

New National Security Leadership Program

IN THE SUMMER OF 2008, the Bush School inaugurated its first executive development program to provide national security policy education to leaders at Lawrence National Laboratory (LLNL) as well as resident students at Texas A&M University. The new National Security Leadership Program (NSLP) is one outcome of the Texas A&M University System's recent affiliation with Lawrence Livermore National Security (LLNS), which was selected last May as the management and operations contractor for Lawrence Livermore National Laboratory, one of the nation's premier applied science laboratories.

The NSLP will lead to a new graduate certificate in national security and build on the strong foundation of the current Master's Program in International Affairs (MPIA) already offered by the Bush School, which has been recognized by national security experts for its in-depth, integrated curriculum and blend of theory and practical applications. Livermore students enrolling in the new one-year graduate program will be designated as Fellows of the Bush School National Security Leadership Program. The program consists of four graduate courses, two offered in residence in the summer, complemented by two additional courses offered via teleconferencing, one in the fall of 2008 and one in the spring of 2009. Upon completion, students will have earned a graduate certificate in national security affairs.

During their time in residence this summer, students had opportunities to visit the first responder training facilities at "Disaster City" operated by the Texas Engineering Extension Service (TEEX) near the Bush School; one or more border stations; and the Pantex Plant,

located northeast of Amarillo and responsible for maintaining the safety, security, and reliability of the nation's nuclear weapons stockpile.

As an academic affiliate of the management team that includes Bechtel, the University of California System, and Battelle, among others, the A&M System will operate an institute dedicated to national security education and research. The Bush School certificate program will be part of the institute's multidisciplinary educational initiative, focusing on homeland and international security.

A&M System Chancellor Michael McKinney cited the System's blend of technical and policy expertise in national security as a particular strength in this partnership. "Our System's unique blend of expertise in the science and policy aspects of national and international security, combined with Texas A&M University's strong legacy of national service, positions us well to serve in this new and exciting program," he added.

"Our students are already engaged in studying some of the nation's most pressing national security issues," said Dr. Sam Kirkpatrick, executive associate dean. "This connection with Lawrence Livermore will enhance our ability to provide our students with the latest and most relevant national security information to ensure that they are prepared to deal with the security challenges facing our nation." ★

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~DR. SAM KIRKPATRICK



The first group of national security leadership students from Lawrence Livermore National Laboratory celebrate the successful completion of their summer intelligence course with Professor Jim Olson.

Nonprofit Management Program Meets Growing Demand

THE WIDELY DIVERSE NONPROFIT SECTOR HAS BECOME A MAJOR FORCE IN THE U.S. ECONOMY, generating approximately eight percent of the GNP, and over the past twenty years, expanding faster than other parts of the economy. As of 2001, some 12.5 million people worked in nonprofits, and the demand for well-educated and skilled leaders and managers continues to grow. The Bush School's nonprofit management program, which includes both a concentration in the Master of Public Service Administration (MPSA) degree and a formal graduate certificate, has quickly proven the place to be for those working in, or planning a career in, this rapidly expanding field. Students learn the basics, such as how nonprofits are organized and governed, as well as key leadership skills, including volunteer recruitment and management, and the creation and implementation of effective strategies for fundraising and other operational areas. Students completing this program are well prepared for the challenges of leadership in a range of nonprofit organizations and agencies.

The Certificate in Nonprofit Management (CNPM) has generated enormous interest since its inception in the fall of 2007. Since that time, enrollment has quadrupled, and plans are in place to offer even more opportunities for students, both online and face-to-face. While the primary purpose of the CNPM is to provide a nonprofit management education program for students not currently enrolled in a Bush School degree program, it can also supplement those programs, building upon the existing MPSA degree concentration in nonprofit management. Currently, students can study on the College Station campus or online or a combination of the two. Beginning in the 2008-2009 academic year, courses will be offered in Houston, enabling students who cannot come to College Station to have the benefit of direct faculty interaction in addition to the online option.

Recently the Bush School hosted a nonprofit forum attended by staff, board members, and volunteers of nonprofit agencies and foundations from Bryan-College Station. The aim was to help these organizations create and market a vision for their future, and to provide expert assistance in developing strategies to improve fundraising, volunteer management, accountability, and performance issues. Presenters included Bush School faculty, as well as other experts from within and outside Texas A&M.

