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A Proposal to Establish Brown University's School for International and Public Affairs



BROWN

I. INTRODUCTION

This is a proposal to establish a new School for International and Public Affairs at Brown University. Building on a decade of growth within the Watson Institute and across its many partnering units throughout campus, the new school will meet the educational needs of our students and the analytical challenges of our historic moment. In so doing, the school will elevate and foster the visibility of Brown as a leading generator of research and teaching on the great global issues of our time, and a leading partner and facilitator for knowledge creation and mutual learning worldwide.

While many of our peer institutions now have schools of public policy or international affairs, Brown's new school will be particularly impactful precisely because of its deep embeddedness in a university-wide ecosystem. Just as Brown's excellence more broadly is anchored in our campus-wide culture of multidisciplinary learning and collaboration, so too will Brown's new School for International and Public Affairs achieve distinction and further the University's global reputation by ever-more deepening its interconnectedness with centers of excellence all across campus.

Our goals are ambitious, but achievable. Building a distinctive School for International and Public Affairs, as will be described in this proposal, will require some additional investments in our faculty, staff, and students, but given the growth that has already been achieved over the past decade in Watson and its partners, these additional investments need only be modest, and are within Watson's current fundraising targets.

The most important reason for the University to establish a School for International and Public Affairs is that we can do so in a uniquely "Brown" fashion, one decidedly different from what our peers do, and because of that difference, one particularly well-situated to exemplify educational excellence and leadership at a time of great societal need.

The new school's distinctiveness, rooted in achievements and practices that have already been amply demonstrated in recent years, will hinge on several characteristics:

- The continued capacity of units at Brown to engage in collaborative, multidisciplinary teaching and research, thus bringing to our study of societal challenges not just the social sciences, but also the STEM disciplines, medicine, and the humanities. Examples of such collaborations to date include Watson's work with the Center for the Study of Slavery and Justice to promote research and teaching on the comparative study of the historical legacies of enslavement across time and place;¹ collaborative efforts between Watson and the School of Public Health on global health security;² the partnership between Watson and the Brown Arts Institute to promote documentary film as a vehicle for exploring contemporary social change;³ and collaborations between Watson and Computer Science to offer research and teaching on cyber security.⁴ **Rather than existing as a silo, Brown's School for International and Public Affairs will instead be a hub and catalyst for globally-focused, policy-relevant research throughout a university-wide ecosystem.**
- An approach to research and teaching that couples deep knowledge about global regions and cultures — the type of knowledge that most frequently comes from the humanities and humanistic social sciences — with substantive knowledge about, and analytical tools for the

1 This work is now anchored in a jointly-funded postdoctoral fellow position (shared between Watson and CSSJ) currently held by Dr. Marcelo Ferraro, an historian conducting comparative work on the legacies of enslavement and historical patterns of racialized violence in Brazil, Cuba, and the United States. Dr. Ferraro now teaches a junior seminar on the topic, a course listed in both Africana Studies and Watson's undergraduate concentration, International and Public Affairs.

2 This work has involved the Watson Institute's collaborations with SPH faculty member Professor Jennifer Nuzzo, the SPH Pandemic Center that she directs, and plans to develop a course relevant for undergraduates and graduate students on managing policy responses to future pandemics.

3 This work is anchored in Watson and BAI's "John F. Kennedy, Jr. Initiative for Documentary Film and Social Progress."

4 Watson and CS's partnership has led to the delivery of the Policy Track in the online Master of Science of in Cybersecurity degree program. Additional collaborations are under discussion for new efforts surrounding the topic of cyber, privacy, and the responsible use of data.

evaluation of, particular areas of public policy. We can already witness the efficacy of this approach in the education received by our Master of Public Affairs (MPA) students. Those students in their core curriculum receive extensive training in econometrics, statistics, and program evaluation, while at the same time studying comparative global policy-making with faculty who have particular country- or region-specific expertise. Many of our students then serve as research assistants in projects anchored in Watson's regionally-focused centers.⁵

- A demonstrated and unique ability to study societal challenges in a truly global, comparative context, one that rejects the traditional separation of the American from the "foreign," and one that embraces the notion that transformative understanding and impact can best be achieved by engaging knowledge across multiple global contexts.⁶
- An abiding belief, central to Brown University's Diversity and Inclusion Action Plan, that only through inclusivity and diversity can we achieve the kind of creative energy, rigor, and excellence needed to meet the challenges of our time.

Because the University for well over a decade has supported growth in the teaching and research missions of Watson and collaborating units across campus, we are now well prepared to deliver on the opportunities and promise embodied in the establishment of a new school.

As part of its 2013 "Building on Distinction" strategic plan, Brown University in recent years has focused assiduously on better enabling Watson and collaborating units to address urgent matters of societal concern through our teaching, research, and public outreach efforts.

This focus has generated significant results:

- New faculty hires, jointly appointed in Watson and partnering social sciences departments (e.g., Anthropology, Economics, Education, History, Political Science, Sociology) that have enriched the University's scholarly community and underscored the essential bond between diversity and excellence.
- A new Postdoctoral Fellows program that not only has expanded our scholarly reach and reputation worldwide, but has also become a source of new faculty hires⁷ and innovative teaching for multiple departments within Brown.
- New additional joint Postdoctoral Fellow positions with the Center for the Study of Race and Ethnicity in America, the Center for the Study of Slavery and Justice, and the School of Public Health that have deepened our collective understanding of the historical legacies of enslavement, persistent problems of racial injustice, and ongoing challenges surrounding health access and equity.

⁵ Each year, we pair outstanding MPA students -- our "Director's Fellows" -- with Watson centers to conduct globally-focused research projects. Director's Fellows Projects for AY22-23 include "Afghan Evacuee Needs Assessment" (with the Center for Human Rights and Humanitarian Studies), "Chinese Foreign Policy through the Lens of Key Bilateral Relationship" (with the China Initiative), "Reproductive Rights and Mobilization in the Middle East and North Africa" (with the Center for Middle East Studies), "Development and Demography: Gender, Family, and a Generation of Change in Africa (with the Africa Initiative), "In the Wake of George Floyd: Responses to Anti-Black Racism in Rhode Island" (with the Center for Latin American and Caribbean Studies).

⁶ The 2015 merger of the Taubman Institute for American Politics and Policy with the Watson Institute brought the study of the U.S. into the Institute, thus making Watson's breadth truly global, and reaffirming the idea that every region, including the United States, is best studied through global comparison. Recent examples of comparative work at Watson include Watson and the Center for Middle East Studies' 2022 conference on "Rethinking Binational Cities: Israel/Palestine and Beyond," an exploration across time and space of cities worldwide that encompass multiple nationalities; the Center for Human Rights and Humanitarian Studies' research program on "Civil-Military-Police Coordination During National Responses to Covid-19" that compared responses in Australia, New Zealand, and the United States; the Center for Middle East Studies' 2022 conference "Struggling for Reproductive Rights: Perspectives from Latin America, the Caribbean, and the Middle East;" and Watson's 2020 program with CSSJ, in the wake of the George Floyd killing, on "Challenges to Global Anti-Black Racism: A Conversation."

⁷ Former Watson postdocs are now tenure-track faculty in American Studies, Economics, and Education at Brown.

- A new master's program in public affairs (MPA) and a joint master's in public affairs and public health (MPA-MPH, with the School of Public Health) that together underscore our commitment to graduate education for individuals seeking careers in public service.
- A new undergraduate concentration, International and Public Affairs (IAPA), that emphasizes the importance of globally comparative, cross-disciplinary, and publicly engaged education for our students.
- New campus-wide funding opportunities that support faculty, graduate student, and undergraduate research and language study.⁸
- Regionally-focused research centers and programs (e.g., the Saxena Center for Contemporary South Asia, the Center for Middle East Studies, the Center for Caribbean and Latin American Studies, the Brazil Initiative, the Africa Initiative, the China Initiative) that have fostered knowledge creation and deep learning about key regions and cultures of the world, galvanized global studies across Brown's campus community, and built critical ties between Watson, the humanities, and the humanistic social sciences that specialize in region-specific teaching and research.⁹
- Topically-focused research centers and projects (e.g., the Center for Human Rights and Humanitarian Studies, the Rhodes Center for International Economics and Finance, the Climate Solutions Lab, and the Costs of War project) that foster multi-disciplinary research¹⁰ that not only generates exceptional learning opportunities for students,¹¹ but also informs policy makers across the world.
- A new building, Stephen Robert Hall, conceived on the premise that learning is a fundamentally social experience, and designed with extensive study and meeting spaces for the entire Brown community.
- An expanded communications and public programming effort that ensures not only that our message gets out to worldwide audiences, but that we simultaneously open ourselves up to learning from worldwide talent, including from our immediate neighborhood in Providence.

Taken together, these developments reflect and embody core elements of Brown's mission: the determination to cultivate knowledge in a spirit of free and open inquiry, the aspiration to achieve transformative impact, the actualization of the belief that education and scholarly inquiry are vital to the advancement of society, and an abiding commitment to foster a more just and peaceful world.

Establishing a new School for International and Public Affairs at this juncture represents an opportunity for the Brown University community to ensure that what we have built continues to grow and mature. The designation "school" is important for several reasons:

- What the University community has built within the Watson Institute and through Watson's collaborations with units across campus now encompasses the elements that in our most competitive and prominent peer institutions (e.g., Princeton, Harvard, Chicago, Yale, Berkeley,

⁸ Examples include Watson Institute undergraduate fellowships for language study; Saxena Center funding for undergraduate and graduate field work and language study; Center for Middle East Studies research travel awards for undergraduates and graduates; Center for Latin American and Caribbean Studies undergraduate research awards and grants for pre-dissertation research; and China Initiative research and language study grants for undergraduates, graduate students, and faculty.

⁹ Examples of bridges to the humanities and humanistic social sciences include the Saxena Center's 2018-2019 "Art History from the South" seminar series, the Brazil Initiative's 2021 "Cine Brasil" film and seminar series, and the Center for Middle East Studies' "Islam and the Humanities" research initiative.

¹⁰ Note the Costs of War project's extensive research paper series (<https://watson.brown.edu/costsofwar/papers>), and CHRHS's 2019 report for the U.S. Department of State on "Civilian-Military Interaction in Conflicts: Best Practices and Perceptions,"

¹¹ For example, note CHRHS's Student Clinic for Immigrant Justice that trains students to assist with the provision of legal services to asylum seekers; CHRHS's supervision of independent study projects on humanitarianism and conflict; the "Politics of Climate Change" course that has emerged from the Climate Solutions Lab; and the Watson IAPA gateway course "The Costs of War" that emerged from the Costs of War project.

Cornell, Michigan, etc.) are organized together under what are termed “schools,” whether schools of public and international affairs, schools of public policy, or schools of global affairs.

- Establishing a comparable school at Brown would increase the visibility of Brown’s commitments to – and achievements in -- globally-focused, policy-relevant research and teaching; would appropriately signal to multiple external stakeholders that Brown is fully committed to this area; and, as a result, would enhance our efforts to recruit the faculty, students, and global partners necessary for continuing our advance toward excellence.

The fraught state of world affairs today, pressing matters of global equity and justice, and growing doubts societally about the relevance and value of higher education make it imperative that we as a university redouble our efforts to step up, to do so in ways that further energize research and teaching all across campus, and to do so in a manner that is highly visible to external audiences and stakeholders throughout the world. The establishment of a new School for International and Public Affairs can and should be a key element of our response.

II. ESTABLISHING A SCHOOL WITH DISTINCTION

That a new School for International and Public Affairs will bring tangible benefits to the University community is important. An equally important consideration is that Brown can establish a school that is at once distinctive and different from that which already exists in the broader educational marketplace.

Benchmarking: The Competitive Arena for Schools of Public Policy and International Affairs

As indicated by **Table 1**, competing schools have sought differentiation in a variety of ways.

Table 1. Profiles of Public and International Affairs Schools

School	Mission and Objectives	Degrees	Research Centers
Harvard (Kennedy)	The John F. Kennedy School of Government at Harvard University is a graduate and professional school that brings together students, scholars, and practitioners who combine thought and action to make the world a better place. Our mission is to improve public policy and public leadership across the United States and around the world so that people can lead safer, freer, and more prosperous lives.	<ul style="list-style-type: none"> ▪ Master in Public Policy (MPP) ▪ Master in Public Administration in International Development (MPA/ID) ▪ Master in Public Administration (MPA) ▪ Mid-Career Master in Public Administration (MPA) ▪ Ph.D. in Political Economy & Government ▪ Ph.D. in Public Policy ▪ Ph.D. in Health Policy ▪ Ph.D. in Social Policy 	<ul style="list-style-type: none"> ▪ Ash Center for Democratic Governance and Innovation ▪ Belfer Center for Science and International Affairs ▪ Carr Center for Human Rights Policy ▪ Center for International Development ▪ Center for Public Leadership ▪ Institute of Politics ▪ Malcolm Wiener Center for Social Policy ▪ Mossavar-Rahmani Center for Business and Government ▪ Shorenstein Center on Media, Politics and Public Policy ▪ Taubman Center for State and Local Government

Princeton (SPIA)	At the School of Public and International Affairs, we teach undergraduate and graduate students how to approach policy challenges thoughtfully and analytically. Our distinctive multidisciplinary course of study strikes a balance between theory and practice.	<ul style="list-style-type: none"> ▪ Master in Public Affairs (MPA) ▪ Master in Public Policy (MPP) ▪ Ph.D. in Public Affairs ▪ Undergraduate concentration in public and international affairs ▪ Ph.D. in Social Policy 	<ul style="list-style-type: none"> ▪ Bendheim-Thoman Center for Research on Child Wellbeing (CRCW) ▪ Center for Arts and Cultural Policy Studies (CACPS) ▪ Center for Health and Wellbeing (CHW) ▪ Center for Information Technology Policy (CITP) ▪ Center for International Security Studies (CISS) ▪ Center for the Study of Democratic Politics (CSDP) ▪ Kahneman-Treisman Center for Behavioral Science & Public Policy ▪ Niehaus Center for Globalization and Governance (NCGG) ▪ Princeton Survey Research Center (SRC)
Yale (Jackson)	The Jackson School of Global Affairs offers interdisciplinary academic programs that inspire and prepare Yale students for global leadership and service.	<ul style="list-style-type: none"> ▪ Master of Public Policy in Global Affairs ▪ Master of Advanced Study in Global Affairs ▪ BA in Global Affairs 	<ul style="list-style-type: none"> ▪ Johnson Center for the Study of American Diplomacy ▪ International Leadership Center ▪ International Security Studies ▪ Kerry Initiative ▪ Leitner Program on Effective Democratic Governance
Columbia (SIPA)	SIPA provides committed students with the necessary skills and perspectives to become responsible leaders in the public, private and nonprofit sectors. The School's mission, which has evolved over the years, stays true to this history: to support the global public interest by educating students to serve and to lead, and to produce and share new knowledge on the critical public policy challenges facing the global community.	<ul style="list-style-type: none"> ▪ Master of International Affairs (MIA) ▪ Master of Public Administration (MPA) ▪ Executive MPA ▪ MPA in Economic Policy Management ▪ MPA in Environmental Science and Policy ▪ MPA in Development Practice ▪ Ph.D. in Sustainable Development 	<ul style="list-style-type: none"> ▪ Center for Development Economics and Policy (CDEP) ▪ Center on Global Energy Policy (CGEP) ▪ Deepak and Neera Raj Center on Indian Economic Policies ▪ Saltzman Institute of War and Peace Studies (SIWPS)
UC Berkeley (Goldman)	As a professional school of public policy grounded in scholarly practice, we mobilize the rich intellectual resources of our campus to provide a transformational academic and cultural experience that instills standards of excellence and a deep sense of pride in one's work, learning community, peers, and academic home, the Goldman School at the University of California, Berkeley	<ul style="list-style-type: none"> ▪ Master of Public Policy ▪ Master of Public Affairs ▪ Master of Development Practice ▪ Ph.D. program in Public Policy 	<ul style="list-style-type: none"> ▪ Berkeley Opportunity Lab ▪ California Policy Lab ▪ Center for Security in Politics ▪ Center for Studies in Higher Education ▪ Center on Civility and Democratic Engagement ▪ Center on Environmental Public Policy ▪ Food Labor Research Center ▪ Global Policy Lab ▪ Institute for Research on Labor and Employment ▪ Risk Resilience Research Lab

<p>University of Michigan (Ford)</p>	<p>The Ford School the University of Michigan is a community dedicated to the public good. We inspire and prepare diverse leaders grounded in service, conduct transformational research, and collaborate on evidence-based policymaking to take on our communities' and our world's most pressing challenges.</p>	<ul style="list-style-type: none"> ▪ Master of Public Policy ▪ Master of Public Administration ▪ Master of Public Affairs ▪ Joint Ph.D. in Public Policy (with Economics, Political Science or Sociology) ▪ BA in Public Policy 	<ul style="list-style-type: none"> ▪ Center for Finance, Law and Policy ▪ Center for Local, State and Urban Policy ▪ Center for Public Policy in Diverse Societies ▪ International Policy Center ▪ Weiser Diplomacy Center
<p>Chicago (Harris)</p>	<p>We work at the frontiers of data collection and analysis, using the latest technology and social science methods to design policies that work for society. We conduct rigorous inquiry in an environment of innovation and risk taking, fearlessly questioning the status quo. We collaborate across the private, public, and nonprofit sectors, adopting new methodologies to drive better solutions. With passion and precision, we figure out what's best for society— and get it done. This is Harris Public Policy: Social impact, down to a science.</p>	<ul style="list-style-type: none"> ▪ Master of Public Policy ▪ MS in Computational Analysis and Public Policy ▪ MA in Public Policy with Certificate in Research Methods ▪ MA in Public Policy ▪ Ph.D. program ▪ BA in Public Policy 	<ul style="list-style-type: none"> ▪ Pearson Institute for the Study and Resolution of Global Conflicts ▪ Energy Policy Institute ▪ International Innovation Corps ▪ Urban Labs ▪ Center for the Economics of Human Development ▪ Center for Economic Policy ▪ Center for Effective Government ▪ Center for Health Policy ▪ Center for Human Potential and Public Policy ▪ Center for Impact Sciences ▪ Center for Municipal Finance ▪ Center for Survey Methodology ▪ Cyber Policy Initiative
<p>Brown (Watson)</p>	<p>The Watson Institute for International and Public Affairs at Brown University seeks to promote a just and peaceful world through research, teaching, and public engagement. The Watson Institute is dedicated to meaningful social science research and teaching, and animated by the conviction that informed policy can change systems and societies for the better.</p>	<ul style="list-style-type: none"> ▪ BA in International and Public Affairs ▪ MPA ▪ Graduate Program in Development 	<ul style="list-style-type: none"> ▪ Center for Human Rights and Humanitarian Studies ▪ Brazil Initiative ▪ China Initiative ▪ Africa Initiative ▪ Saxena Center for Contemporary South Asia ▪ Center for Latin American and Caribbean Studies ▪ William Rhodes Center for International Economics and Finance ▪ Taubman Center for American Politics and Public Policy ▪ Center for Middle East Studies ▪ Climate Solutions Lab ▪ Costs of War Project

Several — including the Ford School at Michigan, the Goldman School at Berkeley, the McCourt School at Georgetown, and the newly-established Brooks School at Cornell — place at their core a focus on specific policy areas (e.g., health policy, health equity, labor and employment, environmental policy, racial justice, etc.). This focus tends to be fixed primarily, and in many cases exclusively, on the American case. Indeed, when virtually all major schools of public policy or public and international affairs develop policy-centric centers, they do so from a predominantly American perspective.

Whereas other schools tend to be U.S.-centric, a new School for International and Public Affairs at Brown would operate on the premise that such a focus not only excludes a wide variety of phenomena across various nations and regions, but also, in neglecting the comparative context, risks severely misconstruing the American experience as well.

Other top schools, most notably the Chicago Harris School, seek differentiation by emphasizing a particular methodological point of view. In Chicago's case, that focus is on quantitative social science. Describing itself with the motto "social impact, down to a science," the Chicago Harris School across its various focus areas — health policy, economic policy, municipal finance, cyber policy — pushes, to varying degrees of effect, quantitative research and the precise measurement of societal impact.

