

Bush School Celebrates 10th Anniversary

IN TEN SHORT YEARS, THE BUSH SCHOOL OF GOVERNMENT AND PUBLIC SERVICE has made remarkable progress in all areas—teaching, research, and public service. Since opening in 1997, some 265 students have earned master's degrees in public service administration and international affairs, and more than 200 have received certifications in advanced international affairs and homeland security. Enrollment increased by almost 200% between 2001 and 2006, with some 160 students committed for fall 2007. More than 50% of the students are from other regions of the country or are international students, bringing an important diversity and a global perspective to the School.



Since 1997, some 265 students have earned master's degrees in public service administration and international affairs while more than 200 have received certifications in advanced international affairs and homeland security.

Despite its relatively short history, the Bush School has already been recognized for the quality of its programs and graduates. In the summer of 2004, *U.S. News and World Report* ranked the Bush School as a top-35 school of public service, out of over 260 programs. The School was also ranked 22nd in public affairs among all public universities, and the international affairs degree is a top program.

In addition to their challenging academic content, all Bush School programs offer opportunities for students to develop skills critical for public service leadership. This multi-dimensional leadership program of academic and co-curricular activities includes personal skills assessments and counseling, professional development seminars and workshops, and guest speakers. This is all in keeping with President George H. W. Bush's vision for the School. His firm belief that public service is a "noble calling" and that men and women of character should be encouraged to enter government and public service has permeated all aspects of the School's curriculum and student activities. The tragedy of September 11 only re-emphasized how the nature of public service has changed and the greater need for effective leadership, management, and stewardship in both government and non-profit organizations. To that end, Bush students learn innovative ways to conduct business and provide services, as well as new organizational methods and technological applications. All of these elements are combined in comprehensive programs which produce graduates who are highly sought after by a range of employers.

Bush School faculty members also have made remarkable contributions to the body of knowledge relating to public service during the past decade. Current research funding now exceeds \$1.86 million and reflects the broad range of faculty expertise in the School.

Another key to the Bush School's success has been outstanding financial support, which has enabled the School to attract and retain high-quality faculty and students. Some \$33.1 million has been raised in endowments in the past 10 years, including \$14.8 million for scholarships and fellowships, and funding for 13 endowed faculty chairs—a notable accomplishment for a relatively new academic college.

"The future of the Bush School is very bright," says Dick Chilcoat, Dean of the School. "Our faculty are doing an outstanding job of blending quality teaching with meaningful research that influences public policy. I'm impressed by the number and quality of the students choosing the Bush School as well. I think that says we are hitting the mark, and producing highly sought-after graduates. Many are already in key positions in government or nonprofit organizations, and we're proud of the contributions they are making," Chilcoat added. ★

Regents Establish Scowcroft Institute

AT ITS MARCH 30 MEETING, THE TEXAS A&M BOARD OF REGENTS approved the establishment of the Brent Scowcroft Institute of International Affairs within the George Bush School of Government and Public Service. It had previously been endorsed by former President George Bush. The new research institute honors Lt. Gen. Brent Scowcroft for his years of public service in the fields of national security and world affairs. Considered one of the country's leading experts on national security, defense, and foreign policy, Scowcroft served in the U.S. Air Force and as National Security Advisor under former Presidents George H.W. Bush and Gerald R. Ford and as Deputy Assistant to the President for National Security Affairs during the Nixon and Ford administrations. He was Chairman of the President's Foreign Intelligence Advisory Board from 2001-2005.

The Institute will promote policy-oriented research by faculty, students, and visiting fellows in national security and foreign policy as well as other issues in world affairs, noted Dean Dick Chilcoat. Additionally, it will serve as a catalyst for emerging interdisciplinary initiatives between the Bush School and other parts of the University, The Texas A&M University System, and others interested in international affairs.

The Scowcroft Institute will build on existing Bush School programs such as the National Security Seminar Series, the Lone Star National Security Forum, the Humphrys International Speakers Program, Scowcroft Scholarships, and research activities of the Scowcroft and Gates Endowed Chairs as well as several initiatives of the Bush Library Foundation. It will also provide a locus for faculty, students, and visiting fellows to explore crucial contemporary issues in foreign and national security policy and related aspects of world affairs.

