



January 30, 2019

James D. Fielder, Jr., PhD
Secretary
Maryland Higher Education Commission
6 N. Liberty Street, 10th Floor
Baltimore, MD 21201

Dear Dr. Fielder:

On behalf of Provost Sunil Kumar, Dean Vali Nasr and our School of Advanced International Studies, I write to request your review and endorsement of the enclosed proposal. The School of Advanced Studies proposes a **new Doctor of International Affairs**.

The proposed program builds upon the existing Master of Arts (MA) and Master of International Public Policy (MIPP) to offer students an opportunity to pursue an advanced research degree tailored for experienced practitioners. Initial cohorts of approximately 10 students will largely be drawn from the military and intelligence community, where there is a demonstrated interest in and need for this type of program. However, the DIA will also be open to prospective students with backgrounds in any of the existing areas of concentration that SAIS offers.

The proposed program is consistent with the Johns Hopkins mission and the State of Maryland's Plan for Postsecondary Education. The proposal is fully endorsed by The Johns Hopkins University.

A business check for the review of this proposal has been sent to the Commission. Should you have any questions or need further information, please do not hesitate to contact Natalie Lopez at (410) 516- 6430 or alo@jhu.edu. Thank you for your continuing support of Johns Hopkins.

Sincerely,

A handwritten signature in black ink, appearing to read "Janet Simon Schreck".

Janet Simon Schreck, PhD
Associate Vice Provost for Education

cc: Dr. Sunil Kumar
Ms. Natalie Lopez

Enclosures

**The Johns Hopkins University
School of Advanced International Studies
Proposal for New Academic Program**

Doctor of International Affairs

A. Centrality to Institutional Mission and Planning Priorities:

1. Provide a description of the program, including each area of concentration (if applicable), and how it relates to the institution's approved mission.

The Johns Hopkins University School of Advanced International Studies (SAIS) is pleased to submit a proposal for a new Doctor of International Affairs (DIA). The proposed program builds upon the existing Master of Arts (MA) and Master of International Public Policy (MIPP) to offer students an opportunity to pursue an advanced research degree tailored for experienced practitioners. Initial cohorts of approximately 10 students will largely be drawn from the military and intelligence community, where there is a demonstrated interest in and need for this type of program. However, the DIA will also be open to prospective students with backgrounds in any of the existing areas of concentration that SAIS offers.

The mission of Johns Hopkins University (JHU) is to educate its students and cultivate their capacity for life-long learning, to foster independent and original research, and to bring the benefits of discovery to the world. In addition, the mission of SAIS is to provide an interdisciplinary professional education that prepares a diverse graduate student body for internationally related positions of responsibility; to foster research, scholarship and cross-cultural exchange; and to contribute knowledge, expertise and leadership to the global community. The proposed degree program aligns with both of these missions, as the structure of the program and its inclusion of experienced professionals contributes to life-long learning as well as the fostering of independent and original research in the global community.

2. Explain how the proposed program supports the institution's strategic goals and provide evidence that affirms it is an institutional priority.

Two of the key objectives of the SAIS strategic plan are to (1) attract the best students and (2) elevate the school's profile. The DIA program will attract accomplished professionals into its cohorts while also introducing an innovative degree into the field of international affairs, which will in turn support the elevation of the SAIS profile. An additional objective of the strategic plan that the DIA supports is to grow resources available to the school. It includes opportunities to add to the current PhD methodology course options. It is primarily built around the infrastructure that is currently in place for the MA and MIPP programs.

At the institutional level, the proposed DIA program closely aligns with the Johns Hopkins University (JHU) 10x2020 goals, the following two in particular: (1) selectively

invest in programs that support our core academic mission and (2) strengthen the institutional...and policy frameworks necessary to set priorities, allocate resources, and realize the highest standards of academic excellence. Through its development of the DIA, SAIS is selectively investing in a program that supports the institution's academic mission by preparing policy-focused practitioners with advanced research skills to lead in the global community. This program closely aligns with other professional doctoral programs offered by divisions of JHU (i.e., the DEng, DPH, and EdD), and thus further contributes to positioning the institution to realize the highest standards of academic excellence.

3. Provide a brief narrative of how the proposed program will be adequately funded for at least the first five years of program implementation. (Additional related information is required in section L.)

The majority of the curriculum will be housed in existing academic programs. New financial resources will be needed for new methodology courses specific to the DIA program. Faculty advisors and committee members will be compensated for their role in the thesis supervision and committee defenses. This will be a minimal overall new expense. An existing position will serve as a home for administrative support. See section L., Tables 1. and 2.

4. Provide a description of the institution's a commitment to:
 - a) ongoing administrative, financial, and technical support of the proposed program

SAIS has committed resources for administrative and financial management for this graduate program. Administrative and faculty salary support exists within the current degree programs structure. SAIS will provide faculty salary support for two new courses. Technical support is provided through existing graduate school resources.

- b) continuation of the program for a period of time sufficient to allow enrolled students to complete the program.

SAIS is committed to providing opportunities for completion of the DIA. Should the program be discontinued, SAIS will teach out the program and provide the necessary courses and resources so students will be conferred on a regular schedule.

