INSIDE THE EDMUND A. WALSH SCHOOL OF FOREIGN SERVICE:
HOW ITS CONTEMPORARY DEANS SHAPED THE SCHOOL

A Thesis
submitted to the Faculty of
The School of Continuing Studies
and of
The Graduate School of Arts and Sciences
In partial fulfillment of the requirements for the
degree of
Master of Arts in Liberal Studies

By

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Washington, D.C.
April 1, 2018
INSIDE THE EDMUND A. WALSH SCHOOL OF FOREIGN SERVICE: HOW ITS CONTEMPORARY LEADERS SHAPED THE SCHOOL

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ABSTRACT

During the late 1960’s, the President of Georgetown University noted that the School of Foreign Service was in a period of decline with applications decreasing; students in the School were unhappy and highly critical; the faculty was divided into bitterly opposed factions; a curriculum reform, which had been discussed for a long time, was at a standstill; and the school lacked strong administration, having had several acting deans (Krogh 2018, 36). With the appointment of Peter Krogh as Dean in 1970, came the mandate to completely revise the curriculum, to unify the faculty, and to restore the morale and discipline within the school, among both the students and the faculty. The question was, could the School be restored by the transformative leadership of a new dean, and would subsequent deans lead it steadily forward to become the best institution of its kind, with a focus on the University’s Catholic and Jesuit values. Relevant theories which inform the practice of leadership in higher education and Georgetown University’s Catholic Jesuit values will provide the background for an analysis of how today’s School of Foreign Service emerged from its “period of decline” to become the pre-eminent institution of its kind in the world.

Leadership theories generally focus on specific characteristics and behavior patterns shaping individuals, societies and organizations over time (Howell 2013, 3).
Case studies will explore how four contemporary Deans shaped the School of Foreign Service and influenced the development of our students. The goal was described by the vision of Father Edmund A. Walsh, S.J: SFS graduates would have “a great soul, a great heart, a great mind” (Tillman 1994, ix).

A recent Georgetown Provost said: “The SFS is one of a handful of jewels in Georgetown’s crown, indeed a diamond as big as the Ritz.” Caring for this treasure requires people who are not only scholars but are also committed to the values of this Catholic Jesuit university. This thesis acknowledges the need for compromise and negotiation as key components of “leadership.” It considers relationships and the combined efforts of the institution and especially its people, namely the leadership of Georgetown University and the SFS, students, faculty and staff, alumni and generous donors working to advance the mission of the School. Analysis shows a common denominator to be an inclusive and value-based leadership style found among Deans Peter Krogh, Robert Gallucci, Carol Lancaster, James Reardon-Anderson and Joel Hellman. Successful leaders worked to reshape the SFS and inspire its global recognition by caring for its people -- others before self. We live at a time when authentic, transparent leadership, with integrity, is needed at all levels of society. Our Deans have proven they are men and women for others, leaders empowered to educate, guided by the framework of Jesuit values and traditions. This thesis chronicles the Deans’ journeys, often in their own words, and envisions the School’s next Century of Service.
It has been almost fifty years since my undergraduate diploma was awarded and for half of that time, it has been an honor to have been associated with Georgetown University. The educational benefits of being part of this Catholic and Jesuit community have been rewarding not only for developing my critical thinking and writing skills but in fulfilling my desire to put the Jesuit values into professional practice.

First, I wish to acknowledge the leadership of the team of surgeons for whom I worked in the early 1990’s in the Georgetown University Medical Center Department of Otolaryngology – Head and Neck Surgery. The surgeons who chaired the Department, including Dr. Roy B. Sessions, Dr. Kenneth Grundfast, Dr. Earl Harley and Dr. Bruce Davidson were among the best in their specialty, and demonstrated leadership by educating residents in the complex territory of the head and neck to strive for excellence in the operating room and serve with compassion in the office. As residency program coordinator, I had a role in nurturing men and women who worked to complete this highly selective program and the relationships we shared were patient-directed and meaningful. Their dedication during residency years to research and improved surgical techniques enabled them to make a difference in the lives of others and later assume leadership roles. They are our hope for the future of medicine.

My greatest measure of gratitude is owed to Ambassador, Professor and Dean Emeritus Robert L. Gallucci. Bob is hero to many, including students, faculty and staff, alumni and donors of both Georgetown and John Hopkins University. His
reputation as a top negotiator is valued by heads of state and ministers of foreign affairs, presidents and cabinet secretaries from here to California, residents from Seoul to Tokyo, Iran to the Middle East, and from the MacArthur Foundation geniuses to the Library of Congress Kluge Fellows. His knowledge, warmth and caring advice for each individual he encounters is to be admired. I know his words: “well done, so far” have provided incentive for even greater effort from everyone. The experience of working at a desk just steps away from his, for over ten years, allowed me to observe his courageous leadership and take a small role but important role in moving action items forward to ensure that we reached our objectives in a strategic manner. Bob’s reputation as a leader is that of one who learns the history by listening, and then leads by example.

In May 2009, University President John J. DeGioia addressed the first graduating class of SFS-Qatar and remarked about Georgetown’s transition into a truly global university, one requiring a different way of engaging with the world. He said:

“… the very existence of our Doha campus owes so much to the sustained engagement of Bob Gallucci… who… inspired our students, expanded the depth and breadth of our academic program, enriched our community with his service and, in the spirit of St. Ignatius Loyola, engaged in the world to make it a better place.” It was Bob and his exceptional leadership and scholarship over 13 years at Georgetown that helped us build a new and greater bridge to understanding, “a bridge from our past to our future” (DeGioia 2009, 4)

I most gratefully acknowledge my parents and sister, spouse and sons, all of whom learned early on in life, the value of service.
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THE SCHOOL OF FOREIGN SERVICE

The Edmund A. Walsh School of Foreign Service is the oldest school of international affairs in the country, founded in 1919, five years before the United States established a career Foreign Service. It has been considered a pioneering project in American education, (Gallagher 1962, 200) and during 2019, it will celebrate its 100 year anniversary.

At its founding, while the United States was taking its position among the great powers of the world after World War I, in Washington, DC, Jesuits with a vision established the School at Georgetown University with the purpose of educating a cadre of students who would build our nation, “beyond material prowess,” and who would have “a great soul, a great heart, a great mind” (Walsh 1919, 8).

A letter dated April 29, 1953 provides documentation that Constantine McGuire, a Harvard educated economic and financial advisor, wrote to the Provincial of the Maryland Jesuits in 1916-1917 expressing his desire to discuss establishing a school at the Catholic University of America or at Georgetown University. President John B. Creeden, S.J. listened to McGuire’s idea for an American school that would provide specialized education in foreign policy and languages -- one recreating the unique education he received in France after completing his PhD at Harvard in 1915. Resources and lack of endowment support were considerations but when Father Edmund Walsh returned from this Army Training Corps work after the Armistice, Father Creeden assigned him the task to establish this “foreign relations” focused school in the nation’s capital (Quigley 1965, 18-19).
On November 25, 1919 when Father Walsh, principal founder, dedicated the School, he observed that “we train for medicine, we train for law, we train for divinity, we train for all the scientific professions” and then asked, “shall the candidate for foreign service alone stand an outcast among the learned?” The term “foreign service” as used by Father Walsh referred to international affairs careers in general, in private as well as public sectors, and not to the United States Foreign Service. The Foreign Service was non-existent with that name at the time but was created in 1924 by the Rogers Act to combine all consular and diplomatic service of the United States government into one administrative unit (Tillman 1994, 91). So this was to be a new field of education, one based in liberal arts, but with a purposeful professional orientation (Walsh 1919, 9).

Father Walsh possessed a strategic and pragmatic worldview, so he placed emphasis on foreign trade, conceived not only as a means to prosperity, but with the greater purpose of promoting world peace and stability. He stressed the importance of practical knowledge being based upon the foundation of liberal education and moral values because history had shown that “no nation can long endure which bases its habitual policy on contempt of fundamental human rights and disregard of human relationships…” (Walsh 1919, 8).

The School of Foreign Service was unusual in higher education because it focused on international relations, international trade and transportation, rather than the classic liberal arts curriculum offered at Jesuit colleges in the United States. In addition, Father Walsh’s prominent presence in political circles and his “global vision” for the School were just tolerated by some in the Catholic-Jesuit mindset. In fact, according to Walter Giles, a Professor of Government at Georgetown University, the rise to national
prominence of the School led a number of Jesuits to consider that SFS “represented not simply a radical break with traditional Jesuit educational principles; it was also perceived as a worldly, nonreligious undergraduate institution, engaged in competition for academic recognition with the College of Arts and Sciences and its classical liberal arts curriculum” (Giles 1990, 7).

Looking back on almost 100 years, one realizes that the School, its people and its curriculum have been influenced by world events, and its faculty and alumni have often had major roles in shaping and influencing those events. Peter Krogh, Dean for twenty-five years wrote in support of the early efforts to shape the School’s foundation on value-based actions. His piece entitled, *Values in Practice at Georgetown* (Krogh 2018, 30), observed that “much is periodically said, and rightly so, about the Jesuit and Catholic nature of Georgetown University.” In this connection, he referred to the Spring 1970 remarks of Father Clarence Stankiewicz, S.J. before the University Faculty Senate for they contain clear and balanced reflections of “…what it is for a University to seek, and express, its identity as a Jesuit and Catholic institution,” it means “that Georgetown is every bit as American as it is Jesuit and Catholic” (Krogh 2018, 30).

Dean Krogh assumed the assignment to address the way in which Georgetown was an American university stating that: “… it was not simply nostalgic that Georgetown was founded in the year in which this country adopted its federal constitution, that it was located in the Nation’s Capital and received a charter from the Congress of the United States. These facts of Georgetown’s formation, simultaneous with and contiguous to America’s national formation, dramatized the extent to which this University, more than
most, was conceived as an implementation of the American way of life” (Durkin 1964, 1).

Continuing in this manner, Father Durkin said:

“As an implementation of the American way of life, the University was concerned from its outset, not simply with values in their abstract or theoretical form, but with values in practice. Thus, in writing the job description for the first president of Georgetown, a search was ordered for a man “capable of abstracting his mind from methods used in the European colleges and of substituting such others as are better adapted to the views and inclinations of those with whom he has to deal” (Durkin 1964, 6).

“The recognition of the need for the adaptation of ideas in practice was a direct reflection of both the opportunity and imperative of life in the New World. As Daniel Boorstin points out in his volumes on *The Americans*, values in the American experience did not exist for long in the abstract. They had to meet the test of experience and of getting on with living. Americans, unlike their European forefathers, exposed all philosophies, all systems of belief to ‘the skeptical and earthy arena of daily life’” (Boorstin 1958, 154).

A quotation from Dean Krogh’s memoir supports this with comments that:

“… nowhere has this been more true than at the American university, no matter its sectarian affiliation. The examination of values in practice, then, is a typically American exercise, perhaps best captured in the quintessential car tire advertisement which reminds us that what really matters, and where it really happens, is ‘where the rubber meets the road.’ My particular tire has been on the Georgetown road for close to eight years. I cannot remember a year when it did not cause some friction. The friction is normally the product of differing perceptions about the interests of the University and about what educational objectives should be advanced here. The differences ordinarily are framed in terms of issues precipitated by actions taken” (Krogh 2018, 31).

In another chapter are descriptions of actions in which Dean Krogh figured centrally – “values in practice” actions which were believed to have benefited both the School and the University. Somewhat controversial were the creation of the SFS Center
for Contemporary Arab Studies and the appointment of Henry Kissinger as a University Professor.

President Robert Henle, S.J. wrote in his 1976 Report on Georgetown University:

“From 1967 to 1970 the School of Foreign Service was in a period of decline: applications were decreasing; the students in the School were unhappy and highly critical; the faculty was divided into bitterly opposed factions; curriculum reform, which had been discussed for a long time, was at a standstill; and the school lacked strong administration, having had several acting deans. When the new Dean, Peter Krogh, was appointed, I told him that his first task was to completely revise the curriculum, to unify the faculty, to restore the morale and discipline within the school, both among the students and among the faculty” (Durkin 1964, 36).

Peter Krogh became SFS Dean in 1970 and stated that “The Edmund A. Walsh School of Foreign Service is the embodiment of Father Edmund A. Walsh, S.J.’s inspired idea - indeed ideal – in 1919, that professionals in the field of foreign affairs should not be ‘outcasts among the learned.’ Today the school proudly bears his name.” When Peter inherited responsibility for the School as its Dean, he said it was in effect “an imagined, make-believe school, a school on paper but not in practice.” He believes that this was because Father Walsh’s ethos was the School for so long that he was able to embody it. But when his body gave way, the School gave way and it rather rapidly became a fading extended shadow of this great Jesuit who was its founder and remained actively engaged in all aspects of the School for its first thirty years (Krogh 2018, 3).

This thesis reviews some relevant theories which inform the practice of leadership in higher education. These theories, as well as Georgetown University’s Catholic Jesuit values, provide the background for analysis of how today’s School of Foreign Service
emerged from its “period of decline” to become the pre-eminent institution of its kind in the world.

LEADERSHIP THEORIES IN PRACTICE

Leadership theories generally focus on specific characteristics and behavior patterns which shape individuals, societies and organizations over time (Howell 2013, 3). Leadership is an ‘influence process,’ usually, but not always carried out by one person with the purpose of achieving a common goal (Howell 2013, 4). “Leaders and followers are closely linked although it is the leader who often initiates the relationship, creates the communication linkages and carries the burden for maintaining the relationship” (Northouse 2016, 4-5).

The importance of communication as the most effective means of inspiring and motivating others will also be evaluated because it provides intellectual stimulation and encourages innovation and creativity. Rev. Edward J. Gallagher, S.J. cited in his biography of Father Walsh, the most persistent and pervasive of his enthusiasms - his interest in communication, in connotation and emotional overtone, in his awareness of meanings and implications, and in the care which he took to convey the feelings possessed by a speaker to one’s recipient (Gallagher 1962, 234). Father Walsh was an enthusiastic man of action who approached every problem with a fresh outlook.

Case studies will explore how four contemporary deans during the last half-century largely shaped the School of Foreign Service by their actions. For over fifty years, four men and one woman took action, confronted issues, took action and re-
established the School and continue to move it forward beyond the Healy Gates to achieve national recognition and success.

Their leadership is defined by results, by the impact they have on people and institutions, and theories of leadership can help us understand how they achieved the success they did. And right now we seem to live at a time when authentic, transparent leadership, with integrity, is needed at all levels of our society.

As one of Georgetown’s recent Provosts said: “The SFS is one of a handful of jewels in Georgetown’s crown, indeed a diamond as big as the Ritz.” Caring for this treasure requires people who are not only scholars but are also committed to the values of this Catholic Jesuit university. My thesis reflects upon relationships and the combined efforts of the institution and especially its people, namely Georgetown University and SFS leadership, students, faculty, staff, alumni and generous donors to advance the mission of the School. Analysis will show a common denominator in the success of SFS to be an inclusive and value-based leadership style found among Deans Peter Krogh, Robert Gallucci, Carol Lancaster, James Reardon-Anderson and Joel Hellman. The central core of this thesis is about how they reshaped the SFS and inspired its global recognition by caring for its people. Did they place the common good before oneself?

Two leadership styles are worthy of consideration, the exclusive style (one that excludes others opinions and ideas that do not match one’s own view) and the inclusive style (one that includes some uncertainty and vulnerability to challenges posed by others – a learning process). Leadership theories can be simple yet transformative and values straightforward yet challenging, together they can be powerful yet overcome by institutional issues. SFS institutional issues will be examined for relevance to the styles.
Economic, social and political issues exert pressure on higher education, among them for example are recession, war protests, racism, gender and diversity imbalance, growth, governance, financial aid, student debt, re-organization and goal-setting within a collaborative framework.

Background on leadership styles and school history will be reviewed before this paper examines the styles including attributes and qualities which affected the way contemporary Deans have managed the complex issues of the School from 1970 forward.

In the words of Dean Krogh at the Georgetown University Forum in February 1978:

“The American university is a reflection of real life. It embraces and lives with the constant tensions and accommodations between values, aspirations and financial exigencies that obtain at all levels of human experience: personal, familial and institutional. It is only honest for all of us to recognize that the university is both mirror and mold of the real world. Values do not exist in isolation but are defined through a learning process which is open and characterized by tolerance – one of the university’s highest values and one of its most important” (Krogh 1978, 1).

Tolerance is exemplified by listening to and considering the views and ideas of others. More than once we have heard that leadership is based upon listening and first becoming part of the culture of an organization. We find organized groups to be composed of both leaders and followers, and sometimes with more than one leader. If one considers the family as a basic unit society, then parents hold the power and authority. They are the decision-makers, listening and making the judgments. In most cases, they are motivated to form long-lasting relationships based upon trust and respect.

A literature review showed that acknowledgments in most works cited one’s family (Figliuolo 2011, vii), (Klein and Napier 2010, vii), (Senge 1990, 427) and
especially parents (Georgescu 2005, xv), (Heifetz 2009, v), (Swift 2017, 1), (Giuliani 2002, 265-291), as those who first modeled leadership in their earliest years and had the courage and integrity to do the right thing (Georgescu 2005, xv). Some, by working in communities to facilitate or endow projects like schools and apartment buildings, (Lowney 2003, 298) or just by echoing Abraham Lincoln’s mother: “Be good to one another” (Phillips 2017, 1). In the case of Nannerl Keohane, former President of Wellesley College and Duke University, it was more a “matter of living out her mother’s ambitions and showing her father who believed in intellectual possibilities but was grounded by an old-fashioned notion about what women could do - that women could fulfill their dreams” (Basinger 2000, A35).

While my focus is on educators who provide the intellectual, rational or moral foundations for our informed judgments, most importantly one might also consider some guiding words of military leader General Colin Powell (US Army ret.): “Know who you are, how to always be yourself and remember that leaders gain authority through building relationships of trust.” US Navy Admiral Hyman Rickover, ‘Father of the Nuclear Navy,’ once said that “only people get things done.” Yes, people around us in life are critical - they help us grow, learn and develop a moral compass. Powell and Rickover were officers who led the education and formation of emerging military officers and enlisted personnel who assumed future command. Rev. Louis Gallagher, S.J., Father Walsh’s biographer, wrote that it was the example of St. Ignatius himself that taught him to put first things first, particularly to regard no man as fit for command who has not first learned how to obey (Gallagher 1962, 243). Both loyalty and the service to legitimate needs are critical.
Leadership involves engaging with a person, group, organization or institution toward achievement of a goal. It is a process whereby an individual influences a group of individuals. In the 21st century, while there is no common agreement on this definition, but authenticity and the ability to adapt are critical (Northouse 2016, 4-5). Driven by one’s inner compass and guided by values and principles, the educational leader forms a team. This takes effort, and teams do not start out great, but grow together to produce great results through collective learning (Senge 1990, 4). Peter Senge points out that while the adjective “charismatic” is often connected with leadership, “what really distinguishes outstanding leaders is the clarity and persuasiveness of their ideas, their depth of commitment and the extent of their openness to always learn more.” (Senge 1990, 339).