Establishment of the Scowcroft Institute stems from the Bush School's expanding educational programs in international affairs. The existing master's degree in international

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affairs has quickly established itself as a nationally-recognized professional program for successfully preparing students for careers in foreign policy and international affairs. Every year Bush School graduates enter various federal agencies in the foreign and national security policy area as well as policy-oriented "think tanks" and non-governmental international organizations. In addition, the School currently enrolls some 200 students from around the world in its graduate certificate programs in Advanced International Affairs and Homeland Security.

Resources for the new Institute will be provided by the Bush Presidential Library Foundation and the Bush School, both of which will fold into the Institute certain existing activities that are currently fully funded. Additionally, Texas A&M University will provide limited supplementary funding during the 2009 fiscal year. It is anticipated that the base budget will expand over time from contracts, research grants, and other gifts. ★

Dean's Comments



Dick Chilcoat
Dean, George Bush School

AS THE GEORGE BUSH SCHOOL OF GOVERNMENT AND PUBLIC SERVICE approaches its 10-year anniversary, it is a time to look ahead as well as to celebrate past accomplishments. This 10-year milestone is an excellent opportunity to thank those who have contributed to our success: our dedicated faculty and staff, our energetic and enthusiastic students, our generous financial supporters, and the many outstanding public servants who have shared their time and insights to help enrich our students' academic experience.

As we look to the future, there are exciting opportunities and challenges ahead. I'm confident we can recruit even more great students, and hire additional gifted faculty to meet our strategic enrollment goals. Because of the quality and productivity of our faculty, we expect to see increased research funding and publications—all measures that will help us meet high national standards. There are several major

program initiatives on the horizon: we are in the process of initiating a Nonprofit Management Certificate program and a certificate program in National Security Affairs (with Texas A&M's College of Engineering). We are also planning to expand our Extended Education program, which includes certificate programs offered in residence and online. In addition, the Bush School is working with the Department of Economics to establish a five-year dual degree program to complement our joint program with Political Science.

Because our mission is to develop principled leaders, we will also be refining our Public Service Leadership and the Leader Development programs. We believe that each student should have the chance to develop his or her own leadership potential by providing experiences, self-analysis, and involvement in development opportunities that will help ensure that graduates understand how to maximize their leadership skills throughout their careers. Our Public Service Leadership Program is virtually unique in American higher education.

During these first ten years, the Bush School has been fortunate to enjoy outstanding financial support from private donors, foundations, and corporations. To ensure that we are able to meet our ambitious goals, planning for a major development initiative is underway. The primary focus will be on raising funds for student scholarships. A major part of our success in competing for the brightest students has been our ability to provide adequate financial aid. Without that aid,

many who would like to come to the Bush School would have to look at other universities that can provide more financial assistance. In 2001, the average cost of graduate school at Texas A&M was \$17,000; by 2006, that cost was \$24,000, a 41% increase in just five years—and more increases are on the horizon. In order to keep our students from graduating with a huge debt (on average, \$40,000 in loans), we must increase our scholarship funding. If we want our students to go into the public sector or nonprofit organizations and make a difference in our state and nation, we have to increase our financial support to cover much more of their graduate school costs so that they can afford to enter public service upon graduation.

Finally, the Bush School will continue to make its mark in the wider world by hosting and sponsoring major international conferences, such as the China-U.S. Relations Conference we will be co-hosting in Washington D.C. in October 2007. Other important meetings conducted by the School include the U.S. Interagency Reform

Our Public Service Leadership

Program is virtually unique in

American higher education.

Conference and the U.S. Navy Maritime Strategy Senior Seminar. In addition to these meetings and conferences, the A&M System Board of Regents recently approved the establishment of the Brent Scowcroft Institute of International Affairs, where the Bush School will expand upon its current research in national security and world affairs.

