



Master of Arts in International Affairs and Leadership

STUDENT HANDBOOK

2021 – 2022

Effective July 2021

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Program Information

Overview

The MA in International Affairs and Leadership offered by The School of Politics and Global Studies, in partnership with the ASU Lab for Leadership, Diplomacy and National Security (LDNS Lab), prepares students for international leadership roles in a dynamic active learning environment led by senior international affairs professionals from the public and private sectors. Drawing on the LDNS Lab's access and connectivity in Washington D.C.'s international community, and ASU's extensive academic capacity, students will acquire a distinctive edge to succeed in the full spectrum of international affairs professions.

The Leadership, Diplomacy and National Security Lab (LDNS Lab) advances character-driven leadership, diplomacy, and national security education and training in support of the full range of university enterprises. Led by diplomatic and national security professionals, The Lab dedicates itself to learner-centered solutions and thought leadership through a global network of partners employing state of the art learning tools. The LDNS Lab implements concrete programs aimed at making a difference in people's lives across a range of critical areas: leadership development, human rights, rule of law, and international security. The Lab provides an open and non-partisan forum for public debate and constructive engagement. The program offers a unique blend of leadership capacity development, both theory and practice, U.S. foreign policy decision-making, regional international affairs knowledge, and key global issues substantive training.

Students will take coursework asynchronously online and participate in two, one week, in-person components at the Barrett and O'Connor Center in Washington, D.C. at the beginning and end of the program.

Faculty and Staff

Students may contact the following faculty and staff for questions regarding the program.

Ambassador Edward B. O'Donnell
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Admissions

Applicants must fulfill the requirements of both the Graduate College and The College of Liberal Arts and Sciences. Applicants are eligible to apply to the program if they have earned a bachelor's or master's degree in any field from a regionally accredited institution.

Applicants must have a minimum of a 3.00 cumulative GPA (scale is 4.00 = "A") in the last 60 hours of a student's first bachelor's degree program, or applicants must have a minimum of a 3.00 cumulative GPA (scale is 4.00 = "A") in an applicable master's program.

All applicants must submit the following on the graduate admissions page (<https://webapp4.asu.edu/dgsadmissions/Index.jsp>):

- Graduate admissions application and application fee (the application fee may be waived in specific cases)
- Official transcripts
- Professional resume
- Letter of intent
 - Using the letter of intent, applicants should narrate their own leadership journeys as well as their motivations for further studies in the areas of international affairs and leadership. The letter of intent should describe applicants' academic and professional interests to date, their definitions of character-driven leadership, their reasons for pursuing a master's degree in International Affairs and Leadership, and how this advanced degree relates to their specific future goals. Successful applicants must be able to tell a concise, coherent story about their past experiences and future goals. Two-page maximum page limit.
- Writing sample
 - Applicants must submit a three to five page (3-5), double-spaced writing sample. The writing sample should be used to showcase the applicants deep-rooted interest in international issues of the future and a desire to influence them through character-driven leadership within the context of an increasingly complicated, globalized world. Successful applicants must be able to demonstrate their critical thinking skills and ability to write a concise, coherent analysis about the topic.

- Proof of English proficiency if native language is not English (see <https://admission.asu.edu/international/graduate/english-proficiency> for details)
- The GRE or GMAT is not required but can be submitted as an additional applicant material

Tuition

Tuition information can be found here: [ASU Tuition Calculator](#).

Financial aid is available through the ASU Financial Aid office and the Graduate College. Please visit [ASU's Financial Aid office](#) or [Graduate College Funding Opportunities](#) for more information.

Program Requirements

The MA-IAL program requires 30 credit hours to be successfully completed prior to graduation. The program has four required courses, for a total of 12 credit hours, that are to be completed at various stages of the program. The four required courses are listed below:

1. IAL 501: Principles of Character-Driven Leadership
 - a. Should be completed within the first semester of enrolling in the program.
 - b. To be offered every Fall and Spring semester
2. IAL 502: The Making of U.S. National Security Policy
 - a. Should be completed within the first semester of enrolling in the program.
 - b. To be offered in the Fall semester *possible offering in the spring
3. IAL 503: Applied International Leadership: Case Studies
 - a. Should be completed prior to the final semester of study
 - b. To be offered in the Spring semester
4. IAL 560: Capstone
 - a. Must be taken during the last semester of study

The remaining 18 credit hours, six courses total, are elective courses to be selected by the student. Any IAL 3-credit class will fulfill the requirement of an elective. Select courses from other programs will be considered on a case by case basis. Please consult with the academic advisor on any advising questions.