“Leading is listening,” according to the US Navy Pacific Fleet Commander Admiral Scott Swift, and gaining informed knowledge in order to make a decision. Leadership is about strengthening our capacity for change, and acting on behalf of our deepest values with a genuine shared vision and a willingness to take risks for the sake of others (Swift 2017, 7-10). “Along with leadership there needs to be a true sense of humility. You shouldn’t feel worthy of the job. You should … feel unworthy because of the quality and commitment of the people around you… and your…most important professional resource is people:” (Swift 2017, 4).

After two transformative decades leading General Electric, Jack Welch said: “Real leadership is making other people reach beyond what they thought their capabilities could be and finding the courage within themselves to accomplish more” (Klein and Napier 2010, 19). And Rudi Giuliani, former New York City Mayor noted that leadership
works both ways: it is a privilege, but it carries responsibilities – from imposing a structure suitable to an organizational purpose, to forming a team of people who bring out the best in each other, to taking the right, unexpected risks (Giuliani 2002, 298).

With values and courage as focal points, a review of leadership development revealed the importance of both inclusive and exclusive styles. Personal traits add to leadership capability and while all the Deans possessed major leadership traits of intelligence, integrity, determination, self-confidence, and sociability, (Northouse 2016, 23) these were augmented by personal strengths and attributes. I believe that a “trait approach,” in combination with a behavioral approach based upon teamwork and empowering others, brings about inclusive leadership and informed decision-making. Leaders desire to make connections and build bridges to the other side through conversation and a willingness to understand differences while seeking solutions. Research done by a group of professors at Bowling Green State University during the 1980s profiled the effectiveness of college presidents and identified personal values that guided them: “complete commitment to what they do, genuine respect for others and belief in themselves and others” (Fisher, Tack, Wheeler 1988, 81-83). These values are illustrated by examples and quotations cited in this paper.

Personal traits, attributes and values form the core of educational leadership which requires the establishment of both formal and informal modes of operation to achieve goals and realize expectations. For example does it matter if a new Dean is appointed and s/he does not implement change? Or does it matter when revisions are made to the curriculum, if they are not wisely evaluated for relevance? Yes, it matters if common goals built upon trust are to be achieved.
In the early days of Father Walsh, SFS was but an extension of the University’s ideal that, “You have only learned the real purpose of this school if you… present yourselves… as living… exemplifications of American ideals in government, in business ethics, and rational democracy” (Durkin 1964, 98). The question remains: how do human values, especially those here at Georgetown, a Catholic and Jesuit University, impact decision-making? Almost 100 years ago, Georgetown’s Jesuit leaders conceived of the School of Foreign Service as an institution. In 1919, they made a commitment to serve others globally, and as we approach 2019, the SFS global imprint is recognizable. Our alumni include a United States President, multiple heads of state internationally, diplomats, business leaders, politicians, scholars and educators. Appendix A lists many of these men and women whose careers reflect their rise in power, and their focus on the value of service to others. Their efforts establish the validity of the depth, breadth and global extent of SFS leadership.

CONTEMPORARY LEADERSHIP

Analysis of major players includes the University Presidents and Provosts, University-ranked Professors, Deans, Associates and Program/Institute Directors. SFS Deans establish strategic plans and provide action steps with the intention of realizing a vision for growth, but clashes, obstacles and negotiation are to be expected. My case studies will focus on examples including: the 1994 administrative reorganization of the Main Campus and its established Covenant, the Board of Director’s consideration and vote for approval to proceed with the SFS branch campus in Qatar, the addition of graduate programs in Global Human Development and Asian Studies, negotiations with
the Qatar Foundation over rights of migrant laborers on our campus building project and beyond, as well as scholarship support for non-Qatari students. A separate and critical issue of physical SPACE on the Main Campus continues.

Adapting the SFS strategy to the desires of the Main Campus institution is challenging and major actors have played roles in resolutions. Five SFS Deans, namely, Peter Krogh, Robert Gallucci, Carol Lancaster, James Reardon-Anderson and Joel Hellman will be considered and the paper will explore their efforts with University administrators to achieve agreement on issues affecting internal and external constituents of the School and the way forward. Did their inclusive leadership skills including qualities of loyalty to the School and University, integrity, care for others and diplomacy affect the outcomes we realized? I will demonstrate that formation of an advisory group by each Dean set the stage for transparency and informed decision-making. Has growth of semi-independent programs enhanced or lessened the Dean’s leadership? Further, has considering the needs of others -- our students, faculty and staff before one’s personal goals -- motivated most actions? Are students prepared for analysis and mastery, yet allowed the opportunity for exploration? Again, based upon practice of an inclusive leadership style, the SFS continues to hold its excellent ranking in the field of international affairs.

With regard to loyalty, which was one of Father Walsh’s qualities, highly valued by his faculty (Gallagher 1962, 232), we see this trait historically in Peter Krogh who was Dean for twenty-five years and then remained to teach and actively engage for fifteen additional years. When Peter Krogh was honored by his alma mater, Tufts University, for his diplomatic skills and his long tenure as dean, Father Leo J. O’Donovan, S.J., a former
president of Georgetown summed up his achievements in this quote: “Dean Krogh is widely and justifiably known as the school’s second founder. He is the founder of the modern School of Foreign Service.” His leadership style was transformative.

We recognize it in Robert Gallucci, Dean for thirteen years and a tenured professor who in 2009 became President of the John D. and Catherine T. MacArthur Foundation for five years and then returned to Georgetown as a Distinguished Professor in the Practice of Diplomacy. In considering service to one’s country, Robert Gallucci was Ambassador at Large for non-proliferation issues and an experienced US negotiator who was responsible for the Agreed Framework with North Korea in 1994. He continues to speak publicly on topics of nonproliferation of nuclear weapons and North Korea. His inclusive style of leadership along with his persuasiveness and cultural sensitivity was instrumental in the school’s growth as we entered the 21st century. He continues to shape policy makers and scholars in the classroom and by lecturing at conferences and symposia beyond the Healy Gates. His engagement in Track 1.5 diplomacy on nuclear challenges on the Korean Peninsula is another example of inclusive leadership of leading by listening.

Carol Lancaster was the first member the School’s alumni to become Dean, a position she held for five years until an untimely death from a brain tumor. Having served in the US Government as Deputy Director of USAID, Lancaster returned to Georgetown as a tenured professor and director of African Studies, and Director of the Master of Science Program and Mortara Center prior to her deanship.

Lancaster was a U.S. foreign aid representative and maintained a presence and public voice for aid to Africa. A first generation college graduate and native
Washingtonian, she valued inclusion as a core value and her leadership style encouraged a diversity of ideas and respect for all voices. Her personal experience during the 1970-80s with the “glass ceiling” which professional women were encountering, strengthened her cause to promote equality and advancement with respect to gender issues.

In the Washington, DC community, as Vice-Chair of the Vital Voices Global Partnership, Dean Lancaster was not only a vital voice herself, but part of an organization created to make space for women’s voices to be heard. Alyse Nelson, Vital Voices’ President and CEO said: “The founders knew then what has now become a universal truth: that women are essential to progress in their communities. Our world cannot move forward without their full participation. Vital Voices invests in leaders because they take the responsibility to improve societies. They strengthen laws, create jobs and defend political freedoms” (Nelson, 2018, 1).

In 2001, with Vital Voices founders, Lancaster was instrumental in establishing and securing funds for the Georgetown University Institute for Women Peace and Security in the School of Foreign Service. The Institute encourages emerging women leaders to practice their unique form of leadership in ways that are collaborative, inclusive and transformative; their leadership is service, and to lead means to empower.

James Reardon-Anderson, a tenured professor holding the endowed chair as Sun Yat-sen Professor of Chinese History, was the inaugural Dean of SFS-Qatar from 2004-2009. He returned to the Main Campus as Associate Dean and Director of the undergraduate program (BSFS), then served as Senior Associate Dean for Faculty Affairs and Interim Dean after Lancaster’s death and then detailed back to SFS-Qatar as a one-year Interim Dean and is currently Chair of the SFS-Qatar Faculty Council. Dean
Reardon-Anderson made progress across a wide range of issues in Qatar, but was especially effective in advocating for human rights and dignity. Jim as inaugural Dean at SFS-Qatar recognized the need to implement a new tuition plan that significantly expanded financial assistance to a wider range of students in the region. He oversaw a strong extension of admissions outreach leading to the largest entering class recently. He strengthened faculty and staff relations and worked with the Qatari authorities to make progress on monitoring labor standards for migrant laborers on campus. He also spearheaded the SFS response to the political tensions in the region ensuring that our campus continued to function smoothly throughout.

Our current Dean, Joel Hellman, recently shared this recognition of Dean Reardon-Anderson’s efforts as the person who strengthened our educational program and our position in the region by his dedication of a good portion of his life to SFS-Qatar. In 2015, Dean Hellman joined SFS with experience as both a scholar and practitioner with the unique and valuable perspective from his work on issues of governance, conflict and the political economy of world-wide development. The goals he set forth of curriculum review in order to prepare students for changing times, increasing the diversity of the SFS community and encouraging all students to participate in a form of global engagement align closely with the University vision.

From a 2007 campaign position piece: “Georgetown is the oldest Catholic and Jesuit institute of higher learning in the United States. Jesuits have played a significant role in the growth and evolution of Georgetown into a global research university deeply rooted in the Catholic faith. Georgetown’s Jesuit tradition also promotes the university’s commitment to spiritual inquiry, civic engagement, and religious and cultural pluralism.
Georgetown’s and especially the School’s leaders continue to enrich the university through their work as scholars, researchers, administrators and counselors.” The question is, how have Jesuit inspired leaders and diplomats engaged to impact the world community through the School of Foreign Service? With the intention of improving the human condition, does the School work to bridge academics with theoretical and practical experiences to educate students who emulate the Jesuit ideals?

As a forerunner to our venture into Middle East education, looking back in history to 1931, one finds that Father Walsh undertook the preliminary survey and investigation of establishing the Jesuit Baghdad College in Iraq. This mission called for both judgment and caution in handling delicate diplomatic relations and furthering the establishment of a Roman Catholic institution in the Middle East (Gallagher 1962, 127). As early as 1997, as noted in Appendix C, Georgetown was approached by the Sheikha Moaza (Sheikha Mozah bint Nasser Al-Misned), wife of the Emir of Qatar, Sheik Hamad bin Khalifa al-Thani who was pursuing the project of developing an American-style University in Qatar.

VISIONS AND CHALLENGES

Regarding our five contemporary SFS Deans, it is clear that to be an inclusive leader in higher education is to celebrate and inspire those who are served, provide a teaching and learning environment that is welcoming and challenging, and create a safe space to nurture the human spirit. With values and courage as focal points, I began a review of SFS leadership. The application of traits to the leadership process informed my case studies relevant to Deans Krogh Gallucci, Lancaster and Reardon-Anderson and some of the issues faced by the School of Foreign Service in relation to the University.
While all the Deans possessed major leadership traits of intelligence, integrity, determination, self-confidence, and sociability (Northouse 2016, 23), these were augmented by personal traits, strengths and attributes.

When considering inclusive leadership in higher education, we expect to find it grounded in these leadership styles: democratic leadership, distributive leadership, and transformational leadership (Stephani and Blessinger 2018, 3). In Dean Krogh’s case, he was chosen and empowered to bring about change and develop a new community. Dean Peter Krogh’s ethos stems from a quotation of Woodrow Wilson: “Absolute identity with one’s cause is the first and great condition of successful leadership” (Krogh 2018, 2). As a transformational leader he had to inspire others to look beyond self-interest in order to work for the greater good.

Both Dean Gallucci and Dean Lancaster had democratic leadership styles as reflected in their highly productive advisory groups drawn from among the faculty and staff. They emphasized equity, equality and inclusion and fostered shared decision-making and participation. In addition, their distributive leadership principles of community, collaboration and collective action were realized as the case studies will show. These are all examples of inclusive leadership with its uncertainty and a diversity of ideas, a vulnerability and willingness to take risks by listening.

The Deans laid out their visions during semi-annual goal setting Presidential retreats and took others along with them on the journey of making their goals a reality. While vision always set the direction, the President’s and Deans’ values were the glue holding it all together. The leadership was not vested in one heroic individual, but valued and modeled across the entire University for all faculty and staff. Both formal and
informal modes of operation were set in motion by the Deans to achieve goals and expectations and then values were obvious in their behaviors, attitudes and actions toward faculty, staff, students and alumni. For example does it matter if a new Dean is appointed and s/he does not implement change? Yes, it does. Or does it matter when revisions are made to the curriculum, if they are not wisely evaluated for relevance? Here is where input from University and School Boards becomes important.

Emphasis is placed on strategic planning, goal-setting and a strong leader who is willing to talk about what is not going well in addition to what is going well. In early words of Father Walsh, SFS was but an extension of the University’s ideal that: “You have only learned the real purpose of this school if you… present yourselves… as living… exemplifications of American ideals in government, in business ethics, and rational democracy” (Durkin 1964, 98).

One might ask how do human values, especially those here at Georgetown, a Catholic and Jesuit University impact decision-making? Almost 100 years ago, Georgetown’s Jesuit leaders conceived of the School of Foreign Service as an institution. In 1919, they made a commitment to serve others globally, and as we approach 2019, the SFS global imprint is recognizable.

Questions this thesis should answer include: How has the curriculum been shaped since the Alumni Survey results of 1970 in which “A majority of complaints derived from the belief that mediocre and poor teaching deprived many potentially good courses of their value by not motivating students to take a substantial interest in the subject matter” (Giles 1970, 31). Has leadership of the School of Foreign Service focused on formation of the next generation of students devoted to the pursuit of knowledge, inquiry
and service to the common good?

The current University President and Provost are concerned about keeping tuition reasonable enough through fundraising efforts so that scholarships enable a diverse population, but can it still allow an innovative curriculum? Are we able to provide immersion programs and internship opportunities so that our students can be enriched by other learning communities? The SFS Masters in Global Human Development is a good example of our success in this area. Are students mentored so that they can someday give back and have a global impact on society?

Goals and strategies throughout this thesis will show how our contemporary SFS deans have tried to foster the Jesuit traditions. This paper will provide examples, and our current University Provost and SFS Dean who are both data-driven leaders can provide greater insight into these results. Alumni, parents and donors who have served as both University and School Board members have provided invaluable support during development campaigns in support of scholarship, research and curriculum development.

It is also important to consider various leadership attributes and traits like integrity, loyalty and diplomacy, or in other words, the approach, the values and cultural sensitivity with which our Deans have shaped the School and its people. Leadership means establishing relationships among people for the purpose of advancing one’s vision; Deans’ actions ultimately reflect the vision for the School.

In presenting the historical path, I will examine some recurring challenges faced over the past fifty years with a focus on four major areas (curriculum, faculty, fundraising and marketing, and ranking) and our continuing SPACE constraint.

Developing and Delivering the SFS Curriculum
The 1994 reorganization of Georgetown’s Main Campus, billed by the Administration as a win-win situation, was approved by the University’s Board of Directors September 30, 1994 and administratively transferred the Departments of History, Government and Economics from oversight by the School of Foreign Service to the College. It caused grave concern among School leadership that a trend was developing to homogenize the undergraduate experience at Georgetown (Landegger 1994, 1). How did School leadership work to strengthen the quality and coherence of the core program? Dean Krogh and the SFS Board of Visitors led by George Landegger (F’58) worked tirelessly to have resolutions revised to address the concerns of the School so that its mission was expanded to encompass the administration of all Main Campus international and regional programs with an interdisciplinary academic orientation (O’Donovan October 1994, 1).

To this day, there are continuing concerns about the nature of our curriculum and include questions like the following: Are we able to exploit the assets of both our gifted students and faculty by providing programmatic activities that enhance the intellectual challenge and environment of the School’s education program? Are there examples of receptiveness to innovation and precipitated growth? Has there been an academic shift from more traditional topics, for example from diplomatic history to international finance and specific area studies? Where are we with science? Progress is noted in a subsequent section devoted to innovation and change brought about by our current Dean, Joel Hellman.

Our graduate programs have had a regional focus for some time, but do the APSIA graduate schools agree that focus on regional studies is critical to providing
students with opportunities to develop area-focused expertise?

Do the SFS undergraduate and graduate curricula reflect an underlying belief that our Catholic-Jesuit values hold that God is to be found in every human endeavor, in every facet of learning and experience, and in every field of study? Did Dean Gallucci’s initiative realized through support from the Dean’s Leadership Fund on “Improving the Human Condition” inspire Dean Lancaster to conceive and draft the framework for a new graduate degree program in Global Human Development? Obviously, yes, since she understood the challenges of reducing world poverty and improving developing nations, one of her immediate goals was to establish a skills-based graduate program to prepare development professionals to work with both public and private sector agencies and non-profit organizations to advance the cause of human dignity.

Faculty Recruitment and Retention

The need to develop and maintain a strong, cohesive faculty was another major issue during the restructuring of the main Campus in 1994. Father Patrick Heelan, S.J., University Vice President for the Main Campus and Father Leo O’Donovan, President invested a great amount of time, effort and prestige in the process and yet it caused great turmoil for the School because over three-quarters of the professors who reported to the School of Foreign Service were being transferred to the College (91 out of 129). Father Heelan said that the “restructuring locates all disciplinary faculty within the College, aligning Georgetown with administrative ‘best practices’ that are customary at our peer institutions” (Georgetown Board of Directors News: October 5, 1994, 2). There was reason to doubt the continuing ability of SFS to provide a robust undergraduate curriculum. The new challenge became recruiting twenty-five professors from among
those currently on the Main Campus to accept full-time or primary assignment to the School of Foreign Service.

In June 1994, Father Heelan wrote to the Chairman of the SFS Board of Visitors that “the history of the School provides convincing evidence that faculty members throughout the University are committed to the mission of SFS. By virtue of its interdisciplinary curriculum, SFS deploys in strategic ways, the academic strengths of the entire University in international and regional studies, and its future depends upon synergies created between the strong cadre of faculty housed in the departments, especially Economics, Government, and History and core faculty of SFS” (Heelan 1994, 2). The challenge to create well-structured joint-appointments which would give institutional shape to the mission of SFS has been ongoing. Dean Krogh and Professor Wayne Davis, Chair of the University Faculty felt it would be important to make the conditions of joint appointments liberal enough to encourage faculty to accept them (Davis 1995, 1).

