



MPP Student Handbook

2023-2024

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Academics and Program Policies

This section includes information about:

- Program requirements for graduation
- Areas of specialization
- Course offerings
- Administrative and registration policies

Graduation Requirements for the MPP Program

51 credit hours are required to obtain the two-year degree. 39 credit hours are required to obtain a dual-degree. The courses include a combination of required core courses and electives. Two-year and dual degree MPP students are required to take a 3 credit hour Sanford Ethics course. Two-year MPP students are required to take 6 credit hours of courses that meet the Management and Leadership requirement.

Course Placement

Incoming MPP students are placed into core course sections by program staff and faculty. Microeconomics and statistics placement tests are typically conducted online in June and information is shared with incoming students early in the onboarding process.

Core Courses and Required Program Requirements (*2023 entry and subsequent years*)

Semester I - Fall

- PUBPOL 803: Policy Analysis I
- PUBPOL 810: Microeconomics and Public Policy Making **OR** PUBPOL 811: Microeconomics and Policy Applications¹
- PUBPOL 812: Statistics for Policy Makers **OR** PUBPOL 822: Advanced Econometrics²
- PUBPOL 814: Politics and the Policy Process **OR** PUBPOL 820: Globalization and Governance
- PUBPOL 800: Career and Professional Skill Development (0 credit hours, not graded)*
- Excel Foundations Online Course (0 credit hours, not graded, online asynchronous)

Semester II - Spring

- PUBPOL 804: Policy Analysis II
- PUBPOL 811: Microeconomics and Policy Applications (not required for those who took 811 in fall semester)
- PUBPOL 822: Advanced Econometrics (not required for those who took 822 in fall semester)

Semester III - Fall

- PUBPOL 807: Master's Project I

Semester IV - Spring

- PUBPOL 808: Master's Project II (Not required for MPP-MEM Dual Degree students)

Ethics – Any semester

All MPP students are required to take an Ethics course offered by the MPP program. Waivers and substitutions will not be approved for 2-year MPPs. Dual-degree MPPs may petition to have the Ethics requirement waived, based on enrollment in an Ethics course in the secondary/dual degree program. At least one MPP Ethics course will be offered each semester. Some semesters may offer a special topics (PUBPOL 890) Ethics course. Regularly offered Ethics courses include:

- PUBPOL 816: Ethics and Policy Making
- PUBPOL 852: Organizational Ethics
- PUBPOL 590S: Privacy, Ethics, Data and Tech

Management and leadership – Any semester (not required for dual-degree students)

Courses that meet the Management and Leadership requirement are listed each semester on the MPP Course Offerings document and in the Stellie degree audit platform. Participation in MPP Student Council as an elected representative and participation in the Sanford Board Leadership Initiative will each waive 3 credit hours of the Management and leadership requirement but does not count toward the overall credits needed to complete the degree.

¹ Students who place out of 810 Microeconomics & Public Policy Making will enroll instead in 811 Microeconomics & Policy Applications in the fall semester and will have the ability to take an elective in place of 811 in the spring semester.

² Students who place out of 812 Statistics & Data Analysis will enroll instead in 822 Advanced Econometrics in the fall semester and will have the ability to take an elective in place of 822 in the spring semester.

³ PUBPOL 800: Career and Professional Skill Development is required for international students and optional (but highly recommended) for domestic students.

Information for Course Planning and Registration

In planning your coursework at Sanford, you may find the following information useful. If you have any questions about course requirements, the suitability of particular courses, or the procedures for registering, please see the MPP Director of Academic Services and Administration.

Registration via DukeHub: Each semester, students register for classes via the University Registrar's DukeHub enrollment system (<https://dukehub.duke.edu/>). The registration cycle opens with a “shopping cart” period ten days prior to the start of the live registration window. During shopping cart period students can review course listings and place courses of interest in electronic shopping carts to be accessed and transferred easily into their actual course schedules once the official registration window opens. To increase access to seats in elective courses, the first 48 hours of registration are exclusively reserved for graduate-level (MPP and MIDP) students. The registration period remains open for two weeks, followed by a drop/add period which extends through the end of the second week of each semester. Some courses may require permission numbers directly from the instructors of those courses or the program, and such restrictions will be communicated to students in advance.

Two-year MPP students register for all courses within their Sanford School Public Policy “PPS” career on DukeHub. Dual degree students with other Duke schools (Law, NSOE, Fuqua, Divinity) will have two active careers in DukeHub. In the final, blended year of a dual-degree program, when a student takes courses at both Sanford and the other Duke professional school, the student will need to be sure that courses he/she needs to count toward the Public Policy degree are registered for within the Sanford “PPS” career on DukeHub. Dual degree students should schedule an appointment with the MPP Director of Student Services to review degree requirements and discuss registration processes prior to registering for fall courses of their final academic year.

Sanford Course Numbering: Typically, Sanford courses numbered from 500-899 are open to MPP students, with the exception of those with enrollment restrictions. Sanford courses numbered 500 – 699 are electives open to undergraduate juniors and seniors as well as graduate-level students. Courses listed below the 500 level are intended primarily for undergraduates.

Waiving Required Courses: A student may waive a required course if it is determined that the student has already taken a course very similar to the required course, or if the student has sufficient background in the subject matter. To have a course waived, the student should consult with the faculty member who teaches the course. If the faculty member consents to grant the waiver, the student should fill out a Course Exemption Form available in the “Forms” section of this handbook or accessible through the student’s MPP Sakai site and have the faculty member sign it. The student should then return the form to the Director of Student Services, who will consult with the Director of Graduate Studies (DGS) for final approval. All courses waived must be replaced with other policy-related courses of equal credit value.

Course Substitutions: In certain cases, a student may wish to substitute another course for a required course. To do this, the student should fill out the Course Substitution/waiver/exemption request form, available in the “Forms” section of this handbook prior to the end of the drop/add period.

Dual Degree Applications during the MPP Program: Current two-year MPP students may decide to apply to a dual degree program during the fall semester of their first year of MPP study. Students should submit a Dual Degree Application Intent Form found on the [MPP Forms page](#) in November. Email communication will be sent out regarding this process. In considering whether or not to apply to a dual degree program, students should note that changing to dual degree status affects the student's MPP curriculum and financial aid package, including forfeiture of guaranteed Sanford teaching/research assistantship assignments. Students considering a change in program status are required to discuss financial implications with the Director of Financial Aid in advance of enrolling in a dual degree program.

Application Deadlines: Current MPP students must apply to a dual degree program by the following dates:

- Fuqua: Round 1 (October 20) or Round 2 (January 7)

- [Duke Law School](#): February 15
- [Nicholas](#): December 15
- [Duke Divinity](#): January 15
- [UNC Law](#): December 31
- [UNC Kenan-Flagler](#): Round 1 (October 13) or Round 2 (around January 5)
- [NC Central Law](#): April 30

Please check the admission website for the respective programs as admission dates may change.

Upon acceptance into a dual degree program, students provide a copy of the dual degree admission offer letter to the Director of Academic Services and Administration for inclusion in the student's academic record and discuss financial aid adjustments with the Director of Financial Aid.

Leave of Absence:

Unforeseen circumstances (e.g., family crisis, medical issue) may require a student to take a leave of absence (LOA) from the program for a period of one or two semesters. Students who think they may need to pursue this option should see the MPP Director of Academic Services and Administration to discuss paperwork required and terms of the LOA. Typically, a student can request an LOA only after completion of at least one full semester of the program.

Medical and Family Issues: The MPP programs is committed to working with their students facing medical and family issues. Students are encouraged to consult with the Director of Academic Services and Administration in their degree program as soon as possible to consider possible arrangements.

In the case of pregnancy and childbirth, the program will coordinate arrangements and, in particular, will consult with Duke's Title IX Office in developing suitable coursework plans.

Withdrawal from a Course:

If a course must be dropped after the official Drop/Add period ends for a given semester, the student must formally withdraw from the course. The student completes a Course Withdrawal Form and has it signed by the course instructor before delivering it to the MPP Director of Academic Services and Administration, who submits it to the MPP director of graduate studies for approval. All withdrawals will be noted on the permanent record as Withdrawn (W).

Time Limits for Completion of the Master's Degree: Students who are unable to complete the master's degree requirements within 150 percent of the normal time for completion may appeal for an extension due to extraordinary circumstances or reasons approved by the Dean. Students must submit an appeal to and obtain the approval of their Director of Graduate Studies and the Associate Dean for Academic Programs. The change of an expected graduation date may be subject to the completion of new program requirements.

Withdrawal from Program:

A student who wishes to withdraw for any reason from the Sanford School during the academic year must notify in writing both the MPP Director of Graduate Studies and the Director of Academic Services and Administration to the date of the expected withdrawal and no later than the last day of classes for that semester. Upon receipt of approval, the program will initiate the formal withdrawal process through the Sanford School registrar. Consult the financial aid and student accounts pages of the MPP student handbook for information on eligibility for tuition refund upon withdrawal.

Accelerated Masters (“4+1”) MPP Track: The “4+1 Accelerated MPP” track is an opportunity for Duke undergraduate Majors to complete both their undergraduate and master’s degrees in five years. Majors who are able

to pursue graduate-level coursework during their senior year are eligible to apply in Spring of their Junior year. Students complete the entire 51-credits required for traditional 2-year MPP students.

International Master's in Environmental Policy (iMEP): The Sanford of Public Policy and the Nicholas School of the Environment (NSOE) offer a two-year International Masters in Environmental Policy (iMEP) program at Duke's Kunshan campus (DKU). The iMEP program creates a highly analytical master's degree based on the Duke Master of Public Policy (MPP) and Master of Environmental Management (MEM), with an emphasis on both international and Chinese experience and contexts. The environmental policy program at DKU combines a world-class faculty, a cutting-edge research center, an innovative curriculum, and unparalleled career opportunities. The core curriculum combines economics, science, law and governance, policy, and program evaluation. The program allows DKU students to spend one semester at Duke. At the same time, internships with a range of international organizations, NGOs, and corporations round out the opportunities available to iMEP students.

MPP Students have the opportunity to study abroad at DKU for one semester during their academic program. Students considering this opportunity should contact the iMEP program coordinator.

General Academic Regulations

Grades: Grades in the MPP Program are as follows: A, A-, B+, B, B-, C+, C, C-, F, I, X, Z, and W.

I (incomplete) indicates that some portion of the student's work is lacking, for an acceptable reason, at the time the grades are reported. Sanford School graduate students have up to one year to resolve an incomplete (I), or it will become a permanent part of the student's record. The student and instructor should coordinate a timeline for submission of the missing work. Program or continuation fees may be assessed for students who must register for an additional semester to resolve an incomplete.

The grade of X indicates that a student has missed the final examination for a course and must make it up by the end of the fifth week of the following semester to receive a grade for the course.

The grade of Z indicates satisfactory progress at the end of the first semester of a two-semester course. For graduate students enrolled in the summer session, a temporary I for a course may be assigned after the student has submitted a written request. If the request is approved by the instructor of the course, then the student must satisfactorily complete the work prior to the last day of classes of the subsequent summer term.

A grade of W indicates that the student officially withdrew from the course.

A grade of F in a core course will normally result in dismissal. Failure to maintain at least a 3.0 (B) cumulative grade point average or receiving a grade of F in any other course will result in academic probation. To remain in good academic standing, and to graduate

from the MPP Program, students must maintain at least a 3.0 (B) cumulative grade point average. Students falling below this average jeopardize their financial support and are subject to dismissal.

If a student takes a course for credit at another Duke school, such as The Fuqua School of Business or Duke Law School, which does not assign grades used by Sanford, the instructors should review Sanford grades found at <https://registrar.duke.edu/student-records-resources/gpa> and assign the appropriate Sanford grade accordingly.

Courses graded Credit/No Credit cannot count toward graduation requirements.

Courses numbered below the 500 level (undergraduate courses) may not be applied toward the required credits needed for a post- baccalaureate degree. With the approval of their director of graduate studies, graduate students may enroll in undergraduate courses, but these courses will not count toward any graduation requirements and will not be included in a student's GPA calculation. Graduate students must be classified as full-time students based on their graduate-level course enrollment as a prerequisite for enrolling in courses numbered below 500.

Credit Limit Overloads: To meet the 51-credit graduation requirement, a two-year MPP student registers for 12 credits in three semesters and for 15 credits in one semester. The maximum number of credits a student can register for in one semester without obtaining express permission from the program is 16 credits. The program will take into account a student's overall program performance, GPA, and course workload in determining whether or not to authorize a credit overload. The Sanford Registrar processes the overload request before a student can add the additional credits to his/her Duke Hub registration record. To request a course overload, please complete the course overload form found on the MPP forms website.

Courses Primarily for Undergraduates: Courses numbered below the 500-level may not be applied toward the required credits needed for a post-baccalaureate degree (with the exception of Law school courses). With the approval of their director of graduate studies, graduate students may enroll in undergraduate courses, but these courses will not count toward any graduation requirements and will not be included in a student's GPA calculation. Graduate students must be classified as full-time students based on their graduate-level course enrollment as a prerequisite for enrolling in courses numbered below 500. Please complete the permission to enroll in a course below the 500 level form, found on the MPP forms page.

Concentrations and Electives

The MPP Program offers seven policy-area concentrations that span domestic and global policy issues—environment and energy policy; education policy, health policy; international development policy; national security and foreign policy; social policy; and technology policy—for which the concentration is recorded on student's transcript upon graduation.

Requirements to earn a concentration include the following:

- completing 9.0 course credits of coursework in the specified concentration (either one, 3.0-course-credit foundations course plus 6.0 elective course credits, or, for concentrations without a designated foundations course, 9.0 approved elective course credits);
- completion of a summer internship related to the concentration; and
- writing a master's project in the concentration area.

Regardless of whether a student chooses to concentrate in a particular policy area, elective courses will play an important role in shaping the student's learning experience. MPP students may take elective courses within the Sanford School, in other departments and schools at Duke, and at The University of North Carolina at Chapel Hill, North Carolina State University, or North Carolina Central University. Students should plan their coursework based on the course offerings for a particular semester.

Information about concentration requirements and sample course offerings can be found on the "Concentrations" page of the website: <https://sanford.duke.edu/academics/master-public-policy/curriculum/requirements>. For current course offerings, consult Duke University's official schedule of classes available through DukeHub.

Interinstitutional Registration

With director of graduate studies approval, full-time students at the Sanford School may be admitted to a maximum of two courses in a given semester, not to exceed a total of 12.0 course credits during their tenure in the MPP Program, at The University of North Carolina at Chapel Hill, North Carolina State University, or North Carolina Central University. All interinstitutional registrations involving extra-fee courses or special fees required of all students will be made at the expense of the student and will not be considered part of Duke's tuition coverage. Information on the interinstitutional registration process is available at <https://registrar.duke.edu/interinstitutional-duke-students-visiting-other-campuses>.

Taking Classes in Other Duke Schools

All graduate level Sanford courses (numbered 500 and above) may count as electives toward the MPP degree. Note, all Law School courses are considered graduate level courses, despite the course number. If relevant to public policy, courses taken at other graduate programs may also count as electives toward the MPP degree. Students should verify whether a non-Sanford course meets program requirements with the Director of Academic Services and Administration before enrolling in the course. Courses at the Fuqua School of Business, Duke Law School, and Pratt School of Engineering require a separate registration process and instructor approval in order to enroll. Instructions and forms can be found on the MPP forms page. Additionally, instructions will be sent to students each semester, during the enrollment period.

Please note important regulations regarding elective courses:

- Courses numbered below the 500 level do not count toward the required credits needed for the MPP. They also do not count towards the GPA.
- Physical Education, music, foreign language, and other recreational elective courses do not count toward the degree.
- English language and pronunciation courses offered elsewhere at Duke do not count towards the degree.

Management and Leadership Course Requirement

Two-year MPP students are required to take six credits of management and/or leadership courses during their MPP careers. Select classes offered at Fuqua, Duke Law, UNC, and NC State are also accepted. Fuqua's Daytime MBA program offers courses in General Management, Decision Sciences, Health Sector Management, Finance, Social Entrepreneurship, and Leadership. Descriptions are available at: <https://www.fuqua.duke.edu/programs/daytime-mba/curriculum>. Please note additional instructions regarding Fuqua registration will be sent during each enrollment period.

Courses that meet the Management/Leadership requirement will be shared with students during each registration period. Students can also see courses that satisfy this requirement on the Stellic degree audit platform.

Electives Offered by Other Duke Departments

The following links access program and/or course information web pages maintained by other Duke Departments offering electives that are applicable to substantive policy area interests.

- Documentary Studies: <https://arts.duke.edu/documentary-studies/>
- Economics: <https://econ.duke.edu/courses>
- Environment: <https://nicholas.duke.edu/programs/courses>
- Fuqua Daytime MBA: http://www.fuqua.duke.edu/student_resources/academics/courses/
- Global Health Institute: <https://globalhealth.duke.edu/education-programs>
- History: <http://history.duke.edu/courses>
- Law: <https://law.duke.edu/academics/course/browser/>
- Political Science: <https://polisci.duke.edu/courses>
- Psychology: <https://psychandneuro.duke.edu/courses>
- Sociology: <https://sociology.duke.edu/courses>
- Women's Studies: <http://gendersexualityfeminist.duke.edu/courses>

Electives Offered at UNC Chapel Hill

Popular departments and schools at UNC in which MPP's have enrolled in courses include:

- Global Public Health
- Health Policy and Management
- Public Administration
- Public Policy
- Sociology
- Kenan-Flagler MBA

To view and search the complete UNC Directory of Courses, visit: <http://registrar.unc.edu/courses/schedule-of-classes/>.