B. Critical and Compelling Regional or Statewide Need as Identified in the State Plan:

1. Demonstrate demand and need for the program in terms of meeting present and future needs of the region and the State in general based on one or more of the following:
 - a) The need for the advancement and evolution of knowledge

Positions that require advanced training and credentials in the field of International Relations and Affairs are prominent in the District of Columbia (D.C.) and Maryland region. Specifically, post-master's training may be required for positions in government agencies, think tanks, NGOs and other private-sector employers. The recent and projected growth of these organizations will require increased access to doctoral-level education and training opportunities for the regional workforce in international relations and international economics.

- b) Societal needs, including expanding educational opportunities and choices for minority and educationally disadvantaged students at institutions of higher education

This practitioner's doctorate is a new degree. It targets new audiences and provides access to more populations who may not have been afforded the extended time period to pursue a traditional PhD program.

- c) The need to strengthen and expand the capacity of historically black institutions to provide high quality and unique educational programs

The proposed program does not directly address this issue. SAIS anticipates that the program will attract applications from graduates of HBI's.

2. Provide evidence that the perceived need is consistent with the **Maryland State Plan for Postsecondary Education**.

Promote and implement practices and policies that will ensure student success.

Strategy 5: Ensure that statutes, regulations, policies, and practices that support students and encourage their success are designed to serve the respective needs of both traditional and non-traditional students.

The DIA will have policies and practices that are student-focused and ensure student success. This will include a structured program in which students progress as a cohort (in specifically designed cohort courses on research methodology) and under individualized research supervision by assigned faculty. This new program will also focus on a non-traditional market of students looking for doctoral-level topical expertise to become practitioner leaders but not researchers or academics. The DIA also approves credit for prior learning, allowing students who have already completed relevant graduate degrees to receive advanced standing and progress through the DIA in an accelerated timeline.

Strategy 6: Improve the student experience by providing better options and services that are designed to facilitate prompt completion of degree requirements.

This DIA can be completed in as quickly as three years and up to two years for those who have a relevant prior MA degree, which is significantly faster than existing research-focused doctoral programs. By providing a focused pathway that allows students to

combine relevant coursework, previous experience, and developed research interests, the DIA offers an expedited timeline for students to meet their educational goals. They are assisted by an advisor who monitors their progress and to keep them on track.

Strategy 7: Enhance career advising and planning services and integrate them explicitly into academic advising and planning.

The DIA has been designed and will be implemented at the request of industry and career-focused advising will complement the research advising provided by the faculty. Students in the DIA will have access to the SAIS Career Center, but beyond this, the nature and structure of a practitioner's doctorate will ensure that post-completion professional outcomes will remain central to the student's experience. SAIS faculty members, who often stand at the intersection of academia and public service, can also provide specific guidance to DIA students.

Foster innovation in all aspects of Maryland higher education to improve access and student success.

Strategy 8: Develop new partnerships between colleges and businesses to support workforce development and improve workforce readiness.

The DIA is created to solve the special need of advanced skills and credentials for leaders and managers in the field of International Affairs. There is currently a gap in the credentials available in this space and the DIA seeks to fill it. As the program develops, SAIS aims to maintain close relationships with prospective employers (and perhaps formalized partnerships) to ensure the relevancy of the degree.

Strategy 10: Expand support for research and research partnerships.

DIA students will produce new contributions to scholarship through targeted research that will culminate in a doctoral thesis. Students will be trained in critical thinking and methodological approaches that will lead to innovative research outcomes in the international affairs field. Additionally, the DIA's emphasis on practitioner knowledge could potentially lead to research partnerships.

Strategy 11: Encourage a culture of risk-taking and experimentation.

The DIA is the only of degree of its kind. It is a unique and innovative approach to solve a demonstrable industry and student need. Its structure blends the existing resources and proven aptitudes of the SAIS graduate student experience with innovative approaches toward teaching, learning, and research.

C. Quantifiable and Reliable Evidence and Documentation of Market Supply and Demand in the Region and State:

1. Describe potential industry or industries, employment opportunities, and expected level of entry (*ex: mid-level management*) for graduates of the proposed program.

Positions that require advanced training and credentials in the field of International Relations and Affairs are prominent in the District of Columbia (D.C.) and Maryland region. Specifically, post-master's training may be required for positions in government agencies such as the Central Intelligence Agency, the U.S. Department of Homeland Security, the U.S. Department of State, the World Bank, and the Maryland Governor's Office of Homeland Security. Further, the private sector in the D.C. area features many prominent think tanks such as the Brookings Institution, the Center for Strategic and International Studies, and the Peterson Institute for International Economics. The recent and projected growth of these organizations will require increased access to doctoral-level education and training opportunities for the regional workforce in international relations and international economics.

2. Present data and analysis projecting market demand and the availability of openings in a job market to be served by the new program.

In recent years, SAIS has received multiple requests from experienced professionals in the military and intelligence community as well as the broader field of international relations for an advanced, post-master's degree in international relations and affairs. This is due to a need for advanced credentials in order to conduct research as practitioners and/or to teach (e.g., at a military academy) among those who are not able to leave the field for the approximately four to six years that a PhD would require. This degree is not intended to focus on those who are looking solely to pursue careers in academia.

3. Discuss and provide evidence of market surveys that clearly provide quantifiable and reliable data on the educational and training needs and the anticipated number of vacancies expected over the next 5 years.