Peter Krogh, with support from both alumni and donors questioned in a letter to Father Heelan dated May 25, 1994 what he “as a good leader” should be doing to show the way into the future when the future might be held hostage to the ‘chairs/faculty’” (Krogh 1994, 1)? Dean Krogh sought a presidential statement confirming the “special and permanent place of the SFS” in the University’s mission into the 21st century and beyond. As a leader and bridge-builder, Dean Krogh sought ways to effectively promote the new arrangement. His skilled administrative hand in managing the complicated negotiations proved him once again a transformative leader.
Almost twenty years later, during 2013, the Provost’s office undertook a plan to achieve some faculty compensation savings by more closely managing faculty hiring as a result of attrition, and new faculty hires were limited to searches in the fields of hard science for a period of time. One again SFS was faced with criteria for faculty hiring.

**Fundraising**

In order to raise SFS to the level of a premier institution for education in international affairs and support its faculty and programs it has been necessary to stabilize funding for existing positions and increase funding for financial aid. The importance of endowing faculty chairs and programs and expanding our programs internationally is critical. Has it changed over time? How and Why? Were compromises involved, for example from whom to accept funds? Reference is made here to the $20milion gift December 2005 from HRH Prince Alwaleed Bin Talal, an internationally renowned businessman and global investor, to support and expand the Center for Muslim-Christian Understanding. As a result, the Center was renamed the Prince Alwaleed Center for Muslim-Christian Understanding. Questionable was an endowment grant which Muammar Qaddafi provided in 1977-81 from the government of Libya. Years later, in 2005, $3million in funding for the Program for Jewish Civilization was received but returned because of strings attached. The Qatar Foundation provided a generous endowment of $15million in 2005 which was beneficial in providing for three permanent faculty chairs (DeGioia 2005, 1).

It is reasonable to ask if our primary goal in fundraising to promote academic excellence? And are our fundraising campaigns guided by our moral compass? By making financial aid a priority in every campaign the University creates opportunities for
all serious students and the diverse classrooms where critical thinking and learning occur. While the School’s standing in campaign results has always been remarkable, its advancement team was at its peak during 1998-2006 when there was almost round-the-clock commitment to the job, deep knowledge of donors, an understanding of the unique nature of Georgetown and sincere follow-up.

Implicit here is the critique that the School’s fundraising capacity has been declining for more than a decade. While the overall Georgetown Forever campaign was a huge success and SFS was first to reach its campaign goal, with a boost from Frank McCourt’s most generous contribution to the Georgetown’s Public Policy School, now honoring his name, leadership changes in the University’s Office of Advancement and a shift to regional rather than School-centric efforts have not reaped benefits for SFS.

During the Krogh and Gallucci eras, deep and valuable relationships were formed between the Deans and major donors including alumni. The advancement team did the cultivation and heavy lifting through dedicated outreach, communicating the Dean’s objectives for the School. A Dean’s Leadership Fund was created to support projects and programmatic needs. It is documented that Board members gave generously to that fund and for other specific purposes. In recent years, however, following an alternate board model based upon an annual financial commitment, SFS moved to mandate these small amounts to create a somewhat more significant fund to be raised “easily.” Someone referred unceremoniously to this approach as seeking the low-hanging fruit.

One older advancement model focused on diligent research to identify donor interest and capacity and coordinate with the School’s short and long-term objectives. SFS Advancement officers wrote case statements in collaboration with the Dean or
program directors who identified needs in their centers. Confident development officers researched, inquired about donor interests, and cultivated relationships on behalf of the Deans. Clear lines of communication were established and drafts prepared in advance of a Dean or Director visit. Most often, once a Dean or Director was scheduling into a gift agreement meeting, all that remained was the signature and handshake. For the development officer, thoughtful follow-up and a sincere desire to continue relationships were the norm. Without a doubt, we continue to depend upon and are extremely grateful to our donors. While the objective remains the same, methodology has changed as Deans and Directors are often called upon during the initial solicitation of a gift.

**Marketing**

Marketing SFS as the “centerpiece of Georgetown’s identity as a global university” is very critical as noted by Professor and Chair of the SFS Faculty, Charles King, in a memo dated December 2006 in light of the globalization of the Georgetown campus and the President’s initiative to elevate Georgetown to status of a “global” institution. Since marketing is a relatively new priority, how can we determine its specific effectiveness? In SFS, it is important because of: Georgetown’s desire to emerge as a level one research university, the competitive nature of our admission process with regard to other elite universities that seek the same top students to increase their annual yield, and the management of eight nationally ranked IR graduate programs with limited scholarship assistance providing a challenge for admissions officers who must populate classes. At the same time, might some professors feel that an increased need for “promotion” of SFS may compromise our long-standing high academic standards?

Tenure issues among faculty are of concern. Also, the proliferation of part-time
professional graduate programs in Georgetown’s School for Continuing Studies presents additional challenges. Is there respect for each person, his or her unique circumstance and concerns, appropriate appreciation for his or her particular gifts and insights, and place within the community? What are examples of SFS outreach to the Washington DC community of scholars?

Achieving Excellence in Rankings

Competitiveness exists among programs in higher education in the field of International Relations. Great universities are interested in the same cohort of excellent students and scholars. The importance of media reports with respect to rankings and attempts to retain our multi- and inter-disciplinary approach to global affairs are critical. Does analysis and ranking allow us to confirm that our success is contingent upon the methods we use to welcome and support a diverse community of students, faculty and staff? More information about rankings is included in Appendix B.

GEORGETOWN UNIVERSITY VALUES AND RESOURCES

Certain values are central to the University’s identity and lead students to engage in ways that sustain our Jesuit character. Georgetown’s leaders need to raise awareness among students to these values. It is critical, for they only exist if there is consciousness. According to James MacGregor Burns, “the essence of leadership is taking followers to a higher level of moral development, beyond everyday wants and need and expectations” (Burns 1978, 46). He believes that transforming leadership occurs when leaders engage with followers in such a way that they raise one another to higher levels of motivation and morality. Further, the moral legitimacy of transformational leadership is grounded in
conscious choice among real alternatives. Hence, leadership assumes competition and conflict, and brute power denies it (Burns 2007, 36). In 2015, a RAND study observed that university-based strategic planning was most effective when oriented toward specific motivations: internally - guided by institutional values and practical management (efficiency and effectiveness) and externally - motivated by competition, changes in student market and reduced sources of funding. University leadership must possess a readiness and willingness for change as new technologies emerge and domestic and international pressures occur (Goldman and Salem 2015, 3-4).

President DeGioia has often cited our Catholic and Jesuit identity as our greatest resource. It shapes our thinking. His desire for Georgetown to be authentic should be understood as reflecting his premises about the University: that our first commitment is to limitless inquiry and the idea that truth is best, and perhaps only understood in dialogue; second, that our inquiry should seek the harmony of faith and reason; third and fourth, that our inquiry calls upon us to engage for the common good and with respect for those with whom we might disagree (DeGioia, 2012, 1). Some of the guiding principles (Campus Ministry 2016, 1) following from these premises include:

**Academic Excellence** - Hallmark of the Georgetown experience, rooted in the Catholic and Jesuit historical involvement in education as a means to uncovering truth and discovering meaning.

**Educating the Whole Person** - St. Ignatius of Loyola, founder of the Jesuits, believed that God is to be found in every human endeavor, in every facet of learning and experience, and in every field of study.

**Cura Personalis** - *Care of the Person*, individualized attention to the needs of each
student; distinct respect for his or her unique circumstance and concerns, appropriate appreciation for his or her particular gifts and insights.

Community in Diversity - Derived from the Jesuit principles of equality and respect for all, Georgetown welcomes and supports a diverse community of students, faculty and staff.

Women and Men for Others – Today this Jesuit spirit is evident in Georgetown’s community-based learning, our service projects, alternative spring break programs and justice-related initiatives.

CASE STUDIES OF SELECTED CHALLENGES

The Krogh Years  (1969/70-95)

Peter F. Krogh, SFS Dean for 25 years (1969/70-1995)

PERSONAL STRENGTHS: Vision, Charisma and Style, Inclusive Relationships, Courage, Tolerance, Strategic Planning, Building esprit de corps- an Ability to Restore Trust and Collegiality, Connectivity to a Community of Scholars and Elite of Washington DC, Scholarship, Fundraising, Empowering Others to Want to Participate, “Onward and Upward” Energy and Enthusiasm

ACHIEVEMENTS: STABILITY & GROWTH

VISION: In Dean Krogh’s own words from his current memoir: “My approach to living my vision of the School was to create an atmosphere on the ground that would enable all stakeholders to buy into and, often quite independently, act upon my vision. This required creating a dynamic esprit de corps that others felt, were impressed by and wanted to be a part of. What I had in mind was to embody what Vaclav Havel said when asked how he
rescued the Czech Republic from the ashes of the Cold War; to wit: “The more we did, the more we were able to do, and the more we were able to do, the more we did” (Krogh 2018, 1-2).

During a December 2017 interview, Dean Krogh summarized his concept of leadership in three necessary points: having a vision, having total commitment to live that vision, and then embracing the vision in both your professional and personal life. Dean Krogh wanted to restore the School of Foreign Service to its grandeur and make it “best of breed.” He desired to be a transformative leader while not overlooking the basics of scholarship and research. Peter Krogh, much like Christopher Columbus, braved the criticism and courageously “walked the walk.” He shared that among recognized leaders we often find individuals who are rebellious and independent, rambunctious and headstrong like Theodore Roosevelt and Winston Churchill, wide and independent readers, good listeners and even greater speakers who always aim to be prepared. They learn about their institutions and give voice to a guiding vision.

As Dean in the 1970s, Peter Krogh emphasized the importance of building the interdisciplinary program of study to include foreign languages, the social and behavioral sciences and humanities with a focus on understanding foreign cultures. His vision was to create an environment which integrated faculties, disciplines and programmatic activity, and he successfully petitioned for, and was awarded, a $12million grant for construction of the existing Intercultural Center (Krogh 2018, 24). which houses most of the School’s student classrooms, faculty offices and programs.

Dean Krogh realized that institutional development would require external advice and assistance and in March 1983, with Provostial approval, he established the School of
Foreign Service Board of Visitors by charter. Members of this group, drawn from among distinguished persons in the foreign affairs community, would take an active interest in the School and offer constructive advice, assist in fundraising and advise the Dean on matters of educational policy, program development and areas requiring improvement (Krogh 1983, 1). Through constructive engagement and generosity the men and women of the Board of Visitors continue to move the School forward.

In his annual Report of the Dean in 1985, Dean Krogh explained that his “at-large development agenda focused on the basics of endowing professorships and scholarships, and bricks and mortar.” At the time, SFS had the largest endowment of any of the Main Campus schools by a factor of two (Krogh 1985, 33).

In 2011, the Fletcher School of Diplomacy recognized the outstanding contributions of Peter Krogh and called him Dean of many “firsts.” SFS was the first program in business at an international affairs school, the first program to use case studies regularly in International Relations courses, the first to establish a joint degree program with a law school, the first to recognize the significance of the need to better understand the Arab world—through the founding of the Center for Contemporary Arab Studies and later its companion institute, the Center for Muslim-Christian Understanding, and the first to establish in an International Relations school, an executive education program for high level foreign policy practitioners, the Georgetown Leadership Seminar which continues to this day (Krogh 2018, 198-99).

The Georgetown Leadership Seminar is one example of cultivating leadership through education. Conceived by Dean Krogh, it has a 34 year history with over 900 participants representing more than 100 countries. The invited innovators and leaders
have become a global alumni network including presidents and prime ministers, royalty, parliamentarians and cabinet officials, CEOs and heads of NGOs, high ranking military officers, journalists and academics. GLS has encouraged a dialogue among emerging world leaders promoting cross-disciplinary cooperation in international affairs. It has exposed participants to, and broadened their understanding of, major issues in the foreign policy-making process in the United States through direct contact with top level American policy makers. It has established and cultivated an ongoing network crucial to strengthening international cooperation and areas of agreement among leaders in the global community.

Some important challenges faced by Dean Krogh required restoring collegiality and trust both within and outside the School, and institutional rebuilding. It is Dean Krogh’s belief that men went on to do what their fore-fathers did not finish.

First, reshaping the curriculum….. In 1976, Dean Krogh with the support of University President Timothy Healy, S.J. had the opportunity to bring former Secretary of State Henry Kissinger to Georgetown as a University Professor and faculty member in the School of Foreign Service. The appointment was based upon Kissenger’s strong academic credentials. The appointment, however, in Dean Krogh’s words “stirred up a firestorm of student protest led by antiwar activists” and he found himself in the center (Krogh 2018, 29). Academic freedom was at the heart of both student concerns and administrative decision-making because Kissinger was criticized as a pro-war hawk for his alleged promotion of U.S. bombing campaigns in Cambodia and yet had the distinction of receiving the Nobel Peace Prize in 1973. Students had the opportunity to
learn from a seasoned diplomat and determine for themselves the value of decision made by the practitioner himself.

While Dean Krogh wrote in his 1985 Annual Report that the SFS curriculum must move beyond the Eurocentric confines of traditional college curricula and nurture appreciation for other world civilizations and their contemporary expression in present global society (Krogh 1985, 37), ten years later, he would write in his 1993 Annual Report that there was new work to be done under the heading of “completing the School” (Krogh 1993, 36). He wanted to expand offerings in regional studies and government, and strengthen the fields of transition economics and intercultural history. He sought to advance geography and cultural anthropology, as well as substantially augment the study of ethics and religion in international affairs. He felt that environmental studies and more broadly the field of science, technology and international affairs should be brought into the curriculum (Krogh 1993, 37). Study abroad was considered of the highest value.

Second, governance and building the core curriculum after reorganization… involved tension. According to Dean Krogh, “in 1993, the powers-that-be, led on the ground by the Provost Father Patrick Heelan, S.J., engineered a reorganization of the Main Campus. The Walsh School was caught in the middle of it as the Departments of Government, History and Economics, that the Walsh School Dean had traditionally supervised, were moved to the jurisdiction of the Dean of the College of Arts and Science. The negotiations en route to the reorganization were extraordinarily strenuous and involved fireworks. They have been chronicled in a volume in the School archives entitled: ‘MOAN: The Mother of All Negotiations.’” This binder and another titled: “Strategic Plan: Strengthening the Edmund A. Walsh School of International and
Regional Studies” provide background and a sense of the enormous burden of justification, rationalization, negotiation and defense that the reorganization imposed on the School.

Dean Krogh was adamant about retaining all international and regional studies in the School having surveyed the students for their curricular criticism and needs in 1973. However, the 1994 Covenant essentially moved the Economics, History & Government Departments to the College of Arts and Sciences with joint appointments to SFS. In 1995, when Dean Krogh announced his retirement as Dean, he addressed colleagues at the Walsh School about the agreements and his concerns about faculty lines, delivery of the core curriculum and the need for fundraising:

“During the last month, Father Heelan, Father O’Donovan and I have reached a number of agreements which assure the strength and effect of the Walsh School of Foreign Service within the reorganized Main Campus. We have agreed on an implementation procedure for the Board approved covenants. We have agreed on a binding interpretation of the Board resolutions establishing the Walsh School as the administrative home for all interdisciplinary international and regional studies programs.

And most importantly we have just agreed, in advance of this meeting, that the University will guarantee—through joint appointments and external fund-raising—an additional twenty-five full-time faculty or their equivalent for the School over the next three to four years. The reorganization removes from the Walsh School’s supervision about 100 faculty members in departments crucial to the conduct of the School’s approved curricula.

At the same time, it moves into the School two regional and one functional graduate program in the international field and deposits on our doorstep an additional 200 students. To offset the distancing of the departments and to comprehend and serve additional graduate programs, we need a larger faculty. A minimum of 25 is the number now agreed upon. We currently
stand at 37. Within a maximum of four years we will be at a minimum of 62.

One can appreciate our concern about faculty lines on the School’s budget if that concern is placed in historical perspective. During the late 50’s and on into the 60’s, the faculty Father Walsh had assembled for his School were dispersed to the departments and by the end of the 60’s the School stood as an emperor with no clothes. That historical memory shivers down the spine of the School and makes us especially sensitive on the matter of faculty lines clearly dedicated to the School’s service. That concern has been addressed and we are now ready for the brave new world of the reorganization.

It has been a difficult year. Change does not come easily. We have been engaged in protracted deliberations and negotiations with their attendant frustration. But it is time to get on with our, future that, for the new Walsh School of Foreign Service, will involve curriculum reform at the undergraduate level, forging a strong family of distinct but complimentary programs at the graduate level and, from that base, projecting ourselves as a powerhouse in our field.

We have a bigger and better mandate. We will soon have a bigger and better faculty. And hopefully we will soon have a bigger and better fundraising effort, without which the hopes of this University and the Walsh School will not be realized. As you know, I step aside at the end of June after 25 years as dean. I do so grateful to have had an opportunity to preside over the transformation of the School that coincided with a transformation in world affairs. And I do so confident that, with the support of the President and Directors of the University, the best days of the Walsh School lie before it” (Krogh 2018, 170-71).

Dean Krogh knew the importance of raising the visibility of the School in the foreign affairs community. Institution building would require external advice and assistance and in creating the first Board of Visitors, he sought relationships with both leaders in the foreign affairs community and SFS distinguished graduates, among them,
the Honorable Paul Warnke, Lloyd Hand of TRW, Nemir Kirdar of Investcorp, Admiral Marmaduke Bayne who was President of the National Defense University, George Landegger and Marcus Wallenberg.

Although SFS was located off campus in the good Walsh Building at 36th and Prospect Streets, when the construction of the Edward B. Bunn S.J. Intercultural Center began in the 1980s, it was evident that Georgetown leadership in international education in the nation’s service was highlighted and Dean Krogh said that: “the building itself, but its very design would inspire, facilitate and symbolize this leadership” (Krogh 2018, 45).

In his 2018 memoir, Dean Krogh expresses personal tributes to all who participated in raising the School to the heights where he left it in 1994. His transformative and inclusive leadership style enabled establishment of centers and Institutes set upon found financial support. Their very names illustrate bridge building and cultural understanding and include:

- The Salaam Intercultural Resource Center
- The Center for German and European Studies
- The Center for Contemporary Arab Studies
- The Institute for the Study of Diplomacy
- The Landegger Program in International Business Diplomacy
- McGhee Library and Center for Eastern Mediterranean Studies
- Asian Studies
- Science, Technology and International Affairs
- TV Broadcasting: American Interests, World Beat and “Great Decisions”
- Georgetown Leadership Seminar
- Women in Foreign Service
- Argentine-American Forum
- Pew Economic Freedom Fellows
- African Studies
- The Center for Muslim-Christian Understanding
- The Academy of World Inquiry
- Turkish Studies
- Krogh Scholars Program
Dean Krogh’s digital archives are housed in a collection at Georgetown’s Lauinger Library and serve as a testament to his outstanding leadership not only at Georgetown but also in the foreign affairs community where he continues to hold a position of esteem among his colleagues.