Electives Offered at NC State

Popular departments and programs at NC State in which MPP's have enrolled in courses include:

- Agricultural and Resource Economics
- Business Management
- Communications
- Economics
- Environmental Technology
- Geographic Info Systems
- Natural Resources
- Public Administration
- Political Science

To view and search the course offerings at NC State, visit the online catalog:

<https://webappprd.acs.ncsu.edu/php/coursecat/>

Hertie School of Governance Exchange Program Information

The Sanford School MPP Program offers a fall-semester (12 –credit) exchange program with the Hertie School of Governance (HSoG) in Berlin, Germany. Launched in 2005, the Hertie School is modeled after leading professional public policy schools in the United States, and offers an English-language MPP degree. Hertie’s strength is in international policy, particularly EU and global governance. The exchange should be particularly valuable for MPP students with those interests and/or those who may be writing a Master’s Project for a client based in Europe. In addition, MPP students participating in the Geneva Summer Program may also find extending their time studying abroad worthwhile. For detailed information about the Hertie School, visit: <https://www.hertie-school.org/>.

Students in the exchange program continue to pay tuition to their home institution. Students who are hosted by the Hertie School must acquire health insurance through a German health care provider that meets German legal standards. Housing, transportation, and living costs are not covered by the MPP Program.

All current, non-dual degree, first-year MPP students in good standing are eligible to apply to study at Hertie for fall semester of academic year 2022-23. To apply, students must submit via email to the MPP Director of Student Services (a PDF document that includes the following items:

- Resume
- Scanned copy of the Duke transcript for fall semester 2022
- One to two page “statement of motivation” highlighting the student’s interest in the exchange program, describing specific goals he/she would hope to achieve by participating in it, and demonstrating his/her adaptability for a semester-long international living experience

Each applicant’s overall performance in the MPP Program to date, as well as his/her prior international and work experience, will be considered in the application review process.

Please see Director of International Academic Programming for current information regarding the Hertie application deadline.

The Sanford Director of the Hertie Exchange Program, in consultation with MPP faculty and staff, will select up to two returning students and one alternate from the pool of MPP program applicants to participate in this study abroad opportunity.

Hertie Program FAQ

Launched in 2005, the Hertie School is modeled after leading professional public policy schools in the United States, and offers an English-language MPP degree. Hertie's strength is in international policy, particularly EU and global governance. Find more information here: <https://www.hertie-school.org/en/mpp/>.

Question: **How many students each fall can be accepted into the program?**

Answer: The program is designed for two Sanford MPP's to go to Hertie and two Hertie MPP's to come to Sanford. If the exchange ratio is imbalanced from previous years, adjustments may be made.

Question: **What documentation will I need to study abroad?**

Answer: [Visa requirements often change with little or no notice. We recommend that you consult with Duke Visa Services to confirm the German requirements in effect as you apply and begin your study travel.] Traditionally, students studying in Germany must have a valid passport with an expiration date at least three months beyond the date they intend to return to Durham. Fall semester classes end in December 2018, so the passport expiration would need to be March 2019 or later. In addition, Germany generally allows U.S. passport holders to remain in their country for up to 90 days without a visa. A 13-week semester lasts 91 days, plus travel time, so you should obtain a student visa from the local municipal visa office in Berlin, Germany. You should schedule your appointment in advance (call/email ahead in June/July), since it may take up to eight weeks to get an appointment.

Question: **How do I find housing?**

Answer: Hertie is located in central Berlin in the Mitte district. Hertie recommends that you find temporary housing in the following districts closest to the school and accessible by public transit: Mitte, Kreuzberg, Friedrichshain, Prenzlauer Berg, Neukölln, Charlottenburg, or Schöneberg. Once you matriculate at Hertie, you should gain access to a housing Moodle on the Hertie student services webpage: <https://www.hertie-school.org/en/study/studentservices/>.

Important Note: Hertie administrators and students who have participated in the program advise you NOT to transfer any money without first seeing the accommodations or receiving a legitimate contract.

Question: **What happens to a participant's financial aid package?**

Answer: The financial aid package is maintained at the same level guaranteed in the MPP student's first year. Hertie does not accept Duke University's Student Health Insurance Plan, so MPP's going to Hertie will need to purchase acceptable coverage independently. To ensure that Hertie Exchange participants aren't paying for two insurance plans simultaneously, Duke will allow participants to suspend Duke coverage until they return to Durham for spring semester (January 1).

Question: **What happens to a student's guaranteed TA position, which is usually completed in fall?**

Answer: The assistantship guarantee is shifted to the student's final spring semester.

Question: **How many courses do exchange students take, and which requirements do they satisfy?**

Answer: Students enroll in Sanford's 807 Master's Project I plus three, 3-credit courses (electives) offered at the Hertie School, for a total of 12 credits.

Hertie electives cannot replace MPP core classes; however, pertinent courses may count toward the six-credit "management/leadership" requirement or toward concentration elective requirements.

Question: **How is registration for courses accomplished?**

Answer: Students register for fall in April through the DukeHub system, selecting 807 Master's Project I and Continuation and leaving the remaining credits free.

MPP contacts the Duke Registrar to add a placeholder “course” (PubPol 829.XX) to the fall roster until the student selects Hertie classes and registers for them in Berlin. Course titles and credit values are transferred from the Hertie record into the student’s record at Duke.

Question: **How is participation in the 807 Master’s Project course managed?**

Answer:

Students enrolled in Sanford’s 807 MP course while at Hertie complete all assignments remotely (via email submission). 807 requires an MP Prospectus review meeting (usually scheduled in November) with the student’s MP Committee. This meeting may be held via video conference/Skype, or the student may wait until his/her return to the U.S. and hold the Prospectus review in spring semester (before February 1). An “Incomplete” will be issued for 807 if the prospectus meeting is delayed until early spring.

Question: **How will grades earned at Hertie be translated on the Sanford/Duke transcript?**

Answer:

Grades are received from Hertie around February 1. They are converted by the Duke Registrar to the standard A, B, C, F scale used at Sanford.

Duke International Travel Registry

During the course of study, MPP students may travel abroad for program-related or personal reasons. Summer internships and study programs, including the Program on Global Governance in Geneva and the India Program for International Development Leaders, offer students extended opportunities for study, research, and professional development outside of the U.S.

The Duke University International Travel Policy requires that all Graduate/Professional students enter their travel plans in the Duke Travel Registry if a trip abroad will be funded by, sponsored by, or entails earning credit to be transferred to Duke or used to earn a Duke degree. This University-wide policy applies to Graduate/Professional students in all programs at any of Duke's schools, institutes, departments, programs, and labs and went into effect March 1, 2017.

In addition to registering, Graduate/Professional students planning to visit a destination on Duke's Restricted Region List must also sign and remit a High Risk Travel Waiver-Release form to the Travel Policy Administrator prior to departure. The Waiver-Release will be tailored for the individual, noting his/her travel dates and destination, and it will include the most up-to-date travel warning or alert. To begin the Waiver-Release process, use this link and go to the bottom right-hand corner of the page under "graduate and professional students" and select the button that best describes your travel (restricted or non-restricted destination):

<https://travel.duke.edu/registry>

The Restricted Regions List (RRL) is a list of destinations deemed unsafe for travel by Duke University. Restriction decisions are made by the Provost based on recommendations from the Global Travel Advisory Committee (GTAC). GTAC assesses safety and security by reviewing U.S. State Department, International SOS, other government's foreign affairs information, the World Health Organization and the Centers for Disease Control and Prevention. GTAC also consults with Duke Faculty and Staff who are identified as having research or travel experience in the destination being reviewed. The RRL is updated whenever specific conditions warrant and it is reviewed twice a year in its entirety. Further, any member of the Duke community can ask for a GTAC review of a destination or a review of a planned activity. Faculty and Staff can contact [Christy Parrish Michels](#), Travel Policy Administrator, with questions or requests for a review or a GTAC opinion on a destination or planned activity. To sign up for RRL and Travel Policy related announcements, email your request to globaltravel@duke.edu. For a printer friendly copy of the list go to: <https://travel.duke.edu/restricted-regions-list>

Registration information is considered confidential and will only be used in the event of an emergency.

Even if a student's international travel destination is not on included in the RRL, it is strongly recommended that the student register his/her trip. In the case of an emergency, the information provided in the trip registration form can help Duke administrators locate you and coordinate support and evacuation services, if needed.

The Sanford School of Public Policy Code of Professional Conduct

The Duke Community Standard

Duke University is a community dedicated to scholarship, leadership, and service and to the principles of honesty, fairness, respect, and accountability. Citizens of this community commit to reflect upon and uphold these principles in all academic and non-academic endeavors, and to protect and promote a culture of integrity.

To uphold the Duke Community Standard:

- I will not lie, cheat, or steal in my academic endeavors;
- I will conduct myself honorably in all my endeavors; and
- I will act if the Standard is compromised.

Objective and Applicability of the Code of Professional Conduct at the Sanford School

Objective. The objective of the Sanford Code of Professional Conduct is to promote the Duke Community Standard. Since the entire Duke community benefits from the atmosphere of trust fostered by the Code, each of its members is responsible for upholding the spirit, as well as the letter, of the Code.

Applicability. The Sanford Code addresses standards expected of, and violations committed by, Master of Public Policy (MPP) or Master of International Development Policy (MIDP) students of the Sanford School of Public Policy or other students taking courses for graduate credit at the Sanford School. MPP and MIDP students who violate the Honor Code within other schools or programs remain under the jurisdiction of the Sanford School of Public Policy and will have their cases reviewed and acted upon, as necessary, according to the Honor Code and procedures described in this document. For dual degree students simultaneously enrolled in the Sanford School and another school at Duke University, the Dean of the Sanford School and the Director of the MPP or MIDP program will discuss any Honor Code violations committed with administrators in the dual degree student's sister program to determine the appropriate course of action. Disciplinary action, including revocation of a diploma, may be taken against someone who has graduated but later determined, in accordance with procedures established by the Dean, to have committed a Code violation while a student in the MPP or MIDP programs.

PhD students are members of the Graduate School of Duke University and are governed by the Standards of Conduct and Judicial Procedures of the Graduate School. Undergraduates are governed by the policies and procedures of the Duke University Division of Student Affairs – Office of Student Conduct. For all students, any conduct arising under Duke University's pickets and protests regulations and cases involving students across communities (Sanford, Fuqua, Divinity, Undergraduate, etc.) also fall under the jurisdiction of the University Judicial Board.

Student Obligations, Professionalism, and Grievance Procedures

Student Obligations. Students will uphold the Sanford Code of Professional Conduct and the Duke Community Standard, including its obligation to take action if the Standard is compromised.

Student Professionalism. Integral to upholding the Duke Community Standard is the obligation to develop and maintain a professional atmosphere in every aspect of graduate student life. This includes complying with the Honor Code, as set out in further detail below, and according dignity and respect to other students, faculty, and staff, both on and off campus. This obligation extends to official and unofficial activities and events.

Student Grievance Procedures. It is the responsibility of the Director of the MPP or MIDP program to inform students of the appropriate channels for redressing complaints or grievances other than Honor Code violations. Normally students should bring their concerns to the attention of the person who is the subject of the complaint to see if they can resolve the matter. Although students may also discuss their complaints with any member of the faculty or staff in a position to advise or assist them, students should submit their complaints to the Director of the MPP or MIDP program for resolution. If the complaint cannot be resolved satisfactorily at this level, the student may appeal to the Dean of the Sanford School. An appeal must be filed in writing within two weeks from the date that the student receives notice of the decision by the program directors mentioned above.

The Sanford School of Public Policy Honor Code and Violations

Honor Code. An essential feature of Duke University is its commitment to integrity and ethical conduct. Duke's honor system builds trust among students and faculty and maintains an academic community in which a code of values is shared. Instilling a sense of honor and of high principles that extend to all facets of life is an inherent aspect of a professional education. A student, by accepting admission to the Sanford School of Public Policy, thereby indicates willingness to subscribe to and be governed by the rules and regulations of the University as currently are in effect or, from time to time, are put into effect by the appropriate authorities of the University, and indicates willingness to accept disciplinary action, if behavior is adjudged to be in violation of those rules or in some way unacceptable or detrimental to the University. A student's responsibility to the authorities and the regulations of the University in no way alters or modifies responsibilities in relation to civil authorities and laws.

Violations. Violations of the Sanford School of Public Policy Honor Code include the following:

- *Unsanctioned collaboration on any examination or assignment.* All academic work undertaken by a student must be completed independently unless the faculty member or other responsible authority expressly authorizes collaboration with another. Students may not discuss exams until all students have taken the exam.
- *Plagiarism.* “Plagiarism” occurs when a student presents any information, ideas or phrasing of another as if they were his or her own. Proper scholarly procedures require that all quoted material be identified by quotation marks or indentation on the page, and associated with a particular source, be identified and attributed to that source. Instructors should make clear what their expectations are with respect to citing sources for each project. Students unsure about the University definition of plagiarism should consult the undergraduate bulletin, *The Duke Community Standard in Practice*, at: <https://registrar.duke.edu/university-bulletins/duke-community-standard>. The Duke Community Standard website is available here: <https://students.duke.edu/get-assistance/community-standard/> The Duke Library website offers guidelines for citing sources and avoiding plagiarism at: <https://library.duke.edu/research/plagiarism> and <http://library.duke.edu/research/citing/>.
- *Harassment.* “Harassment” is any persistent, unsolicited behavior that threatens, intimidates, or torments another and is likely to interfere with an individual’s work or education, or to affect adversely an individual’s health, welfare, safety, or living conditions. Students unsure about the University definition of harassment should consult The Office of Student Conduct harassment policy statement at: <https://oie.duke.edu/ppdhrm>
- *Cheating.* “Cheating” is the act of wrongfully the source of information and ideas, if closely using or attempting to use unauthorized materials, information, study aids, or the ideas or work of another in order to gain an unfair advantage. It includes, but is not limited to, the following: plagiarism; giving or receiving unauthorized aid on tests, quizzes, assignments, or examinations; consulting unauthorized materials or using unauthorized equipment or devices on tests, quizzes, assignments, and examinations; altering or falsifying information on tests, quizzes, assignments, and examinations; using without prior instructor permission any material portion of a paper or project to fulfill requirements of more than one course; submitting an altered examination or assignment to an instructor for re-grading; or working on any test, quiz, examination, or assignment outside of the time constraints imposed. See more at: <https://students.duke.edu/get-assistance/community-standard/>

- *Computer-Related Offenses.* It is expected that any student of the Duke community using its computer resources (all hardware, software, and network connections) will act in a legal and ethical manner. For more information, see: <https://web.duke.edu/policies/students/universitywide/computing.php>.
- *Stealing.* “Stealing” is the theft, mutilation, or any other unlawful or improper appropriation or use of any property that does not belong to oneself. This includes funds or property found in student common areas, faculty and staff offices, classrooms, library and reserve materials; intellectual property of anyone other than oneself; and other funds or property, whether or not related to Duke University. Refer to: <https://policies.duke.edu/students>
- *Lying.* “Lying” includes, but is not limited to, communicating a falsehood in order to gain unfair academic, professional, personal, or employment advantage that impacts the students, faculty, and administration of Duke University. Refer to: <https://policies.duke.edu/students>
- *Any Other Misconduct,* whether committed on or off campus, which is adjudged detrimental to the University community.

*A comprehensive list of violations included in the **Sanford Honor Code** appears in **The Duke University Community Standards in Practice**, found at <https://registrar.duke.edu/university-bulletins/duke-community-standard-practice-guide-undergraduates>, which defines authoritatively the violations described in the **Sanford Honor Code**, and is incorporated, along with its subsequent changes, herein by reference.*

Honor Code Procedures

Student Response to Suspected Violations. A student’s signature on the Duke Community Standard obligates him or her to take constructive action if he or she witnesses, or knows about, behavior that he or she perceives to be inconsistent with the Standard. Although there are no disciplinary sanctions associated with failure to act, a student is, nonetheless, expected to take action as a responsibility of membership in the Duke community.

If any member of the Sanford community believes that an Honor Code violation has occurred, then he or she should, if practicable, approach the suspected violator to clarify the situation. If, after the approach, the person making the allegation realizes no violation occurred, then the issue may be dropped. If, however, the person making the allegation still believes a violation may have occurred, he or she must promptly bring the matter to the attention of the faculty member concerned and Director of the MPP or MIDP program. For cases involving social behaviors of concern, a student should alert a faculty member, a senior staff member, or the Director of the MPP or MIDP program to address the matter through the appropriate informal or formal channels.

Action by Directors of Graduate Programs. The Director of the MPP or MIDP program will conduct a preliminary review of the information available about the allegations and provide the accused student an opportunity to respond. The Director and concerned faculty member will jointly determine whether to dispose of the allegations themselves through penalties or corrective measures, with the student’s concurrence, or through referral to the Sanford School Honor Board for formal review. The Director is responsible for assembling the relevant documents and records to provide to the Board.

The accused will be notified of the decision to refer the case to the Sanford School Honor Board, and may elect at any time to have the case reviewed directly by the Dean of the Sanford School in lieu of the Sanford School Honor Board.

The Sanford School Honor Board. The Board will be constituted to hear cases involving an accused MPP or MIDP student who has been referred by the Director of the MPP or MIDP program.

The Sanford School Honor Board shall sit with five members: a. One MPP student and one MIDP student, each elected by the student body of his or her respective program as an “Honor Board Representative.” b. Three members of the faculty appointed by the Dean of the Sanford School and serving staggered three-year terms that can be renewed by the Dean.

The senior faculty member of the Board (by length of service on the Board) shall serve as Chair. The Board shall be supported by a staff member to assemble, prepare, and maintain the record of proceedings, including the Board’s findings, in confidential files.