The occupation reported on by the Bureau of Labor Statistics (BLS) that most closely relates to that which graduates of the DIA program are likely to pursue is that of political scientist. According to the BLS, the nationwide employment of political scientists is projected to grow three percent from 2016 to 2026. Job prospects may be best for those who stay abreast of the most vital policy areas. Thus, pursuing a credential such as the DIA is a significant way to maintain career viability. Job opportunities for the graduates of this program include positions in corporations as well as research (e.g., think tanks) and government organizations.

In addition to the national employment projections made by the BLS noted above, the State of Maryland makes projections in a more detailed way. The Classification of Instructional Program (CIP) code for this proposed program is 45.0901. Standard Occupational Codes (SOC) associated with this CIP by the BLS are: 11-9199 (Managers, All Other) and 19-3094 (Political Scientists). The Maryland Department of Labor Licensing and Regulation (DLLR) projects that long-term employment opportunities for these SOC codes will increase from 2014 to 2024 by 12.07% for Managers, All Other

and 38.61% for Political Scientists (both within the field of International Relations and Affairs).

4. Provide data showing the current and projected supply of prospective graduates.

No comparable degree programs with the CIP code of 45.0901 were found in the Maryland Higher Education Commission's graduation trend database. Given the academic trends noted above, the supply should be ample. The initial intake is expected to be seven to 10.

D. Reasonableness of Program Duplication:

1. Identify similar programs in the State and/or same geographical area. Discuss similarities and differences between the proposed program and others in the same degree to be awarded.

This program is the first of its kind in Maryland and the District of Columbia. The most comparable programs in the region are PhDs in International Studies or International Relations. There are no such programs offered in the state of Maryland; however, both JHU and the University of Maryland offer a PhD in Political Science. The most closely related programs in the D.C. area are the PhD in International Relations offered by SAIS, the PhD in International Relations offered by American University, the PhD in Government offered by Georgetown University, and the PhD in Political Science offered by George Washington University. The main distinction between these PhD programs and the DIA is that the intended audience for the latter is comprised of experienced professionals who seek to attain advanced research skills to pursue careers as practitioners rather than academics. Further, the DIA will have a shorter average completion time than a PhD, which will allow graduates to return to their fields of practice sooner.

2. Provide justification for the proposed program.

There is no other DIA program offered in the State of Maryland. Given the market demand, the offering of this program meets an important need in the D.C. and Maryland region.

E. Relevance to High-demand Programs at Historically Black Institutions (HBIs)

1. Discuss the program's potential impact on the implementation or maintenance of high-demand programs at HBI's.

There is no comparable degree program offered at any of the Historically Black Institutions in Maryland.

F. Relevance to the identity of Historically Black Institutions (HBIs)

1. Discuss the program's potential impact on the uniqueness and institutional identities and missions of HBIs.

By definition, an appropriate student for the DIA program will apply after attending and completing a baccalaureate degree at any undergraduate institution, including any of Maryland's Historically Black Institutions. The proposed program will not directly affect the implementation, maintenance, uniqueness, identity or mission of these institutions.

G. Adequacy of Curriculum Design, Program Modality, and Related Learning Outcomes (as outlined in COMAR 13B.02.03.10):

1. Describe how the proposed program was established, and also describe the faculty who will oversee the program.

The program was established in order to meet the needs of a growing population who was interested in an advanced research degree that was tailored to practitioners and focused on applied research. The initial draft proposal was created by the Office of Academic Affairs under the SAIS Executive Vice Dean with faculty input, followed by two rounds of discussions with the SAIS Curriculum and Standards Committee (CSC). The CSC voted to approve the degree and bring it formally to the SAIS Academic Board (AB). The AB, made up of tenured full-time faculty, voted unanimously to move the degree forward. It was then submitted to the JHU Council of Deans for final review and approval from the various academic divisions of JHU.

The primary faculty who will oversee the program will be full-time. All full-time faculty with a PhD are eligible to act as an advisor to a DIA student. If there are adjunct faculty who wish to advise, they must first be approved by the CSC. Students will enroll in courses with both our full-time and adjunct faculty members.

2. Describe educational objectives and learning outcomes appropriate to the rigor, breadth, and (modality) of the program.

The primary educational objective of the DIA program is to provide experienced professionals in the field of international relations with the advanced research skills and knowledge needed to lead in the global community. The student learning outcomes for the program are as follows:

- Explain the complexities of an international policy area or region of the world from an international relations perspective.
- Demonstrate advanced analytical skills through methods courses.
- Demonstrate oral and written communication skills at a level required for research in the field of international relations and affairs.
- Synthesize knowledge gained from coursework and independent research to develop a prospectus and defend a dissertation.
- Apply the research toward practice oriented professional field of study.

3. Explain how the institution will:

- a) provide for assessment of student achievement of learning outcomes in the program

Student achievement will be assessed through course examinations, papers, policy memos, small group projects, oral exams and a prospectus and thesis defense.

- b) document student achievement of learning outcomes in the program

Students will also have a dedicated faculty advisor who will be responsible for ongoing progress checks and reports. That advisor will be responsible for signing off on completion of requirements as well as plan for achieving next set of outcomes. Students will be provided grades and will be reviewed each semester on their progress toward milestones and completion of program requirements. Faculty advisors will be required to provide written feedback on the student progress toward their prospectus and thesis completion.

