid-career in their home countries, may also find that Albany is not as economical as other schools and the two-year course of study may be prohibitive. Albany needs to be aware that its many of its strongest competitors have substantial scholarship and fellowship resources, as well as high-profile name recognition in national and international circles.

This said, we believe there are two reasons for optimism that Albany can crack this market for MIA students. The first is that Rockefeller College has already achieved a remarkable internationalization of its student body in its Public Administration program. This not only suggests that it has figured out many of the tricks of international recruitment but that it will have an international alumni body on which to build. The second is the extraordinary New York City location, which will be attractive not only to American professionals but to international students, both resident and non-resident. Thus, in the long run we believe the MIA program can be competitive for this second pool of students, but patience, perseverance, and careful monitoring and adjustment of recruitment strategies will be necessary.

To eventually attract these students in the second and third pools, we recommend: 1) That Albany consider giving most students an out of state tuition waiver (many public universities with such graduate professional programs such as the Patterson School at the University of Kentucky and the Bush School at Texas A&M routinely do this); 2) that Albany build on its positive experiences with international partnerships to create “feeder” relationships with carefully targeted international partner institutions and, as appropriate, explore the possibility of “dual degree” arrangements that would permit students simultaneously to complete the Albany degree and a degree at their home, overseas institution; 3) that Albany explore options for mid-career students to complete the program in one year in-residence by leveraging distance learning and executive education formats; and 4) that Albany earmark a modest portion of the net revenue stream from this program for advertising, publicity, and recruitment activities, first in New York City and eventually in other strategically targeted markets.

2. What are the prospects that recruitment efforts and admissions criteria will supply a sufficient pool of highly qualified applicants and enrollees?

We believe that it will take some years for Albany to be able to fully exploit all of these potential pools of applicants but we are confident that the program leaders have given much thought to a series of strategies for growing the program. In addition, the NYC
Global Center offers some unique opportunities for attracting high-quality students that otherwise Albany would not be able to tap.

3. Comment on provisions for encouraging participation of persons from underrepresented groups. Is there adequate attention to the needs of part-time, minority, or disadvantaged students?

We believe that the University at Albany already has a very thoughtful and effective set of programs to encourage participation from under-represented groups and this program will be able to take advantage of them.

The needs of part-time students will be critical to this program succeeding. The program’s leadership has already given attention to this issue. As the leadership recognizes, the effectiveness of the School’s efforts to meet the needs of these part-time students will need to be closely monitored and assessed once the program is up and running. The university needs to be aware that as the program succeeds and expands, the resource and staffing needs to support part-time students will grow with the program; the university should be prepared to earmark a modest portion of the net revenue stream generated by the program to support this staffing growth.

We also expect that as the program grows, the university will need to build capacity for addressing remediation or transitional needs of non-native English speakers at its New York City location.

4. Assess the system for monitoring students’ progress and performance and for advising students regarding academic and career matters.

We were impressed with the proposed provisions for student support and career counseling in the original proposal. In addition, our meetings with the individuals tasked with this at Albany were quite encouraging: These are clearly competent and dedicated individuals. Given the importance of these individuals in the success of a professional program like this, we were very positively impressed by the morale we observed and by the leadership style of the School’s top management, which empowers and enfranchises the program staff. As noted above, the university needs to be aware that as the program succeeds and expands, the resource and staffing needs for academic and professional counseling will grow with the program; the university should be prepared to earmark a portion of the net revenue stream to support this growth. In addition, the university will need to ensure opportunities for continued professional growth if it wishes to retain professional staff of this caliber.

The immediate key challenges are: 1) To hire similarly excellent staff for the NYC Center; and 2) to integrate them into the Albany staff effectively. We are impressed by the careful thought and planning already given to addressing this second challenge, and
are optimistic that with appropriate salaries the university will be successful in meeting the first.

5. Discuss prospects for placement or job advancement.

There is clearly a market for graduates of this program. Almost every institution in the public and private sector is becoming globalized. In addition, the Rockefeller College’s historic strengths in Public Administration and state government provide it with a potentially unique niche to pivot from these strengths by adding the global component.

For students who are already launched in a professional career, successful completion of this masters degree will typically facilitate advancement within their current institution or open employment doors at other institutions.

We are very favorably impressed by Rockefeller College’s placement record with its Public Administration program. We would anticipate similar outcomes with the International Affairs program.

IV. Resources

1. What is the institution’s commitment to the program as demonstrated by the operating budget, faculty salaries and research support, the number of faculty lines relative to student numbers and workload, support for faculty by non-academic personnel, student financial assistance, and funds provided for faculty professional development and activities (colloquia, visiting lecturers, etc.).

After reviewing the Albany MIA proposal, we are satisfied that the operating budget is adequate for the launch phase of the program. As we mentioned above, we anticipate that very quickly the program will risk becoming a victim of its own success and require modest but real enhancement of staff support to accommodate its growth.

We are not in a position from the proposal to judge faculty salaries and research support but we are concerned that given the years of financial stress in the SUNY system, neither may be adequate for the longer term. It is our hope that eventually the program will generate the additional resources that can be plowed back into these areas.

We are comfortable with the number of proposed faculty lines relative to projected student numbers, at least initially.

We have already commented on staffing needs above.

As we mentioned previously, most of the competing programs use out of state tuition waivers as a source of financial aid. In addition, many new programs find that to
compete successfully for appropriately qualified students, in early years, they need to consider providing additional financial aid. The MIA proposal emphasizes the low in-state tuition rate and a highly attractive Manhattan location, and these are reasonable selling points, but to attract out of state and marquee mid-career students, some additional provision for financial support might be necessary.

Also as mentioned, optimal development of the New York City location and recruitment of New York City-resident or -employed students will require modest but real investment in publicity. A serious effort to build a national or international base for student recruitment would require a more serious, but still manageable and cost-effective, commitment to targeted advertising.

2. Discuss the adequacy of physical resources and facilities, e.g., library, computer, and laboratory facilities, internship sites, and other support services for the program, including use of resources outside the University.

The University at Albany is one of the flagship campuses in one of the nation’s leading state university systems. Despite a number of years of tight resources, the Albany campus resources seem adequate to the task.

The resource that really takes this proposal to the level of being truly competitive is the SUNY Global Center in New York City, which offers many advantages that few other new entrants into the professional schools of international affairs universe enjoy. This resource should help with recruiting both eminent faculty and high-quality students. In addition, it will provide a beach-head for Albany students and faculty in one of the world’s great global cities, with non-pareil access in the government, inter-governmental, not-for-profit, and think tank worlds. Finally, it will give the Albany MIA program a much higher profile more quickly than it might otherwise have.