Dean Peter Krogh led the School in celebration of its 75th Anniversary with great style by inviting distinguished speakers to participate in events and publishing the School’s history and an anthology of lectures by its master professors. In one of his farewell speeches, he advised that it was time to move beyond the travails of the reorganization and grasp that advantages the School gained – its authorized hegemony, the guaranteed growth of its faculty, and the acquisition of new graduate programs (Krogh 1995, 2).

Interim Leadership – David Newsom (1995-96)

David Newsom was appointed to serve as Interim Dean by Father Leo O’Donovan in 1995 and immediately set about to ensure the implementation of the understandings that Peter Krogh agreed to with the university administration. He was convinced that they would be implemented and should not be reversed as they involved primarily the establishment of twenty-five joint faculty appointments to round out the School’s core faculty and the principle that the School would be responsible for all programs that were interdisciplinary, regional or international in scope. He saw this interim period as a time of preservation of the School’s strengths and preparation in anticipation of new leadership, accepting the challenge to ensure that SFS did not lose momentum or its “magic.” In addition, he sought assurance of on-going financial support for the School,
not only from the Board of Visitors but with the intent of searching for new sources. Special emphasis was placed on needs of the BSFS program, in areas of teaching political science and international affairs, in support of new technological and scientific advances, and for ISD. When David Newsom delivered his remarks at Dean Krogh’s Final Board of Visitors Dinner and Meeting on May 5, 1995, he provided reassurance to all that the School was in good hands.

The Gallucci Years (1996-2009)

Ambassador Robert Gallucci, SFS Dean for 13 years (1996-2009)


ACHIEVEMENTS: EXPANSION & EXCELLENCE

VISION: “Georgetown University’s vision is to improve the world through knowledge and leadership, making a disproportionate difference in improving the world for the common good. This will be achieved by the creation, discovery and application of knowledge across the world and by preparing leaders with a profound self-understanding and awareness of the responsibilities of leadership, the nature of the world, and the role that they must play in improving it” (Gallucci 2008, 2).

MISSION: “Georgetown University’s mission to address the issues of our age across the globe means being grounded in our historic mission with the goal of addressing the key global issues of our age. We will do this by enhancing Georgetown’s culture of academic excellence, and our Jesuit, Catholic
identity, and by utilizing the relationships and dialogue offered by Georgetown’s location in Washington, DC” (Gallucci 2005, 1).

**GOALS:** “Establish SFS as the premier institution for education in international affairs by selective expansion of faculty and programs as well as broad enhancement of the overall quality of both. Stabilize funding for existing positions and programs as well as increase funding for financial aid for graduate and undergraduate students” (Gallucci 2005, 1).

Two major accomplishments are the establishment of Georgetown University's School of Foreign Service in Qatar, and the excellent ranking by *Foreign Policy* magazine of international affairs programs in the Master's degree programs as number one, and the undergraduate (BSFS) degree program as number four in the country. These rankings result from work to develop and maintain a strong curriculum, attract and keep the best faculty, and attract distinguished practitioners.

Competitors at both the graduate and undergraduate levels are leading research universities possessing larger endowments and the ability to provide more generous financial aid. Our advantages include the Washington DC location, outstanding faculty, the highly selective student body and a record of successful graduate career placement. With our core mission in mind, fundraising became a necessity in order to continue supporting scholarly endeavors and offering an excellent education to our outstanding students at a price they can afford.

Working to maintain our top ranking and enhance the Catholic-Jesuit tradition, we introduced new curricular programs. One was the Program for Jewish Civilization, an interdisciplinary research and teaching center which was begun in the School in 2004 and the Mortara Center for International Studies which was established within the School in 2001 to address broad issues of global change and U.S. foreign policy. When Michael P.
Mortara (F’71) died in November 2000, he had not yet seen his vision fulfilled, but the Dean and Mike Mortara’s spouse, Virginia, continued working to make the center a reality which embodies the SFS commitment to theory and practice of international affair.

Beginning his tenure as Dean, Gallucci said about international relations: “Our landscape is more uncertain with more opportunities and risks than there have been for half a century… and at the heart of the ‘vision thing’ for me at the School is the curriculum and the faculty who teach it.” As Georgetown has embraced both the opportunities and the challenges of globalization to become a leader in Interreligious and Intercultural Dialogue, he was at the forefront, leading SFS to its current position among the best in the nation.

While Gallucci’s management style was to trust but verify, he did not spend time managing to detail because he made certain to gather the best possible team around him. He wanted everyone to understand where they fit in the organization and how to best serve its mission. He strove to understand what motivated us – students (encouraging them to watch for the “spark” that would ignite their academic pursuits), faculty (promoting their scholarship and research as well as collaborative endeavors), staff, alumni, and external donors. He understood risks and looked upwards – listening to what the University Provost and President wanted while seeking a solution with the best outcome for the School.

When appointed as Dean, and based on his prior academic experiences, he was savvy enough to negotiate his position as a tenured SFS faculty member. His belief in the ability to reach across boundaries as an integral part of his faculty was critical to success
on more than one occasion. During an interview, he shared that over a three year period of teaching at the National War College, he learned much about leadership – that some are born leaders while others develop this capacity based upon an ability to distill the essence of situations. Two areas which he hoped to incorporate into the undergraduate and graduate curricula of SFS were leadership and ethics, even though he believed leadership to be an ethereal and intangible quality. He characterized his style of leadership as one of “competence under the worst conditions” with an innate desire to deal with life and death and still go on. He dedicated himself always to understanding his primary mission, caring for his people above all, and not taking himself too seriously.

When restructuring the Dean’s office in 1998, Gallucci promised a high-quality, cost-effective and responsive administration. A goal he continually sought was honest dialogue and budget transparency. Together with his Associate Dean for Finance and Administration, they sought for the school to retain positive balances. Unfortunately, needs determined at the Provostial level meant that Schools faced annual budget tasks. In 2003, for example, it was necessary to restrict some programmatic activities and pay careful attention to attrition as a means of reaching these financial terms. The result was never meant to be reached through staff layoffs and this demonstrated the Dean’s relationship with staff as one built upon respect, reliance and trust. In the 2000s, we struggled for budget authority to reinvest beginning balances, grew frustrated with conditions set by financial officers and members of our Board of Visitors shared our concern about the University’s investment strategies.

The proliferation of Master’s degree programs and space constraints at this time were also of concern as SFS was forced to move its Advancement team, the Institute for
Study of Diplomacy, the Institute for the Study of International Migration and the Security Studies Program off campus. In a move to consolidate and collaborate global education, ownership of the McGhee Villa at Alanya, Turkey was transferred from the School to the Office of Global Education.

Dean Gallucci held strong beliefs on both academic freedom and academic integrity as evidenced by his engagement with University administrators over submission of nominees as candidates for honorary degrees and in decision-making with respect to honor council violations. For example, prior to 2005, University procedures were less narrowly defined regarding the criteria for submission of honorary degree candidates as speakers at commencement for consideration by the Board of Directors. Having nominations rejected in advance set the Dean at odds with administrators because he favored the ability to submit names which could be rejected rather than be limited to having rejection anticipated. According to the University Policy on Speech and Expression, the forum is open for anyone. It was explained that there was no inhibition to inviting anyone to speak at Georgetown, but a fine line existed at Georgetown based upon its religious identity regarding who we “honor” especially with an honorary degree at Commencement. (DeGioia 2005, 1).

Dean Gallucci formed an Advisory Group that met weekly to share and provide input to his decision-making. They understood the mission, promoted transparency as fair and principled, listened in order to understand, and set an example for determination. Some were long-term faculty or program leaders who understood the history of decision-making at the School while others brought new ideas and together they formed a cohesive force where listening was critical to understanding.
In 1997, Gallucci sought to restructure and revitalize the Board of Visitors which was composed of a core group from the Krogh era including leaders in the foreign affairs community, major donors and alumni augmented by some new business leaders. Working with the Dean, this important group provided advice and support for initiatives to promote the SFS goals and learning objectives, advance experiential, internship and scholarship opportunities for students, enhance the curriculum through programmatic support, advance faculty scholarship and research and promote collaboration and cooperation among the Schools at Georgetown. Their fundraising objectives in FY-1997 focused on enhancing the quality of the educational experience of all SFS students by increasing the number of small seminars in which emphasis was placed on critical reading and precise analytical skills, adding faculty positions, ensuring that the School remained competitive in graduate admissions and affordable to undergraduates who demonstrate financial need, and securing a Dean’s Discretionary Leadership Fund to provide for new projects and enhance special programs (Gallucci 1996, 1).

Gallucci personally communicated the difficult personnel decisions with a measure of compassion and the wisdom of experience to those receiving either good or bad news. His respect for an individual’s personal well-being and health was evident in his honest dialogue with faculty members whose tenure case results were not-favorable, and with staff who were challenged by health, loss, addiction or lack of motivation, and with students accused of Honor Council violations or academic sanctions. A former faculty member shared that by the time he left the Dean’s office after receiving news that a faculty appointment would not be renewed, his attitude had taken on a positive “can do” approach. Gallucci had already walked in those shoes and his wise counsel and good will
often eased the situation. His personality and ability to make an emotional connection with each individual conveyed an aura of respect despite the message that correction or change of course was necessary.

His care for the student was evident with respect to Honor Council issues and decisions. “Georgetown University, inspired by an Ignatian vision of intellectual and moral education is a community of men and women devoted to scholarship and learning” (DeGioia 2017-18, 1). It is the mission of the Honor Council to uphold academic honesty and integrity while providing for education and remediation of those who do not act responsibly. Again, Dean Gallucci’s inclusive style was evident whenever he called for consultation with the undergraduate advising deans. The Honor Council process at Georgetown is one based on the concept of educating the student, not breaking the back of the offender. There were memorable cases witnessed first as the Dean’s assistant in communicating with students and later as a graduate student member of the Honor Council Hearing Board. Some who received sanctions for violation of the standards of conduct to include cheating or plagiarizing were remorseful and accepted responsibility for the consequences of their actions. Some made careless or unintentional mistakes. Others compounded their mistakes by lying before finally realizing the importance of honesty.

Adjudicating these cases is a time-consuming process for the professor, student(s) involved, the investigating officer and the board members assigned. The system at Georgetown differs from that of some state universities and the military academies, and given a second chance, almost every student who is allowed to work for sanction
reduction or return from suspension benefits from the learning experience since our focus is on the value of honesty in life.

There was one unusual case however which a Dean suggested be included as a notation. Appeals after sanctioning by the Honor Council hearing board can be made to the Dean and thereby allow the possibility for reduction or even overturning the sanction. The case in point was clearly one of dishonest plagiarism on significant work and the appropriate Board sanction meant that the student would lose a State Department-sponsored fellowship. Neither the hearing board nor the Dean in consultation with the undergraduate dean felt loss of the opportunity was a mitigating circumstance, but rather a consequence. A value-centered goal to educate the student about academic integrity rather than endorse this fellowship student for consular employment after graduation was a difficult but agreed upon decision by the Dean who could not in good conscience reduce the sanction. The Dean upheld the Board decision but the student took the appeal one level higher to the Provost who overruled and created internal tension.

One of Dean Gallucci’s achievements was developing and funding the Distinguished Practitioner Faculty appointments. His goal in 2005 was to strengthen the presence of practitioners by endowing two Distinguished Professors in the Practice of Diplomacy. Among the outstanding hires were former Secretary of State Madeleine Albright, National Security Advisor Anthony Lake, former Director of Central Intelligence George Tenet, former USAID Director Andrew Natsios, former World Bank Vice President Callisto Madavo and a former Deputy Secretary of Defense in the George W. Bush Administration, Douglas Feith. While not political appointments, these hires brought balance to the curriculum and allowed students to learn directly from the
practitioners who wrote the policy memoranda, argued the merits of resolutions and defended the hard decisions.

In 2000, Dean Gallucci addressed the issue of increased and significant staff turnover in SFS with the Provost (Gallucci 2000, 1). On behalf of his staff, he presented a summary of main issues including work environment, lack of representation on University-wide committees, transportation and tuition benefits. These were addressed at the highest level and a task force was set up by the University to establish a Staff/AAP Council which would allow a “voice” for staff concerns. My participation at the grass roots level of this organization led to my election and service on the Council for over four years. One of our main objectives was to increase transparency in the merit review process, encourage the process of establishing a career ladder for staff, regularize the staff/AAP leave and tuition benefits, and consider initiating a staff ombudsperson position.

Three challenges will be reviewed in depth after others are summarized briefly. Establishing and funding the Mortara Chair in International Relations and the Krogh Professorship were fairly straightforward accomplishments with former Secretary of State, Madeleine Albright, a natural choice for Mortara, since she was a multi-year award-winning faculty member of the Scholl during the 1980s. The Krogh Professorship was briefly held by the notable IR theorist, John Ikenberry, who returned almost immediately to Princeton and followed by Professor Erik Voeten who thankfully engaged more thoughtfully with the Chair’s generous donor.

With dedicated research and support from an exceptional advancement team, Dean Gallucci built partnerships with alumni and donors in both the domestic and
international affairs communities. The Center for Peace and Security was developed from an earlier organization. Rapid growth was realized not only in this program but others following the horrific acts of September 11, 2001. Undergraduate applications in SFs rose by 18% and in some of the six graduate programs by more than 50%. Space and faculty became more critical needs. Getting much needed additional tenure-track lines was another challenge.

In the early 2000s, University website development was in its early stages and the lone staff member in SFS communications was tasked with participating in University platform development in addition to the responsibility for leading development of all SFS sites. We were operating with a minimal budget in this area.

If was clear that SFS made Georgetown global even before University leadership embraced globalization. An impressive roster of speakers reached out directly to SFS in the 2000s and included then Congresswoman and Minority Whip Nancy Pelosi (awarded an honorary degree in 2002), Elie Wiesel, US Treasury Secretary Paul O’Neill, former Treasury Secretary Lawrence Summers, former President Bill Clinton F’68, President Gloria Arroyo of the Philippines, President Aleksander Kwasniewski of Poland and President Vaira Vike-Frieberga of Latvia.

The challenge SFS readily accepted was to provide a balanced political curriculum and programmatic activity as well as create a background for seminars from opposing political viewpoints.

Student initiatives including the Georgetown Journal of International Affairs exist to this day, morphing form print journal to on-line media. The Carroll Round Annual Economics Conference which came into being and remains tremendously successful
seventeen years ago became the model for the similarly student-run annual Walsh Exchange International Relations Conference. Through student initiative and support from the SFS Dean’s office, the student-run MUG planned, constructed and continues to run the greatly appreciated coffee bar in the ICC Galleria.

The Institute for the Study of International Migration, the Center for Latin American Studies and the Center for Australian and New Zealand Studies were established through foundation grants or endowments. A review of the Science, Technology and International Affairs program strengthened the major and it has become very popular with undergraduates, second only to the International Politics major.

The Mortara Center for International Affairs was endowed by alumni donors but tension existed from the start because: “The Center lacks space to fulfill one of the original goals of the Center – namely to host post-doctoral fellows in international affairs/international relations.” It also houses the Center for Peace and Security Studies allowing for little to no growth and affecting its ability to become the nation’s leading research center in the field of international security (Gallucci 2008, 2).

Establishing the School of Foreign Service-Qatar (our branch undergraduate campus) is a globalizing effort beyond measure. The concept allowed the expansion of Georgetown beyond the Washington, DC and Dean Robert Gallucci stated as early as 2002: “We at Georgetown University are enthusiastic about exploring the idea of establishing a presence for the School of Foreign Service in Qatar. Helping to prepare students in the region for careers in the public and private sectors in the international sphere would clearly advance the mission of our University and make a significant contribution to the region.” At that time, according to a Wall Street Journal article of
October 24, 2002, the Qatari government opposed any U.S. war against Iraq, but allowed continued use by Washington of its air bases in Doha. Our concern from the beginning was for our people in the region and a priority for the Dean, the Provost, the University President and the Board of Directors.

In 1995, having taken over the monarchy of his conservative father in a coup, Sheikh Hamad bin Khalifa al-Thani moved towards building change, liberalizing laws and having a closer relationship with the West. Beginning then, the tiny emirate of Qatar experienced social reforms that began to give women and men freedoms that had previously been unheard of in the area of the Arabian Peninsula. Restrictions on women’s rights were lifted, the Al Jazeera satellite-TV station was established, and a national legislature was promised. Following the events of September 11, 2001, there was also a move away from the close-minded mentality of Wahhabi Islam in Qatar.

While most of the Gulf rulers’ wives kept low profiles, Sheikha Mozah became an eloquent spokesperson for modern education and equality of the sexes (Trofimov 2002, A11-13). She is a classic beauty, conservative and full of grace. With the ideal that women could be educated for careers in addition to motherhood, she set about bringing opportunities for interior design careers to Doha by inviting Virginia Commonwealth University (VCU) from Richmond to establish a College of Interior Design. This success had a ripple effect and Sheikha Mozah and the Qatar Foundation worked to establish her goal: Education City, a compound of several Western universities of which Georgetown was an early and important presence. Working through the Qatar Foundation for Education, Science and Community Development, the government of Qatar was willing to invest billions of dollars to build Education City – the giant complex which would
house the American universities. Private agreements were negotiated with Virginia Commonwealth University for the Arts, Cornell Medical, Texas A&M Engineering, Carnegie Mellon, Georgetown’s School of Foreign Service and Northwestern University. More recently HEC Paris, UCL Qatar and Hamad Bin Khalifa University have joined the Education City campus.

History about the outreach to Georgetown dates back to summer 1997 when Father Leo O’Donovan received a letter from Professor Michael Hudson, Director of the SFS Center for Contemporary Arab Studies, which stated that he was contacted by a representative of the law firm of Patton Boggs which had been engaged by Sheikha Mozah, wife of the Emir of Qatar to help pursue the project of developing an American-style university in Qatar. She was particularly interested in exploring whether a first-rank American university like Stanford, Harvard or Georgetown would be interested in establishing a branch campus in Doha (Hudson 1997, 1). A copy of this letter from our SFS archive is included in Appendix C.