Many have given tremendous support during the School's first dynamic decade. Our graduates are doing what we hoped they would—making a real difference in government and public service. Our job is to make sure that we continue to provide the education, leadership training, and financial aid that will give the nation a steady supply of men and women who, as George Bush, 41st President of the United States, has said, "... believe that public service is noble and ... that they could make a difference." ★

A new chair was announced today

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Bush School Emphasizes Leadership Studies

TO SUPPORT THE VISION of the 41st President of the United States, George Bush, to educate and train principled leaders, the Bush School has made leadership development a core component of every student's educational experience. The Leadership Program integrates leadership development into the curriculum, conducts relevant research and outreach, and produces publications related to leadership studies. It was developed to underscore the belief that while education, experience, and credentials are important career elements, successful individuals must also have the ability to effectively motivate and influence others—in other words, develop their own leadership potential.

To that end, the Bush School offers MPSA and MPIA students a range of specialized leadership development activities in addition to their academic studies. These include individualized planning for lifelong leadership growth; experiential development through workshops, seminars and conversations with influential leaders; increased self-awareness via assessment tools and self-study; and involvement in development and service opportunities and mentorship. The program offers clear guidelines and allows program leaders to manage and evaluate student progress. Students earn points for each element of the program and upon completion (1,000 points), earn a Dean's Leadership Certificate.

"The success enjoyed by our graduates has reinforced our commitment to leadership development," said Dean Dick Chilcoat. "They are putting the skills and experience gained from this program to work every day in government and other public service arenas." ★



The Program helps students develop their own leadership potential by learning how to motivate and influence others.

Mumpower Named MPSA Director

JERYL L. MUMPOWER has joined the Bush School faculty and will direct the Master's in Public Administration (MPSA) program. Mumpower comes to the Bush School from the Nelson A. Rockefeller College of Public Affairs and Policy, State University of New York at Albany, where he was professor of public administration, public policy, public health, and information science and directed programs at both the master's and doctoral levels. While at Albany, Mumpower also served in a variety of administrative positions, including Dean of Graduate Studies, Provost, Vice President for Research, and Dean of both the College of Arts and Sciences and School of Public Health. In addition, he has been Director of Albany's Center for Policy Research and Associate Director at the Rockefeller Institute of Government. His previous experience includes six years as a program director and policy analyst at the National Science Foundation.

Professor Mumpower received his B. A. from the College of William and Mary and his Ph.D. in social and quantitative psychology from the University of Colorado, Boulder. He is author or editor of nine books and more than fifty book chapters and articles. His research has addressed basic and applied topics in negotiation and bargaining, environmental policy, individual and group decision making processes, the use of scientific expertise in public policy making, and risk analysis and management. He has consulted extensively at both national and state levels of government. ★



Jeryl L. Mumpower

Lynn Honored by ASPA and APSA

DR. LAURENCE LYNN has been honored again by the American Society of Public Administration (ASPA), receiving the Paul P. Van Riper Award for Excellence and Service at the society's March 2007 meeting. The award recognizes individuals "who have made significant contributions to both the academic and practitioner communities of public administration." It was established to honor the distinguished career of Dr. Van Riper, Professor Emeritus of political science at Texas A&M, who teaches public personnel administration at the Bush School.

Lynn will also receive the John Gaus Award from the American Political Science Association (APSA) at the Association's annual meeting to be held in Chicago, Illinois, this coming August. This award honors Lynn's lifetime of outstanding scholarship in the joint tradition of political science and public administration. The 2007 prize will be the twenty-second awarding since its creation in 1986. Previous honorees include distinguished scholars such as Charles E. Lindblom, Lynton K. Caldwell, Patricia W. Ingraham, and Kenneth J. Meier. As part of the award, Lynn has been named the John Gaus Distinguished Lecturer and will deliver an address at the conference on August 31, to be followed by a reception in his honor. ★



Dr. Laurence Lynn

THE BUSH SCHOOL RESEARCH PUBLICATIONS FOR 2005-2006

Books

Engel, Jeffrey. 2007. *Cold War at 30,000 Feet: The Anglo-American Fight for Aviation Supremacy*. Cambridge: Harvard University Press.

