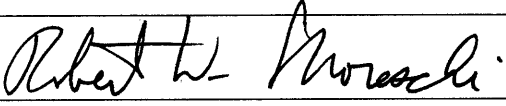


NOMINATION SIGNATURE PAGE

2023 Virginia Outstanding Faculty Awards

Nominations must include this as the cover page of the nomination package PDF submission

Name of Applicant:	Spencer D. Bakich
Institution:	Virginia Military Institute
Category (choose only one): <ul style="list-style-type: none">• Baccalaureate Institution• Masters/Comprehensive Institution• Research/Doctoral Institution• Two-Year Institution• Rising Star	Baccalaureate
Signature of President or Chief Academic Officer:	
Printed Name of President or Chief Academic Officer:	BG Robert W. Moreschi
E-mail address of President or Chief Academic Officer:	moreschirw@vmi.edu
Telephone number of President or Chief Academic Officer:	540-464-7136

B. Mission Statement

Established by the Virginia General Assembly in 1839, the Virginia Military Institute is a four-year, wholly undergraduate, state-supported college whose student body is organized as a military corps.

The VMI Mission

The Virginia Military Institute believes that the measure of a college lies in the quality and performance of its graduates and their contributions to society. Therefore, it is the mission of the Virginia Military Institute to produce educated, honorable men and women, prepared for the varied work of civil life, imbued with love of learning, confident in the functions and attitudes of leadership, possessing a high sense of public service, advocates of the American Democracy and free enterprise system, and ready as citizen-soldiers to defend their country in time of national peril.

To accomplish this result, the Virginia Military Institute shall provide to qualified young men and women undergraduate education of highest quality—embracing engineering, science, and the arts—conducted in, and facilitated by, the unique VMI system of military discipline.

C. Summary of Accomplishments

Spencer Bakich is a professor of international studies and the Director of the National Security Program at the Virginia Military Institute, and a Senior Fellow at the University of Virginia's Miller Center. Specializing in strategic studies and American foreign policy, Dr. Bakich teaches courses on grand strategy, U.S. national security policy, U.S.-China relations, and strategy and cybersecurity. Dr. Bakich is the author of *Success and Failure in Limited War: Information and Strategy in the Korean, Vietnam, Persian Gulf, and Iraq Wars* (University of Chicago Press, 2014). His second book, *George H. W. Bush and the Persian Gulf War: Diplomacy, War, and Grand Strategy in the New World Order* is under contract with the University of Press of Kansas. Dr. Bakich's commentary has been featured in *The National Interest*, *USA Today*, and *The Washington Post*. Dr. Bakich has served in U.S. governmental workshops sponsored by the Central Intelligence Agency and the U.S. Army Training and Doctrine Command. Working with the Miller Center's Presidential Oral History Project, Dr. Bakich has interviewed numerous senior policymakers, military officers, and Foreign Service officers who served in the George H. W. Bush, George W. Bush, and Barack Obama administrations.

Teaching

Recognized for fostering a dynamic, passion-infused, and inclusive classroom environment, Dr. Bakich's teaching enables students to be productive citizens in a democratic society by **building intellectual capital and promoting an ethos of perpetual learning**. Developing students' capacities for critical theoretical analysis is the centerpiece of Dr. Bakich's approach to teaching. Students are challenged to question long-held assumptions pertaining to international politics and American foreign policy, and to approach vital matters of national concern through an objective and systematic evaluation of logic and evidence. Using critical analysis, students are able to identify biases embedded in their own and others' judgements and evaluate competing claims rigorously and transparently. Dr. Bakich challenges his students to embrace the complexity of modern society equipped with the tools needed to effectively navigate a crowded marketplace of ideas. Dr. Bakich's classroom instruction is consistently ranked at the highest levels by VMI cadets. Not only are his courses considered to be among the most challenging, but he is also recognized as caring greatly for his cadets' performance and for creating an intellectual atmosphere that encourages risk taking.