V. Comments

1. Summarize the major strengths and weaknesses of the proposed program with particular attention to feasibility of implementation and appropriateness of objectives for the degree offered.

The program’s major strengths include: 1) Strong and effective leadership; 2) a clear – and clearly articulated -- vision; 3) a committed faculty and strong professional staff; 4) a unique opportunity offered by access to a centrally located New York City facility; 5) an administrative structure that permits the program to tap seamlessly into the closely related Public Administration and Political Science programs and to take advantage of the College’s considerable experience with professional graduate education in these fields; 6) the world-class reputation of the College’s Public Administration program; 7) an ambitious but realistic plan for growth; and 8) the resources of a fine state university.
The program’s major challenges include: 1) A crowded field of well-established programs in International Affairs (including some in New York State and others in the New York City metropolitan area) as well as competition from programs in Public Policy that offer specializations in international affairs; and 2) the continuing legacy of crippling financial cut-backs which, while easing, are unlikely to be fully reversed given permanent changes in demography and the finances of post-secondary education.

2. In what ways will this program make a unique contribution to the field? In the case of doctoral programs, please address the likelihood of the proposed program achieving national prominence.

In terms of professional education, if the MIA program successfully leverages the Rockefeller College’s world-class strength in Public Administration and long history of intimate connections with state and local governments, it has the ability to carve out a unique niche in globalizing these strengths.

In terms of meeting currently unmet professional needs, the program also will address the needs of New York State residents, including those in the New York City area, who currently have no practical and affordable options for the masters-level education in International Affairs that would permit them to launch or advance their professional careers.

3. Include any further observations important to the evaluation of this graduate program proposal and provide any recommendations for the proposed program.

This is a well-conceived and exciting initiative. While it will take much effort to advance, this program nonetheless strikes us as the right thing for Albany to do, and the timing seems right. There is, of course, no guarantee of success, but the pieces are in place in Albany and New York City, and this is a good bet in our judgment.

Quite apart from the value of the MIA program in itself – which we think is considerable and sufficient to warrant the university giving this program favorable consideration – the MIA program will, we expect, play an important role in making Rockefeller College more than the sum of its parts as well as enhancing the positive visibility of its existing program with alumni, donors, external funding agencies, the media, and potential students.

Depending on the strategic vision of the university’s leadership and the directions in which they see the university moving in the decade ahead, this program also has the potential to be an important building block in efforts by Albany to reassert and more clearly define its role in global education, to extend its presence in the New York City metropolitan area, and to define specific areas – such as global management – in which Albany will be a national and international leader.
I. Campus Response to the Site Visit Report

External reviewers Professor Michael Desch and Professor Edward Rhodes provided a very thorough assessment of the proposed Master of International Affairs (MIA) degree program and Rockefeller College’s plans to implement the new program. Overall, the assessment was very positive and reaffirmed our belief that Rockefeller College has the capacity to offer a unique, high quality professional degree that will be in high demand. The reviewers also provided some constructive criticism as well as useful suggestions for improving the program. We have revised aspects of our program in response to some suggestions, incorporated suggestions into our strategic planning for potential adoption in the future and, in a very few cases, defend our current position and do not anticipate making suggested changes. We will address the constructive criticism and recommendations offered by the reviewers point-by-point, restating each and offering our response in turn.

I. Program

Reviewers: “We anticipate that, particularly in the start-up phase, program administrators will face challenges in scheduling courses to permit timely completion of the degree….In the case of the proposed MIA degree, capstone experiences will be especially challenging to schedule, given students’ range of interests, concerns about confidentiality, mismatches between academic calendars and corporate or government schedules, and the geographic division of students between Albany and New York City.”

Response: Rockefeller College leadership took this matter very seriously and modified the proposed curriculum to increase the flexibility in meeting the capstone requirement by adding the option of arranging individual capstone experiences that fit students’ professional needs and constraints. New text added to proposal: “Individual students may also arrange capstone experiences supervised by faculty and those students who already have significant professional experience may work with faculty members to design a suitable alternative project that draws on their experience (subject to approval of the MIA program director)” (see page 14).

Reviewers: “[C]ore prerequisite courses may be challenging to schedule given more than one admission cycle per year.”

Response: Of the six core courses, two have a prescribed prerequisite sequence:

1. IA 502 Economics for Global Affairs (a Fall class) has a prerequisite of “Completion or concurrent enrollment in IA 503 Quantitative Approaches to International Affairs.” We expect most students to take the courses concurrently.
2. IA 504 International Economics (a Spring class) has the prerequisites of “Completion or concurrent enrollment in IA 503 Quantitative Approaches to International Affairs (a Fall class) and “Completion or placing out of IA 502 Economics for Global Affairs” (a Fall class).
The reviewers observed that this prerequisite course sequence works fine for full-time or part-time students who begin their studies in the Fall semester but may not work for students who first enroll in the Spring. To accommodate these students, the reviewers suggested that it might require additional economics core course be offered in the Spring. Since Spring admissions were primarily intended to accommodate those students who work full-time and decided to apply to the program out of the normal academic calendar, we have decided to limit Spring admissions to only part-time students (who, like any part-time students, may subsequently switch to full-time student status if they wish) and we modified the proposal accordingly (on p. 27). Part-time students who begin in the Spring semester would be advised to sequence their courses so that they are not hindered by the prerequisite requirements (the course sequence is outlined in the proposal on p. 27, footnote 13).

Reviewers: “[T]he College has the opportunity quickly to carve out two or perhaps three highly attractive niches: one in global management, a second in global and homeland security, and potentially a third in information and technology in government.”

Response: Shortly before the external reviewers made their site visit, Rockefeller College received word that it would be able to hire several faculty members in the area of information strategy and management as well as in cyber security. These new hires should enable the MIA to field a fifth concentration in “Information Technology Policy and Management” shortly after the MIA program is launched. A description of that concentration was added to the proposal (see pp. 15-16).

Reviewers: “The dual instructional locations – Albany and New York City – will initially pose some challenges for instructors.”

Response: The Rockefeller College leadership and staff recognize these challenges and have been preparing for the launch of the MIA by experimenting with synchronous distance learning platforms and working with ITLAL and the UAlbany IT staff to prepare the training necessary for faculty. We have also taken additional measures beyond those described in the proposal. For example, we plan to engage Graduate Assistants to assist those faculty members in NYC that have students on the other end of a video link in an Albany classroom. The current budget includes technology support funding which could be utilized for this purpose. Moreover, a recent distance learning grant won by Rockefeller College will enable paired Rockefeller College faculty and PhD students to integrate distance learning into their existing courses as well as develop new distance learning courses. Several of these faculty members are members of the International Affairs faculty and most of the PhD students who applied for and won funding are majoring in international relations. If need be, we anticipate that these PhD students will likely be able to help International Affairs faculty use distance learning technologies.