Whereas other schools tend to be methodologically restrictive and exclusionary, a new School for International and Public Affairs at Brown would wholeheartedly support rigorous social science, but would do so through the principle that rigor can be achieved through a wide range of methods. Indeed, the new School would embrace the principle that through the combination and interaction of multiple methods — including the quantitative, the computational, the historical, and the ethnographic — novel insights can be achieved. Moreover, the new School would emphasize that deep knowledge about regions — that which traditionally has been associated with "area studies" — isn't simply an informer of rigorous research, but is instead part and parcel of such research.

Still other schools, including the recently-established Yale Jackson School, emphasize their global outlook. But, in the Yale Jackson School's case, and to a large extent in the Harvard Kennedy School's as well, the notion of global affairs is centered on the nation-state, diplomacy, and geopolitics (often from the perspective of Washington, DC), with the concomitant idea that students should be trained to envision effective leadership as primarily pertaining to these domains.

Whereas other schools tend to equate the global with the geopolitical, the new school at Brown would emphasize and foster a far broader understanding of the global. Some of our work today appropriately focuses on the geopolitical and the geostrategic. Yet, we recognize and embrace the idea that many of the most important aspects of societal change — whether they unfold at the local, national, or regional level — are best understood through international comparisons across time and space. The comparative method permits us, on the one hand, to understand that phenomena that appear alike (e.g., the rise of right-wing populism across numerous Western democracies, inter-ethnic strife across numerous divided societies, concerns about protections of data privacy and internet sovereignty across numerous nations) often differ substantially depending on the particular national and cultural context. Yet, that same method permits us, on the other hand, to see that seemingly disparate phenomena (e.g., the increasing shift to centralized authoritarianism in China, a widening partisan gap in the United States, and shifting workplace relations in Switzerland) are actually particular national responses to a similar set of pressures (e.g., rapid technological change in a globalized context). Through comparisons across time and place, we achieve greater understanding of others, and greater understanding of ourselves.

Finally, there is a particular set of schools — the Columbia School of International and Public Affairs, the Princeton School of Public and International Affairs, and the Harvard Kennedy School — that, through sheer size and scope of operations can afford to appear as everything to everyone. Given the scale of their respective faculties, these institutions, with varying levels of success, are able to maintain research across multiple global locales and policy domains, all while offering a variety of degree programs (e.g., MPA, MPP, MPA in Global Leadership, MPA in Economic Policy Management, Ph.D. in Public Policy, etc.) across the full academic spectrum.

At Brown, in general, and certainly with respect to a new School for International and Public Affairs, we cannot and do not seek to compete on the basis of scale. To attempt to do so would risk wasting vital resources, and duplicating forms of scholarship and education that are already available in the academic marketplace. Even more important, attempting to compete on the basis of scale, on an American-centric conception of policy, a single methodological approach, or a narrow view of what constitutes the "global" would ignore Brown's unique culture and our unique source of competitive advantage. Indeed, as will be discussed below, the key advantage and key source of distinctiveness for a new school at Brown hinges on its deep embeddedness in a campus-wide ecosystem.

Brown's Advantage: Boundary-Breaking Multidisciplinarity and Cross-Campus Collaboration

At Brown, whether for the University as a whole or its new School for International and Public Affairs, our "secret sauce" resides in our ability and willingness to work in a multidisciplinary fashion across traditional academic and organizational boundaries. The new school at Brown would have no need and no interest in fully duplicating within its walls disciplines and fields that are already well-represented at Brown. Indeed, the key to the new school's success lies in its ability to become not an island, but instead a vital and deeply embedded element in a dynamic, rapidly evolving, and steadily changing university ecosystem.

The new school alone will not be the world's foremost center for the study of global health security. But, working with the School of Public Health and related departments, we together can make Brown the world's foremost center for such study. The new school alone will not be the world's go-to source for understanding the political and social ramifications of cyber technologies, but working together with the Data Science Initiative, Computer Science, Engineering, and other units, we can make Brown that source. The same is true for the historical legacies of enslavement, climate change, inequality and opportunity, and every other critical area in which we conduct research, teaching, and public outreach.

The distinctiveness and, ultimately, the success of the new School for International and Public Affairs at Brown are entirely contingent on the new school's ability to be multidisciplinary within its boundaries, and, still more important, deeply collaborative beyond its boundaries. This endeavor is about far more than just a school. It's about an ecosystem.

At a practical level, the new school's embeddedness will permit it to operate at a somewhat smaller scale than peer institutions, since collaboration and cross-fertilization across units obviates the need for the duplication of resources that inevitably occurs when units are siloed.

As indicated by **Table 2**, peer schools of public policy and international and public affairs operate at a variety of scales. A school at Brown, if we were just to consider the size of Watson today, it would operate at the smaller end of the spectrum. But, some of the larger institutions like the Harvard Kennedy School have effectively opted to reproduce full economics departments or political science departments within their boundaries, a move that would make absolutely no sense at Brown. As will be discussed in Section VI, the point is that with a modest expansion of jointly-appointed faculty, the new school at Brown, precisely because of its ability to partner with units across campus, will be well-situated to deliver all that our peers do.

Table 2. Faculty and Students at Selected Schools, 2021

School	Number of Tenure Stream Faculty	Staff	Undergrad Students	Masters Students	Ph.D. Students
Brown (Watson)	28*	27	386	101 ^a	8 ^b
Yale (Jackson)	12	21	60	73	0
Berkeley (Goldman)	26	46	0	100	12
Michigan (Ford)	33	89	160	313	36
Princeton (SPIA)	88*	135	223	133	38
Chicago (Harris)	53	116	599	577	46
Harvard (Kennedy)	65	277	0	1144	69
Columbia (SIPA)	47	123	0	1033	33

* Tenure stream faculty at Watson and Princeton are jointly appointed with a disciplinary department and divide their effort; ^a The MPA '21-22 class size exceeded the 65 student target due to pandemic-related challenges in predicting yields; ^b Pertains to Brown Ph.D. students involved in one-year Watson GPD program fellowships

Moreover, given the University's careful management of the Watson Institute's endowment, the Institute is well-positioned financially to compete with top schools. Comparing resources across schools is challenging, since the division of critical expenditures (e.g., faculty salaries, graduate student support, etc.) between the individual academic unit and the university's central administration differs from university to university, and generally is left opaque to outside observers.

Nonetheless, reported endowment and budget levels in the spring of 2020 provide some indication of how Watson compares to some of its peers. At that point in time, the value of Watson's endowment stood at \$224.2M, and Watson's annual budget was just over \$10M. Columbia University's School of International and Public Affairs, though substantially larger than Watson in scale (its budget that year was \$84.6M), reported an endowment at that time of \$123.2M. Michigan's Ford School in 2020 reported an endowment of \$49.4M, and a budget of \$20.3M. The point is that Watson in budgetary terms is still relatively small, but it already has resources available that can support the modest growth necessary for the new school to thrive in Brown's collaborative ecosystem.

That said, the real virtue of cross-campus partnerships isn't that they permit us to save money by doing more with less. Rather, the real value of Brown's culture of collaboration and multidisciplinary is that it enables us to do things differently, and, frankly, better. With collaboration comes originality, boldness, and insight. Because we can work across disciplinary, methodological, and organizational divides, we can break through traditional intellectual boundaries, and in so doing, shed desperately-needed new light on the great societal challenges of our moment.

We know the model works, for we have witnessed it in action in the recent growth experiences of Watson and its partners across campus. As evidenced by the faculty we have recruited jointly with units across campus, the research centers we have fostered that serve constituencies across Brown and beyond, and the academic programs we have developed for undergraduates and graduate students alike, the Watson Institute's methodologically-ecumenical approach expressly seeks to couple in-depth knowledge of a wide variety of global regions with the tools of analysis and academic expertise associated with the study of particular policy areas. We do not privilege the geopolitical over the national, or the national over the local, and nor do we assume that best practice — or primary practice, for that matter — in any given policy area stems from the experience of the United States. We reject the view that “area studies” — the study of particular countries or global regions — should be hived off from the study of crucial policy areas.

Indeed, we believe uncompromisingly in the need for globally-comparative analysis, regardless of the policy area, and regardless of the domain of societal organization, whether the neighborhood, the municipality, the regional-level government, and on up. Every level offers an opportunity to seek greater understanding, absorb local knowledge, apply lessons learned from elsewhere, and collaborate with others in effecting positive societal change. Our distinctiveness today, and the distinctiveness of a future school, resides in our ability — whether with respect to research, teaching, or public outreach — to break down traditional academic boundaries, and avoid precisely the kind of siloing of knowledge that plagues our peer institutions.

We see today how this approach plays out thematically at Watson.

Security for the Watson Institute, of course, still hinges on nuclear non-proliferation and effective diplomacy, topics upon which we absolutely continue to conduct pioneering research. But so too does security hinge on the equitable and just policing of marginalized communities, appropriate preparation for pandemics and other public health crises, the prevention of human rights abuses against displaced people, an effective societal and policy response to climate change, a recognition of the relationship between gender and conflict, and a correct accounting of the full human costs of increasingly high-tech warfare, all topics for which the Watson Institute has active and cutting-edge research programs in collaboration with campus-wide partners.¹²

These programs, however, would never have been possible had Watson attempted to build them single-handedly. For example, our work on issues of racial and ethnic marginalization hinges on collaborations with CSREA, CSSJ, and numerous social science departments. Our work on cyber security is anchored in partnerships with Computer Science. Our work on human rights and displacement has involved multiple cross-unit collaborations, including work across our regionally-focused centers, as well as work with the Alpert School of Medicine and the School of Public Health. And, of course, our work on climate change is integrated within a broader University-wide effort anchored in IBES.

Development today, of course, continues to hinge on longstanding concerns about the achievement of economic growth in the aggregate. But, so too, from the Watson Institute perspective, is development about access to public goods like clean water and education for all individuals, regardless of their wealth, and regardless of whether they reside in Nairobi or Providence; so too is development about the protection of labor rights and safe working conditions, whether the shop floor happens to be in Los Angeles or Shenzhen; and so too is development about the realization of sustainable industrial production and infrastructure in a climate-challenged world, whether in Germany or Brazil or anywhere else. Perhaps most fundamentally, as research by the Watson community and its collaborators underscores, development is about socio-economic mobility and freedom for people worldwide, from the neighborhood level right up to the nation-state, and regardless of gender, race, ethnicity, or country of origin.¹³

Governance is, of course, about the origins and effects of policies at the level of the nation-state. But so too at the Watson Institute is governance about municipal zoning codes and informal rules that disenfranchise and spatially exclude the poor and the marginalized; local educational practices and structures that discriminate against even the youngest school-age children; public health measures around the world that get distorted by populism and political extremism; and the erosion of democratic institutions in what had once seemed the world's most stable and secure republics.¹⁴

The New School's Approach to Diversity and Inclusion

Central to the Watson Institute and any future school is the fundamental belief that only through diversity can we achieve full excellence. At Watson, we understand diversity to involve multidimensional synergies between who constitutes our community, how we define our research, and how we structure our education. We have in recent years made significant gains in diversifying our faculty and staff with

¹² Partners on this work include the School of Public Health, the Computer Science Department, CSREA, and CSSJ.

¹³ Partners on this work include the Economics Department, the Population Studies and Training Center, the School of Public Health, and Engineering.

¹⁴ Partners on this work include CSREA, CSSJ, and the School of Public Health.

respect to race, ethnicity, and gender. Those gains in a number of cases are linked to the way we have developed our core research themes. For example, by understanding security as a full range of phenomena surrounding the intersection of power and the use of violence, we have successfully recruited to our security program diverse faculty focusing on policing and incarceration, particularly with respect to marginalized communities. Similar results have been achieved by incorporating into our definition of human rights protection against sexual and gender-based violence, again in a global context.

As noted, we have also used thematic emphases in our postdoc program (e.g., a position devoted to the study of the historical legacies of enslavement, a position devoted to the study of racial and ethnic politics globally, etc.) to achieve greater faculty and thematic diversity. Examples of courses recently taught by postdocs include “Global Perspectives on Refugee Displacement,” “Slavery, Violence, and Racial Violence in the Americas,” “Cultures of Surveillance,” “Punishment and School Discipline: Historical Insights on the School to Prison Pipeline,” and “Colonization and Decolonization in Global Perspective.”

In addition, we have expressly recruited faculty to teach courses in both our undergraduate and graduate programs on the intersection of race, politics, and power, again, in a global context. These efforts have extended to the introduction of key gateway courses to our curriculum that examine the intersection of power and the production of knowledge, in part to understand why a full range of voices has not traditionally been represented across academic scholarship writ large, but also in part to understand how a more inclusive body of knowledge can be achieved in our curriculum moving forward.

As has been the case for the Watson Institute to date, excellence for a future School of International and Public Affairs will be inextricably linked to our particular approach to diversity, one that understands and promotes the positive synergies between an inclusive community, inclusive research, and inclusive education.

Summary

The key to success for a new School for International and Public Affairs will reside in its ability to retain what has been essential to the DNA of the Watson Institute and the broader University community. **The new school must embrace its distinctive character as a multidisciplinary, methodologically ecumenical, and globally comparative institution.** It must continue to be a welcoming home both to scholars who conduct applied work on the design and societal effects of public policies, and to scholars who study the global, historical, and institutional factors that fundamentally shape the overall framing of societal problems. It must continue to welcome scholars of all global regions. And, the new school must remain steadfastly committed to building a diverse and inclusive community. Brown’s School for International and Public Affairs cannot – and will not – aim to mimic or otherwise duplicate schools in its peer group. Rather, the new school must embrace its unique distinctiveness, and with the critically-needed visibility and legibility that will come with school status, use its distinctiveness to influence positive scholarly and educational change within its peer group and beyond.

These imperatives underscore the importance of Watson’s continuing to deepen its embeddedness in the Brown University ecosystem. Watson’s success to date, and its fundamental source of distinction, rely profoundly on the Institute’s interconnectedness with units extending across campus. An important element of that interconnectedness stems from our joint-appointment model for tenure-track and tenured faculty. That model, as noted, will not change if Watson were to become a school. A second important element of interconnectedness stems from joint educational programs, including the MPA-MPH with the School of Public Health, and the Graduate Program in Development for supporting Ph.D. students in social sciences departments. A third important element of interconnectedness stems from the campus-wide faculty engagement, student engagement, and public programming of our research centers and initiatives. All of these aspects must not only continue, but must be expanded in the new school setting. Only through such embeddedness can we achieve our aspiration of building a school fully calibrated to the needs of our historical moment.

III. A SCHOOL OF INTERNATIONAL AND PUBLIC AFFAIRS FOR BROWN: INCEPTION AND DEVELOPMENT OF THE IDEA

The goal of establishing a School of International and Public Affairs has its origins in the University's 2013 strategic plan, "Building on Distinction," and the University's subsequent 2015 "Operational Plan for Building Brown's Excellence." The 2013 plan stated:

We will establish Brown as a leading center of international studies that integrates rigorous scholarship and education with active engagement in the world of international affairs, and we will support scholarship and public discourse on institutions and ideas that promote social justice and economic prosperity domestically and internationally.

The 2015 operational plan then elaborated:

Watson is Brown's hub for research and education on international and (with the recent incorporation of the Taubman Center for Public Policy) public affairs. In the midst of a dramatic and ambitious growth plan, Watson's goal is to become a top 5 school of its kind in the US. Watson both integrates and enhances work across the social sciences at Brown around the core themes of Development, Governance, and Security with an emphasis on fostering first-rate scholarship that is relevant to policy-making. . . . As the Institute is already demonstrating, Watson has the opportunity to become the first school of its kind fully calibrated to the needs of the 21st century world.

To meet these strategic aspirations, the Watson Institute, along with partnering units across campus, has grown across multiple dimensions over the past decade.

Faculty Expansion

In 2012, the Watson Institute had five tenured professors, three research professors, and four senior fellows. Today, the Institute has 28 tenured and tenure-track professors, one senior lecturer, one research professor, two professors of the practice, 14 postdoctoral fellows, and 21 senior fellows. Over the past decade, 22 tenure-stream faculty members have been recruited to Watson from external institutions, and six tenure-stream faculty have been added from other units within Brown. These faculty additions have at once enriched the Brown community with pathbreaking scholarly creativity, and contributed substantially to campus-wide goals for diversity and inclusion.

All of Watson's tenure-stream faculty have been, and continue to be, jointly appointed with disciplinary ("tenure home") departments. These departments today include Anthropology, Economics, Education, History, Political Science, and Sociology. **The joint-appointment model, which requires that the faculty member's teaching and service effort is divided evenly between Watson and the tenure home department, ensures that the expansion of Watson's faculty moves hand in hand with growth across academic units throughout the University. This model will remain in place if Brown establishes a School for International and Public Affairs.**

The goal in the immediate future is to pursue the joint appointment model with a growing array of units, including new partners in the STEM and humanities disciplines, the School of Engineering, the School of Public Health, and the Warren Alpert School of Medicine. That Watson today is working with Computer Science on faculty recruiting opportunities in cybersecurity, and that a faculty member from the Alpert School of Medicine directs Watson's Center for Human Rights and Humanitarian Studies exemplify this effort and, more importantly, reflect the fact that answers to the particular global challenges of our time require fully multidisciplinary efforts.

Research Centers and Initiatives

The Watson Institute over the past decade has fostered the growth and development of 11 research centers and initiatives, all of which serve campus-wide – and, in many cases – global constituencies. The contrast between the organizational reach of Watson in 2013 (see Chart 3) and 2022 (see Chart 4) provides a sense of the scale of expansion. Watson's centers and initiatives today include the Taubman Center for American Politics and Policy, whose merger with Watson in 2015 moved the University away from traditional firewalls between the “domestic” and the “international,” and instead toward the reality that American phenomena are very much part of the global experience, and vice versa; the Saxena Center for Contemporary South Asia, established in 2016 through a merger of Watson's India Initiative and the South Asian Studies program; the Center for Latin American and Caribbean Studies, moved formally into the Watson Institute in 2013; the Center for Middle East Studies, which, under Watson's support, was established in 2019 as a further evolution of the Middle East Studies program; the Center for Human Rights and Humanitarian Studies, also established in 2019 as an evolution from Watson's Humanitarian Innovation Initiative; the Rhodes Center for International Economics and Finance, which was moved to Watson in 2018; the Africa Initiative, established in 2016; the China Initiative, established in 2014; the Brazil Initiative, established in 2013; the Climate Solutions Lab, established in 2021 as part of a broader University-wide effort to propagate the type of climate-related research and teaching that has been so ably anchored within the Institute at Brown for Environment and Society; and the Costs of War Project, which, having since 2010 garnered worldwide attention as the authoritative source on the costs of America's response to the 9/11 attacks, is now expanding to a still broader array of security concerns, including the costs of a deepening military rivalry with China and Russia.

Chart 3. The Watson Institute for International Studies, Autumn, 2013



Regional Centers/Initiatives:

- India Initiative
- Center for Latin American and Caribbean Studies (CLACS)*
- Middle East Studies*

Undergraduate Concentrations

- International Relations
- Development Studies

Graduate Education

- GPD
- BIARI

**Centers with undergraduate concentrations*

Chart 4. The Watson Institute for International and Public Affairs, Autumn 2022



Regional Centers/Initiatives:

- Taubman Center for American Politics and Policy
- Saxena Center for Contemporary South Asia (CCSA)*
- Center for Latin American and Caribbean Studies (CLACS)*
- Center for Middle East Studies*
- Brazil Initiative
- China Initiative
- Africa Initiative

Functional Centers/Initiatives

- Center for Human Rights and Humanitarian Studies
- William R. Rhodes Center for Finance and Economics
- Climate Solutions Lab
- Costs of War

Undergraduate Concentrations

- International & Public Affairs
- International Relations
- Development Studies
- Public Policy
- Centers with undergrad concentrations

Graduate/Post Education

- Master of Public Affairs
- GPD
- Military Fellows
- Postdoctoral Fellows

**Centers with undergraduate concentrations*

These centers and initiatives have been essential for fostering globally-focused research across the University, developing highly creative and original public programming, and directly funding faculty, graduate student, and undergraduate field work, experiential learning, and language study across a wide range of global locales, all with direct relevance to pressing matters of societal concern.