Dr. Bakich is known at VMI for his extensive efforts to facilitate high-quality independent student research. As the Director of VMI's National Security Program, Dr. Bakich has advised or directly supervised over **seventy cadet thesis projects since 2016**. The National Security Program offers select VMI cadets a two-year, in-depth, research-focused education, which includes three courses focusing on different aspects of the craft of research. Cadets are free to follow their own passions as they construct their research questions and are given extensive training in social scientific methodologies which they employ to answer those questions. As they advance through the program, cadets must give at least two formal presentations on their research to the faculty and fellow students. Overseeing the progress of the twenty cadets per year in the National Security Program, Dr. Bakich has earned the reputation as an outstanding and self-less research mentor. One of his former cadets noted, "His guidance throughout my undergraduate career has been invaluable. He supported my National Security Minor journey from the very start. He demonstrated admirable flexibility and support through my semester abroad, double major requirements, and various military obligations... **Col. Bakich repeatedly puts cadets before himself.**"

A core component of Dr. Bakich's teaching is building bridges between students' college education and their eventual professional lives. As the National Security Program's internship

coordinator, Dr. Bakich provides his cadets early exposure to the institutions and leaders in their chosen field. Cadets are offered a broad range of opportunities because of Dr. Bakich's efforts to build relationships between VMI and various internship sponsoring entities. Under his direction, **since 2016 over seventy cadets secured internships** at departments, agencies, or companies whose principal mission pertains to national security affairs. In recent years, for example, cadets interned with U.S. government entities (e.g., the Senate Homeland Security and Governmental Affairs Committee, the National Security Agency, and the U.S. Army War College) and for private firms (e.g., Lockheed Martin and Van Scoyoc, Associates). In 2022, Dr. Bakich secured a **five-year grant of \$205,000** from the Jackson-Hope Foundation to support the National Security Program, a clear indication of the program's effectiveness. Additionally, Dr. Bakich provides opportunities for VMI cadets to learn from and meet high-ranking government officials and eminent scholars. Dr. Bakich recently sponsored visits to VMI by the former Counselor to the U.S. Department of State Eliot Cohen and Judge of the United States Court of Appeals for the Fourth Circuit J. Harvie Wilkinson III. Committed to his cadets' future success, Dr. Bakich strives to connect their curriculum to their aspirations beyond college.

Discovery

Dr. Bakich's scholarship focuses on American statecraft from 1945-present, with an emphasis on the relationship among strategic decision making, military strategy, and diplomacy. His areas of expertise include U.S. national security policy, grand strategy, and the institutional context of the foreign policy process.

Dr. Bakich's early scholarship explained how the outcomes of interstate conflicts are powerfully affected by different information flow patterns among senior policymakers and the national security bureaucracy. In a 2011 article for the journal *Small Wars and Insurgencies*, Dr. Bakich introduced a novel analytical framework, "information institution theory," to uncover and assess the relationship between America's diplomatic and military efforts in the Vietnam War. His work on information institutions culminated in the **2014 book, *Success and Failure in Limited War***, which received numerous favorable reviews by scholars of both international relations and strategic studies and was short-listed for the prestigious Susan Strange Book Prize, sponsored by the British International Studies Association. In a 2020 article in the *Journal of Strategic Studies*, a premier, internationally renowned journal for the study of strategy and war, Dr. Bakich employed his framework to explain the origins and outcomes of the 2017 U.S.-North Korea nuclear crisis. All told, Dr. Bakich's research on information institutions resulted in the publication of a book, three peer-reviewed articles, two published essays of strategic analysis, and ten professional conference papers.

Dr. Bakich launched a new research project in 2019 exploring the relationship between American grand strategy and war in the post-Cold War era. His **second book, *George H. W. Bush and the Persian Gulf War***, examines the interplay between Bush's efforts to create a post-Cold War international order conducive to U.S. security and global leadership, and his decision to confront Saddam Hussein's Iraq in the Persian Gulf War. The reciprocal connection between grand strategy and war is vital to our understandings of whether and how war serves a nation's policy objectives, yet that relationship remains understudied. Incorporating **interviews conducted with senior Bush administration officials**, Dr. Bakich's new line of discovery offers novel insights into how American policymakers confronted international threats and opportunities, calculated risk and reward, and marshalled and expended resources at a critical moment in world history.

Through his research, Dr. Bakich strives to **bridge the gap between the scholarly community and the citizenry at large**. By analyzing how past American leaders made critical decisions, Dr.