Course Descriptions

Please find descriptions of courses to be offered throughout the program:

IAL 501: Principles of Character-Driven Leadership, 3 credit hours

Principals of Character Driven Leadership provides the student with the core concepts of character driven leadership defined as the commitment to do the right thing, the right way for the right reasons. The course focuses on values--individual, organizational, and national--along with ethics, culminating with a clear understanding of leadership. Students will explore the "leader in me" by examining the values that they embrace and the causes that they believe in, along with understanding "the environment I lead in" and the criticality of comprehending where they lead and who they lead.

IAL 502: The Making of U.S. National Security Policy, 3 credit hours

IAL 502 takes students through the realistic process of developing and implementing U.S. national security policy. Presented by a former senior national security professional, the course outlines the origins and current structure of America's national security architecture. Using actual policy decisions, students will exercise the process of analysis, decision-making and translating into action, elements of the country's national security agenda. The course will also include intensive analysis of the intent and outcome of such critical policy decisions and the leadership exercised by the participating decision-makers.

IAL 503: Applied International Leadership: Case Studies, 3 credit hours

IAL 503 builds on the theoretical and practical foundation of the character-driven leadership curriculum conveyed in IAL 501. During the semester, students will engage with faculty and with each other in multiple in-depth applied leadership scenarios, examining various aspects of leadership in international settings. The semester will culminate in individual student presentations analyzing a complex international leadership challenge. Case studies and scenarios in international settings with real-world choices and dilemmas that require group decision-making and leadership in a pressure-filled, crisis situation to achieve a peaceful and successful outcome.

IAL 504: U.S. Diplomacy in Action - the Embassy Country Team, 3 credit hours

Led by a former U.S. Ambassador, students constitute an U.S. Embassy Country Team for a specific country (Germany for fall 2021) and manage a reality-based diplomatic agenda. Students will be assigned the actual roles of Embassy team members, and together with their "Ambassador" will practice how U.S. foreign policy is developed and executed in the field and for the final written and oral project will develop and present new, creative programs for promotion of U.S. interests to improve the bilateral relationship with the country.

IAL 505: Key Issues in Today's Global Economy, 3 credit hours

IAL 505 is a project focused course that will analyze select elements of the international economic system from the perspective of both business and government decision makers. Students will learn about international trade, investment, and finance, including financing for development; the role of innovation in the U.S. and other countries; the new digital marketplace, privacy, and intellectual property rights; sustainable development and green economic development; and international energy and health issues. Students will emerge from the course with a strong background on the international economic system and sharpened analytical skills. A basic understanding of economics prior to entry in the class is strongly encouraged.

IAL 508: Transatlantic Relations: Does Europe Still Matter?, 3 credit hours

IAL 508 projects forward the directions the U.S. and Europe are moving. The students will be challenged to analyze and consider "over the horizon" trends and opportunities, but also the risks of conflict and how to mitigate and solve challenges. Case studies will present "Character-driven leadership" by U.S. and European leaders as they manage issues of cooperation and competition.

IAL 560: Capstone, 3 credit hours

Offered in the Spring and Fall semesters as appropriate, this course serves as the culminating experience for the Masters' Degree in International Affairs and Leadership. In consultation and with the approval of the instructor, students research and identify a specific international affairs leadership challenge they will present at the conclusion of the degree program. Both the initial planning session and the capstone presentation will be held during the two in-person modules of the program in Washington, D.C. The capstone product should be a visually rich 20-minute oral presentation that shows analytical rigor and defends a tangible strategic plan for achieving impact and positive change. The oral presentation must be accompanied by written back-up material that substantiates and defends the student's policy analysis and proposal for action.

IAL 598: Special Topic Courses, 3 credit hours

These are new courses that are developed by ASU Professors of Practice and other ASU faculty that serve the educational outcomes of the program but have not yet been turned into permanent courses. A GSC 598 course is an approved elective in the programs.