As indicated by **Table 5**, examples include the China Initiative's funding of faculty and doctoral student fieldwork and language study in departments such as Religious Studies, History, and Comparative Literature; the Saxena Center's provision of research and language study funding for graduate and undergraduate students in disciplines ranging from Economics to Computer Science and History; and the Center for Middle East Studies' provision of research and language training awards to students in disciplines ranging from MCM to Religious Studies and Sociology.

Table 5. Language Study and Field Work Grants from Watson Centers and Initiatives, AY21-22

Center	Recipient Status	Department	Nature of Grant
CLACS	Graduate Student	History	Field research
CLACS	Graduate Student	Political Science	Field research
CLACS	Graduate Student	Music	Field research
CLACS	Graduate Student	Africana	Field research
CLACS	Graduate Student	Economics	Field research
CLACS	Graduate Student	Economics	Field research
China Initiative	Graduate Student	Religious Studies	Field research
China Initiative	Graduate Student	Religious Studies	Field research
China Initiative	Graduate Student	Sociology	Field research
China Initiative	Graduate Student	History	Field research
China Initiative	Graduate Student	CompLit	Field research
China Initiative	Faculty	Annenberg	Faculty research
China Initiative	Graduate Student	Sociology	Language training
CMES	Graduate Student	MCM	Field research
CMES	Graduate Student	Religious St.	Field research
CMES	Graduate Student	History	Field research
CMES	Graduate Student	Political Science	Field research
CMES	Graduate Student	Religious St.	Field research
Saxena	Graduate Student	Economics	Field research
Saxena	Graduate Student	Economics	Field research
Saxena	Graduate Student	Economics	Field research
Saxena	Graduate Student	Political Science	Field research
Saxena	Graduate Student	Sociology	Field research

Saxena	Graduate Student	Political Science	Field research
Saxena	Graduate Student	Anthropology	Field research
Saxena	Postdoc	Geography/Int'l Affairs	Postdoctoral Research
Saxena	Graduate Student	Sociology	Field research
Saxena	Postdoc	Anthro/History	Postdoctoral Research
Saxena	Undergrad		Language training
Saxena	Undergrad	History	Language training
Saxena	Graduate Student	Economics	Field research
Saxena	Graduate Student	Political Science	Field research
Saxena	Graduate Student	English	Field research
Saxena	Undergrad	Environmental/ Political Ecology	Field research
Saxena	Undergrad	Sociology	Field research
Saxena	Undergrad	CS/Economics	Field research

Three Watson centers — the Center for Latin American and Caribbean Studies, the Saxena Center for Contemporary South Asia, and the Center for Middle East Studies — maintain regionally-focused undergraduate concentrations, which, along with Watson’s overall “International and Public Affairs” concentration, foster socially-engaged, globally-focused learning across Brown’s undergraduate population. The regionally-focused concentrations and IAPA, as they reinforce the importance of language study and deep cultural knowledge, serve as important bridges to the humanities and humanistic social sciences. The combined emphasis on culture, place, and policy is central to our educational mission.

Additional collaborations are now being discussed with new partners across campus, including Computer Science and the Data Sciences Initiative with respect to cybersecurity, privacy, and technological responsibility; and Public Health with respect to pandemic preparedness and global health security.

The Watson Postdoctoral Fellows Program

The Watson Postdoctoral Fellows Program, which offers two-year fellowships to outstanding early-career scholars across the social sciences, was established in 2014 both to attract world-class scholars to Brown, and to ensure that Brown becomes understood globally as a source of such scholarship as our postdocs move on to permanent faculty positions worldwide.

As indicated by **Table 6**, the program since its inception has hosted 57 postdoctoral fellows, three of whom have since become tenure-track faculty members at Brown (in Economics, American Studies, and Education), while others have gone on to tenure-track positions in institutions such as the University of Virginia, Harvard, Johns Hopkins, the University of Washington, McGill, Tel Aviv University, Dartmouth, Zhejiang University, NYU, Berkeley, Texas A&M, the University of Michigan, the University of Wisconsin, Tufts, and Boston College.

Table 6. Watson Postdoctoral Fellows, 2014-2022

Name	Years at Watson	Discipline	Current position	University
Shih, Elena	2014-2015	Sociology	Manning Assistant Professor of American Studies	Brown University
Jurkovich, Michelle	2014-2015, 2016-2017	Political Science	Assistant Professor of Political Science	UMass Boston
Chuang, Julia	2014-2016	Sociology	Assistant Professor of Sociology	University of Maryland
Gallagher, Janice	2014-2016	Political Science	Assistant Professor of Political Science	Rutgers University
Lamba-Nieves Deepak	2014-2016	Urban Studies and Planning	Research Director for Center for a New Economy	Center for a New Economy
McGuirk, Eoin	2014-2016	Economics	Assistant Professor, Department of Economics	Tufts University
Nahm, Jonas	2014-2016	Political Science	Assistant Professor of Energy, Resources, and Environment	Johns Hopkins
Pokharel, Atul	2014-2016	Urban Studies and Planning	Assistant Professor of Urban Planning and Public Service	NYU - Wagner
Agupusi, Patricia	2014-2016	International Development	Professorial Lecturer	American University
Matos, Yalidy	2015 - 2017	Political Science	Assistant Professor of Political Science & Latino and Caribbean Studies	Rutgers University
Veerarghavan, Rajesh	2015-16, 2018-19	Information System/Economics	Assistant Professor of Science Technology and International Affairs (STIA) Program	Georgetown University
Morton, Duff	2015-17	Anthropology	Assistant Professor of Anthropology	Bard University
Clary, Christopher	2015-2016	Political Science	Assistant Professor of Political Science	Rockefeller College
Ferwerda, Jeremy	2015-2016	Political Science	Assistant Professor of Government	Dartmouth College
Camp, Jordan	2015-2017	American History	Director of Research @PeoplesForumNYC	CUNY

Steinberg, Bryce	2015-2017	Economics	Assistant Professor of Economics and International and Public Affairs	Brown University
Wang, Yingyao	2015-2017	Sociology	Assistant Professor of Sociology	University of Virginia
Williams, Elizabeth	2015-2017	History	Assistant History Professor	UMass Lowell
Stanczyk, Lucas	2016-2017	Political Science	Assistant Professor of Philosophy	Harvard University
Baloghi, Narges	2016-2018	Anthropology	Assistant Professor Johns Hopkins	Johns Hopkins
Kadivar, Ali	2016-2018	Sociology	Assistant Professor of Sociology and International Studies	Boston College
Mediratta, Rahul	2016-2018	Political Science	Senior Associate	Deloitte
Neggars, Yusuf	2016-2018	Public Policy	Assistant Professor of Public Policy	University of Michigan
Greenburg, Jennifer	2016-2018	Geography	Assistant Professor of International Relations	University of Sheffield
Pratcher, Anthony *	2017-2019	History	Honors Faculty Fellow	Arizona State University
Miranda, Almita	2017-2019	Anthropology	Assistant Professor of Geography	University of Wisconsin
Sethi, Aarti	2017-2019	Anthropology	College Fellow - Social Anthropology	Harvard University
Barnes, Nicholas	2017-2019	Political Science	Lecturer	University of St. Andrews
Usmani, Adaner	2017-2019	Sociology	Assistant Professor of Sociology and Social Studies	Harvard University
Arar, Rawan	2018-2019, 2021-2022	Sociology	Assistant Professor in the Department of Law, Societies, and Justice	U of Washington
Teague, Aileen	2018-2020	History	Assistant Professor of International Affairs	Texas A&M
Zhou, Luyang	2018-2020	Sociology	Associate Professor	Zhejiang University
Valles, Dario *	2018-2020	Anthropology	Assistant Professor in the Chicana/o and Latina/o Studies	California State University Long Beach
Ghosh, Sahana	2019-2020	Anthropology	Assistant Professor of Anthropology	National University of Singapore
Berwick, Elissa	2019-2020	Political Science	Assistant Professor of Comparative Political Behavior	McGill University
Weber, Ben	2019-2020	History	Assistant Professor	University of California Davis
Chaney, Mahasan *	2019-2021	Education	Assistant Professor of Education	Brown University

Foster, Chase	2019-2021	Political Science	Senior Research Fellow and Lecturer at the Chair for International Relations	TUM School, Munich
Woker, Madeline	2020-2021	History	Assistant Professor in the History of France and the Francophone World	University of Cambridge
Breslawski, Jori	2020-2021	Political Science	Assistant Professor	Tel Aviv University
Boutros, Magda	2020-2021	Sociology	Assistant Professor	University of Washington
Sadrudin, Aalyia	2020-2021; 2023-2024	Anthropology	Assistant Professor	UNC Chapel Hill
Koehler Derrick, Gabe	2020-2022	Political Science	Assistant Professor	NYU Abu Dhabi
Banerjee, Sangeeta	2021-2023	Geography	Postdoctoral Fellow	Brown University
Tudor, Carissa	2021-2023	Political Science	Postdoctoral Fellow	Brown University
Hashmi Zehra	2021-2023	Anthropology	Postdoctoral Fellow	Brown University
Grinberg, Marc	2021-2023	Political Science	Postdoctoral Fellow	Brown University
Lichtenstein, Matty	2021-2023	Sociology	Postdoctoral Fellow	Brown University
Ferraro, Marcelo #	2021-2023	History	Postdoctoral Fellow	Brown University
Bates, Genevieve	2022-2023	Political Science	Assistant Professor	University of British Columbia
Casler, Don	2022-2023	Political Science	Assistant Professor	University of Illinois
Friday, Gabreélla *	2022-2023	Sociology	Postdoctoral Fellow	Brown University
Michelman, Valerie	2022-2023	Economics	Postdoctoral Fellow	Brown University
Rosenkrantz Woskie, Liana ^	2022-2023	Health Policy and Economics	Postdoctoral Fellow	Brown University
Sackett, Blair	2022-2023	Sociology	Postdoctoral Fellow	Brown University
Turner, Kimberly	2022-2023	Political Science	Postdoctoral Fellow	Brown University
Wilson, Saul	2022-2023	Political Science	Assistant Professor	Ashoka University
Xiang, Naannuan	2022-2023	Political Science	Assistant Professor	Columbia University

* Joint postdoctoral position with CSREA; # Joint postdoctoral position with CSSJ; ^ Joint postdoctoral position with the School of Public Health

The Postdoctoral Fellows program has also led to vital partnerships with other units on campus. The Watson Institute now jointly administers and funds postdoctoral fellowship positions with the Center for the Study of Race and Ethnicity in America, the Center for the Study of Slavery and Justice, and the School of Public Health, thus ensuring an inflow of scholarship on issues of race and ethnicity, the historical legacies of enslavement, and challenges surrounding health equity, all in a global context.

In its ability to attract top talent, the Watson Postdoctoral Fellows program is similar in some respects to the Harvard Academy Scholars program or the University of Michigan's Society of Fellows. But, particularly distinctive about the Watson program is its ability to attract scholars who through their multidisciplinary focus are able to explore the intersections between security, development, and governance. Moreover, our postdocs in most cases accomplish this through the same combination of deep regional expertise and substantive policy knowledge that characterizes Watson's research and teaching enterprise on the whole. That they do so has made them vital educators in the IAPA undergraduate concentration.¹⁵ Reflecting the collaborative nature of the Watson and broader Brown academic communities, the postdocs develop a strong sense of cohort, reinforced through their participation in the Watson Work-in-Progress seminar and the postdoctoral fellows' writing group.

The Watson Undergraduate Concentration: International and Public Affairs

With its expanding faculty resources, the Watson Institute in 2019 was able to inaugurate its new undergraduate concentration, International and Public Affairs (IAPA). The single IAPA concentration replaces the three undergraduate concentrations — Development Studies, International Relations, and Public Policy — that had previously been administered by Watson, and that will end their three-year sunset period in 2023.

Multidisciplinary and globally-comparative, the IAPA concentration aims to equip students with the knowledge and skills necessary for engaged global citizenship at a time of rapid transformation and mounting societal challenges. Information surrounding the faculty leadership, curricular structure, and course requirements of the IAPA program can be found in **Appendix 1**.

Through the concentration's core courses, all taught by Watson faculty, students receive a grounding in multidisciplinary analysis of contemporary societal challenges. Moreover, through junior and senior seminars taught by Watson faculty, students are able to deepen their learning in small-group, highly interactive settings. At the same time, through the concentration's tracks of specialization — Development, Policy & Governance, and Security — and related electives, students are encouraged to take complementary course offerings throughout the University, thus emphasizing the intentionally fluid boundaries between Watson and the many other centers of excellence located throughout Brown.

As part of its effort to encourage globally-comparative approaches, IAPA permits students to use language study to partially fulfill the concentration's methodology requirement. To further encourage region-specific learning, IAPA provides funding for language study to complement offerings at Brown and facilitate immersive language study in the region of interest. IAPA also provides student funding for global field work and experiential learning. A list of the funding awards granted in AY21-22 can be found in **Table 7**.

¹⁵ The Watson Postdoctoral Fellows program is research focused, but postdocs teach one course per year – a junior seminar in the IAPA program. The seminars are of the postdocs' own design, and in virtually all cases focus on the postdocs' specific areas of research expertise.

Table 7. Watson Undergraduate Field Research, Internship, and Language Study Grants, AY21-22

Student Name	Concentration	Type of Award
J. Doughty	IAPA	Field Research
R. Houglet	IAPA	Field Research
S. Jindal	IAPA	Field Research
C. Allen	IR	Internship
E. Brown	IAPA	Internship
Z. Dolan	IR	Internship
A. Adegbile	FFS	Language Study
C. Banks	IAPA	Language Study
L. Halim	IAPA	Language Study
O. Kells	HIAA	Language Study
C. Key	Undeclared	Language Study
J. Langan	IAPA	Language Study
A. Schwerdtfeger	COGS + HIST	Language Study
I. Sharon	BCHM + CHPH	Language Study
S. Sheppe	IAPA	Language Study
S. Singh	IAPA	Language Study
A. Martinez	IAPA	Field Research
E. Blake	IAPA	Field Research
E. Brown	IAPA	Field Research
Z. Dolan	IR	Field Research
B. Frigon	PLCY	Field Research
S. Giordano	IR	Field Research
C. Hodges	PLCY	Field Research
F. Lowden	PLCY	Field Research

J. Philbrick	IAPA	Internship
H. Ponce	PLCY	Field Research
A. Rosenzweig	IAPA	Internship
A. Schwerdtfeger	COGS, HIST	Internship
S. Sheppe	IAPA	Field Research
L. Smith	IAPA	Internship
D. Xu	IAPA	Internship

As indicated by **Table 8**, the number of IAPA concentrators across the program's three tracks of specialization has steadily risen since the program's inception in 2019. Moreover, IAPA double concentrators span the full range of Brown's humanities, social sciences, and STEM disciplines.

Table 8. IAPA Concentrators, 2020-22, and Double Concentrations with IAPA

	Total # students	Track			
		DEVL	POL & GOV	SECY	Double Concentrators
Fall 2020	72	35 (48%)	12 (17%)	25 (35%)	27 (38%)
Fall 2021	188	92 (49%)	47 (25%)	49 (26%)	90 (48%)
Fall 2022	252	90 (36%)	109 (43%)	53 (21%)	110 (44%)

Double Concentrations:

Africana Studies
 Anthropology – General
 Anthropology
 Applied Mathematics
 Biology
 BEO
 Classics
 Cognitive Neuroscience
 Comparative Literature –
 Comp. Lit: Lit.
 in 2 lang.
 Computer Science
 Contemplative Studies –
 Humanities Data Fluency
 East Asian Studies
 Economics

Education Studies
 Engaged Scholarship
 Engineering
 English
 Environmental Studies
 French &
 Francophone
 Studies
 German Studies
 Health and Human Biology
 Hispanic Liter. and Culture
 History
 Latin American &
 Caribbean Stu
 Linguistics
 Literary Arts

Mathematics
 Middle Eastern
 Studies
 Philosophy
 Political Science -
 American
 Psychology
 Public Health
 Religious Studies
 Science, Tech, & Society
 Slavic Studies
 Social Analysis and
 Research Sociology
 Urban Studies

Taken together, these trends reinforce two major emphases of the new School for International and Public Affairs. First, students today demand and require an education that couples global knowledge — including knowledge about specific cultures, languages, and regions — with knowledge about specific areas of public policy. Second, this type of education is best delivered not through a single department or a siloed school, but instead through an effort extending across multiple centers of excellence in a university-wide ecosystem. This approach to collaborative, multi-unit education is a hallmark of IAPA today, and will continue to be a hallmark of the new school more broadly.

The Watson Master of Public Affairs (MPA) Program

Now training its eighth cohort, the Watson one-year Master of Public Affairs program represents the Institute’s flagship effort in education for careers in public service. The one-year MPA curriculum (one intensive summer, plus two regular semesters) offers students a combination of rigorous tools of policy analysis and multidisciplinary perspectives on global societal challenges – the very type of combination that will equip students for impactful careers in the 21st-century world. The steady-state size of the MPA program is, and will continue to be, approximately 65 students, a scale appropriate for Watson’s faculty size, and consistent with Brown’s commitment to highly personalized education.

Per the recommendations of a 2019 external review, the MPA program introduced a revised curriculum in 2022, one that includes an enhanced experiential learning component (the Policy-in-Action projects), and more opportunities for elective classes that allow students to extend their learning across campus. The program has also in recent years purposively expanded its offerings in the intersection of race, politics, and policy, as well as in the study of comparative policy systems globally. Those curricular changes have been facilitated through the hiring of two additional professors of the practice, and expanded participation of Watson’s tenure-stream faculty in the MPA curriculum. An overview of the MPA curriculum can be found in **Appendix 2**.

The MPA program is distinctive for a number of reasons:

First, the program is unusual in combining an emphasis on tools of policy analysis (i.e., econometrics, statistics, policy evaluation) with the comparative study of global regions and cultures, a combination made possible not just by the structure of the curriculum, but also by the type of faculty hiring and research center development that Watson has engaged in over the past decade. This combination of analytical tools and context-specific, globally-comparative knowledge is essential for understanding societal challenges ranging from the local to the transnational. Second, the program enhances the global learning experience by facilitating student participation in original research projects conducted by Watson’s regionally- and functionally-focused research centers. A list of recent center-directed MPA research projects can be found in **Table 9**.

