Dear Parents and Families,

Welcome to Duke! You have joined a vibrant and dynamic community that spans the globe. We are honored that you have entrusted your students to Duke, and in return, we promise to keep you informed, engaged, and connected to the University.

The Parent & Family Programs Office in the Division of Student Affairs is your source of information and guidance as you navigate the Duke experience. Please don’t hesitate to contact the team at (919) 684-2577 or by email at familyprograms@duke.edu with any questions, comments, or concerns you may have. Think of it as your “help desk” for Duke.

I am eager to get to know our new students and their families and look forward to sharing with you the excitement that comes with the beginning of each new year at Duke. Welcome to the worldwide family of Dukies!

Vincent E. Price
President
# Campus Life Resources

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Important Dates to Remember</td>
<td>2</td>
</tr>
<tr>
<td>How to Be Involved</td>
<td>4</td>
</tr>
<tr>
<td>How to Keep in Touch</td>
<td>6</td>
</tr>
<tr>
<td>Common Student Challenges</td>
<td>8</td>
</tr>
<tr>
<td>Campus Life Resources</td>
<td>11</td>
</tr>
<tr>
<td>Academic Advising</td>
<td>17</td>
</tr>
<tr>
<td>Academic Resources &amp; Support</td>
<td>22</td>
</tr>
<tr>
<td>Student Records &amp; FERPA</td>
<td>25</td>
</tr>
<tr>
<td>Student Conduct</td>
<td>27</td>
</tr>
<tr>
<td>Money Matters</td>
<td>29</td>
</tr>
<tr>
<td>Safety &amp; Security</td>
<td>31</td>
</tr>
<tr>
<td>Transportation &amp; Parking</td>
<td>33</td>
</tr>
<tr>
<td>Wellness</td>
<td>35</td>
</tr>
<tr>
<td>Moving Forward</td>
<td>45</td>
</tr>
<tr>
<td>Duke History</td>
<td>52</td>
</tr>
<tr>
<td>Visiting Durham</td>
<td>54</td>
</tr>
<tr>
<td>Contacts</td>
<td>56</td>
</tr>
</tbody>
</table>

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Connect with us on social media today.

Join our class-year specific Facebook pages [Facebook](#) and follow us on [Twitter](#) @DukeParents.

See page 6 for more information.
Attend Family Weekend

OCTOBER 25–27, 2019

studentaffairs.duke.edu/parents/family-weekend

Family Weekend is an informative, engaging, and important yearly tradition! Over the course of the weekend, Duke welcomes parents and families to visit campus in order to interact with the organizations, people, and places that have become so important to your student.

In addition to the opportunity to experience programs, discussions, concerts, performances, and more from members throughout the Duke community, attending Family Weekend also provides a wonderful chance for you to spend quality time with your student. Not only does it strengthen your relationship, but it can also provide your student with the opportunity to bridge the gap between their lives on and away from campus.

This year, we look forward to topical and interesting programs by staff, presentations from faculty, and interactions with special members of the student community.

Register Now for Family Weekend 2019!

studentaffairs.duke.edu/parents/family-weekend
Tickets are required for select events.
FALL 2019
August 20 ..................................... New undergraduate student orientation begins
August 21 ..................................... Convocation for new undergraduate students
August 26 ..................................... Fall semester classes begin
September 26 or 27 ..................... Founders’ Day Convocation
October 5–8 ................................. Fall break
November 27–December 1 ....... Thanksgiving recess begins
December 6 ................................. Undergraduate classes end
December 7–10 ............................. Undergraduate reading period
December 11-16 ........................... Final examinations

SPRING 2020
January 8 ..................................... Spring semester classes begin
January 20 ................................. Martin Luther King, Jr. Day holiday
March 7–15 ................................. Spring recess
April 22 ..................................... Undergraduate classes end
April 23–26 ................................. Undergraduate reading period
April 27–May 2 ............................. Final examinations
May 8 ......................................... Commencement begins
May 10 ...................................... Graduation exercises & conferring of degrees
How to be INVOLVED

Duke Parents Advisory Council (DPAC)
studentaffairs.duke.edu/parents/dpac

As a member of the DPAC, you can share in your student’s Duke experience by enhancing the programs and services that the Division of Student Affairs provides for current students. The DPAC plays an instrumental role within the University by providing feedback and support throughout the academic year.