After the official request for a hearing has been received, the Chair must convene the Board within a reasonable period of time. During this time, it is the responsibility of the Chair fully to inform the Honor Board members concerning the case and to provide copies of the relevant documents and records to the Board and the accused.

The accused has the right to challenge any member of the Honor Board if he or she believes there is a significant conflict of interest with that panelist. If the Board decides by simple majority vote to excuse one or more of its members for reasons given by the accused, the Dean shall name a replacement for that case only. If any member of the Board believes he or she has a conflict of interest that might preclude a fair and impartial decision with respect to the accused, that Board member shall recuse himself or herself from the case, and the Dean shall appoint a replacement for that case only.

The accused has the right to be present at the hearing and to choose an advisor to assist him or her in the hearing process. The advisor must be a current Duke student, a Duke faculty member, or a Duke employee. The role of the advisor is to assist and support the student through the disciplinary process. The advisor may not address the hearing panel or any witness during the hearing.

The hearing shall be closed to the public. All proceedings shall be confidential. The hearing of any case shall begin with a reading of the allegations by the Chair in the presence of the accused. The Honor Board may call or question any witness with information relevant to the case. The accused shall have the right to offer written and oral information, question any witness, and call witnesses. The Honor Board shall consider only the documents and records provided by the Chair, documents submitted at the hearing, and any testimony of the accused and other witnesses at the hearing in reaching its decision(s).

After consideration of all the evidence, the accused will be excused, and the Honor Board will discuss the case and vote on whether the allegations are supported by clear and convincing information that the accused violated the Honor Code. A simple majority vote of the Honor Board will determine the finding to recommend to the Director of the graduate program in which the accused is enrolled. If the allegation is substantiated, the Honor Board will then recommend a penalty, again determined by a simple majority vote.

The Honor Board shall have the power to impose the following penalties, or a combination thereof:

- *Expulsion*, dismissal from the University with recommendation never to readmit;
- *Suspension*, dismissal from the University and from participation in all University activities for a specified period of time, during which the substantiation of any other Honor Code violation may result in more serious disciplinary action;
- *Restitution*, payment for all or a portion of property damage caused during the commission of an offense. Restitution may be imposed alone or in addition to any other penalties.
- *Appropriate apology*, as determined by the Director or Dean.
- *Disciplinary probation* or other actions deemed appropriate.

The Honor Board Chair shall prepare a written statement of the findings for the Director of the graduate program concerned. The Director shall review and implement the Honor Board’s findings unless the student appeals.

Pending the final decision on the disposition, the student's status shall not be changed, nor the right to be on campus or to attend classes suspended, except that the Dean may impose an interim suspension upon MPP or MIDP students who demonstrate by their conduct, that their presence on campus constitutes an immediate threat to the Duke community or its property.

Appeals. Only the accused student may appeal the decision of the Honor Board to the Dean of the Sanford School of Public Policy. Appeals shall be initiated in writing within two weeks from the date that a student receives notice of the decision by the Honor Board and shall be made directly to the Dean of the Sanford School of Public Policy. The Dean may conduct an independent review of the student's case, or the Dean may choose to appoint an Appeals Committee as part of his or her review. The Appeals Committee will not include anyone who served on the Honor Board that considered the appellant's case.

The Chair of the Honor Board shall supply the Dean and/or the Appeals Committee with the record of proceedings, documents, and records related to the case. The Dean may approve the Honor Board's findings, or disapprove or modify them in whole or in part, but may not disadvantage the student. The Dean's decision is final.

Authority and Revision of Sanford Code of Professional Conduct

The Dean and leadership community of the Sanford School of Public Policy approved this initial version of the Sanford Code of Professional Conduct, effective July 1, 2009. The Code may be amended at any time with due notice or publication by consent of the Executive Committee of the Sanford School, in consultation with student representatives. Questions and problems not answered or anticipated by the foregoing may be resolved by use of other existing institutions or by amendment. The Dean retains final authority for addressing all student misconduct, including conduct not covered in this Code and referral of matters for resolution in the civil or criminal justice systems.

Master's Project

This section includes MP and Prospectus guidelines for students, clients, MP Faculty Advisors and MP Committee Members. Please note: Requirements, dates, and deadlines in this section are intended as guidelines and, as such, are subject to change.

MPP Master's Project Process (MP) Information

MPP Master's Project

The MP is a two semester, in-depth research project that results in a substantive deliverable. Completion of a Master's Project (MP) is required of all MPP students. There are two options for completing the MP: Individual or Team-based.

Individual MP

The suggested page for the individual MP is 15-25. Two types of projects are possible: a project for an actual client that involves a variety of methodological approaches, or a research project without a client. Students are encouraged to build their projects from their summer internships where possible and to deepen their policy-area expertise by taking appropriate elective courses.

Team-based MP

Team-based projects must be client-based. Teams cannot do a non-client option. MPP students must apply to be a Master's Project team. To do so, teams must have 3-4 students. Potential teams must submit a proposal before August 1 that includes the following:

- Client (with documentation that client has agreed) [Note: teams cannot do the non-client option]
- Advisor (with documentation that the advisor has agreed)
- Team members and roles
- Working policy question (PQ)
- Brief rationale of why the team-based approach is optimal to answer the PQ for this client

By 5 pm on the first Friday of the fall semester, teams must submit a signed MOU/contract between the members of the group that acknowledges/includes the following:

- A written agreement to remain a team the whole year and they can NOT transition to an individual MP midway through the process
- A set of team “norms” that they all agree to for interactions and expectations (regular meetings, communication mechanisms, roles, etc.)
- Advisor signature agreeing to play that role

Final outputs should reflect the work of a Team MP rather than an Individual MP.

Process for Completing the Project

All two-year MPP and dual-degree students should enroll in PUBPOL 807 in their final fall term and Public Policy 808 in their final spring term. The one exception to this is dual-degree MPP-MEM's who choose to write the combined MPP-MEM master's project; these students register for 807 in their final fall, but they do not enroll in 808 in spring. The fall term course is designed to help each student begin the project, to provide some exposure to basic questions related to applied policy research (for example, IRB procedures, if needed, and survey design), and to write a prospectus that will be reviewed by the end of fall semester by a committee of faculty members.

At the inception of the process, each student should identify a client, a policy problem, and an MP advisor. Students are encouraged to initiate the MP process and cultivate advisor and client relationships. Additionally, before and during the required summer internships, students should determine whether their summer placements can yield MP client relationships and/or policy problems. Early in the fall, each student writes a three- to five-page introductory document describing topic, client, and MP advisor, and submits this document to the 807 instructor for review.

Each student's MP advisor will be the chair of his/her MP committee and will work with the student throughout the year. Early in the fall, in consultation with the MP advisor, students completing an Individual MP will select one other person to serve on the MP committee. Likewise, students completing team-based MPs will select one other person to serve on the MP Committee. Normally, the second readers should be Sanford School faculty members, but students may include faculty members from other Duke departments or schools with the approval of their MP advisor. The student is responsible for making sure any non-Sanford faculty are familiar with the goals of the MP and also with the responsibilities as a committee member. The client should not be a member of the committee. The prospectus and its formal committee review will be the basis for the grade in PUBPOL 807.

In the first six weeks of the fall semester, with feedback from the PUBPOL 807 instructor, peers, and the MP advisor, the student or Team writes a prospectus describing the client's problem, the background, and how the student intends to proceed to develop a recommended course of action. If a student is writing a quantitative project, the prospectus should include the specific policy-relevant questions to be addressed, a description of the data, and the proposed methodology. Ideally, the prospectus would include some initial descriptive statistics related to the project.

Once the MP advisor has reviewed drafts of the prospectus and feels that the student or Team is ready to present it to the MP committee for approval, the student or Team will schedule a formal prospectus review meeting during the fall semester. Although the prospectus must be submitted to all members of the MP committee, the MP advisor is solely responsible for reading, approving, and grading the final project.

In the course of developing the prospectus, students begins the research, data analysis, and writing necessary to flesh out the MP. During and after the review, regular meetings should be scheduled between the MP advisor and student/Team to set interim goals and evaluate progress. A complete draft of the project is due to the MP advisor in March.

The final version of the MP is due mid-April. The final report should include appendices, supporting materials, a formal cover page, executive summary (or, for quantitative projects, an abstract), table of contents, complete footnotes, and a bibliography. The final version must be of professional quality as well as useful to the client and, in the case of a quantitative project, meet high standards of analysis. The MP advisor reports the final MP grade to the MPP director of graduate studies, who serves as the instructor of record for the 808 course.

Students are required to submit a final copy of their MP via Sakai/Canvas class page for the MP. Students will have the opportunity to submit their final MPs to DukeSpace. Please note: final MPs posted to DukeSpace will be publicly available via search engines to persons outside of the Sanford School and Duke; students must anticipate and address in advance any potential difficulties regarding proprietary or confidential information with both their MP advisor and client.

MPP Master's Project Deadline Dates

Academic Year 2023-2024

To Graduate in May, 2023

On November 3, 2023: 7-10 page Draft Prospectus Due

When you have successfully completed the Prospectus review, fill [out the online prospectus submission form](#). Please refer to PUBPOL 807 syllabus.

- NOTE: Must be completed by December 8 to avoid an “I” (Incomplete) grade. This form will not be sent to your advisor and second reader. When you complete the form, it will trigger emails to each to sign it. It is your responsibility to assure your advisor and second reader sign the electronic forms.

On or before March 8th, 2024 by 5:00 PM: Master's Project full first draft due to MP Advisor.

On or before April 17th, 2024 by 5:00 PM: Master's Project FINAL copy should be submitted through PUBPOL 808 Sakai/Canvas class website.

Disclaimer: Dates and deadlines are subject to change. Please refer to your 807 and 808 course syllabi for the most up-to-date MP deadlines.

Expectations for Master's Project Advisors, Students, and Committee Members

The MPP student, MP Advisor, and committee member play crucial roles in ensuring that the Master's Project (MP) is a top-quality piece of work. Advisors and committee members serve as guides to MPP students in forming and refining a topic for the MP, writing a prospectus, writing and editing drafts, and ultimately finishing the culminating product of the MPP Program.

In order to ensure that the student, advisor, and committee member have the most productive working relationship possible, we have created the following guidelines and expectations.

Expectations of the MP Advisor:

Although the student is enrolled in PUBPOL 807 and receives general feedback on prospectus preparation and MP development, the MP Advisor serves as the student's chief guide throughout the MP process. More specifically, the MP Advisor is expected to:

- Meet with the student on a regular basis, at least every other week, to provide advice and feedback throughout the MP process. It is recommended that the student begin meeting with the advisor at the inception of fall semester.
- Provide timely feedback to the student throughout the MP writing process. Generally, drafts should be turned around within one week.
- Help the student formulate a researchable problem and question and devise a research strategy, but not provide the student with an MP topic question that is part of the professor's research agenda.
- Provide advice to the student on ways to manage the client relationship and balance academic and professional standards with obligations to the client.
- Provide specific, constructive feedback on prospectus drafts and help the student to prepare for the formal prospectus review in November/December. It is essential that the MP Advisor feels confident that the prospectus is ready and that the student is prepared to present it to the committee.
- Serve as chair of the prospectus review meeting, a meeting of 30-60 minutes, in which all committee members have a chance to question the student and make comments. When the prospectus review is complete, the student should be excused, and the MP Advisor must help the committee reach a consensus decision on whether the student is to be passed. Key topics to discuss in evaluating the prospectus include:
 - How well-defined was the policy question?
 - How clearly did the student demonstrate a well-informed understanding of the policy problem?
 - To what degree/extent did the student consider the range of policy options available to the client?
 - How viable/realistic was the research strategy proposed by the student?
- Once a decision is reached, the MP Advisor and both committee members sign the prospectus form supplied by the student. The meeting is adjourned, and the MP Advisor and student meet briefly to discuss the committee's recommendations. If the committee does not sign off on the prospectus, the MP Advisor directs the student to revise it and schedule follow-up communication (either in person or via email) to evaluate the modified product.
- Recommend a course grade for the student to the PUBPOL 807 instructor.
- Work with the student on drafts of the MP until the project reaches the required level of excellence to be considered final.
- Sign the Master's Project Completion Form provided by the student when the final draft of the MP is complete.
- Communicate to the DGS the final grade to be assigned to the MP.
 - Recommend MP's of the highest quality for posting to the Duke University Library's electronic document repository, DukeSpace.

Expectations of the MP Committee Member:

The MP Committee plays a limited, yet important, role in guiding the student through the development of the prospectus. Committee members are expected to:

- Provide timely advice and feedback to the student on the draft prospectus.
- Attend the student's prospectus review meeting, ask questions, and make constructive comments.
- Reach a consensus decision with MP Committee members on whether or not the student's prospectus is satisfactory and sign the prospectus form supplied by the student. If revision of the prospectus is required before it can be approved, committee members will be engaged in reviewing the modified document and approving it.
- If they have time, the committee member may continue to provide advice and guidance to the student as the student progresses towards a final draft of the MP. However, this is not required.

Expectations of the Student:

By acting in a professional manner and meeting the deadlines set, students share responsibility with the MP Advisor and MP Committee Member to ensure that the advising relationship is successful. Specifically, students are expected to:

- Meet all deadlines set by the 807 instructors, the MPP Office and Sanford School.
- Secure faculty members to serve as MP Advisor and MP Committee Members no later than the end of the second week of fall semester. Establishing these relationships even earlier is highly recommended.
- Attend and actively participate in regularly scheduled meetings with the MP Advisor. It may be helpful to develop a step-by-step MP process schedule/calendar with the advisor to set interim deadlines and ensure that the project remains on track.
- Provide deliverables (drafts, etc.) to the MP Advisor and committee members in a timely fashion to allow for feedback.
- Upon receiving approval from the MP Advisor that the prospectus is ready to be reviewed by the committee, set up the formal prospectus review meeting, provide the committee with a Prospectus Approval Form, and prepare to present the prospectus to the committee.
- At least one week prior to the review meeting, provide the MP Advisor and committee members with a copy of the prospectus.
- Work with the MP Advisor on drafts of the MP until it reaches the required level of excellence to be considered final.
- Once a final draft of the MP has been approved, present the Master's Project Completion Form to the MP Advisor for their signature. Submit this signed form to the MPP Program Office for DGS signature.
- Submit a printed (hard copy) and an electronic (PDF) copy of the final MP to the MPP Program Office, and, if recommended by the primary MP Advisor, to DukeSpace.

In addition to their obligations to the MP advising team, the student has additional obligations to the MPP office, the Sanford School, and the client. The student relationship with the client is a unique one. The student must balance academic and professional standards with obligations to the client. In all dealings with the client, the student is expected to conduct themselves in a professional manner, remembering that all of their actions reflect on the larger MPP Program, Sanford School, and Duke University communities.

Master's Project Information for Clients

All Sanford School master's students in public policy are required to produce a professional report or Master's Project (MP) that helps a client decide what to do about a policy problem. The MP's purpose is to recommend and defend a specific course of action. It is important to recognize that the MP is also a key component of a student's academic program requirements and must be approved by a Sanford School MP Faculty Advisor. As such, the MP must measure up to the standards of good analysis, including precise definition of the problem, dispassionate evaluation of the evidence, identification of important trade-offs, and clear presentation of results and recommendations.

MP Topics: An interesting policy problem is the starting point for a good MP. The main criterion for an acceptable MP topic is a significant policy problem posed in the form of a "should" question: "What should the client do?" - or - "How should the client do X?" The goal of the MP is to develop policy recommendations, not to merely describe or measure impacts of a particular policy, although these can be part of the research.

What is Expected of the Client: The client should work closely with the student to develop an appropriate topic that is of practical use to his/her organization. The student's MP Faculty Advisor will be involved in refining the topic and developing the research strategy for the MP. The student and client should meet periodically to discuss the shape and direction of the project over the course of the academic year.

Schedule: During the fall semester, the student writes a prospectus, which must be approved by the MP Faculty Advisor and a faculty committee and begins the research and writing of the project. During the spring semester, the student completes the project. A draft project will be due to the MP Faculty Advisor in March; a final version is due both to the MP Faculty Advisor and to the client in April. The client may request that the student make a presentation of the project to the client's organization.

The MP Faculty Advisor may recommend a student's final MP for posting to the Duke University Library's DukeSpace digital repository. If so, **the MP will be web accessible to the public using a Creative Commons license and will be assigned a persistent URL**. Exceptions to posting MPs are granted via application by the student to the MPP Program's Director of Graduate Studies.

Confidentiality: Clients who require confidentiality or non-disclosure agreements may request this. The agreement must include an acknowledgement that the advisor, committee reader (second reader), and the MP course instructor will be allowed to read all materials in order to provide feedback, grades, and verify the graduation requirements. Students who complete MPs that include confidential information will save their final MP and Executive Summary with the following naming conventions:

Last name.First name.ConfExecSum

Last name.First name.ConfFinalMP

Support: Students welcome financial or in-kind assistance to help defray costs of their research but cannot be directly compensated for the MP because they are also receiving academic credit.

Contact: Clients may contact the MPP Director of Graduate Studies or Director of Student Services for any clarification on the MP process or requirements.

The Master's Project and the IRB

What is the role of the Institutional Review Board (IRB) in your MP project? Under federal regulations and university policy, the IRB reviews and monitors **human subjects research** conducted by Duke faculty and students.

For *client-based MP projects*, the Duke IRB has determined that work for a client involving policy analysis or recommendations, program evaluation, or quality improvement studies is not designed to contribute to a field of knowledge and does not need IRB review. For example, if data are being collected to improve a program within an institution and will be used only for that purpose, the collection of that information would not constitute research with human subjects and would not need IRB review.