IAL 598: Diplomacy - Human Rights, Preventing Genocide, 3 credit hours

This course will focus on the role of diplomacy and "soft power" in preventing war crimes, atrocities, crimes against humanity and ultimately Genocide. Using the history and experience of the Holocaust and murder of six million Jewish people during World War II, the students will also examine other tragic events in the 20th and 21st century where the ultimate human rights violations were perpetrated – death of innocents. Victims of these crimes include civilians during war or civil war, i.e. military conflict or innocents as a result of hate, prejudice and persecution of minorities. Course objectives are to position students to explain US interests in preventing Genocide and violations of human rights, the international political system and laws and frameworks in place to prevent these tragedies. Students will be challenged to explain the interaction between the U.S. Government, U.S. Congress, and non-governmental organizations (NGOs) at both the "grass-roots" community engagement level and at the strategic level involving other governments, regional organizations and multilateral agencies such as the United Nations. Case studies and a reality-basis simulation exercise will deepen students' skills of communication, analysis and leadership working in a group to solve an emerging problem and crisis using the diplomatic toolkit of non-military means to stop an emerging crisis before atrocities and Genocide occur.

IAL 598: Religion and Diplomacy, 3 credit hours

Religion matters – to individuals, to international governments, and to diplomacy. An oft-overlooked component of statecraft, religion has an understated influence in international affairs. Failure to understand or even acknowledge its impact on the Diplomatic, Informational, Military, and Economic (DIME) elements of national engagement, is to do so, as renowned strategist Douglas Johnston has asserted, at our peril, or at least to our disadvantage. The purpose of this course is to prepare current

and future leaders (diplomatic, military, and political) to respond to religiously-charged situations and to enable students to identify religious elements, analyze the theoretical and practical considerations of religiously challenging circumstances, and derive possible resolutions.

IAL 598: The Role of Congress in US Foreign Policy: “Does Politics Still Stop “At the Water’s Edge?”, 3 credit hours

The 2015 invitation by the congressional Republican leadership to Israeli Prime Minister Benjamin Netanyahu’s to address a joint session in order to openly oppose the Obama administration’s nuclear negotiations with Iran is considered an important demonstration the polarization of congress had moved squarely into the realm of foreign policy. “Does politics still stop at the water’s edge? The role of Congress in US foreign policy,” is an in-depth look at the legislative branches’ influence on the development and execution of US foreign policy. The class will study the behind the scenes, day-to-day interactions between the two branches as well as the traditional tools afforded Congress under the Constitution including the authorization/appropriations process, ratification of treaties and confirmation of nominees and how these tools are utilized in today’s hyper-partisan political environment. Students will hear from academics, former and current executive and legislative branch staff, embassies and the special interests that influence Congress’ thinking on foreign policy with coursework emphasizing the preparation of briefing memos, speeches and op-eds.

Sensitive Information Guideline

The faculty will be including in MA IAL courses, video interviews, and lectures by outside experts and current and former senior U.S. Government officials who will be asked to speak openly about sensitive foreign policy and global issues. Their comments are only for you as students of leadership, diplomacy and national security and should not be quoted and attributed to them by you outside of your work and assignments during the courses. We ask that you adhere to the 'Chatham House Rule':

'When a meeting, or part thereof, is held under the Chatham House Rule, participants are free to use the information received, but neither the identity nor the affiliation of the speaker(s), nor that of any other participant, may be revealed.'

Faculty, outside speakers, and students have an expectation of confidentiality, so that everyone can speak freely, without any fear of their positions being revealed to embarrass them or damage their reputation.

Foreign Language

Obtaining a foreign language is a critical skill for international affairs leaders that will continuously help them throughout their careers. It is highly encouraged, although not required, that students of the IAL program spend time working on this. We have a partnership with the School of International Letters and Cultures (SILC) at ASU to provide accessible language classes in an online format to students in the IAL program.

Various proficiency ranges and certifications are available through this collaboration. Students may incur additional costs to attend these classes that they are responsible for.

Enrollment

Once admitted to the IAL program, students must be registered for a minimum of one graduate credit hour each fall and spring semester until the degree is completed. Summer enrollment is optional. Students pursuing a summer graduation must be enrolled in the summer. To maintain continuous enrollment the credit hour(s) must either be a graduate-level course approved within the program or be listed as continuing registration. Courses with grades of "W" (withdrawn) and "X" (audit) are not considered valid for continuous enrollment purposes. Students completing work for a course in which they received an "I" must maintain continuous enrollment during the time in which they are completing the work for that course.