GOALS:

- Assist the division in strategic planning for new and existing initiatives
- Represent the larger community of Duke parents regarding policy and program implementation
- Provide an outlet for parents of students who want to be involved in the undergraduate Duke experience

Applications are available online, and membership appointments to the DPAC are for one year. Members have the possibility of extended service when space and interest permit. The council meets on campus twice annually, once during Family Weekend and once during the spring semester. DPAC members are expected to participate in meetings and to engage in regular electronic communication.
Support Duke’s Nationally Recognized Division I Athletic Teams

goduke.com/tickets

To purchase tickets, you can call the Duke Athletic Ticket Office at 1-877-375-DUKE (3853) toll-free or (919) 681-BLUE (2583). If you live locally, you may also visit the ticket office located in the ticket windows at the Scott Family Athletics Performance Center. The office is open Monday through Friday, 8:30 a.m. to 5:00 p.m.

Attend a Performance or Event at Duke

tickets.duke.edu

Students and families have many opportunities to attend and participate in the arts within the Duke and Durham communities. Families may attend music, theater, and dance performances and find engaging visual arts and creative writing exhibits.

For ticket information, contact the Duke University Box Office: tickets.duke.edu or (919) 684-4444. The box office is located in the upper level of the Bryan Center on West Campus and is open Tuesday through Friday, 11:00 a.m. to 6:00 p.m. and one hour prior to all events at the event venue.

Additional information about art events, programming, and engagement:

- Nasher Museum
  nasher.duke.edu

- Rubenstein Arts Center
  artscenter.duke.edu

- Duke Performances
  dukeperformances.duke.edu

- Duke Arts
  arts.duke.edu

Event Calendar

calendar.duke.edu

The Event Calendar is the main university calendar. The site offers a comprehensive listing of Duke events, including lectures, conferences, performing arts, exhibitions, cultural activities, and more. Users can search by date, event category, or organization/group and can download event details to most personal calendar clients.
How to
KEEP IN TOUCH

Duke Parents on Facebook and Twitter

To help keep you up-to-date on news across the Duke landscape and to help inform you about important college issues, we have created a variety of social media tools for you. We first encourage you to join the Duke University Parents and Families Facebook group associated with your student’s class year. These groups serve as a virtual community where all Duke families of the same graduation year can come together to share news and comments in a fun, engaging, and informative space. Please email familyprograms@duke.edu with your student’s name and class year to request the link for your Duke Parent and Families Facebook group. Because this Facebook group is restricted to only Duke families, you will have to press the "Join Group" button at the top of the page and then respond to a few security questions before an administrator adds you to the group.

Follow us on Twitter for more updates: twitter.com/dukeparents.

Sending Students Mail

All students receive a campus mailbox for their duration of time living on East or West Campus. Mail sent through the United States Postal Service will arrive in students’ mailboxes, while most private carriers deliver to residence halls. Including both a student’s box number and residence hall street address will ensure delivery to your student. For more information, visit postoffice.duke.edu.

Sample Address:  
Student’s Name  
Box Number  
Rm Number Residence Hall  
Street Address  
Durham, NC 27708
The Chronicle
dukechronicle.com

The Chronicle, Duke’s independent, Monday and Thursday newspaper, available frequently by hard copy and electronically 24/7, is actually older than Duke University itself. Students published the first issue of The Trinity Chronicle on December 19, 1905. Because Duke has no journalism major or school, The Chronicle is available for students interested in pursuing careers in journalism. You can now have all of The Chronicle’s articles delivered right to your cell phone. Read the latest sports scores or browse through the latest campus news by visiting The Chronicle’s website.