Most *non-client based MP projects* are research projects. They are intended to answer a research question, are not limited to one client, and may be designed to draw general conclusions about a field of study. If you are conducting research **AND** you are talking to people or using secondary data about people, then you are conducting research with human subjects and you may need the IRB to review your research proposal.

However, depending on the project, your non-client research may qualify as “exempt.” Research can be exempt if it is limited to the following:

1. Existing data that is publicly available OR recorded without any identifiers.
2. Evaluating public programs for public benefit.
3. Educational settings involving educational practices.
4. Educational tests, surveys, interviews, or observations of public behavior that does not include interacting with children, and if identifiable, must not pose risk to subjects.
5. Educational tests, surveys, interviews, or observations of public behavior, of public officials, OR if confidentiality is maintained by a federal statute.
6. Taste and food quality tests and consumer studies.

Exempt research **still** needs IRB review, but the review will be conducted by the Director of the IRB program and not an IRB member.

If you have any questions, you should talk with your advisor and consult with the IRB to determine whether an IRB application must be submitted. The IRB staff can be reached at campusirb@duke.edu. The program will host a virtual IRB session in late fall/early Spring.

Data Security

To help ensure the safe storage of research data Duke OIT has created a document that classifies data into three types: *Public*, *Restricted*, and *Sensitive*. Each type of data has a different minimum-security standard. Please review the documentation to determine which type of data your study contains:

<https://security.duke.edu/policies/data-classification-standard>. Public or Restricted data can be stored on the Sanford file server. Requests for study specific storage can be made directly to the Sanford helpdesk (ppshelp@duke.edu or 919-613-7400).

Sensitive data cannot be stored on the Sanford file server; sensitive data should only be stored and worked with on dedicated secure systems. The Sanford School has reserved some file space and a computation machine in the Duke Protected Data Network (<https://oit.duke.edu/what-we-do/services/protected-network>) for use by Sanford graduate students working with sensitive data. If your study contains sensitive data and you need access to the Protected Data Network or you need some assistance in determining the classification of your data please contact Neil Prentice, Director of Information Technology, at neil.prentice@duke.edu or via the Sanford helpdesk at ppshelp@duke.edu or 613-9355.

Please note that all studies that are categorized as Research with Human Subjects will need to include a Data Security Plan as part of the IRB application. Even those that do not require an IRB protocol, however, are still subject to the above restrictions and controls if they include restricted or sensitive data.

Preparation of the Master's Project Document

The final report on the Master's Project (MP) must demonstrate a high level of professional competence through organization, quality of analysis, and ability to communicate findings. Consult the *Chicago Manual of Style*, or another writer's style manual recommended by your MP Advisor, on the appropriate style to follow. The Duke University Libraries web site (<https://library.duke.edu/research/citing>) offers updated information about citation styles (MLA, APA, Chicago, etc.) and guidelines.

Approval of the MP: The MP Advisor will approve the MP after a critical assessment of content, format, style of writing, and technical quality.

For the MP to be considered complete, the final version of the report must be submitted to the MP Advisor. The Executive Summary/Abstract and final MP must be uploaded to the student's individual PubPol 808 course website.

The Cover Sheet: The cover sheet includes the title, author, client, advisor, date, degree and disclaimer. The cover sheet is not numbered. Please see the following page in this Handbook for the preferred cover layout.

General Typing Instructions: Material in the body of the report may be single or double-spaced. Footnotes and references, charts, diagrams, etc., may follow any generally accepted format for your field and be single-spaced.

Submitting the Electronic Copy of the Report to DukeSpace: The Final approved MP can be submitted to DukeSpace (Libraries). The program will send out instructions nearing the due date of the MP.

MP Cover Sample

Note that the sample below is not to scale. Actual covers should be 8½" by 11".

<p style="text-align: center;">MP Project Title</p> <p>Prepared for: Client Name and Organization Name</p> <p>Prepared by: Your Name Master of Public Policy Candidate The Sanford School of Public Policy Duke University Faculty Advisor: Name</p> <p><i>Disclaimer: This student paper was prepared in 2018 in partial completion of the requirements for the Master's Project, a major assignment for the Master of Public Policy Program at the Sanford School of Public Policy at Duke University. The research, analysis, and policy alternatives and recommendations contained in this paper are the work of the student who authored the document, and do not represent the official or unofficial views of the Sanford School of Public Policy or of Duke University. Without the specific permission of its author, this paper may not be used or cited for any purpose other than to inform the client organization about the subject matter. The author relied in many instances on data provided by the client and related organizations and makes no independent representations as to the accuracy of the data.</i></p>
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Master's Project Executive Summary/Abstract Guidelines

On the due date for the final version of the Master's Project, students should submit their executive summaries/abstracts to their MP Advisors. In addition, if applicable, the executive summary/abstract will be entered as the "abstract" for the official electronic MP document submission on DukeSpace.

As students have learned in their Policy Analysis classes, an executive summary is a short, stand-alone document that condenses the content of a longer report or proposal so that readers can gain a clear understanding of the full report efficiently. In considering the audience for the executive summary, students should direct the content toward readers who lack detailed background knowledge of the MP topic. References to the body of the MP may appear throughout the executive summary to allow readers to explore aspects of the project in depth if necessary or desired.

The executive summary should be approximately 10% of the length of the report (not including appendices), or one page for every 10-15 pages of the MP. Its pages should be numbered with italicized lower-case Roman numerals (*i.*, *ii.*) to distinguish it from the body of the MP. Use of bullets and headings to guide readers through the document is encouraged.

Like the MP itself, there is a range of acceptable formats for the executive summary; however, it is recommended that the following components are included:

- An introduction which describes the policy problem and states the specific policy question addressed in the MP.
- A statement of policy recommendations listed by number for easy reference.
- A summary of the methodology and criteria used to analyze the problem and derive recommendations to answer the policy question.
- An explanation of the results of the analysis, which may include a discussion of unexpected outcomes and their implications.

For additional guidance, students may refer to the executive summary format used in Policy Analysis 804 for their spring consulting projects as well as sample executive summaries from MP's completed in prior years. Two MP executive summary samples will be made available to students on their class' Sakai site.

Final MP Submission Guidelines

This official disclaimer should appear in the title page of your final MP document:

Disclaimer: This 2020 student paper was prepared in partial completion of the graduation requirements for the Master of Public Policy Program at the Sanford School of Public Policy at Duke University. The research, analysis, and policy alternatives and recommendations contained in this paper are the work of the student who authored the document, and do not represent the official or unofficial views of the Sanford School of Public Policy or of Duke University. Without the specific permission of its author, this paper may not be used or cited for any purpose other than to inform the client organization about the subject matter. The author relied in many instances on data provided by the client and related organizations and makes no independent representations as to the accuracy of the data.

1. Submit a copy of your final MP to your advisor.
2. Submit a digital Master's Project Completion Form, which will be e-mailed to you in advance. You will receive an email confirmation that you have submitted the form. Submitting your digital form will also trigger an email to your advisor, who will be provided with their own digital form to assign a final grade to your MP.

3. Submit PDF copies of your Final MP and Executive Summary/Abstract via your **PubPol 808 course website drop box**.
4. Indicate in the file names whether your MP is available to be shared, or should be kept confidential (due to client confidentiality). See examples below:
 - **Regular MP** (available to be shared): *Last name.First name.FinalMP*
(Example: Smith.John.FinalMP)
 - **Confidential MP:** *Last name.First name.ConfFinalMP*
(Example: Smith.John.ConfFinalMP)
 - **Regular Executive Summary:** Last name.First name.ExecSum
(Example: Smith.John.ExecSum)
 - **Confidential Executive Summary:** Last name.First name.ConfExecSum
(Example: Smith.John.ConfExecSum)

Student Guide for the Electronic Submission of Master's Projects

Instructions regarding DukeSpace submission can be found here: [DukeSpace Electronic Theses and Dissertation Self-Submission Guide | Duke University Libraries](#)

Before you begin, please be sure you have the following:

- Title of your project
- Abstract (the Executive Summary of your project should be submitted as the abstract.)
- The project to be submitted (PDF format is preferred).
- Optional supplementary files (images, sound, etc.)
- Keywords/phrases (up to six)

MPP Master's Project Research/Travel Grants

Some Master's Projects may require extra expenses to result in the best possible product. These expenses might include extra domestic or international conference calls, costs incurred to gather data, or domestic or international travel for field research. The MPP program office administers a fund to support MP research and research travel expenses.

To qualify for funding, students must be completing their Master's Project during the academic year in which they are applying. Students intending to graduate in May must submit an electronic application by late November. The application link along with the deadline will be e-mailed to graduating students via the ppsgrad2@duke.edu listserv in October. The application will include a detailed project description and justification for funding, as well as an itemized budget.

To allow the greatest possible number of students to benefit from this fund, the maximum grant awarded will be \$250 for domestic travel/research and \$750 for international travel/research. Students may apply for smaller grants from the fund. Students may only receive one grant from this fund.

A committee will review the applications, and grants will be distributed on a competitive basis. Criteria for awarding a grant will include the necessity of funding to carrying out the proposed Master's Project and the quality of the application. Students will receive a decision on their application by December 31.

MP research and travel grants are disbursed to students through Duke University's Travel Reimbursement process. Students will be given instructions to submit original travel receipts and documentation. Original receipts and documentation must be submitted to the Academic Programs Staff Assistant by April 15, who will forward them to Duke University Accounting for processing. Funds will post directly to a student's Bursar account.

Emergency Plan

This section includes information about Sanford's Emergency Plan, Procedures, and Policies.

Sanford School Emergency Plan

This emergency plan for Sanford School of Public Policy (SSPP) outlines actions the SSPP Emergency Management Team should take to respond to incidents including accidents, severe weather, fires, explosions, and floods, hazardous materials releases, extended power outages, mass casualty events, and potential or actual terrorism events. It also applies to emergencies in the larger Duke community that could affect SSPP staff, faculty, students, programs, and facilities.

This protocol is part of the larger [Duke University Emergency Management Plan](#) created to prevent and respond to emergencies, protect students, faculty, and staff, secure infrastructure, and guard physical and reputational integrity. The SSPP emergency management team should follow the lead established at the university level during emergency response.

Emergency notifications may be distributed via the following email address: PPS-emergency-mgmt@duke.edu, which covers all SSPP faculty, staff, graduate and undergraduate public policy majors.

Emergency Response Procedure

Step 1: Gain Situational Awareness

Gain situational awareness (hazards, safety and/or operational concerns) to determine the severity, scope and potential duration of the emergency.

Step 2: Alert First Responders

Alert First Responders in order to safeguard human life, safety and health, and the material assets of the university through the following:

- **Accident or Medical Emergency:** Call Duke Police immediately by dialing 911 from a campus telephone land line, 919-684-2444 from a cell phone, or using the LiveSafe app.
- **Crime/Violence:** Call Duke Police immediately by dialing 911 from a campus telephone land line, 919-684-2444 from a cell phone, or using the LiveSafe app.
- **Explosion, Fire, Flood:** Call Duke Police immediately by dialing 911 from a campus telephone land line, 919-684-2444 from a cell phone, or using the LiveSafe app; evacuate according to policy posted for individual locations.
- **Information Technology Breaches:** Report immediately to Neil Prentice (SSPP Director of Information Technology) at neil.prentice@duke.edu or 919-613-9355.
- **Power Outage or Severe Weather Impact:** Call Duke Police immediately by dialing 911 from a campus telephone land line, 919-684-2444 from a cell phone, or using the LiveSafe app; alert Emily Totherow 919-613-9269 emily.totherow@duke.edu or Jokya Sanders 919-613-9200 jokya.sanders@duke.edu
- **Mental Health Issues:** Contact **DukeReach** (<https://studentaffairs.duke.edu/dukereach1>) or using the LiveSafe app; at 919-681-2455 to assist students who need psychological counseling. *For emergencies after business hours, call Duke Police (919-684-2444) or page the Dean On-Call (919-970-4169).* Staff and faculty seeking psychological counseling will be referred to Personal Assistance Service (PAS) at 919-416-1727 and <http://pas.duke.edu/>.

Step 3: Notify SSPP Emergency Management

Primary SSPP Emergency Management members as follows:

Emergency Manager: David Arrington, Associate Dean for Finance & Administration
Office: 919-613-7310 Cell: 919-812-2937 Home: 336-364-2070

Backup Emergency Manager: Neil Prentice, Director of Information Technology
Office: 919-613-9355 Cell: 919-491-7785 Home: 919-405-3927

Secondary SSPP Emergency Management members as follows:

Emily Totherow, Video Services Specialist
Office: 919-613-9269 Cell/Home: 919-717-2266

Jonathan Abels, Executive Director, Duke Center for International Development
Office: 919-613-9230 Cell: 919-604-3546 Home: 919-493-3546

Jokya Sanders
Office: 919-613-9200

Linda Simpson, Staff Assistant
Office: 919-613-9363 Cell/Home: 919-624-6118

David Schanzer, Faculty Member
Office: 919-613-9279

Step 4: Emergency Management Team Manager Continue Notification

The SSPP Emergency Manager will continue to notify central Duke and Sanford School senior administration.

1. Notify Duke's Emergency Coordinator or designee.
2. Notify senior administration in Sanford School.

Step 5: Emergency Recovery Operations

The exact steps for returning to normal operations will depend on the emergency and will be dictated by the Office of the Dean in collaboration with the Duke Emergency Coordinator.

Policy & Priorities

In the event of an emergency situation, the Sanford School of Public Policy will:

- Place the highest priority and concern on human life, safety, and health.
- Be compassionate, caring and make every effort to address the needs of our faculty, staff, students and visitors.
- Be open, straightforward, and accessible.
- Consider all stakeholders in our actions, keeping them fully abreast of the situation through normal channels, to the best of our ability.
- Acknowledge appropriate responsibility immediately.

- Make emergency response and all associated elements the top priority during an emergency event.

Priorities that must always be addressed when managing any emergency event:

- 1. First Priority:** Ensure the life/safety of all employees and visitors.
- 2. Second Priority:** Stabilize the situation through reestablishment of essential organizational services.
- 3. Third Priority:** Reduce confusion and misinformation by following a clearly defined chain of communication and response.

Sanford School Emergency Management Plan & Team

Sanford School of Public Policy will maintain an Emergency Management Plan and an Emergency Management Team (EMT).

Emergency Management Team & Responsibilities

The EMT consists of individuals covering key functional areas of the School, i.e., Faculty, Central Administration, Academic Administration, Facilities, Communications, Information Technology, Events Management and School Centers/Programs.

The EMT will be chaired by the Associate Dean for Finance & Administration and will be advised by the Duke University Emergency Coordinator, as required. During an emergency event, representation on the EMT may vary according to the crisis at hand. SSPP abides by Duke University's Emergency Management Plan.

The EMT will develop, exercise, and maintain the processes, procedures, and tools necessary to effectively and efficiently manage through any emergency situation that may arise. Team responsibilities include:

- Acting quickly
- Obtaining all relevant facts regarding the situation
- Considering impact to all key audiences (internal and external)
- Establishing goals to defuse/remedy the situation
- Engaging assistance, if necessary
- Communicating with key audiences as needed

Appropriate emergency reporting, tracking, documentation, and post-crisis review practices will be implemented and adhered to. The EMT will work closely with leadership at the emergency "site" during any emergency and ensure mutual coordination.

Emergency Management Plan

The EMT has developed and implemented local Emergency Response and Evacuation Plans for its two buildings.

All public spaces (classrooms, Rubenstein Hall Resource Room, most meeting rooms) and Rubenstein Hall first floor corridor doors are equipped with door locking mechanisms to prevent access when appropriate. Door locking mechanisms are either a thumb turn lock or a push button lock. Thumb turn locks are housed on the door itself, above the door handle, and are color-coded to indicate whether locked (red color) or unlocked (green color). Yellow 'LOCKDOWN' push button locks are located on a wall adjacent to the entry door and are activated by lifting the cover and pushing the red button; you will hear a clicking sound that denotes the door has been locked. To deactivate the push button lock, turn the red button slightly to the right and the red button will pop back out and you will hear another clicking sound that denotes the door has been unlocked. Keep in mind that you can always exit out of a room whether either door locking mechanism is engaged or not.



All public spaces have two types of posted signage inside each room as follows:

- *In Case of Emergency* signage that provides building information (location, room #, building #, room phone # if applicable), closest fire extinguisher and fire alarm pulls, and designated storm shelters for that building (which may include the room you are in).
- *Floor Plan* of the building and room you are in (red star with "You Are Here" reference that shows your specific location), where emergency exits are, where designated storm shelters are located, and specific location of fire extinguisher and fire alarm pulls.

The School maintains a team of fire safety monitors for each building and floor level, each of whom is assigned specific offices/public spaces/restrooms to cover. Their primary role is to assist with building evacuation in the event of a fire/drill but may be called on in other ways as needed.

This Plan is an evolving operational document; departures from this plan in actual crisis/emergency/disaster are likely to be appropriate and will be reviewed and revised based upon lessons learned from new events and/or exercises and/or changes in standards or best practice.

Objectives of the Plan

The objectives of our plan include the following:

1. Identify and assess vulnerabilities and hazards which may have a direct or indirect impact on the organization;
2. Strategic planning for emergency response, business continuity, and disaster recovery;
3. Ensure the safety and security of faculty, staff, students and visitors;
4. Maintain the continuity of our research and teaching services, products, and operations;
5. Effectively manage disaster assets and resources;
6. Provide relevant training based upon staff knowledge and lessons learned; and
7. Integrate the SSPP Emergency Management Plan with the broader Duke University Emergency Management Plan.