4. Provide a list of courses with title, semester credit hours and course descriptions, along with a description of program requirements

The conferral of the DIA will require the completion of the requirements for the SAIS two-year MA or one-year MIPP degree. The curriculum and time to completion will vary depending on their prior educational background.

Track 1 requires five years of work experience and a bachelor's degree from an accredited institution for admission into the DIA program. Students will complete the requirements for the two-year SAIS MA, including two DIA-specific courses, as well as a year-long dissertation writing seminar (part-time). Students will receive 80 total credits, as outlined below:

- Four International Economics courses, 16 credits (*current MA concentration; eligible students may petition to take a waiver exam in any of these subjects and replace the course with alternate economics courses*):
 - Microeconomics
 - Macroeconomics
 - International Trade Theory
 - International Monetary Theory
- Five to six Policy Area or Regional courses, 20-24 credits (*students choose from the existing MA concentration areas*)
- Two core courses, chosen from the list below, 8 credits (*alternatively, students may pass a non-credit core exam and complete 8 credits of electives*):
 - American Foreign Policy Since World War II
 - Comparative Politics
 - Evolution of the International System
 - Theories of International Relations

- One quantitative reasoning course, 4 credits
- Two DIA-specific courses, 8 credits
 - Research Methods I (see SA.600.XXX-level courses)
 - Research Methods II (see SA.600.XXX-level courses)
- One to five electives, 4-20 credits
- Language proficiency, non-credit
- Capstone (non-credit or product of one of the Policy or Regional concentrations)
- Year-long dissertation writing seminar (*completed on a part-time basis*), 16 credits

Track 2 requires at least five years of work experience and either an MA in International Studies (or a related field) from an accredited institution or the one-year SAIS MIPP for admission into the DIA program. Students will receive advanced standing of 32 credits upon admission and will subsequently complete the below requirements, in addition to a year-long dissertation writing seminar. Students will receive 80 total credits, as outlined below:

- Advanced standing, 32 credits
- Eight non-language courses, 32 credits
 - Students affiliate with one of the existing concentrations, 12 credits
 - Two DIA-specific courses, 8 credits
 - Research Methods I
 - Research Methods II
 - Three electives, 12 credits
- Year-long dissertation writing seminar (*completed on a part-time basis*), 16 credits

Required courses and some electives are listed below. Classes will vary depending on the track and a student's previous educational background. Additional courses, depending on a student's area of focus are located at <http://sis.jhu.edu/classes> under the Nitze School of Advanced International Studies.

SA.100.720 American Foreign Policy Since World War II (4)

Covers the history of American foreign policy since World War II, with special attention to analyses and interpretations of the determining factors of continuing significance, including factors and trends in the international and domestic environment of U.S. policy.

SA.100.761 Theories of International Relations (4)

Surveys a variety of broad theoretical approaches to analyzing the international political and economic situation. Examines approaches to the study of power, ideology, state interests, peace and war, international law, and equilibrium; presents a critique of liberal, conservative and Marxist conceptions of international politics; and introduces grand theory, political and economic interpretations of systems structure and the values that shape perspectives in international politics.

SA.300.700 Microeconomics (4)

Theory of decision-making under conditions of scarcity and uncertainty. Analyzes choice and demand, production, cost, the firm and market structure, market failure and uncertainty. Emphasizes economics efficiency and application of theory to decisions and policy problems. Introduces game theory. Taught at the intermediate level and includes a mathematics tutorial for basic calculus skills. The course meets more frequently than other courses. Together with Macroeconomics constitutes the foundation for all other economics courses at SAIS.

SA.300.701 Macroeconomics (4)

Develops analytic tools used to understand how the economy functions in aggregate. Primary purpose of the tools is to explain national levels of output, employment, prices and the rate of interest, as well as changes in these variables over time. Assesses the role of government policy in determining these outcomes. Devotes attention to both short-run economics fluctuations and long-run economic phenomena, including growth. Taught at an intermediate level. Together with Microeconomics constitutes the foundation for all other economics courses at SAIS. Prerequisite: Microeconomics or Accelerated Microeconomics.

SA.300.707 International Trade Theory (4)

Considers the theory and practice of international trade and investment. First part of the course examines the cause of trade, the sources of the gains from trade and the domestic and international distribution of those gains. Second part examines the instruments and consequences of trade policy measures, especially tariffs and quantitative restrictions. Addresses preferential trade agreements and the practice of trade policy. Prerequisite: Microeconomics or Accelerated Microeconomics.

SA.300.708 International Monetary Theory (4)

Covers the basic theory underlying the international monetary system. Topics include international financial markets and the macroeconomics of open economies; balance of payments and the trade balance; exchange rates and the foreign exchange market; expectations, interest rates and capital flows; central banking and monetary policy in open economies; exchange rate regimes; and macroeconomic policy in open economies. Prerequisite: Macroeconomics or Accelerated Macroeconomics.

SA.600.774 Theories & Methods of Qualitative Political Research (4)

The purpose of this seminar is to delineate the historical, institutional, and cultural contexts of research in the social sciences--especially doctoral studies. Designed to familiarize doctoral candidates with basic epistemological and methodological issues connected with qualitative research. The first part of the course explores various ways that scholars approach matters of conceptualization and evidence. The second part examines how scholars move from the kernel of an idea to a testable research hypothesis and then to a research design.