Some years passed and it was fall semester 2002 when Ambassador Patrick Theros (F’63), President of the U.S.-Qatar Business Council contacted Dean Gallucci to request a meeting with the Minister of Foreign Affairs from Qatar and others at the Four Seasons Hotel in Washington to formally extend the invitation. On October 22, the Dean’s Advisory Group met in McGhee Library with Ambassador Theros, Dr. Fathy Saoud, Academic Director for the Qatar Foundation, Dr. Sheikha Al Misnad, Qatar University Vice-Dean, and Ambassador Bader el Dafar for the next serious discussion.
First pursuing a memorandum of understanding and eventually an endowment agreement with an attached management fee, the establishment of a branch campus of the School of Foreign Service commenced at no cost to Georgetown University.

A challenge was taking a new path and risk of venturing beyond Washington, DC and a related tension naturally developed with Board of Directors and alumni vs. Middle East monarchy, educational experiment under auspices of quasi-governmental organization – The Qatar Foundation. Other important challenges included negotiating with Qatari Foundation, establishing and agreeing to the mandate for sharing the management fee and establishing the Al-Thani Chairs in International Relations (naming, eventually, Professor Irfan Nooruddin to one).

Gallucci’s SFS was able to achieve excellence in International Affairs. Georgetown’s IR graduate programs were ranked #1 in 2007 and again #1 in the 2009 Foreign Policy magazine reviews conducted by the College of William & Mary and based on a survey of over one thousand international affairs specialists. The undergraduate (BSFS) program was ranked in the top 5 both times. This was a significant achievement in itself but also because Harvard, Princeton and Stanford ranked highly while operating on remarkably greater endowments. The first ever survey was conducted in 2005 when GU IR graduate programs ranked #2. Tensions existed in building alliances with others at Georgetown who realized the importance of going “global” and collaborating while maintaining the SFS brand and our own growth potential.

In Dean Gallucci’s first term, the idea was conceived and approved both by the University President and Provost for an award named the “SFS Dean’s Medal,” a crystal
award which could be presented to deserving recipients designated by the Dean. It would recognize individuals who significantly advanced the School and University in unique and strategic ways or had served as exemplary role models who inspired excellence in others. Recipients are Irving Roth, Norma and Harry Smith, Samuel Barnes, Henry Nowik, Christine Smith, Joseph Baczko, Helmut Panke, Elizabeth Andretta, Casimir Yost, Robert Gallucci, Charles King, Saad Al Muhannadi, Mehran Kamrava, Donald McHenry, and James Reardon-Anderson.

Looking forward, in a May 2009 document, Dean Gallucci summarized his thoughts on the future of the School of Foreign Service:

**The BSFS Curriculum:** There are some features of the curriculum followed by SFS undergraduate students in their first two years which are different from what students in the College do: our course on social and political thought; the pro-seminars; the four core courses in economics; the three courses in history; the requirement for proficiency in a foreign language; the course in political geography; and the emerging requirement in the area of quantitative methods for the social sciences. Taken together, these do not add up to a core program, but they do orient our students, more so than other programs, in a global or international direction from the very beginning of their studies here.

In the last two years, students fulfill requirements for their majors and certificates, and two-thirds of them include a semester or two of overseas study. Just how distinctive a particular course of study is during the four years will depend upon which of seven majors is chosen and, more precisely, upon how the student chooses to meet the requirements of the major. The two newest majors, both over a decade old, are not only unique to SFS, but part of our BSFS signature: “Culture and Politics” and “Science, Technology and International Affairs.” These are both among the most popular majors in the BSFS, and yet particularly vulnerable at their core. It should be a top priority to increase the full-time faculty available to teach in CULP, particularly courses whose emphasis is in the social sciences, and in STIA, particularly in international health.

There are two other areas in which I think the BSFS curriculum
needs to be augmented, though the faculty required to teach the additional courses would be in the College: science courses designed specifically for non-science majors, with sensitivity for the global dimension where appropriate, and language courses in Hindi and Swahili, taught to the level of proficiency. Additional resources will be needed to create these curricular opportunities. These are tactical needs of, rather than strategic changes to, the BSFS curriculum, but nevertheless important to its purpose.

The Graduate Programs: There are six master’s degree programs in the SFS preparing seven hundred graduate students for professional careers in international affairs. Only a small percentage of our graduates, mostly in our regional programs, go on to doctoral study. For historical reasons, rather than any strategic calculation, we have regional MA programs in Middle Eastern, Latin American, European, and Russian Studies, but not in Asian or African Studies. We have done separate, internal studies aimed at assessing the desirability of moving from the current undergraduate programs in these two areas to the creation of centers with master’s degree programs and concluded that such a step would indeed be desirable, with priority placed on Asian Studies. We think we can compete for the best graduate students, attract the additional faculty necessary to field the curriculum, and place our graduates in professional careers as we do so well with our other programs.

If we are to remain at the top of the national rankings for graduate programs in international affairs, these must be important objectives in the years ahead. In order to achieve this we are here, too, going to need some flexibility in the present parameters of institutional planning, especially with regard to new faculty hires and in the allocation of space.

Second, almost all our MA programs, the four regional ones plus MSFS and Security Studies, have one thing in common: they lose good applicants every year because they lack the ability to offer scholarship support comparable to the other leading Universities. Bringing our admissions packages up to the level of the other top institutions in the country offering master’s degrees in international affairs must also be one of our objectives in the coming years.
Finally, it is time we committed to creating a master’s degree program in international development. We have discussed this within the SFS for years and, until now, I have been un-persuaded as to the wisdom of doing so. We recently created an undergraduate certificate in development after we assured ourselves that we had the faculty to support it. Before proceeding to an MA in development, we would need to do quite a bit of work to figure out what we wished to accomplish with such a program, what the curriculum would look like, how we would distinguish ourselves from others who are ahead of us around the country, and what would be required in space, faculty and staff to field a first-rate program. I think it would make sense for a master’s degree program in international development to be housed in the SFS, but other concepts are also plausible. Wherever the program is located, connections with the Law School, Public Policy, NHS, and the College, as well as other MA programs in SFS, would be inevitable and desirable.

The Mortara Center: The Mortara Center, under Carol Lancaster’s leadership, has brought first-rate programming to the School and the University, broadly improving the intellectual discourse in international studies on our campus. But it can do more; it can be truly transformative. If the Center can capture more of the space in the Mortara building – which now also houses the SFS’s largest MA program, Security Studies – and attract some additional resources, it can become home to a Mortara Fellows Program in international studies. Such a program would bring junior and senior scholars to campus for one or two years, creating a critical mass of the best academics from around the world, addressing policy relevant issues. Making this move is within reach and would have a substantial, positive impact on the image of the School and University, and potentially make an important positive impact on the quality of the dialogue on a broad range of policy issues from international security to the environment, from international trade to development.

The Distinguished Professors in the Practice of Diplomacy: It is remarkable how many academics and policy professionals know of the SFS’s Distinguished Professors. Many know that Tony Lake, Madeleine Albright, George Tenet, Callisto Madavo, Chet Crocker, Don McHenry and Andrew Natsios are with us, teaching every semester. (Certainly everyone seemed to know that Doug Feigh was with us for two years.) And then there are those high profile, scheduled, brief encounters with the
Presidents from Spain and Poland, and most recently, the former Saudi Ambassador.

All this has become part of the SFS image, though not a part of what is at the core of our curriculum. Great value is derived from those whom we have recruited from high government office to teach a full course every semester and who have consistently gotten the highest ratings in student course evaluations – the seven I mentioned above. Of these, only Madeleine is in a Chair. We should try to raise the endowment to “hard wire” three more full-time positions for Distinguished Practitioners into the SFS faculty so that we would always have at least four well known practitioners, who are also effective teachers, on our faculty.

Ethics and International Affairs:
When asked what significance our Catholic Jesuit tradition has for us at Georgetown, there is much that we can point to by way of answer. In the SFS, part of the answer is addressing the ethical dimensions of questions of policy and theory in international affairs. Until recently, we depended upon Father Frank Winters and Marilyn McMorrow for courses in this area. Many of us also harbored the hope that someday we would attract Father Bryan Hehir to our faculty on a full-time basis. Frank has retired - - his line was used to snag Jacques Berlinerblau - - and Bryan is still in Boston. We need to recapture a line very soon so that ethics in international affairs is once again part of the core in the SFS.

Improving the Human Condition:
Some years ago, there was a perceptible shift in interest in our graduate and undergraduate students away from the traditional career interests of government service and the financial services industry in the private sector, towards careers that were directly involved in helping, in one way or another, those most in need around the world. Given the SFS curriculum, this led students to courses in three areas: international development, complex humanitarian emergencies, and international health.

As it was, we did not have as robust or coherent a set of course offerings in these areas as in the traditional ones, though we were present in all three. In order to respond to the increasing interest in these areas, and help credential students for NGO employment in them after graduation, we looked for ways to increase curricular and other
opportunities for students – and ways to support the move.

The ‘initiative to improve the human condition’ was created to help with fundraising, while avoiding the establishment of any new program or center that would undermine institutional homes where there courses were now located: international development courses were mostly in the MSFS program at the graduate level, courses dealing with complex humanitarian emergencies were coming from Susan Martin’s Institute for the Study of Migration, and international health was a track within STIA, the undergraduate major.

In the last few years, we have established a certificate in migration and humanitarian emergencies, and a separate track in MSFS, with a certificate open to undergraduates, in international development. In addition, we established a fund to support students who wish to do field work in those areas, principally in Africa. In the futures, we should continue to enhance the opportunities available to our students who want to pursue studies and careers aimed at helping the neediest of humanity.

Leadership: Twelve years ago, at an SFS faculty retreat, I expressed interest in developing some courses in the SFS that dealt with leadership. Our mission statement says, in part, that “we prepare our students for positions of leadership in international affairs.” I had in mind the study of important leaders of the past, exploration of what leadership meant in different contexts, what leadership would mean in the future, the qualities of leadership, and how leadership could be developed in our students. Some members of our faculty, however, were concerned that this might inject some very non-academic subject matter into the SFS curriculum.

One faculty member, speaking against my suggestion, said that we taught leadership everyday by teaching our students how to think clearly and analytically so they might become “intellectual leaders” in their chosen fields. Yes, but I think there is more that can legitimately be done.

There is a Center for Public Leadership at the John F. Kennedy School at Harvard with which David Gergen is associated, and during 2014-15 Nannerl Keohane was focusing on leadership at the Center for Human Values at the Princeton’s Woodrow Wilson School. We should explore the idea of creating an option
for our students, at least at the graduate level, to study leadership, drawing upon the experience of other schools that are comparable to our own.

For example, as Duke University President from 1993-2004, Nan Keohane worked to bring people with various and sometimes competing interests into consensus and her talents as a charismatic speaker and savvy political thinker, focused on building trust enabled her a measure of success as a leader of cultural change at Duke, a top research university. She worked relentlessly to get things done, made herself a visible figure on campus, and spoke nationally about the need for diversity on campuses. While some of her deans felt she did not allow enough time for collaborative decision-making, she wrote that as President: “it was her job to listen and then make the decision – to lead” (Basinger 2000, A35).

SFS-Qatar: Finally, in September, we will be starting the fifth year of our agreement with the Qatar Foundation. We need to make sure that SFS-Qatar is on firm footing in Doha and on the Main Campus for the next five years and beyond. We have moved quite reasonably, to address a range of issues relating to faculty, staff, curriculum, admissions, student affairs, budgets, governance and more in an incremental, often experimental way. Jim Reardon-Anderson has done an extraordinary job as a leader and administrator of a complicated start-up operation in a very different cultural setting from our own. We will have to find someone new to be the Dean by June 2010, someone who can build upon what Jim has done to create durable practices and processes that are both appropriate to the Qatar context and fully consistent with the values and procedures of SFS and the University. Whoever that is will need to be fully supported from the Main Campus, and particularly by an SFS Dean who will keep the success of SFS-Qatar as one of the highest priorities” (Gallucci 2009, Entire).

The Lancaster Years (2009-2014)

Carol Lancaster, SFS Dean (including interim year) for 5 years (2009-2014)

PERSONAL STRENGTHS: Connections, Courage, Inclusive Relationships, Trust, Sincerity, Sense of Humility, Research and Scholarship, Strategic Planning, Fundraising, Teaching, “Indefatigable” Energy
**ACHIEVEMENTS**: Expansion of Graduate Programs, Inauguration of Women’s Institute and Continued Excellence

**VISION**: “To contribute to global peace, prosperity and human well-being by educating future generations of world leaders and expanding the knowledge and understanding that will inform their leadership” (Lancaster 2011, 3).

**MISSION**: “To offer students a rigorous education in international affairs that combines theory and practice and instills the values of service to others, offered by a faculty of outstanding scholars and practitioners who are committed to teaching, learning and discovery” (Lancaster 2011, 3).

**GOALS AND ACCOMPLISHMENTS**: As her term as Interim Dean began in 2009, Dean Lancaster presented four goals at the University’s Board of Directors meeting. First, preparing issues and options for the future of SFS for a permanent Dean – given the rapid changes in the world, the budgetary challenges of the University and beyond, and the approaching Middle States assessment. Second, preparing a long range financial plan for SFS and strategic priorities. Third, reviewing the curriculum. Fourth, proposing a new Master’s in international development and supporting it with faculty and financial resources (Lancaster 2009, 1).

One year later, in May, 2010, Carol Lancaster was appointed Dean and after completing her first year as Dean in July 2011, she listed her accomplishments as a reorganization of the Dean’s office and plan to implement a comprehensive review and restricting of the SFS financial management system to improve process and performance. While she admitted to being one who did not manage to detail, she improved communication within the School among faculty and staff by personal engagement. She
hosted salon evenings at home for scholarly discussion among faculty members not only from the school but other departments. Keeping diversity in mind, she expanded the SFS Board of Visitors to include persons who could identify with her initiatives of global human development, women’s leadership, Latin American studies, energy and the environment. She oversaw a self-study of the BSFS (undergraduate program), created a women’s leadership institute, conceptualized an executive Master’s degree program and drafted a working document called SFS 2019. She took three trips to India with the President’s office to examine possible relationships with Indian institutions and worked to fill one of the Al-Thani Chairs with a senior India scholar.

Dean Lancaster had a vision for growth of the School’s graduate programs and she worked at it day after day, often spending each evening conceptualizing the Global Human Development degree and its components which would strengthen the academic portfolio of the School. She worked tirelessly to manage the culture of respect and collegiality between SFS and other academic and administrative units on campus, for example with the Departments of Economics, History, and Government. She was astounded when it was discovered that the School of Public Policy was seeking approval for a master’s degree modeled upon the GHD program she had created, but cooperated to ensure that both were successful.

By July 2012, she had successfully established two new Master’s degree programs and also worked to collaborate on a proposal with the School of Continuing Studies for a SFS “Encore Career” Executive Education Program. Realizing that the most common programs of this type in the Washington, DC area were for mid-career students who wanted or needed recognition for career advancement, SFS engaged with two
consulting groups on feasibility of a year-long, mid-career degree offering conducted primarily online.

Eventually, the Executive Masters project morphed into engagement by SFS in on-line education (MOOCS - massive open on-line courses) with the International Business Diplomacy program taking on a leadership role in programming. She improved financial management in the Dean’s office, supported two major searches, promoted and supported undergraduate research with additional fundraising, created a series of faculty seminars on pedagogical issues, expanded her engagement with students by hosting small dinner discussions at home to inspire their research endeavors and actively supported the Main Campus work on Middle States accreditation.

During 2012, Dean Lancaster began her outreach on cultural diplomacy to the Washington, DC community and planned a Forum in collaboration with Dorothy Kosinski and Klaus Ottman, curators of the Phillips Collection. In addition, a memorandum of understanding was signed whereby a Cultural and Politics Professor from the School of Foreign Service co-taught a class for students in that popular major at the Phillips Collection. Taking further advantage of our location, in late 2013, Dean Lancaster met with Susan Sterlino, Director of the National Museum for Women in the Arts to discuss the museum’s Global Arts Leadership Initiative and explore additional connections for our students.

In discussions with the Provost she realized that challenges existed in developing some of our regional programs, and providing for transformative leadership in such areas as resources, water, climate, energy and health. Carol worked continuously in collaboration with the Department Chairs in History, Government and Economics to
promote hiring of faculty who could deliver a curriculum that met the needs of SFS, in addition to being great researchers.

Not every day was perfect in the Dean’s office – there were difficult conversations to schedule concerning newly imposed term limits for visiting professors who filled necessary course positions, optimum use of faculty office space, and layoffs resulting from efforts to strengthen Dean’s office procedures. Dean Lancaster’s style was to delegate and so most often the delivery of unwelcome messages fell to a Senior Associate Dean who showed the greatest measure of professionalism in negotiating best exit compensation packages as well as compassion, caring for the whole person.

Primary challenges included enhancing the position of SFS in areas where it was anticipated that international relations was headed in coming decades. To this end, Lancaster set up the two new Master’s degree programs (Global Human Development and Asian Studies) which enhanced the academic reputation of the School, and the Institute for Women, Peace and Security.

First, the Masters in Global Human Development was met with challenges including: fundraising for a new program and securing a Coca-Cola grant of $3 million to support it. There was tension because of the discovery that the McCourt School was proposing a very similar program and there was a need to avoid contrived “jointness” with McCourt School. Through both the Coca Cola Foundation and one of its board members, Dean Lancaster successfully raised $4-5 million to fund the Donald McHenry Chair in Global Human Development. The next challenge involved establishing an approved curriculum and securing leadership, both which Lancaster accomplished by way of her connections with the international development community.
Second, the Master of Arts in Asian Studies was extremely fortunate to be guided by Professor Victor Cha who secured funding from the NDEA Title VI Grant Program on his first attempt. Maintaining this Title VI support despite federal reductions created some tension, and fundraising for a second Chair in Asian Studies in addition to the DS Song-Korea Foundation Chair became an important quest.

Third, Dean Lancaster was successful in launching the Institute for Women Peace and Security sought by Hillary Clinton during an address at Georgetown in 2011. Its purpose was to build an evidence-based institute to focus on the importance of women in matters of peace and security. Lancaster’s persuasiveness enabled her to overcome the resistance in naming this initiative as an Institute without adequate startup funding, but she easily secured high visibility leadership and raised $2.5 million to support the Institute.

The Institute is dedicated to the investigation of the roles and impact of women’s participation in peace and security efforts worldwide, through research, convening and connecting, to better inform policy and practice (Lancaster 2013, 1).

It was evident to everyone that Dean Lancaster devoted her entire self to the position of Dean. As the first woman and alumna of the School of Foreign Service class of 1964, she rose to leadership positions in the US Government as Deputy Director of USAID and later as Dean of SFS. In summer, 2013, realizing that the deanship had meant laying aside her life-long love of teaching and scholarly research, she shared with President DeGioia and the SFS Board of Visitors that she always intended to be a one-term dean, and had set an ambitious agenda for herself when she took on the job. Given the power, she accomplished most all of what she set out to do in the first three years, and
led with this hope and blessing: “May there always be an angel by your side.”