Bakich believes current and future leaders will be able to adapt in ways that make the country safer and more secure. For example, his scholarship on Bill Clinton's decisions to use military force in the Balkans examines how various strategic ideas were evaluated in different decision-making contexts. This approach allows Dr. Bakich to explain how Washington's rapid and successful intervention in Bosnia in the summer of 1995 resulted after years of policy stasis. Similarly, Dr. Bakich's scholarship on post-9/11 American foreign policy illustrates how a change in George W. Bush's strategic decision-making process enabled a more rational evaluation of competing strategic ideas, the result of which was the Iraq War "Surge" in 2007. Dr. Bakich's commitment to the study of U.S. national security policy stems from his belief that rigorous, but accessible, scholarship can have a positive impact in democratic society.

Knowledge Integration

On the margins of a cybersecurity conference in Washington, DC in 2016, Dr. Bakich met with **Senator Mark Warner (D-VA)** to discuss ways of enhancing cybersecurity education in the Commonwealth of Virginia. The eventual result of that conversation was the inauguration of an **annual event held at VMI known as "Cyber Fusion."** Convening students and faculty from Virginia colleges and universities boasting national centers of academic excellence in cyber defense, Cyber Fusion is a multi-day conference and intercollegiate cybersecurity competition that allows for invaluable and novel forms of collaboration on a set of critical issues confronting governments, organizations, and firms of all types. Working closely with academic colleagues and stakeholders outside academia, Dr. Bakich served multiple years on the Cyber Fusion Executive Planning Committee, selecting globally renowned keynote speakers, and chairing faculty working groups. **Cyber Fusion is founded on the idea that effective and sustainable cybersecurity requires a multidisciplinary commitment,** one that blends social science, engineering, and defense studies.

Dr. Bakich has championed cybersecurity education at VMI, working closely with colleagues around the Institute. He served on the oversight committee of the Cybersecurity Minor and has helped VMI's Department of Computer and Information Sciences hire several talented faculty members. In his own department, International Studies and Political Science, Dr. Bakich offers a course, Strategy & Cybersecurity, that contributes to this multidisciplinary initiative. Most importantly, Dr. Bakich co-authored with VMI colleagues a **successful grant proposal for \$1.475 million** that establishes the Institute as a participant in the U.S. Department of Defense Senior Military Colleges Cyber Leadership Development Program. In addition to enhancing laboratory infrastructure and spurring innovation in cybersecurity research, this grant directly supports the multidisciplinary cybersecurity minor. Central to VMI's mission is the education of honorable women and men ready to serve as citizen-soldiers to defend their country in times of national peril. In a world characterized by intense technological interdependence, the nature of the threats to American society has grown in complexity and sophistication. Dr. Bakich's efforts in the domain of cybersecurity education, both at VMI and around the Commonwealth, play a direct role in preparing the next generation of effective cybersecurity leaders. In recognition of his willingness to work across disciplinary boundaries, Dr. Bakich was selected for induction into VMI's Circle of Omicron Delta Kappa, the premier national academic leadership honor society.

In 2021, Dr. Bakich co-sponsored a conference that brought to VMI twenty eminent scholars to discuss the challenges posed to U.S. national security by states undergoing dramatic increases in their power. **The "Rising Powers" conference** introduced cadets, faculty, and the broader community to a critical set of issues confronting American policymakers. Dr. Bakich co-authored a successful **\$20,000 grant for grand strategy research** from the Charles Koch Foundation to produce an edited volume based on this conference entitled, *The Sources of Great Power Competition*.

Dr. Bakich's professional ethos is **"teach what you research, research what you teach."** Toward that end, Dr. Bakich offered a senior level capstone course focusing on contemporary American grand strategy. Teaching that class allowed Dr. Bakich to conceive and begin researching his second book on American grand strategy and war in the post-Cold War era. Dr. Bakich is also committed to teaching his own scholarship in his classes. He is known for quirkily referencing himself in the third person, a technique that is designed to encourage student criticism in class discussions and written analysis. Cadets are praised for their impassioned criticisms of his books and articles and rewarded when they identify weakness in his arguments.