Students are advised to register for between 1 and 4 courses each semester dependent on the amount of time they have to dedicate for that semester. Nine or more credits in a semester is considered full-time graduate enrollment.

A student planning to discontinue enrollment for a semester or more must submit a Request to Maintain Continuous Enrollment via the student's iPOS. The request must be endorsed by the Director of the program and the Director of SPGS and must be approved by Vice Provost for Graduate Education. This request must be filed and approved before the anticipated semester of non-enrollment. Students considering this request should research how this may impact financial aid or other benefits. Students may request non-enrollment for a maximum of two semesters during the entire program. There is no maximum for students requesting a leave of absence due to military orders. Students requesting military leave should contact the academic advisor for appropriate forms.

If the student fails to enroll for a Fall or Spring semester without an approved Request to Maintain Continuous Enrollment or other approved leave, the student is considered withdrawn from the university under the assumption that they have decided to discontinue their program. Students removed for this reason must reapply for admission to resume the degree program.

Students should maintain enrollment in the IAL program continuously, even if the student is co-enrolled in multiple programs. At least one IAL course should be completed in each the fall and spring semesters. Any exceptions to this must be approved by the program faculty director.

GPA Requirements

A student enrolled in the IAL program is required to maintain a cumulative grade point average (GPA) of at least 3.0. If a student cumulative or semester GPA falls below 3.0, the student is placed on academic probation for one semester. The goal of this status is for the student and the program director to work with the student to improve performance. A student who is unable to achieve the required GPA in the following

semester may be subjected to dismissal following a request by the program director to the Dean of the ASU Graduate College. Cumulative, Graduate, and iPOS GPA must be at 3.0.

Creating the Interactive Plan of Study (iPOS)

Each student should review the course offerings in the program in relationship to their schedule and their plan for completing the degree. The student is required to file and maintain an online, Interactive Plan of Study (iPOS) with the ASU Graduate College. The iPOS is accessed through the student's MyASU, under the "My Programs" section. The iPOS serves as an agreement between the student, the academic unit, and the Graduate College to verify the type, quality, and acceptability of the coursework and culminating experience required for the degree. The iPOS is extremely useful for student and program planning. Students should complete the iPOS as soon as possible but not later than when the student has completed 15 credit hours (5 classes at 3 credits/class) within the program. Changes can be made to the iPOS in later semesters, if necessary. If a student requires additional help or has other questions regarding the iPOS, they can contact the Graduate Coordinator for assistance.

Transfer/Pre-Admission Courses

The IAL program may accept up to 6 transfer credits for prior graduate-level training with grades of "B" or above, completed within the last three years, and not used for a previously completed degree, subject to approval by the program director and the Graduate College. Specific situations may be reviewed on a case-by-case basis. Students should contact the Graduate Program Coordinator for information on how to request a transfer credit evaluation. Please see the ASU Graduate College policy for more information (<https://graduate.asu.edu/current-students/policies-forms-and-deadlines/policy-manuals>).

Incomplete Grades

A graduate student should avoid taking a grade of "I" (incomplete) for any course if at all possible. If an "I" grade is deemed necessary, the student may be allowed any duration of time up to one year to complete the incomplete work and receive a final grade. The length of time for the extension is determined by the course instructor. If the "I" grade is not replaced with a final grade within one year of the official end of the course, it will become a permanent grade on the student's transcripts.

Satisfactory Academic Progress

A graduate student is expected to make steady progress towards completion of their degree. This involves meeting the standards and deadlines of the ASU Graduate College as well the requirements established by the School of Politics and Global Studies.

A student's progress through the MA in International Affairs and Leadership program is assessed at the end of each semester. The standard for satisfactory progress is completion of all course requirements with an overall graduate GPA maintained of at least a 3.0, no more than 2 Incompletes in a one-year period, and the student is on

track to complete the Capstone requirement within the six-year time limit for the completion of the MA.