Table 9. Examples of MPA Research Projects with Watson Research Centers, AY22-23

1	<p>Afghan Evacuee Experience and Needs Assessment MPA Student: Nilab Ibrahimy Project Sponsor: Center for Human Rights and Humanitarian Studies, in partnership with the Refugee Dream Center (RDC) Faculty Lead: Adam Levine, Professor of Emergency Medicine and Health Services, Policy & Practice Project Supervisor: Alexandria Nysten</p>
2	<p>Business Responses to Climate Ambitions MPA Student: Anza Hayat Project Sponsor: Climate Solutions Lab Faculty Leads: Jeff Colgan, Richard Holbrooke Associate Professor of Political Science and International and Public Affairs; and Alexander Gard-Murray, Postdoctoral Research Associate</p>

3	<p>Carbon Intensity and Local Growth Models MPA Student: Sarah Perumattam Project Sponsor: Rhodes Center for International Economics & Finance Faculty Leads: Mark Blyth, The William R. Rhodes '57 Professor of International Economics, Professor of Political Science and International and Public Affairs; and Dan Driscoll, Postdoctoral Research Associate</p>
4	<p>Chinese Foreign Policy through the Lens of Key Bilateral Relationships MPA Student: Hengqi Li Project Sponsor: China Initiative Faculty Lead: Lyle Goldstein, Visiting Professor of International and Public Affairs</p>
5	<p>Development and Demography: Gender, Family, and a Generation of Change in Africa MPA Student: Tzion Jones Project Sponsor: Africa Initiative Faculty Lead: Daniel Jordan Smith, Charles C. Tillinghast, Jr. '32 Professor of International Studies, Professor of Anthropology</p>
6	<p>The Financialization of Social Policy MPA Student: Kylar Groner Project Sponsor: Stone Inequality Initiative Faculty Leads: Margaret Weir, Wilson Professor of International and Public Affairs and Political Science; and James A. Morone, John Hazen White Professor of Public Policy, Professor of Political Science and Urban Studies</p>
7	<p>In the Wake of George Floyd: Responses to Anti-Black Racism in Rhode Island MPA Student: Starrchild Jackson Project Sponsor: Center for Latin American and Caribbean Studies Faculty Lead: Patsy Lewis, Visiting Professor of International and Public Affairs</p>
8	<p>Reproductive Rights and Mobilization in the Middle East-North Africa Region MPA Student: Narjes Jafarian Project Sponsor: Center for Middle East Studies Faculty Lead: Nadje Al-Ali, Robert Family Professor of International Studies, Professor of Anthropology and Middle East Studies</p>
9	<p>U.S. Security Assistance Report Series MPA Student: Marzia Giambertoni Project Sponsor: Center for Human Rights and Humanitarian Studies Faculty Lead: Adam Levine, Professor of Emergency Medicine and Health Services, Policy & Practice Project Supervisor: Alexandria Nylen</p>
10	<p>Voting Rights and the 2022 Midterm Elections MPA Student: Jason Barajas Project Sponsor: Taubman Center for American Politics and Policy Faculty Lead: Wendy J. Schiller, Royce Family Professor of Teaching Excellence in Political Science, Professor of Political Science Project Supervisor: Othniel Harris</p>

Third, the program ensures enough flexibility in the curriculum for students to pursue more focused substantive knowledge through electives offered by academic units throughout Brown's campus. Fourth, students, through the Policy-in-Action projects — done in collaboration with a wide range of public sector, corporate, and non-profit organizations — can then apply in a professional setting the combination of in-class learning and hands-on research experience they have acquired at Brown.

A list of recent project sites can be found in **Table 10**.

Table 10. Recent MPA Program Policy-in-Action Project Sites

1	<p>Federal Government</p> <ul style="list-style-type: none"> ▪ Department of Education ▪ Federal Communications Commission ▪ United States Institute for Peace ▪ U.S. Senate
2	<p>State and Local Government</p> <ul style="list-style-type: none"> ▪ Maryland Office of the Public Defender ▪ Massachusetts Commission on the Status of Women • Office of the Governor of Massachusetts ▪ RI Department of Health ▪ RI Department of State ▪ RI Governor's Office ▪ RI Office of Innovation
3	<p>International Development</p> <ul style="list-style-type: none"> ▪ European Central Bank ▪ OECD ▪ United Nations ▪ The World Bank Group
4	<p>Private Sector</p> <ul style="list-style-type: none"> ▪ Microsoft Corporation ▪ Optoro
5	<p>Consulting</p> <ul style="list-style-type: none"> ▪ Bellwether Education Partners ▪ FiscalNote
6	<p>Public-Private Partnership</p> <ul style="list-style-type: none"> ▪ RI Infrastructure Bank ▪ University of Puthisastra and the Khmer Soviet Friendship Hospital
7	<p>Nonprofit and NGO</p> <ul style="list-style-type: none"> ▪ Children's Defense Fund ▪ National Law Center on Homelessness and Poverty ▪ The Rockefeller Foundation ▪ United Way of Rhode Island ▪ Global Service Corps ▪ Human Rights Watch ▪ Oxfam ▪ World Resources Institute ▪ World Trade Center Los Angeles ▪ World Wildlife Fund
8	<p>Think Tanks and Research Institutes</p> <ul style="list-style-type: none"> ▪ Bipartisan Policy Center ▪ Center for Strategic and International Studies • Council on Foreign Relations ▪ PAL ▪ The Policy Lab

An overview of job placements can be found in **Appendix 3**.

The Graduate Program in Development (GPD)

While the Watson Institute does not have its own Ph.D. program, the Institute’s Graduate Program in Development (GPD) supports training and research for Ph.D. students studying issues of global development across Brown’s social science departments. The program promotes learning and research on processes of social, political, and economic transformation, particularly in the Global South, and particularly with respect to problems of inequality. The program’s Ph.D. trainees and fellows take specialized courses and training modules at Watson, participate in dedicated research seminars, and receive funding for summer field research, among other activities.

The GPD of course encourages Ph.D. students to excel in their primary discipline. At the same time, though, the GPD is premised on the idea that the differences in perspective and methodologies that exist across the social sciences are actually a source of strength intellectually and pedagogically, especially with respect to studying complex social phenomena like inequality. By creating a cohort of students from across disciplines, and by fostering a multidisciplinary discourse among them, the program aims to train a new generation of scholars who will have the breadth and range of research skills needed to conduct innovative research on the complex challenges of our current historical moment.

The GPD in any given year is home to roughly 100 trainees as well as 8 Ph.D. fellows (who receive a fellowship for one year). A list of the program’s fellows since the inception of the program can be found in **Table 11**.

Table 11. Graduate Program in Development Fellows, 2011-2022

GPD FELLOWS	Department
2022-2023*	
Poll, Moritz	Economics
Pereira, Juan	Economics
Shaw, Patrick	Sociology
Osborne, Carilee	Sociology
Vidotto, Sofia	Political Science
2021-2022	
Vu, Patrick	Economics
Chen, Yuxian	Economics
de Almeida, Gustavo	Sociology
Tillekeratne, Shanuki	Political Science
Duque, Debora	Political Science
Smith, Mairéad	Anthropology

Pontes Ferraz, Luiz Paolo	History
Ramanujam, Archana	Sociology
2020-2021	
Connor Staggs	Political Science
Deborah Frempong	Anthropology
Fred Shaia	Political Science
Giulia Buccione	Economics
Nicolas Taccone	Political Science
Radhika Moral	Anthropology
Sara Spaziane	Economics
Subadevan	Sociology
Suvina Singal	Sociology
2019-2020	
Bell, Jocelyn	Sociology
Bennouna, Cyril	Political Science
Cueto Piazza, Alejandra	Sociology
Hong, Ji Soo	History
Islam, Nabila	Sociology
Lopez- Portillo, Maria	Sociology
Rios, Eva	Political Science
Zhou, Ruoqi (Alex)	Economics
2018-2019	
Suitor, Anabelle	Anthropology
Belmar, Jose	Economics
Schulte, Daniel	Political Science
Acosta, Jonathon	Sociology

Dos Santos, Karolina	Sociology
Mutwafy, Salma	Sociology
Wan, Xiaoqian (Clare)	Sociology
Wilder, Keenan	Sociology
2017-2018	
Ball, Amanda	Sociology
Baron, Hannah	PoliSci
Chakrabarti, Kaustav	PoliSci
Falzon, Danielle	Sociology
Lopez, Janet	Economics
Sen, Sertac	Anthropology
Thompson, Katherine	Anthropology
Zumbyte, Ieva	Sociology
2016-2017	
Adhikari, Anindita	Sociology
Arey, Whitney	Anthropology
Bernier, Quinn	Sociology
Jamil, Rehan	Political Science
Marshall, Hannah	Anthropology
McDonald, Daniel	History
Nelson, Jon	Sociology
Zhang, Zhe	Political Science
2015-2016	
Li, Hanying	Political Science

Dahal, Mahesh	Economics
Larotonda, Alice	Anthropology
Costa, Moises	Political Science
2014-2015	
Sasmaz, Aytug	Political Science
Firoz, Malay	Anthropology
2013-2014	
Firoz, Malay	Anthropology
Hammer, Ricarda	Sociology
2012-2013	
Kelmendi, Pellumb	Political Science
Posani, Bala	Political Science
2011-2012	
Pang, Irene Oi-Ying	Sociology
Sierra, Fiorella Jazmin	Political Science

**This year has fewer fellows since departmental graduate student recruiting was substantially reduced during the pandemic.*

Watson's aspiration in the future is to expand the number of participating units on campus, globalize the program through faculty and student exchanges with partnering academic institutions worldwide, particularly in the Global South, and potentially complement the program with comparable Ph.D. training programs in the areas of security and governance. The pursuit of global partnerships on research, teaching, and learning, is particularly important, for we recognize that tremendous scholarly talent exists across the Global South, talent that should be mobilized not just for the education of our community here at Brown, but for our common goal of marshaling the most diverse knowledge possible for understanding and resolving global societal challenges.

The Watson Senior Fellows Program

The Watson Senior Fellows Program invites in leading policymakers and public intellectuals from around the world to expand Brown University's teaching and learning on contemporary global issues. Senior fellows in some cases receive one-year appointments to join the community, participate in public events, and lead non-credit undergraduate study groups on important matters of global concern. These fellows tend to be current or former policy practitioners. In other cases, senior fellows have sufficient academic background and teaching experience to offer for-credit courses. In AY21-22, senior fellows delivered 31

for-credit classes in across the International and Public Affairs undergraduate concentration and the Watson MPA program.

A list of the Watson Institutes practitioner-oriented senior fellows can be found in **Appendix 4**.

Senior fellows have enriched the community in myriad ways. Examples have included DNC chair Tom Perez and former RNC chair Michael Steele serving simultaneously as senior fellows and engaging together in public programming, thus permitting the community to witness spirited public debate among colleagues who share deep mutual respect, but hold starkly different political perspectives; Indian Supreme Court jurist Menaka Guruswamy offering profound insights into constitutionalism across South Asia, particularly with respect to the global development of LGBTQ rights and the decriminalization of same-sex relationships; Ambassador Keith Harper, the first Native American ambassador in US history, and present at Watson through a collaboration with **Brown's Native American and Indigenous Studies Initiative**, enlightening the community with his insights into the protection and governance of human rights, including indigenous rights, internationally; and, during the 2022-23 academic year, Arun Seraphin, former senior staff member of the US Senate Arms Services Committee, the White House Office of Science and Technology Policy, and the Defense Advanced Research Projects Agency, leading study groups on defense-related technology innovation as part of the Watson Institute's ongoing efforts to build bridges to Brown's STEM community.

In our selection of senior fellows, we aim to identify people who have played leading roles at the intersection of at least two of Watson's three main areas of research focus: development, security, and governance. Moreover, we seek fellows who through their background, experience, and wisdom can enhance the diversity of perspectives in our academic community, and inspire students, faculty, and staff alike to pursue applied solutions to pressing societal challenges.

A large part of what makes the Senior Fellows Program distinctive involves the depth of interaction that fellows have with our students. Some of our senior fellows are well-known public figures, while others have had extraordinary careers working outside of the public's eye. But, all of our senior fellows conduct frequent small group meetings with our students, whether through regularly scheduled study groups, periodic lunches and other public programs, and dedicated office hours. These interactions are essential to the education of our current students, and often continue as those students continue their post-Brown careers as alumni. Reflecting the overall culture of Brown, the Watson Senior Fellows Program is committed to life-long, multidirectional learning through life-long networks of mentors and mentees who ultimately come to see themselves as peers.

The Watson Military Fellows Program

The Watson Military Fellows Program, begun in 2021, offers select U.S. and international military officers the opportunity to spend one year in Brown's scholarly community auditing graduate-level courses, engaging in security-related seminars, and participating in research workshops and public programming with faculty, students, and other visiting policy practitioners. The program provides a critical learning experience for the fellows, while at the same time enriching Brown University with the fellows' knowledge, expertise, and unique perspectives. The program also serves as an important element of Brown's efforts to engage current ROTC students, students from military families, and students who are military veterans.

A list of Watson military fellows since the program's inception in 2021 can be found in **Table 12**.

Table 12. Watson Military Fellows, 2021-2023

	Service Branch	Period at Watson
Theodore Shanks	US Air Force	2021-2022
Hongkyu Kim	Republic of Korea Army	2021-2022
Jonathan Bott	US Air Force	2022-2023
Jake Lunsford	US Marine Corps	2022-2023*
Trevor Tingle	US Marine Corps	2022-2023
Heeshik Yang	Republic of Korea Army	2022-2023

* *Jake Lunsford also was present at Watson in AY21-22 as a student in the MPA program*

A hallmark of this program involves the depth with which military fellows are integrated into the scholarly community. Extensive efforts are made to pair the fellows with specific research programs, projects, and knowledge that would not normally be available in a given fellow's regular military service, but which can transform the fellow's future professional role. An example involves US Air Force Lt. Col. Theodore Shanks — a transport pilot, logistician, and flight training school commander — who upon arrival at Brown became deeply involved with Watson's Climate Solutions Lab. Increasingly interested in the impact of climate change on national security, Lt. Col. Shanks teamed up with Climate Solutions Lab and Rhodes Center Postdoctoral Fellow Alexander Gard-Murray to conduct research on the impact of fossil fuel dependency on national security in a globally comparative context, including with respect to Russia's invasion of Ukraine. They subsequently published an op-ed on the topic in *Defense News*,¹⁶ and Theodore Shanks is currently pursuing further work on climate-related topics in his current position in the Pentagon.

When fellows become deeply immersed in the community through research efforts — activities that often involve participation in work-in-progress seminars, writing workshops, and regularly-scheduled courses — they also become more directly engaged with students. Whether through the formal presentations they give on their research and professional experiences, or through the informal interactions that happen through the routines of classroom participation, military fellows, with the unique perspectives and records of service that they bring to bear, become important educators in our community.¹⁷

The Watson External Communications Effort

The Watson Institute over the past decade has developed an extensive and highly successful external communications operation. The Institute's communications effort helps push faculty research findings into global media channels; facilitates in-person and virtual programming, often in collaboration with partnering units across campus, that reaches thousands of individuals globally; produces podcasts and videos that highlight Watson scholarship and that of our collaborators at Brown and beyond; and maintains a prominent presence for the Institute on global social media. The communications effort has

¹⁶ Theodore "Doc" Shanks and Alexander Gard-Murray, "Fossil Fuels are the Achilles heal of warfare. Just ask Russia," *Defense News*, May 3, 2022.

¹⁷ The Watson Military Fellows program has been funded by a grant from the Carnegie Corporation of New York.

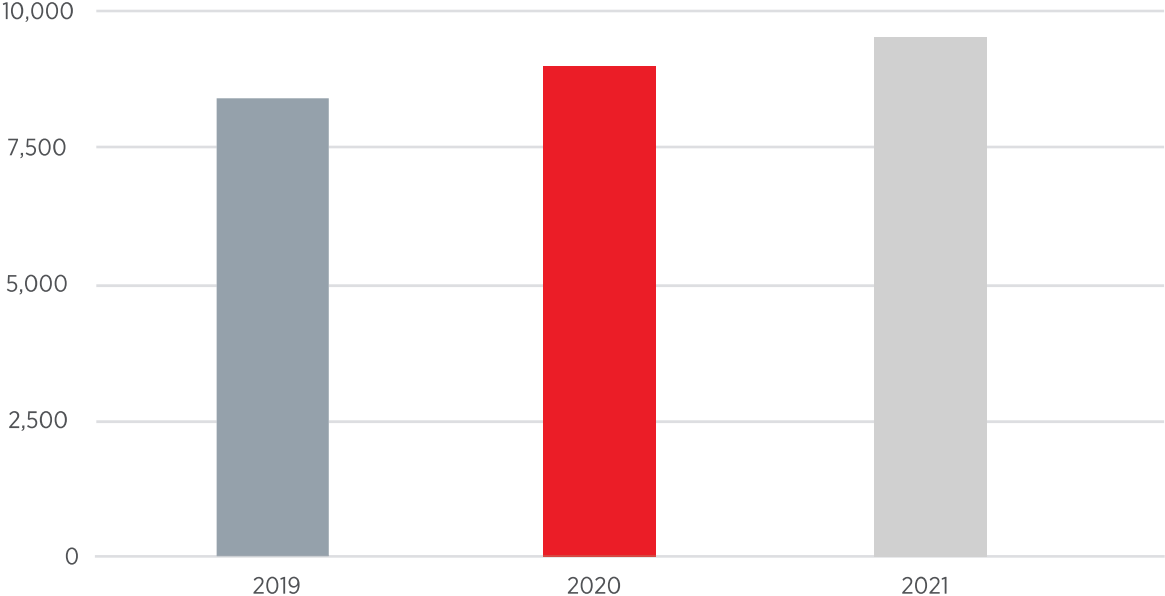
been critical for translating and conveying the Brown community's contemporary affairs-related work to practitioner, scholarly, and general audiences worldwide, and in so doing, raising the status and reputation of Watson and Brown University as a whole.

The Watson communications team supports the public programming of all of Watson's globally-focused research centers; special programs related to matters of urgent concern (e.g., the seminar series on the war in Ukraine; the worldwide panel discussion on global anti-Black racism, hosted jointly with the Center for the Study of Slavery and Justice and the Department of Africana Studies; seminars with the School of Public Health on Covid-19, etc.); as well as our John F. Kennedy, Jr. Initiative on Documentary Film and Social Progress, a now three-year-long joint effort with the Brown Arts Institute to bring to campus audiences filmmakers such as Fred Wiseman, Liz Garbus, and Questlove.

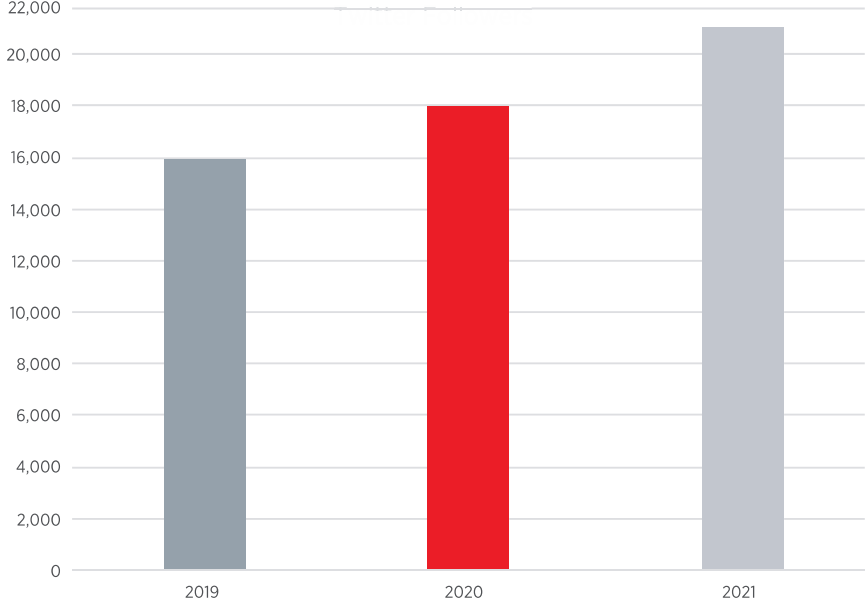
As indicated by the series of figures in **Chart 13**, Watson's presence on various social media platforms — including Facebook, Twitter, Instagram — has steadily risen in recent years, with a particularly noteworthy expansion of views on Watson's YouTube channel during the remote-only pandemic year of 2020. The number of YouTube views declined somewhat in 2021 as Brown returned to in-person operations, but the views, many of which are coming from global audiences, still remained substantially higher than in the pre-pandemic 2019 period.