Emergency response will address four phases of emergency (crisis) management: mitigation, preparedness, response and recovery, which are defined below:

- **Mitigation** activities are taken to reduce the risk of and lessen the impact due to a crisis.
- **Preparedness** activities are taken to organize and mobilize essential resources to a crisis before one occurs (i.e. training, obtaining and storing emergency supplies).
- **Response** strategies and actions are activated to respond to the crisis when it occurs

- **Recovery** strategies and actions are taken during and after the crisis to restore systems critical to resuming normal operations. Considerations of recovery should begin early in the response phase and can extend into a long-term period after a major event.

Emergency Levels

Duke University utilizes a tiered response structure that encourages local management of incidents and coordinated communication involving senior leadership. Information on the University Emergency Management decision-making process can be found on the emergency website: <http://emergency.duke.edu/>.

Employee Responsibilities

It is the expectation of the Sanford School of Public Policy for employees to report any potential or developing emergency up through line management so that an appropriate response can be made. Management should quickly analyze the situation, then alert the appropriate authorities. This response may also include the activation of the SSPP Emergency Management Plan & Team.

Be Prepared for an Emergency

For specific information on what to do in case of an emergency, employees are asked to review [Duke guidelines](#):

- Tornadoes
- Armed Intruder
- Winter Weather
- Hurricane
- Evacuation
- Extreme Heat
- Fire
- Hazmat

How Campus Emergencies Are Communicated

To stay informed about emergencies and/or potential situations, review the [University's 'How You'll Be Notified'](#) site which outlines how information is distributed:

- Outdoor siren system
- Text messaging (opt in system; [sign up](#) for DukeALERT text messages)
- Email
- Duke Emergency Website & alert bar on Duke-hosted sites
- Phone (alert message posted on 919-684-INFO, Duke's emergency and severe weather information line)
- Direct contact
- LiveSafe App

Personal Responsibilities

We encourage you to be situationally aware:

- Know where the building emergency exits.
- Know where the designated storm shelters are in each building.
- Know the location of fire extinguishers, fire alarm pulls and first aid kits.
- When fire alarm activated, exit the building.

- If anyone is interested in serving as a fire safety monitor, then contact Sanford School Building Manager.

LiveSafe App

You are also encouraged to download and use the [LiveSafe](#) app, which is free for Duke students, staff and faculty. LiveSafe allows community members to submit various real-time tips through the touch of a button – everything from assault/abuse to suspicious activity – to Duke Police, which monitors messages 24/7 in its dispatch center. With the “SafeWalk” feature, the app uses GPS technology that enables individuals to invite others to “virtually escort” and monitor their location on a real-time map.

General Reference

This section includes information about Sanford resources, facilities, and administration, student organizations and co-curricular activities, financial aid awards and loans, and teaching, research, and graduate assistantships (TA/RA/GA).

Sanford School Frequent Contacts

Name	Title	E-mail Address	Phone	Office
ACADEMIC PROGRAMS + MPP				
Cory Krupp	Associate Dean for Academic Programs	cory.krupp@duke.edu	613-9221	178 RH
Jason DeRousie	Assistant Dean for Academic Programs & Student Affairs	jason.derousie@duke.edu	613-9250	180 RH
Ken Rogerson	Director of Graduate Studies - MPP	rogerson@duke.edu	613-7387	176 RH
Belen Gebremichael	Director of Student Services & Administration	belen.gebremichael@duke.edu	613-9207	172 RH
Devonte Keith	Academic Services Coordinator	devonte.keith@duke.edu	613-9206	171A RH
Mackenzie Phillips	Student Wellness and Engagement Coordinator	mackenzie.phillips@duke.edu	613-7393	171A RH
Brandon Smith	Director of Financial Aid	brandon.smith@duke.edu	613-9204	108 SB
Jessica Pan	Director of Admissions & Scholarships	jessica.pan@duke.edu	613-9244	164 RH
Shawna Barrow	PhD Student Services Coordinator	shawna.barrow@duke.edu	613-9214	166 RH
Anita Lyon	Sanford School Registrar	anita.lyon@duke.edu	613-7382	108 RH
Sabrina Diaz	Director of International Academic Programming	sabrina.diaz@duke.edu	613-9331	183A RH
Sheila Evans	Project Coordinator	sheila.evans@duke.edu	613-9331	SB
Mitch Moste	Assistant Director of Admissions	mitch.moste@duke.edu	613-9063	170 RH
CAREER SERVICES				
Nadia Chamberlin	Assistant Dean for Career Services and Professional Development	Nadia.chamberlin@duke.edu	613-7383	118 RH
Carmella La Bianca	Director of Employer Relations	carmella.labianca@duke.edu	613-7328	120 RH
Marion Pratt	Director of Global Careers	marion.pratt@duke.edu	613-9242	116 RH
Elise Goldwasser	Director of Undergraduate Internships	elise.goldwasser@duke.edu	613-7311	114 RH
Suz Allen	Director of Undergraduate Internships and Marketing/Communications	suz.allen@duke.edu	613-7426	112 RH
Elizabeth Hoodless	Director for MPP Career Advising	elizabeth.hoodless@duke.edu	613-7381	114 RH
MIDP				
Cory Krupp	Director of Graduate Studies - MIDP	cory.krupp@duke.edu	613-9221	178 RH
Stephanie Alt-Lamm	Senior Director, Duke Center for International Development	slamm@duke.edu	613-9218	182 RH
Mollie LoJacono	Director, Student and Academic Services	mollie.lojacono@duke.edu	613-9223	188 RH

Danny Hamrick	Director, Admissions, Recruiting, Student Accounts	danny.hamrick@duke.edu	613-9281	166 RH
Jooyoung Chun	MIDP Academic Services Coordinator	Jooyoung.chun@duke.edu	613-9387	184 RH
UNDERGRADUATE MAJOR				
Nathan Adam Boucher	Director of Undergraduate Studies	nathan.boucher@duke.edu	613-9359	206 RH
Suzanne Pierce	Public Policy Undergraduate Majors Coordinator	Suzanne.pierce@duke.edu	613-7320	104 RH
Garry Juhans	Public Policy Undergraduate Staff Assistant	garry.juhans@duke.edu	613-1769	109A RH
SCHOOL IT/COMPUTING	Email ppshelp@duke.edu			
Stan Paskoff	Manager, Desktop Support Services	paskoff@duke.edu	613-7368	019 SB
Neil Prentice	Director of Information Technology	neil.prentice@duke.edu	613-9355	015 SB
Jokya Sanders	Audio Visual & Facilities Manager	jokya.sanders@duke.edu	613-9200	295 RH
Emily Totherow	AV Services Specialist	emily.totherow@duke.edu	613-9269	017 SB
SCHOOL ADMIN CONTACTS				
Kirsten Khire	Associate Dean of Communications & Marketing	kirsten.khire@duke.edu	613-7394	221 SI
Jokya Sanders	Audio Visual and Facilities Manager	jokya.sanders@duke.edu	613-9200	295 RH
Sumetrice Porter	Human Resources Manager	Sumetrice.porter@duke.edu	613-7893	103 SB
Sarah Hay	Communications and Events Manager	sarah.hay@duke.edu	613-7312	205 SB
Kiana Farrish	Administrative Coordinator	kiana.farrish@duke.edu	613-7308	121 SB
Kerreance Turner	Guest Parking and Reception; TA Office Supplies	kerreance.turner@duke.edu	613-7338	148 SB
Grace Wright	Human Resources Specialist	grace.wright@duke.edu	613-9390	104 SB
Nancy Shambley	HR Department Manger	nancy.shambley@duke.edu	613-7316	103 SB
Sanford Fax Machine	Sanford 133		681-8288	133 SB

Building Facilities Information

Building Maintenance, Housekeeping, and Parking Issues: For building maintenance and housekeeping issues for both Rubenstein Hall and the Sanford Building, please contact complete the “Maintenance Request” form located on the Sanford School Intranet: (IT/Facilities> Maintenance Requests)
<https://inside.sanford.duke.edu/facilities/>

Building Hours: The Sanford School buildings are open to students 24 hours a day, with the exception of the first floor office corridors and the second floor of Rubenstein Hall. These areas are open during normal business hours. During the school year, the buildings are open to the public Monday through Friday from 7 AM to 7:30 PM. Use your Duke Card to access both buildings at all other times. From midnight to 6 AM, the air conditioning/heating may be reduced to conserve energy and cut costs. When maintenance that affects building utilities (water, air, electricity, etc.) is scheduled to be done, email notification will be sent out to all faculty, staff, and students.

Lockers/Lounge: Student lockers are located on the ground floor of the Sanford Building in room 018, the Student Lounge. The lounge is accessible only to Sanford graduate students. At the start of each fall semester, MPP and MIDP staff will provide students with the confidential door code necessary to gain access to the lounge.

Lockers are assigned to incoming students during New Student Orientation Week. Prior to orientation, incoming students are given the chance to opt out of receiving a locker if they are not interested in having one. Two-year MPP's maintain their locker assignments for the duration of the program. Dual degree students receive lockers only for the one full Sanford year of their program of study. The MPP Program Office maintains a record of locker number assignments. Students are responsible for purchasing their own locks and memorizing lock combinations or managing keys. School policy requires that locker fronts remain free of decorations, notices, etc. All lockers must be emptied of contents and cleaned by students before the last day of spring semester final exams. MPP is not responsible for locker contents left behind by graduated students.

There are microwaves, refrigerators, and a sink in the Student Lounge for your convenience. **Students are responsible for keeping these appliances and the areas around them clean.** The MPP and MIDP Student Councils will facilitate bi-weekly refrigerator purges, notifying classes by email that items will be removed/discarded on specific dates (usually Fridays). Storage of alcoholic beverages in lounge appliances and cabinets is prohibited.

Study Rooms: Four student study rooms, rooms 203 and 254 in the Sanford Building and rooms 103 and 160 in Rubenstein Hall, are reserved for MPP & MIDP students. Each room has a display panel, with assorted adapters to attach your laptop, and a web camera for room zoom meetings. The study rooms require a code; MPP and MIDP staff will provide student with confidential door code at the beginning of the fall semester. Students must reserve study rooms using the sign-up sheets posted outside their doors. Study room reservation policies are outlined in more depth on a separate page of this handbook.

Student Parking: Students who park motor vehicles on campus Monday through Friday (generally 8 AM to 5 PM), must purchase a parking permit from Duke Transportation Services; exceptions are restricted, handicapped, service vehicle only or specially designated areas where you cannot park at any time. Parking in the three visitor spaces adjacent to the Sanford traffic circle during the business day is prohibited and subject to a \$100 fine. Parking in the traffic circle, in the loading dock of either building, or in one of the two handicap spaces at the traffic circle is prohibited and subject to up to a \$250 fine. If, during the course of your time at Duke, you become temporarily disabled due to an accident or other illness, please visit the Duke Parking and Transportation Services website for instructions.

When you purchase your parking permit, you should receive a campus map and guidelines for parking on the University campus. Please read this information. If you have questions regarding parking please contact Duke

Parking and Transportation Services, 2010 Campus Drive; 919-684-7275;
<https://parking.duke.edu/parking/permits/student-permits/graduate-professional-students>.

Visitor Parking: There are 5 visitor spots available in the ungated portion of the Sanford lot in front of the traffic circle: three (3) regular spaces and two (2) handicap spaces. There's a 2 hour maximum time allotment for each space. You must obtain a temporary permit to use either of the parking spaces. There is no charge incurred for these spaces. If the temporary spaces are full though, alternate guest parking in either Science Drive Visitor lot or Card Gym lot will be provided at a cost.

Alternate Guest Parking:

Science Drive Visitor Lot

This lot provides two options for permits.

Half Day (4 hours) = \$5

Full Day (8 hours) = \$10

Card Gym Lot

Full Day (8 hours) = \$10

To obtain a permit, please contact Kerreance Turner via email at kerreance.turner@duke.edu, at least 48 hours in advance of the guest's arrival with the following information:

- Guest(s) name(s)
- Date of visit
- Time of visit
- Anticipated duration of visit
- Purpose of meeting (please include Prof. name if a guest speaker)
- A fund code to pay for the permit if necessary
- Is accessible parking required?

All permits may be picked up in Room 104 SB when your guest arrives or in advance of their arrival.

Please note, due to the nature of limited parking at the Sanford School, you cannot "reserve" a visitor space near the circle. Therefore, their availability is never guaranteed. For this purpose, please communicate to your guests that they should try to arrive 15 minutes early to obtain parking. If the visitor spots are occupied, Victoria (or her designated backup) will assist in securing parking elsewhere for your guests.

Sanford Eatery: Saladelia Café is located on the ground floor of the Sanford Building adjacent to the Fleishman Commons and operates Monday through Friday during the academic year. Flex account, credit card and cash payments are accepted.

Mailroom: Student mailboxes are located in 08 Sanford. USPS mail is picked up and delivered at this location Monday through Friday before 2 PM. All business-related student mail should be addressed to Box 90584, Durham, NC 27708.

Students are strongly advised to have all personal mail and UPS/FedEx deliveries addressed to their local off-campus mailing address. UPS and FedEx will not deliver packages to PO boxes. If you must ship a large USPS package that cannot be easily picked up from 08 Sanford, please bring it to the Duke Post Office, located in the Duke Technology Center on the ground floor of the Bryan Center building (<https://postoffice.duke.edu/>); dukepostoffice@duke.edu.

Copy Machines: A copy machine is available in 08 for personal (non-Teaching or Research Assistantship) use and requires Flex Account (Duke ID swipe) payment. If problems arise with the copier, contact Khalil Nasir by

completing a maintenance request form located on the Sanford School website:
https://duke.qualtrics.com/jfe/form/SV_0czsHfPkWN0H36u

Audio-Visual Equipment: If you require audio-visual equipment, contact Emily Totherow, Video Services Specialist, Room 295 Rubenstein Hall, 919-613-9269, email: Emily.totherow@duke.edu. Requests should be made with ample lead time, to ensure that equipment can be located, tested/installed, etc.

Telephones and Facsimile Machine: Landline phones are located in meeting rooms throughout both Sanford and Rubenstein buildings as well as in the student study rooms in Rubenstein hall (103 and 160). Long distance calls made by students in either building require the use of a calling card.

A facsimile machine is located in the Sanford Institute copier room 133 (your study room key will unlock the door). **The fax number is: 919-681-8288.** If you are expecting an incoming fax, you may want to check the fax machine location shortly after transmission.

Procedures for Study (Bubble) Room Use: MPP and MIDP students have four private study (also known as “bubble”) rooms available to them for individual or group work use. These rooms, Sanford 203 and 254 and Rubenstein Hall 103 and 160, are accessible only to Public Policy graduate students. To ensure that all MPP and MIDP students have access to these study rooms, students in both programs are asked to comply with the following study room reservation policies:

- Students reserve study rooms by signing up for blocks of time on monthly calendar sheets posted outside each room. **Please note that for several weeks at the end of the semester, the study rooms in Rubenstein Hall will be used ONLY for Master's Project Prospectus Review meeting reservations.**
- Study rooms should be reserved for course work/study sessions, **not TA office hours or club or social group meetings.**
- Reservations can be made only up to two weeks in advance. Regular, recurring meetings (e.g., every two weeks for an entire semester), should be reserved in other RH or Sanford rooms via the 25Live room reservation system.
- Individuals and all members of a group working together can only sign up for one two-hour block of time per day. Please do not sign up for consecutive two-hour blocks to monopolize a room.
- **To ensure that your valuables are secure, please do not prop study room doors open with trash cans or door stoppers.** Laptops and cell phones have been taken from unattended rooms that had propped open doors.
- To avoid wasting energy and prevent weather damage, please turn off the lights and close windows when your group finishes using a room.
- If you bring food or beverages into the rooms, please clean work areas and dispose of all trash. Because study rooms are intended solely for academic purposes and cannot be reserved for social events, use of alcohol is prohibited in study rooms.

As the MPP and MIDP programs grow, and study room use increases, students will need to expand their search for alternative group study space. Perkins and Bostock Libraries, as well as the LINK (located on the basement level of Perkins) offer group study rooms that can be reserved through the 25Live system. Visit Duke's Library website at: <https://library.duke.edu/using/room-reservations> for more information.

You can find many Sanford events online at: <https://sanford.duke.edu/news-events>

Sanford School IT Services

August 2023

The Sanford Network:

The Sanford School provides network storage for graduate students in both a private directory and, if needed, shared space for group projects. You can access this space from any windows or Mac computer. The network is backed up every night, and backups are available for 3 months. More information about [file storage](#) is available on the Sanford Intranet, under Computer Support.

In addition, Duke offers storage space in the cloud via [Box](#) and [OneDrive](#). There will be a training session to get you familiar with these alternatives.

Duke University has a robust, secure, wireless network available across campus named [Dukeblue](#). You can connect to the Duke wireless network with your netid and password. The “visitor” wireless network (does not require authentication) is also available but is limited and not secure. You should always use Dukeblue. Duke University is a member of the [Eduroam](#) campus wireless community. This is comparable to using Dukeblue.

For classroom training, presentation or Audio-Visual needs at Sanford (video conferencing, Zoom, skype, and use of classroom equipment) please contact the AV support specialist at 919.613.7400, **option 2**.

Hardware:

We provide computers in lab 09 in the Sanford Building. This space is equipped with computers running Windows 10 and MS Office 2016. All of these computers have Stata 16 IC. When a lab is reserved for a class the schedule will be posted on the door. It is possible to remote in to the lab computers. Directions are posted on the intranet, <https://inside.sanford.duke.edu/>, under the IT Support tab and Computer Support. See Remote Desktop: Mac or Remote Desktop: Windows.

