

Duke | SANFORD SCHOOL *of* **PUBLIC POLICY**



Master of Public Policy (MPP) Student Handbook

2024-2025 Academic Year

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Academics and Program Policies

The Sanford School of Public Policy 2024-2025 Bulletin is available [here](#).

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. Regularly offered Ethics courses include:

- PUBPOL 816: Ethics and Policy Making
- PUBPOL 817: Ethics and Equity in Media, Journalism and Documentary
- PUBPOL 852: Organizational Ethics
- PUBPOL 614: Privacy and Ethical Decision-Making in Our Digital Era

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 Stellar degree audit platform. Participation in MPP Student Council and Sanford student organizations 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.

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 as deemed by the program; 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 program website. The MPP program will communicate concentration designated courses during each registration period.

Interinstitutional Registration: With the approval of the MPP program, 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 and policies on the interinstitutional registration process is available on the [University Registrar’s website](#).

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. In some cases, courses from a specific program and or with a specific prefix have been pre-approved through Stellic, the degree audit tool. 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 (undergraduate courses) do not count toward the required credits needed for the MPP. They also do not count towards the GPA. Please note, Law uses courses numbering below 500, however, their courses are eligible to be counted towards the MPP degree.
- 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 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 non-Sanford Duke schools and or Inter-Institutional courses may be eligible to count towards this requirement. 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 are available in Stellic. Each enrollment period, the MPP program will communicate Management/Leadership designated courses for the upcoming registration period.

Students who successfully complete the SBLI (Sanford Board Leadership Initiative) program successfully or hold a leadership role in the MPP Student Council or Sanford student organization are eligible to waive a maximum of 3 credits of the management and leadership requirement. Only one waiver (a maximum of 3 credits) will be approved based on one of the criteria mentioned above, despite students being involved in multiple activities. More information will be communicated regarding eligibility of waivers.

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. While MPPs can enroll in undergraduate level courses, however, those courses will count towards the degree. Courses outside of Sanford may use different course numberings (e.g. Law's courses are considered graduate/professional level but may be below 500).

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 and the program, specifically, the Director of Graduate Studies. Additional instructions on how to process this request will be provided by the program. 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 first contact the program for approval. Students will eventually fill out the Course Substitution/waiver/exemption request form, available on the forms page of the MPP resources website.

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 Sanford [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 9)

[Duke Law School](#): February 15

[Nicholas](#): December 15

[Duke Divinity](#): January 15

[Duke Pratt](#): Round 1 (January 15), Round 2 (March 15)

[UNC Law](#): See website

[UNC Kenan-Flagler](#): Round 1 (October 8) or Round 2 (around January 7)

[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 their options and how to submit a formal request. 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 program 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. Students should consult with the program before dropping a course, to ensure it does not have an impact on graduation requirements. After consulting with the program, students should complete a [Course Withdrawal Form](#). All withdrawals will be noted on the permanent record as Withdrew (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 Academic Programs. 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 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 Sanford Director of Financial Aid and the Bursar's office if tuition refund is applicable. The tuition withdrawal adjustments page is available [here](#).

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](#).

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](#)
- [Economics](#)
- [Environment](#)
- Fuqua Daytime MBA: A curated list will be communicated during the enrollment period
- [Global Health Institute](#)
- [History](#)
- [Law](#)
- [Political Science](#)
- [Psychology](#)
- [Sociology](#)
- [Women's Studies](#)

Electives Offered at UNC Chapel Hill:

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

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

UNC's Class Search page is available [here](#).

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

NC State's Class Search page is available [here](#).

Electives Offered at NC Central University:

Popular departments at NC Central include:

- History
- International Studies
- Public Administration
- Sociology
- Communication

North Carolina Central University's Class Search page is available [here](#).

Other Academic Resources

The MPP Students Resources page is available [here](#) and includes:

- **MPP Forms**
- MPP Student Directory
- MPP Statistics, Economics and Writing Tutors contacts

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: 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. To request a course overload, please complete the course overload form found on the MPP forms page. The request will be processed by Sanford Registrar.

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.

The Sanford School of Public Policy Code of Professional Conduct

The Sanford School of Public Policy Code of Professional Conduct is herein and can also be found on [the Sanford website](#).

