

2012

# LEADERS IN HIGHER EDUCATION

**F**or the past three years, FOREIGN POLICY magazine has published its annual list of Global Thinkers. The honorees, who come from many different disciplines and backgrounds, have been recognized for their contributions to the world in science, economics, leadership, business and more.

This year, FOREIGN POLICY once again recognizes 100 of the most influential minds of 2012. In conjunction with the editors' list of 100 Global Thinkers, FOREIGN POLICY is providing its readers with the following special advertorial section titled "Leaders in Higher Education."

The "Leaders in Higher Education" recognizes six universities that offer unique programs and leadership that make significant contributions to the world of higher education.

We commend these schools, faculty, students and alumni for their outstanding work and contributions to society. We look forward to hearing more from them in coming years!

We hope that you enjoy this special advertorial section. You can contact the schools directly for any questions or additional information.

All the best,

Edward Diller  
*Publisher and SVP Sales  
Foreign Policy Magazine*



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# LEADERS IN HIGHER EDUCATION

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## LEADING GLOBAL HUBS OF EDUCATION

*Santiago Iñiguez de Onzoño*  
Dean, IE Business School

One of the most interesting aspects of the globalization of higher education is the upsurge and consolidation of educational hubs. These clusters of educational providers attract quality faculty and students and they aim at becoming true reservoirs of knowledge. Boston and London are often cited as examples of higher education hubs. More recently, many hubs have emerged in fast-growing countries and can act as catalysts to raise educational levels in their regions and develop knowledge-based economies. Probably one of the most paradigmatic hubs in Asia is Singapore, with a high concentration of nationally and internationally regarded universities following significant investments by the government. In the Middle East, some of the world's leading business schools have also added a branch in Dubai's Knowledge Village, or in Abu Dhabi, as well as in Qatar. The phenomenon has also spread to India, with the creation of its own Education City, located on a 60-acre site near Delhi International Airport.

Following the harmonization of higher education systems across Europe under the Bologna Accord, the continent will also experience the consolidation of distinctive education hubs, cities or larger areas that become models for academic excellence or that concentrate an important grouping of educational suppliers. In other global industries, hubs play an important role and operate as magnets to attract companies of a given industry and related businesses. Think, for example, of Silicon Valley as a hub for e-business start-ups, or Milan as a hub for the fashion industry. If management education evolves in a similar way to other global industries, it could be expected that education hubs would appear and would stand out on the map of European higher education.

Evidence of the "hubization" of business education, for example, is that some analysts cite particular cities as centers that host a critical number of leading business schools. *The Financial Times*, for example, listed New



*Santiago Iñiguez de Onzoño*  
Dean, IE Business School

York, Chicago, London and Madrid as hubs of executive education institutions, and *The Wall Street Journal* has pointed out how some cities in Europe—notably London, Madrid or Paris—host an important number of highly ranked business schools.

What will be the key factors for the creation of management education hubs? The list would certainly include elements such as business concentration, number and quality of education institutions, cultural aspects—for example, the host city's cultural life, ease of obtaining student visas, programs offered in English, leisure, sport facilities—as well as the cost of living and even the weather. However, the viability of these hubs will also depend on the initiative of many different stakeholders, notably local or regional governments, as well as other external factors, such as infrastructure, communications, security, quality of life and the like. City rankings will probably play a relevant role here.

In the future, it will probably be the education hubs competing for talent rather than countries.

*This article is adapted with substantial modifications from one of the sections of the author's book "The Learning Curve: How Business Schools Are Reinventing Education" (Palgrave Macmillan, 2011).*



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## LEARNING TO THINK—AND ACT—GLOBALLY

*With campuses on three continents and a diverse student body, SAIS offers the finest graduate education in international relations*

**T**he Johns Hopkins University Paul H. Nitze School of Advanced International Studies (SAIS) congratulates Professor Eliot A. Cohen and alumnus Ed Morse on being named to *Foreign Policy's* 2012 Global Thinkers list.

Cohen, cited by *FP* for his “standout contributions to the intellectual debate over the last year,” is the Robert E. Osgood Professor of Strategic Studies, director of the Strategic Studies Program and director of the Philip Merrill Center for Strategic Studies at SAIS. From April 2007 to January 2009, he was on leave of absence to serve as counselor of the U.S. Department of State, reporting directly to the secretary of state. One of the world’s most prominent scholars of military affairs, he is author of the acclaimed *Supreme Command: Soldiers, Statesmen and Leadership in Wartime* and, most recently, the award-winning *Conquered Into Liberty: Two Centuries of Battles Along the Great Warpath That Made the American Way of War*.

Cohen, who has twice won the SAIS Excellence in Teaching Award, was asked how the school prepares its graduates to become global thinkers in today’s complex world.