SA.600.897 Dissertation Development Colloquium (4)

The primary aim of this course is to assist students in drafting a dissertation prospectus sufficiently developed to submit to funding agencies and to defend before a panel of SAIS faculty. Students will focus on the core of any successful dissertation plan: its research design, comprised principally of the logic linking social scientific theory to concrete empirical research.

Students will complete a series of successively more detailed drafts of their proposals, and they will critically evaluate and offer constructive advice on their peers' work. In addition, students will dissect and evaluate the research designs of prominent books and articles in the political science literature in order to understand the strengths and weaknesses of common approaches to the study of political, economic, and social life.

SA.600.697 Research Design and Causal Inference (4)

This course introduces students to research methods that are commonly employed today in the field of international relations. The focus of the course is on research designs aimed at establishing causal inferences. There are four main sections to the class, each of which covers one major type of research design. The first section focuses on qualitative research methods. The second section turns to quantitative methods, particularly methods used for analyzing observational data (i.e. non-experimental data). In section III, we study experimental methods. The final section provides an overview of various quasi-experimental methods.

SA.200.734 Contemporary Issues in American Foreign Policy and Grand Strategy (4)

What is America's purpose in international affairs? What are the major challenges in U.S. foreign policy? What is the future of American power in a changing global system? This course examines these and other critical issues in U.S. foreign policy and global strategy. We will study the opportunities and dilemmas the United States confronts in dealing with terrorism and the Islamic State, great-power competition vis-a-vis Russia and China, the threat of nuclear proliferation and "rogue states," and other issues from international economics to transnational threats. We will consider whether America can maintain its international primacy, and what alternative strategies it might pursue in the future.

SA.600.702 Contemporary Theory in International Relations (4)

Examines the leading contemporary theories of international relations, showing how each contributes uniquely to the larger literature. How are alliances formed? What is the relationship between absolute and relative gains? How do wars begin? Emphasizes interrelationships, divergences and cumulative developments, from the balance of power to the latest in structural, rational choice and regime theory.

SA.600.788 World Order in the 21st Century (4)

As we look forward several decades, what problems of statecraft are likely to confront us? Will the fragmentation of world politics into three distinct conflict regions, contrasting modes of alliance behavior, and the advent of cyberwarfare threaten national security, thus undermining the capacity to maintain world order in the 21st century? In the face of nuclear proliferation, is deterrence subject to a lowering of the nuclear threshold? By mid-century world population will be in decline in most of the Great Powers. Will globalization suffer? How will oil politics shape future options? Will the advent of aging, urbanization, and increased wealth assist the search for stability and peace? Or will abrupt structural changes on the cycles of relative power of the big states unleash a return of the conditions that led to world war in the first half of the 20th century? What strategies of leadership and balance are available to the United States and to the other Great Powers? How can diplomacy help guide statecraft to surmount these problems in the effort to sustain world order?

SA.660.740 Strategy and Policy (4)

Provides an overview of strategic studies, which deals with the preparation and use of military power to serve the ends of politics. Discusses the development of warfare from the mid-19th century through the present and addresses major theoretical concepts, including those found in Carl von Clausewitz's *On War*.

SA.660.780 The Art of Strategic Decision (4)

The sequel to the Strategy and Policy course, this course explores both concepts (e.g., the origins of war, the nature of strategic thought) and cases (drawn from 20th and 21st century military history) in greater depth. Covers conventional and irregular warfare. Readings include theory and historical material, some of the latter resting on independent student research. Combines lecture and discussion, and assignments center on memoranda and a group project. Prerequisite: Strategy and Policy.

5. Discuss how general education requirements will be met, if applicable.

Not applicable.

6. Identify any specialized accreditation or graduate certification requirements for this program and its students.

Not applicable.

7. If contracting with another institution or non-collegiate organization, provide a copy of the written contract.

Not applicable.

8. Provide assurance and any appropriate evidence that the proposed program will provide students with clear complete and timely information on the curriculum, course and degree requirements, nature of faculty/student interaction, assumptions about technology competence and skills, technical equipment requirements, learning management system, availability of academic support services and financial aid resources, and costs and payment policies.

A full description of the program, including its purpose and expected outcomes, admission requirements, course and degree requirements, tuition and fees, and links to additional SAIS and JHU resources and websites that will be offered. Students will have access to view academic, student and financial aid support services. They will also have access to the course search and catalog, Global Careers, FERPA, Student Right to Know, Registration and Records, school calendar, campus life, faculty search, cost of attendance and admission requirements and process. The program will be hosted with the other existing degree programs.

9. Provide assurance and any appropriate evidence that advertising, recruiting, and admissions materials will clearly and accurately represent the proposed program and the services available.

The Doctor of International Affairs will be located as a degree option within the Academic tab under Degrees and Programs: <http://www.sais-jhu.edu/content/academics#degrees>. It will include an overview of the program as listed in Section A. 1. It will offer the curriculum tracks noted in section G. as well as the intended student learning outcomes. Student will also be able to apply through the overall Admissions site: <http://www.sais-jhu.edu/content/admissions#apply>. SAIS will use its current marketing and communications team to broadly advertise the degree locally and internationally on the website and through on-ground and online formats. The degree will be added to the Admissions portfolio and included in its information sessions and outreach.