A highlight of the forum was the presentation by Bush School students of their capstone project relating to nonprofits. Students David Brower, Evan Harlow, Jonathan Reed, and Carlie Dorshaw, under the direction of Dr. Will Brown, director of the nonprofit management certificate program, presented the results of their work for the Brazos Community Foundation and some 25 community organizations, most of whom are

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affiliated with the Foundation. The students had compiled data about the organizations' needs and analyzed the commonalities: better staff training, identifying donors and volunteers, and maintaining credibility and accountability. Local nonprofit leaders attending the forum found the data informative and useful, and noted that the forum itself was an excellent venue for enhancing cooperation among the various agencies. ★

Dean's Comments



Dick Chilcoat
Dean, Bush School

ANOTHER SUCCESSFUL ACADEMIC YEAR HAS CLOSED AND WE ARE BUSY PREPARING FOR THE NEW STUDENTS WHO WILL ARRIVE IN AUGUST. These young men and women are among the best in the nation, and I am confident that they will join the cadre of Bush School graduates already demonstrating principled leadership as they serve our nation in many capacities, at high levels of responsibility.

New programmatic initiatives are enriching our students' academic experience as well as their practical knowledge. The National Security Leadership Program is a partnership of the Bush School, Texas A&M's College of Engineering, and the Lawrence Livermore National Laboratory. The program was enabled in part because of the Texas A&M System's recent collaboration with Livermore and is part of a larger national security institute established at the System level.

The Certificate in Nonprofit Management program, now led by Dr. William Brown, continues to be enthusiastically received by our students and

the nonprofit community. As you'll see in this issue, the demand for well-educated, principled leaders in the nonprofit world is growing, and we are striving to meet that need.

Another continuing Bush School emphasis is internationalism, through our Master's Program in International Affairs (MPIA). If our students are to be effective in the wider world, we must ensure that they have the right educational offerings, travel opportunities, and informal connections with speakers from around the world. One advantage the Bush School enjoys in this arena is the growing number of students from countries other than the United States. These talented students bring a rich diversity of experience and views to classroom discussions and expand our students' horizons as they prepare to serve in government and organizations throughout the world.

Funding continues to be a challenge for the School, as it is for most vibrant academic institutions. We compete for the best students with peer institutions which are well established and have significant scholarship endowments. Additionally, we want our students to be as debt-free as possible so that they can pursue their chosen public service careers and not have to take higher paying jobs in the private sector to pay off college debts. To that end, we are striving to raise the School's endowment to a level that will allow us to provide each student with a \$10,000 scholarship per year. It's an ambitious goal, but one I'm confident we can meet, thanks to our generous supporters and alumni. We need your support and continued generosity.

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Dean Chilcoat

Once again, I want to thank all those who have contributed to the Bush School's continuing and dynamic growth—our talented and dedicated faculty, our bright and enthusiastic students, our generous financial supporters, and the many outstanding public servants who have shared their time and experiences with our students. Our graduates continue to make us—and all of you—proud, as they make a difference in government and public service throughout the world. Our charge is to ensure that our academic programs and all Bush School activities maintain the high standards our namesake, President George H. W. Bush, set when the School opened, and which continue to guide us today. ☆

The Bush School Strengthens International Focus

THE RAPID GROWTH OF GLOBALISM AND AGGRESSIVE WORLDWIDE TERRORISM are just two of the events that have transformed and expanded opportunities for public service internationally. Through its Master's Program in International Affairs (MPIA), the Bush School prepares students to meet the global challenges of the 21st Century, providing the academic knowledge, language skills, and leadership training that will enable them to make a positive difference in the lives of people around the world.

Since opening in 1997, the student body has grown by some 200 percent, with a significant percentage of that growth in international students, who bring diverse and global perspectives to the School. Currently there are some 200 students from around the world enrolled in the graduate certificate programs in Advanced International Affairs and Homeland Security, part of the more than 3,000 international students attending Texas A&M University.

That diverse student body along with outstanding faculty and an increasing understanding of the opportunities for public service worldwide has earned the Bush School national recognition for the high quality of its international programs and graduates. 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 nongovernmental international organizations.

The Bush School provides a broad range of educational offerings, travel opportunities, and events and speakers that prepares its graduates to contribute to public organizations worldwide. Because all MPIA students are required to demonstrate proficiency in at least one foreign language, the School's language lab provides software and assistance that enables students to learn one of 17 languages at their own pace.

Each year, there are several opportunities for students to travel internationally and be introduced to a wider world. Fifteen Bush School students traveled to China in May to study with the Shanghai Institute for International Studies. The trip was led by Dr. Xinsheng Liu of the Bush School. The two-week course examined China's economic development; rising influence in the global systems; foreign and security policies; and its relations with Taiwan, Korea, Japan, and the United States. With its remarkable pace of economic growth and increasing influence in international affairs, China is greatly changing the world's political and economic landscape, making this trip particularly timely for Bush School students. The students took part in orientation sessions

prior to the trip, lectures at the host institution, field trips to Shanghai and Beijing, visits to Chinese economic and foreign affairs organizations, and had extensive interactions with Chinese scholars, students, and professionals.