Duke Magazine
dukemagazine.duke.edu

Whether reporting on exceptionally accomplished alumni and student achievers or the frontiers of scientific research at the University, Duke Magazine presents Duke’s engagement with the weighty social, political, and educational issues of the day. Duke publishes the magazine five times per year. Students can pick up copies of the magazine at several locations on campus and will receive an occasional e-newsletter highlighting magazine content.

DukeMobile

The DukeMobile application, available from the App Store and Google Play, provides quick access to:

- Duke Directory
- Duke Event Calendar
- Dining hours and menus
- ePrint
- Campus map with building information and directions
- DukeHub
- Bus locator
- Sakai
- New Student Checklist

Users can also easily access other websites and web applications used regularly by members of the Duke community.

Duke Today
today.duke.edu

Updated daily, Duke Today features the latest news and stories from across the university. You can also stay connected with Duke on Twitter, Facebook, and Instagram.
Parenting from a Distance

COMMON THEMES

College is a time of many new beginnings. Even the happiest of students may feel homesick or doubt themselves at times. When they do, they will hopefully reach out to you. Often, the purpose of a phone call or text home is to vent frustration or express fear. The student wants to feel heard and understood, not necessarily have their problem fixed. Once this is accomplished, students usually feel relieved and ready to move forward. However, a distressed call or text home may be the start of a long night of worry for parents, only to find out at the next day’s check in that everything is fine from the student’s point of view.

So how do you know if your student is facing more than just an adjustment difficulty or needs more than to be heard or understood? While every student is different, here are some prolonged behavioral changes that suggest more is needed: loss of appetite, difficulty sleeping, withdrawal from social activities, or avoidance of class or other responsibilities. Here are some common themes to help you distinguish between a typical student experience and a possible crisis.

For more about these themes, including multimedia content, please visit studentaffairs.duke.edu/parents/first-year-parents/common-first-year-challenges.
DEVELOPMENTAL MILESTONES
The college years represent an important developmental transition point as students begin to shift their focus from peers and family to their own identities.

For first-year students, the transition out of the family home and into a diverse community of young adults presents a unique opportunity to shed their high school personas and begin to see themselves outside of how others see them. Even if it appeared that your student was rebelling in high school, your student’s identity was likely still largely tied to their peer group and the values and expectations they were taught at home. Away from home, students typically set their own rules, explore their own interests, and may attend to their own reactions with less influence by others.

HOMESICKNESS
Homesickness is a common struggle for many students. It is important to remember that what often hurts about being homesick is not simply that your student is away from home, but rather that they have not made Duke another place to call home. Returning home often (or focusing on wanting to be back home) can keep the homesick student from creating familiarity. Encourage your student to find places on campus to create routines, take study breaks, exercise, and enjoy a snack. Also, encourage your student to make living spaces comfortable, balanced with reminders of home and future goals. You can also suggest that your student joins a new club or organization. Finally, ask about who your student has met and learn about their new relationships.
RETURNING HOME
When your student returns home after having been at Duke, you may notice some changes. Most students experience a new level of independence while away at college. Structure and rules at home may seem foreign now. Be sure to have a conversation before the first visit or shortly after the visit begins. Communication is essential so that your expectations are understood and any assumptions your student may have made (curfew, chores, coming and going, and expenses) are clarified before conflict emerges. New habits may have developed that work when navigating campus but do not fit in at home. This can affect siblings too, so strong communication throughout the family is key. We encourage you to initiate conversations.

VISITING CAMPUS
When visiting your student on campus, it is important to keep in mind that Duke has become, on many levels, home. Students have a degree of autonomy and range of relationships that were not part of their lives before arriving on campus. It is important to allow your student to develop relationships, decision-making skills, and techniques for organization and time management. It is okay to offer suggestions, but it is also important to allow your student to experience the challenges and growth opportunities that college provides.