Engel, Jeffrey. *Bush in China: The Making of an International President*. Princeton: Princeton University Press. Forthcoming.

Engel, Jeffrey, ed. *Diplomatic History*, Editor, "The End of the Cold War: New Evidence and Interpretations from the First Bush Administration." Forthcoming.

Engel, Jeffrey, ed. *Lives and Consequences: The Local Impact of the Cold War*. Washington, D.C.: Stanford University Press and Woodrow Wilson Center Press. Forthcoming.

Engel, Jeffrey, Mark Lawrence, and Andrew Preston, eds. *The United States and the World: A History in Documents*. Princeton: Princeton University Press. Forthcoming.

Layne, Christopher, and Bradley A. Thayer. 2006. *American Empire: A Debate*. New York: Routledge.

Olson, Jim. 2006. *Fair Play: The Moral Dilemmas of Spying*. Dulles: Potomac Books.

Journal Articles

Bearfield, Domonic A. 2006. "Commentary on 'A Solution in Search of a Problem? Discrimination, Affirmative Action, and the New Public Service' Theory to Practice." *Public Administration Review* 66 (6): 187-92.

Bearfield, Domonic A., and Melvin J. Dubnick. 2007. "Reaping and Sowing at the Big Dig: The Legacies of Neomanagerialism." *Administrative Theory and Praxis*. Forthcoming.

Bies, Angela and Christine Sinatra. 2006. "A Comparative Analysis of the Capacity-Building 'Industries' in the Pittsburgh and Austin Areas." *Tropman Report: Journal of Applied Research* 4 (1): 29-35.

Brown, William A., and Chao Guo. "Community Foundation Performance: Bridging Community Resources and Needs." *Nonprofit Voluntary Sector Quarterly*. Forthcoming.

Brown, William A. 2007. "Board Development Practices and Competent Board Members: Implications for Performance." *Nonprofit Management & Leadership* 17 (3): 301-17.

Desch, Mike. 2006. "Abusing the Holocaust Analogy?" *Security Studies* 15 (4): 713-17.

Desch, Mike. "Bush and the Generals." *Foreign Affairs* 86 (3). Forthcoming.

Desch, Mike. 2006. "The Myth of Abandonment: The Use and Abuse of the Holocaust Analogy." *Security Studies* 15 (2): 106-45.

el-Husseini, Rola. 2006. "Hizbullah: Iranian Surrogate or Independent Actor?" *MIT-Electronic Journal of Middle East Studies* 6: 204-10.

Eller, Warren, and Hank C. Jenkins-Smith. "Characterizing Public Policy Education the 21st Century: The APPAM 2006 Curriculum Survey." *Journal of Public Policy and Management*. Forthcoming.

Gawande, Kishore, and Bernard Hoekman. 2006. "Lobbying and Agricultural Policy in the United States." *International Organization* 60 (3): 527-61.

Gawande, Kishore, Pravin Krishna, and Michael J. Robbins. 2006. "Foreign Lobbying and U.S. Trade Policy." *Review of Economics and Statistics* 88 (3): 563-71.

Griffin, James M., and Lance Bachmeier. 2006. "Testing for Market Integration Crude Oil, Coal, and Natural Gas." *Energy Journal* 27 (2): 55-71.

Jenkins-Smith, Hank, Neil Mitchell, Kerry Herron, and Guy Whitten. 2006. "Elite Beliefs, Epistemic Communities and the Atlantic Divide: Scientists' Nuclear Policy Preferences in the United States and European Union." *British Journal of Political Science*. Forthcoming.

Layne, Christopher. 2006. "Impotent Power? Re-Examining the Nature of America's Hegemonic Power." *The National Interest*.

Layne, Christopher. 2006. "The Unipolar Illusion Revisited: The Coming End of the United States' Unipolar Moment." *International Security* 31 (2): 7-41.

Reinhardt, Gina Yannitell. 2006. "Shortcuts and Signals: An Analysis of the Micro-level Determinants of Aid Allocation, with Case Study Evidence from Brazil." *Review of Development Economics* 10 (2): 297-312.