If, in the progress review, the faculty determines any deficiency in a student's progress or performance, notification will be sent to the student, which will outline a required course of action. These requirements might include completing Incompletes (see Incomplete Policies), raising the GPA, or beginning the Capstone. If the student does not comply with the requirements, the student may be recommended for dismissal to the Graduate College. Only the Vice Provost for the Graduate College or their designee can dismiss a student from their graduate program. This dismissal may be appealed if done within 10 days of when the recommendation for dismissal has occurred. A student may also voluntarily withdraw at this point to avoid having a dismissal on their records. The full description of ASU Graduate College rules and procedures for dismissals can be found at: https://graduate.asu.edu/sites/default/files/satisfactory-academic-progress-guidelines-and-dismissal-processes_1.pdf.

A student can be placed on probation for a variety of reasons including: failure to maintain an iPOS, allowing the cumulative or semester GPA to fall below 3.0, having more than two incomplete ("I") grades within a 12-month period, or failure to meet degree program requirements and deadlines.

A student should take being placed on probation as a strong warning that continuing status in the program is in jeopardy unless corrective action is taken. A student can be placed on probation by the Director(s) of the graduate programs. The student may appeal this action by writing to the Director of SPGS within 10 days of the written notification. Appeals should be based on unusual circumstances, hardships, or error in the student's record. Any supporting documents from the student's professors should be included.

The student will be removed from probation when the conditions of the probation have been satisfied by the stated deadlines. The student will then be considered in good standing. Failure to satisfy a condition by the deadline will result in the actions specified in the original probationary letter. If the latter actions are pursued, the student will be notified in writing by the Director of SPGS and will have 10 days to appeal the decision in writing. The student will be notified in writing of the final decision. Upon recommendation from the Program Director and the Director of SPGS, the Graduate College can withdraw a student who is not progressing satisfactorily.

A graduate student who has been withdrawn from a graduate program at ASU due to lack of satisfactory academic progress is eligible to apply for admission to the same program only after one year from the term of the withdrawal.

Academic Grievance and Grade Appeals

Students who have a grade dispute or other academic grievance should first address the concern with the relevant faculty instructor. If the dispute or appeal is not resolved

with the instructor, the student may appeal to the faculty program chair/director per the University Policy for Student Appeal Procedures on Grades.

<https://catalog.asu.edu/appeal>

General grievances can be routed to the academic advisor or program faculty directors.

Time-To-Degree

A student may work towards completing the degree at their own pace. However, according to ASU policies, the maximum time to complete an MA is six consecutive years. The six years begins with the semester and year of admission to the program. Graduate students must remain continuously enrolled in at least one graduate credit hour in fall and spring semesters from the start of a program to degree completion.

Graduation

To graduate from the IAL program, a student must successfully complete all program requirements. Once a student has reached the semester of intended graduation, the student must follow the graduation deadlines and procedures outlined by the ASU Graduate College which can be found at: <https://graduate.asu.edu/current-students/completing-your-degree>

Each student should review the iPOS against their current ASU transcript continually, and at the beginning of the last academic term. Any changes necessary to make the iPOS match the official transcript should be done through the iPOS link in MyASU (<http://my.asu.edu>).

Students must apply for graduation and pay the graduation fee. From the MyASU page, select the “Graduation” tab from “My Programs” and follow the online instructions. If application for graduation is made after the deadline, the student will be assessed a late fee. <https://students.asu.edu/graduation>

Students may opt to participate in graduation ceremonies through the ASU Ceremonies office. An official RSVP must be submitted to participate in ceremonies. Official graduation ceremonies take place in fall and spring semesters. Students graduating in the summer may opt to participate in spring or fall ceremonies; however, the degree will not be conferred until all program requirements are met. Please see the MyASU page, “Graduation” tab or <https://graduation.asu.edu/> for information on ceremonies.

Withdrawal from Program

Students who would like to withdraw from the degree program are encouraged to first notify the faculty program director and graduate coordinator. Information on how to cancel admission or withdraw from the program can be found here:

<https://admission.asu.edu/graduate/cancel-defer>.