Chart 13. Watson Social Media Presence, 2019-2021

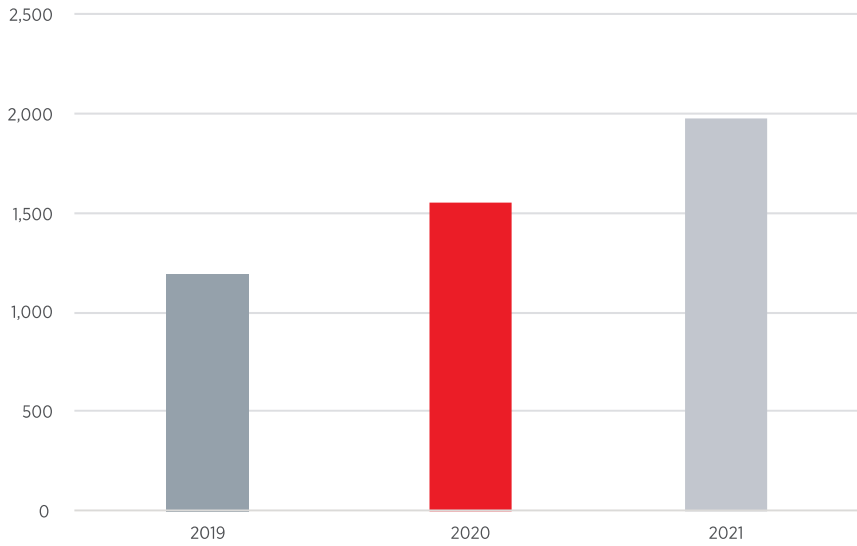
Facebook Followers



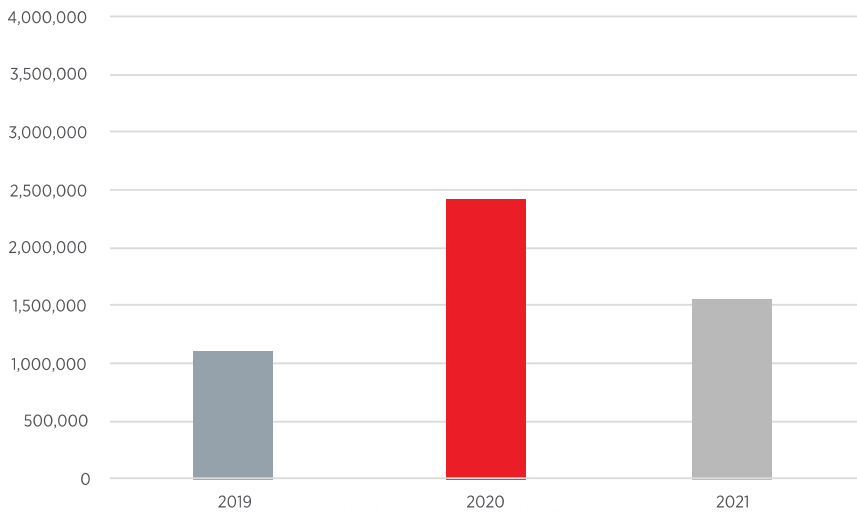
Twitter Followers



Instagram Followers



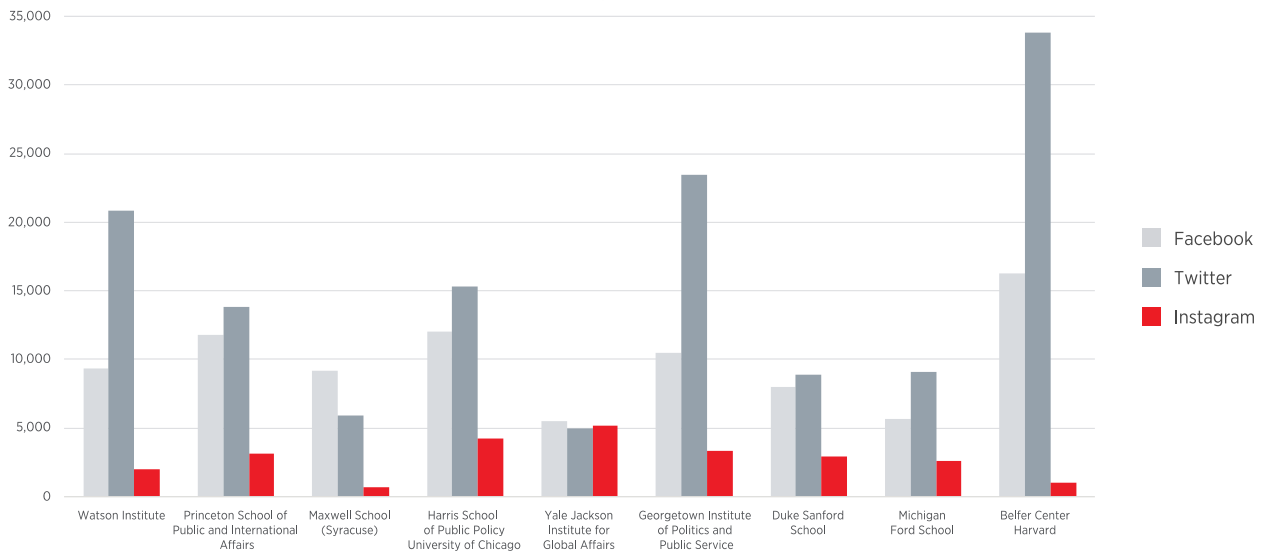
YouTube Views



**In 2020 Watson pivoted to online-only events due to the pandemic. During this time, all events were hosted on the Watson YouTube channel resulting in exponential growth in views for the year.*

Particularly noteworthy, as indicated by **Chart 14**, is that Watson on the social media front is performing well relative to peer institutions, including those that are schools, and including those that are substantially larger than Watson.

Chart 14. Social Media at Watson Institute vs. Peer Institutes, 2021



Summary

As a result of a decade of careful investment, Brown today in the Watson Institute and Watson's collaborations with units across campus has developed all the components of what in our most competitive peer institutions compose schools. That is, Watson's jointly-appointed faculty, its robust undergraduate program, its Master of Public Affairs program, its Ph.D. training program (the Graduate Program in Development), and its multiple research centers now, when taken together, place Watson in a peer group of institutions outside of Brown that are all schools (e.g., the University of Chicago Harris School, the University of Michigan Ford School, the Princeton School of Public and International Affairs, the Harvard Kennedy School, etc.). And, included among our peer competitors now are institutes that have recently become schools (e.g., the Georgetown McCourt School, the Yale Jackson School of Global Affairs, and the Cornell Brooks School of Public Policy). **Table 1**, noted earlier, provides an overview of the scale and operations of these peer institutions.

For various constituencies beyond Brown, including potential faculty recruits, that Watson is designated as an institute is somewhat anomalous, a situation that at times causes a degree of confusion.

But what is at stake is about more than just titles and the mirroring of practices at peer institutions. As will be discussed in the sections below, the establishment of a School for International and Public Affairs — based on the network of activities currently anchored in Watson and extending across campus — will have significant benefits for the Brown community, and will permit us well beyond the University to promulgate a distinctively Brown approach to the study of global affairs.

IV. THE BENEFITS OF ESTABLISHING A SCHOOL FOR INTERNATIONAL AND PUBLIC AFFAIRS

A new School for International and Public Affairs will benefit the Brown University community in at least five interrelated areas: helping Brown University fulfill its mission of service, knowledge generation, and global understanding; increasing the University's visibility and legibility with respect to international and public affairs; expanding opportunities at Brown for multidisciplinary teaching and learning; expanding opportunities for major institutional research initiatives encompassing multiple units at Brown; and expanding faculty capacity across the University community.

Fulfilling Brown University's Mission

Brown University's mission overall is to "serve the community, the nation and the world by discovering, communicating and preserving knowledge and understanding in a spirit of free inquiry, and by educating and preparing students to discharge the offices of life with usefulness and reputation."

As noted in Brown's 2013 "Building on Distinction" strategic plan and 2015 "Operational Plan for Building Brown's Excellence" (**Section 3**), the goal of transforming the Watson Institute into a school, not as a stand-alone silo, but instead as a hub for a university-wide pursuit of global knowledge, educational leadership, and applicable societal solutions has been an explicitly-delineated element of Brown's overall mission and strategic plan. Years of careful investment and growth have now put us in a position of realizing that goal.

Increasing Brown's Visibility and Legibility with Respect to International and Public Affairs

Establishing a school will underscore to the outside world Brown's commitment to globally-focused, policy-relevant studies. The University has been on a steady march toward a more globalized posture since at least the early 1990s, and over the last decade has redoubled its efforts to promote policy-relevant, contemporary affairs-focused teaching and research. We have witnessed this across numerous areas, including the Watson Institute, the School of Public Health, the School of Engineering, the Department of Computer Science, the Center for Language Studies, and many other units throughout campus.

Establishing a school at this point, particularly given that the elements of a school have already been developed, will increase Brown's national and global visibility. With greater visibility will come a number of opportunities.

Faculty and Student Recruiting

Whether with respect to faculty who are jointly-appointed in Watson and a partnering tenure-home department, or to faculty who are appointed outside of Watson but are eager to be affiliated with the policy-related work and programming anchored in Watson, anecdotal reports in recent years suggest that the presence at Brown of Watson's public policy work has led to successful faculty recruiting in Economics, Sociology, Political Science, Anthropology, Computer Science, and Public Health. Similarly, Watson's global focus, through its regionally-focused research centers, has been an important contributor to successful faculty recruiting in Anthropology, History, and Political Science. Establishing a school and raising Brown's visibility in global affairs will likely foster the continuation and deepening of this trend.

The new school will also enhance student recruiting, especially in Watson's MPA and the School of Public Health and Watson's joint MPA-MPH program, but also potentially in programs such as Computer Science's Master of Science in Cybersecurity. Government agencies, NGOs, and policy consultancies tend to prioritize a select group of universities for recruiting efforts. Especially for our master's students, we believe employers will be more likely to make concerted efforts to recruit from Brown if we have a school, and, by extension, appear within the category of such universities that play in this arena.

Students are already attracted to the MPA and joint MPA-MPH programs because of Brown's reputation. School status, however, given that it will further increase Brown's visibility, will generate more resources for student fellowships, will drive applications from top students, and will permit us to fully fund as many of those students as possible. This will further us on the path to attracting the best, most diverse pool of students possible; ensuring that these students, regardless of their financial means, can attain the education necessary for meaningful careers in public service; and ultimately to placing these students in precisely the type of high impact professional positions they desire.

The ability to offer tuition support is particularly important for attracting the best, most diverse population of MPA students

- At least two of our peers, Princeton's School for Public and International Affairs and Yale's Jackson School, offer full tuition support to all of their students. This amounted in 2022 to average annual awards of \$61.5K per student in Yale's case, and \$60.4K in Princeton's case.
- In Columbia's case, 27 percent of the incoming class at the School of International and Public Affairs in 2022 received fellowships, and those fellowships averaged \$32.6K per student.
- The Chicago Harris School does not report average fellowship awards, but it claims that 50 percent of master's students receive such awards, and it publicly posts a wide range of named fellowships and scholarships that are available to students.
- The Harvard Kennedy School also does not report average fellowship awards, but it extensively publicizes its Presidential Scholarships and Public Service Fellowships that cover full tuition for students willing to serve in public service roles for at least three years after graduation.

At Watson, all MPA students in 2022 received some degree of tuition support, but those fellowships were highly variable, with the average being \$21.5K per student. Just under 10 percent of the students received significant fellowships covering over 60 percent of tuition, while 30 percent of the students received relatively small fellowships covering less than 10 percent of tuition.

In Watson's 2022 survey of accepted applicants who ultimately declined our offer of admission, 38 percent of the respondents reported financial concerns as the main reason for the decision. That was the most frequently-cited reason by respondents. Of those respondents, 20 percent ended up enrolling in the University of Chicago's Harris School, 15 percent matriculated at Columbia SIPA, and 10 percent at Harvard, with the remainder spread across a variety of institutions including Princeton, Cornell, Berkeley, and Michigan.

What these data demonstrate is that our leading competitors are all schools, and to the best of our knowledge, when they are able to beat us out in the competition for the best students, their ability to do so often hinges on their provision of extensive tuition support.

One of the lessons is that in establishing a new school, Brown must focus on expanding the amount of financial support provided to students in order to ensure the excellence and diversity of the incoming class. This is partly about attracting the best students possible. But, in a more profound sense, this is about reaffirming our values surrounding public service and inclusion. **A new School for International and Public Affairs at Brown will remain committed to the idea that all students interested in careers in public service, particularly those from historically-underrepresented and marginalized groups, should be provided the opportunity to pursue their educational dreams, and should do so without having to incur substantial up-front expenses.**

Expanded Educational Opportunities

The Watson Institute's undergraduate IAPA concentration is doing well, and serving a large number of concentrators. The goal of establishing the new school is to expand the range of opportunities for all undergraduates, regardless of concentration, to participate in the types of public programming and senior fellow-led non-credit study groups that will meet their interests and needs with respect to global affairs. Expanded programming of this type should redound to the advantage of Brown's regional studies concentrations (e.g., East Asian Studies, Middle East Studies, Latin American Studies, South Asian Studies), social science concentrations, and the Center for Language Studies as students become increasingly motivated to develop the language skills needed for deeper study — including field research and experiential learning — in their regions of interest.

Moreover, we believe that the increasing visibility at Brown of teaching and research at the intersection of technology and global affairs — including with Watson's current hiring initiative in cyber security — will encourage STEM-focused students to see the essential role that they can and must play in future policy debates. Indeed, the increasing numbers of students who today double concentrate in IAPA and a STEM discipline is indicative of positive movement in this direction.

At the master's level, Watson, regardless of a possible transition to school status, intends to keep its MPA program at the current scale of approximately 65 students per year. As noted above, however, the increased visibility surrounding the establishment of a school would support the recruitment of top student talent, and help situate the program in a clearer competitive arena. Where expansion could potentially be envisioned would be with the joint MPA-MPH, as both the School of Public Health and a newly-established School for International and Public Affairs could together expand their efforts in global public health policy and security.

For both the MPA and MPA-MPH programs, we believe that the increased visibility brought by school status will aid in the type of fundraising — both philanthropic and institutional — that will, as indicated earlier, ensure that all qualified students who are committed to careers in public service, especially our first-generation college students and students from historically-underrepresented groups, can receive full fellowships to support their aspirations. The School of Public Health's partnership with Tougaloo College in the Health Equity Scholars fellowship program is an important model on this front, one that would guide comparable programs at the new School of International and Public Affairs.

At the Ph.D. level, while there is no intention to develop a new Ph.D. program with the establishment of a school, the new school would likely facilitate an expansion of Watson's existing and highly successful Graduate Program in Development (GPD). The GPD currently supports development studies for Ph.D. students across Brown's social sciences departments. With a school, an important goal would be to expand the program to include collaborative relationships with institutional partners across the Global South. School status could help both to attract partners and develop the foundation-related funding needed to achieve this expansion. Similarly, the goal would be to expand the GPD's Ph.D. training model to Watson's other core research areas, namely governance and security, thus allowing for the training of greater numbers of Ph.D. students drawn from a wider array of units on campus.

More generally, given Watson's joint-appointment model for tenure-stream faculty, a model that will remain in place in a School for International and Public Affairs, the continued expansion of faculty on the school's side will be inextricably linked with expansion on the departmental side. This overall growth of faculty capacity will permit more teaching effort at the undergraduate and graduate level, and, as will be discussed below, expanded research across the University.

Expanded Institutional Research Opportunities

Along numerous dimensions (e.g., the size of our graduate student population, the size of our faculty, the scale of our research expenditures, etc.), we at Brown University operate at a smaller scale than our competing peer institutions. However, our key advantage up to the present, and our key potential multiplier effect for the future, fundamentally resides in our ability to work across units, avoid duplication,

and instead achieve the kind of multidisciplinary synergies that unlock utterly novel analytical approaches and empirical findings. This reality has shaped Watson's research enterprise over the past ten years of growth, and will absolutely drive the distinctiveness of the research enterprise of a new School for International and Public Affairs.

For example, over the last decade, Watson has steadily developed expertise, from a variety of different global angles, on income inequality, societal inequity, and unequal access to fundamental public goods. This research, involving jointly-appointed faculty in Economics, Political Science, Sociology, History, Education, and Anthropology, has situated in a comparative context data from South Asia, sub-Saharan Africa, the Middle East, China, Latin America, Western Europe, and the United States. Involving a range of methods spanning large-N data analysis, survey work, and qualitative case studies, the effort has examined topics including access to drinking water in Indian cities; the intersection of ethnicity, spatial distribution, and access to education and healthcare in American urban centers; the legacies of enslavement and colonialism on development in Caribbean nations; the impact of handgun trafficking from the United States on society in Mexico and Central America; the political economy of prison building and incarceration in the America South; the connection between financial regulation, inequality, and political radicalism in Europe and the United Kingdom; and the connection between inequality and public health in Nigeria and Kenya.

Though involving a number of individual projects, this body of work is distinctive in that it involves a common discourse across multiple geographies and societal contexts. Fostered by Watson's regionally-focused centers, this disposition toward a cross-societal discourse allows us to foster learning across a variety of contexts, while also pushing us, wherever we happen to reside, to achieve greater self-awareness and understanding as we begin to discern in our immediate environment behaviors or outcomes previously associated only with the "foreign."

Furthermore, the work is linked with, energized by, and contributing to efforts going on throughout the University, including in Public Health, the Population Studies and Training Center, Economics, CSREA, CSSJ, and the Annenberg Institute. We foresee a new School of International and Public Affairs being an important player in a University-wide push, including with respect to major institutional funding opportunities, on the theme of "Combating Inequality."

An additional example involves Watson's growing focus on the intersection of conflict and human rights. This work emerged initially from Watson's **Costs of War** project, which has since its inception in 2010 evolved into the world's foremost source of data on the human, financial, and societal costs of America's post-9/11 wars. An effort that continues to this day -- and is, indeed, expanding to include analysis of deepening geopolitical rivalries between the United States, China, and Russia -- the Costs of War project involves over 50 scholars spread across Brown and partnering institutions, as well as funding from the Carnegie Corporation, the Colombe Foundation, and the Open Society Foundations. A detailed description of the research and public impact of the Costs of War project during AY21-22 can be found in **Appendix 5**.

This work is now complemented by **Watson's Center for Human Rights and Humanitarian Studies**, which as part of its research effort has developed a specialization in civilian-military humanitarian coordination in situations of armed conflict and natural disasters. The work at once probes deeply into the causal mechanisms of phenomena illuminated by the Costs of War project, while also developing actionable solutions for better protecting civilians in future conflicts and crisis. The research now involves faculty and students from across Brown — including the social sciences, Medicine, the STEM disciplines, and Public Health — as well as partnerships with the United Nations Office for the Coordination of Humanitarian Affairs, worldwide humanitarian organizations, and the militaries of the United States and other nations. A detailed description of the research and impact of the Center for Human Rights and Humanitarian Studies during AY21-22 can be found in **Appendix 6**.

This work, which has been funded by organizations such as the Bill and Melinda Gates Foundation, the William Randolph Hearst Foundation, the United Nations, and the Australian Government's Civil-Military Centre, has involved substantial student involvement, whether through research assistantships, the

Center's summer internship program, and the Center's Student Clinic for Immigrant Justice. The research program has also generated new courses on human security and humanitarian response, and humanitarianism in armed conflict that serve undergraduate and graduate students across the University.

Through its work on Covid-19 vaccine training for healthcare workers worldwide, as well as its research on the role of civil society in shaping Covid-19 responses across multiple global contexts, this overall push on humanitarianism, conflict, and security is increasingly dovetailing with pioneering work currently under way in the School of Public Health's new Pandemic Center. Brown is clearly emerging as a major player in this domain, one in which a new School for International and Public Affairs would continue to be an important collaborator.

Climate change and climate remediation is a further area in which Watson's research program is contributing to a growing effort across the University. Watson's **Climate Solutions Lab (CSL)**, established in 2021, focuses on understanding the politics of climate change and climate remediation at the local, national, and international level. In collaboration with faculty and postdocs from Watson, IBES, the Medical School, and numerous other units both within Brown and beyond, the Lab has pushed translational research in areas including the impact of fossil fuel reliance on US national security, the potential for multilateral agreements on green shipping, the politics of climate-related finance, and the potential in various national contexts for industrial policy to advance green technologies.

This research, in turn, has been linked to the needs of our students, and students globally, through the CSL's "Syllabus Bank," which provides open access to climate-related syllabi not just from Brown, but from leading universities all across the world.

Important to emphasize is that this work would not be possible in the absence of the broader push on climate change being undertaken by IBES, and the push on sustainable energy taking place in Engineering, particularly Materials Science. Given that various parts of the University are working on climate-related issues — often in interlinked projects, and even more frequently in a common discourse through research and teaching — we believe that Brown is well positioned now to seek major institutional funding in this area. A new School for International and Public Affairs would be a committed partner in that effort.