Taylor, Lori. 2006. "Comparable Wages, Inflation and School Finance Equity." *Education Finance and Policy* 1 (3): 349-71.

Taylor, Lori. "Comparing Teacher Salaries: Insights from the U.S. Census." *Economics of Education Review*. Forthcoming.

Taylor, Lori, and Stephen P.A. Brown. 2006. "The Private Sector Impact of State and Local Government: Has More Become Bad?" *Contemporary Economic Policy* 24 (4): 548-62.

Vedlitz, Arnold, A. Mintz, and S. Redd. 2006. "Can We Generalize from Student Experiments to the Real World in Political Science, Military Affairs and International Relations?" *Journal of Conflict Resolution* 50 (5): 757-76.

Vedlitz, Arnold, S. Zahran, S. Brody, and H. Grover. 2006. "Climate Change Vulnerability and Policy Support." *Society and Natural Resources* 19 (9) 771-89.

Vedlitz, Arnold, M. Lubell, S. Zahran, and L. Alston. 2006. "Collective Action, Environmental Activism and Air Quality Policy." *Political Research Quarterly* 59 (1): 149-60.

Vedlitz, Arnold, M. Lubell, and S. Zahran. "Collective Action and Citizen Response to Global Warming." *Political Behavior*. Forthcoming.

Vedlitz, Arnold, S. Zahran, H. Grover, and S. Brody. "Risk, Stress and Capacity: Explaining Metropolitan Commitment to Climate Protection." *Urban Affairs Review*. Forthcoming.

Vedlitz, Arnold, and D. Wood. "Issue Definition, Information Processing and the Politics of Global Warming." *American Journal of Political Science*. Forthcoming.

Vedlitz, Arnold, S. Brody, and S. Zahran. "Examining the Relationship between Physical Vulnerability and Public Perceptions of Global Climate Change." *Environment and Behavior*. Forthcoming.

Vedlitz, Arnold, S. Brody, and S. Zahran. "Identifying the Impact of the Built Environment on Flood Damage in Texas." *Disasters*. Forthcoming.

Vedlitz, Arnold, S. Zahran, and S. Brody. "Explaining Local Commitment to Climate Change Policy in the United States." *Environment and Planning C*. Forthcoming.

William F. West. "Presidential Leadership and Administrative Coordination: Examining the Theory of a Unified Executive." *Presidential Studies Quarterly*. Forthcoming.

Research publications continued next page

Research publications continued

Book Chapters

Cerami, Joe. 2006. "Presidential Decision-making and Vietnam: Lessons for Strategists." In *The International Library of Essays in Military History: The Vietnam War*, ed. James H. Willbanks. Hampshire: Ashgate Publishing.

Engel, Jeffrey. 2007. "A Shrinking World: Transport, Communication, and Towards a Global Culture." In *Companion to International History 1900-2001*, ed. Gordon Martel. London: Blackwell Press.

Engel, Jeffrey. "On Writing the Local within Diplomatic History: Trends, Historiography, Purpose." In *Lives and Consequences: the Local Impact of the Cold War*, ed. Jeffrey A. Engel. Palo Alto and Washington, D.C.: Stanford University Press and Woodrow Wilson Center Press. Forthcoming.

Griffin, James M., and Badi Baltagi. 2006. "Swedish Liquor Consumption: New Evidence on Taste Change." In *Contributions to Economic Analysis*, ed. Badi Baltagi. Amsterdam: Elsevier.

Lynn, Laurence E., Jr, Melissa Forbes, and Carolyn J. Hill. "Public Management and Government Performance: An International Review." In *Public Services Performance: Perspectives on Measurement and Management*, ed. George A. Boyne, Kenneth J. Meier, Laurence J. O'Toole, Jr., and Richard M. Walker. Cambridge: Cambridge University Press. Forthcoming.

Taylor, Lori. 2006. "The Labor Market Impact of School Choice: Charter Competition and Teacher Compensation." In *Improving School Accountability: Check-ups or Choice*, ed. Dennis W. Jansen and Timothy J. Gronberg. Amsterdam: Elsevier.