Reviewers: “The program and the university will benefit if Albany undergraduates are able to identify the MIA career track early, pursue a course of undergraduate study that prepares them well for it, and “lock in” on an Albany graduate education without needing seriously to entertain the possibility of going to another university…. [W]e believe that
recruitment of an appropriately strong student body will be facilitated by the development of close “feeder” relationships with appropriately targeted SUNY and other New York State schools.”

Response: Once the MIA degree is launched, we anticipate establishing BA/MIA joint degree programs that would, much like our existing joint degree programs with the MPA program, enable exceptional and mature UAlbany undergraduate majors in Political Science, Public Policy, Globalization Studies, Economics, Public Health, Financial Market Regulation and other related majors to earn an MIA degree in an accelerated timeframe. We will also explore similar accelerated joint degree programs with other SUNY campuses, such as, but not limited to, the International Relations BA programs at Geneseo and New Paltz, the International Studies BA programs at Cortland and Oswego and the International Business BA programs at Brockport and Plattsburgh. The MPA program is currently developing a BA/MPA program with several SUNY schools (e.g., Geneseo and New Paltz) and we anticipate building on this model for the MIA in the future. These joint degree programs are not being proposed at this time and were not discussed at any length in the proposal because the Rockefeller College leadership opted for focusing on attaining approval of the MIA degree before proposing joint and dual degree program in order to minimize any delays that more complicated arrangements with other programs, units and SUNY campuses might entail.

Reviewers: “Joint or dual graduate degrees – most obviously a JD-MIA degree, but also, intriguingly, degree combinations in information science and in various fields of technology – represent a logical and appropriate development.”

Response: We would consider developing joint or dual graduate degree programs with the Rockefeller College MPA program as well as with Master’s programs in Criminal Justice, Information Science, Education, Public Health, Economics and the Business School (e.g. Information Technology Management). We also envision the possibility of developing dual degree programs pairing the MIA degree with JD programs offered by University of Buffalo Law School and/or the Albany Law School as well as the MBA offered by the Buffalo School of Management and the MS in International Transportation Management offered by SUNY Maritime College. Again, we will wait until the MIA degree program is established before moving forward on dual degree proposals.

II. Faculty

Reviewers: “Arguably, compared to competitors the Rockefeller MIA faculty is relatively weak, numerically, in economics. There is, however, sufficient strength to launch the program. Program leadership may wish to evaluate at some later point whether to try to build capacity in economics (including, for example, substantive fields like international trade and international finance, or core skill-areas like econometrics and advanced statistical analyses) or to focus on deepening and widening areas of existing strength….As noted, the faculty possesses a sufficient but not over-abundant capacity in economics and quantitative methods instruction, measured in terms of number of faculty
and number of courses to be offered by tenured or tenure-track faculty. In other areas, the faculty appears clearly sufficient, in quantity as well as in expertise, to handle the anticipated instructional load associated with launching this program.”

Response: While the current Rockefeller International Affairs faculty may be somewhat weak in international economics, we expect this to change with new full-time hires as well as adjuncts hired for specific international affairs courses. For example, Rockefeller College is currently engaged in a search for a full-time lecturer in International Economics (see: http://albany.interviewexchange.com/jobofferdetails.jsp?JOBID=43164). The successful candidate must be able and willing to teach two required MIA core courses: IA 504 International Economics and IA 502 Economics for Global Affairs. In addition, it is expected that the full-time lecturer will teach elective courses on topics such as “international trade policy;” “international monetary policy;” and “international development policy” to support the program’s concentration in Global Economic Policy. The reviewers may have also overlooked the economic policy expertise of some of our International Affairs faculty members in the political science department, such as Bryan Early (international trade), Zsofia Barta and Greg Nowell (monetary policy), Mark Baskin and Malcolm Russell-Einhorn (international development policy), all of whom have all indicated their willingness to contribute elective courses on these subjects. Finally, a just hired faculty member who will start in Fall 2014 (Johannes Karreth) not only has research and teaching expertise in International Trade and Finance but is prepared to teach a broad range of quantitative methods courses including: “Introduction to Statistics,” “Linear Regression,” “Maximum Likelihood Estimation,” “Time-Series, Cross-Sectional and Panel Analysis,” “Multilevel Modeling,” “Applied Bayesian Modeling,” “Causal Inference” and “Data Visualization.” Although our current faculty is much stronger in the other concentrations, we believe it is important to offer the “Global Economic Policy” concentration given that most international affairs professional master’s programs offer something similar. Moreover, we believe that this concentration can serve as a building block toward the more specialized envisioned concentrations in “International Development Administration” and “Global Financial Market Regulation.” We are, therefore, intent on building our teaching capacities in this area rather than building elsewhere at the expense of fielding the Global Economic Policy concentration. Moreover, of all the concentrations, we feel that this concentration has the best prospects for recruiting good adjunct instructors in New York City. Until a few years ago, the Levine Institute offered summer programs in Global Finance and the University at Buffalo Business School offered a semester-long International Business program at the SUNY Global Center. We hope to leverage these networks and connections to supplement offerings of current Rockefeller College International Affairs faculty.

Reviewers: “In other areas, the faculty appears clearly sufficient, in quantity as well as in expertise, to handle the anticipated instructional load associated with launching this program. Obviously, as enrollments rise, eventually so will the need for additional faculty. At that time, presumably in roughly five years, Rockefeller College will need to decide whether to deepen and widen its areas of existing, specialized strength; to expand
its ability to address core subjects; or to develop new areas of specialized strength. These are decisions appropriately left to a later date, however.”