### **Professor Cohen:**

*SAIS—one school with campuses in the United States, Asia and Europe and a student body from around the world—is global in its location, composition and outlook.*

*SAIS students learn the languages of the places they study and explore the trends and phenomena that span the earth. Our typical student has spent months or years traveling the world, and many add more stamps to their passports while at SAIS through field and study trips that supplement the demanding curriculum.*



*Eliot A. Cohen*

*Photo: Karsh Sardari*

*But SAIS is about more than thinking globally: It is about acting globally. Our graduates leave this institution experienced in working alongside men and women from very different cultural, ethnic and religious backgrounds. They bring to their professional lives a combination of realism about what can be done and idealism about what might be done that reflects the unique education this school provides. And behind it all is the commitment to intellectual integrity reflected in the motto of Johns Hopkins University: The truth shall make you free.*

*That, after all, is not a uniquely American idea, but an aspiration fitted for those who aim to make their country—and the world—a better place.*



**JOHNS HOPKINS**  
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## UNDERSTANDING YOUR WORLD

*Two Capitals, Two Degrees,  
Two Unbeatable Student Experiences*

**A**s one of the few wholly interdisciplinary postgraduate schools of international studies in the world, the Brussels School of International Studies already offers a great opportunity for students to combine study for a twelve-month master's degree, taught by both academics and practitioners, with work experience in Brussels, the capital of Europe. That offering has now been expanded so that, having completed one degree in Brussels, students can complete a second at a prestigious institution in another global capital: Washington D.C., Beijing or Brasília.

### Flexible, Interdisciplinary and Relevant

The Two Capitals Program allows students to specialize in international relations, conflict and security, international political economy, public policy or international development, as well as experience different approaches to international studies on different continents and in different global capitals. As with all other programs, it is built on an interdisciplinary framework, allowing students to tailor it to suit their own career plans, interests, and backgrounds.

For example, the development program offers courses on the politics of development, project appraisal, and development economics, as well as the law of development. The interaction of these disciplines, along with the different approaches of the lecturers, enables students to discover the subject in-depth and from various angles.

The teaching team is a combination of academics, practitioners, and policymakers, who have either worked or are currently working in the EU institutions, NATO, or one of the many companies or organizations that are clustered around them. Their research, knowledge, and experience has resulted in an academic program that meets the needs of both students and their potential employers.



In consultation with alumni, the portfolio of courses now includes development, migration, energy security, and transitional justice, providing students with the knowledge and intellectual tools to excel in today's workplace and deal with the challenges of an increasingly complex society.

### Gain Knowledge and Experience

Students in the Two Capitals Program gain an insight into the nature of change as an endemic feature of politics on a national, regional and global scale and a firm understanding of the complex relationship between the concerns of domestic and international politics, and global and geopolitical issues. Furthermore, they also have an unparalleled opportunity for networking and professional advancement in two of the world's capitals over two years.

Be different, be special, be unique and be fully equipped with the knowledge and skills you need for your future career. Understand your world through the University of Kent's Two Capitals Program.

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## LEADING THE QUEST TO ERADICATE POVERTY

*Interdisciplinary Research Points to New Approaches*

**P**overty is typically measured in terms of the overall wealth of a country. But through his research over the last decade, Sanford School of Public Policy Professor Anirudh Krishna has demonstrated the mile-high vantage point doesn't paint a clear picture of how well people live.

Concepts such as "poverty level" inadequately capture the lives of those affected, he says. Too often such statistics mask the harsh realities facing those living at the margins. Someone earning a penny above a poverty level of \$1.25 per day may not be counted among the poor, yet fares little better than a neighbor who earns a penny below the level.

### Studies Span Four Continents

Working with other scholars, Krishna developed the "Stages of Progress" methodology to understand poverty from the perspective of the poor themselves, and to reveal the actual pathways by which their lives change. His research teams worked with more than 35,000 households in India, South America, Africa and the American South.

Their studies led Krishna to conclude policymakers focus too much on ideas for lifting people out of poverty. Consequently, they fail to adequately address how to prevent billions of people worldwide from becoming poor in the first place. He found factors that drive individuals into poverty vary from place to place, but a leading cause is serious injury or illness. Expensive funerals and weddings are significant in some countries, while elsewhere high-interest debt is a bigger problem. Pathways out of poverty can often be found where there is adequate health care, transportation and access to programs that promote social mobility.

### A Tradition of Engagement

Krishna became interested in poverty while growing up middle class in New Delhi, surrounded by children who struggled in ways he did not. He began looking for answers while managing development programs in rural India.



*Anirudh Krishna, right, talks with a villager in Rajasthan, India.*

Eventually, Krishna decided to pursue graduate work at the Delhi School of Economics and Harvard's Kennedy School, then became a Hubert H. Humphrey Fellow at Cornell University. In 2000, after earning his Ph.D. in government, he joined the faculty at Duke University's Sanford School.

"At Sanford, I found a highly interdisciplinary, collaborative faculty, where my colleagues work to make their research relevant to real-world problems," he says. "The school has a long tradition of active engagement with the pressing problems of the region, nation and world."

Now, as the school's associate dean for global academic programs, Krishna is developing research partnerships with both universities and grassroots organizations in India. Their efforts will lead to new ideas for interventions that can improve the health, education and employment prospects of low-income people.