Other Bush School students traveled to Brussels, Berlin, and India during the academic year. The European trip was coordinated with Texas A&M's European Union Center of Excellence and focused on European foreign and security policy in a transatlantic context. Led by Bush School faculty, this seminar offered students opportunities to hear from academic experts on European security and transatlantic relations as well as visits to such sites as the European Commission, NATO Headquarters, the Council of the European Union, the German Foreign Ministry, and the German Parliament. They also took part in political, cultural, and social events designed to help further their understanding of the European Union and its relationship to the United States.

The visit to India was a two-week educational program which integrated classroom teaching with relevant site visits that focused on the economic development and the political economy of India. The program, hosted in India's capital of Delhi, introduced students currently studying public administration and international affairs to a range of economic, political, security, and cultural dimensions of the subcontinent. The seminar was held in conjunction with one of India's leading institutes of higher education, Jawaharlal Nehru University (JNU). Professor Alokesh Barua at JNU's School of International Studies was the coordinator of the program, organizing the lectures and site visits.

Students took classes on Indian history, economy, security, geo-political relations, and other areas relevant to Indian development and government. After classes, they took field trips to such places as a microfinance institution in a small village, the Ministry of Finance, and a think tank on Indian security. These educational trips continued on the weekend, when they visited places as diverse as an NGO for the blind, a research university, and the Taj Mahal. ☆

The Bush School Ranked 23rd by *U.S. News & World Report*

THE BUSH SCHOOL OF GOVERNMENT AND PUBLIC SERVICE AT TEXAS A&M UNIVERSITY was ranked twenty-third in the nation among 201 public schools in the latest 2009 *U.S. News & World Report* ranking of graduate programs in public affairs. The *U.S. News* rankings, conducted in fall 2007, are based on the national reputation of public affairs programs as determined through assessment surveys of deans, directors, and department chairs of peer programs. A diverse student body, outstanding faculty, and an increasing understanding of the opportunities for public service worldwide have earned the Bush School this national recognition for the quality of its programs and graduates.

“We’re very proud that the Bush School has achieved this impressive ranking after only 10 years in existence,” said Dean Dick Chilcoat. “The School has accomplished a lot in a very short period of time, offering not only two strong master’s degree programs in international affairs and public administration but also three certificate programs in advanced international affairs, homeland security, and nonprofit management. We also have two outstanding research institutes—the Institute for Science, Technology and Public Policy and the Scowcroft Institute of International Affairs—all of which enable us to attract a diverse group of excellent students and faculty,” he added.

In addition to the rankings, another measure of the Bush School’s progress is the growth in enrollment, from 12 students in its first year, 1997, to 196 full-time students now in residence and another 350 enrolled through extended education certificate programs. In 2007, the Bush School received accreditation from the National Association of Schools of Public Affairs and Administration (NASPAA), yet another indication of the School’s growing reputation for academic excellence. ★

Dr. William A. Brown, Program Director, Certificate in Nonprofit Management

DR. WILLIAM BROWN IS AN ASSOCIATE PROFESSOR AT THE BUSH SCHOOL and a recognized expert in the field of nonprofit management. He received a B.S. in education from Northeastern University with a concentration in human services and earned his master’s and doctorate in organizational psychology from Claremont Graduate University. Brown came to Texas A&M from Arizona State University, where he coordinated a certificate program in nonprofit management and was a faculty member with the university’s Center for Nonprofit Leadership and Management.

He has consulted with many nonprofit organizations. Recent projects include consulting with Big Brothers Big Sisters on their evaluation initiatives and working with the Filene Research Institute on the role of the board during mergers and acquisitions. Other clients include BoardSource, William Smith Institute for Association Research, Red Cross, and the YMCA. He currently serves on the board of the Association for Research on Nonprofit Organizations and Voluntary Action (ARNOVA).

Dr. Brown’s research focuses on nonprofit governance and organizational effectiveness. Recent research has explored the role of the board in community foundations and incentives for participation by board members. He has authored or coauthored over 15 research journal articles, numerous technical reports, and several practice oriented publications, and has made numerous presentations to national conferences. His work is published in various outlets including *International Journal of Volunteer Administration*, *Public Performance and Management Review*, *Nonprofit and Voluntary Sector Quarterly*, and *Nonprofit Management & Leadership*. He was recently appointed to the National Association of Schools of Public Affairs and Administration’s (NASPAA) Nonprofit Executive Committee. NASPAA is a membership and accreditation association of graduate programs in public administration, public policy, and public affairs. Some 253 U.S. universities are members of NASPAA. ★

Capstone Scholars Present to Congressional Research Service (CRS)

ON JUNE 9, STUDENTS FROM THE BUSH SCHOOL OF GOVERNMENT AND PUBLIC SERVICE AT TEXAS A&M UNIVERSITY and the LBJ School of Public Affairs at the University of Texas at Austin took part in a “Lone Star Capstone Showcase” at the Thomas Jefferson Building of the Library of Congress. This inaugural symposium was the culmination of several years’ collaboration among the Congressional Research Service (CRS), the Bush School, and the LBJ School on capstone projects of congressional interest. As a capstone client, the CRS gives student/faculty teams experience in working with a congressional agency, while at the same time the project generates high quality research that benefits Congress and can affect national policy.