Murray, Sheila. "Property Taxes: In Decline or Budget Savior?" Lincoln Institute for Land Policy, \$50,000.

Vedlitz, Arnold. "Public Understanding of Air Quality Issues in Texas, Phase IV." Texas Department of Transportation (TxDOT), the Texas Commission on Environmental Quality (TCEQ), and the Texas Transportation Institute (TTI), \$105,000.

Vedlitz, Arnold et al. [Walter Peacock, Sammy Zahran, Sam Brody, William Merrell, William Seitz, and Robert Stickney]. "Advancing the Resilience of Coastal Localities: Developing, Implementing and Sustaining the Use of Coastal Resilience Indicators." NOAA FY 2007 Information Resource Supporting the Resiliency of Coastal Areas in the U.S. Portion of the Gulf of Mexico, \$350,000.

Lindquist, Eric, and Arnold Vedlitz. "Climate Change/Variability Science and Adaptive Strategies for State and Regional Transportation." Southwest Region University Transportation Center (SWUTC), \$50,000.

Lindquist, Eric. "NER: Contours of Nano-Problems and Solutions and the Societal and Educational Challenge of Active Nanoscale Technology." National Science Foundation (NSF), \$74,518.

Dean, Wesley et al. [Bo Norby, W. Alex McIntosh, and H. Morgan Scott]. "Resolving the Social Factors Influencing Variable Compliance and Risk Communication in Foreign Animal Disease Defense Programs." U.S. Department of Agriculture (USDA), \$362,990.

Dean, Wesley et al. [Paul Byrne, Timothy Lambert, Jeanne Van der Zalm, Brendan Leier, Wendy Austin, Tracey Bailey, and Jaro Kotalik]. "Risk, Informed Consent, and the Adoption and Diffusion of New Medical Technologies." Health Canada, \$48,632.

Research Grants & Contracts

Bies, Angela. "Nonprofit Capacity Building in the Minneapolis-St. Paul Region." Minnesota Council on Nonprofits / Bremer Foundation, \$16,300.

Bies, Angela, and Sarah Jane Rehnberg. "Nonprofit Capacity Building in the Central Texas Region." RGK Center on Philanthropy, \$15,000.

Bush School Offers Online Courses

For the past several years, online enrollments have been increasing faster than the overall higher education student population. In the fall of 2005, some 3.2 million students were taking at least one online course, a substantial increase from the 2.3 million reported the previous year. Students cite the flexibility of "attending" a course at a time of their choice, the ability to work and learn at their own pace, and the 24/7 access to course material as some of the reasons for choosing online education.



This dramatic increase in online education is evident at the Bush School. Both graduate certificate programs offered by the School—the Certificate in Advanced International Affairs and the Certificate in Homeland Security—have seen a 35% enrollment increase from 2006-2007.

The Bush School has offered these online opportunities as a way to expand academic offerings to working professionals and adult students who need flexibility to continue their education. Additional certificate programs will be launched over the next two years, and all courses are taught by the Bush School's experienced and knowledgeable faculty members. The fall and spring online education courses are offered on a 15-week semester schedule, while summer courses are offered in a 10-week format. All Bush School online courses and programs are accredited by The Commission on Colleges of the Southern Association of Colleges and Schools and are also reviewed and approved through internal Texas A&M governing bodies and through the Texas Higher Education Coordinating Board.

Students earn graduate credit from the University for both certificate programs. Because the courses are highly interactive, Texas A&M and the Bush School offer special support to online students, including access to the Texas A&M computer helpdesk—available 24/7 via a toll-free number or email—as well as electronic access to the University's e-library which makes thousands of books and publications available online. ★

Capstones Emphasize Research Collaboration with Students

THE BUSH SCHOOL REQUIRES ALL STUDENTS TO PARTICIPATE in an integrative, team-based, applied research project led by a faculty member on behalf of a client agency.

These two-semester capstone projects are in addition to a rigorous series of research methods and analysis courses, further ensuring that Bush School graduates are fully prepared to supervise, conduct, and evaluate large-scale public policy research projects.