Medical/Compassionate Withdrawal

If a student experiences a serious illness, injury or other significant personal situation that prevents that student from continuing in classes, students may request a

medical/compassionate withdrawal. Students are encouraged to contact the Director of Graduate Studies and the committee chair/advisor if requesting this type of withdrawal. Students should first make use of the regular withdrawal procedures, request incompletes or make other arrangements with instructors if possible. **All applications for medical/ compassionate withdrawal require thorough and credible documentation.** <https://thecollege.asu.edu/resources/medical-withdrawal>

Voluntary Withdrawal from ASU

If a student wishes to withdraw from his/her graduate degree program and the university, they must complete the Voluntary Withdrawal form available at <http://students.asu.edu/voluntary-withdrawal-form>. Students must separately withdraw from their courses via MyASU. International students should contact the ISSC (info above) before submitting a Voluntary Withdrawal form, as it most likely will affect their visa status.

Involuntary Withdrawal by the Graduate College

Any student who does not comply with the Graduate College policies may be withdrawn from their graduate program after review by the Dean of the Graduate College. In addition, an academic unit may recommend withdrawal of a student from a graduate program for lack of compliance with published departmental policies or lack of satisfactory academic progress. All such recommendations must be submitted to the Graduate College with appropriate documentation (e.g., nature of issue, communications with student). Only the Dean of the Graduate College may withdraw a student from a graduate program due to lack of compliance with satisfactory academic progress policies.

A student who has been withdrawn from a graduate program due to lack of compliance with published departmental or Graduate College policies, or lack of satisfactory academic progress is eligible to apply for admission to the same program only after one year has passed from the term of the withdrawal.

ASU Policies and Resources

Student Responsibilities

It is the responsibility of each student to understand and observe all procedures and requirements specified by ASU's Graduate College and the School of Politics and Global Studies (SPGS). It is a requirement for all students to read and understand the MA-IAL Graduate Student Handbook, the ASU Academic Catalog and Graduate College Policies and Procedures. While program faculty and staff provide academic advice and assistance, the ultimate responsibility for meeting degree and other requirements rests with the student.

All ASU students are required to have an active ASU e-mail account and to check it frequently. Students may forward their ASU email to another preferred account but are still responsible for frequently checking their official ASU email account for

correspondence. Instructions on how to forward email can be found on the ASU Service Center tab via the MyASU page.

Information is provided to students via MyASU (<http://my.asu.edu>) and students should frequently check the MyASU page for information regarding their status, holds, and list of “to do” items.

Academic Integrity

The highest standards of [academic integrity](#) and compliance with the university’s [Student Code of Conduct](#) are expected of all graduate students in academic coursework and research activities. The failure of any graduate student to uphold these standards may result in serious consequences including suspension or expulsion from the university and/or other sanctions as specified in the academic integrity policies of individual colleges as well as the university.

Violations of academic integrity include, but are not limited to: cheating, fabrication of data, tampering, plagiarism, or aiding and/or facilitating such activities. At the graduate level, it is expected that students are familiar with these issues and that students assume personal responsibility in their work.

SPGS Commitment to Diversity and Inclusion

The School of Politics and Global Studies (SPGS) fosters a culture of inclusiveness by embracing people of varied backgrounds into our workplace and educational environment. We recognize that a diverse student population enriches the learning environment for all SPGS graduate students and others enrolled in our classes. The School embraces ASU’s commitment to inclusion as stated in the university diversity plan. SPGS is engaged in ongoing efforts to recruit and retain graduate students from a wide variety of backgrounds and experiences.

One of the most important things we can do to achieve this goal is to maintain a diverse set of faculty to serve as mentors for our graduate students. Political science research shows that having women and racial and ethnic minorities in positions of power can empower and encourage young people to follow suit. In this way, our diversity efforts at all levels of SPGS are interconnected.

‘At ASU, we have taken to heart the notion of designing and building the “New American University,” a university built on the notion of maximum social inclusion, maximum academic excellence, and maximum impact on serving our communities all from the same institution.’

-ASU President Michael Crow
Letter to ASU Community, June 1, 2020

Indigenous Land Acknowledgment

We acknowledge the 22 tribes who are native to Arizona, whose care and keeping of these lands allows us to be here today. More specifically we honor the Akimel O’odham (Pima) and Pee Posh (Maricopa) peoples, on whose ancestral homelands ASU’s campuses reside.