The more general point is that in a number of areas — including emergent ones like cyber security and privacy, and the ethical and responsible use of algorithmic tools — the Watson Institute, by participating in collaborative research efforts, generating new faculty hires to expand that research, translating that research into courses for our students, and communicating our research findings to the global policy community -- is playing an important role in fostering Brown's reputation as a leading research and teaching institution.

This role will be enhanced with the Watson Institute's transformation into a school. **The point is not to duplicate or supersede the efforts of other units. Rather, it is that by working together on monumentally important topics, units across Brown can deliver distinctive research.** But, the increased visibility of a school will likely enhance the ability for multi-unit, University-wide teams to compete for major external grants. Those grants, in turn, will lead to increased support for graduate students, enhanced reputational effects for the University, and, most important, the continued delivery of high-impact research that leads to real societal change.

V. GOVERNANCE STRUCTURE OF THE NEW SCHOOL

The Watson Institute has grown significantly since 2013, but still lacks an organizational structure and staffing model capable of integrating fully and effectively across the various constituent units. The present staffing model has left a number of Watson programs and cross-campus collaborations either completely unstaffed or seriously understaffed, thus impairing our ability to realize our full potential in the near term, and also inhibiting growth in the future. To a large extent, this is a reflection of the fact that the Watson Institute encompasses the various elements and operations of schools — whether schools at Brown (i.e., Engineering, Public Health, Medicine) or at peer institutions — but lacks a comparable administrative and governance structure. See **Appendix 7** for current staffing structure.

To remedy this situation, the new School for International and Public Affairs would be structured in a manner indicated by **Appendix 8**. This would be consistent with other schools at Brown and peer institutions externally. The school would be headed by a Dean of International and Public Affairs, who would report directly to the Provost. The Board of Governors, as in the current situation, would continue to serve in an advisory rather than fiduciary capacity with respect to the dean. Academic programs, on the left side of the chart, would be fully staffed, and supervised by an Associate Dean for Academic Affairs, a tenured member of the Watson Institute faculty. Core research areas (Development, Governance, Security) would each have their own directors, budget, and staff, and would report to the Dean, as would the school's research centers and initiatives. An Associate Dean for Diversity, Equity, and Inclusion would lead the school's efforts to achieve greater diversity and inclusion in faculty and staff hiring, curricular reform, student affairs, and community relations. School-wide, core administrative areas — finance, administration/operations, and communications — would each have their own directors, and would report to the dean.

In addition to the new associate deanships and research area directorships, faculty governance would be maintained and deepened through the establishment of several key faculty standing committees:

1. The Faculty Executive Committee, composed of 3-4 faculty appointed by the Dean on a two-year, rotating basis, would directly advise the Dean on strategic planning, as well as advise the dean and vet candidates for short-term (1-3 year) non-regular faculty appointments (i.e., senior fellows, visiting scholars, etc.).
2. The Faculty Hiring Committee, composed of 3-4 faculty appointed by the Dean on a one-year, rotating basis, would direct searches and vet candidates for regular faculty positions (i.e., lecturers and tenure-stream faculty). Because tenure-stream faculty will all be appointed jointly with tenure-home disciplinary departments, the committee will coordinate closely with those departments. For any given search, the full search committee will be composed of members of the tenure-home disciplinary department as well as the new school's Faculty Hiring Committee.
3. The IAPA Undergraduate Concentration Committee, composed of 3-4 faculty appointed by the Associate Dean for Academic Affairs in consultation with the Dean on a two-year, rotating basis, would exercise oversight over the undergraduate concentration and its curriculum.
4. The MPA Faculty Committee, appointed by the Associate Dean for Academic Affairs in consultation with the Dean on a two-year, rotating basis, would exercise oversight over the MPA program and its curriculum.
5. The Postdoctoral Fellows Program search committee, appointed by the Associate Dean for Academic Affairs in consultation with the Dean on an annual, rotating basis, would conduct the selection process for Watson postdoctoral fellows.

Most important, fundamental governance would remain in the hands of the faculty. As is true today with the Watson Institute today, the faculty of a new School for International and Public Affairs will continue to

exercise oversight and power – through discussion and voting – over faculty appointments, faculty reappointments and promotions, and the definition of faculty searches.

In addition, the new school each spring will convene a faculty-wide strategic retreat to discuss and vote upon new hiring initiatives, as well as to review progress on current hiring initiatives.

Today at Watson, faculty governance is carried out through monthly faculty meetings and periodic faculty retreats. Those practices will continue in the new school.

VI. THE PATH TOWARD COMPETING AT THE HIGHEST LEVELS

Watson vs. Leading Peer Institutions: Comparisons of Scholarly Productivity and Impact

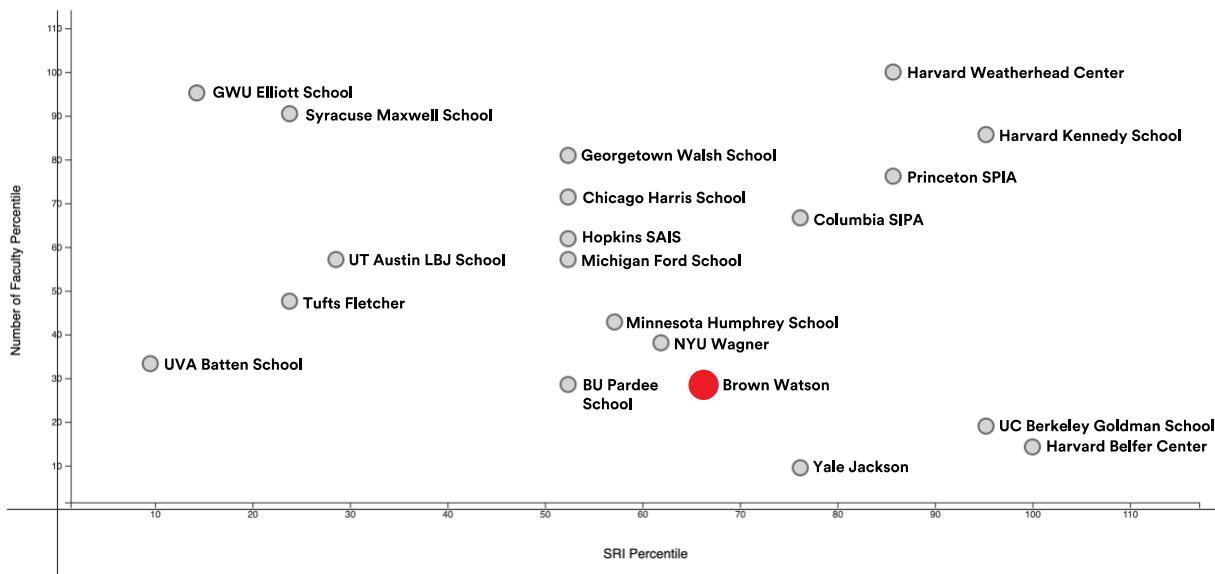
Data compiled by Analytical Analytics are useful for assessing the Watson Institute's standing vis-a-vis leading peer institutions with respect to scholarly productivity. The available data look specifically at research output by each academic unit's tenure stream faculty. The institutional comparison set (see **Table 15**) includes a variety of schools of public policy or international and public affairs, as well as several research centers, including the Weatherhead Center for International Affairs and the Belfer Center for Science and International Affairs, both at Harvard. These two centers are not quite comparable to the other institutions in the group, for in both cases, they are basically agglomerations of affiliated faculty drawn from across the University, with the affiliates in most cases having no additional responsibilities attached to this designation. The recently-established Jackson School at Yale is also somewhat of an exceptional case, for it lists as its formal faculty only a small number of senior scholars who do not seem to staff the school's main courses. This is in contrast to the other units in the comparison set, including Watson, whose program-specific classes (i.e., MPA courses, undergraduate concentration/major courses, etc.) are taught by the unit's faculty, and whose research centers are often run by those same faculty.

Table 15. List of Institutions Included in Academic Analytics Peer Comparison

- Boston University Pardee School of Global Studies
- Brown University Watson Institute
- Columbia University School of International and Public Affairs
- George Washington University Elliott School of International Affairs
- Georgetown University Walsh School of Foreign Service
- Harvard University Belfer Center for Science and International Affairs
- Harvard University Kennedy School of Government
- Harvard University Weatherhead Center for International Affairs
- Johns Hopkins University School of Advanced International Studies
- New York University Wagner School Graduate School of Public Service
- Princeton University School of Public and International Affairs
- Syracuse University Maxwell School of Citizenship and Public Affairs
- Tufts University Fletcher School of Law and Diplomacy
- University of Minnesota Humphrey School of Public Affairs
- University of Texas Lyndon B. Johnson School of Public Affairs
- University of Virginia Batten School of Leadership and Public Policy
- Yale University Jackson School of Global Affairs

Chart 16 provides an overview of how Watson compares with respect to Academic Analytics' Scholarly Research Index (SRI) score, a weighted measure -- on a per faculty member basis -- of total journal articles, total citations, total books, total grants, total grant dollars, total awards, and total conference proceedings. The data for all metrics in this comparison cover the period 2016-2017, except for books, which cover the period 2011-2020.

Chart 16. Academic Analytics Scholarly Research Index Score: Comparisons Across Schools and Centers

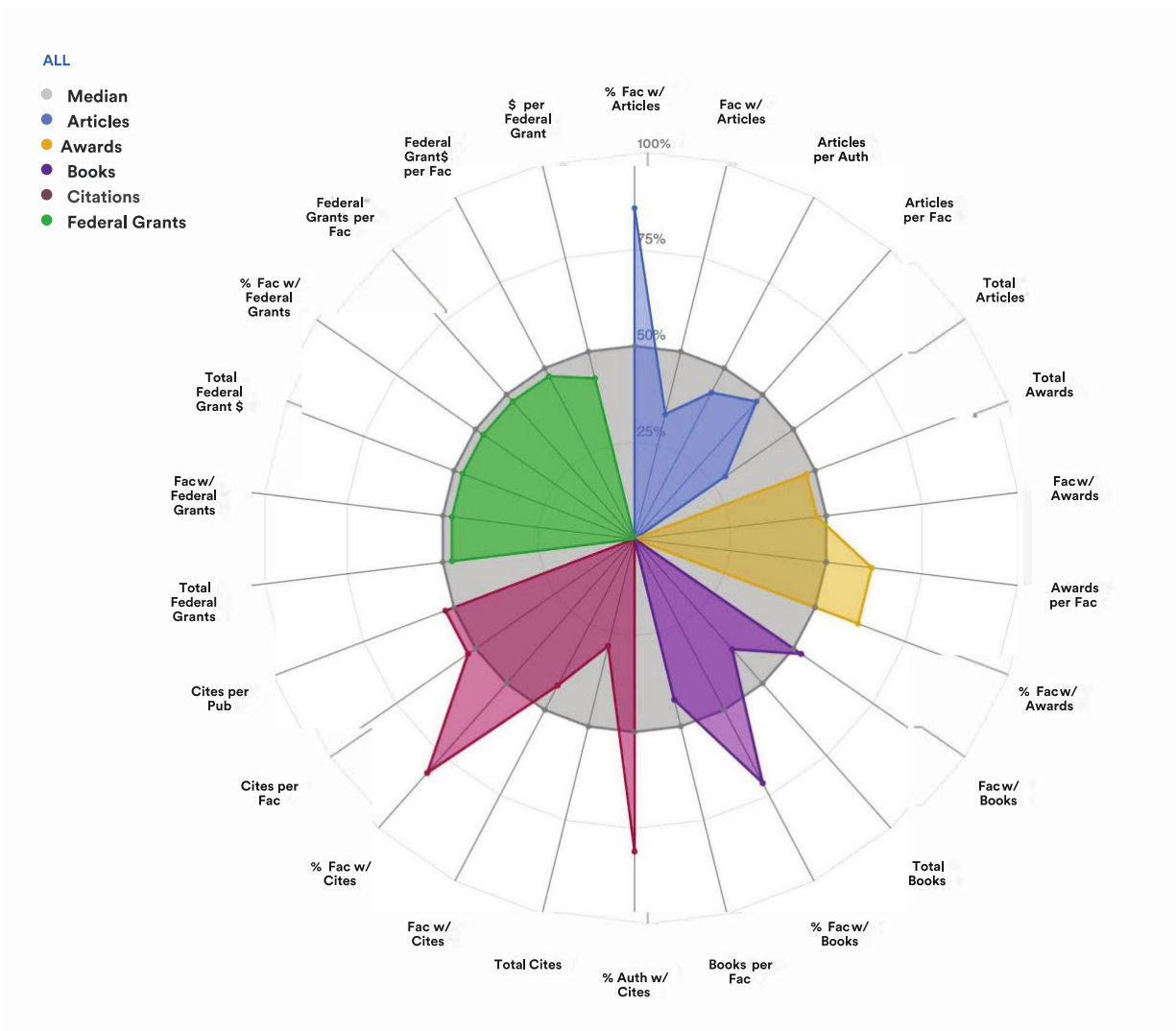


Most important to note is that in terms of overall scholarly output and impact, the Watson Institute is already ranked higher than a number of the nation's leading schools of public and international affairs (see Chart 16). Among the schools trailing Watson are the Chicago Harris School, the Michigan Ford School, the Johns Hopkins School for Advanced International Studies (SAIS), Boston University's Pardee School, Minnesota's Humphrey School, and Georgetown's Walsh School. As noted above, Yale Jackson, Harvard Weatherhead, and Harvard Belfer are somewhat anomalous, so their relevance in the overall comparison is questionable.

The four schools that are clearly ahead of Watson are Columbia SIPA, Princeton SPIA, Berkeley Goldman, and Harvard Kennedy. Brown's new School for International and Public Affairs should aim to equal or surpass these leading peer institutions in the next five years.

Chart 17, disaggregating the metrics that go into the overall SRI score, and indicating the Watson Institute's current strengths and weaknesses, provides some indication of what needs to be done. Relative to peer institutions, the Watson Institute tends to have higher percentages of faculty across the board that have in recent years published journal articles and books, and that have had their work cited. In this sense, the Watson Institute is a leader among its peers in terms of the overall proportion of tenure-stream faculty that are actively engaged in research.

Chart 17. Compositional Metrics



At the same time, Watson’s productivity levels, normalized on a per faculty basis (i.e., articles per faculty member, books per faculty member), are just about at the median in the peer group, suggesting room for improvement. Federal grant performance has been slightly below the median, again suggesting room for improvement. Nonetheless, as indicated by Table 18, the number of grant proposals submitted by Watson faculty members has been trending upward in recent years, with a particularly noteworthy surge in 2020 and 2021.¹⁸ Having more proposals in play is clearly an important element of securing more grant awards.

¹⁸ While the number of proposals in FY22 were lower than during the surge years of FY20 and FY21, the FY22 level was substantially higher than FY18 and FY19.

Table 18. Grant Proposals by Watson Faculty and Research Centers, FY18-22

FY18 Proposal Sponsor Type	FY18 Proposal Status
Private Educational Institution	Funded/Awarded
Foundation	Funded/Awarded
Foundation	Funded/Awarded
Foundation	Funded/Awarded
Federal	Funded/Awarded
Foundation	Funded/Awarded
Foundation	Funded/Awarded
Foundation	Not-Funded
Foundation	Funded/Awarded
Foundation	Funded/Awarded
Foreign Government	Not-Funded
Foreign Foundation	Funded/Awarded
Foundation	Funded/Awarded
Not-for-Profit Organization	Not-Funded
Foundation	Funded/Awarded
Foundation	Funded/Awarded

FY19 Proposal Sponsor Type	FY19 Proposal Status
Public Educational Institution	Funded/Awarded
Foundation	Funded/Awarded
Federal	Not-Funded
Foundation	Not-Funded
Foundation	Funded/Awarded
Not-for-Profit Organization	Not-Funded
Foundation	Not-Funded
Foundation	Funded/Awarded
Federal	Not-Funded

Foundation	Funded/Awarded
Federal	Not-Funded
Foundation	Funded/Awarded
Foundation	Not-Funded
Federal	Funded/Awarded
Private Educational Institution	Not-Funded
Not-for-Profit Organization	Not-Funded

FY20 Proposal Sponsor Type	FY20 Proposal Status
Foundation	Funded/Awarded
Foreign Private Institution	Funded/Awarded
Foundation	Funded/Awarded
Foreign Private Institution	Funded/Awarded
Foreign Public Educational Institution	Not-Funded
Private Educational Institution	Not-Funded
Federal	Not-Funded
Foreign Private Institution	Funded/Awarded
Federal	Funded/Awarded
Federal	Not-Funded
Federal	Not-Funded
Federal	Not-Funded
Foundation	Funded/Awarded
Public Educational Institution	Funded/Awarded
Foundation	Not-Funded
Foreign Private Institution	Not-Funded
Foundation	Not-Funded
Not-for-Profit Organization	Funded/Awarded
Foundation	Funded/Awarded
Foundation	Funded/Awarded
Not-for-Profit Organization	Funded/Awarded

Foundation	Funded/Awarded
Foundation	Funded/Awarded
Foreign Private Institution	Funded/Awarded
Foundation	Funded/Awarded
Foundation	Funded/Awarded
Foundation	Funded/Awarded
Foundation	Not-Funded

FY21 Proposal Sponsor Type	FY21 Proposal Status
Foreign Private Institution	Not-Funded
Foreign Private Institution	Funded/Awarded
Federal	Not-Funded
Public Educational Institution	Funded/Awarded
Professional/Technical Association	Funded/Awarded
Foundation	Not-Funded
Corporation	Not-Funded
Foundation	Not-Funded
Foundation	Funded/Awarded
Foundation	Not-Funded
Foundation	Funded/Awarded
Federal	Not-Funded
Foundation	Funded/Awarded
Not-for-Profit Organization	Funded/Awarded
Foundation	Funded/Awarded
Foundation	Funded/Awarded
Federal	Not-Funded
Federal	Not-Funded
Federal	Not-Funded
Not-for-Profit Organization	Not-Funded
Corporation	Not-Funded
Foreign Private Institution	Funded/Awarded

Federal	Not-Funded
Not-for-Profit Organization	Not-Funded
Foundation	Funded/Awarded
Foundation	Not-Funded
Corporation	Not-Funded
Foundation	Pending
Corporation	Pending
Foundation	Funded/Awarded
Not-for-Profit Organization	Funded/Awarded
Foundation	Funded/Awarded
Foreign Public Educational Institution	Funded/Awarded
Professional/Technical Association	Pending
Foundation	Pending
Foreign Private Institution	Funded/Awarded
Foreign Government	Funded/Awarded

FY22 Proposal Sponsor Type	FY22 Proposal Status
Foundation	Pending
Foreign Private Institution	Pending
Federal	Funded/Awarded
Federal	Pending
Foundation	Funded/Awarded
Foundation	Pending
Foundation	Funded/Awarded
Foundation	Funded/Awarded
Foundation	Funded/Awarded
Foundation	Funded/Awarded
Federal	Pending
Federal	Pending
Foreign Government	Funded/Awarded
Foreign Government	Pending

Federal	Not-Funded
Not-for-Profit Organization	Funded/Awarded
Foundation	Funded/Awarded
Foreign Private Institution	Funded/Awarded
Private Educational Institution	Pending
Foundation	Pending
Foreign Foundation	Pending
Federal	Pending
Federal	Pending
Foreign Private Institution	Funded/Awarded

Worth noting throughout these inter-institutional comparisons is that three of the schools that lead in the SRI ranking — Columbia SIPA, Princeton SPIA, and Harvard Kennedy — have substantially larger faculties than Watson. And, the Berkeley Goldman School, though it has a relatively small number of tenure-stream faculty, lists twenty-two lecturers on its public roster. What that suggests is that Watson still needs to grow, though the ability of Berkeley Goldman to compete at the highest levels confirms that Watson's future growth need only be modest.