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 Sanford:

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), Master of International Development Policy (MIDP), or Master of National Security Policy (MNSP) students of the Sanford School of Public Policy or other students taking courses for graduate credit at the Sanford School. MPP, MIDP, or MNSP 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.

Honor code 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

- ***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*. The Duke Library website offers guidelines for citing sources and avoiding plagiarism [here](#) and [here](#).
- ***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 [here](#).
- ***Cheating.*** "Cheating" is the act of wrongfully 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 [here](#).

- **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, [look here](#).
- **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 [this information](#).
- **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 [this information](#).
- **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](#), 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.

Penalties

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.

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 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 2024-25. **Information about the application process and deadline will be communicated by the MPP program.** These items may be subject to change but generally speaking students submit the following items as part of the application process:

- Resume
- Unofficial Duke transcript for fall semester 2024 (can be obtained through DukeHub)
- 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 prior international and work experience, will be considered in the application review process.

The MPP program will select up to two returning students and possible alternates (waitlisted) 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: Students should consult with [Duke Visa Services](#) to confirm the travel requirements and implications of traveling to Germany. 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. As Hertie’s academic calendar is not aligned with Duke’s, the MPP program will communicate the start and end time for Fall 2025. 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. Students are advised to schedule their visa appointments in advance (call/email ahead in June/July), since it may take up to eight weeks to get an appointment. Note the Hertie School of Government provides programmatic support to exchange students and admitted students can contact them for additional information on these processes.

Question: How do I find housing?

Answer: Hertie is located in central Berlin in the Mitte district. Hertie recommends that students 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/student-services/>.
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 (as defined by Hertie and the government of Germany) 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 following spring semester.

Question: **What happens to a student's guaranteed assistantship position in the 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. Sanford Registrar will add study abroad notation on students' academic records. Students will work with Hertie to register in courses at Hertie. 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. Students should consult with their assigned 807 instructor and advisor closely.

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 and Sanford 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 the [Geneva Program](#) 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. Changes to the locations listed within the Duke RRL are made on a regular basis and announced via the "Duke Travel Policy Update" listserv. If you are not subscribed to this listserv but would like to be, please email travelpolicyupdates-request@duke.edu to subscribe.

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 a planned trip. In the case of an emergency, the information provided in the trip registration form can help Duke administrators locate students and coordinate support and evacuation services, if needed.

Master's Project (MP)

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: an Individual MP or a Team-based MP.

Individual MP

The *suggested* page count for the MP is 15-25 pages. Two types of projects are possible: a project for an actual client organization that is answerable using any number of methodological approaches, or a research project that has no client organization. Students are encouraged to build their projects from their summer internships, PUBPOL 804 experience, other classwork, and volunteer or professional experiences where possible and to deepen their expertise by taking appropriate elective courses during their academic year.

Team-based MP

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

- Client Name (with documentation that client has agreed)
 - Note: teams cannot do the non-client option]
- Advisor Name (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 memorandum of understanding and or contract (much like one from PUBPOL 804) among the members of the group that acknowledges and includes the following:

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

Final deliverables should reflect a level of work appropriate for a multi-member team rather than an Individual MP.

Process for Completing the Project

All two-year MPP and dual-degree students must 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 semester, 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 MP process, each student should identify a client, a policy problem, and an MP advisor. Students are expected to initiate the MP process and cultivate their own 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 landscape analysis document describing the proposed topic, client, and MP advisor, and submits this document to the 807 instructors 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 as a second reader. Likewise, students completing team-based MPs will select one other person to serve on the MP Committee as a second reader. MP advisors should be Sanford School faculty members. Second readers normally are Sanford School faculty members as well, 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 with their responsibilities as a committee member. The client should not be a member of the committee. The prospectus and its formal review will be the basis for a large portion of the final course grade in PUBPOL 807.

In the first eight weeks of the fall semester, with feedback from an PUBPOL 807 instructor, peers, and the MP advisor, the student or Team writes a prospectus document describing the client's problem, the issue background, and the methods the student intends to use to analyze the issue and develop a recommended course of action. If a student is writing a non-client MP, the prospectus should include the specific policy-relevant questions to be addressed, a description of the data, and the proposed methodology. (A final non-client MP will resemble the kind of academic article found in scholarly journals.) 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 before the end of the fall semester (typically between mid-November and early December). Although the prospectus must be submitted to all members of the MP committee, the MP advisor is solely responsible for determining when the prospectus is ready for committee review, recommending a grade for the final prospectus/prospectus meeting for PUBPOL 807, approving the final project in the spring, and awarding a final grade for PUBPOL 808 in the spring semester.