Discrimination Complaints

It is a violation of ASU policy to discriminate against any employee or student on the basis of that individual's race, color, religion, national origin, citizenship, sex, gender identity, sexual orientation, age, disability, Vietnam-era veteran status, special disabled veteran status, and other protected veteran status, newly separated veteran status, or any other unlawful discriminatory grounds. Complaints should be filed within 120 days of the last act of alleged discrimination. The director of the Office of Equity and Inclusion may waive or extend this time frame for good cause such as holidays or times that classes are not in session.

An employee or student (or member of the public in cases of disability complaints) who believes that they have been unlawfully discriminated against may discuss his or her concerns with the director or an assistant director of the Office of Equity and Inclusion, file a report, and/or file a complaint of unlawful discrimination with the Office of Equity and Inclusion (<https://cfo.asu.edu/hr-equityandinclusion>).

The Office of Equity and Inclusion review of complaints is a confidential process because it involves personnel matters. The parties to the complaint are guaranteed confidentiality except as noted in the policy and as necessary to conduct a thorough and fair investigation of the complaint. All witnesses in a complaint investigation are guaranteed confidentiality. All documentation and reports received and/or developed as part of the report/complaint process, including investigative reports are considered confidential unless otherwise noted in the policy.

To review the official policy, see "ACD 403: Procedures for Resolving Complaints of Unlawful Discrimination" in the Academic Affairs manual (<http://www.asu.edu/aad/manuals/acd/>).

Crisis Services

ASU Counseling Services prioritize immediate access to services to ensure that all students who request or need services can be seen the same day- no appointment is necessary. You can call or walk in and be seen anytime at one of four campus locations (<https://eoss.asu.edu/counseling/location>) between Monday-Friday, 8 a.m. – 5 p.m. If you need assistance outside of business hours, please call EMPACT's 24-Hour ASU-dedicated Crisis Line: 480-921-1006.

Counseling Services

Faculty, staff, and parents can be very helpful in supporting a student in distress to access counseling services. ASU Counseling Services staff offers consultation assistance to concerned parents, faculty, staff, and other students who have concerns about a student. By speaking with one of our counselors, you can receive information about how to talk with a student experiencing difficulties and how to access various resources. You may call any ASU Counseling Services location and ask to speak to a counselor who will help you decide what options are available. If a crisis occurs on or near campus students, faculty, and staff may be affected. ASU Counseling Services staff will schedule meetings with groups of faculty, staff, and students who have been affected by a crisis. You may call any ASU Counseling Services location

(<https://eoss.asu.edu/counseling/about-us/location-and-hours>) and ask to speak with a counselor who will talk with you about your needs.

Title IX

ASU prohibits all forms of discrimination, harassment and retaliation. To view ASU's policy please see <https://www.asu.edu/aad/manuals/acd/acd401.html>.

Title IX protects individuals from discrimination based on sex in any educational program or activity operated by recipients of federal financial assistance. As required by Title IX, ASU does not discriminate on the basis of sex in the education programs or activities that we operate, including in admission and employment. Inquiries concerning the application of Title IX may be referred to the Title IX Coordinator or to the U.S. Department of Education, Assistant Secretary, or both. Contact titleixcoordinator@asu.edu or 480-965-0696 for more information. Office located at 1120 S. Cady Mall, INTDSB 284. For information on making a report please go to www.asu.edu/reportit/.

University Resources

ASU Counseling Services: <https://eoss.asu.edu/counseling>

ASU Graduate College: <https://graduate.asu.edu/>

ASU Health Services: <https://eoss.asu.edu/health>

ASU ID Card (Suncard): <https://cfo.asu.edu/cardservices>

ASU Libraries: <https://lib.asu.edu/>

ASU Online: <https://asuonline.asu.edu/>

Career and Professional Development Services: <https://career.asu.edu/>

Student Accessibility and Inclusive Learning Services (formerly DRC): <https://eoss.asu.edu/accessibility>

Graduate and Professional Student Association: <https://gpsa.asu.edu/>

Graduate Writing and Tutoring Center: <https://tutoring.asu.edu/student-services/graduate>

International Student Services: <https://issc.asu.edu/>

Pat Tillman Veteran Center: <https://veterans.asu.edu/>

Tuition and Fees: <https://students.asu.edu/tuitionandfees>

Graduate Student Wellness Resources

(see next page)

GRADUATE WELLNESS RESOURCES

FINANCIAL WELLNESS

ASU Financial Aid & Scholarship Services
<https://students.asu.edu/contact/financialaid>, 855-278-5080