Among those attending the symposium were Dan Mulhollan, director of the Congressional Research Service; Angela Evans, deputy director of the CRS; Kent Ronhovde; associate director of the CRS; Bush School Dean Dick Chilcoat; and Associate Dean Bob Wilson from the LBJ School. Staff members representing the Texas Congressional delegation were also present to hear the research results. Teams from the Bush School made two presentations: “Local Efforts to Control Illegal Immigration” and “Low Income Housing Tax Credits Allocated by the GO Zone Act of 2005.”

These integrative, team-based, applied research capstone projects are required of all Bush School students during the last year of their degree program. Led by a faculty member on behalf of a client agency, the projects are an adjunct to a rigorous series of research methods and analysis courses. The goal of the capstone program is to fully prepare students to supervise, conduct, and evaluate large-scale public policy research. Capstone students and their course instructor jointly select the client, define the project, allocate tasks, communicate with the client, and establish deadlines and ensure they are met.

“The capstone projects are fundamental to the experiential learning methodology of the Bush School,” said Dean Dick Chilcoat. “They require students to think independently, frame and analyze issues, and apply their academic knowledge as well as the skills taken from their leadership development program. Working with such prestigious clients as the Congressional Research Service shows the students how their results can affect policy at the national level,” Chilcoat added.

In addition to the CRS, other national capstone clients include the National Intelligence Council, the Department of Homeland Security, the Department of Agriculture, and the National Park Service. Capstone projects have also been conducted for state and local government entities and nonprofit organizations. A complete list of past capstone clients can be found at <http://bush.tamu.edu/research/capstones/>. ★



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learning methodology of the
Bush School.”

Dean Chilcoat

THE BUSH SCHOOL RESEARCH PUBLICATIONS FOR 2007-2008

Books

Castillo, Jason J. 2007. *Flexible Response Revisited; Assessing Pakistan's Potential Nuclear Strategies*. The Rand Corporation.

Castillo, Jason J. 2007. *Assessing the Propensity of Terrorist Groups to Acquire CBRN Weapons*. The Rand Corporation.

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Scobell, Andrew, and Roy Kamphausen, eds. 2007. *Right-Sizing the People's Liberation Army: Exploring the Contours of China's Military*. Carlisle, PA: U.S. Army War College Strategic Studies Institute.

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Bearfield, Domonic A., and M. Dubnick. N.d. "All Mega-Projects are Local? Citizen Participation Lessons from the Big Dig." *The Journal of Public Budgeting, Accounting & Financial Management*. Forthcoming.

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

Cerami, Joseph R. 2007. "New Leadership in France and the Real Work of Public Officials." *PA Times: American Society for Public Administration* 30 (12): 7.

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Dorch, Edwina, L. Jacobovich, and J. Mumpower. 2008. "The Cost of Financial Assistance and Supplements Services to Kinship Caregivers, Health and Social Policy." *Journal of Health & Social Policy*.

Engel, Jeffrey. N.d. "The Democratic Language of American Imperialism." *Diplomacy and Statecraft: Symposium on the American Empire 100 Years after Theodore Roosevelt*. Forthcoming.

Engel, Jeffrey. 2007. "Enough Already, It's Here to Stay! Why We Should Stop Probing and Prodding the Anglo-American Special Relationship." *Argentina, Newsletter of the British International Studies Association U.S. Foreign Policy Group* 2 (1): 11-14.

Lahey, Joanna N., and R.A. Beasley. N.d. "Computerizing Audit Studies." *Journal of Economic Behavior and Organization*. Forthcoming.

Lahey, Joanna N. N.d. "State Age Protection Laws and the Age Discrimination in Employment Act." *Journal of Law and Economics*. Forthcoming.

Lahey, Joanna N. 2008. "Age, Women, and Hiring: An Experimental Study." *Journal of Human Resources* 43 (1): 30-56.

Layne, Christopher. N.d. "Security Studies and the Use of History: Neville Chamberlain's Grand Strategy Re-Considered." *Security Studies*. Forthcoming.

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Millesen, J., and A. Bies. 2007. "Nonprofit Capacity Building: Who Is Doing What for Whom and to What End?" *Journal of Nonprofit Management* 11 (1): 18-27.

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Robinson, Scott E., and B. Gerber. 2007. "A Seat at the Table for Nondisaster Organizations." *The Public Manger* 36 (3): 4-6.

Robinson, Scott E., K.J. Meier, L. O'Toole, and F. Caver. 2007. "Explaining Policy Punctuations: Bureaucratization and Budget Change." *American Journal of Political Science* 51 (1): 140-50.