She continued to celebrate the achievements of her colleagues, worked with members of the History Department on manuscripts related to the history and development of her city – Washington, DC, and co-edited the *Oxford Handbook on the Politics of Development* during 2012-13.

Later in summer 2013, Dean Lancaster began a housekeeping project by planning a huge rummage sale/give-away in the office. We set out her plethora of items, all generously purchased in support of world-wide village vendors, and invited friends from all over the University to choose treasures, art, fabrics, scarves, necklaces and bracelets for themselves. Looking back there must have been some foreboding because just three months after the announcement and the housekeeping effort, she was diagnosed with glioblastoma, had surgery and began radiation and chemotherapy with great courage and determination. She died on October 22, 2014 but “for over thirty years on Georgetown’s campus, she was committed to teaching and learning, to intellectual courage and to global engagement. She was a pioneering woman in international affairs and a stalwart champion of human dignity” (Farrar 2014, 1).

On the occasion of the annual fall SFS Board of Visitors meeting, Dean Emeritus Peter Krogh rose to propose a toast to “this woman and her multi-dimensional life, filled to the brim with personal attainments and professional contributions. Simply put, it was breathtaking. She had mastered six languages and the Celtic harp, written ten books and brought her distinctive bundle of talent, energy and wit to the School of Foreign Service as its leader” (Krogh 2014, 1).
Interim Leadership Period

James Reardon-Anderson (2014-2016) and 2005-2009 as Dean, SFS-Qatar

PERSONAL STRENGTHS, ATTRIBUTES and TRAITS: Courage, Cultural Diplomacy, Human and Labor Rights Activist, Humility, Research and Scholarship, Strategic Planning, Teaching, Compassion, Coping with Change after Dean Carol Lancaster’s Brain Tumor Diagnosis and Death

ACHIEVEMENTS: Establishment/Leadership of the School of Foreign Service in Qatar and Maintaining 1st Place Ranking among IR Schools in the World for More Than 10 years: Georgetown University was once again was ranked #1 in February 2015 by Foreign Policy magazine as having the top master’s programs for policy careers in IR, and as #4 as the top U.S. undergraduate institution to study international relations (Maliniak 2015, 63). Notable because SFS again has experienced changes in leadership, the SFS history of excellence is provided in Appendix B. Foreign Policy magazine, in collaboration with the Teaching, Research, and International Policy project at the College of William & Mary presents results of their “Ivory Tower” survey every two-three years.

There were some institutional challenges during this interim period to include major changes in Dean’s leadership as noted: SFS – Carol Lancaster/Interim James Reardon-Anderson to Joel Hellman, SFS-Qatar – Gerd Nonneman to Interim Reardon-Anderson to Ahmad Dallal, NHS – Martin Iguchi to Interim Patricia Cloonan to Patricia Cloonan as appointed, College – Chester Gillis to Chris Celenza, MSB – David Thomas to Interim Rohan Williamson to Paul Almeida, McCourt Public Policy – Ed Montgomery to Interim Michael Bailey to Michael Bailey as appointed, SCS – Kelly Otter. Reardon-Anderson’s primary challenge and greatest achievement was leadership of the SFS-Qatar.
About the Inaugural Dean at SFS Qatar campus in Doha, SFS Dean Joel Hellman wrote: “Jim stepped in at a critical time on our campus and in the region. And in his typical understated fashion, he not only ensured that we maintained the course, but he made great progress across a wide range of issues. He implemented a new tuition plan that significantly expanded financial assistance to a wider range of students. He oversaw a strong extension of our admissions outreach leading to our largest entering class this year. He strengthened faculty and staff relations. He worked with the Qatari authorities to make progress on monitoring labor standards for migrant laborers on campus. And of course, he spearheaded our response to the political tensions in the region ensuring that our campus continued to function smoothly throughout. This was a major agenda that has done much to strengthen our program and our position in the region. As the first Dean for SFS-Q and, for the past year, as our Dean at a potentially critical moment for our campus, Jim has dedicated a good portion of his life to SFS-Q and has a profound impact on the entire institution. I am very pleased that he will continue his dedication in his new position as SFS-Q Faculty Council Chair” (Hellman 2017, 1).

Georgetown University-Qatar (Reardon-Anderson as Inaugural Dean 2005-09)

“This was an experiment in internationalizing Georgetown with three main objectives:

1) Expand the mission of the university beyond the Hilltop
2) Enrich the students, faculty and staff on the main campus with opportunities to live, study and work in a new environment
3) Engage with the Middle East in a different and more productive way than we felt was then being pursued by the United States government and its allies” (SFS-Qatar 2015, 9).
Challenges and tensions included the reality that non-Qatari candidates for admissions had competing choices and there was not provision for scholarship support for non-Qatari students. Human rights and safety standards for building construction were significantly different, textbook delivery delays occurred and especially for religious-based texts. A new generation of Qatari leadership at the Foundation and in Government required diligence when the renewal of the original 10-year contract was imminent. Qatari government policies were important to consider and staff layoffs had a huge impact on morale.

In a recent update and summary, Dean Hellman wrote in his Dean’s Message:

“Over ten years ago, Georgetown brought its centuries-old tradition of teaching excellence in the liberal arts and international affairs to Qatar with the aim to help build global leaders and analytical thinkers who will make a positive difference in their communities, their region and the world.

James Reardon-Anderson was the founding dean of the school in 2005 for 25 students. SFS-Qatar and by 2017, 337 graduates have earned a Bachelor of Science in Foreign Service (B.S.F.S.) degree, majoring in Culture and Politics, International Economics, International History, or International Politics. This includes more than 100 Qatari, and other students from 50 different nationalities. The Qatar campus is a vibrant, multi-national community of outstanding students, faculty, alumni and staff dedicated to the best in scholarship, learning and service.”

Research Excellence

Georgetown scholars continue to shine, both globally and in the region, with a range of original research and publications and involvement in major international conferences. The in-house research institute, the Center for International and Regional Studies, provides a forum for globally and locally relevant research while encouraging an
exchange of ideas and engagement with scholars, opinion-makers, practitioners, and activists.

Meanwhile, our students’ commitment to academic excellence has resulted in achievements such as The Journal of Georgetown University-Qatar Middle Eastern Studies Student Association, the first academic political science journal that is produced by university students in the Middle East.

**Student Life and Learning**

Qatar, located on the fringes of Asia and at a crossroads of East and West, provides opportunities unlike anywhere else in the world. Students at Georgetown’s Qatar campus take advantage of state of the art classrooms; a stunning public library, superb recreational facilities and environmentally sound on-campus housing. Moreover, Education City offers a unique environment of interaction, as some of the world’s top universities are all in one place.

Students gain an in-depth understanding of global affairs, beginning with a two-year liberal arts curriculum which includes the social sciences, humanities and economics. This is followed by a specialization in the respective majors during their last two years. In addition to their academic pursuits, students engage with community-based learning through trips to countries such as Rwanda, Cambodia, Bangladesh, East Timor, South Africa, Poland and Germany to understand the realities of post-conflict reconstruction, economic development, and in some cases to help build homes.

Opportunities are available for the community at large to engage scholars and hear from visiting speakers through public events that provide a forum where scholars, decision-makers, and analysts share their insights and knowledge about the issues and
policy decisions shaping our world. Public events and activities allow others to experience first-hand how we live our values.

TRANSCITIONING TO A NEW DEAN

Joel Hellman’s Leadership (2016-present)

*ATTRIBUTES:* New business model - World Bank Institutional Economist, Brilliant Optimist, Bounding/Charging Forward, Thoughtful, Smart Connections, “Go ahead and seize the moment”

In April 2015, during an interview after being named Dean, Joel Hellman spoke about Georgetown’s longstanding commitment to the Jesuit values of service, of education and of social justice. He said that “Service” is in the title of the school and it means that SFS isn’t just a school of international affairs, it is a school that applies the ideas of international affairs to service and to the global community. Also: “Georgetown has the power to engage and study and understand so many nations around the world. Whether it’s Ebola in Africa, the rise of new global powers, the threat of trans-national terrorist groups, Georgetown can bring to bear its expertise in a host of disciplines to make a real difference in the world.”

For example, Jim Reardon-Anderson’s efforts at SFS-Qatar have embodied this mission. His style is based upon belief that Georgetown is a student-centered research university committed to Jesuit principles of care for the whole person and the promotion of justice, and that our community forms students with knowledge, skills, and character to serve and lead in a globalizing world. This year marks our thirteenth anniversary of the opening of our branch campus in Qatar, but more than ever, our concerns center on policies which run counter to Georgetown’s Jesuit commitment to *Cura Personalis,* care
for the whole person and community. There exists some tension with our value system as here on Main Campus we offer care and protection for undocumented students while realizing that a great number of migrant workers in Qatar continue to endure the remaining oppressive conditions. During his deanship in Qatar, Reardon-Anderson insisted at the highest level that labor standards be established and enforced at the construction site of our building. A dilemma at present with respect to Qatar is our partnership with a government (in a very active construction phase of World Cup 2022 stadiums, employing thousands of migrant workers) which practices discrimination against individuals and undervalues human dignity.

Dean Hellman began his tenure in 2015 with a hard look at the SFS undergraduate curriculum and an agenda for reform. Some concerns were that the curriculum was not sufficiently updated, flexible and challenging enough, and that there were missed learning opportunities outside the traditional classroom and school year. The importance of science in the curriculum was once again addressed as well as innovation and non-traditional classes to include team-teaching, intense one week classes, simulations, case studies and research, certificates and minors. In February 2018, the University’s Board of Directors approved a new science requirement for students in all four undergraduate schools beginning with students entering in fall 2019 (Ash 2018, A5). Categories for new classes included traditional substance and theory, ethics, leadership and research methods (Hellman 2016, 2-11).

Dean Hellman’s goals for future innovation are built upon core strengths of the School:

“Global Engagement – attracting more international students and building a
program that allows SFS students to test their knowledge internationally,

Redefining the Curriculum – expanding our teaching at the intersection of international affairs and business, science, culture/religion, and economic development,

Innovative Instruction – creating ‘labs’ in which students, academics and practitioners attack real world problems beyond the classroom, and

Reimagining Space – expanding, unifying and reimagining our physical space around mission, interaction and innovation” (Hellman 2015, 3).

Advancing these goals and other University initiatives including Global Futures, the Initiative on Catholic Social Thought and Public Life, the US-China Dialogue on Global Issues, and the Latin America Initiative has required commitments. One innovation, the India Initiative, became a reality following numerous exploratory visits to India in 2005-2008 by President DeGioia, Chris Augustini who was CFO at the time, and SFS Dean Carol Lancaster. One of the Al-Thani Chairs funded by the Qatar Foundation was awarded to a bright scholar from India, Irfan Nooruddin, who in addition has taken on the leadership role as Chair of the SFS Faculty in Dean Hellman’s office.

Some challenges identified by Dean Hellman upon his arrival include renovation of the ICC building. Constructed during the Krogh era over a period of years from 1982-84, it is a modern classic in the heart of Main Campus adjacent to “Red Square,” and home to the Dean’s office, the Ambassador George McGhee Library, most SFS faculty offices and our classroom and programmatic spaces. Housing the Provost’s office and space for some College deans makes for a tight fit.

During the Gallucci and Lancaster years, plans and dreams included building an adjacent tower to house new SFS graduate programs and allow more cohesion, but it was Dean Hellman who sought and brought design plans to the attention of University
administrators and has lobbied to run a building campaign to make these changes a reality. Hurdles are fundraising the millions necessary and overcoming the limitation on campus expansion.

Early on, Dean Hellman wanted to recruit a new Director of Communications and expand the capabilities of that enterprise, once a one-man shop. He wanted our website upgraded significantly, digital capability to be strengthened, and our presence on social media to reflect the excitement for what we do best – educate!

Informed by the advice of internal and external colleagues, early on, Dean Hellman also commenced a search for a new Director of Development. Meanwhile, for years, others in advancement had been writing case statements and presenting proposals to endow a chair in Jewish Studies to be named for Georgetown’s first and long-time Rabbi Harold S. White. Rabbi White once said: “The goal of interreligious dialogue, is not to just look for similarities, but to see differences and be able to embrace the differences.” His colleague, Imam Yahya Hendi, recognized that Rabbi White taught with integrity and love for the truth.

Tireless efforts by two professors, despite setbacks in the Gallucci and Lancaster years finally paved the way for both endowing the Chair and raising the status from the Program for Jewish Civilization to a Center recognizing its intense programmatic activity. Recently, amidst space constraints in the Intercultural Center, Professor/Director Jacques Berlinerblau has carved out a modest gathering space for our dedicated CJC students.

Before Dean Hellman arrived in summer 2016, through a governing body, the SFS Executive Council, also known as the School Council (established in Dean Krogh’s
years to give students a voice in their academic affairs) had petitioned for the addition of minors to the SFS curriculum. Students wanted this for both scholarship and inquiry but also to enhance their academic transcripts. At the School Council meeting on February 23, 2016, after discussion, Dean Hellman called for a motion to approve the addition of Minors in Foreign Languages in SFS and it passed unanimously. Associate Dean Daniel Byman remarked that for now language minors, which are pursued in partnership with Georgetown College, reinforce the interdisciplinary and international foundation of an SFS education. According to a recent article in The Hoya dated February 23, 2018 the SFS Dean’s office is now considering serious restructuring of the curriculum in order to ensure students are properly prepared for coming times.

In anticipation of the SFS Centennial Celebration in 2019, Dean Hellman’s focus and approach with University leaders allowed for creation in 2017 of a Centennial student scholars Program, the Centennial Fellows Program and related Junior Fellows Program, and the Centennial Labs which provide scholarly enrichment opportunities for students.

After nineteen years supporting three Department Chairmen and five Deans, I now have the honor as administrator of the Centennial Fellows Program to support Georgetown alumni and leaders who are selected for these semester-long fellowships. Our inaugural Fellow, Mark Lagon joined us after completing his term as Ambassador for Human Trafficking, and later Director of Freedom House. In addition to teaching, writing and research, Lagon hosted a Global Justice Lecture Series focused on ethics, international law and human rights. With a Junior Fellow, he produced weekly blogs on topics covering human rights and dignity and this is a perfect example of our vision for
the Program. Mentoring a junior fellow allowed Lagon as a value-centered leader to ignite a spark which became a fire in her heart. In the Jesuit tradition, we would be inspired to “go forth with our hearts on fire” in our work. Writing now as a CNN correspondent, her interviews continue to focus on issues of human dignity, values supported by reason and knowledge, and desire to improve the human condition.

The Centennial Fellows Program brings thinkers and practitioners to campus to provide expertise and guide or students, enrich the intellectual life of SFS, and promote the School as a convening space for discussion of theory and practice in international affairs. Leaders this year bring experience in the areas of judicial corruption in Latin America, the effects of the Syrian crisis, migration and refugee assistance, and the rise of India.

Centennial Labs are SFS classes built around an issue, idea, problem, or challenge in a real community. They are both cross-curricular and experiential at the core. Students work with one or more professors across disciplines to learn the theory critical to understanding the situation. They develop practical approaches or solutions within the “lab,” and share with the community beyond the classroom. Over Spring Break 2018, the CAMLAB lead by Ambassador/Professor Cynthia Schneider and Professor Derek Goldman traveled to Cambodia. Once the School incorporated the Laboratory for Global Performance and Politics from the College into the School, we have, through the efforts of Professor Schneider been able to help raise the awareness of cultural issues on campus. Other pilot labs are the India Innovation Lab, the Trade Lab and the Diplomacy Lab (SFS Communications, 2018, 1).

Work has begun on development of a Master of Science Program in Global
Health across the University to include the GU Law Center. For undergraduates in SFS, there is a new Career Building Initiative to manage and facilitate professional development programs and ensure cross-campus collaboration with our own Graduate Career Center, the Cawley Career Education Center and the BSFS program.

Discussions with donors that began almost ten years ago brought a new major for SFS undergraduates in coordination with the McDonough School of Business. Dean Hellman expressed his feeling about this new Global Business major: “The intersection of business and international affairs is a defining feature of the world order and yet we have treated the two as separate disciplines.” Now we are able to integrate creative forms of learning, research and global activities.

CONCLUSION

Case studies illustrated the challenges and tensions of the deanships with examples and dialogue from the Deans’ files and memoirs. The story of development and shaping of the School over the last fifty years was viewed through the lens of leadership defined not only by attributes but by results: Peter Krogh’s steady hand at the helm ensured stability and growth; Bob Gallucci’s negotiating skills helped him actualize his vision of putting people first to expand and ensure excellence among all SFS international affairs programs; Carol Lancaster’s strategic planning, along with her optimism and determination allowed her to establish and fund two new graduate programs and establish the Institute for Women, Peace and Security; and Jim Reardon-Anderson’s cultural awareness and quiet but steady pressure enabled successful
establishment of the School of Foreign Service-Qatar, including protection of labor rights and human dignity at what is now proudly known as Georgetown University-Qatar.

Echoing the words of our President, John J. DeGioia, the SFS anchor with the University is “our call to serve the common good… to the unity of faith and reason… nature and grace…continuity and change…to an inclusive truth…and to magnanimity and humility -- this is what our tradition means at Georgetown” (DeGioia 2012, 1).

It is possible to identify the historic impact of the School of Foreign Service by sharing a compendium of alumni who have assumed leadership roles. Appendix A lists the names of some of our graduates, men and women for others, who have shaped or continue to shape the world of international affairs by their great souls, great hearts, and great minds. Technology has moved the world forward, but there is no substitute for the educated, experienced eyes and ears of observers, interpreters and advisors on the ground, in the field and overseas - the men and women of the School of Foreign Service.

Dean Lancaster thoughtfully wrote on October 4, 2013 for the first issues of the SFS magazine that it is “…with a sense that we remain true to the mission of our founding Fathers, while adapting to the realism of the times that our Jesuit and Catholic identify affords us unique standing among schools of international affairs to view all of our undertakings through a prism of ethical behavior and moral conscience as we investigate the theory and practice of international relations and apply them to today’s global challenges.