In the course of developing the prospectus, students begin 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, typically on the Friday before spring break.

The final version of the MP is due mid-April, typically on the last day of graduate classes. 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 PUBPOL 808 course.

Students are required to submit a final copy of their MP via a Canvas class page. 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. The MPP program will send out communication regarding DukeSpace during the second half of the Spring semester.

MPP Master's Project Deadline Dates

To Graduate in May, 2024

On November 1, 2024: Draft Prospectus Due

When you have successfully completed the Prospectus review meeting, fill out the online prospectus submission form. Please refer to PUBPOL 807 syllabus and/or the course Canvas site for the specific hyperlink to use.

- NOTE: When you complete the online submission form, copies of the approval form will be sent to your advisor and second reader. Upon completion, the advisor will receive an additional form with a grade recommendation for the prospectus/prospectus review component of PUBPOL 807. It is your responsibility to assure your advisor and second reader sign the electronic forms.
- NOTE: The prospectus review meeting Must be completed by December 6 to avoid an "I" (Incomplete) grade.

On or before March 7, 2025 by 5:00 PM: Master's Project full first draft due to MP Advisor.

On or before April 16h, 2025 by 5:00 PM: Master's Project FINAL copy should be submitted through PUBPOL 808 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.

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 early in the 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 for presentation and that the student is prepared to share it with 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 committee will share their decision and feedback. After the meeting is adjourned, 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.
- After the meeting, the student will complete the Qualtrics form mentioned above, which will trigger approval forms that both committee members must complete.
- The advisor will receive an additional online form to use to recommend a grade for the final prospectus/prospectus review portion of PUBPOL 807.
- 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 completed in the spring semester.
- Communicate to the DGS the final grade to be assigned to the MP.

Expectations of the MP Committee Member (Second Reader):

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.
- The committee member/second reader has no obligation to provide any advice and guidance to the student once the prospectus is approved. Any additional involvement is completely voluntary, and students should not expect continued involvement.

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 and course expectations set by the 807 instructors, the MPP Office and Sanford School.
- Secure faculty members to serve as an MP Advisor and MP Committee Member as soon as possible during the fall semester. Guidance on timing will be provided in PUBPOL 807.
- 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, 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.
- After the prospectus meeting, provide the committee with a Prospectus Approval Form,
- 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 in the spring, 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 electronic and hard copies as directed by the MPP Program Office in the spring.

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. Note, too, that students may not be compensated by their client to complete their MPs.

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 MPP Program will host an IRB information 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 Sanford IT support via ppshelp@duke.edu or 919-613-9355.

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".

MP Project Title

Prepared for: Client Name and Organization Name

Prepared by: Your Name
Master of Public Policy Candidate
The Sanford School of Public Policy
Duke University
Faculty Advisor: Name

Disclaimer: This student paper was prepared in 2024 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.

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 PUBPOLs 804 for their spring consulting projects as well as sample executive summaries from MP's completed in prior years.

Final MP Submission Guidelines

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

Disclaimer: This 2025 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.

Once your advisor approves the final version of your MP in the spring, follow these submission steps:

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**.
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

The MPP program will send communication regarding MP submissions to DukeSpace. Instructions regarding DukeSpace submission can be found [here](#) including materials and information you need before submitting the document.

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 enrolled in PUBPOL 807 and progressing through the completion of their MP. Spring graduates will receive information regarding the research/travel grant application in late fall. 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.

Assistantships and Financial Aid

Overview of The Sanford Assistantship Assignment Process

The Sanford Assistantship Assignment Process

The Sanford Assistantship Assignment Process is an assistantship application cycle whereby students are matched to a curated list of assistantships, during the Fall and Spring semesters. Faculty and staff may hire students outside of this process and this section only pertains to the Sanford Assistantship Assignment Process. 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 are encouraged to express interest by submitting the assistantship application through the Sanford Assistantship Assignment Process during the application period. This document will provide 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. We then match students to available positions, taking into consideration many variables including faculty/staff needs, students' skills and interests and availability.