TOPIC	CLIENT	PROFESSOR
An Analysis of Nonprofit Capacity-Building Industry in Minnesota	Minnesota Council of Nonprofits	Angela Bies
An Evaluation of School District Leadership: Identifying Effective School Principles	The State of Texas	Lori Taylor
Voting Systems and Election Reform: What do Election Officials Think?	The Congressional Research Service	Carol Silva
The Board's Role for Credit Union Mergers	Filene Institute for Credit Union Research	Will Brown
Federal Funding in Response to Hurricane Katrina: Utilization by New Orleans Residents	The Congressional Research Service	Arnold Vedlitz
The Interagency Process in Support & Stability Operations: Integrating and Aligning the Roles and Missions of Military and Civilian Agencies in Conflict and Post-Conflict Environments	Deputy Assistant Secretary of Defense for Stability Operations	Joseph Cerami
Developed Countries' Imposed Standards on Trade of Agricultural Imports from Developing Countries	Dr. Bernard Hoekman, Lead Economist and Senior Advisor, World Bank Trade Division	Kishore Gawande
Framing a Comprehensive Approach to Climate Change	The Long Range Analysis Group, National Intelligence Council (Director of National Intelligence)	Christopher Layne
U.S. Policy and the Future of Uzbekistan: Promoting Reform, Security, and Regional Stability	The Department of State	Larry Napper
The Peking Diary: George H.W. Bush and China, 1974-75	Princeton University Press	Jeffrey Engel

2007 China-U.S. Conference Set for October

The third George Bush China-U.S. Relations Conference will be held October 22 -25, 2007, in Washington D.C. This year's meeting, to be held at the J.W. Marriott Hotel, will focus on development, energy, and security issues. The conference is jointly hosted by the Bush School and the George Bush Presidential Library Foundation, the Chinese People's Association for Friendship with Foreign Countries, and Texas A&M University. Past conference research sessions have covered

a wide range of topics, including agriculture and the biological sciences, computer and information sciences, the environment, public health, engineering, and the social and behavioral sciences. Research roundtable sessions this year will include experts on bioenergy, China-U.S. polar regional partnerships, social and cultural implications of Chinese digital media, similarities in the China-U.S. R&D needs in

electric energy, and several topics related to the environment and global climate change. Conference forums will cover trade and investment, higher education, agricultural sustainability, health care, energy, and security. In addition to the scholarly discussions, past meetings have also made possible important cultural exchange between Chinese and American students and encouraged student involvement in international academic and research activities.

As a former president and former head of the U.S. mission to China, George Bush has had a particular interest in this conference and in linking the Bush School students and faculty to the effort to bolster U.S. ties with China. "The relationship between the U.S. and China, in my opinion, is the most important bilateral relationship we have," he said. He views this as a unique opportunity to promote this important global connection and to strengthen and expand academic and business ties between the two nations.

Former Secretary of State Colin Powell has called the conference an opportunity "...for us to speak candidly to one another about differences and areas of agreement, to speak to each other as friends." ★

Conference details can be found on the website at www.china-us-conference.org.



Cutline?

President G.H.W. Bush: "The relationship between the U.S. and China, in my opinion, is the most important bilateral relationship we have."

New Faculty Join the Bush School

Seven new faculty members will join the Bush School this fall. These appointments are further examples of the way the School is benefiting from the University's Faculty Reinvestment Program.

New faculty in the International Affairs Program include:

Andrew Scobell

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

Ren Mu

Dr. Ren Mu's research is mainly in empirical development microeconomics. Her current work focuses on migration, risk coping, health, aging, and project impact evaluation in developing countries. In recent papers, she has looked at the effect of elderly health on adult children's migration decisions in rural China, aid fungibility, and the impact of roads on market development in Vietnam. She has a B.A. in economics, M.A. in law from Nankai

University, China, and received her M.S. in statistics and Ph.D. in economics from Michigan State University in 2004. Before coming to the Bush School, Mu worked as a consultant economist in the Development Research Group at the World Bank.