Father Walsh built this house. As its “second founder” Dean Krogh rebuilt its foundation, and from there, Deans Gallucci, Lancaster and Reardon-Anderson reimagined our presence in the world of higher education and built the sustainable
relationship we have today in the international community. Institutions like the School of Foreign Service were built on a solid foundation of values and lead by Deans who embraced those values and heroic and inclusive leadership styles. Dean Hellman continues to redefine our position as we approach the Centennial and we all strive to do more and with deeper meaning for others – in the Jesuit tradition of Magis.
APPENDIX A
SFS ALUMNI IN LEADERSHIP ROLES – The Tradition of Service

SFS graduates take on leadership roles in many different areas. Some work in the private sector, with law and business providing a range of opportunities. The traditions of public service and scholarship both remain strong as well; alumni can be found in the areas of diplomacy, international organizations and humanitarian work, as well as in scholarly careers as members of university faculties or research organizations. These are the leaders who were educated at Georgetown’s School of Foreign Service and emulate the Catholic Jesuit values in professional practice. Their work is the MAGIS – seeking the deeper, more meaningful way, in learning, faith and justice. [Source: SFS Communications and Alumni Affairs Office Fall 2017]

U.S. Government and Politics

- David Addington (SFS’78), Chief of Staff to Vice President Dick Cheney
- Governor (Former) Toney Anaya (SFS’63), D-New Mexico
- Former U.S. Representative Robert Bauman (SFS’59), R-Maryland 1st District
- Courtney Beale (SFS’02), Senior Director for Global Engagement at the National Security Council
- Paul Clement (SFS’88), former Solicitor General of the United States, Distinguished Professor of Law, Georgetown Law School
- William Jefferson Clinton (SFS’68), 42nd President of the United States
- U.S. Representative Henry Cuellar (SFS’78), D-Texas 28th District
- U.S. Representative Debbie Dingell (SFS’75) D-Michigan 12th District
- U.S. Senator Richard Durbin (SFS’66), D-Illinois; Senate Minority Whip
- Victoria Espinel (SFS’89), former Intellectual Property Enforcement Coordinator, Executive Office of the President; Chief Executive of the Software Industry Trade Group BSA
- Former Governor (Former) Luis G. Fortuño (SFS’82), PNP-Puerto Rico
- U.S. Representative Mike Gallagher (SSP’12), R-Wisconsin 8th District
• Dana Gresham (SFS’94), Assistant Secretary for Governmental Affairs, U.S. Department of Transportation

• Julius Lloyd Horwich (SFS’86), Assistant Secretary for Legislation and Congressional Affairs, Department of Education

• Bill Jackson (MSFS’84), Representative for Textiles, Office of US Trade Representative; former Deputy Assistant U.S. Trade Representative

• Retired General James L. Jones (USMC) (SFS’66), former National Security Advisor to President Barack Obama

• Denis McDonough (MSFS’96), Chief of Staff to President Barack Obama

• Mick Mulvaney (SFS’89), Director, Office of Management and Budget; former U.S. Representative, R-South Carolina 5th District

• U.S. Representative Stephanie Murphy (MSFS’04), D-Florida 7th District

• Former U.S. Representative Glenn C. Nye (SFS’96), D-Virginia 2nd District

• Governor (Former) Pat Quinn (SFS’71), D-Illinois

• William (Bill) B. Schuette (SFS’76), Attorney General of Michigan; former U.S. Representative, R-Michigan 10th District

• Former U.S. Representative Phillip R. Sharp (SFS’64), D-Indiana 2nd District

• Wendy Silberman Cutler (MSFS’83), Acting Deputy U.S. Trade Representative

• U.S. Senator Dan Sullivan (MSFS’93), R-Alaska

• George Tenet (SFS’76), former director of Central Intelligence

• Paula Tufro (MSFS’06), former Director for Development and Democracy, National Security Council

• Dennis Wilder (MSFS’79), former Special Assistant to the President and Senior Director for East Asian Affairs, National Security Council
Senior Officials at U.S. Department of State

- Ambassador Michele Thoren Bond (MSFS’77), former Assistant Secretary of State for Consular Affairs; former Ambassador to Lesotho

- Paula Dobriansky (SFS’77), former Undersecretary of State for Democracy and Global Affairs; former Special Envoy to Northern Ireland

- Patrick F. Kennedy (SFS’71), former Under Secretary for Management, State Department

- A. Wess Mitchell (MAGES’04), Assistant Secretary of State for European and Eurasian Affairs; Co-Founder and former President, Center for European Political Analysis (CEPA)

- Matthew Reynolds (SFS’82), former Assistant Secretary of State for Legislative Affairs

- Anne C. Richard (SFS’82), former Assistant Secretary of Population, Refugees and Migration, State Department

U.S. Ambassadors/Diplomats

- Ambassador Craig Allen (MSFS’85), Ambassador to Brunei

- Ambassador Alexander A. Arvizu (SFS’80), former Ambassador to Albania

- Ambassador Diego Asencio (SFS’52), former Ambassador to Colombia and Brazil

- Ambassador Christopher Ashby (SFS’68), former Ambassador to Uruguay

- Ambassador Vincent Battle (SFS’62), former Ambassador to Lebanon

- Ambassador Marcia Stephens Bloom Bernicat (MSFS’80), Ambassador to Bangladesh; former Ambassador to Guinea-Bissau and Senegal

- Ambassador John Blaney (MSFS’75), former Ambassador to Liberia

- Ambassador Richard Bloomfield (SFS’50), former Ambassador to Ecuador and Portugal
• Ambassador Donald E. Booth (SFS’76), former Ambassador to Ethiopia, Liberia and Zambia; US Special Envoy to Sudan and South Sudan

• Ambassador Piper Campbell (SFS’88), former Ambassador to Mongolia

• Ambassador Robert Cekuta (SFS’80), Ambassador to Azerbaijan

• Ambassador Maura Connelly (SFS’81), former Ambassador to Lebanon

• Ambassador Ivo Daalder (MSFS’82), former US Permanent Representative on the Council of NATO

• Ambassador Glyn T. Davies (SFS’79), Ambassador to Thailand; former Ambassador to the United Nations International Organizations in Vienna

• Ambassador Jeffrey DeLaurentis (SFS’76), former Charge D’Affaires to Cuba

• Ambassador John P. Desrocher (SFS’86), Ambassador to Algeria

• Ambassador Edward Djerejian (SFS’60), former Ambassador to Syria and Israel

• Ambassador James F. Dobbins Jr. (SFS’63), former Ambassador to the EU; former US Special Representative for Afghanistan, Pakistan

• Ambassador Thomas J. Dodd (SFS’57), former Ambassador to Costa Rica and Uruguay

• Ambassador Joseph R. Donovan Jr. (SFS’73), Ambassador to Indonesia

• Ambassador Cynthia Efird (SFS’71), former Ambassador to Angola

• Ambassador John D. Feeley (SFS’83), Ambassador to Panama

• Ambassador Judith Gail Garber (SFS’83), former Ambassador to Latvia; acting Assistant Secretary for Oceans, Environment and Science, State Department

• Ambassador Janet E. Garvey (MSFS’79), former Ambassador to Cameroon

• Ambassador Tatiana C. Gfoeller-Volkoff (SFS’83, MSFS’83), former Ambassador to Kyrgyzstan

• Ambassador J. Scott Gration (SSP’88), former Ambassador to Kenya
• Ambassador David Hale (SFS’83), Ambassador to Pakistan

• Ambassador Michael Hammer (SFS’85), former Ambassador to Chile

• Ambassador S. Fitzgerald Haney (SFS’90, MSFS’91), former Ambassador to Costa Rica

• Ambassador Dennis Hankins (SFS’81), Ambassador to Guinea

• Ambassador Parker T. Hart (SFS’40), former Ambassador to Yemen, Kuwait, Saudi Arabia and Turkey

• Ambassador Maura Harty (SFS’81), former Ambassador to Paraguay, former Assistant Secretary of State for Consular Affairs; President & CEO of the International Centre for Missing and Exploited Children

• Ambassador John Herbst (SFS’74), former Ambassador to Uzbekistan and Ukraine; Director of the Atlantic Council’s Dinu Patriciu Eurasia Center

• Ambassador Stuart Holliday (SFS’88), former Ambassador to the UN for Special Political Affairs; President & CEO of Meridian International Center

• Ambassador Michael S. Hoza (SFS’79), Ambassador to Cameroon

• Ambassador Makila James (ISD Associate 2002-’03), former Ambassador to Swaziland

• Ambassador Eric G. John (SFS’82), former Ambassador to Thailand; President of Boeing Korea; Vice President of Boeing International

• Ambassador U. Alexis Johnson (SFS’32), former Ambassador to Czechoslovakia, Thailand and Japan

• Ambassador Mark Johnson (SFS’68), former Ambassador to Senegal

• Ambassador Kelly Keiderling (SFS’88), Ambassador to Uruguay

• Ambassador Thomas Kelly (SFS’84), Ambassador to Djibouti

• Ambassador Lisa Kubiske (MSFS’79), former Ambassador to Honduras; Deputy Assistant Secretary of State for International Finance and Development
Ambassador Alphonse LaPorta (SFS’60), former Ambassador to Mongolia

Ambassador Franklin L. Lavin (SFS’79), former Ambassador to Singapore; CEO of Export Now

Ambassador Edward B. Lawson (SFS’24, MSFS’25), former Ambassador to Iceland and Israel

Ambassador Hugo Llorens (SFS’77), former Ambassador to Honduras; Consul General, Sydney, Australia

Ambassador Eileen Malloy (SFS’75), former Ambassador to Kyrgyzstan; Senior Advisor on Minsk Implementation, U.S. Embassy Kyiv

Ambassador John Maisto (CLAS’61), former Ambassador to the Organization of American States, Nicaragua, Venezuela

Ambassador Deborah-Ann McCarthy (MSFS’79, G’79), former Ambassador to Lithuania; Executive Director of the CSIS/ICAPAA (International Career Advancement Program Alumni Association)

Ambassador Jackson McDonald (SFS’78), former Ambassador to Gambia and Guinea

Ambassador Jack McFall (SFS’29), former Ambassador to Finland

Ambassador Gerald McGowan (SFS’68, L’74), former Ambassador to Portugal

Ambassador Richard Mills, Jr. (SFS’81), Ambassador to Armenia

Ambassador Stephen Mull (SFS’80), former Ambassador to Poland; former U.S. Lead Coordinator for Iran Nuclear Implementation

Ambassador Richard Boyce Norland (SFS’77), former Ambassador to Uzbekistan and Georgia

Ambassador Frank V. Ortiz, Jr. (SFS’50), former Ambassador to Barbados, Guatemala, Peru and Argentina

Ambassador Virginia Palmer (SFS’83), Ambassador to Malawi

Ambassador Mark Robert Parris (SFS’72), former Ambassador to Turkey
• Ambassador Joan Polaschik (MSFS ’93), former Ambassador to Algeria

• Ambassador Otto Reich (CLAS’73), former Ambassador to Venezuela; former Assistant Secretary of State for Western Hemisphere Affairs; CEO, Otto Reich Associates

• Ambassador Todd D. Robinson (SFS’85), former Ambassador to Guatemala

• Ambassador V. Manuel Rocha (MSFS’78), former Ambassador to Bolivia; President of Barrick Gold Corp. Pueblo Viejo

• Ambassador Richard Schmierer (ISD Associate 2005-’06), former Ambassador to Oman; Chairman of the Board, Middle East Policy Council

• Ambassador Nancy Soderberg (MSFS’84), former Ambassador to the United Nations; former Deputy National Security Advisor; President & CEO of Soderberg Global Solutions

• Ambassador Mark C. Storella (ISD Associate 2002-’03), former Ambassador to Zambia

• Ambassador James C. Swan (SFS’84), Ambassador to the Democratic Republic of the Congo; former Ambassador to Djibouti

• Ambassador Alaina B. Teplitz (SFS’91), Ambassador to Nepal

• Ambassador Patrick Theros (SFS’63), former Ambassador to Qatar; President of the U.S.-Qatar Business Council

• Ambassador Krishna Urs (SFS’80), Ambassador to Peru

• Ambassador Viron Vaky (SFS’47), former Ambassador to Costa Rica, Colombia and Venezuela

• Ambassador Richard David Vine (SFS’49), former Ambassador to Switzerland; Assistant Secretary of State for Consular Affairs

• Ambassador C. David Welch (SFS’75), former Ambassador to Egypt; President of the Europe, Africa & Middle East division, Bechtel
• Ambassador Melissa F. Wells (SFS’56), former Ambassador to Cape Verde, Guinea-Bissau, Mozambique, Democratic Republic of the Congo (DRC) and Estonia

U.S. Military/Civilian Service to Armed Forces & Defense Dept.

• Gen. John R. Allen (SSP’83), former Commander of International Security Assistance Force, Afghanistan

• Robert Baer (SFS’76), former Veteran Case Officer, CIA’s Directorate of Operations in the Middle East; Intelligence and Security Analyst at CNN

• Charles “Mike” Brown (MSFS’91), former Chief of Staff for Europe and NATO Policy, U.S. Department of Defense

• Gen. George W. Casey Jr. (SFS’70), former Chief of Staff of U.S. Army; Georgetown University Board of Directors; Chairman of the Board of Governors

• Maj. Gen. John Fugh (SFS’57), former Judge Advocate General of the United States Army

• Admiral Harry B. Harris, Jr., (SSP’94) Commander, U.S. Pacific Command

• Brig. Gen. Les A. Kodlick (ISD Associate 2005-’06), former Director of Public Affairs, Office of the Secretary of the Air Force

• Jamie Morin (SFS’96), former Assistant Secretary for Financial Management and Comptroller, U.S. Air Force

• Paul L. Oostburg Sanz (SFS’91), former General Counsel, U.S. Department of the Navy

• Gen. David Petraeus (’94-’95 SFS Fellow), former Director of the Central Intelligence Agency; Commander of the International Security Assistance Force, Commander of the United States Central Command

• Maj. Gen H.D. Polumbo (ISD Associate 1999-’00), former Commander, Ninth Air Force

• RADM Edward D Sheafer (MSFS’75), former Director of Naval Intelligence
Michael A. Sheehan (MSFS’88), former Assistant Secretary of Defense for Special Operations and Low-Intensity Conflict

Vice Admiral William D. Sullivan (SSP’90), U.S. Military Representative to the North Atlantic Treaty Organization (NATO) Military Committee

Andrew C. Weber (MSFS’86), former Assistant Secretary of Defense for Nuclear, Chemical and Biological Defense Programs

Theresa M. Whelan (SSP’93), Principal Deputy Assistant Secretary of Defense for Homeland Defense & Global Security

Foreign Leaders and Diplomats

Ambassador Shlomo Argov (SFS’52), former Ambassador from Israel to United Kingdom

Ambassador Ricardo Alberto Arias (SFS’61), former foreign minister of Panama; former Ambassador of Panama to the United Nations

Ragnheiður E. Árnadóttir (MSFS’94), Minister for Industry and Commerce, Member of Parliament, Iceland

Gloria Macapagal Arroyo (SFS’68), former President of the Philippines; Representative of Pampanga’s 2nd District at the Philippines House of Representatives

Giorgi Baramidze (ISD Associate 1998-’99), Vice-Speaker of the Parliament of Georgia

Agustin Barrios Gomez (SFS’93), former Deputy for Mexico City’s 10th District at the Mexico Chamber of Deputies

Pelayo Castro Zuzuarregui (MSFS’03), Ambassador and Head of the EU Delegation to Costa Rica

Gabor Csaba (MSFS’94), Hungarian Ambassador to Korea; former Director-General of the Hungarian Ministry of Foreign Affairs

Ambassador Simcha Dinitz (SFS’55, MSFS’58), former Ambassador of Israel to the United States
- Roberto Dondisch (MSFS’01), Consul of Mexico in Seattle, Washington; former Director General for Global Issues, Mexican Ministry of Foreign Affairs

- Felipe VI of Spain, (MSFS’95), King of Spain

- Princess Ghida Talal (SFS’89, MSFS’89), Member of the House of Hashemites; chairperson of the King Hussein Cancer Foundation

- Ambassador Jorge Guajardo (SFS’93), former Ambassador of Mexico to China

- Prince Al Hussein Bin Abdullah (SFS’16), Crown Prince of Jordan

- Nasser Judeh (SFS’83), former Deputy Prime Minister and Minister of Foreign Affairs, Jordan

- Prince Hashim bin Hussein (SFS’05), younger of the two sons of King Hussein and Queen Noor of Jordan, and half-brother of the reigning King Abdullah II of Jordan

- Zeljko Komsic (GLS ’03), former Croat member of the Presidency of Bosnia and Herzegovina

- Taro Kono (SFS’86), Minister of Foreign Affairs of Japan

- Alex Graf Lambsdorff (MSFS’94), Vice President of E.U. Parliament

- Ambassador Alfonso López Caballero (SFS’67), former Ambassador of Colombia to the United Kingdom

- John Lynch-Staunton (SFS’53), former Canadian senator, first Conservative Party Leader

- Juan Manuel Galan Pachon (MSFS’03), Senator of the Republic of Colombia

- Pavlos, Crown Prince of Greece (MSFS’95), First son of Constantine II of Greece

- Philipppos, Prince of Greece and Denmark (SFS’08), Third son and fifth child of King Constantine II of Greece and Princess Anne-Marie of Denmark (Queen Anne-Marie of Greence, youngest daughter of King Frederick IX of Denmark and sister of Queen Margaretthe II of Denmark)
- Ambassador Ahn Ho-Young (MSFS’83), Ambassador of the Republic of Korea to the United States

- Prince Talal bin Muhammad (SFS’89, MSFS’89), Special Advisor to King Abdullah II, Jordan

- Riaz Mohammed Khan (ISD Associate 1988-’89), former Foreign Secretary, Pakistan; led Pakistani delegation to UN General Assembly, 2009

- Prince Mohammed bin Nawaf Al-Saud (SFS’81), Ambassador of Saudi Arabia to the United Kingdom

- Ambassador Kasit Piromya (SFS’68), former foreign minister of Thailand

- Ambassador Ben Roswell (SFS’93), former Ambassador of Canada to Venezuela; Co-Founder of Udara

- H.H. Sheikh Abdullah bin Hamad Al-Thani (SFS ’10), Deputy Emir of Qatar

- Prince Faisan bin Turki al-Faisal (SFS’68), former Ambassador of Saudi Arabia to the United States; Chairman of King Faisal Foundation’s Center for Research and Islamic Studies

- Ambassador Bruno Stagno Ugarte (SFS’91), former Foreign Minister of Costa Rica

- Wang Yi (ISD Associate 1997-’98), Foreign Minister, People’s Republic of China

- David Y.L. Lin (MSFS’90), former Minister of Foreign Affairs of the Republic of China; former Foreign Minister of Taiwan

**Non-Governmental Organizations/Non-Profits**

- Carmen Twillie Ambar (SFS’90), President, Oberlin College

- Lawrence Biondi, S.J. (MSFS’66), former President Emeritus, St. Louis University

- Joseph Cirincione (MSFS’83), President, The Ploughshares Fund
- Lorne Craner (SSP’86), President of American Councils for International Education

- Frank Gaffney (SFS’75), President and founder of the Center for Security Policy