Assistantship Appointment Types

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 with a wide array of staff and administration needs, including recruiting students, planning events, updating publications and resources, and keeping various aspects of the school and its programs running smoothly.

Generally speaking, assistantship appointments through The Sanford Assistantship Assignment Process are 10-12 hours weekly. 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, noting those assigned to undergraduate courses must adhere to the undergraduate academic calendar. For RAs and GAs, assignments conclude no earlier than the last day of undergraduate classes for a given semester. TAs in particular will be added to the course evaluation they're supporting and may receive evaluation from students in the class. TA/RA/GAs 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!

Training and Resources

As a TA, RA, or GA students 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. Sanford holds a TA training each semester and all TAs are required to attend. The training includes content on teaching professionalism, [FERPA](#), [OIE compliance](#), Canvas and technology support, and Sanford/Duke Community Standards. TAs in addition to RAs and GAs whose role requires them to work with students in some capacity will be required to complete a Responsible Conduct for Duke Community Engagement training, which is a university wide training.

Administrative Details

1. The program will hold an I-9 session in partnership with Sanford HR/payroll to ensure students are added to Duke payroll. Students receive payment once a month.
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 [Kiana Farrish](#) if your professor does not provide you with one.
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: Use [25Live](#) to reserve rooms. 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:
 - Mailing/Delivery: [Kiana Farrish](#)
 - Building/Room Maintenance: Submit Maintenance form via Sanford Intranet or contact Jokya Sanders, jokya.sanders@duke.edu
 - Payroll: sspp-hr@duke.edu
 - General Concerns: Belen Gebremichael or Devonte Keith

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 2024-2025

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.

Estimated Direct Costs	Fall	Spring	Year 1 Total
Tuition	\$27,198	\$27,198	\$54,396
Student Medical Insurance Program (SMIP)	\$3,713	\$0	\$3,713
Student Health Fee	\$484	\$484	\$968
MPP Student Activity Fee	\$50	\$50	\$100
Graduate Student Activity Fee (GPSC)	\$19	\$18	\$37
Graduate Recreation Facilities Fee	\$187	\$187	\$374
Graduate Student Services Fee	\$11.50	\$11.50	\$23
Transcript Fee (One-time fee in 1st year)	\$120	\$0	\$120
Direct Costs Total	\$31,782.50	\$27,948.50	\$59,731
Estimated Educational Supplies	Fall	Spring	Year 1 Total
Books & Supplies	\$322	\$322	\$644
Estimated Indirect Costs	Fall	Spring	Year 1 Total
Board (Food)	\$1,880	\$2,350	\$4,230
Housing & Utilities	\$6,008	\$7,510	\$13,518
Miscellaneous Personal Expenses	\$1,896	\$2,370	\$4,266
Transportation	\$904	\$1,130	\$2,034
Indirect Costs Total	\$10,688	\$13,360	\$24,048
Estimated Cost of Attendance Total	\$42,793	\$41,631	\$84,423

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.

Duke-Margolis Scholars Program in Health Policy and Management

The Margolis Scholars program is a selective program for Duke University students that demonstrate a strong interest in and commitment to a career in health policy and management, as well as leadership potential to improve health policy. Named in honor of Robert Margolis, M.D., the founder of Duke-Margolis and a pioneer of innovative integrated care delivery models, the Margolis Scholars program provides promising students with the necessary knowledge, skills, and abilities to be the next generation of health care leaders. Margolis Scholars is a competitive program open to students at undergraduate and graduate levels. Selected Scholars are engaged in the program for 1 to 2 years, depending on their program of study. Click the link below to find out about the program and meet the current Margolis Scholars. Read more [here](#).

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 are disbursed.

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/>.

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>.

Student Life, Engagement & Community

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.

The most up to date student organization list and information is available [here](#).

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:

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

Sanford Diversity Statement

The Sanford School of Public Policy holds as a core value that public policy research, engagement, and education work best when multiple and varied viewpoints are well represented. We identify, learn about, and address societal challenges most effectively when we prioritize integrating diverse perspectives. Individuals and populations whose lives and experiences reflect the broad range of social phenomena we investigate, teach, and propose to address must have legitimate seats at the policy decision-making table. To this end, Sanford's Committee for Diversity Equity, and Inclusion (CDEI) is committed to working collaboratively and in close relationship with invested partners to create and secure an academic environment promoting a sense of belonging for ALL community members. We invite you to join our ongoing process of honoring human dignity while engaging civil discourse as we continue learning how best to learn from each other.