In general terms, having a larger faculty permits a school to spread teaching and service tasks more widely, thus on the whole permitting the tenure-stream faculty to devote more time to research. Watson's deficit on this front is compounded by two additional factors. First, since Watson in recent years has been growing rapidly from a small base, virtually all faculty members, in addition to standing up a new MPA program and overhauling an undergraduate program, have also been involved in repeated service on faculty and postdoc search committees. What that simply means is that achieving a key part of the long-term solution — faculty expansion — requires some near-term time-squeezes on the part of the faculty's time in repeatedly staffing searches.

The University's recently-announced new sabbatical policy — which provides one semester of fully-paid sabbatical leave after 6 semesters in residence or one year of fully-paid sabbatical after 12 semesters in residence — represents an important measure for affording faculty more time to devote to research. Additionally, as noted in Part 5, Section 12, II.D. (p. 155) of the 2022 version of Brown University's Faculty Rules and Regulations, "Under exceptional circumstances, such as the time requirements of preparing or managing large collaborative projects and grant proposals, faculty may be given permission to consolidate teaching ('course bunching'). Requests should normally be made in the academic year prior to the anticipated teaching adjustment, and approved the Chair, the Vice President for Research, and the appropriate Dean." Again, this measure with respect to the preparation of large grant proposals, provides faculty, with appropriate permissions, to arrange teaching so as to effectively foster research.

Second, a fairly large portion of Watson's tenure stream faculty — six faculty members at present — are serving in major administrative positions within the Institute (i.e., directing research centers, academic programs, etc.), and another two Watson faculty members are serving as chairs of their tenure-home disciplinary departments. If we are going to improve scholarly productivity, we need to spread the burden of running centers and programs more broadly. We should also be cautious about starting additional centers.

These points are raised neither as excuses nor complaints, but instead just to highlight a reality that pertains to much of the University. The Watson Institute, like much of Brown, operates at a somewhat

smaller scale than leading peers, and also happens to be in a growth phase. Thus, the faculty are stretched, and many are drawn into administrative tasks. Nonetheless, Watson's strong performance currently in the SRI rankings suggests that with some relatively modest changes, the faculty can be afforded what they need most to compete at the absolute highest level, time.

Competing for the Best Master's Students

As discussed in Section IV, Princeton, Yale, and Columbia offer higher levels of tuition support for MPA students than does Brown. At the same time, while information about Harvard's average level of MPA tuition support is not publicly-available, Harvard underscores in its marketing materials that it provides on an annual basis a number of full tuition scholarships ("Presidential Scholarships" and "Public Service Fellowships"). Within Watson, survey data from the 2022 MPA admissions cycle indicate that in cases in which Watson failed to successfully recruit admitted students, it is to precisely these schools – as well as to Chicago, which also offers higher levels of tuition support than does Brown – that we lose out.

It makes sense that MPA applicants, individuals aspiring to public service-oriented careers not generally associated with high incomes, would be highly conscious of the amount of scholarship support that could be garnered to offset tuition costs. A school's overall reputation is, of course, important in driving admissions yields in a competitive academic marketplace, but it is equally clear that the very best, most prestigious schools are also competing on the basis of the scholarship support they can provide students. Moreover, substantial scholarship support is essential for ensuring the kind of excellence that comes from having a fully diverse student body, one in which financial privilege is not a precondition for entry.

While the Watson Institute today is generally doing well with respect to recruiting and overall student quality, the reality is that if Brown's School for International and Public Affairs is going to compete successfully and consistently with the very best schools for the very best MPA students, we must endeavor to offer more tuition assistance.

Advancing to the Front Ranks within Five Years

The Watson Institute already today is in a respectable position vis-a-vis the top schools of international and public affairs in the country. The goal, however, is to be positioned right on par with or surpassing the top three schools within the next four to five years. That goal can be achieved through the following steps:

- 1. The faculty should be expanded by seven new chairs in the next four to five years.** Such expansion will allow us to achieve not only greater bench strength, but also to deepen our research expertise in ways that could complement broader University-wide initiatives in a number of areas, including climate change, inequality and opportunity, and health security. By deepening Watson's interactions in these initiatives, we as a campus-wide community can better position ourselves to seek major, multi-unit grants.

Funding for the proposed new Watson chairs can be met through already-approved fundraising goals for the Watson Institute, as well as through funding from the Institute's existing endowment.

Watson's current growth plan is to conduct searches for two to three faculty members in FY24, two faculty members in FY25, two faculty members in FY26.

- 2. The Watson faculty should also be expanded through additional joint appointments with faculty already present at Brown in units external to Watson.** This practice has been used previously with several of Watson's partnering units in the social sciences, including Economics, Political Science, Sociology, and Education. A new school would benefit immensely from the expansion of such partnerships to units such as Public Health, Medicine, Engineering, and disciplinary departments in the sciences and humanities.
- 3. Greater efforts will be made to encourage Brown faculty members not currently affiliated with Watson to serve as "faculty fellows" on a multi-year, term basis.** Faculty fellows are

already eligible to serve as directors of Watson-based research centers, and have for years done so on a highly successful basis. In recent years, faculty fellows have also been added in several of Watson's research areas, virtually all of which involve collaborations extending well beyond Watson's administrative borders. The new school will endeavor to increase the number of Brown faculty serving in these roles, which include modest amounts of annual research/discretionary funding.

The point here, as with item #2 above, is not simply to expand the headcount in order to more widely distribute service and teaching responsibilities. Rather, the point is to foster the kinds of scholarly clusters that will generate added scholarly dynamism and productivity.

- 4. The new School for International and Public Affairs must increase its level of sponsored research.** While sponsored research in the social sciences will not likely ever approach the scale or centrality of such research in the STEM disciplines, grants — whether federal or institutional — are important for at least two reasons. First, grants of any size contribute resources to support research. Second, and even more critically, grants, particularly the most prestigious ones, raise the external visibility and status of the research being conducted. In short, grants are important drivers of our scholarly reputation and standing.

Successful grantsmanship has been realized in a number of Watson units, including the Costs of War project and the Center for Human Rights and Humanitarian Studies. There has also been successful grantsmanship among faculty working on issues of international security, as well among a growing group at the intersection between race/ethnicity, politics, and public policy. Because our most recent faculty hires work in several of these areas (Poulami Roychowdhury, recruited from McGill works in the area of human rights; and John Eason, recruited from Wisconsin, works on race and policy), we are optimistic that the upward trend in grant awards will continue apace, particularly as faculty clusters continue to mature and afford more opportunities to seek larger-scale, multi-PI grants.

We also are determined to ensure that similar trends unfold in emergent areas for which Watson is developing clusters of faculty and postdoc talent. Two of the most promising areas right now are climate policy¹⁹ and the comparative study of global inequality and unequal access to public goods.²⁰

To achieve success in any of these areas, we need to ensure that the number of submitted proposals (**Table 18**) continues to grow.

To facilitate this, the Watson Institute is currently undertaking the following steps:

- Commencing regular monthly meetings between the Watson Director, the Associate Director of Foundation Relations, and the OVPR's Director of Research Development. This monthly meeting, mirroring practices already under way with Engineering and Public Health, will permit all parties involved to convey to the faculty information about new funding opportunities, and to convey to funding agencies information about emergent research areas in which Watson faculty and campus-wide collaborators are making promising new inroads.
- Providing Watson faculty and campus wide collaborators with seed funding to bring research up to the stage at which grant proposals become feasible.
- Using overall levels of grant applications, with FY22 as an initial benchmark, as an important and additional element for assessing year-on-year performance of Watson's overall research productivity.

¹⁹ The establishment of Watson's Climate Solutions Lab has been critical in this effort, for in addition to galvanizing existing faculty interest in climate policy, it has also brought to Watson climate-focused postdocs.

²⁰ Watson faculty are currently working on this topic in a variety of global regions, including South Asia, Sub-Saharan Africa, Latin America, the Middle East, and the United States.

Beyond Watson itself, the University, at least in a select few areas, should endeavor to “think big” and act strategically by fostering multi-unit efforts to secure major, transformational grants. Given the nature of Watson’s recent growth, Brown’s future School for International and Public Affairs in the near term would absolutely be an appropriate partner for major University-wide initiatives in areas such as climate change, globally inequality, global health security, and the historical legacies of enslavement.

The Brown community's collective track record demonstrates that we can work across departmental and unit boundaries. The challenge now — both for the new school's reputation and the University's as a whole — is to go to the next level by competing for, and, hopefully, winning the kind of major transformational grants, whether federal or institutional, that will at once fuel research and garner national attention.

5. **To achieve the goals noted above, it is imperative that the University move quickly to shore up its administrative infrastructure for pre- and post-award grant support.** For sponsored research to grow, whether respect to the types of single-PI awards that Watson faculty are already securing, or the kinds of large-scale transformational awards that a future school would seek with University-wide collaborators, Brown’s infrastructure for grant support has to expand. On this front, we are counting on the success of the University’s Operational Plan for Investing in Research.
6. **In line with the practices of our leading peer institutions to ensure the depth of the faculty bench with respect to educational programs, the new School for International and Public Affairs must modestly expand the number of lecturers and professors of the practice whose teaching effort would be fully devoted to the new school.**

These efforts are already underway at Watson, are leading to positive results, and should be completed relatively easily in the next three years. In the spring of 2021, Watson successfully recruited to the MPA program two new professors of the practice, the first of whom arrived in AY21-22, and the second of whom arrived in AY22-23. These two individuals, in a manner consistent with goals delineated by the MPA program’s 2019 external review, have thoroughly overhauled and upgraded the program’s “Policy in Action” consultancy (the Watson Institute’s flagship experiential learning opportunity) and have contributed essential courses to the MPA core curriculum

Watson is currently searching for two lecturers to join the faculty in AY23-24 to serve the teaching and advising needs of the IAPA undergraduate concentration.

Within the next three years, Watson aims to hire an additional two lecturers/professors of the practice to meet the curricular needs of the MPA program. Fundraising to support these two additional positions is already under way as part of Watson’s approved fundraising plan.

7. **The new School for International and Public Affairs will substantially increase the amount of fellowship support provided to MPA students.** This is essential for ensuring the high quality of our student body, increasing the competitiveness and reputational status of Watson with respect to our most prestigious peers, and, most important, ensuring that we achieve our aspirations for realizing the intersection between excellence and diversity.

To raise the amount of fellowship funding, Watson is undertaking the following steps:

- Already under way in Watson’s approved fundraising plan is an effort to raise \$10M in endowed funds to support MPA fellowships. This is currently a top fundraising priority for Watson. Watson recognizes, however, that endowed funds, as important as they are for addressing long-term needs, do not serve the immediate gaps between what we are offering in terms of fellowship support vis-à-vis the very best peer competitors.

- As a second step, therefore, Watson, starting with the admissions effort currently under way (for recruiting the class that will matriculate in the summer of 2023), is devoting current-use funds to support four additional full-tuition scholarships/fellowships.
- Third, in line with the marketing strategies employed by our leading peers, Watson in the current admissions cycle is more specifically delineating in its recruiting materials the fellowship support it currently provides. The fellowship opportunities include: at least two fellowships for current students or graduates of HBCUs and HSIs (50 percent tuition coverage); public service scholarships for students with exceptional interest, experience, or leadership in public service in the U.S. or globally (partial tuition coverage); half-tuition scholarships for students displaying outstanding personal or academic achievement; global policy scholarships (partial tuition coverage) for students with exceptional interest, experience, or leadership in global affairs; MPA merit scholarships (at a range of tuition coverage levels) open to all MPA applicants.

Summary

All of the steps described above are achievable in the next four to five years. Indeed, most are already being implemented. Each of the steps is feasible within Watson's current funding model and approved fundraising goals, and all are consistent with broader University research initiatives and priorities. The Watson Institute is already competing at a very high level with the nation's best schools of international and public affairs. With the achievement of the growth goals described above, Brown's new School for International and Public Affairs will be well positioned to emerge as "best in class" among this already very strong pool of peer competitors.

Appendix 1. IAPA Undergraduate Concentration, AY 2022-23

1. Undergraduate Faculty Committee 2022-2023

- Professor Geri Augusto
- Professor Jonathan Collins
- Professor John Eason
- Professor Rose McDermott
- Professor Susan Moffitt
- Professor David Polatty

2. Key Contacts

Staff Member/Title	▪ Contact/refer for questions about:
Susan Moffitt Director, Academic Programs susan_moffitt@brown.edu	<ul style="list-style-type: none"> ▪ General concentration issues, including selecting specializations, opportunities for experiential learning, ▪ pursuing an honors thesis, and more; ▪ Which courses count for or meet concentration requirements; ▪ Credit applications (for study abroad credits, transfer credits).
Anita Nester Academic Programs Manager anita_nester@brown.edu	<ul style="list-style-type: none"> ▪ Filing ▪ Requirements ▪ Policies ▪ Processes (e.g., how to file, transfer credits, ASK system, CPT applications) ▪ Course lists ▪ General program information ▪ Funding opportunities
Allessandra Soares Academic Program Coordinator allessandra_soares@brown.edu	<ul style="list-style-type: none"> ▪ General program information ▪ Communications ▪ Website ▪ Newsletter ▪ Events

3. Summary of Program Requirements

IAPA Requirements: Total Credits: 11 (12 with Honors Thesis)

Requirement	Courses
<p><u>Gateway Course</u>: Gateway courses focus substantively on societal challenges that cut across global regions, and cut across the areas of development, security, and governance. All International and Public Affairs concentrators take at least one of these courses, preferably as First Years or Sophomores. Gateway courses introduce students to the type of multidisciplinary analysis that is employed throughout the concentration. These courses introduce students to the basic fundamentals of evidence-based argumentation, and the various styles of analysis that will be encountered throughout the students' path through the concentration. These courses also emphasize the interaction between theory and practice in the analysis and resolution of societal challenges</p>	1

<p><u>Track Foundational Course</u>: Each track offers its own one semester foundational course that all concentrators within the track must complete. Each foundational course provides a common set of questions, ideas, and perspectives that students can then use as a basis for their selection of electives. These courses also provide track participants with a sense of cohort with their peers in the concentration. Students may take the foundational courses prior to declaring their concentration (i.e., as First Years and Sophomores). Students must complete the foundational course by the end of their sixth semester in residence.</p>	<p>1</p>
<p><u>Track Electives</u>: Track electives are drawn from units all across Brown University, and pertain to the topics and questions introduced by the track foundational courses. Track electives offer opportunities to couple knowledge about regions and cultures with knowledge about specific policy areas.</p>	<p>5</p>
<p><u>Qualitative Research Methods</u>: International and Public Affairs concentrators are required to take two methodology courses, one in qualitative methods, and one in quantitative methods. These two research methods courses complement the concentration's substantive courses in important ways. Substantive, topically-focused courses (i.e., the junior and senior seminars, track electives, etc.) emphasize important skills of analysis and critical thinking, as well as deeper study of particular topics and regions. Research methods courses, then, teach students specific tools of analysis that can be used to conduct deeper research on topics of the student's own choice. The tools taught by the research methods courses are important for capstone and thesis projects, but, like all aspects of critical thinking, will be useful throughout the student's life.</p>	<p>1</p>
<p><u>Quantitative Research Methods</u>: As indicated above, this requirement is intended to complement the student's deeper study of topics and regions with specific tools of analysis.</p>	<p>1</p>
<p><u>Junior Seminar</u>: All International and Public Affairs concentrators, having completed at least one Gateway course, take a junior seminar during the fall or spring semester of the junior year. The seminars focus on issues in international and public affairs that can be studied in comparative global perspective, that can be subjected to multidisciplinary analysis, and that often cut across concerns about development, governance, and security. The seminars are intended to help students hone skills of critical analysis, argumentation, and the design and operation of social science research and scholarship. They simultaneously help students focus on the topics that can later be pursued as capstone or thesis projects.</p>	<p>1</p>
<p><u>Senior Capstone</u>: There are three options for fulfilling this requirement.</p> <ol style="list-style-type: none"> 1. Enrolling in a pre-approved WRIT-designated IAPA Senior Seminar and writing a 20-25 page research paper, or 2. Enrolling in the IAPA Thesis Writing Seminar and writing a senior thesis, or 3. Enrolling in an independent study or group 4. independent study (GISP) and writing a 20-25 page research paper 	<p>1 (2 if writing thesis)</p>

*Note: One of the two methods requirements can be substituted by successful completion of a language **instruction** course taken at Brown (for a course grade) at the 0400 level or above.*

Appendix 2. Watson MPA Program, AY 2022-23

1. Watson MPA Faculty Committee AY 2022-23

- Professor Dany Bahar
- Professor David Blanding
- Professor Susanna Loeb
- Professor Susan Moffitt (MPA Faculty Director & Watson Director of Academic Programs)
- Professor Andrew Schrank
- Professor Margaret Weir

2. Summary of Program Requirements

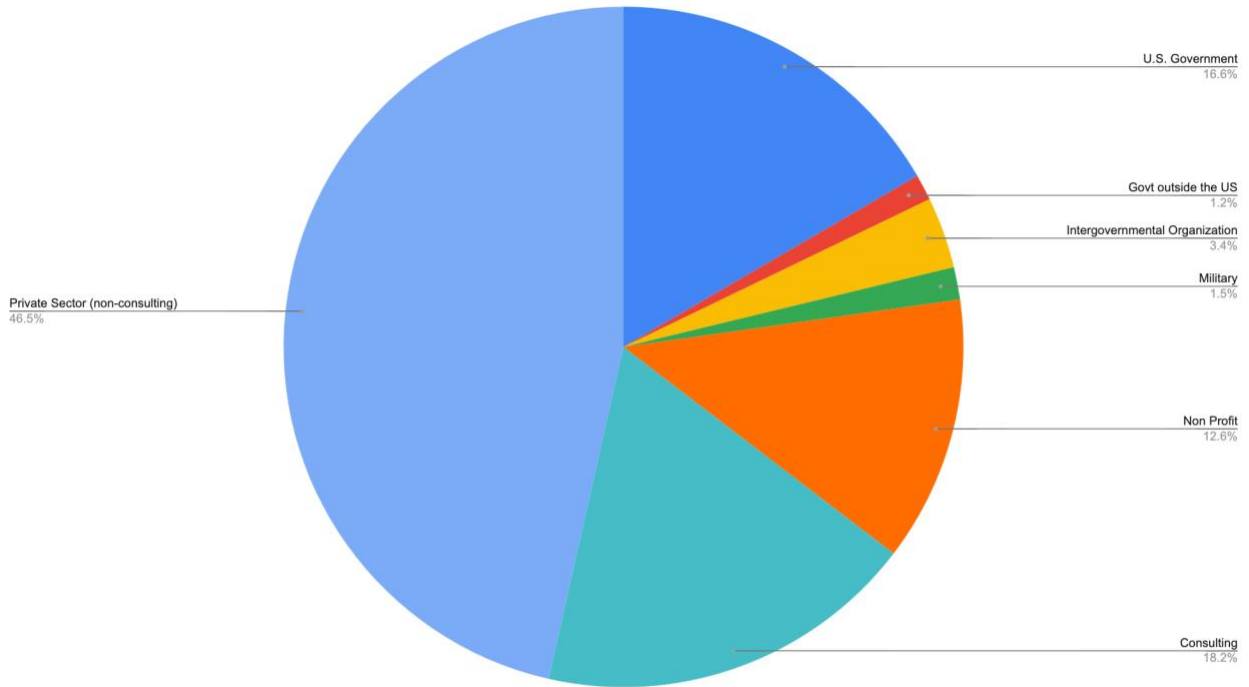
In general, MPA students take a total of twelve courses (10 credits). Nine are required core courses and the remaining three are electives. The core courses are designed to equip students with the analytical tools, professional skills, and theoretical foundations needed to understand and address policy issues. Electives permit students to deepen their knowledge of global regions and specific policy areas by taking courses not just at Watson, but across Brown University's many centers of excellence.