Service

Dr. Bakich's record of service to the VMI community has been singled out as exemplary. Like all faculty, Dr. Bakich has served on numerous Institute-wide committees, including the Cadet Educational and Professional Opportunities Committee, the Institute Honors Committee, and the Library Committee. It is his service as the **Adviser to the VMI Class of 2021** that proved to be the most impactful. This intensive four-year service commitment gave Dr. Bakich direct exposure to the experiences of a cadet cohort as it progressed through VMI's unique system of military education. Working closely with class and regimental leaders, Dr. Bakich helped his cadets reason through the challenges they confronted and celebrate the successes that came their way. He participated in various official duties, including serving on the rank promotion board and as the faculty representative for cadets facing honor court charges (a duty requiring a deft touch given VMI's procedures pertaining to military discipline). Dr. Bakich was privileged to witness both the commencement and commissioning ceremonies for the cadets in this class. Indeed, he considers it the highest honor to have led the class procession on the day of graduation.

As a Senior Fellow at the University of Virginia's Miller Center, Dr. Bakich plays an important role in educating citizens to the workings of the American presidency. He has participated on numerous **presidential oral history** teams, conducting in-depth interviews with senior civilian and military officials in the George H. W. Bush, George W. Bush, and Barack Obama administrations. These oral histories are widely praised for their thoroughness and professionalism and are used extensively by journalists and scholars around the world. Further, Dr. Bakich has conducted **public interviews** with notable authors and former government officials, including Craig Whitlock of the *Washington Post* and John Brennan, former Director of the Central Intelligence Agency. As a regular contributor of political and strategic commentary, Dr. Bakich's writings have appeared in **major national newspapers and magazines**, most recently in *USA Today* and *The National Interest*. His opinion has been sought by news outlets, most recently for the nationally syndicated radio program *With Good Reason*. Finally, Dr. Bakich has served in **workshops and symposia sponsored by U.S. government entities**, including the Central Intelligence Agency and the U.S. Army Training and Doctrine Command.

Dr. Bakich is committed to service to his profession. He has written numerous book review essays for major scholarly publications, is a reviewer to top-tier academic journals and academic presses, and he has served as an external representative on tenure committees. Having been the recipient of collegial scholarly criticism, Dr. Bakich is a frequent discussant on research panels at major national and regional professional conferences.

D. Personal Statement

Henry Kissinger scares me. “High office teaches decision making, not substance. It consumes intellectual capital; it does not create it,” Kissinger famously observed, adding “most high officials leave office with the perceptions and insights with which they entered; they learn how to make decisions but not what decisions to make.”¹ I have never held high office, so I do not know for certain if Dr. Kissinger is correct. I have interviewed many high office holders, however, and have asked them, in various ways, what they learned about the practice of statecraft during their time in office. A note of Kissingerian skepticism infuses many of their answers; a gauzy recognition that perhaps their decision-making process became more efficient over time, but not necessarily that their decisions were truly wiser. Intuitively, I think Kissinger is only partly right, or sometimes right. In either case, my gut instinct is banal and sloppy. So, I pretend that Kissinger hit the bullseye. The prospect of intellectual capital depletion is a warning to all those entrusted to educate future office holders, broadly conceived. If the purpose of higher education is the facilitation of intellectual capital development at a critical moment in students’ lives, then those with the responsibility of teaching the next generation had better get it right.

I first read Kissinger’s warning as a graduate student at the University of Virginia, and it did influence my pedagogy at an early point in my career. Yet, I felt the full weight and urgency of the challenge when I joined VMI in 2016. I was drawn to VMI because I sensed that my areas of expertise, national security affairs and strategic studies, would find a receptive audience among the cadets at a senior military college. I knew then that my department, International Studies and Political Science, commissions roughly seventy percent of its graduating class into the U.S. military. It took me about a year to understand the implications of that statistic: there is little in my courses that is directly relevant to the job profile of a newly commissioned second lieutenant. Worse still, professional military education in national security policy and strategy begins only at the rank of lieutenant colonel, a position achieved after fifteen-seventeen years of cumulative commissioned service. If it is true, as I believe, that years of study, reflection, and practice are necessary for the creation of sound strategy and policy, then it is incumbent on me as an educator to help my cadets develop the intellectual capital sufficient to build the bridge between their twenty-two- and forty-year-old selves.