Response: We concur with the reviewers that we have sufficient faculty resources to launch the program. We also feel that the combination of new hires, adjuncts and tapping existing Rockefeller College and other UAlbany faculty members for International Affairs course offerings and opening their existing courses to International Affairs students (provided that these courses have available seats) will enable gradual expansion of course offerings to International Affairs students without stressing existing graduate programs. It is important to reiterate (see p. 27 of the proposal) that all of the new course offerings described in the proposal (and then some) can be covered by new F/T hires and adjuncts and do so in reasonably sized classes for expected enrollments.

| New International Affairs faculty to student ratios |
|-----------------|--------|--------|--------|--------|--------|
| Year 1          | Year 2 | Year 3 | Year 4 | Year 5 |
| New students (FTE) | 22     | 65     | 108    | 130    | 130    |
| New faculty (FTE)   | 2.5    | 5.75   | 6      | 6      | 6      |
| **New faculty to student ratio** | **1 to 8.8** | **1 to 11.3** | **1 to 18** | **1 to 21.7** | **1 to 21.7** |

In addition to new International Affairs courses taught by newly hired F/T faculty and adjuncts, thirteen current International Affairs faculty members indicated that they have existing courses taught in Albany that they would open to international affairs masters students; thirteen current International Affairs faculty members also indicated that they would be interested in developing and offering new international affairs courses in Albany; and ten current International Affairs faculty members indicated they would be interested in teaching new international affairs courses in New York City.

III. Students

Reviewers: “Our assessment – consistent with that of the program’s faculty and administration -- is that there are three primary potential pools of students for this program: 1) Current SUNY undergraduates or other New York State undergraduates considering graduate professional study in international affairs; 2) Out of state and international students, including mid-career students abroad; and 3) Mid-career students working in the New York City area, many of whom will enroll on a part-time basis, continuing in their current employment while pursuing their education….We anticipate that the second pool of students will be the hardest nut to crack. Out of state American students have many other options for graduate professional study in international affairs, some of which are as economical as Albany. International students, particularly those currently in mid-career in their home countries, may also find that Albany is not as economical as other schools and the two-year course of study may be prohibitive. Albany needs to be aware that many of its strongest competitors have substantial
scholarship and fellowship resources, as well as high-profile name recognition in national and international circles.”

Response: We agree with the general assessment of the three categories and that the second group may be the most challenging. The reviewers, in our view, underestimate the cost-competitiveness of the University at Albany. While there are some professional international affairs programs that are more economical than UAlbany, these are few and far-between. As the comparative analysis of total tuition costs in Appendix G indicates, of the 39 full and affiliate members of the Association of Professional Schools of International Affairs (APSIA), only three, DePaul, Florida International University and Texas A&M, have lower total out-of-state tuition than UAlbany. These three lower cost alternatives, however, are offered by public affairs schools and university departments that have lower profiles in the US News and World Report Public Affairs rankings than UAlbany’s Rockefeller College at 16th. Texas A&M’s Bush School ranks 33rd, Florida International University is at 67th and DePaul is at 104th. Generally speaking, the average out-of-state tuition of these 39 schools is $62,842 and the average in-state tuition of the 15 state universities is $28,836. These figures are considerably higher than UAlbany’s out-of-state tuition of $36,700 and our in-state tuition of $19,700. Only two state schools (Florida International University and Texas A&M) have lower in-state tuition. Moreover, the New York City option and Albany’s proximity to Washington and other major cities may be much more attractive to many international students than many other relatively affordable state university programs.

Reviewers: “To eventually attract these students in the second and third pools, we recommend: 1) That Albany consider giving most students an out of state tuition waiver…”

Response: Because our program is very price competitive even at the out-of-state tuition level, we believe that we can meet our enrollment goals without out-of-state tuition waivers. Indeed, our out-of-state tuition remains competitive with many state universities even if those universities offer in-state tuition rates to out-of-state and international students. Over half of the 15 professional international affairs masters programs at state universities listed in Appendix G have total in-state tuition costs above $30,000 and the total in-state tuition at four of these universities exceeds UAlbany’s total out-of-state tuition of $36,700. Moreover, US citizens and permanent residents from states other than New York who enroll in our program are eligible for in-state resident tuition after one year’s residence. To minimize tuition costs, such students may opt for a strategy of enrolling in the program part-time for their first year, taking two courses per semester while working full-time in the first year and then, once they establish residency, enroll full-time, and take four courses per semester. This would still allow them to complete the program in two years for a total tuition cost of $22,110. This is well below the total out-of-state tuition of all 39 universities listed in Appendix G.

Reviewers: “2) that Albany build on its positive experiences with international partnerships to create “feeder” relationships with carefully targeted international partner institutions and, as appropriate, explore the possibility of “dual degree” arrangements that
would permit students simultaneously to complete the Albany degree and a degree at their home, overseas institution;”

Response: Once the MIA degree is established, we will contact foreign universities to explore possible MIA dual degree programs. Rockefeller College already has established dual-degree programs at the masters level degree with the MPA program (e.g., Bocconi University in Milan and Fudan University in Shanghai) and is in the process of expanding these efforts (e.g., Moscow State University). Furthermore, we will leverage other Rockefeller College, UAlbany and SUNY international connections to explore possible partnerships with universities in other countries.

Reviewers: “3) that Albany explore options for mid-career students to complete the program in one year in-residence by leveraging distance learning and executive education formats;”

Response: We do envision MIA courses utilizing asynchronous distance learning and blended learning both within standard semester formats as well as a variety of shorter and/or more concentrated timeframes and formats that may enable completion of the MIA degree within one year in residence. If students opt to take four instead of three courses per semester and concentrate in an area that has sufficient online course offerings (e.g., Global and Homeland Security or possibly Global Health Policy in the future), such one-year residency options may be readily available to certain students in the first years of the MIA degree program. If there is sufficient demand, we will explore expanding online options and offering executive education style courses for mid-career students.

Reviewers: “4) that Albany earmark a modest portion of the net revenue stream from this program for advertising, publicity, and recruitment activities, first in New York City and eventually in other strategically targeted markets.”

Response: Although Rockefeller College would be delighted to share in the revenue stream from this program, no such funding has been promised by the Provost nor envisioned in the budget. The budget does include $12,500 per year for marketing materials/costs and the equivalent of 1.0 FTE staff for recruiting and admissions. In addition, we have reorganized College staffing so that the MIA can be marketed along with the MPA. For example, given that we already visit Idealist Fairs in New York, Boston and Chicago to market and recruit for the MPA program, we can achieve economies of scale by simply adding MIA materials to these recruitment trips. Moreover, given that we will have permanent MIA staff in New York City, we can inexpensively expand the number of graduate school fairs and recruitment activities in this area.

Reviewers: “The university needs to be aware that as the program succeeds and expands, the resource and staffing needs to support part-time students will grow with the program; the university should be prepared to earmark a modest portion of the net revenue stream generated by the program to support this staffing growth.”
Response: Again, although Rockefeller College would be delighted to share in the revenue stream from this program, no such funding has been promised by the Provost nor envisioned in the budget. However, we believe that with the five new staff positions that are currently in the budget (two in Albany and three in New York City) and our decades of experience staffing the similarly sized MPA program, we have sufficient staff for this new program. We believe that part of the reviewers’ concern about staff stems from the fact that both have taught for many years at very well resourced private institutions and flagship public institutions. They were struck by how much our current staff accomplishes with such limited resources.