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

Managing Time and Stress

It is important for students to consider how to best manage time and alleviate stress during “peak” workload periods, such as mid-semester testing, finals, group project due dates, or the 72-hour memo (1st year Spring semester). Students may want to think about the stress management techniques that work best for them and how 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

- Sanford Graduate and Professional Wellness Resources are available [here](#). Please contact Mackenzie Phillips, Student Wellness and Engagement Coordinator for additional information.
- 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.
- The MPP program provides [tutors](#) for Statistics, Economics and various writing assignments. Utilize them as needed.
- 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/>

More information on time management and learning strategies can be found on the Duke Academic Resource Center [website](#).

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

Sanford School Emergency Plan

Sanford School Emergency Plan

The complete and most up to date information on Sanford School Emergency Plan can be found **in [inside.sanford.duke > Life at Sanford > Emergency/Safety Information](#)**

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
- Policy & Priorities
- Emergency Management Plan & Team
- Employee Responsibilities

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 & Facilities) 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 either Emily Totherow (919-613-9269; emily.totherow@duke.edu) or Joyka Sanders (919-613-9200; jokya.sanders@duke.edu).
- **Mental Health Issues:** Contact [DukeReach](#) 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.

Step 3: Notify SSPP Emergency Management

Primary SSPP Emergency Management members as follows:

- Emergency Manager: David Arrington
Senior Associate Dean for Finance & Administration
Office: 919-613-7310 | Cell: 919-812-2937

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

Secondary SSPP Emergency Management members as follows:

- Emily Totherow, Audio Visual and Facilities Manager
Office: 919-613-9269 | Cell/Home: 919-717-2266
- Jokya Sanders, Audio Visual and Facilities Manager
Office: 919-613-9200 | Cell/Home:
- Jonathan Abels, Executive Director, Duke Center for International Development
Office: 919-613-9230 | Cell: 919-604-3546 | Home: 919-493-3546
- Nadia Chamberlin, Assistant Dean for Career Services and Professional Development
Office: 919-613-7383
- 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 re-establishment of essential organizational services.
3. Third Priority: Reduce confusion and misinformation by following a clearly define chain of communication and response.

Emergency Management Plan & Team

Emergency Management Team & Responsibilities

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

The EMT will be chaired by the Senior 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:

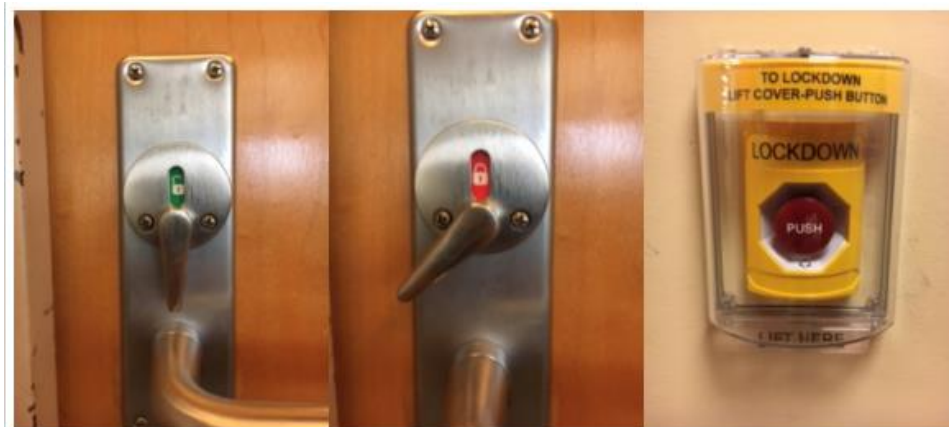
- Acting quickly
- Obtaining all relevant facts regarding the situation
- Considering impact to all key audiences (internal and external)
- Establishing goals to defuse/remedy the situation
- Engaging assistance, if necessary
- Communicating with key audiences as needed
-

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, 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 for 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](#).

Employee Responsibilities

It is the expectation of the Sanford School of Public Policy for employees to report any potential or developing emergencies up through the line of 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.

What to do in an Emergency

For specific steps 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 the fire alarm activated, exit the building.