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Thornton, Gabriela M. 2008. "The Paradox of the Transatlantic Security Project: From Taming European Power to Dividing It." *International Politics* 45 (3).

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Research publications continued next page

Research publications continued

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Vedlitz, Arnold, Scott Poole, Jim Courtney, and Tim Lomax. 2008. "Designing a Decision Support System for Urban Infrastructure Decision Making." In *ICTs, Citizens and Governance: After the Hype*, eds. Meijer, Boersma, and Wagenaar. IOS Series on Innovation and the Public Sector.

Research Grants & Contracts

Robinson, Scott E. "The Dynamics of Collaboration in Emergency Planning for America's Schools." National Science Foundation, \$95,000.

Scobell, Andrew. "What Drives Chinese Foreign Policy?" Smith Richardson Foundation and book contract by Columbia University Press [with co-principal investigator, Andrew J. Nathan], \$150,000.

Vedlitz, Arnold. "Advancing the Resilience of Coastal Localities: Developing, Implementing and Sustaining the Use of Coastal Resilience Indicators." National Oceanic Atmospheric Administration, \$350,000.

Vedlitz, Arnold. "A Framework for Developing Novel Detection Systems Focused on Interdicting Shielded HEU." National Science Foundation/ Domestic Nuclear Detection Office, \$7,200,000.

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

Vedlitz, Arnold. "Use of Science in Gulf of Mexico Decision Making Involving Climate Change." U.S. Environmental Protection Agency, \$1,500,000.

Vedlitz, Arnold. "Utilization of Science-Based Information on Climate Change in Decision Making and the Public Policy Process, Phase 1." National Oceanic and Atmospheric Administration, \$940,000.

Bush School Expands Dual Degree Program

FOR THE PAST THREE YEARS, the Bush School has offered a dual degree program in conjunction with Texas A&M's Department of Political Science that enables students to receive both their undergraduate degree and a Master of Public Service and Administration (MPSA) degree in five years. The program is aimed at students who have an interest in careers in government service or nonprofit management.

In response to the program's academic success and to requests from students, the dual degree program has been expanded to include those studying in the University's Department of Economics. Students can now earn either a B.A. or B.S. in economics and a master's degree in five years. Those whose academic focus is public policy analysis will enter the MPSA program, while students who are more interested in international economics will enroll in the Masters Program in International Affairs (MPIA).

As in the political science program, admitted students will be enrolled in the Bush School as undergraduates in the fall of their fourth year and will be reclassified as master's degree students upon completing 116 credit hours, typically in the following semester.

In order to be eligible for the dual degree program, students must have completed all the prerequisites for either a bachelor of arts or a bachelor of science degree, as well as the other courses required for an undergraduate degree by the College of Liberal Arts and the University. Students who are admitted complete the same two-year, 48-hour curriculum as other students in the MPSA or MPIA program along with a noncredit-bearing professional internship during the summer of the fourth and fifth year for those without substantial work experience.

"This program enables students to complete six years of coursework in only five years," said Dr. Sam Kirkpatrick, executive associate dean. "Getting two degrees at the same time gets them into their chosen field more quickly and also reduces the cost of their education. Students who choose this option are highly recruited because of their obvious commitment to public service and their desire to serve," he added. ★

The Bush School Goes—and Stays—High Tech

SINCE ITS INCEPTION A DECADE AGO, the Bush School has been committed to providing students and faculty with the very best and latest technology that will enhance student learning and faculty research.

One key element of the School's technology program is a laptop computer scholarship of \$1,000 provided to all students. This funding allows them to buy a new laptop to use during their time at the School and even after graduation.

The laptops, which can be used in any classroom thanks to easily accessible power sources, are just one part of the School's technology infrastructure. In 2006, some \$133,000 was spent to upgrade classrooms in the Allen Building so that all now have the same system, enabling students and faculty to operate the same equipment in any location. A new presentation management system includes ADA compliant lecterns and video screens with electronic whiteboard technology that provide real-time annotation and other efficiencies for students. There are also guest laptop connections in each classroom.

Another key technological upgrade is in video conferencing capabilities, which allow students and faculty to communicate via video to almost anywhere in the world. This enables the School to 'share' important guest speakers with interested parties or groups across the nation or students to take part in meetings elsewhere. For example, students recently made a capstone presentation to Congress from the School, thus saving the costs of travel and accommodations while not diminishing the impact of the presentation or their ability to interact with their clients. Additionally, presentations can be recorded for archival and/or review purposes, and PowerPoint slides can be easily inserted into a video presentation.

Even the best technology requires outstanding technical support. The Bush School has a staff of four full-time professionals and two student technicians to

provide rapid response for repairs or to answer questions for faculty and students. Noted for their helpful and professional manner, the technology team is vital to the School's smooth operation.