Reviewers: “We also expect that as the program grows, the university will need to build capacity for addressing remediation or transitional needs of non-native English speakers at its New York City location.”

Response: Although foreign students may be particularly attracted to the New York City location, we will strongly recommend (or in some cases mandate) that all students for whom English is a second language and who have not spent time studying in an English-language university enroll in UAlbany’s Intensive English Language Program Summer Academy before starting the MIA program in the Fall. We will also recommend that they consider taking their first year (or at least first semester) of classes in Albany while continuing their English Language training during the semester with a plan to complete their internship and second year of coursework in New York City. The option of splitting residence in Albany for core courses and language training with residence in New York City for internship and electives in their concentration would also significantly reduce overall living expenses.

Reviewers: “The immediate key challenges [with respect to staff] are: 1) To hire similarly excellent staff for the NYC Center; and 2) to integrate them into the Albany staff effectively. We are impressed by the careful thought and planning already given to addressing this second challenge, and are optimistic that with appropriate salaries the university will be successful in meeting the first.”

Response: We agree with the reviewers that Rockefeller College has outstanding staff and that staffing effectively in two geographic locations (which are 150 miles apart) will be a challenge. We have taken several steps to prepare for the challenge (e.g., reorganizing College staff so that the New York City staff will directly report to an Albany staffer with identical functions and conducting all staff meetings using the same distance learning technology that will be utilized by our classes). We also have experience with staff telecommuting and we are confident that we can build on this positive experience. Finally, although the reviewers focused on the challenges associated with having staff in New York City, there are some distinct advantages as well. For example, we will now have a full-time career and internship coordinator in New York City (reporting to a full-time Albany staffer in a similar role). Building a stronger career placement network in New York City will help us place both MIA and MPA students. In addition, the New York City staff should help us expand our alumni offerings in the City.

62
IV. **Resources**

Reviewers: “After reviewing the Albany MIA proposal, we are satisfied that the operating budget is adequate for the launch phase of the program. As we mentioned above, we anticipate that very quickly the program will risk becoming a victim of its own success and require modest but real enhancement of staff support to accommodate its growth.”

Response: We believe that we will have sufficient staffing to comfortably accommodate student enrollment growth to the target level of 130.

| New staff to International Affairs student ratios |
|------------------------------------------|--------|--------|--------|--------|--------|
|                                         | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
| New students (FTE)                      | 22     | 65     | 108    | 130    | 130    |
| New staff                               | 4      | 5      | 5      | 5      | 5      |
| **New staff to student ratio**          | 1 to 5.5 | 1 to 13 | 1 to 21.6 | 1 to 26 | 1 to 26 |

Should the University wish to increase enrollments beyond, we would consider doing so, provided additional allocation of resources to hire more faculty and staff.

Reviewers: “As we mentioned previously, most of the competing programs use out of state tuition waivers as a source of financial aid. In addition, many new programs find that to compete successfully for appropriately qualified students, in early years, they need to consider providing additional financial aid. The MIA proposal emphasizes the low in-state tuition rate and a highly attractive Manhattan location, and these are reasonable selling points, but to attract out of state and marquee mid-career students, some additional provision for financial support might be necessary.”

Response: We do not believe that tuition waivers and scholarships are necessary for us to achieve our overall enrollment goals. We will, however, endeavor to leverage the new MIA degree program in our development efforts so as to build Rockefeller College scholarship funds and expand the total number of scholarships in order to attract outstanding out-of-state and international students.

Reviewers: “Also as mentioned, optimal development of the New York City location and recruitment of New York City-resident or -employed students will require modest but real investment in publicity. A serious effort to build a national or international base for student recruitment would require a more serious, but still manageable and cost-effective, commitment to targeted advertising.”

Response: We agree that investment in publicity is important. Both the Rockefeller College and the Rockefeller Institute of Government are currently expanding activities at the SUNY Global Center and we see these efforts as important for raising the visibility of
both the MIA program and our other Albany-based programs. Although we will have a small marketing budget and a full-time recruitment and admissions staffer, we do not envision large-scale use of advertising to promote our programs. Given our combination of an outstanding national reputation and very affordable cost, we believe that we can recruit successfully with the modest advertising we have.

VI. Comments

Reviewers: “Quite apart from the value of the MIA program in itself – which we think is considerable and sufficient to warrant the university giving this program favorable consideration – the MIA program will, we expect, play an important role in making Rockefeller College more than the sum of its parts as well as enhancing the positive visibility of its existing program with alumni, donors, external funding agencies, the media, and potential students.”

Response: We agree with the reviewers’ assessment and can report that the reorganization of Rockefeller College staff undertaken over the past Summer to prepare for the new MIA degree program has already increased the cohesion of the various parts of the College. As the MIA program is launched, we will plan on building on this cohesion in public relations, student recruitment, alumni relations and development.

Reviewers: “Depending on the strategic vision of the university’s leadership and the directions in which they see the university moving in the decade ahead, this program also has the potential to be an important building block in efforts by Albany to reassert and more clearly define its role in global education, to extend its presence in the New York City metropolitan area, and to define specific areas – such as global management – in which Albany will be a national and international leader.”

Response: Again, we agree wholeheartedly with the reviewers and will reach out to other UAlbany schools, departments and the administration to ensure that the MIA becomes such a building block for furthering the internationalization of UAlbany and for realizing its motto, “The World Within Reach.” Moreover, Rockefeller College’s new MIA degree program will help UAlbany meet broader objectives of the “SUNY and the World” section of the SUNY strategic plan (e.g. the MIA was among the “SUNY and the World” initiatives reviewed at the May 2013 “Power of SUNY: Leadership Retreat” http://www.suny.edu/powerofsuny/meetings/files/20130529leadershipretreat/Team%20and%20Initiative%20Reports_20130529.pdf)
J. Local Resolutions and Support Documents

Supporting Document: Letter of support from Mitch Leventhal, SUNY Vice Chancellor of Global Affairs (submitted as separate pdf file)
Appendices:

Appendix A: Possible Additional MIA Elective Courses from among current UAlbany Graduate Course Offerings

Appendix B: Faculty Information Table and vitae of current faculty members who will implement the program.

Appendix C: none.

Appendix D: none.

Appendix E: none.