Sequence	Course	Credit
Summer Sequence 1	Economics for Public Policy	0.5
Mid June - Mid July	Statistics for Public Policy	0.5
Summer Sequence 2	Economics of Government Intervention	0.5
Mid July - Mid August	Statistics for Program Evaluation	0.5

Fall Semester	Policy Analysis and Problem Solving	1
September - December	The Politics of Policymaking in Comparative Perspective (co-taught by Watson specialists on global regions)	1
	Elective 1	1
	Elective 2	1
Spring Semester	Policy Problems of the 21st Century	1
January - May	Management and Implementation in Public and Nonprofit Organizations	1
	Policy-In-Action Consultancy	1
	Elective 3	1

Appendix 3. MPA Job Placements

MPA Classes 2016-2022: Employment by Sector



Examples of Recent Job Placements

Position Title	Name of Organization	Sector
Technology Strategy Associate Manager	Accenture	Consulting
Community Insights Research Analyst	City of Denver, Community Planning and Development Department	U.S. Government
Analyst	Deloitte	Consulting
Policy Analyst	Federal Reserve Bank of Boston	U.S. Government
Director of Public Policy	Harlem Children's Zone	Non-Profit
Junior Policy Analyst & Researcher	Health Canada	Government outside U.S.
Research Analyst	International Monetary Fund	Intergovernmental organization
Senior Capabilities & Insights Analyst	McKinsey & Co.	Consulting
Senior Impact Analyst	Planned Parenthood Federation of America	Non-Profit
Program Officer	Schusterman Family Foundation	Non-Profit
Associate	Singapore Economic Development Board	Government outside U.S.
Senior Economic and Policy Analyst	State of Rhode Island Department of Business Regulation	U.S. Government

Senior Communications Manager	The Aspen Institute	Non-Profit
Program Specialist	U.S. Department of State, Office of Foreign Missions Administration	U.S. Government
Presidential Management Fellow	U.S. Department of Veteran Affairs	U.S. Government
Manager of People & Society	World Business Council for Sustainable Development	Intergovernmental organization
Business Operations Coordinator	World Economic Forum	Intergovernmental organization
Research & Evaluation Analyst	Year Up	Non-Profit

Appendix 4. Practitioners-Orientated Watson Senior Fellows

Name	Years at Watson	Prior Professional Role
Leon Rodriguez	22-'23	Director of U.S. Citizenship and Immigration Services ("USCIS"), 2014 to 2017
Richard A. Arenberg	2020-present	Senior staff member on Capitol Hill
Menaka Guruswamy	2020	Senior Advocate at the Supreme Court of India
Suzi LeVine	'22-'23	U.S. Ambassador to Switzerland and Liechtenstein; Commissioner, Washington State Employment Security Department
Arun A. Seraphin	'22-'23	Professional Staff Member, the United States Senate Committee on Armed Services; Principal Assistant Director for National Security and International Affairs, White House Office of Science and Technology Policy
Isaac Dovere	'22-'23	Senior reporter for CNN
Arvind Subramanian	'21-'24	Chief Economic Adviser to the Government of India
Alice Plane	'21-'23	Director, Climate unit, French ministry of Foreign Affairs
Kakenya Ntaiya	'21-'22	Founder, Kakenya's Dream in Kenya and Washington DC
Dave Polatty	'20-'24	U.S. Navy officer; professor at the U.S. Naval War College
David Wade	'20	'22 Chief of Staff to Secretary of State John Kerry
Jim Kim	'19-present	President of the World Bank Group Chas W. Freeman '16-'23 U.S. Ambassador to Saudi Arabia; Assistant Secretary of Defense
Deborah Gordon	'19-'23	Senior Principal in the Climate Intelligence Program, RMI
David Cicilline	'19-'23	U.S. Representative, Rhode Island 1st District
Heidi Heitkamp	'19-'20	U.S. Senator (North Dakota) ZZ Packer '19-'20 Award-winning author and commentator, Contributor to New York Times 1619 Project
Angela Blanchard	'18-'24	President and CEO of BakerRipley, Texas' largest community development organization
Michael Steele	'18-'21	Lt. Governor of Maryland; Chairman of the Republican National Committee
Tom Perez	'17-'23	Secretary of Labor; Assistant Attorney General for Civil Rights
Pamela Reeves	'17-'22	Director, International Fund for Women and Girls, U.S. Department of State
Brian Atwood	'15-'23	Director, U.S. Agency for International Development (USAID); Under Secretary of State for Management
Stephen Kinzer	'14-'24	Journalist and foreign correspondent, The New York Times
Nirupama Rao Foreign Secretary, Government of India;	'14-'17	Foreign Secretary, Government of India; India's Ambassador to China; India's Ambassador to the U.S.
Timothy H. Edgar	'13-'22	Former national security official, Director of Privacy and Civil Liberties for the White House National Security Staff

Appendix 5. Costs of War Project, Research Output and Impact, AY21-22

1. New Research Papers

1. Linda J. Bilmes, "The Long-Term Costs of United States Care for Veterans of the Afghanistan and Iraq Wars," 2021.
2. Neta Crawford and Catherine Lutz, "Human Cost of Post-9/11 Wars: Direct War Deaths in Major War Zones," 2021.
3. Neta Crawford, "The U.S. Budgetary Costs of the Post 9/11 Wars," 2021.
4. William Hartung, "Profits of War: Corporate Beneficiaries of the Post-9/11 Pentagon Spending Surge," 2021.
5. Erik Dahl, "Assessing the Effectiveness of the Department of Homeland Security, 20 Years After 9/11," 2021.
6. Stephanie Savell, "The 2001 Authorization for Use of Military Force: A Comprehensive Look at Where and How it Has Been Used," 2021.
7. Letta Tayler and Elisa Epstein, "Legacy of the 'Dark Side': The Costs of Unlawful U.S. Detentions and Interrogations Post-9/11," 2022.
8. Jennifer Walkup Jayes, "Beyond the War Paradigm: What History Tells Us About How Terror Campaigns End," 2022.
9. Heidi Peltier, "Eight Things You Should Know About Defense Spending and Inflation," 2022.

2. Outreach Efforts to Media, Lawmaker and Civic Groups

We continue to have growing success with our outreach efforts. In the media, we have consistently been featured and cited in top outlets. Since the beginning of the current grant period, The Wall Street Journal, The Boston Globe, USA Today, Business Insider, Democracy Now and others have run headlines and feature stories based on our research. On August 31, 2021, President Joe Biden quoted our research in his speech from the State Dining Room of the White House in Washington, DC, regarding the U.S. military withdrawal from Afghanistan. The speech was reposted by various media outlets, journalists, and others on social media, such as in The Boston Globe's piece "Biden cited Brown researchers in measuring the cost of the Afghan war. Here's the background". The various prominent media mentions altogether reached several million viewers.

In the lead-up to the U.S. withdrawal from Afghanistan and the 20-year mark of the post-9/11 wars, Costs of War was heavily cited by the press. Between September 1 and September 11, 2021, Costs of War was mentioned at least 214 times on various TV outlets, including on NBC, ABC, and CBS. Throughout those dates, we were mentioned a cumulative 43 times on various radio stations across the country. Costs of War research was cited in over 41 news articles focused on the 20th anniversary of 9/11, including in The New York Times, The Boston Globe, the Wall Street Journal, and USA Today. Receiving national and global recognition has increased our ability to engage with members of the government, civil society organizations, and media outlets, in order to continue our advocacy and maximize our impact in changing the U.S. public debate.

Amidst the Russian invasion of Ukraine, many media articles and social media accounts have cited our research in reference to civilian death counts, the effects of war on the climate crisis, and displacement. In the past months, The Washington Post featured our research on civilian deaths in "Civilians are dying in Ukraine. But exactly how many remains a mystery," as did Democracy Now on their War and Peace Report segment, "Ukraine Is Paying the Price for 'Recklessly' Pushing NATO Expansion." There have been wide-spanning reports citing Costs

of War research on the intersection of militarism and climate change, most recently in The Independent, Wired, TIME, The New York Times, The Wall Street Journal, 1A, ABC News, and The Defense Post. This coverage focuses on the environmental impacts of war; specifically on the juxtaposition of the U.S. Government's public narrative around striving to "tackle the climate crisis at home and abroad" and the reality that the military's globe spanning presence must be reduced in numerous ways to truly reduce fuel usage and reduce burning fossil fuels. The coverage has utilized Costs of War's finding regarding the Pentagon's greenhouse gas emissions, specifically in relation to the post-9/11 wars and in the current Russian invasion of Ukraine.

3. Op-Ed Articles

- "Burning from Within: The War on Terror's Suicide Problem." Inkstick, July 22, 2021. (By Thomas Suitt)
- "The failure to see war for what it is", The Providence Journal, September 26, 2021. (By Stephanie Savell and Catherine Lutz)
- "The War on Terror Accelerates in Africa", The American Prospect, October 19, 2021. (By Stephanie Savell)
- "Do We Really Need Another Cold War?" The Nation, October 28, 2021. (By David Vine) • "It's time to shift from the 'war on terror' to a war on climate change", The Guardian, November 7, 2021. (By Heidi Peltier)
- "U.S. Security Assistance to Burkina Faso Laid the Groundwork for a Coup", Foreign Policy, February 3, 2022. (By Stephanie Savell)
- "Any aid package for Ukraine should focus on humanitarian assistance." Responsible Statecraft, March 1, 2022. (By William Hartung)
- "Reliable death tolls from the Ukraine war are hard to come by – the result of undercounts and manipulation", The Conversation, April 4, 2022. (By Neta Crawford)
- "The Idea of a Clean and Efficient War is a Dangerous Lie", Common Dreams, April 8, 2022. (By Antonio De Lauri)
- "What the Pentagon Doesn't Need: Increasing the Military Budget to Match Inflation is Unnecessary and Short-Sighted," Inkstick, May 5, 2022. (By Heidi Peltier)

4. Congressional Outreach

The project has stayed in close contact with a focused list of Capitol Hill offices that frequently engage on issues relevant to the project's research. Additionally, we have conducted more specific outreach to relevant offices around report launches or pertinent congressional hearings to maximize the research's usage. As a result, we have seen our work widely amplified by more than fourteen Members of Congress, just in the past year. Notably, during a March 3 House Foreign Affairs Committee hearing, Rep. David Cicilline and Rep. Andy Levin cited Dr. Savell's report on how widely the 2001 AUMF has been used as justification for counterterrorism operations and Rep. Cicilline introduced the paper into the Congressional record.

Recently, Representatives Nikema Williams, Peter Meijer, and Sara Jacobs proposed the "Cost of War Act". This measure, initially put forward by the late Representative John Lewis with Costs of War project support, would require the Pentagon to reveal the cost per taxpayer of any U.S. military operation since 9/11. On April 9, Dr. Savell, joined by Elizabeth Beavers, met with Jake Silverman from Rep. Nikema Williams' office and Sophie Jones from Rep. Sara Jacobs' office to discuss the Cost of War Act. She presented our relevant research: Dr. Crawford's 20-year budgetary cost estimate and a breakdown of how it's tabulated, her map of counterterrorism operations in 85 countries, and her paper outlining the 22 countries where

the 2001 AUMF has been cited to justify operations. We learned that they are working to solicit bipartisan co-sponsorship of the standalone Act in order to build toward introducing a version of it as an amendment to the National Defense Authorization Act and are hoping to get a Senate companion introduced by Senator Elizabeth Warren. Dr. Savell encouraged them to frame OCO operations as merely one small portion of total war costs. She also encouraged them to expand the scope of the information they are seeking from DOD to include more types of operations (such as 127e and 1202) and to not rely merely on the DOD's own categorization of "hostilities".

Other examples include:

- Representative Jamaal Bowman, Senator Mike Lee, and Senator Ed Markey cited Costs of War findings in floor speeches during the fiscal year hearing for the National Defense Authorization Act (NDAA).
- Representatives Barbara Lee, Mark Pocan, Cori Bush, and twenty-one other Members of Congress signed a letter (July 1), citing Costs of War's research, urging Speaker Pelosi and Majority Leader Schumer not to include funding for the Department of Defense in the American Jobs Plan.
- Representative Barbara Lee cited Costs of War research in an op-ed, "Why are Americans paying \$32m every hour for wars since 9/11?" in The Guardian.
- Senator Elizabeth Warren cited Costs of War's research regarding the number of Afghan lives lost in the post-9/11 wars at the Senate Armed Services Committee Hearing on Security in Afghanistan.
- Stephanie Savell and consultant Elizabeth Beavers met with Sophie Jones and Brandon Mendoza from Rep. Sara Jacobs' office to discuss Costs of War's research on the 127(e) program and counterterrorism operations in Burkina Faso. Stephanie presented her map of counterterrorism operations and her table of where the 2001 AUMF is being invoked. She also presented her research on how U.S. counterterrorism has enhanced violent conflict in Burkina Faso. Jacobs' staff indicated that they are pursuing legislative efforts to impose Leahy human rights vetting on 127(e) efforts and to increase transparency of where and how 127(e) is being invoked (also for the 1202 program). They are especially interested in understanding more about security assistance in West Africa. They're partnering with Sen. Van Hollen on a standalone bill and plan to cite the Costs of War in their correspondence with the administration on these issues.
- Senator Mike Lee cited Costs of War's research on 9/11 spending, displaying a poster he had made of a Costs of War infographic, during the 2022 Defense Programs and Policy Hearing.

Appendix 6. Center for Human Rights and Humanitarian Studies, Research Output and Grant Funding, AY21-22

1. New Research Reports

1. Robin Watters and Alexander Triplett, "China and the Future of HA/DR Operations in Great Power Competition," 2021.
2. Maria Carinnes P. Alejandria, et al., "Humanitarian Leadership in Urban Communities: An Exploratory Study on the Role of Community Leaders in Humanitarian Coordination during the Covid-19 Pandemic in the Philippines," 2021.
3. Civilian-Military Humanitarian Coordination Working Groups, "2021 Civilian-Military Humanitarian Response Workshop -- Working Group Summary Report," 2021.
4. 4. CHRHS, Security Assistance Monitor, and InterAction, "U.S. Security Partnerships and the Protection of Civilians: Government of Ethiopia and the Ethiopian National Defense Force," 2021.
5. Brittany Card, Rob Grace, and Tarana Sable, "Humanitarian Access, Great Power Conflict, and Large Scale Combat Operations," 2022.
6. Civilian-Military Humanitarian Coordination Working Groups, "2022 Civilian-Military Humanitarian Coordination Working Group Summary Report," 2022.
7. CHRHS, Security Assistance Monitor, and InterAction, "U.S. Security Partnership and the Protection of Civilians: The Case of Nigeria and the Nigerian Armed Forces," 2022.
8. 8. Maria Carinnes P. Alejandria, et al., "Humanitarian-Military Relations in Complex Emergencies: Evidence, Insights, and Recommendations," 2022.
9. Anindita Adhikari et al., "Public Action and the Pandemic: The Role of Civil Society in Shaping State Responses," 2022.

2. Selected Journal Articles

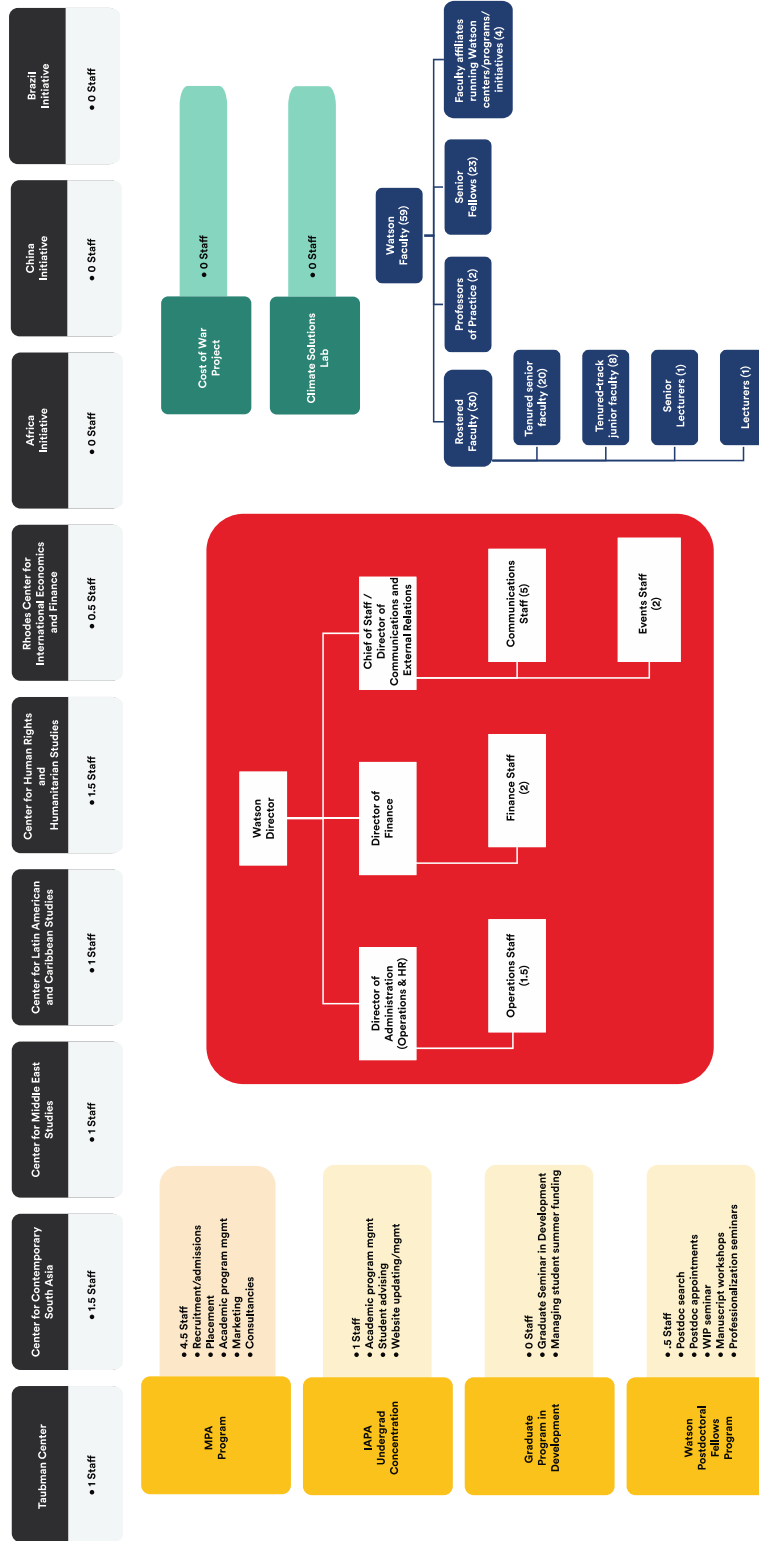
1. Patrick Heller, "Democracy in the Global South," *Annual Review of Sociology*, 2022.
2. 2. Catalina G. Marques et al., "Utilisation of peripheral vasopressor medications and extravasation events among critically ill patients in Rwanda: A prospective cohort study," *African Journal of Emergency Medicine*, 2022.
3. Jonathan Robinson, "Russian Foreign Humanitarian Assistance: Identifying Trends Using 15 Years of Open-Source Data," *Expeditions Journal at Marine Corps University Press*, 2022.
4. Jori Breslawski, "The Shortcomings of International Humanitarian Law in Access Negotiations: New Strategies and Ways Forward," *International Studies Review*, 2022.
5. 5. Ramu Kharel et al., "Development and Assessment of Novel Virtual Covid-19 Trainer-of-Trainers Course Implemented by an Academic-Humanitarian Partnership," *Global Health Action*, 2022.
7. Samuel Boland, Rob Grace, and Josiah Kaplan, "Civil-Military Engagement During Public Health Emergencies: A Comparative Analysis of Domestic Responses to Covid-19," *Research Square*, 2021.

3. Grants

- | | |
|--------------------------------------|---|
| 1. Australian Civil Military Center | 6. U.S. Department of State Bureau of Population, Refugees, and Migration |
| 2. American Jewish World Service | 7. 7. Peter G. Peterson Foundation Pandemic Response |
| 3. Carnegie Corporation of New York | 8. United Nations World Food Program |
| 4. Bill and Melinda Gates Foundation | 9. Project HopeA |
| 5. Hearst Foundations | |

Appendix 7. Watson Staffing

Current Watson Staffing Levels



Structure for a New School