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## LEARNING GLOBAL BUSINESS BY LIVING IT

*Georgetown University's McDonough School of Business Offers Transformative Programs to Develop Global Business Leaders*

**A**t Georgetown University's McDonough School of Business, we believe becoming a global business leader requires immersion into cultures, business practices, and networks around the world. We believe executives learn best by experiencing business first-hand. And, we believe global leadership requires a world-view that reaches in disciplines beyond business—including geopolitics, policy, and regulation.

### Georgetown-ESADE Global Executive MBA

Georgetown McDonough has partnered with ESADE Business School in Barcelona, Spain, and Georgetown's Walsh School of Foreign Service to create the Georgetown-ESADE Global Executive MBA (GEMBA). This innovative, 14-month degree program goes beyond traditional models to deliver an MBA that capitalizes on global learning for executives through six, two-week modules at locations around the world. Each module builds progressively upon the previous one and delivers a deep immersion experience that integrates core MBA courses, a specially designed integrative course, and a series of networking events and briefings.

GEMBA modules take students to nine cities on four continents: Bangalore, Barcelona, Beijing, Buenos Aires, Madrid, New York, São Paulo, Shanghai, and Washington, D.C. Each location is carefully chosen for its relevancy to the future of globalization, providing students with a competitive advantage in an ever-evolving business world. Through an intensive learning experience, characterized by integrative teaching by faculty with diverse areas of expertise, students learn how to navigate the economic, political, and cultural issues that have an impact on the way in which business is conducted in each location.



*Study and experience global business first hand.*

### Global Advanced Management Program

The Global Advanced Management Program (GAMP) combines the interdisciplinary teaching strengths of Georgetown's McDonough School of Business in globalization and international business with those of ESADE in executive leadership to create a business certificate for executives seeking a comprehensive understanding of the global marketplace.

Following the same format pioneered by the GEMBA program, each module integrates core courses and a series of networking events, giving students the opportunity to strengthen their personal and professional networks while enhancing their global perspective. Students participate in three modules—each two months apart—to study the global business environment (Washington, D.C.), global strategy and management (Dubai), and senior leadership and decision making (Barcelona).

To learn more about these programs, visit:  
[GeorgetownMeansBusiness.com](http://GeorgetownMeansBusiness.com)

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SCHOOL of BUSINESS

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## IMMERSIVE LEARNING PROGRAMS AT THE MONTEREY INSTITUTE

**T**he Monterey Institute of International Studies offers immersive learning programs for international work experience for professionals and students. Immersive learning is the cornerstone of the Monterey Way, integrated into degree programs in international policy, business, environmental policy, nonproliferation and terrorism studies, and public administration. Whether on campus or in a developing country, these practica provide students and professionals with opportunities to explore real-world contexts as freelance consultants, field researchers, and junior-level professionals in the world's top organizations. The Monterey Institute is a leader in higher education by training tomorrow's professionals with these innovative programs:

### Development Project Management Institute (DPMI)

DPMI is a three-week intensive professional training program that prepares students and professionals for a development career. It includes three learning modules: Managing Development Projects, Facilitation and Participatory Development, and Strategic Partnership and Social Entrepreneurships. Participants earn a professional certificate and receive the guidance of internationally renowned development practitioners in a highly interactive, participatory, and student-centered community. After participation in DPMI, Monterey Institute students have the opportunity to go into the field for 3-9 month professional internships. The DPMI training is offered in Monterey, CALIF. and in Washington, D.C. This program is offered to professionals and students. [go.miis.edu/dpmi](http://go.miis.edu/dpmi)

### International Professional Service Semester (IPSS)

The goal of the IPSS program is to provide students with immersive learning experiences through an assignment as a junior professional staff member in an international or intergovernmental organization, including United Nations offices worldwide. Students receive academic credit for deliverables integrating academic and professional work.



*Yi Ching Hwang (MBA '11), Frontier Market Scout in India 2011.*

Students participate in this 6-8 month program in their third or fourth semester of a master's degree program at the Monterey Institute. [go.miis.edu/ipss](http://go.miis.edu/ipss)

### Frontier Market Scouts (FMS)

Jointly developed and managed by the Monterey Institute, Sanghata Global, and Village Capital, the FMS program turns compassionate and capable young professionals into talent scouts and investment managers serving local entrepreneurs and social-minded investors in low-income and weak-capital regions of the world. Scouts provide due diligence for investors and technical assistance for entrepreneurs. Scouts' mission is to enable the enterprising poor to scale poverty alleviation, while gaining career-defining and life-changing experiences. A training is held in Monterey prior to 2-6 month field programs at sites around the world. This program is offered to professionals and graduate students. [go.miis.edu/fms](http://go.miis.edu/fms)

In addition to professional immersive learning, the Monterey Institute also offers immersive language learning with Middlebury Language Schools. Scholarships are available for summer 2013 language study through the Betty and David Jones Language Scholarships.

[go.miis.edu/jones](http://go.miis.edu/jones)



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