H. Adequacy of Articulation

1. If applicable, discuss how the program supports articulation with programs at partner institutions. Provide all relevant articulation agreements.

Not applicable.

I. Adequacy of Faculty Resources (as outlined in COMAR 13B.02.03.11).

1. Provide a brief narrative demonstrating the quality of program faculty. Include a summary list of faculty with appointment type, terminal degree title and field, academic title/rank, status (full-time, part-time, adjunct) and the course(s) each faculty member will teach (in this program).

First Name	Last Name	Terminal Degree	Field	Academic Title/Rank	Status	Courses taught
Hal	Brands	PhD in History	American Foreign Policy	Professor	FT	Contemporary Issues in American Foreign Policy and Grand Strategy
Ling	Chen	PhD in Political Science	Comparative Politics, Political Economy	Assistant Professor	FT	Comparative Politics; China's Political Economy in Transition
Andrew	Cheon	PhD in Political Science	International Political Economy	Assistant Professor	FT	Theories of International Relations
Eliot	Cohen	PhD in Political Science	Strategic Studies	Professor & Executive Vice Dean	FT	The Art of Strategic Decision; Shakespeare on War and Politics

Charles	Doran	PhD in Political Science	American Foreign Policy	Professor	FT	World Order in the 21 st Century; Politics of International Economy; Contemporary Theory in International Relations
Eric	Edelman	PhD in U.S. Diplomatic History	Strategic Studies	Distinguished Practitioner-in-Residence	FT	The First Nuclear Era; American Grand Strategy
Francis	Gavin	PhD in History	American Foreign Policy	Distinguished Professor	FT	History, Strategy, and American Statecraft; Contemporary Issues in American Foreign Policy and Grand Strategy
Nina	Hall	PhD in International Relations	International Relations	Assistant Professor	FT	Theories of International Relations; International Advocacy
John	Harrington	PhD in Economics	International Economics	Senior Lecturer	FT	Econometrics; Statistical Methods for Business and Economics
Mara	Karlin	PhD in International Relations	Strategic Studies	Associate Professor of the Practice	FT	Strategy and Policy
Matthew	Kocher	PhD in Political Science	Conflict Management	Senior Lecturer	FT	Dissertation Development Colloquium
Adria	Lawrence	PhD in Political Science	International Studies and Political Science	Associate Professor	FT	Great Powers of the Middle East and North Africa; Autocracy & Contentious Politics
Jamie	Marquez	PhD in Economics	International Economics	Senior Lecturer	FT	Global Macro Modeling; Macroeconomics
John	McLaughlin	M.A. in International Relations	Strategic Studies	Distinguished Practitioner-in-Residence	FT	American Intelligence: Role, Practice, and Impact
Bruce	Parrott	PhD in Political Science	European and Eurasian Studies	Professor Emeritus	PT	Theories & Methods of Qualitative Political Research
Thomas	Rid	PhD in Social Science	Strategic Studies	Professor	FT	Cybersecurity; Information Security
David	Steinberg	PhD in Political Science	International Political Economy	Associate Professor	FT	Research Design and Causal Inference
Charles	Stevenson	PhD in Government	American Foreign Policy	Adjunct Lecturer	PT	Conduct of Foreign Policy; Congress & Foreign Policy

Students will also be able to enroll in courses taught by our expanded full-time and adjunct faculty. Additional faculty information is located at, <http://www.sais-jhu.edu/research>.

2. Demonstrate how the institution will provide ongoing pedagogy training for faculty in evidenced-based best practices, including training in:

- a) Pedagogy that meets the needs of the students

All DIA advisors will be required to hold a PhD and have been trained in fields relevant to international affairs. They will have had sound research training and experience teaching at the graduate level. SAIS also offers faculty training seminars that include sessions on best teaching practices. Technology training is also provided to enhance the classroom experience.

- b) The learning management system

SAIS utilizes Blackboard (Bb) as the learning management system (LMS). All courses have a Bb site and house syllabi and course readings. Faculty also use the LMS for discussion postings, class assignments and interactive asynchronous support.

- c) Evidenced-based best practices for distance education, if distance education is offered.

Not applicable.

J. Adequacy of Library Resources (as outlined in COMAR 13B.02.03.12).

1. Describe the library resources available and/or the measures to be taken to ensure resources are adequate to support the proposed program. **If the program is to be implemented within existing institutional resources**, include a supportive statement by the President for library resources to meet the program's needs.

Students have access to the JHU SAIS Mason Library located in Washington, D.C. Through the library website, students can access databases and academic journals as well as submit inquiries to SAIS research librarians. Additionally, students have remote access to the Milton S. Eisenhower Library on the Homewood campus, which is ranked as one of the nation's top library facilities for research and scholarship. The interlibrary loan department makes the research collection available to faculty and students. The library also provides easy access to a wide selection of electronic information resources, including the online catalog as well as numerous electronic abstracting and indexing tools. Students also have remote access to many of the databases. The library maintains an extensive web site to guide visitors through all of its services and materials.