- Chad Griffin (SFS’97), president, Human Rights Campaign; founder, American Foundation for Equal Rights (AFER)

- Mohammed bin Khalifa Hamad Al-Thani (SFS’09), Chairman, Qatar 2022 World Cup Committee

- Malte Humpert (MAGES’11), Founder and Executive Director, The Arctic Institute; Energy Consultant at Inter-American Development Bank

- Mary Ellen Iskenderian (SFS’81), president and CEO, Women’s World Banking

- Parag Khanna (SFS’99, SSP’05), former Director of the Global Governance Initiative, The New America Foundation

- Tim King (SFS’89), founder and CEO, Urban Prep Academies

- J. Lane Kirkland (SFS’48), former president of the American Federation of Labor and Congress of Industrial Organizations

- Tessie San Martin (SFS’80), CEO, Plan International USA

- Rev. Brian Paulson (SFS’81), Jesuit Provincial of the Chicago-Detroit Province; former President of St. Ignatius College Preparatory School in Chicago, Illinois

- Debora Spar (SFS’84), President of Lincoln Center for the Performing Arts; former President, Barnard College

- Katie Taylor (MSFS’92), Deputy Assistant Administrator for the Bureau for Global Health at USAID; former Executive Director, Center for Interfaith Action on Global Poverty

- Mark von Hagen (SFS’76), Director of School of Historical, Philosophical, and Religious Studies at Arizona State University; former Director of Harriman Institute at Columbia University

- David A. Weiss (MSFS’78), President and CEO, Global Communities
• B. Joseph White (SFS’69), President Emeritus of the University of Illinois

Private Sector

• Molly Ashby (MSFS’83) Co-founder and CEO, Solera Capital LLC

• Joseph R. Baczko (SFS’67), former President/COO of Blockbuster Entertainment; founder and President of Toys “R” Us International; former CEO of Max Factor-Europe

• Charles Bunch (SFS’71), former Chairman and CEO of PPG Industries; former Chairman of the National Association of Manufacturers

• Michael J. Callahan (SFS’90), Senior Vice President, General Counsel of LinkedIn; former Executive Vice President and Corporate Secretary, Yahoo

• Kelly Coffey, CEO of J.P. Morgan’s U.S. Private Bank

• Bob Colacello (SFS ’69), Special Correspondent for Vanity Fair; former Editor of Interview Magazine

• Bud Colligan (SFS’76), Co-Chairman of the Monterey Bay Economic Partnership; founder and CEO of South Swell Ventures; former chairman and CEO of Macromedia

• Jay Collins (MSFS’89), Vice Chairman, Corporate and Investment Banking, Citibank Group; former Co-Global Head, Public Sector Group, Citibank Group

• Herbert Cordt (MSFS’74), Managing Partner of Cordt & Partner International Business Consultants

• Robert Dekker (MSFS’92), CEO/Owner, Dekker Hout

• Maria Eitel (MSFS’88), President and CEO, Nike Foundation

• Ron Faucheux (SFS’78), President, Clarus Research Group; Former Louisiana State Representative, District 100

• James A. Firestone (SFS’76), former President of Xerox North America; Executive Vice President of the Xerox Corporation; Member of the Board of Directors for Goodyear Tire and Rubber
• David Fox (SFS’81), former Vice Chairman, J.P. Morgan; President of Global Family & Private Investment Offices Group

• Richard Gallivan (MSFS’92), Managing Director and Head of TMT Investment Banking, Mizuho Americas; former Managing Director and Co-Head of Global Software, Systems & Solutions, Barclays Capital

• Dexter Goei (SFS’93), CEO of Altice

• Antonio Gracias (MSFS’93), Founder, Managing Partner, and CIO at Valor Equity Partners L.P.

• Michael Horn (MSFS’90), Chief Counsel of Consumer Products, Walt Disney Company

• Raj Kumar (SFS’97), Founder, President and Editor-In-Chief of DEVEX; Chairman, Humanitarian Council of the World Economic Forum

• Lori Leveen (MSFS’83), Co-founder, Levenger

• Zyad Limam (MSFS’88), Director General and Editor-In-Chief, Afrique Magazine

• Julie Martin (MSFS’79), Managing Director in Political Risk and Structured Credit Practice, Marsh & McLennan

• Elizabeth Mily (MSFS’93), Managing Director, Barclays; former Managing Director, Goldman Sachs

• Alex Orfinger (MSFS’86), Executive Vice President, American City Business Journals; former Publisher, Washington Business Journal

• David Oxensteirna (MSFS’89), Head of CAPCO’s Capital Market’s Group; former Managing Director, Morgan Stanley

• Paul Pelosi (SFS’62), Owner of Financial Leasing Services, Inc.; former owner of the Sacramento Mountain Lions and United Football League

• Gary Perlin (SFS’72), former Senior Advisor to the CEO of Capital One Financial Corp.; CFO and Vice President of the World Bank
Ben Powell (MSFS’00) and Ricardo Teran (MSFS’02), Co-founders, Agora partnerships

Peter Raymond (MSFS’90), Principal, Capital Projects and Infrastructure, PricewaterhouseCoopers

Stephen Raymund (MSFS’80), Chairman of the Board, Tech Data Product Management, Inc.; former Chairman of the Board, Tech Data Corporation

Chris Sacca (SFS’97), Founder/Proprietor, Lowercase Capital

Elliot G. Sander (SFS’77), president and CEO, The HAKS group; former CEO of the Metropolitan Transportation Authority

Santiago Sedaca (MSFS’97) Vice President, Palladium; former President of CARANA Corporation

Shéhérazade Semsar-de Boisséson (MSFS’90), Managing Director, POLITICO Europe

Thomas Sietsema (SFS ’83), Food Critic, Washington Post; James Beard Restaurant Awards Recipient

Andrew Shoyer (MSFS’86), Chair/Partner, International Trade and Dispute Resolution Practice, Sidley Austin LLP

Justin B. Smith (SFS’91), CEO of Bloomberg Media Group

Kate Snow (MSFS’93), National Correspondent and Anchor, NBC Nightly News, NBC; former Anchor, MSNBC Live with Kate Snow, MSNBC

Christopher L. Yetter (SFS’02) Chief of Staff to the Vice Chancellor for Research; former Chief of Staff, Lawrence Berkeley National Laboratory, UC Berkeley

International Organizations

Alejandro Alvarez von Gustedt (MSFS’97), Co-Founder and Partner of International Venture Philanthropy Center (IVPC); former Representative, Inter-American Development Bank, Europe
• Christopher Coleman (MSFS’83), Deputy Special Representative, UNMIK; former Director, Civilian Capacity Project, United Nations

• Elizabeth Boggs Davidsen (MSFS’88), Chief, Multilateral Investment Fund Inter-American Development Bank

• Stephane Dujarric (SFS’88), Spokesperson for United Nations Secretary-General António Guterres; former Director of News and Media, United Nations Department of Public Information

• Sabine Durier (MSFS ’98), Change Management Lead, Operational Platforms International Finance Corporation

• Darrin Hartzler (MSFS ’96), Global Manager, Corporate Governance Unit, International Finance Corporation

• Rita Jupe (MSFS ’98), Principal, Blended Finance & Partnerships Vice-Presidency, International Finance Corporation

• Julie T. Katzman (SFS ’83), Executive Vice President and Chief Operating Officer, Inter-American Development Bank

• Hoda Moustafa (MSFS ’98), Regional Head for Africa, Multilateral Investment Guarantee Agency, The World Bank

• Izumi Nakamitsu (MSFS ’89), Under-Secretary-General and High Representative for Disarmament Affairs, Office for Disarmament Affairs, United Nations

• Fabrizio Opertti (MSFS’97), Chief of Trade and Investment, Inter-American Development Bank

• Idoia Ortiz de Artiñano (MSFS’08), Advisor to the Dean and Future World Fellow, IE School of International Relations

• Edgar Restrepo (MSFS ’98), former Principal Investment Officer, International Finance Corporation

• Manuel Rosini (MSFS ’98), Head of Office, UNICEF

• Jordan Schwartz (MSFS’91), Director of Infrastructure and Urban Development in Singapore, The World Bank
• Zibu Sibanda (MSFS ’02), Senior Communications Specialist, International Finance Corporation

• Tomasz Telma (MSFS ’89), Director, Europe and Central Asia, International Finance Corporation

**Sports & Entertainment**

• Aimee Mullins (SFS’98), Track and field athlete and Chief Mission for the 2012 U.S. Olympic delegation; actress; fashion model and motivational speaker

• Megan Mylan (SFS’92), Documentary Director known for *Smile Pinki*; winner of the Academy Award for Best Short Subject Documentary

• Carl Reiner (SFS’43), Actor, director, writer, and producer; winner of nine Emmy Awards and one Grammy Award

• Michael Sucsy (SFS’95), Golden Globe Award and Emmy Award-winning director and writer for HBO film *Grey Gardens*

**Journalism & Literature**

• Tania Bryer (SFS’84), Guest Presenter and Executive Producer of CNBC Meets

• George Crile III (SFS’68), CBS News Producer (*60 Minutes* and *60 Minutes II*) and reporter; twice awarded the Edward R. Murrow Award by the Overseas Press Club; author of the 2003 bestseller *Charlie Wilson’s War*

• Paul Erdman (SFS’55), Financial author and Edgar Award-winning fiction novelist

• Jamie Gangel (SFS’77), Special Correspondent, CNN

• Lourdes Garcia-Navarro (SFS’94), Host of Weekend Edition Sunday, National Public Radio; Winner of the Edward R. Murrow Award and Peabody Award

• Daniel Henninger (SFS’68), Deputy editorial page director of *The Wall Street Journal*; contributor on Fox News; won the American Society of Newspaper Editors’ Distinguished Writing Award for editorial writing

• Mark Landler (SFS’87), White House correspondent, former European economic correspondent, and Hong Kong bureau chief for *The New York Times*
• Kai Ryssdal (SSP’93, P’20), Host and Senior Editor of Marketplace

• Michael Schearer (MSFS’99), Network Analyst, Fortego LLC

• David Schickler (SFS’91), Author and screenwriter known for The Dark Path and co-creating the television series Banshee

• Kara Swisher (SFS’84), Co-Founder of Recode; former Technology columnist for The Wall Street Journal

• Lisa Sylvester (SFS’92), Peabody Award and Emmy Award-winning reporter; former Reporter for CNN’s The Situation Room

• Anthony Thomopoulos (SFS’59), CEO of MTM, International Family Entertainment, Inc.; former President of ABC Entertainment and ABC Broadcast Group

• Arick Wierson (SFS’94), Former NYC Media general manager; former media advisor to New York City Mayor Michael Bloomberg
APPENDIX B
FOREIGN POLICY RANKING 2007

THE 20 BEST SCHOOLS TO STUDY INTERNATIONAL RELATIONS
GLOBAL POLITICS, ECONOMICS, AND IDEAS

Inside the Ivory Tower

A survey of over 1,000 faculty in the U.S. and Canada ranked Georgetown University as the #1 master’s and #4 undergraduate programs for international relations. These results were featured in the March/April 2007 issue of Foreign Policy magazine.

### Top 20 Master’s Programs

<table>
<thead>
<tr>
<th>Rank</th>
<th>School</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Georgetown University</td>
<td>73.0</td>
</tr>
<tr>
<td>2</td>
<td>Johns Hopkins University</td>
<td>64.0</td>
</tr>
<tr>
<td>3</td>
<td>Harvard University</td>
<td>46.0</td>
</tr>
<tr>
<td>4</td>
<td>Tufts University</td>
<td>42.0</td>
</tr>
<tr>
<td>5</td>
<td>Columbia University</td>
<td>39.0</td>
</tr>
<tr>
<td>6</td>
<td>Princeton University</td>
<td>38.0</td>
</tr>
<tr>
<td>7</td>
<td>George Washington University</td>
<td>28.0</td>
</tr>
<tr>
<td>8</td>
<td>American University</td>
<td>19.0</td>
</tr>
<tr>
<td>9</td>
<td>University of Denver</td>
<td>9.0</td>
</tr>
<tr>
<td>10</td>
<td>Syracuse University</td>
<td>7.0</td>
</tr>
<tr>
<td>11</td>
<td>University of California, San Diego</td>
<td>5.0</td>
</tr>
<tr>
<td>12</td>
<td>University of Chicago</td>
<td>4.0</td>
</tr>
<tr>
<td>13</td>
<td>Yale University</td>
<td>4.0</td>
</tr>
<tr>
<td>14</td>
<td>Stanford University</td>
<td>4.0</td>
</tr>
<tr>
<td>15</td>
<td>University of Pittsburgh</td>
<td>3.0</td>
</tr>
<tr>
<td>16</td>
<td>University of California, Berkeley</td>
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<tr>
<td>17</td>
<td>University of Maryland</td>
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<tr>
<td>18</td>
<td>Mass. Institute of Technology</td>
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<tr>
<td>19</td>
<td>Monterey Institute of Inf. Studies</td>
<td>2.0</td>
</tr>
<tr>
<td>20</td>
<td>University of Southern California</td>
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</table>

### Top 20 Undergraduate Programs

<table>
<thead>
<tr>
<th>Rank</th>
<th>School</th>
<th>Percent</th>
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</thead>
<tbody>
<tr>
<td>1</td>
<td>Harvard University</td>
<td>48.0</td>
</tr>
<tr>
<td>2</td>
<td>Princeton University</td>
<td>46.0</td>
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<td>3</td>
<td>Stanford University</td>
<td>43.0</td>
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<tr>
<td>4</td>
<td>Georgetown University</td>
<td>28.0</td>
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<tr>
<td>5</td>
<td>Columbia University</td>
<td>28.0</td>
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<td>6</td>
<td>Yale University</td>
<td>23.0</td>
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<td>7</td>
<td>University of Chicago</td>
<td>21.0</td>
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<tr>
<td>8</td>
<td>University of California, Berkeley</td>
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<tr>
<td>9</td>
<td>Dartmouth College</td>
<td>11.0</td>
</tr>
<tr>
<td>10</td>
<td>George Washington University</td>
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</tr>
<tr>
<td>11</td>
<td>American University</td>
<td>10.0</td>
</tr>
<tr>
<td>12</td>
<td>University of Michigan</td>
<td>9.0</td>
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<tr>
<td>13</td>
<td>Tufts University</td>
<td>8.0</td>
</tr>
<tr>
<td>14</td>
<td>Swarthmore College</td>
<td>8.0</td>
</tr>
<tr>
<td>15</td>
<td>University of California, San Diego</td>
<td>8.0</td>
</tr>
<tr>
<td>16</td>
<td>Cornell University</td>
<td>6.0</td>
</tr>
<tr>
<td>17</td>
<td>Brown University</td>
<td>6.0</td>
</tr>
<tr>
<td>18</td>
<td>Williams College</td>
<td>5.0</td>
</tr>
<tr>
<td>19</td>
<td>Duke University</td>
<td>5.0</td>
</tr>
<tr>
<td>20</td>
<td>Johns Hopkins University</td>
<td>5.0</td>
</tr>
</tbody>
</table>
APPENDIX B  continued
FOREIGN POLICY RANKING EXPLAINED

Every two or three years, Foreign Policy Magazine ranks the top schools of international relations at the undergraduate, Masters and Ph.D. levels. In the most recent ranking (2018), Georgetown ranked:

1st among Top Master’s Programs for Policy Career in International Relations
http://foreignpolicy.com/2018/02/20/top-fifty-schools-international-relations-foreign-policy/#undergrad
4th among Top U.S. Undergraduate Institutions to Study International Relations
http://foreignpolicy.com/2018/02/20/top-fifty-schools-international-relations-foreign-policy/#undergrad

The results of the “Ivory Tower” survey, a collaborative effort between Foreign Policy magazine and the Teaching, Research, and International Policy (TRIP) project at the College of William & Mary provide a window into how America’s top IR scholars see the world today – and which institutions are effectively nurturing future generations of thinkers, leaders and policy-makers. The survey was first undertaken in 2005 to determine from the IR scholars’ point of view which schools prepare students best as far as language skills, expertise about regions of the world and foreign policy. In 2005, Georgetown ranked 2nd among Master’s programs. Statistics show the percentage of respondents who listed each school. [Maliniak 2015, 63-64]

2015 Ranking (Maliniak. Foreign Policy January/February 2015, 63)
1st among Top Master’s Programs for Policy Career in International Relations
http://foreignpolicy.com/2015/02/03/top-twenty-five-schools-international-relations/
4th among Top U.S. Undergraduate Institutions to Study International Relations
http://foreignpolicy.com/2015/02/03/top-twenty-five-schools-international-relations/

2012 Ranking (Maliniak. Foreign Policy January/February 2012, 93)
1st among Master’s programs
http://www.foreignpolicy.com/articles/2012/01/03/top_ten_international_relations_masters_programs
5th among Undergraduate programs
http://www.foreignpolicy.com/articles/2012/01/03/top_ten_international_relations_undergraduate_programs?page=0.4

2009 Ranking (Maliniak. Foreign Policy March/April 2009, 86)
1st among Master’s programs
5th among Undergraduate programs

2007 Ranking (Maliniak. Foreign Policy March/April 2007, 65)
1st among Master’s programs  4th among Undergraduate programs
APPENDIX C
QATAR’S INITIAL OUTREACH TO GEORGETOWN

Fr. Leo O’Donovan, S.J.
President,
Georgetown University
Via Campus Mail

Dear Fr. O’Donovan:

I was contacted last week by a representative of the law firm of Patton Boggs, which has been engaged by Sheikha Moaza, a wife of the Emir of Qatar, to help pursue the project of developing an American-style university in Qatar.

They are particularly interested in exploring whether a first-rank American university would be interested in establishing a branch campus in Qatar. Stanford, Harvard, and Georgetown are on their list. I was asked whether Georgetown might have any interest in being involved in such an enterprise. I said that I would transmit their query to the President. If you would like to pursue the matter, please let me know how you would like to proceed. And if you feel that it is clearly not of interest to Georgetown, I can pass along that message.

Patton Boggs has also been asked to identify a prominent American academic administrator, preferably a woman, who could work with Sheikha Moaza on such a project. I suggested Drs. Barbara Stowasser and Judith Tucker, of course, and they may also be looking at another Georgetown employee as well as prominent administrators from other U.S. universities.

Thank you for sending me a copy of your letter to the Emir. So far I have heard not a word from the Qatars.

Sincerely,

Michael C. Hudson

Washington DC 20052-1820
202-687-5793

August 11, 1997
REFERENCE LIST


Hellman, Joel S. 2017. *Message to SFS Faculty and Staff*. September 1.


Tillman, Seth. 1994. Georgetown’s School of Foreign Service: The First 75 Years. Georgetown University.