Two recent grants from Texas A&M of some \$15,000 enabled the School to continue the upgrades of classroom technology and to maintain the current equipment. One grant made possible the purchase of a software package called "Teamspot" which facilitates group collaboration, an essential element of the School's educational philosophy. The other grant allowed the school to enhance projection equipment.

"We're committed to making sure that our students and faculty have the very latest and best technology," said Dean Dick Chilcoat. "In a world where technology changes so rapidly, that's a challenge; but one we are determined to meet," he added. ★



Students and faculty communicate via video conference to almost anywhere in the world.



Ann O'Meara Bowman
Hazel Davis and Robert
Kennedy Endowed Chair
in Government and
Public Service

Bowman Appointed to Kennedy Chair

DEAN DICK CHILCOAT HAS ANNOUNCED THE APPOINTMENT OF ANN O'MEARA BOWMAN as the inaugural holder of the Hazel Davis and Robert Kennedy Endowed Chair in Government and Public Service. She came to the Bush School from her position as the James F. and Maude B. Byrnes Professor of Government at the University of South Carolina. Professor Bowman received her doctorate from the University of Florida and taught at Texas A&M University for two years prior to going to the University of South Carolina.

In 1986-87, Dr. Bowman held the Lincoln Government Fellowship at the National League of Cities in Washington, D.C. From 1989 to 1995, she was coeditor of the Annual Review issue of *Publius: The Journal of Federalism*. She received a Fulbright award to serve as the Odense Distinguished Chair in American Studies in Denmark during 1995-96. Bowman has served as president of two organized sections of the American Political Science Association: Public Policy (1997-98) and Urban Politics (2001-02). In 1998, she won the Donald C. Stone Award for Research, given by the Section on Intergovernmental Administration and Management of the American Society for Public Administration. From 2001 to 2004, she was book review editor of the *Journal of Politics*, and she currently serves on the editorial boards of

Publius: The Journal of Federalism and *State Politics and Policy Quarterly*, and is a member of the Executive Committee of the Public Policy section.

Dr. Bowman's primary research interests are state and urban politics and administration, federalism and intergovernmental relations, public policy, the environment, economic development, and land use. Her recent publications include the seventh edition of *State and Local Government* (Houghton Mifflin, 2008, coauthored with Richard C. Kearney) and "Strength in Numbers: Why States Join Interstate Compacts" (coauthored with Neal D. Woods), which appeared in the Winter 2007 issue of *State Politics and Policy Quarterly*. The research that she and Michael Pagano conducted on urban vacant land led to the publication of *Terra Incognita: Vacant Land and Urban Strategies* (Georgetown University Press, 2004). Her work with George A. Krause on changing intergovernmental relations appears in *American Politics Research* and the *Journal of Law, Economics, and Organization*.

She is currently studying several topics including interstate relationships, the adoption of environmental policies, the institutionalization of governors' offices, and local emergency management. ★

The Bush School Responds to Scholarship Needs

SOMETIMES, SUCCESS BRINGS NEW CHALLENGES. In its first decade, the Bush School has made tremendous strides in meeting the mission articulated by its founder and namesake. The George Bush School of Government and Public Service has quickly become known for the high quality of its programs, students, and faculty, and remains committed to identifying and educating men and women of character who can lead in a new and rapidly altering world environment.

Since 1997, the School has graduated more than 330 students, 85 percent of whom have chosen careers in public service or nonprofit organizations. The need for these principled leaders is great—and growing. Almost 40 percent of the federal government's 1.9 million employees are 50 or older. The same holds true for state and local government, where more than a third of all employees are 50 or older. The situation in the nonprofit sector is equally challenging. The U.S. nonprofit sector represents the sixth largest economy in the world, with assets of \$1.76 billion and more than ten percent of the nation's workforce. It is clear that the need for well-educated, dedicated, and principled public servants will only increase.

While public and nonprofit service is indeed a noble calling, public careers are often less financially rewarding than those in the private sector. If we are going to attract the best and brightest and a diverse student body to public and international affairs education, we must ease the barriers to graduate study and offer adequate financial support so that students do not incur large debts during their graduate study and are not forced to choose higher paying jobs in the private sector in order to pay off student loans in a more timely fashion.

The Bush School's dramatic growth is a testament to how well we are meeting student and national needs. That growth has been supported by generous donations that have significantly improved scholarship funding at the Bush School. Examples of our donors' generosity include the Harriet and Joe Foster '56 Fellowship which provides \$10,000 per year for Bush School students planning to work in the nonprofit sector. The Fosters' generous gift will continue for 20 years. The Ed Rachal Foundation recently donated \$100,000 earmarked for student fellowships. For the past five years, the Kennedy Memorial Foundation has given an annual \$10,000 grant to support Bush students on summer internships, which enables students to gain valuable real-world experience during their studies.