There are four “study/team rooms.” They are 203 and 254 in the Sanford Building, and 103 and 160 in Rubenstein Hall. Students can use these rooms for group projects. Each room has a display panel, with assorted adapters to attach your laptop, and a web camera for room zoom meetings. The rooms can accommodate two to six people. Students can typically reserve these rooms using the sign-up sheet posted on the door of the room. For security reasons the doors to these rooms should not be propped open. During orientation you will get a key for these rooms.

Sanford IT does not provide support for personal computers. If you have a problem with your personal laptop, contact Duke OIT at 919-684-2200, or bring it to [The Link](#)

eMail:

Your Duke email address is netid@duke.edu Your E-mail address alias is: firstname.lastname@duke.edu. You can access your email via <http://mail.duke.edu>.

Software:

Duke OIT offers a wealth of [free and discounted software](#) including adobe products, Stata and other statistical software, research tools, Office suites, and operating systems.

Reporting IT Problems:

For problems related to email, call the [Duke OIT Helpdesk](#) at 919-684-2200 or email at help@oit.duke.edu. For computer/printer related problems, call the PPS Helpdesk at 919-613-7400 or email ppshelp@duke.edu to tell us the problem. When reporting a problem on a lab computer, please be specific, including any error messages and the computer number posted on the front of the computer. Answers to common Sanford IT questions can be found on our intranet page: <https://inside.sanford.duke.edu/sspp-it/faqs/>

Printing:

Duke's ePrint System:

ePrint is a university managed printer service offered by Duke OIT. The Sanford School has four ePrint printers.

- In an alcove near the building entrance doors in the Fleishman Commons
- In an alcove near the building entrance doors on the first floor, beside classroom 150
- Room 162 Rubenstein Hall
- Outside room 291 Rubenstein Hall

Please visit the [ePrint](#) website for information on other ePrint campus locations, quotas, and the required ePrint software download.

Personal copies: For personal copies, you will need to load FLEX money onto your DukeID card, which you will swipe through the copier's card reader in the same way you swipe a print/copy card. Copiers are in Sanford 133 and 223D, and Rubenstein Hall 104, 195, 205, and 285.

Printer Paper and Toner:

If any of the eprint printers are out of supplies please email ppshelp@duke.edu. Students are advised to check the condition of the toner cartridge (by printing a sample page and checking it for readability) prior to printing a large number of pages, to reduce waste of paper.

Security

To keep your information secure you are offered several services through Duke's IT Security Office. We will talk about these at greater length during orientation:

- Multi-factor authentication to protect duke websites you log in to that have personal information <https://oit.duke.edu/net-security/security/multi-factor-authentication.php>
- [1Password](#)
- Box, 50 GB of encrypted storage in the cloud <https://box.duke.edu>

Phone device security guide: <https://security.duke.edu/security-guides/personal-device-security-guide/>

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Sanford School Computing Staff:

Ed Ocampo	Computer Technician	edwin.ocampo@duke.edu	Room 295, Rubenstein
Astrid Gatling	Computer Technician	astrid.gatling@duke.edu	Room 019, Sanford
Emily Totherow	Audio Visual and Facilities Manager	emily.totherow@duke.edu	Room 017, Sanford
Stan Paskoff	Manager, Desktop Services	stan.paskoff@duke.edu	Room 019, Sanford
Neil Prentice	Director of IT	neil.prentice@duke.edu	Room 015, Sanford
Jokya Sanders	Audio Visual and Facilities Manger	jokya.sanders@duke.edu	259, Rubenstein Hall

Sanford Communications Team

The Sanford School Central Communications Team provides a wide range of resources and support for our community. Below are key points of contact related to communications and marketing needs for faculty and staff of the Sanford School of Public Policy. The contacts below are the best resources for an initial conversation. Note that different or additional team members might be assigned to work with you depending on workload and deadlines.

For other requests not listed here or if you are unsure of the best contact to reach us, email ppscomm@duke.edu. Please provide advance notice for any request. We will get back to you!

Kirsten Khire, APR, Associate Dean of Communications & Marketing kirsten.khire@duke.edu (919) 613-7435
Matt LoJacono, Senior Public Relations Manager matt.lojacono@duke.edu (919) 613-7315
Carol Jackson, Digital Communications Strategist carol.m.jackson@duke.edu (919) 613-9248
Sarah Hay, Communications and Events Coordinator sarah.hay@duke.edu (919) 613-7312
Hannah Otos, Multimedia/Communications Specialist hannah.otos@duke.edu
Ellen Gibbs, Communications & Marketing Staff Assistant ellen.gibbs@duke.edu (919) 613-7418

WHAT WE DO

Brand Management: We strive for design consistency among print and electronic products created by the school and its affiliates. It's our job to ensure that uses of the school logo are consistent and high quality. Visit the Duke brand guide for more information: <https://brand.duke.edu/>.

- Before using the school logo on anything (T-shirt, mug, website, etc.) the design needs to be reviewed.
Please send proofs to Kirsten Khire: kirsten.khire@duke.edu
- Add the Sanford logo to your Duke Sanford e-mail signature with the Sanford logo. [Download the logo here.](#)
- Use school PowerPoint templates when presenting your academic work. [Download presentation templates here.](#) Inside.sanford.duke.edu/print-digital-communications/powerpoint-templates/

Media Relations: We inform the public about Sanford School and its work, though online, print, radio, TV and social media. We field queries from reporters, send out news releases and capture videos about faculty research, student accomplishments, awards, speakers, etc. We track media mentions of Sanford faculty, students, and sometimes alumni. We help faculty and students edit and distribute op-ed (commentary) pieces and work closely with University Communications to track breaking news.

- *Please let Kirsten or Jackie know if you are contacted by a journalist. We can help you prepare for interviews.*

Community (Internal) Communications: We keep the community informed via SNAPshot, the weekly enewsletter, and keep communications resources fresh on Inside Sanford, the school's intranet site. Sanford also has email listserves. The Sanford listserves exist to facilitate communication to and among those affiliated with the Sanford School of Public Policy primarily for work and administration purposes of the Sanford School. Please be sure to follow the [listserve guidelines](#): Inside.sanford.duke.edu/it-support/sanford-listservs/.

- *Please contact sanfordevents@duke.edu if you have ideas for SNAPshot or community communications.*

Events: We coordinate and promote annual endowed lectures, sponsor and co-sponsor other special events, and manage the use of Sanford's online and in-person meeting space. We welcome your suggestions for the

main endowed lectures (Sanford/Kenan Distinguished Lecture, Crown Lecture in Ethics, Rubenstein Lecture, Wilson Lecture).

- Request rooms for in-person meetings and events at <https://25live.collegenet.com/duke>
- When promoting/planning events, please talk with Sarah Hay. Our team is happy to assist with advice on logistics and event promotion. There are established channels for promoting events such as the [Duke online calendar](#). Duke University and the Sanford School host many events and coordination is important.
- Please submit ideas for consideration to Sarah Hay or email sanfordevents@duke.edu.

Sanford Website: We manage the website, www.sanford.duke.edu, and help manage several related sites. NOTE: Center sites are managed by center teams.

- You can find the faculty directory, news, events calendar, and more on the Sanford website.
- Please contact Carol Jackson to report website content issues.

Podcasts, Videos, Social Media: We produce the “Ways & Means” podcast, the “Policy 360” podcast hosted by Dean Judith Kelley, and numerous marketing and news videos.

- Podcasts: <https://sanford.duke.edu/news-events/podcasts/>
- Videos: <https://www.youtube.com/channel/UCRfoJqjnOCHU5nKJvw5JIOA>
- Social media: click on the icons on the Sanford homepage: <https://sanford.duke.edu/>
- Contact Carol Jackson if you have an idea for podcasts, videos or social media.

TOP 10 WAYS TO STAY IN THE KNOW

1. **Read SNAPShot** (Sanford News and People) – This weekly e-newsletter for all professional/graduate students, faculty and staff arrives in your Duke email inbox on Mondays. Read it to hear what's happening at Sanford.
2. **Join the Sanford School Facebook Page** – Find events here, too, and see who else is going. Interact with alumni.
3. **Follow @DukeSanford on Twitter**. Tag us in your tweets so we can find you!
4. **Follow Duke Sanford on Instagram** (Find the popular #humansofDukeSanford series here.)
5. Expand your professional network by joining the school's [LinkedIn page](#) and [LinkedIn group](#) to connect with students, alumni, faculty and staff.
6. **Subscribe to podcasts** on iTunes: [Policy 360](#) and [Ways & Means](#) (listen on websites, or on Apple Podcasts or Spotify).
7. **Subscribe to Sanford's YouTube channel**.
8. **Share your Sanford photos with us on Flickr**.
9. **Check out Duke Today**, a daily online news magazine with university news, videos, events, etc.
10. Duke has many other social media accounts and newsletters. **Find them [here](#)**.

In addition, you can find event planning info updated at Inside Sanford:

<https://inside.sanford.duke.edu/events/>

Also, here is more info (updated with Sanford comms contacts):

<https://inside.sanford.duke.edu/print-digital-communications/>

Sanford Diversity Statement

Duke's Sanford School of Public Policy holds as a core value that public policy decision making, research and education function best when a broad range of social perspectives are justly represented. Individuals and populations whose lives are characterized by specific phenomena of interest should be respectfully engaged in their consideration. This includes a commitment to openly acknowledge and actively redress policy sponsored historical and contemporary inequalities/inequities that advance select perspectives while constraining others. To these ends, Sanford's Diversity Equity, and Inclusion (DEI) committee is working collaboratively and in close relationship with multiple partners to create and secure an academic environment promoting a sense of belonging for all community members across multiple dimensions of identity such that we all can do our best work. We invite you to join our continual process of honoring human dignity in its many forms and manifestations. You are welcome here.

To learn more about Diversity, Equity and Inclusion at Sanford, visit: <https://sanford.duke.edu/about-us/diversity-equity-inclusion/>

Sanford MPP Student Council

The Sanford MPP Student Council is comprised of elected students from within the Master of Public Policy (MPP) Program at the Sanford School of Public Policy. The Council's mission is to represent the needs of the student body to the Sanford Administration, as well as to enhance the educational experience and professional development of MPP students. To fulfill this mission, the Council:

- Facilitates communication among faculty, staff, students, and administration
- Provides funding to student organizations
- Upholds the Sanford School mission
- Promotes opportunities and partnerships to enhance the student experience.

Elected Council Members: There are eleven elected Council offices:

- President: leads the Council, represents the Council to Sanford and the wider Duke community, votes only in the event of a tie
- Council Liaison: manages the relationship between Student Council and Sanford faculty/staff
- Honor Board Representative: represents MPP students on the Sanford Honor Board and serves as secretary to the Council
- Treasurer: maintains the Council's financial guidelines and oversees budgeting and funding processes
- (2) First-Year Representatives: represent the needs of the first-year class
- (2) Second-Year Representatives: represent the needs of the second-year class
- (2) GPSC Representatives: represent MPP students to the GPSC
- Dual-Degree Representative: represents the needs of students pursuing dual degrees

Election Procedures:

- First-Year Representatives, GPSC Representatives, international student representatives and vice-president are elected at the start of the fall semester (September) and serve an academic year term.
- The President, Second-Year Representatives, and the Dual Degree Representative are elected at the end of the spring semester (May) to ensure the Council can function over the summer and is in place to address concerns when the new academic year begins. They serve an academic year term.
- The Council Liaison, Honor Board Representative, and Treasurer are elected at the start of the spring semester (January). They serve as "shadow members" from January to May, during which time they cannot vote. Once the President and Second-Year Representatives are elected at the end of the spring semester, the Council Liaison, Honor Board Representative, and Treasurer become voting members and serve an academic year term.
- One week prior to an established election date, students will be notified to submit nominations for open offices.
 - It is acceptable for candidates to nominate themselves.
- One week prior to the established election date, the Student Wellness and Engagement Coordinator contacts all nominees to confirm acceptance of nomination and to solicit their statements of intent in support of their candidacies.
 - Submitting a statement of intent is optional.
 - The statement should be limited to 250 words.
- Once all nominations are confirmed, the Student Wellness and Engagement Coordinator generates a ballot in Qualtrics, a survey software program, which includes voting instructions as well as the candidates' statements of intent.
 - In addition to statements of intent, candidates may post campaign signs on designated bulletin boards in the Fleishman Commons and the Sanford Student Lounge area.
 - Email listserv policies prohibit the use of Duke/Sanford maintained email lists for campaigning.
- The ballot remains open for three business days and must be completed in Qualtrics before the published deadline.

Results of the election are announced within 24 hours, or on the following Monday morning, if the election concluded on a Friday.

Sanford School Student Organizations

Since becoming an independent school in 2009, Sanford graduate students have established numerous formally recognized organizations dedicated to representing the diverse interests of the student body and to strengthening Sanford students' connections with other programs, professional schools, university resources, and the Durham community. In academic year 2021-2022, active Sanford graduate student organizations include:

Duke Graduate Student Union: Organized labor organization for Duke graduate students, including PhD, master's and professionals. DGSU is committed to having collective bargaining rights for teaching assistants, research assistants, and all the other forms of academic labor graduates provide to the university.

Duke Sanford Africa Policy Group: Duke SAPG's mission is to fully bring Africa to life at Sanford by leading and supporting diverse policy discourse, academic enquiry, career development, knowledge exchange, cultural exhibition, and networking related to Africa within the Sanford community and across Duke.

Duke Technology Policy: The Duke Technology Policy Club's mission is to bring together graduate and professional students from across Duke to explore their common interests in technology policy. The Duke Technology Policy Club will provide opportunities for graduate students across Duke to hear from guest speakers working in the tech space, engage in policy discourse with professors and students on current tech policy issues, and participate in career development events.

MPP Student Council: The Sanford MPP Student Council is comprised of elected students from within the Master of Public Policy (MPP) Program at the Sanford School of Public Policy. The Council represents the student body to the Sanford Administration, facilitates communication and transparency between faculty, staff, students, and administration, provides opportunities and promotes partnerships that enhance the student experience, and supports other Sanford student organizations. Outside of elections, students are encouraged to attend Council town halls, office hours, and/or to share suggestions and feedback with representatives. While the Council has an overarching mission, each representative has a set of unique perspectives and goals that center around improving Sanford and the student experience. The Council encourages all students to share their experiences and perspectives with the Sanford Community. Further, each Council representative is equipped to connect students with organizations and resources within Sanford, the greater Duke community, and the surrounding Durham-Research Triangle Area.

Policy for the People: Policy for the People (PftP) aims to provide an inclusive environment for Sanford students to dive into leftist ideology, bring progressive voices and events to Sanford, challenge the status quo within the Sanford curriculum, and push for progressive policies outside of the classroom. PftP believes that visionary policy-making is necessary to change structural inequalities and injustice, with an understanding that policy has historically disenfranchised and marginalized the poor, working class, BIPOC, queer, trans, feminine, differently abled, immigrant, and other minorities.

Public Policy in Living Color: Policy in Living Color (PiLC) is a Sanford based student-organization that focuses on advancing the interests of communities of color. Through teach-ins, movie screenings, and advocacy opportunities, PiLC provides education to the Sanford community and spaces for students to engage in meaningful discussion. Outside of Sanford, PiLC aims to connect with long-term Durham community members and to continuously uplift their interests through advocacy, policy, and organizing. Further, PiLC prioritizes creating and holding communal spaces for students of color to engage with one another in a trusted and secure environment.

Sanford Journal of Public Policy (SJPP): The Sanford Journal of Public Policy (SJPP) is devoted to exploring timely concerns and pragmatic solutions in public policy. SJPP aims to take students' policy and skill-building aspirations as the jumping off point for thoughtful, generative conversations. Sanford's diverse student body is empowered to give their perspective on policy issues. SJPP is a platform to not only broaden our cohort's understanding of policy topics, but for student voices to be heard.

PridePol: PridePol aims to foster a community of learning, support, and social camaraderie for the LGBTQ+ people and allies of the Sanford School of Public Policy. This is to ensure a campus environment of inclusive visibility, acceptance, safety, and warmth for all LGBTQ+ identities.

Sanford Social Committee: The Sanford Social Committee fosters connections and relationships and adds value to the social life of graduate and professional students. The Committee facilitates popularly conceived events that are fun, inclusive, and feasible within the Committee's budget constraints, as well as the time constraints of its volunteer members. Membership on the Committee entails serving as a voice for classmates, generating event ideas, and basic administrative/logistical work associated with hosting events.

Sanford Urban Policy: Sanford Urban Policy (SUP) is a group of graduate students that have come together to discuss and engage with urban issues within our local community of Durham and across the world. SUP promotes opportunities for formal and informal engagement with students, faculty, and guest experts to understand best practices and current challenges for policy decisions in urban spheres.

Sanford Veterans Association: The Sanford Veterans Association (SVA) is a student-veteran led organization that fosters a supportive community for active duty, national guard, reserve, retired, and separated service members at the Sanford School of Public Policy. The SVA supports prospective, current, and alumni members in admissions, academics, career development, and life in Durham. Culture, growth, and service guide our actions within our organization, the institutions of Sanford and Duke, and greater society.

Sanford Women in Policy (SWP): Sanford Women in Policy provides a forum to discuss and address challenges and opportunities for women. As a substantial and institutionalized organization, we seek to use this platform to support any groups that face oppression within the Duke community. SWP serves as a space to support, cultivate, empower, and promote unity and fellowship for those who identify as women and their allies.