MoneyMoments: A short online course from ASU and Financial Aid and Scholarship Services
<https://students.asu.edu/moneymoments>

iGrad: A website for financial literacy
<https://asu.igrad.com/>

ASU Graduate College Funding Opportunities
<https://graduate.asu.edu/current-students/funding-opportunities>

Live Well to Succeed: Student employee wellness program
<https://wellness.asu.edu/student-employee-wellness>

ASU Student Business Services: Billing, payments, payment plans
<https://students.asu.edu/tuitionandbilling>

PHYSICAL WELLNESS

Live Well @ ASU
wellness.asu.edu; LivingWell@asu.edu

Sun Devil Fitness Complex
fitness.asu.edu

Health Services
asu.edu/health; 480-965-3349

Sexual Violence Awareness, Prevention and Response
<https://sexualviolenceprevention.asu.edu/>

EMOTIONAL WELLNESS

ASU Counseling Services
<https://eoss.asu.edu/Counseling>, 480-965-6146

EMPACT's 24-hour ASU-dedicated crisis hotline
480-921-1006

Use CRISIS TEXTLINE
Text HOME To 741741

TAO Connect: A self-help tool for emotional well-being
<https://thepath.taoconnect.org/local/login/index.php>

Center for Mindfulness, Compassion and Resilience
<https://mindfulnesscenter.asu.edu/>

SOCIAL WELLNESS

SunDevilSync: A resource for more information on Grad Student Orgs
<https://orgsync.com/login/arizona-state-university>

Disability Resource Center
<https://eoss.asu.edu/drc>, 480-965-1234, DRC@asu.edu

ASU Police (Non-emergencies)
480-965-3456, <https://cfo.asu.edu/police>

The office of **Student Advocacy and Assistance** sees students with any challenge and refers them to the appropriate resource.
<https://eoss.asu.edu/dos/srr/StudentAdvocacyandAssistance>

10 Best Practices in Graduate Student Wellbeing

Graduate school necessarily stretches us. When we strive to achieve experiences, content and context expertise, and professional mastery, we rely on every part of our intellectual, emotional, physical and purposeful self. Stretching in these ways is inherently stressful, and according to the National College Health Assessment (NCHA) graduate students report stress, feeling exhausted, and anxiety to be factors that can surface in different ways than they did in undergrad.

Read up on some of the ways you can care for yourself through increasing academic rigor and demands.



Create a sleep routine for 7-9 hours at the same time every night. Our bodies crave routine for resting; we engage in our best sleep when our bodies follow the routine we set.



Get out of your study/writing/lab space every day and **sit or walk outside for 15 minutes.** Give yourself a break that includes natural light and a change of environment.



Choose an **exercise routine that matches your needs.** Do you need to laugh and be social? Do you need alone time? Do you need vigorous exercise or movement that includes meditation? Your needs may change, so open yourself to the variety of ways to move your body that meet what you are needing during your week. Sun Devil Fitness is free for students and offers many different paths to keep active and centered.



Learn a good breathing technique for calming your body. Breathing is the one physiological part of your body that you can consciously control, and it impacts all other physiological functioning. Try a 4-7-8 breath a couple times a day to lower your body's reaction to stress.



Remind yourself of the **bigger meaning** in your work. What are you learning? How will this challenge help you or how will it make you stronger in the future?



Become aware of **how to fuel your body** to be your best. What types of food and drink do you consume, and at what frequency? These decisions impact your overall energy. Our bodies tell us we are impacted by stress when our sleep and fueling routines change.



Identify your **circle of trust.** These are the few people who you can be totally yourself with, who you can call and not skip a beat, those who you can name exactly how you are feeling, and who will provide an honest check in that you'll trust, even if it stings. These people remind you of who you are and remind you of what you are striving so hard to achieve.



Connect with other graduate students. ASU has hundreds of graduate student programs, leaving a wide array of communities in which to connect.



Ask your mentors/supervisors what they need/want/expect from you in your role. Generate conversation about their answer in an authentic way. Having **clear communication** from the start will help you return to conversations in the future.



Do something that isn't graduate school every week. You have **many identities**, and one of them is graduate student. Ensure you are supporting your whole self through this journey. Make this form of self-care important enough to schedule into your calendar.