Jasen Castillo

Dr. Jasen Castillo came to the Bush School after serving as an analyst in the Office of the Undersecretary of Defense for Policy working on conventional and nuclear deterrence. He also taught as an adjunct professor in Georgetown University's Security Studies Program. From 2001 to 2006, he was an analyst at the RAND Corporation, where he led studies on military strategy, nuclear proliferation, and WMD terrorism. Prior to joining RAND, he was a consultant at the Institute for Defense Analyses. Castillo holds a Ph.D. in political science from the University of Chicago. His current project explores the relationship between national cohesion and military staying power. In addition to military effectiveness, his research interests include: U.S. foreign and defense policy, nationalism, deterrence theory, military history, international relations theory, and qualitative methods for the social sciences.

Public Service and Administration Faculty

In addition to Dr. Jeryl L. Mumpower, the new director of the MPSA program, the following faculty members will join the program:

Scott Robinson

After earning a Ph.D. in political science from Texas A&M in 2001, Scott Robinson taught at both Rice University and the University of Texas at Dallas. His research in the management and politics of public organizations and the dynamics of public policy includes studies of the methods by which organizational decision-makers deal with demands for change and conflicting values. His work has been published in *Policy Studies Journal*, *Review of Policy Research*, *Political Research Quarterly*, and the *American Journal of Political Science*. His policy research focuses on education and has been published in *State Politics and Policy Quarterly* and the *American Review of Public Administration*. A current project on emergency management is funded by the National Science Foundation.

Edwina Dorch

Dr. Edwina Dorch is a Visiting Associate Professor who joins the Bush School from the University at Albany, New York, where she had appointments with the Rockefeller College of Public Affairs and Policy as well as the School of Social Welfare. There she performed cost benefit analysis as well as policy implementation analysis for two New York State Offices as well as for New York City's Public Welfare Department. Dorch was also Mentoring and Training Director for the University at Albany's Center for the Elimination of Minority Health Disparities and is certified through classes at the National Cultural Competency Institute and the National Coalition Building Institute. Dorch was a member of the University's Difficult Dialogues Team and is soon to receive training certificates from Boston College's Institute for the Study and Promotion of Race and Culture and the Anti-Defamation League Diversity Training Institute. Dr. Dorch will teach social welfare policy and diversity and affirmative action courses for the Bush School, and her Capstone Course will assess Low Income Housing Builders in Mississippi and Louisiana (post Hurricanes Katrina, Wilma, and Rita) for the Congressional Research

Service. Prior to academia, Dr. Dorch was a Children's Services Administrative Researcher for Los Angeles County, California, Department of Children and Family Services, where she was responsible for creating reports and approving and monitoring child welfare research contracts with area universities. She holds a Ph.D. in psychology from the University of Colorado.

Sharon Caudle

Dr. Sharon Caudle comes to the Bush School after serving as an assistant director for homeland security with the U.S. Government Accountability Office's (GAO) Homeland Security and Justice Team specializing in homeland security strategic policy and management issues. Her recent work involved catastrophic disaster lessons learned from Hurricane Katrina, national preparedness performance expectations and management standards, and emerging homeland security issues. In addition to the GAO, Dr. Caudle has extensive government headquarters and field experience with the U.S. Office of Management and Budget, Department of Agriculture (Food Stamp Program and Women, Infants, and Children's Supplemental Feeding Program), and the State of Nevada in social services and quality control. She also served as adjunct faculty for The George Washington University. Dr. Caudle taught at Auburn University and Syracuse University in public management and information technology management.

She earned her master's and doctorate in public management from The George Washington University in Washington, D.C. She also earned a master's in homeland security and homeland defense from the School of International Studies, Naval Postgraduate School, in Monterey, CA. She is a senior fellow with The George Washington University's Homeland Security Policy Institute, a member of the American National Standards Institute Homeland Security Standards Panel steering committee, and a member of the technical committee for the national preparedness standard NFPA 1600. At the Bush School, she holds the endowed position of Younger-Carter Distinguished Policy Maker in Residence.



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