Despite these and other donations, enrollment growth has resulted in an overall reduction in scholarships for current students. The average Bush School scholarship now covers only 30 percent of the total cost for a student. Reversing that declining trend in per student support and substantially increasing financial aid are crucial to the School's future success. We want to provide more and larger scholarships so that prospective students do not have to consider other universities offering more attractive financial aid assistance. The current scholarship endowment of \$15.5 million will need to increase significantly if we are to meet our strategic enrollment goals. We seek an endowment that would enable us to provide \$10,000 scholarships for each of 200 Bush School students in perpetuity. Additional information on how friends and donors can assist Bush School students will be forthcoming as we develop a plan that will help ensure that all deserving students are able to take advantage of the outstanding education offered by the Bush School. ★



The Bush School Offers a Wide Range of Speakers

Students, faculty and staff of the Bush School, Texas A&M, and the local community have had the opportunity to hear from a number of experts on a variety of important topics over the past year. Presented through several speaker series, these individuals enhance the classroom experience for Bush School students and enrich the University and community intellectual environment.

The *Brown Bag Seminar Series* includes weekly lectures from Bush School and other invited faculty about their current research. Some of the spring semester speakers included

Peter Hugill (Bush School, TAMU) – *American Challenge to British Hegemony, 1861-1944*;

John McCusker (joint with Economics) – *Mercantilism and Early British America*;

Len Bierman (Mays School, TAMU) – *Public Policy Regulation and Social Norms--Beyond the 55 Mile Per Hour Speed Limit!*

Larry Napper and Mike Desch (Bush School, TAMU) – *The Next Phase in Iraq: Analysis and Predictions*;

Karthik Muralidharan (Harvard and UCSD) – *Teacher Performance Pay: Experimental Evidence from India*;

Xiaobo Zhang (International Food Policy Research Institute) – *Financial Development and Cluster-Based Industrialization in China*; and

Jeff Engel (Bush School, TAMU) – *The China Diary of George H.W. Bush: The Making of a Global President*.

The Conversations in Leadership offers Bush School students an opportunity to meet prominent public service leaders during informal luncheon conversations. During these meetings, Bush School students can discuss various aspects of leadership with visiting leaders from the University and public and nonprofit agencies. The monthly sessions are organized by Bush School students in coordination with the leadership program staff.

This year's presenters included

Jim and Meredith Olson (Bush School) – "Our Life in the CIA" and

Mayor Ben White (College Station) – "A Career in Local Government and Non-Profits."

Past speakers have included retired generals, senior administrators from Texas A&M, and U.S. government officials.

A new speaker series was inaugurated this year in the MPSA program, a joint effort with the Institute for Science, Technology and Public Policy. Speakers this year included Beryl Radin, Scholar in Residence at American University in

Washington, D.C. and Bryan Jones, the Donald R. Matthews Distinguished Professor of American Politics and Director of the Center for American Politics and Public Policy at the University of Washington.

Throughout the academic year, the Scowcroft Institute of International Affairs' (SIIA) National Security Seminar Series offers special events, such as a private screening of "Charlie Wilson's War," with an introduction by Jim Olsen, senior lecturer and CIA-Officer-in-Residence at the Bush School, who put the film in context for attendees. The Institute's robust program also included a conference on Leadership and National Security Reform: The Next President's Agenda at the Annenberg Presidential Conference Center, the invitation only Lone Star National Security Forum at Garrett Creek Ranch in Paradise, Texas, as well as a full slate of speakers on a range of national security issues. These speakers included

LTC John Nagl, United States Army, and Dr. Marylin Young, New York University;

John Parachini, director, Intelligence Policy Center, RAND Corporation;

James Oberwetter, former United States ambassador to Saudi Arabia;

Thomas Mahnken, deputy assistant secretary of defense;

Alan Dobson, professor of politics and director, Institute for Transatlantic, European and American Studies, University of Dundee;

Ambassador Larry Napper, senior lecturer and Ambassador-in-Residence, Bush School;

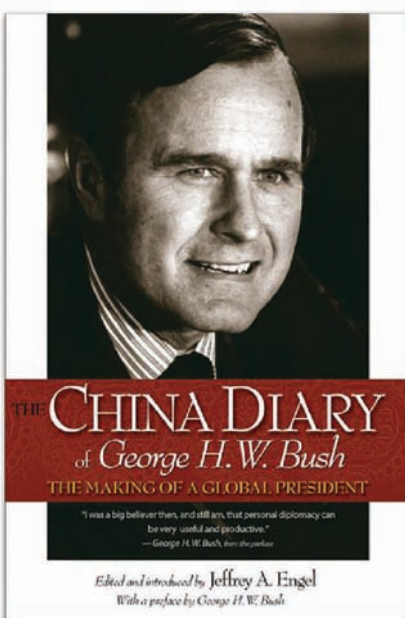
Fredrik Logevall, professor of history, Cornell University;

Doug Menarchik, assistant administrator for Europe and Eurasia, USAID; and

Evan Thomas, editor of *Newsweek*, through the Lenore and Francis Humphrys International Speakers Program.