Student Organization Funding:

- Student organizations will be asked to create and present a slide deck to the MPP Student Council a detailed annual budget proposal (every July) to apply for funding for the upcoming academic year
 - *Note that funds are deposited into student organization fund codes in two equal installments (fall deposit and spring deposit) of 50% of the total amount awarded for the academic year.*
- [Additional funding opportunities are provided by GPSG to affiliated student groups:](#)
 - Semester funding request forms
 - Alumni Engagement Fund
 - Co-Sponsorship of events

Students interested in creating a new student organization must complete a process that includes:

1. Research similar organizations on campus
2. Schedule a meeting with the Student Wellness & Engagement Coordinator to plan the next steps.
3. Create a proposal/mission/constitution for your organization. Reach out to MPP Student Council President to present at an upcoming council meeting.
4. If approved by the Council, start the application process in DukeGroups.com for GPSG affiliation.
5. Secure the organization's president, treasurer, and advisor. You will also need approximately **5** members to register.
6. Wait for Student Affairs approval in DukeGroups, after their approval your group will be sent for GPSG approval.
7. Have your president and treasurer complete the financial training in DukeGroups.
8. Have at least **one** member become a social host via DuWell training.

Campus Resources for Graduate Students

In addition to the resources and support services available to students within the Sanford School, MPP's have access to University facilities, resources, and programs to meet their needs and expand their knowledge and skills beyond the classroom. Some frequently accessed campus resources are listed below. Please see the MPP Director of Student Services (belen.gebremichael@duke.edu) for additional information or referrals to specific offices.

Health and Wellness

Student Health: This is the primary resource for health care services at Duke, offering general medical care, nutrition counseling, immunizations, physical therapy, allergy immunotherapy, a pharmacy, and other services.

Website: <https://studentaffairs.duke.edu/studenthealth>

Appointments: 919-681-9355

Location: Student Wellness Center, 305 Towerview Drive, across the street from Sanford

CAPS (Counseling and Psychological Services): This office provides individual, couples, and group counseling services as well as workshops to build and enhance life skills that allow students to thrive in graduate school. The Gender Violence and Prevention and Intervention Office is housed under CAPS.

Website: <https://studentaffairs.duke.edu/caps>

Phone: 919-660-1000

Location: 3rd floor of the Student Wellness Center, 305 Towerview Drive, across the street from Sanford

Student Disability Access Office: This office is dedicated to providing and coordinating accommodations, support services and programs that enable students with disabilities to have equal access to all Duke programs, activities and services. Students qualifying as disabled in accordance with the Americans with Disabilities Act of 1990 and/or the ADA Amendments Act of 2008 should contact this office as early as possible to initiate the accommodations request process.

Website: <http://access.duke.edu/students/index.php>

Phone: 919-668-1267

Location: 705 Broad Street, Garden Level

Women's Center: This center offers support and services to promote gender equity and prevent and address instances of gender violence. All members of the Duke community are welcome to consult with center staff and participate in center-sponsored activities.

Website: <https://studentaffairs.duke.edu/wc>

Confidential Crisis Support: 919-684-3897 (M-F, 9:00 AM – 5:00 PM)

Location: 101 Bryan Center

DukeReach: Is a collaborative university program which connects *students in crisis* to the appropriate counseling, medical, and personal assistance services they need. Members of the Duke community may complete a DukeReach report via the web to share concern about a student's health or behavior.

Website: <https://studentaffairs.duke.edu/dukereach1>

Phone: 919-681-2455

Culture and Identity

Duke International Student Center: Celebrating its 51st year in 2016, this center provides educational services, outreach, and advocacy to international students and their families as well as other members of the Duke community who want opportunities to socialize and engage with international students. Popular Duke International Student Center programs and services include Duke Language Partners, Global Café, and Connect/Learn/Grow.

Website: <https://studentaffairs.duke.edu/ihouse>

Phone: 919-684-3585

Location: 114 South Buchanan Boulevard

Center for Multicultural Affairs: This center serves as a space for students to learn how to navigate a complex cultural environment from unique, multicultural perspectives. The center frequently sponsors panel discussions, workshops, and events to explore issues about race, ethnicity, socio-economic status, national origin, and gender.

Website: <https://studentaffairs.duke.edu/cma>

Phone: 919-684-6756

Location: Bryan Center Suite 101

Mary Lou Williams Center for Black Culture: This center strives to cultivate understanding, build community, and foster appreciation for Black culture as well as provide support services that contribute to successful academic and personal development of Black students at Duke University.

Website: <https://studentaffairs.duke.edu/mlw>

Phone: 919-684-3814

Location: 101 Flowers Building

Center for Sexual and Gender Diversity: The mission of this center is to provide education, advocacy, mentoring and support for LGBTQ and allied students, staff, faculty, and alumni/ae. During the academic year, the center maintains a very active calendar of events and programs as well as training programs for allies, and in 2015, a dedicated online magazine (*WE magazine*) celebrating the gender diverse community at Duke.

Website: <https://studentaffairs.duke.edu/csgd>

Phone: 919-684-6607

Location: 100 Bryan Center

Duke Human Rights Center at the Franklin Humanities Institute: This interdisciplinary center includes faculty, staff, and students interested in promoting human rights and is committed to the goal of social justice and the study of accountability and reconciliation. Sanford faculty members Bob Korstad, Sandy Darity, Catherine Admay, and Bob Cook-Deegan are affiliated with the center.

Website: <http://humanrights.fhi.duke.edu/>

Location: Smith Warehouse; 114 S. Buchanan Blvd. 1st Floor, Bays 4 & 5

Student Expense Reimbursement Policies and Procedures

There are occasions during the MPP program that students may be reimbursed for travel expenses or miscellaneous expenses incurred for program-related activities. Examples include MP travel awards and 804 Spring Consulting Project travel. **Note:** these instructions are applicable for non-student organization expenses. Student organization expenses are reimbursed through UCAE.

All reimbursed trips must be pre-approved by the Director of Graduate Studies or the Director of Student Services and Program Development. You will be required to submit documentation through [Concur](#).

The following list indicates the type of documentation that should be submitted with the Travel Expense Form.

Air/rail/bus: Original ticket receipt, not email confirmation. Boarding passes are recommended to be submitted for proof of flight

Rental car: Original receipt/contract showing itemized charges

Hotel/motel: Original receipt showing itemized charges

Registration fees: Receipt, cancelled check or registration confirmation form indicating payment of registration fees

Meals: Original itemized receipts for all meals. Per Duke and Sanford Accounting, NO Alcohol is reimbursable. Please have alcoholic beverages put on a separate receipt and pay with personal funds.

Taxi, shuttle, public transportation: Original receipts

If traveling to an area that receipts are not widely used, please keep specific documentation of where, when and amount spent. You will need to fill out a missing receipt form with this information.

Entertaining/Business Meetings: Reimbursement for entertainment and business meetings require additional information. List the names of persons attending, their business relationship(s) to Duke and the Duke-related business purpose in the space provided on the form. Receipts are required for all entertainment and business meeting expenses, regardless of the amount.

Students should scan original to Concur for reimbursement processing. Students should retain original receipts for documentation.

Student employees receiving payroll payments via direct deposit will receive travel reimbursement payments the same way. An email notification will ask you to go into your Duke@Work site and approve the charges before payment can be made. It may take a month for funds to be deposited into your account.

Students receiving reimbursement via live check can pick up their checks at the University Cashiers Office, located in the Smith Warehouse, 114 S. Buchanan Blvd., Bay 8, room B103. An email notification sent to the student provides information about the availability of the check. The individual picking up the check must present a valid Duke Identification Card.

Managing Time and Stress

Earning an MPP at Duke is a full-time job, and, as such, students should expect to devote significant time and effort to completing course assignments and reading. The MPP Academic Committee has surveyed first-year students to assess workload. Results indicate that most MPP's spend between 40 – 60 hours per week, including class meeting time, on coursework and reading. For this reason, it is not recommended that MPP's work more than 20 hours per week at campus (including the departmental teaching assistantships) and/or off-campus jobs.

It will be important for you to consider how you can best manage your time and alleviate stress during “peak” workload times, such as mid-semester testing, finals, group project due dates, or the 48-hour memo. You may want to think about the stress management techniques that work best for you now to avoid burning out at mid-semester. It is very easy to get overwhelmed by work or to jump head-first into all the activities Duke and Sanford have to offer. Keeping perspective and maintaining your personal coping mechanisms are invaluable. Whether it is working out, meditating, reading for fun, going hiking, knitting, or calling someone back home just to talk, make time to do it!

Resources to Assist You

- The MPP Program Office provides all first-year students with a fall Core Course Coordination calendar that lists most major tests and assignments for the core MPP courses. Keep this calendar handy and use it to make plans to manage your workflow.
- The Office of Information Technology (OIT) and Social Science Research Institute (SSRI) offer graduate students technical training and support related to academic research. Services include free technology workshops, on-demand student group training, and access to/training to use statistical applications for quantitative analysis. Visit <https://ssri.duke.edu/about/mission-history/> for more information.
- Statistics Lab TA's are second-year MPP or PhD students who are available by appointment to consult with you on data analysis/research questions.
- Optional Microeconomics 810 and Statistics 812 review sessions are held during fall semester at the instructors' discretion to reinforce concepts presented in class and provide opportunities to address student questions.
- Sanford faculty and staff have a reputation for being very approachable and are available to discuss your program concerns. Many staff and faculty members have an “open-door” policy to meet students without appointments; others have designated office hours reserved to respond to student questions.
- Duke University’s Counseling and Psychological Services (CAPS) office offers individual and group counseling as well as workshops and courses to help students manage stress and flourish in graduate school. Duke also offers 24/7 mental telehealth support to all Duke students at no cost. Visit <https://students.duke.edu/wellness/caps/> and <https://timely.md/schools/index.html?school=bluedevils&> for more information.
- Duke dedicates resources to serve students in need and to help members of the Duke community report potential crisis situations. The university’s Office of Case Management oversees the online DukeReach system to receive and respond to incident reports submitted by concerned members of the Duke community. If you have serious concern for a peer who is exhibiting symptoms of distress and is engaging in behavior that may pose a safety threat to him/herself or others, you may file an electronic report at <https://students.duke.edu/wellness/dukereach/>

Reading Efficiently

Most MPP core courses include reading lists of essential and supplementary material. Determining which items are must-reads and which are ancillary and budgeting your time accordingly will help you get a handle on reading assignments. The following are tips from Duke University's Academic Resource Center (ARC).

With the Book Closed

For every textbook, book, or article that you are assigned, think about the purpose of the reading in relation to the course as a whole.

- Consider the role of the reading material in your class. Is it the essential source of information? Is it included to provide background? Serve as a reference? Serve as supplemental information?
- Why did the professor assign the reading material? How does the professor use it in the course? Is the material discussed thoroughly in lecture or only occasionally mentioned? How does the material coordinate with other aspects of the course, such as problem sets, paper assignments, course packs, etc.?

Opening the Book

A large part of reading is predicting. The more you can predict while you are reading, the easier it will be. Try the following strategies to acquaint you with the material and help you make predictions.

- Read the table of contents, cover, and intro blurb to see how information is organized and what will be covered.
- Read the preface, introduction, or forward to learn the author's purpose for writing.
- Examine the layout of a chapter to locate headers, review sections, study questions, etc.
- Decide how the format of the text should guide your study strategies for the course.

Reading the Assignment

- Before you begin, anticipate what you need to do with the material in the future and choose a reading strategy to suit this goal. (e.g., you may opt to simply skim supplementary material).
- Read the beginning of the assignment carefully to help you predict and read the rest of the assignment faster.
- Create a simple, graphic representation of the information. Chart, diagram, or draw relationships or systems to show connections among concepts.
- Reduce each paragraph to a word or phrase and write it in the margin. Turn these key words/phrases into a study outline after reading the material.
- Underline (rather than highlight) important information after reading the entire assignment.
- Make a list of specific questions you need answered as you read.

Overview of Teaching, Research, and Graduate Assistant Assignments

For many MPP students, the financial aid package includes a commitment to serve as a Teaching Assistant (TA), Research Assistant (RA), or Graduate Assistant (GA) while studying here. Others will be offered opportunities to submit letters of interest to secure an assistantship if additional TA, RA, or GA positions become available. This document will provide you a basic overview of how positions are assigned, and expectations of TA/RA/GAs.

Each semester, to begin the TA/RA/GA assignment process, we survey Sanford faculty and staff members to determine the needs of their classes, research projects, and offices. We assess needs and determine which classes will receive TAs, which projects will get RAs, and which offices will receive GAs. Next, we provide students who are guaranteed positions with a list describing the assistantships and an application form on which they identify all positions for which they are available and qualified to serve as a TA/RA/GA. We then match students to available positions.

Within individual departments, graduate TAs, RAs, and GAs perform a variety of roles related to teaching, research, and organizational operations. In the Sanford School, teaching assistants work directly with an instructor to provide an optimal learning environment for the students enrolled in the class. Research assistants contribute directly to the ongoing research of the faculty member, which in turn helps the professor become a better teacher and scholar. GAs help Sanford staff recruit students, place undergraduates in internships, plan events, update publications and resources, and keep various aspects of the school and its programs running smoothly.

As a TA, RA, or GA you are expected to maintain the highest levels of professional and ethical standards, such as a respect for honest and responsible exchange of intellectual ideas, fair and equal treatment of all students, respect for individual differences, and avoidance of any interactions that could jeopardize the objective assessment of student efforts, including, but not limited to, dating students who are members of the class while you are serving as its TA. All teaching, research, and graduate assistants with access to student “education records,” including personal data, test scores and other academic performance information, must comply with guidelines of the Family Educational Rights and Privacy Act (FERPA), available for review at:

<https://www2.ed.gov/policy/gen/guid/fpcos/ferpa/index.html?src=ft>. Further, any research or work must be thorough and accurate and completed within the agreed upon time frame.

TA/RA/GAs at the Sanford School is expected to work an average of 10-12 hours per week. All positions begin no later than the first day of the semester in which you have been assigned as a TA/RA/GA. TA assignments end upon completion of examination/final assignment grading for the course. For RAs and GAs, assignments conclude no earlier than the last day of undergraduate classes for a given semester. At least once per year, we will host an introductory session for TA/RA/GAs, which will provide you with more complete information on expectations and norms. We will also direct you to resources that may help you more fully develop your abilities as a TA/RA/GA. Assistants will be formally evaluated at the end of each semester. The results of these evaluations will help us monitor and improve the assistantship system.

We appreciate all that MPP assistants do to help make the Sanford School a better place to teach, research, and work!

Checklist of Administrative Assistantship Details

1. Payday is on the 25th of the month, and your pay statement will be visible electronically through a secure link on the Duke HR website. Paychecks are required to be deposited automatically to your financial institution. See Nancy Shambley (nancy.shambley@duke.edu) for payroll issues.
2. Copying: Your faculty or staff assistantship supervisor should provide you with a copy card to use for assistantship copying purposes. Please use the copy machines in the Sanford Building, rooms 133 and 223D, or in Rubenstein Hall, rooms 104, 195, 205 and 285. If you need technical assistance with the Sanford copiers, or if you find one broken beyond your capabilities, please contact Jokya Sanders, Sanford Facilities Manager, at jokya.sanders@duke.edu, immediately so a repair request can be placed.

3. Copy Cards: See Belinda Keith in Room 121 Sanford if your professor does not provide you with one. Please return copy cards to Belinda at the end of the semester.
4. Office Keys: If you need access to your professor's office, the professor should email Jokya Sanders or Emily Totherow to request a key. The key should be returned to Jokya or Emily at the end of the semester.
5. Room Reservations: Visit <https://25live.collegenet.com/pro/duke#!/home/search/event/list> and complete the on-line room reservation request through the 25-Live system. Be certain to include time, purpose, location preference, number of students or attendees, AV equipment requirements and other special needs. Try to make your room reservation as far in advance as possible. For emergency room reservation needs, please contact Jokya Sanders at jokya.sanders@duke.edu
Study/Bubble Rooms may NOT be used for TA Office Hours.
6. AV and Equipment Needs: For information on availability and use of audio/visual devices, contact Emily Totherow at emily.totherow@duke.edu or 919-613-9269
7. Troubleshooting: contact the following people if you have problems with:
 - Copy Machines: Jokya Sanders, jokya.sanders@duke.edu
 - Copy Cards: Belinda Keith, 919-613-7308, belinda.keith@duke.edu. Due to funding policies, RA's must place special orders for supplies with Belinda. TA's must notify Belinda of the supplies they need before removing them from the designated TA supply cabinet.
 - Mail/Express Delivery Vendors: Belinda Keith, 919-613-7308, belinda.keith@duke.edu. Belinda will provide you with instructions and fund codes.
 - Building/Room Maintenance: Jokya Sanders, jokya.sanders@duke.edu
 - Payroll: Nancy Shambley, 919-613-7316
 - General Concerns: Belen Gebremichael, 919-613-9207, belen.gebremichael@duke.edu
 - Academic Issues: DGS Ken Rogerson, 919-613-7387, rogerson@duke.edu.

Checklist for Discussion with Professor:

For Teaching Assistants:

- What are my responsibilities? Are they clear and doable within the time frame available?
- What specifically is my role in evaluating student work products? What guidance will I get with respect to substance and standards?
- Will I be meeting with students in groups? Individually?
- Am I expected to come to every class and what is my role during class?
- How much and how often should I meet with my professor?
- If there is another TA for the course, how are we going to work together? What does the professor prefer?
- Are there any students with special needs in the course whose accommodations will require TA involvement (e.g., note-taking, reserving space for extended time testing)?

For Research and Graduate Assistants:

- What are my responsibilities? Are they clear and doable within the time frame available?
- If I am doing research, am I clear on what the professor or staff wants?
- How often will I meet with my professor/staff member?

Tips for First-Time Teaching Assistants

If you have never been in the role of a teacher before, your first college teaching assistantship (TA) can seem daunting. To increase your comfort level, you can apply skills mastered from your own past educational experiences or work experiences to help you manage and execute TA responsibilities. Professional skills and behaviors that you have developed, such as: organization, time-management, setting objectives, understanding

group dynamics, interpersonal communication skills, sensitivity to cultural differences, etc., will serve you well in your new role as TA.