My principal teaching objective is to instill in my cadets a commitment to rigor in the study of international politics. Rigorous study requires the development of two inter-related skills: critical theoretical analysis and research proficiency. Each of my courses is theory-driven with the goal of developing cadets’ abilities to parse and evaluate complex arguments. I endeavor to prepare cadets to identify, differentiate, and diagrammatically situate the causal variables, causal mechanisms, and political outcomes in scholarly works; understand and evaluate the research design and methodological choices adopted by scholars; and compare the strengths and weaknesses of competing explanations for the same (or similar) international political phenomena. These are the core components of critical thinking. I was reminded of their value recently by a former University of Richmond student of mine who emailed his old professor, “These days I manage a team of data analysts for Farmers Insurance... I definitely feel that our discussions on Sun Tzu, Clausewitz, and Machiavelli did much to prepare me to effectively break down the strategic decisions that my team deals with every day. I’ve even earned an office reputation as the ‘diagram guy’, which you deserve the credit for!”

¹ Henry A. Kissinger, *The White House Years* (Boston: Little, Brown, 1979), 27.

Educating students to think critically most often takes the form analytical writing assignments based on others' scholarship. These are necessary and valuable exercises. Yet, students who are given the training and structure to engage in multi-year independent research projects inevitably emerge with both a heightened capacity and appreciation for the interrogation of judgements based on the objective and systematic evaluation of evidence. Because the judgments (or arguments) are of their own design, they experience critical thinking in a uniquely visceral, and thus durable, manner. As the Director of VMI's National Security Program for the past six years, I have either directly supervised or advised over seventy thesis projects. Cadets in this two-year program are trained to pose novel research questions, generate hypotheses from extant theory, construct robust research design strategies, test their hypotheses employing quantitative and/or qualitative methodologies, and present their findings orally and in writing. Interestingly, cadets choosing to follow this challenging path end their journey both more confident in their abilities and less certain that they have the "right" answer. I love seeing them navigate those two poles. Their education both pushes them to meaningfully question conventional wisdoms and empowers them to reason through that uncertainty.

My path to the professoriate was, I suspect, a well-trod one. I grew up in Las Vegas, the son of two teachers who set high expectations for their kids. My mom never shrunk from a political argument, especially with her son who, as a teenager, was certain he knew everything. My dad's passion for science—an unvarnished wonderment at the things discoverable through a combination of creative and systematic thinking—often drove our casual conversations. Their influence primed me for a career as a political scientist, though when I left home to attend college at James Madison University I hadn't the faintest idea what that meant. At JMU, I learned what a political science professor was. At UVA, I learned how to be one. After completing my Ph.D. in 2006, I landed my first tenure-track job at Sweet Briar College. It is now easy to see that my department chair at Sweet Briar had the greatest single influence on my development as a scholar and educator. The essence of one of his many invaluable lessons is that great teaching and great scholarship go hand in hand. I take him to mean that the most valuable contribution we can make as scholars comes when we infuse our teaching with the inquiry we conduct. Likewise, the passion for discovery that we must model for, and inculcate in, our students, inevitably bleeds into our scholarly work.

I have always viewed my scholarship as an act of service. I believe that the questions I seek to answer should be useful—and usefully presented—not only to others in my field, but to society at large. My work focuses on elite-level conflict decision-making, specifically how leaders seek to achieve national objectives by threatening or using military force. This area of research fascinates me, not only because the stakes are so high, but because the inherent and intractable challenges facing leaders reminds me just how valuable intellectual capital development is. It is not the case that sound policy comes only from smart policymakers. But I have found that leaders make wiser decisions when they have invested their intellectual capital in building institutions and processes that enable them to effectively process information and coordinate the actions of the organizations they oversee. How intellectual capital is used, in short, matters significantly in statecraft (as it does in daily life). I am proud of my scholarly contributions, but I am prouder that my work has furthered the education of students studying America national security policy at the undergraduate and graduate levels. It is their intellectual capital that matters most to me because it is their capacity for wisdom that will, one day, be put to the test.