The Institute also sponsors the Meet the Author Series, which this semester presented Michael C. Desch, director of the SIIA, holder of the Bush School's Robert M. Gates Chair in Intelligence and National Security, and author of *Power and Military Effectiveness: The Fallacy of Democratic Triumphalism*; and Jason Parker, assistant professor of history at Texas A&M and author of *Brother's Keeper: the United States, Race and Empire in the British Caribbean*. ★

The China Diary of George H.W. Bush: The Making of a Global President



AT A TIME WHEN CHINA'S INFLUENCE IN THE WORLD IS ON THE RISE, Professor Jeffrey Engel, assistant professor of history and public policy at the Bush School, has enabled a unique, personal view of that country from the perspective of a future president. Engel has edited the diary kept by President George H.W. Bush during the time he headed the United States Liaison Office (USLO) in China and was the de-facto ambassador from October 1974 until December 1975, a time when the United States and the People's Republic of China did not have formal diplomatic relations. The official U.S. embassy was in the Republic of China on the island of Taiwan since the U.S. did not recognize the Communist regime on the mainland, which had emerged after the Chinese civil war.

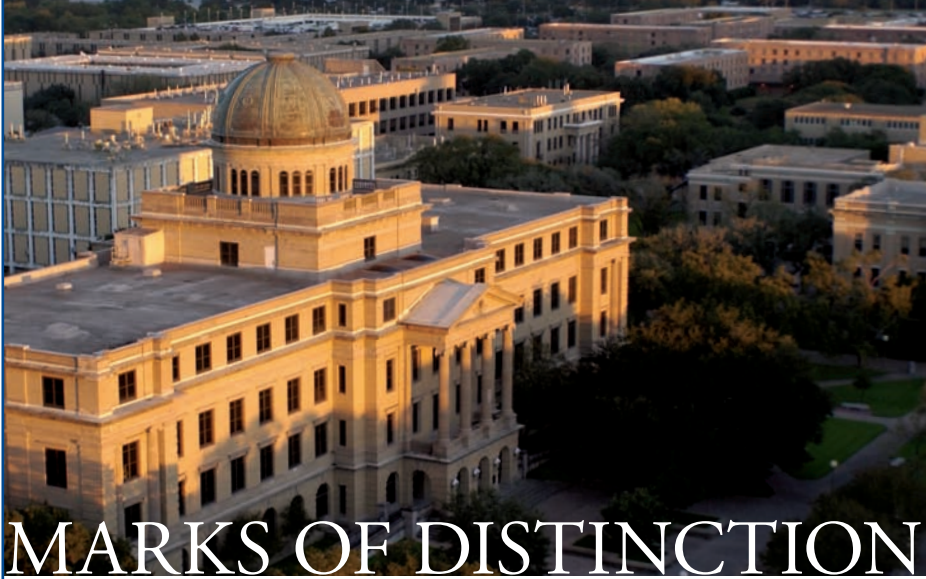
At the time Bush went to China, there was minimal contact between the two nations—little trade, only occasional cultural exchanges, and few if any formal talks between the two governments. As chief of the Liaison Office, Bush held a crucial, if ill-defined position, yet his diplomatic efforts in that role would pay dividends in the years to come. His diary not only offers a unique look into a critical period of U.S.-China relations but also

demonstrates how Bush's efforts at personal diplomacy shaped his world view and his future actions as president and commander in chief. In addition to skillful editing, Engel also provides important historical context for the diary, written at a time when Americans were literally being 'reintroduced' to China.

President Nixon's dramatic visit to China had taken place in February 1972, when he traveled to Beijing for an historic encounter with Chairman Mao Tse-Tung. Arranged in secret, the diplomatic breakthrough shocked the world and ended more than two decades of noncommunication between the two international powers.

Because Bush did not expect the diary to ever become public, he was unusually candid in his descriptions of U.S. and world affairs, providing what Engel calls a "sketchbook" for his future diplomacy. Throughout the diary, Bush describes his struggles to form meaningful relationships with China's top leaders, who were dealing with their own political upheavals and anticipated changes in leadership. He is equally candid about U.S. political figures from Gerald Ford to Donald Rumsfeld and Henry Kissinger. And because the diary is personal rather than official, Bush also describes his personal encounters with the Chinese people, including his bicycle treks around Beijing, his experiences with Chinese food and language, and even his tennis games with non-English speaking opponents.

Engel is interim director of the Scowcroft Institute of International Affairs. In addition to the *China Diary*, published by Princeton University Press, he is the author of *Cold War at 30,000 Feet: the Anglo-American Fight for Aviation Supremacy*, published by Harvard University Press, and is editor of *Local Consequences of the Global Cold War*, published by Stanford University Press and Woodrow Wilson Center Press. ★



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