Developing a Good Working Relationship with the Faculty Member

TA's for public policy courses perform a wide variety of tasks, and no two TA assignments are exactly alike. The faculty member teaching the course to which you have been assigned determines his/her TA's level of responsibility for performing key tasks. Most often, faculty members expect TA's to assist them with grading, lead discussion sections, hold office hours, and attend class. Other administrative duties, such as maintaining records and posting materials on Sakai, preparing course materials for distribution, and creating library e-reserves, may also be required. Cultivating a good working relationship with your faculty member is essential to a successful teaching assistantship. Some tips to help you build this relationship are:

- Meet/communicate with the instructor prior to the beginning of the semester to get a clear understanding of his/her expectations and define your role.
- Obtain a copy of the syllabus and a detailed reading list, if applicable, as early as possible.
- Ensure that you will have access to all texts/required readings/course materials.
- Schedule regular (weekly) meetings with the instructor to discuss the course and any concerns. (Faculty often require these meetings.)
- Prepare specific questions to ask the instructor to get clear answers about the course, content and teaching strategies, grading standards and feedback, etc.
- Maintain an empathetic yet neutral position in responding to student frustrations/complaints and dispassionately convey student concerns to the instructor.

Grading

Grading responsibilities vary based upon course content and instructor expectations. Grading for quantitative courses, for example, often entails assessing regularly-assigned problem sets. Grading for courses that emphasize writing skills may require students to read lengthier papers and provide feedback on content and quality of writing. Student writers benefit from receiving clear, specific feedback on written work; however, in an effort to do a thorough job, it is easy for TA's to spend excessive time grading papers. Some tips to help you balance grading responsibilities with your own schedule needs are:

- Meet with the instructor and other TA's to generate a mutually agreed upon set of grading standards (global versus holistic, etc.) and policies (how to handle late/missed assignments, etc.)
- Be clear on the instructor's grading expectations. Are TA's expected to provide written feedback on student papers and "recommend" grades to the instructor, or will the TA "assign" grades directly?
- Request a sample graded assignment from the instructor.
- Provide concise, constructive written feedback on content and style that shows the student how to improve future drafts or assignments. Avoid rewriting the material for the student.
- If you find yourself making the same suggestions for revision multiple times for a particular student, it might be more effective to meet him/her briefly during office hours and explain your feedback in-person.
- Early in the semester, you may point out mechanical errors in student writing and recommend a good grammar/style manual (such as *The Chicago Manual of Style*) for student reference. Do not continue to devote excessive time to correcting and explaining mechanical errors as the semester progresses. It is the student's responsibility to address this weakness and improve his/her technical proficiency.
- Refer undergraduate students struggling with writing skills to The Writing Studio (<https://twp.duke.edu/twp-writing-studio>) for a free 50-minute writing consultation.
- Be consistent throughout an entire set of papers you are grading. Using a rubric may help you do this. Take a break if you sense yourself becoming bored (and, therefore, more lenient) while grading.
- Sort the papers into quality ranges or piles before scoring them. Then revisit the papers in each pile and rank them.
- Ask the instructor for suggestions or feedback if you have questions about grading a particular assignment or paper.
- Report concerns about potential violations of the academic honesty code to the instructor. Remember that Family Education Rights & Privacy Act (FERPA) rules require teaching assistants to maintain confidentiality in all academic matters involving students.

Leading Discussions

Discussion sections allow students to participate actively in learning course content. A well-planned discussion allows for synergies among students that extend learning beyond what can be conveyed via lecture. A poorly organized discussion section can devolve into an unproductive session. To stay on target during discussion sections, the following tips may be of value:

- Establish a clear, manageable goal for the discussion based upon your assessment of the students' understanding of course materials being covered in class and/or content of the readings to be discussed.
- Decide what you and/or the instructor feel the students should learn from the discussion, and use this benchmark to keep the discussion on track.
- Hand out/email study questions before the discussion, so students can think about and plan their responses/comments.
- Cultivate an environment that promotes inclusion in the discussion. Students need to feel valued and secure to express their ideas. Be mindful of cultural and learning differences in assessing the dynamics of the group.
- Serve as a moderator who clarifies and summarizes main points of the discussion and segues or refocuses the discussion as needed.
- Insist that personal concerns not related to the topic at hand be discussed one-on-one during office hours.

Holding Office Hours

Office hours give students a chance to meet one-on-one or in small groups with TA's to ask questions or clarify content points that need not be addressed with the full class. Most TA's are required to hold two office hours each week. The hours should be scheduled at a regular time and location, if possible. To make the most of your limited office hours, consider doing the following:

- Establish early in the conversation the reason for the student visit and focus the conversation on this topic.
- Take notes of recommendations you make to give to the student or keep for your own reference.
- Ask questions to lead students to reason through answers to their own content questions.
- Avoid becoming defensive if a student expresses frustration or has a complaint. Be empathetic and ask probing questions to get a better understanding of the problem. Refrain from making a snap judgment/decision. Give yourself time to think about and/or discuss the concern with the instructor before responding.
- Consider grouping students with similar concerns/issues.
- Consider designating some office hours as "review sessions," so students can determine the best time to schedule a visit with you based upon their needs.
- Invite students who are having difficulty with specific course material to visit you during office hours.
- Keep track of students you see during office hours, and encourage those who have not come to do so.

Tips for First-Time Research and Graduate Assistants

- Meet/communicate with your research project or administrative office supervisor prior to the beginning of the semester to get an overview of the project on which you will be working and to agree upon expectations and objectives of your position.
- Provide your faculty or staff supervisor with a copy of your academic schedule, so he/she knows your general availability.
- To the extent possible, plan a regular schedule for your 10-12 hours per week and make every effort to follow it.
- Be realistic and encourage your supervisor to be realistic about the scope/depth of research support you can provide (as compared to a PhD research assistant).
- Approach your research or administrative office assistantship as seriously as you would any job from which you would expect to receive a favorable recommendation from your supervisor.
- Use the assistantship to expand your skill set and/or network with faculty or staff you may not otherwise have had the opportunity to meet.

Financial Aid, Student Accounts and Loans

Estimated Cost of Attendance 2023-2024

The estimated Cost of Attendance (COA) provided below assumes full time enrollment 12-18 credits per term and includes both direct education costs billed by Duke University for year 1 of your program. Indirect costs representing living expenses are based on nine months of living off campus in the Durham area.

Tuition and fees are subject to change each year and are not fixed until approved by the University Board of Trustees, usually in late May. The COA will be used to determine total federal financial aid eligibility.

2023-2024 Estimated Cost of Attendance (COA)	Fall Term	Spring Term	Year 1 total
Estimated Direct Costs			
Tuition	\$26,406	\$26,406	\$52,812
Student Medical Insurance Program (SMIP)	\$3,713		\$3,713
Student Health Fee	\$472.50	\$472.50	\$945
Graduate Student Activity Fee (GPSC)	\$18.25	\$18.25	\$36.50
MPP Student Activity Fee	\$100	\$100	
Graduate Recreation Facilities Fee	\$180	\$180	\$360
Transcript Fee (One-time fee—first year)	\$120		\$120
Total Direct Costs	\$30,971.25	\$27,138.25	\$58,109.50
Estimated Educational Supplies			
Books & Supplies	\$334	\$334	\$668
Total	\$334	\$334	\$668
Estimated Indirect Costs			
Student Living Expenses			
Board (Food)	\$1,816	\$2,270	\$4,086
Housing & Utilities	\$5,792	\$7,240	\$13,032
Miscellaneous Personal Expenses	\$1,832	\$2,290	\$4,122
Transportation	\$872	\$1,090	\$1,962
Total Indirect Costs	\$10,312	\$12,890	\$23,202
Total Cost of Attendance for one academic year	\$41,617.25	\$40,362.25	\$81,979.50

All figures are estimates only. Annual tuition and fees are divided evenly between the fall and spring terms.

*The Student Medical Insurance Plan is required for all MPPs and is charged during the fall term. Students may waive out of this plan if they can present proof of alternative coverage. International students with an F-1 or J-1 visa are required to purchase the student medical insurance plan. The actual cost of the Student Medical Insurance Plan is established before the fall term begins. The University Bursar's Office provides additional information regarding student medical insurance with fall tuition statements.

Additional Considerations That May Raise the Cost of Attendance for Aid Purposes

- One-Time Computer Increase—Students must submit an invoice showing the price of the computer in order to receive an increase up to \$2,500.
- Study Abroad Expenses (Hertie Exchange Program)—Students can request an increase in transportation costs and living expenses. Copies of round-trip airfare receipt and dorm/rental agreement must be made available to the financial aid office prior to the increase being made.
- Loan fees — loan fees may be factored in to the cost of attendance on an individual basis.
- Dependent Increase — for actual childcare expenses up to \$5,000. Documentation of the expense (canceled check, bill, statement) must be provided to the aid office.

Additional Costs

Students who

do not complete the degree requirements in the approved time, are charged \$1000 for each additional semester required to complete the MPP degree. Prescribed time to complete the MPP degree is:

- Two academic years: Two-year MPP students
- Three academic years: MPP/MBA or MPP/MEM students
- Four academic years: MPP/JD students
- Five academic years: MPP/MD students

Financial Aid Awards, Student Accounts and Loans

The Duke Master of Public Policy Financial Aid Office awards merit-based financial aid awards to all qualified domestic and international students in the form of tuition fellowships and/or teaching, research or staff assistantships. Merit-based financial aid is offered to most accepted MPP applicants unless the student has external funding sources to pay for program costs.

We generally provide two-year MPP students (non-dual degree students) financial assistance and teaching or research assistantships for two academic years of study, conditional upon satisfactory coursework progress during the first year.

Dual degree students receive tuition fellowships during their first year of MPP academic study (generally 30 credits) and U.S. citizens are eligible for federal loans based on financial need for the remaining 9 credits taken in subsequent semesters beyond the first academic year of study if they attend UNC or Duke.

The Duke MPP Program reserves the right to amend financial aid awards if a student receives external funding, applies to become a dual degree student or fails to maintain academic performance standards. Federal Loans require students to be making satisfactory progress. Students who perform below a 3.0 for two semesters will lose their eligibility for student loans. In order to be certified as making satisfactory progress towards the degree, graduate students must maintain at least a 3.0 (B) cumulative grade point average. Students have an ongoing obligation to notify the MPP aid officer upon receipt of external funding sources, scholarships, or grants obtained independently.

The Magdalena Yesil Fellowship Fund

The Magdalena Yesil Fellowship Fund is a scholarship endowment for graduate professional students in the Sanford School of Public Policy. It provides full or partial fellowships to incoming MIDP or MPP students interested in sustainable development, nation-building, or conflict resolution in Armenia and/or the surrounding region. To apply for this fellowship, applicants must upload a separate statement describing their interest in Armenia or the surrounding region and their professional goals. NOTE: Availability of funds under this fellowship varies from year to year.

The Carlucci Fellowship

All first-year Masters in Public Policy students are eligible to participate in the Carlucci Fellows Internship Program in Security Studies. The Carlucci Fellowship awards a \$5,000 stipend to up to 5 students to be used in support of a summer internship in the area of security studies. The Carlucci family also hosts a unique networking reception for the fellows during the summer. Fellows are selected in the fall semester. For more information, please contact Carmella La Bianca.

The Duke-Margolis Scholarship in Health Policy & Management

The Margolis Scholarship is for applicants who have strong interest in health policy or have experience in the health field. Scholars are linked with the world-class experts and leading-edge research on the Duke University campus and in Washington, DC. Scholars are considered for competitive scholarships, as well as paid summer internships. The program is a collaboration between the Duke-Margolis Center for Health Policy and the Sanford School. Find out more here: <http://sanford.duke.edu/academics/special-programs/margolis-scholars>.

Financial Aid Resources

- [Access your federal financial aid history and loan lender](#)
- [The Smart Student Guide to Financial Aid](#)
- [The Sanford School of Public Policy Financial Aid Policy and Procedure Manual:](#)
- [Free Application for Federal Student Aid \(FAFSA\)](#)
- [Loan Forgiveness for Public Service Employees](#)
- [The U.S Department of Education Federal Loan Simulator](#)
- [Finaid Accrued Interest Calculator](#)
- [National Foundation for Credit Counseling Services \(NFCC\)](#)
- [FDIC Financial Planning Audio Podcasts](#)

U.S. citizens and U.S. permanent resident students who anticipate a need to supplement their financial resources through loans or college work-study employment must complete a Free Application for Federal Student Aid form in each year of study. Students should complete the FAFSA online at <http://www.fafsa.ed.gov>. Students must select the Duke University Code (002920) in order for the Duke MPP Program Financial Aid Office to obtain your FAFSA information. We suggest that the FAFSA be submitted by May 1, each academic year you are with the program. Award notices for second-year students will be sent out in early May and students should be able to accept their loan choices, if necessary, by July 1. Loan and financial aid inquiries should be emailed to sanfordfinancialaid@duke.edu. Students must be enrolled at least half-time, be U.S. citizens or permanent residents, meet the federal criteria for need, and remain in good academic standing (3.0 or better) to be and to remain eligible for Stafford Loans under the Federal Family Education Loan Program.

Loans

Federal Loans and College Work Study funds may be available to graduate students on the basis of financial need. Financial need is determined by subtracting from the standard student budget the expected student contribution (EFC) and any other financial aid awarded. The difference can be funded with federal need based financial aid. All fellowship and scholarship awards are considered financial aid in the needs analysis.

Students borrowing for the first time from Duke must also complete loan entrance counseling and promissory notes for all federal direct loans including the Graduate PLUS Loans before they will receive disbursement.

Disbursement of Loans

Generally, student loan proceeds are received by Electronic Fund Transfer at the University not more than 10 days prior to the start of classes each semester and are credited to your student Bursar account in two equal payments—at the beginning of the fall and spring semesters.

Private Loans

Alternative student loans must be obtained by the student. You must notify the loan officer so it may be included in your aid package. Most private loans must be certified by the aid officer before they will disburse.

Payment of Fellowships and Assistantships

Students must be registered in the Duke MPP Program in order to receive fellowship or assistantship support. The payment of graduate assistantships starts on September 25 for the fall semester, and January 25 for the spring semester, and is made in four equal payments on the twenty-fifth day of each month thereafter. Awards are disbursed by the first day of classes.

Payment of Student Accounts

Student bills will be available for review through the DUKEHUB web system. Approximately six weeks prior to the beginning of classes each semester the Bursar's Office emails a notice to all registered students, via the Duke Email account, that bills are available to view online. Students are responsible for monitoring their own student accounts and for making sure loans, scholarships and fellowships are disbursed properly. The bill is payable by the due date listed on the statement. Inquiries regarding statements can be directed to the Bursar's Office at bursar@duke.edu or by calling (919) 684-3531. Please visit their website for more information: [https://finance.duke.edu/bursar/..](https://finance.duke.edu/bursar/)

By accepting admission to Duke University, students agree that they are ultimately responsible for payment of all statements as presented. If full payment is not received, a late payment penalty charge will be issued. Failure to receive an invoice does not exempt students from the payment of tuition and fees or from penalties and restrictions that result from non-payment.

In addition to late payment charges, students with accounts in default may be subject to the following:

- a registration block on their account;
- a transcript block and Duke will not certify academic credits;
- student will not be permitted to go on leave of absence;
- student will not be eligible to receive a diploma at graduation;
- student may subject to withdrawal from the university.

The past due student account will also be referred to a collection agency and credit bureaus. Students with questions about their bursar accounts should first contact the bursar's office. Please contact Brandon Smith with financial aid difficulties and for other issues or questions about charges you may contact the Duke Bursar's office

Refunds for Withdrawal from School during Fall and Spring Semesters

In the event of death, refund of full tuition and fees for the term will be granted. In all other cases of withdrawal from the university, students may have tuition refunded according to the following schedule:

- withdrawal before classes begin: full refund, including fees*
- withdrawal during the first or second week of classes: 80 percent refund
- withdrawal during the third, fourth, or fifth week of classes: 60 percent refund
- withdrawal during the sixth week of classes: 20 percent refund
- withdrawal after the sixth week: no refund

*Fees will not be refunded after the start of the term. Tuition charges paid from grants or loans will be restored to those funds on the same prorated basis and will not be refunded or carried forward. If a student has to drop a course a special fee course (music, golf, etc.) or drops a paid audit during the first two weeks of the drop/add period, a full refund may be granted with the approval of the dean. The student health fee will not be refunded. Student loans must also be returned according to a government required formula. Once a withdrawal or leave of absence form is sent to the aid officer, they will notify you about the amount of funds you will need to return. Sanford fellowships are not prorated and are returned to Sanford in full.

Internal Revenue Service (IRS) Information and Publications

Under the Tax Reform Act of 1986, both fellowship payments and assistantships may be taxable. For general information about the taxability of scholarships and fellowships, students should see IRS publication 970 (see

<https://www.irs.gov/pub/irs-pdf/p970.pdf>.

For international students, fellowship/assistantship payments are subject to withholding of federal and state income taxes, based on the existing tax treaty between the student's country and the United States. In addition, there is an IRS requirement that tuition payments for foreign students must be reported to the federal government. Tax treaties can be viewed on the web. Each student's tax situation is unique, and the payroll office at Duke provides assistance

to enrolled students regarding withholding requirements. Duke employees are prohibited from providing tax advice; hence students should contact the IRS or a qualified tax advisor concerning taxes and income inquiries. More information may be found on the Duke International House Website at <https://studentaffairs.duke.edu/ihouse/living-essentials/taxes/state-tax-information>.

Forms

MPP forms can be found here: <https://sites.sanford.duke.edu/mppstudents/forms/>