K. Adequacy of Physical Facilities, Infrastructure and Instructional Equipment (as outlined in COMAR 13B.02.03.13)

1. Provide an assurance that physical facilities, infrastructure and instruction equipment are adequate to initiate the program, particularly as related to spaces for classrooms, staff and

faculty offices, and laboratories for studies in the technologies and sciences. If the program is to be implemented within existing institutional resources, include a supportive statement by the President for adequate equipment and facilities to meet the program's needs.

There will be no additional space needed or expansion of dedicated student support resources. Courses in the proposed program will be offered in a face-to-face format. Regarding technology infrastructure, students will have access to the Blackboard course management system with support provided by SAIS and the university's IT staff. Blackboard provides password-protected online course sites and community management systems that enable ongoing collaborative exchange and provide convenient channels for synchronous and asynchronous learning. Blackboard is one of the world's leading providers of e-learning systems for higher education institutions. SAIS is also outfitted with a help desk to provide technical assistance to students. Student services such as application processes, course registration, bookstore, ID service, and advising are currently provided online as well.

2. Provide assurance and any appropriate evidence that the institution will ensure students enrolled in and faculty teaching in distance education will have adequate access to:

a) An institutional electronic mailing system, and

Each student and faculty member receives a Johns Hopkins email address and account.

b) A learning management system that provides the necessary technological support for distance education

Not applicable.

L. Adequacy of Financial Resources with Documentation (as outlined in COMAR 13B.02.03.14)

1. Complete **Table 1: Resources and Narrative Rationale**. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year. Also provide a narrative rationale for each resource category. If resources have been or will be reallocated to support the proposed program, briefly discuss the sources of those funds.

TABLE 1: PROGRAM RESOURCES
(All dollar figures are shown in thousands)

	Year 1	Year 2	Year 3	Year 4	Year 5
1. Reallocated Funds	0	0	0	0	0
2. Tuition/Fee Revenue	\$ 441	\$ 750	\$ 987	\$ 1,109	\$ 1,161
a. Number of F/T Students	10	20	27	30	31
b. Annual Tuition/Fee Rate	\$ 44	\$ 37	\$ 37	\$ 37	\$ 37
c. Total F/T Revenue	\$ 441	\$ 750	\$ 987	\$ 1,109	\$ 1,161
d. Number of P/T Students	0	0	0	0	0
e. Credit Hour Rate	N/A	N/A	N/A	N/A	N/A
f. Annual Credit Hour Rate	N/A	N/A	N/A	N/A	N/A
g. Total P/T Revenue	0	0	0	0	0
3. Grants, Contracts & Other External	0	0	0	0	0
4. Other Sources	0	0	0	0	0
TOTAL	\$ 441	\$ 750	\$ 987	\$ 1,109	\$ 1,161

Reallocated Funds

No funds will be reallocated from existing programs to support this new program.

Tuition and Fee Revenue

Students who enter this program with a Master's degree will be able to complete the degree in two years. Their first year will consist of coursework in the school's existing MIPP program. The second year will be devoted to the development and presentation of a thesis.

Students who enter the program with a Bachelor's degree will take three years to complete the program. For the first two years, students will take courses in the school's existing full-time Master of Arts program. The third year will be devoted to the development and presentation of a thesis.

Any student who is in a year of coursework (either in the MIPP or the MA program) will pay the school's regular tuition rate for that year (\$51,263 per year for fiscal year 2020,

escalating by 3% per year). The assumed tuition rate for any thesis year is 50% of the regular tuition rate. Based on the school's historical data, it is assumed that the 3-year students will receive financial aid equal to 35% of the tuition and the 2-year students will pay the entire tuition with no discounting.

The program is expected to admit ten new students in each of its first two years of operation, starting with fiscal year 2020. Enrollments will grow to 13 per year, starting in FY22 and the total size of the program will level off at 31 by FY24. Of the new students, 40% each year will be 3-year students. The enrollment figures for the FY20 – FY24 period are shown below.

Enrollment					
3 Yr Program-1st Year	4.00	4.00	5.00	5.00	5.00
3 Yr Program-2nd Year	-	4.00	4.00	5.00	5.00
3 Yr Program-3rd Year	-	-	4.00	4.00	5.00
2 Yr Program-2nd Year	6.00	6.00	8.00	8.00	8.00
2 Yr Program-3rd Year	-	6.00	6.00	8.00	8.00
Total Enrollment	10.0	20.0	27.0	30.0	31.0

Using the tuition rates and associated discount rates described above, the tuition revenue that is projected from this program is shown in the table below.

Net Tuition					
3 Yr Program-1st Year	\$133,284	\$137,283	\$176,751	\$182,054	\$187,515
3 Yr Program-2nd Year	\$0	\$137,283	\$141,401	\$182,054	\$187,515
3 Yr Program-3rd Year	\$0	\$0	\$70,701	\$72,822	\$93,758
2 Yr Program-2nd Year	\$307,579	\$316,806	\$435,080	\$448,133	\$461,577
2 Yr Program-3rd Year	\$0	\$158,403	\$163,155	\$224,066	\$230,788
Total Net Tuition	\$440,863	\$749,774	\$987,088	\$1,109,128	\$1,161,154

Grants and Contracts

This program will have no income from grants or contracts.

Other Sources

No other financial resources will come to this program.

2. Complete **Table 2: Program Expenditures and Narrative Rationale**. Provide finance data for the first five years of program implementation. Enter figures into each cell and provide a total for each year.