Appendix F: Sample semester-by-semester breakdown of courses to be taken.

Appendix G: Comparative total tuition costs – F2013 rate (prepared in response to review)
Appendix A

Possible Additional MIA Elective Courses from among current UAlbany Graduate Course Offering

The following graduate courses currently offered by faculty at the University at Albany may be applied (with permission from the MIA director) to fulfillment of the elective requirements of the proposed Masters of International Affairs Degree.

Rockefeller College

Political Science

**Pos 551 Democratization (4)**
The causes and effects of democratization are central to political science and recently have taken on added empirical importance. This course will explore theoretically and empirically these causes and effects drawing from the various democratization literatures including political economy, contentious politics, post communism, gender, ethnicity and area studies.

**Pos 561 Nationalism and Nation-Building (4)**
Classical and recent scholarly debates regarding nationalism and nation-building; theoretical and historical evolution of nationalism, nationalist movements, and nation-building; some of the most salient contemporary issues related to the national question, including the effects of globalization and the resurgence of nationalist movements in the post-Cold War era.

**Pos 552 Comparative Communist and Post-Communist Systems (4)**
Examination of the literature on the comparative study of communism and the disintegration of communist systems: to identify common and distinctive characteristics of the ruling-party systems in the Soviet Union, China, East Europe, Yugoslavia, and Cuba; to assess different approaches to the comparative analysis of communist countries; and to evaluate hypotheses that purport to describe and explain political behavior within these nations, including their transformation to post-communist orders.

**Pos 553 (Pad 664) Politics in Developing Countries (4)**
Examines theories and practice of development to understand the persistence of poverty in the less developed world. Assesses major international aid agencies and non-governmental organizations.

**Pos 554 Political Violence, Insurgency, and Terrorism (4)**
This course examines the relationships among, and differences between the following activities in the international political system: political violence, insurgency, and terrorism. The course will include a consideration of the causes of these activities, their effects on national and international politics, and an evaluation of governmental responses to them.

**Pos 563 Government and Politics in the People's Republic of China (4)**
Deals with the relationship between ideology, institutions, and political leadership in the People's Republic of China since its founding in 1949; and with the implications of that relationship for public policy in China under Communist rule. These matters are examined against the backdrop of the end of dynastic rule in China in 1911 and the republican interregnum, 1911-1949.
Pos 567 Contentious Politics: Theory and Research (4)
Contentious politics focuses on politics outside of the normal boundaries of institutionalized politics. From protests to riots and revolutions, contentious politics have often led to major shifts in domestic political orders. This course will explore key theories and methods in the study of contentious politics.

Pos 576 Globalization, International Cooperation, and Violent Global Movements (4)
Globalization is largely driven by ideas of free trade and international cooperation. While globalization facilitates goods moving across national borders, it also allows detrimental movements across borders – drugs, crime, weapons and terrorist activities. This course explores how international cooperation evolves and how it might counter harmful global movements.

Pos 663 (Pad 663, Pub 663) Comparative Policy Systems (4)
This seminar investigates why some industrial societies have addressed challenges such as economic management and social welfare more effectively than others. It compares both policies and institutional structures charged with implementation in countries including France, Japan, and Britain. Privatization and prospects for international cooperation are explored.

Pos 566 Ethnic Conflict (4)
Since the end of the cold war, ethnicity has served as a key source of identity conflict. This course will examine on the domestic and international aspects of ethnic conflict and the possibilities for management offered by a variety of institutional arrangements and international intervention.

Pos 571 International Political Economy (4)
An introduction to competing theoretical and methodological approaches to the study of international political economy. The course will examine the utility of these different theoretical approaches and attend to major current issues in the field.

Pos 572 Comparative Foreign Economic Policy (4)
An exploration of the response of advanced capitalist states to pressures generated by the international political economy. Specific state responses, the domestic constellation of social forces, state-organization, and position in the world economy, are analyzed in a comparative framework with respect to policy formulation and economic performance.

Pos 574 Political Economy of North-South Relations (4)
An enquiry into the political economy of relations between advanced industrial states and the developing world. The course begins by studying how the underdeveloped regions were initially integrated into the world economy, then it turns to the key substantive issues in North-South relations. Questions of reform and justice in international politics will also be addressed.

Pos 575 Energy Policy, Domestic and International (4)
Critical questions raised: the pricing of oil on world markets by OPEC and consuming nations; the intervention policies of multinational firms, the U.S., and foreign governments; and the subsidizing of alternative energy sources within open-market economies. Research paper required.

Pos 584 American Foreign Policy Formulation and Implementation (4)
A study of the foreign policy making and diplomacy of the United States, the objectives and formulation of policy goals and procedures and the domestic constraints on U.S. statecraft.

Pos 577 Information Technology, Globalization and Governance
Examines the impact of the information revolution on diplomacy, international political economy, national security and international organization with a particular emphasis on the information technologies (IT) used to run transnational corporations, government agencies, other public sector organizations and non-governmental organizations. Examines enterprise systems and the development of web technologies that connect enterprise systems and enable e-commerce. Investigates the use of such management information
systems and e-commerce technologies by transnational corporations as well as public sector organizations such as the World Bank, European Union and the United Nations.

Public Administration

Pad 523 (Inf 523, Isp 523) Fundamentals of Information Management in Public Administration (1-6)
This course consists of three five week modules teaching basic skills in information management. Topics include: introduction to programming, data structures, and overview of data base applications. In addition, students may elect up to three additional modules chosen from topics such as UNIX and networking, UNIX software development tools (for students who already have significant prior programming), introduction to programming in C and new directions in information science. Prerequisite: Pad 504 or equivalent.

Pad 550 Foundations of Government Information Strategy and Management (4)
Introduces the interaction of policy, management, and information technology in the design, operation, and evaluation of government operations and public services. Relies heavily on case studies to illustrate how these domains play out in multiple settings and across sectors -- public, private, and not-for-profit. Prerequisites: Pad 500, Pub 522, or Permission of Instructor.

Pad 585 (Pos 585, Inf 585) Information Technology and Homeland Security (4)
This course examines the political, legal and policy aspects of the use of information technologies by the US Department of Homeland Security (DHS), non-technological dimensions of information collection, use and management and the use of technologies other than computing in the homeland security domain. The course is focused on information technology use by the US federal government but will also examine state and local governments and other countries as well as international issues such as information sharing and international technical standards.

Pad 666 (Pos 666, Pub 666) International Environmental Policy (4)
Considers alternative explanations for global environmental dilemmas, including population growth, poverty and runaway technology and the way in which each factor has shaped environmental policy.