E. Abbreviated Curriculum Vitae

Education

2006: Ph.D., Politics, University of Virginia

1998: M.A., Foreign Affairs, University of Virginia

1996: B.A., International Affairs, Economics, James Madison University, *Magna Cum Laude*

Teaching Experience

2021-present: Professor of International Studies, National Security Program, Director, VMI

2016-2021: Associate Professor of International Studies, National Security Program, Director, VMI

2015-2016: Visiting Lecturer in Political Science, University of Richmond

2015-2016: Lecturer in Politics, University of Virginia

2013-2015: Associate Professor of Government, Sweet Briar College

2007-2013: Assistant Professor of Government, Sweet Briar College

2006-2007: Visiting Assistant Professor of Government, Sweet Briar College

2006-2007: Adjunct Professor of Politics, University of Virginia

Published Scholarly Works (since 2010)

Books

Under contract: *George H. W. Bush and the Persian Gulf War: Diplomacy, War, and Grand Strategy in the New World Order* (Lawrence, KS: University Press of Kansas).

2014: *Success and Failure in Limited War: Information and Strategy in the Korean, Vietnam, Persian Gulf, and Iraq Wars*, (Chicago: University of Chicago Press).

Articles and Chapters

2022: "The Iraq War and the Battle for Strategic Solvency," in Michael Nelson, Barbara Perry, and Russell Riley, eds., *43: The Presidency of George W. Bush* (Lawrence, KS: University Press of Kansas).

2022: "Global Hegemony and American Foreign Policy: From the Cold War's End to 9/11," in Tyson Reeder, ed. *Routledge History of U.S. Foreign Relations* (New York: Routledge).

2020: "Signalling Capacity and Crisis Diplomacy: Explaining the Failure of 'Maximum Pressure' in the 2017 U.S.-North Korea Nuclear Crisis," *Journal of Strategic Studies*, 45:5, 692-717.

2019: "The Persian Gulf War," *Oxford Research Encyclopedia of American History* (New York: Oxford University Press).

2016: "The Reluctant Grand Strategist at War: Diplomacy and Force in Bosnia and Kosovo," in Michael Nelson, Barbara Perry, and Russell Riley, eds. *42: The Presidency of Bill Clinton* (Ithaca: Cornell University Press).

2011: "Institutionalizing Supreme Command: Explaining Political-Military Integration in the Vietnam War, 1964-1968," *Small Wars & Insurgencies*, 22:4, 688-711.

2010: "Storming to Partition: Croatia, the United States, and Krajina in the Yugoslav War," (with John Ashbrook) *Small Wars & Insurgencies*, 21:4, 537-560.

Non-Refereed Publications

2021: "Kim Jong-un's Demand for Self-Reliance Risks North Korean Lives," *The National Interest*.

2020: "A Donald Trump Second Term: A Dangerous Time for U.S.-North Korea Relations?" *The National Interest*.

2020: "The Korean War as Allegory," *The National Interest*.

2019: "President Bush Learned From His Missteps. Here's How Trump Can, Too," (with Barbara A. Perry), *USA Today*.

2019: Review of Nutt, "Proof of the Bomb: The Influence of Previous Failure on Intelligence Judgments of Nuclear Programs" in *H-Diplo/ISSF*.

2018: Review of Leffler, *Safeguarding Democratic Capitalism: U.S. Foreign Policy and National Security, 1920-2015*, in *The Strategy Bridge*.
2016: "Conceptualizing Emerging Strategic Challenges in the Cyber Age," *The Strategy Bridge*.
2016: "Success and Failure in Limited War: A Response to Dixon," *The Strategy Bridge*.
2015: "Legitimacy, Strategy, and the Islamic State," *The Strategy Bridge*.
2015: "Can Cooler Heads Prevail in U.S.-China Military Relations?" *The Strategy Bridge*.

Public and Academic Service (since 2010)

Oral Histories (Miller Center, University of Virginia)

2022: Former Director of the Central Intelligence Agency and Assistant to the President for Homeland Security and Counterterrorism John O. Brennan (Obama).
2022: Former Secretary of Defense Robert M. Gates (Obama).
2021: Former Director of the Central Intelligence Agency and Commander United States Central Command (CENTCOM) GEN David Petraeus (Obama).
2017: Former Undersecretary of Defense (Policy) Ambassador Eric Edelman (Bush 43).
2016: Former Commander United States Central Command (CENTCOM) GEN John Abizaid (Bush 43).
2016: Former Chairman of the Joint Chiefs of Staff GEN Peter Pace (Bush 43).
2015: Former Assistant to the President and Deputy National Security Adviser for Iraq and Afghanistan LTG Douglas Lute (Bush 43).
2014: Former Army Chief of Staff and Commander Multi-National Force-Iraq GEN George W. Casey (Bush 43).
2012: Former National Security Council Staff Special Adviser Peter D. Feaver (Bush 43).
2010: Former Vice-Chairman of the Joint Chiefs of Staff ADM David E. Jeremiah (Bush 41).
2010: Former Ambassador to Iraq and Pakistan Ryan Crocker (Bush 43).