TABLE 2: PROGRAM EXPENDITURES
(All dollar figures are shown in thousands)

	Year 1	Year 2	Year 3	Year 4	Year 5
1. Faculty	\$ 301	\$ 491	\$ 626	\$ 767	\$ 783
a. Number of FTE	1.25	2.00	2.50	3.00	3.00
b. Total Salary	\$ 223	\$ 364	\$ 464	\$ 568	\$ 580
c. Total Benefits	\$ 78	\$ 127	\$ 162	\$ 199	\$ 203
2. Admin. Staff	\$ 50	\$ 50	\$ 103	\$ 105	\$ 107
a. Number of FTE	0.50	0.50	1.00	1.00	1.00
b. Total Salary	\$ 37	\$ 37	\$ 76	\$ 78	\$ 79
c. Total Benefits	\$ 13	\$ 13	\$ 27	\$ 27	\$ 28
3. Support Staff	\$ 32	\$ 34	\$ 34	\$ 35	\$ 35
a. Number of FTE	0.50	0.50	0.50	0.50	0.50
b. Total Salary	\$ 24	\$ 25	\$ 25	\$ 26	\$ 26
c. Total Benefits	\$ 8	\$ 9	\$ 9	\$ 9	\$ 9
4. Technical Support and Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
5. Library	\$ -	\$ -	\$ -	\$ -	\$ -
6. New or Renovated Space	\$ -	\$ -	\$ -	\$ -	\$ -
7. Other Expenses	\$ 10	\$ 20	\$ 27	\$ 30	\$ 31
TOTAL	\$ 393	\$ 595	\$ 790	\$ 937	\$ 956

Faculty

Faculty in this program will be devoted to:

- Teaching the for-credit Master's courses
- Advising these doctorate students
- Comprising a dissertation committee for each student, and
- Teaching a new research methods course

The total faculty requirement will total one FTE in the first year and will grow to three FTE in year 4.

The average faculty salary in this current year is \$175,000 and it is projected to increase by 2% per year. The internal JHU benefits rate is 35% of base salary.

Administrative Staff

The staff person who administers the existing PhD program will also administer this new program at the start. The requirement will grow to a full time position in year three and will remain. It is assumed that this person will devote one-half of his/her time to this new program. Current salary is \$72,000 per year and is assumed to grow at 2% per year. The internal JHU benefits rate is 35% of base salary.

Support Staff

The program will need a 50% FTE support person for each of the first five years of its operation. Current salary for this position is \$48,000 per year and a 2% annual increase is assumed. The internal JHU benefits rate is 35% of base salary.

Equipment

No equipment is required for this program.

Library

No additional library resources are needed.

New and/or Renovated Space

No new or renovated space is required.

Other Expenses

A total of \$1,000 per year in student support cost is anticipated for each student in the program.

M. Adequacy of Provisions for Evaluation of Program (as outlined in COMAR 13B.02.03.15).

1. Discuss procedures for evaluating courses, faculty and student learning outcomes.

Courses will be evaluated through the use of student evaluations on a regular basis. All courses will receive a final evaluation that includes feedback on the course, faculty and teaching assistant—if applicable. New courses or new faculty teaching existing courses will also receive a mid-semester evaluation. These evaluations will be reviewed by Academic Affairs and the program directors to ensure quality control and student satisfaction. SAIS also implements an annual student satisfaction survey and presents the results to the broader SAIS community.

2. Explain how the institution will evaluate the proposed program's educational effectiveness, including assessments of student learning outcomes, student retention, student and faculty satisfaction, and cost-effectiveness.

Academic Affairs meets regularly to review all program assessments provided by students, faculty, and other stakeholders and implement programmatic improvements accordingly. On an annual basis, the Assistant Dean for Academic Affairs and other staff will collaborate with faculty supervisors to evaluate the DIA program, including student progress report reviews and student learning outcomes data analysis. Based on the data, recommendations will be made to implement changes to the program (in terms of curriculum content, course delivery mechanisms, etc.). Staff from Academic Affairs will collect and analyze data on student retention and the cost-effectiveness of the program, aided by the use of SAIS databases. Academic Affairs will regularly present the data to the CSC for further analysis. On an annual basis, Academic Affairs will meet with Finance and Administration to view the budget and plan for the following year's class in order to determine additional funding needs to maintain and enhance the program.

N. Consistency with the State's Minority Student Achievement Goals (as outlined in COMAR13B.02.03.05).

1. Discuss how the proposed program addresses minority student access & success, and the institution's cultural diversity goals and initiatives.

Any student meeting admissions requirements can apply to the DIA. SAIS will work to help all accepted students improve their workplace competitiveness and reach their professional goals, an aim consistent with the State's minority student achievement goals.

O. Relationship to Low Productivity Programs Identified by the Commission:

1. If the proposed program is directly related to an identified low productivity program, discuss how the fiscal resources (including faculty, administration, library resources and general operating expenses) may be redistributed to this program.

Not applicable.

P. Adequacy of Distance Education Programs (as outlined in COMAR 13B.02.03.22)

1. Provide affirmation and any appropriate evidence that the institution is eligible to provide Distance Education.

Not applicable.

2. Provide assurance and any appropriate evidence that the institution complies with the C-RAC guidelines, particularly as it relates to the proposed program.

Not applicable.