Pad 668 Readings in Comparative and International Public Administration (4)
Individual directed reading program in selected topics and problems of comparative and international administration.

Pub 522 Politics and Policy (4)
Examination of the influence of political factors on the initiation, formulation and implementation of public policy. Considers the role of political institutions and forces in defining and shaping policy options and choices. Seeks to equip the student with the background necessary to operate effectively within the political environment of policy-making.

Faculty of Arts and Sciences:

Africana Studies

Aas 520 Problems of African Economics (3)
Unified treatment of the major problems confronting selected African economies with regard to the principal growth variables (economic and noneconomic), including size of territory and investment in human and physical capital.

Aas 533 (His 532) Topics in African History (4)
Intensive study of a particular theme in African history. May emphasize a particular country or group of countries or a selected theme such as labor history, women, or nationalist and national liberation struggles. May be repeated for credit with consent of instructor.

Aas 560 (His 562) African History (3)
History of the African continent through a topical approach with emphasis on indigenous and regional developments in the nineteenth century.

Economics

Eco 540 Comparative Economic Systems (3)
Analysis of capitalism, the mixed economy, socialism, and communism: the ways in which economic activities are organized; the role of monetary and financial institutions; the organization of industry, of agriculture, and of trade; the allocation of resources among competing goals, consumer sovereignty with economic planning. A research project is required. Prerequisites: Eco 100A,B.

Eco 541 Theory and Problems of Economic Development (3)
Historical, descriptive, and analytical approaches to the analysis of underdeveloped countries; the process of economic development; alternative theories and policies of economic growth and development.

Eco 545 International Trade (3)
Theoretical, institutional, and empirical characteristics of trade and capital movements between nations. Review of the pure theories of comparative advantage, gains from trade, commercial policy, and resource transfers. Brief review of modern balance of payments theory and policy questions.

Eco 546 International Finance (3)
The foreign exchange market and international payments are described and analyzed. Emphasis is placed on analyzing the implications of flexible and fixed exchange rate regimes for the stabilization of price levels and employment in small and large countries. Proposals for exchange management and reform of the international monetary system are evaluated. A research project is required.

Eco 565 Land and Labor in Latin American Development (3)
This course constitutes an effort to discuss economic issues in Latin America with a multidisciplinary orientation and particularly from the perspectives of anthropology and economics. The selection of topics is not exhaustive but attempts to explore some key areas in the analysis of economic structures and institutions. While the focus is on Latin America and most examples are drawn from that area, most of the theoretical generalizations can be applied to other underdeveloped areas of the world.

Geography

Gog 540 Advanced Political Geography (3)
Examines major themes and issues in political geography, including: Territory, identity and the state; localism, regionalism and separatism; colonialism and decolonization; geopolitics; and internal and international political conflicts. Includes preparation of one or more research papers on case studies.

Gog 547 Geography of Development and Underdevelopment (3)
Analytical survey of “Third World” development theories and the development strategies they inspire. Topics covered include traditional concepts of natural and human resources identification and use, geographical diffusion, modernization, and economic growth, as well as challenges to the prevailing ideas and practices such as dependency, sustainable development, and community empowerment.

History
His 554 The Diplomacy of National Power, 1815-1890 (4)
Great power relations from the post-Napoleonic search for stability through concert to the victory of nationalism in Italy and Germany and the rise and fall of the Bismarckian alliance system.

His 555 The Diplomacy of Global Conflict, 1890-1945 (4)
Great power relations during the era of the two World Wars, emphasizing underlying forces and rivalries that led to war and attempts to defuse tensions and prevent aggression.

His 556 The Diplomacy of the Nuclear Age (4)
Great power relations since the end of World War II, emphasizing the origins of the Cold War, superpower confrontations, attempts at detente, arms control, the dissolution of the Soviet empire, experiments in regional economic integration, and current international issues and crises.

His 558 New Orders in Asia (4)
This class examines the international orders in place in Asia from the days of nineteenth-century imperialism to the search for a twenty-first century post-Cold War order. The focus will be on political, cultural, and economic interactions among the three main East Asian powers: China, Japan and the US.

Latin American, Caribbean, and U.S. Latino Studies

Lcs 503 Latin American and Caribbean Cultures and Societies II (3)
Comparative study of the interrelationships between the social, economic, and political development of the diverse Latin American and Caribbean countries. Emphasis on societies, economics, and political systems.

Lcs 504 Seminar: Latin America (3)
An in-depth examination of classic and current research on Latin American mainland. Emphasis on the formulation of research questions regarding contemporary conditions and on ideas in Latin American development.

Lcs 505 Seminar: The Caribbean (3)
An in-depth examination of classic and current research on the Caribbean rimland including the island societies as well as those coastal mainland areas that historically and culturally comprise part of the region. Emphasis on the formulation of research questions regarding contemporary conditions and on ideas and issues in Caribbean development.

Lcs 506 Leaders and Societies of the English-Speaking Islands (3)
An examination of the emergence from island society of leaders capable of confronting the British legacy of post-colonial island nations. Designed to sharpen the research and writing skills at the beginning graduate level.

Lcs 507 Three Island Revolutions (3)
An in-depth analysis of the revolutions of Haiti (1971), Cuba (1959), and Grenada (1979) designed to sharpen research and writing skills at the beginning graduate level.

Lcs 510 Workers and Globalization in the Americas (3)
This course explores different theoretical perspectives for assessing the impact of "globalization" upon male and female workers in the hemisphere. It examines current debates and emerging research issues regarding the effects of structural adjustment programs, export processing zones and regional trade agreements upon society as well as workplaces. It also seeks to illuminate the nature of the challenge posed by global -- hyper-mobile -- capital to worker resistance, regulatory frameworks and alternative policy formulation.

Lcs 556 (Pos 556) Authoritarian and Comparative/Representative Regimes in Latin America (4)
A review of the ideological foundations, sources of support, and administrative styles of authoritarian and competitive/representative regimes. Power elites are examined to evaluate their programs and proposals, as
well as the extent of the elites’ effectiveness to implement them. Special attention will be paid to elite recruitment and to systemic response to societal demands.

**Lcs 575 Caribbean Migration (3)**
Focus on post-World War II migration between the Caribbean and the United States. Interdisciplinary in nature, though highlighting approaches from the fields of economics, sociology, political science and history. Major topics include Migration theory; U.S. migration policy impact on receiving and sending populations; socio-historical background to post-war Caribbean Migration; and specific migrations from Cuba, the West Indies, the Dominican Republic, and Puerto Rico.