U.S. Government Engagement

2014: Unified Quest 2014 Deep Futures War Game, United States Army Training and Doctrine Command (TRADOC).
2014: Unified Quest 2014 Strategic Trends Seminar, United States Army Training and Doctrine Command (TRADOC).
2013: "Success and Failure in Limited War: Implications for Policy and Intelligence Assessment," Central Intelligence Agency, Langley, VA.

Civic Engagement

2022: "'Undaunted': A Former CIA Director's Fight Against America's Enemies," John O. Brennan, Miller Center, University of Virginia.
2021: Conference Organizer (with Patrick Rhamey), "Rising Powers: History and Strategy," VMI.
2021: "The Afghanistan Papers: A Secret History of the War," Craig Whitlock, Miller Center, University of Virginia.
2019: Program Faculty, "Bush 41: The Pivotal Presidency," Washington & Lee University.
2013: "From Tonkin to Tet: Reconsidering America's War in Vietnam," Longmont (CO) Rotary Club.

Awards and Grants (since 2016)

2021-present: Senior Fellow, Miller Center, University of Virginia.
2022: Charles Koch Foundation Grant in Support of Grand Strategy Research (co-author).
2022: Jackson-Hope Grant, \$205,000 to fund National Security Program (AYs 2021-2026).
2021: Department of Defense Senior Military Colleges Cyber Leadership Development Grant, \$1,475,000 to develop VMI's Cyber Defense Lab (co-author).
2022: Jackson-Hope Faculty Development Leave (half-year sabbatical).
2018: Inductee, VMI Circle of Omicron Delta Kappa (National Leadership Organization).

F. Letters of Support

I unhesitatingly place Spencer Bakich in a category with few peers. He is an outstanding instructor, dedicated to his students, with a passion for his discipline that is contagious. How many other undergraduate instructors would selflessly mentor over 70 thesis projects in just seven years while assisting a similar number of students in securing internships in the same time period? He is a scholar of national and international renown. His excellence as a scholar has provided him the opportunity to combine scholarship with service, participating in numerous presidential oral history teams. The combination of his passion for making academic scholarship come alive to undergraduate students and his team-oriented spirit made him a key driving force on VMI's successful grant proposal and ongoing participation in the US Department of Defense's Cyber Leadership Development Program. Any sincere observer of Bakich can only wonder how one person can accomplish so much important work on an ongoing basis while limited to the same time constraints each of us face. **-Robert W. Moreschi, Deputy Superintendent and Dean of the Faculty, Virginia Military Institute**

Spence's dedication to teaching is clearly apparent in his mentorship of individual cadet research outside the class setting. The sheer volume of this mentorship is stunning, and the undergraduate scholarship produced by those he has mentored has been, invariably, of the highest quality. And yet despite this volume, without exception, he is there for his advisees at every turn. In my conversations with those advisees, it is clear that they greatly value his attentiveness, as well as his combination of generous support and expectations of excellence. **-Dennis Foster, International Studies Department, Head, Virginia Military Institute**

Although I am technically his "senior" in our Department, I have specifically invited COL Bakich to observe my own classes, not only because he has more experience in the classroom than I do, and he is widely regarded as a dynamic teacher, but because of the way he is deeply reflective about his teaching, and I seek to profit from his approach. He is always perceptive, honest, and thorough in his feedback and is one of the most incisive critics I have had as a colleague. COL Bakich's presence in our department has thus added to the depth of its instruction, not only in what he himself adds to the classroom experience of his cadets, but in making all of his colleagues better teachers. He has been a mentor and a source of sound guidance even to those who were to be supporting his development as an instructor. **-Ryan Holston, Professor of International Studies, Virginia Military Institute**