If anyone is interested in serving as a fire safety monitor, then contact Sanford School Director of Information Technology and Facilities.

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 Information and Resources

Sanford School Frequent Contacts

A complete list of Sanford [Staff](#) and [Faculty](#) is available on the Sanford website.

MPP and Academic Programs Administration Contacts

Associate Dean for Academic Programs: [Christina Gibson-Davis](#)
Assistant Dean for Academic Programs & Student Affairs: [Jason DeRousie](#)
Director of Graduate Studies: [Vicki Bogan](#)
Assistant Director of Graduate Studies: [Joab Corey](#)
Director of Student Services & Administration: [Belen Gebremichael](#)
Academic Services Coordinator: [Devonte Keith](#)
Student Wellness and Engagement Coordinator: [Mackenzie Phillips](#)
Sanford Director of Financial Aid: [Thomas Welch](#)
Director of Admissions: [Melissa McGinnis](#)
Assistant Director of Admissions: [Mitch Moste](#)
Sanford School Registrar: [Anita Lyon](#)
Assistant Registrar: [Sabrina Diaz](#)

Sanford Career Services Contacts:

Assistant Dean for Career Services and Professional Development: [Nadia Chamberlin](#)
Director of Career Advising: [Mark Brostoff](#)
Director of Employer Relations: [Carmella La Bianca](#)
Director of MPP Career Advising: [Elizabeth Hoodless](#)
Director of Global Careers: [Jon Colon](#)

MIDP (Maser of International Development Policy) and PhD Contacts

MIDP Director of Graduate Studies: [Cory Krupp](#)
MIDP Director, Student and Academic Services: Vacant
MIDP Academic Service Coordinator (MIDP): [Jooyoung Chun](#)
PhD Director of Graduate Studies: [Lisa Gennetian](#)
PhD Student Services Coordinator: [Shawna Barrow](#)

Public Policy Undergraduate Major Contacts

Director of Undergraduate Studies: [Nathan Boucher](#)
Public Policy Undergraduate Majors Student Services Coordinator: [Suzanne Pierce](#)

IT/Computing/Facilities Contacts

Students should email ppshelp@duke.edu directly
Manager, Desktop Support Services: [Kirk Bostwick](#)
Director of Information Technology: [Neil Prentice](#)
Audio Visual & Facilities Manager: [Emily Totherow](#)
Audio Visual & Facilities Manager: [Jokya Sanders](#)

Other Unit and Administration Contacts

Associate Dean of Communications & Marketing: [Kirsten Khire](#)
Senior Events and Communications Manager: [Sarah Hay](#)
Director of Human Resources: [Sumetrice Porter](#)
Human Resources Specialist: [Grace Wright](#)
Procurement & Administrative Coordinator: [Kiana Farrish](#)
Director of Digital Learning: [Mark Hart](#)
Digital Learning Specialist: [Kailey Baez](#)

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: (Life at Sanford> Buildings Rooms & Parking Lot > Maintenance Requests)** <https://inside.sanford.duke.edu/maintenance-request/>

Building Hours: The Sanford School buildings are open to students 24 hours a day, with the exception of the first-floor office corridors. 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 8:00 PM (Sanford Building) and 7 AM to 7:30 PM (Rubenstein Hall). Use your Duke Card to access both buildings at all other times. From 10 PM to 5 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 students 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_0czsHfPkWNoH36u

Audio-Visual Equipment: If you require audio-visual equipment, contact Emily Totherow or Jokya Sanders, Audio Visual and Facilities Managers via phone 919-613-7400 option #2 or by email: ppshelp@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

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: 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. Answers to common Sanford IT questions can be found on our intranet page: <https://inside.sanford.duke.edu/sspp-it/faqs/>

Printing:

Duke'e 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
- In the mailroom of 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/>

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, Senior Communications and Events Coordinator sarah.hay@duke.edu (919) 613-7312

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/](https://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 newsletter, 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 [listserv guidelines](#): [Inside.sanford.duke.edu/it-support/sanford-listserves/](https://inside.sanford.duke.edu/it-support/sanford-listserves/).

- *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 School of Public Policy Guidelines on Signs, Flyers, Notices

This policy provides procedures related to the time, place, and manner for student posting of Sanford School-related signs, flyers, materials and other notices (hereinafter, “signs”) in the Sanford School and Rubenstein buildings on the Duke campus.