**Lcs 585 Land and Labor in Latin America (4)**
An interdisciplinary study of Latin American economies including analysis of productive systems and institutions, with emphasis on the relations between economic and cultural domains. Prerequisite: Admission to any graduate program.

**Lcs 592 Transnationalism, Culture, and Power (3)**
This course is designed for graduate students seeking a deeper understanding of the process of transnationalism and how it affect cultural logic, power relations, and hegemonic practices. Methodologically, it juxtaposes political economy, cultural studies, postcolonial studies, and transnational approaches that problematize class, gender, and ethnicity in a comprehensive framework. It focuses on transnational practices in East Asia, Latin America, and the Caribbean in a comparative perspective.

**Sociology**

**Soc 576 (Lcs 509) International Migration and Transnationalism (3)**
This course is designed for graduate students seeking a deeper understanding of the processes of international migration and transnationalism. It addresses major conceptual and methodological tools that are being employed in the study of migration and transnationalism. It discusses, among others, the following issues: Why do people move internationally following certain patterns? Why and how do they develop transnational relations? How do migration and transnationalism relate to economic, cultural, political and social processes, and social agency including policymaking? What are the gender, class, and ethnic logic shaping these processes and being shaped by them? What are the global, regional, national, and individual implications of migration and transnationalism? What are the implications for households and enterprises?

**Business School**

**Bus 524 Global Business (4)**
Examination of international business issues from a total-firm perspective. The course will integrate Finance, Human Resources, MSI and Marketing with the social, legal and political implications of doing business in an international environment. The emphasis will be in developing informed executives regardless of organizational responsibilities. Prerequisite: Fin 525, Mgt 514, Mkt 522, and Msi 521 or equivalent course work.

**Bus 675 International Business (3)**
Introduction to the global scope of the competitive environment of today's economy. Selected topics, including cross-cultural, political, and economic considerations, examine both the functional interrelationships as well as the international dimensions of business decisions. Prerequisite: Completion of at least 30 graduate credits.

**Criminal Justice School**
**Crj 641 Comparative Criminal Justice (3)**
This course will examine criminal justice institutions comparatively in several countries. The purpose will be to describe the variety of criminal justice experience, to understand the determinants of these variations, and to prompt Americans to reflect on the advantages and disadvantages of their own criminal justice institutions.

**Crj 648 Terrorism, Public Security, and Law Enforcement (3)**
This course reviews the role of domestic law enforcement in homeland security, including the prevention of and response to terrorism. Consideration of strategic issues that arise with respect to specific forms of terrorist threats, and of managerial issues, including the collection, analysis, and dissemination of intelligence, risk assessment and resource allocation, intergovernmental and interagency cooperation and conflict, and investigative authority and civil liberties.

**School of Social Welfare**

**Ssw 782 International Social Welfare Policy (3)**
A global perspective comparing domestic and foreign social welfare systems that address social problems. Uses a human rights framework to examine psychosocial interventions at the micro, meso and macro levels with an emphasis on oppressed populations. Includes multicultural paradigms, cross-cultural communication and alternative, indigenous solutions to social problems. Prerequisite: Ssw 600.

**Ssw 786 Policy and Practice of International Development (3)**
This course offers students an introduction to the field of international development and humanitarianism from an interdisciplinary perspective, drawing from social work, public policy, economics, and public health. The course emphasizes a thorough understanding of the chief policy and program drivers of international development projects including the role of the state, bilateral aid, international financial institutions, multilateral actors such as the United Nations, UN conventions, corporations, civil society, and NGOs. Special emphasis is placed on critically analyzing and evaluating U.S. development policy and practice in the developing world. The course addresses many of the key concerns of development including global poverty, labor, health, child welfare, food security, disasters, and migration/refugees. Using a critical lens, students analyze the major macro-level factors influencing international development such as imperialism, post-colonialism, and neoliberal globalization. In addition, students examine the efficacy and impacts of policies and practices and the degree to which they embrace strengths, empowerment, participation, and cultural diversity. The course employs capabilities and human rights approaches to investigate the policy and practice of development and focuses on salient social and economic justice issues through the lens of race, class and gender.

**Ssw 792 Community Building (3)**
This course introduces community definitions and theories; examines the characteristics and functions of communities; identifies community-based services and resources; examines the role of community systems in change and development; and focuses on community building as an effective social work intervention model. Action and experiential learning are emphasized. The social worker is viewed as a professional facilitator and advocate assisting in developing community leadership, participation, enhancement, and empowerment.
## Appendix B: Faculty Information Table
(Adapted from SED guidelines)

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<tr>
<th>Name</th>
<th>FT/PT</th>
<th>Dept</th>
<th>Sex</th>
<th>M/F</th>
<th>R/E</th>
<th>Articles in Refereed Journals (last 5 years)</th>
<th>External Research Support (most recent academic yr)</th>
<th>Dissertation Load</th>
<th>Number of Advisees (most recent academic yr)</th>
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### APPENDIX F: Semester by Semester Breakdown of Courses Taught

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<th>Year 3</th>
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<td><strong>Spring Semester</strong></td>
<td><strong>Fall Semester</strong></td>
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<td>Weds</td>
<td>3 IA 506</td>
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<td>2 IA 541</td>
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### Legend
- **Core Courses**
- **Global Governance Concentration**
- **Global Economics**
- **Global Public Management**
- **Global and Homeland Security**
### Appendix G: Comparative total tuition costs – F2013 rate (prepared in response to review)

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<th>School</th>
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<th>Credit Hrs</th>
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<td>Full</td>
<td>MPIA</td>
<td>48</td>
<td>$65,372.00</td>
<td>$39,928.00</td>
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<tr>
<td>University of S. California</td>
<td>Full</td>
<td>MPD</td>
<td>49</td>
<td>$84,324.00</td>
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<tr>
<td>University of Texas Austin</td>
<td>Full</td>
<td>MGPS</td>
<td>49</td>
<td>$41,741.00</td>
<td>$21,674.00</td>
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<tr>
<td>University of Washington</td>
<td>Full</td>
<td>MA</td>
<td>50</td>
<td>$65,778.00</td>
<td>$36,654.00</td>
</tr>
<tr>
<td>Yale University</td>
<td>Full</td>
<td>MAIR</td>
<td>16 courses</td>
<td>$73,000.00</td>
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<tr>
<td>Average total tuition:</td>
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<td></td>
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<td>$62,842.85</td>
<td>$28,836.00</td>
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| University at Albany          | Non Memb | MIA    | 48         | $36,700.00         | $19,740.00    |