As the co-chair of the Presidential Oral History Program at UVA's Miller Center, I invited Spencer to join our interview teams for chairs of the Joint Chiefs of Staff, combatant commanders, secretaries of defense, and CIA directors. He is so well informed and skilled at "elite" oral history that I asked him to lead our recent interview with Secretary of Defense Robert Gates. Knowing that VMI's mission is to forge citizen-leaders, I can think of no more worthy recipient of this prestigious faculty award than Professor Bakich, who is producing invaluable oral histories of our nation's most senior leaders, engaging with them in public forums, authoring columns on current affairs, and thus creating through his labors a more enlightened civil society so desperately needed in these challenging times. **-Barbara Perry, Gerald L. Baliles Professor, Director of Presidential Studies, Miller Center, University of Virginia**

College professors these days are less respected and less admired by their students and by the public. We are regularly accused of bias and arrogance along with the more old-fashioned criticisms about ivory tower irrelevance. Having teacher/scholars like Spencer in the academy help push back against those criticisms. He's smart without being arrogant, fair without being dull, serious without being self-absorbed. He has the kind of personality and demeanor that is a

credit to our profession. **-Robert Strong, William Lyne Wilson Professor of Political Economy, Washington & Lee University**

I have known Spencer Bakich for almost twenty years and have seen him in his element as a professor, colleague, father, husband, and as a citizen of the Commonwealth. I have also had the good fortune of knowing several colleagues to receive the Outstanding Faculty Award of the State Council of Higher Education of Virginia. I would absolutely rank the quality of Spence's research productivity, teaching creativity, and overall professionalism and citizenship together with past winners of the SCHEV OFA award such as W&L's Bill Connolly, UVA's Jim Ryan, and SBC's John Gregory Brown. Spence's transformative teaching of VMI's future military and civilian leaders will have a tremendous and long-term impact on the Commonwealth and the country. **-Dr. Stephen Bragaw, Virginia Theological Seminary, Episcopal Diocese of Virginia**

I first met Col. Bakich via his role as the head of the National Security Minor program. From the outset, he displayed exceptional investment in my thesis project and success in the program. I recall his welcoming smile and ecstatic greeting each time he saw me, even before I knew him very well. He knew me as one of his National Security Minor cadets, and that was enough for him. I had dreamed of acceptance into the program as a senior in high school. It turned out to be the intellectual, academic journey I had hoped. But in the end, it was because Col. Bakich goes above and beyond to create a rigorous, expansive, and supportive program. The National Security Minor's reputation precedes it, and it draws applicants from every major and corner of the Institute. Thus, it is unsurprising that Col. Bakich's reputation also precedes him...I have often seen cadets of all kinds seek his counsel. **-Madeleine Austin '21**

COL Bakich is not only an exceptional professor but a cornerstone for most every cadet conducting researching in our department. His *Strategy and Cybersecurity* class gave me comprehensive knowledge on the subject matter, allowing me to further develop my honors thesis into the product that it is today. COL Bakich always conveyed the material in meaningful and relatable ways, animated the class, and made considerable efforts to be available outside of instruction on a regular basis... I have had the pleasure of being a student in his national security minor capstone class. He takes great care for every student in the section, going above and beyond to make sure that each of us produces the best research project we can. COL Bakich has a prescient ability to recommend the right book or paper to consult whenever research ails arise. He regularly converses with the section about current events, listens to our opinions, and communicates his own thoughts. Even before working with me in a capstone setting, he assisted me in developing my honors thesis while I took *Research Design for Political Science* and the IS Capstone – many others have benefitted similarly. **-Joseph Malazo '22**

His greatest strength as an instructor is his ability to foster a robust discussion among students touching on complex foreign policy and national security issues. While many professors set a classroom goal of robust discussion rather than lecture, Dr. Bakich is one of the few who actually achieves it. Not only were the discussions informative, but Dr. Bakich would always seek out diverse perspectives to ensure that cadets received a broad and intellectually challenging understanding of course materials. Dr. Bakich always went above and beyond to challenge cadets to higher levels of performance. Cadets were expected to share their viewpoints, but more importantly, they were expected to justify the reasoning they utilized to arrive at those conclusions. This pedagogy often allowed students to explore ideas in a collaborative way that pushed each of us to fully flesh out our positions; not just memorize the positions of established scholars in the field. **-Charles Meier '18**