Requirements

All signs must provide information relevant to Duke and the Sanford School, such as information about planned student activities, student organization events, academic events or activities, or items or services available to members of the Sanford School community.

- All bulletin boards in the Sanford and Rubenstein buildings will be designated for a specific purpose by a Sanford or Duke unit. Boards designated “For Duke and Sanford Announcements” can be used for that purpose.
- Signs must clearly identify the Duke student organization, Duke center or program, administrative unit, or the individual student responsible for the posting. Signs without such a designation could be removed at the school’s discretion.
- All signs must include the date on which they were posted or the date of the event they are advertising.
- Solicitations and political lobbying are not allowed by outside groups/individuals.
- Sanford administration may also need to post signs throughout the building (e.g., information about the printers is provided on the wall above the printers); administration’s use of signs is not subject to this policy.
- Signs must not violate the University’s [Policy on Prohibited Discrimination, Harassment, and Related Misconduct](#). If there is a potential violation, a sign is referred to OIE for assessment and it could be removed.
- Signs must should follow the Promotion and Publicity policy within the [Duke Community Standard](#), which incorporates requirements from Facilities.
- Political endorsements or messages about candidate fundraisers are prohibited by [Duke University policy](#).
- For more info, see [The Duke Policy’s Website](#)
-

If you have a concern, question or comment, please contact ppscomm@duke.edu

The most up to date guidelines for Bulletin Board Postings in Sanford and Rubenstein buildings can be found in Sanford Intranet: <https://inside.sanford.duke.edu/policies/signage/> (Building, Rooms and Parking Lot section)

Sanford Student Email Distribution Lists:

In an effort to better align our academic programs with those of our fellow Duke professional schools and to reflect Sanford and Duke policies on the use of electronic resources, effective August 1, 2024, we have implemented the following for our Sanford-created academic program email lists:

All Sanford-created student email lists will be moderated, meaning messages sent to the list will be reviewed and approved by the program prior to being sent out to the list.

MPP Email Lists are:

ppsgrad1@duke.edu (1st year MPPs)

ppsgrad2@duke.edu (graduating MPPs)

ppsgrad3@duke.edu (dual-degree MPPs who are away from Sanford)

These lists are primarily for use of the academic program and should only be used to share program, Sanford, and Duke information of benefit to the students in the program.

If you are not a member of one of these lists and believe you should be, contact your program director to be added.

Appropriate messages from student groups or organizations, external individuals or groups, and others may also be acceptable pending program review.

Messages to group email lists included below should not include content prohibited by Duke and Sanford policies and guidelines including:

- [Duke's Community Standard](#)
- [Sanford's Code of Professional Conduct](#)
- [Duke policy on political activity](#)
- [Duke's computing resources use policy](#)
- [Duke non-solicitation policy](#)
- [Sanford's listservs guidelines](#)
-

Emails that do not meet the above criteria and/or that violate Duke/Sanford policies will be rejected by list moderators and the sender will be notified.

If you believe an email you have sent to the email list has been erroneously rejected, please reach out to the appropriate student services staff for your program (program coordinator, academic services director, etc.). All emails will be reviewed within two business days of the time the initial email was sent. Most emails will be reviewed and approved ASAP during regular business hours but there may be times when the review does not happen quickly. If you have an email that needs to be expedited, please reach out to your appropriate program student services representative though we are unable to guarantee this will expedite the review.

For more information on Sanford email lists, please review the policies linked above and [on the Sanford Intranet](#).

If you have any questions or would like to discuss this policy or related issues, please reach out to Jason DeRousie, Assistant Dean of Academic Programs and Student Affairs (jason.derousie@duke.edu).

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. **Note:** these instructions are applicable for non-student organization expenses. Student organization expenses are reimbursed through DukeGroups.

Before making purchases, please confirm with the program and or the staff/faculty/office/team that has agreed to reimburse the expenses to ensure appropriate approval.

Reimbursement Tool

Students will submit a reimbursement request through Concur. A quick reference guide on using Concur is available [here](#).

Receipts

There are various types of receipt requirements depending on the expense (e.g. food, travel, online purchases etc.). Please visit the [receipts section of FAQs](#) website of the Concur Travel Expense Management.