FACING CHALLENGES
Your student is likely to experience the ups and downs of emotional and practical challenges associated with college life. Among the most common experiences are:

- Feeling disconnected
- Struggling to develop habits such as time management, prioritization, and staying healthy
- Acclimating to academic expectations that may be more challenging than anticipated
- Managing a level of social and cultural diversity that may be different from the communities with which they are most familiar
- Comparing oneself to others and becoming discouraged
- Having difficulty managing relationships, both at home and at school

There are ways as a parent to support your student while still allowing them the opportunity to grow through their college experiences. Reminding them of their values, interests, and goals, while providing family support, is important in helping them navigate their first year.
Career Center

studentaffairs.duke.edu/career

The Career Center provides counseling, services, events, and resources for undergraduates, graduate students, and alumni from their first day at Duke through their first year after graduation (from Trinity College, Duke’s Pratt School of Engineering, the Divinity School, The Graduate School, and the Master of Biostatistics program in the Medical School). Their mission is to serve the Duke community as the comprehensive career center committed to the education and development of the whole person, integrating academic, personal, and career development.

Center for Sexual and Gender Diversity (CSGD)

studentaffairs.duke.edu/csgd

The Center for Sexual and Gender Diversity strives to achieve an inclusive campus climate for students, staff, faculty, and alumni with marginalized sexual orientations, gender identities, and gender expressions through education, advocacy, support, mentoring, academic engagement, and providing space.

DID YOU KNOW?

Students can become involved on campus by becoming a Resident Assistant (RA) or a member of a House Council. For more information, visit the HRL website: studentaffairs.duke.edu/hdrl/student-leadership.
Center for Multicultural Affairs (CMA)
studentaffairs.duke.edu/cma

The Center for Multicultural Affairs (CMA) promotes community engagement, multicultural education, leadership development, and social justice education through its programs and services. These efforts empower students and their organizations to create a vibrant and inclusive multicultural student community. The CMA prepares students to be social actors who have a sense of their own agency as well as a sense of social responsibility toward and with others and society as a whole. The CMA has reservable space for clubs and organizations to meet as well as space where individual students can study and relax.

Duke Chapel
chapel.duke.edu

Duke Chapel is a sanctuary for all people and is open every day for prayer, meditation, and reflection. The Chapel has a mission of “bridging faith and learning” through worship, student ministry, community connection, and the arts. This includes overseeing about two dozen Religious Life groups from five faith traditions. Built in the early 1930s at the center of West Campus, the iconic Chapel building contains 77 stained-glass windows, a 50-bell carillon, and four organs. It is home to strong traditions in preaching and sacred music, including a 100-voice choir. The Chapel holds a worship service at 11:00 a.m. on Sunday mornings as well as other services throughout the week.

International House (IHouse)
studentaffairs.duke.edu/ihouse

IHouse provides educational programs, services, and advocacy to the Duke global community on campus as well as outreach to the greater Durham area. IHouse offers extensive cross-cultural information and training to enhance the mission of the university. Students can contact IHouse at ihouse@duke.edu to find out how they can get involved. Everyone is invited to Friday morning Global Cafe from 9:30 a.m. to 10:30 a.m. during the academic year.

Jewish Life at Duke
studentaffairs.duke.edu/jewishlife

Housed in the Freeman Center for Jewish Life, Jewish Life at Duke serves as a home away from home for Jewish students. As both a fully accredited Hillel and department within the Division of Student Affairs, Jewish Life at Duke offers students a variety of enriching cultural, religious, and social programming. During Orientation Week, the Jewish First-Year Advisory
Mentorship (JFAM) program connects first-year students with upperclass students who offer guidance and support, while welcoming them into our vibrant Jewish community here at Duke. Throughout the year, students can get involved in any of the seven student groups, attend holiday and weekly Shabbat celebrations, take advantage of travel opportunities, or simply stop by to enjoy a delicious home-cooked kosher meal among friends.

Mary Lou Williams Center for Black Culture
studentaffairs.duke.edu/mlw
The Mary Lou Williams Center for Black Culture strives to promote racial understanding, build community, and foster an appreciation for and increase knowledge of Black people, Black history, Black culture, and the vast contributions of people of the African Diaspora. All are welcomed to be engaged.

Muslim Life at Duke
studentaffairs.duke.edu/muslimlife
Muslim Life at Duke is committed to enriching the lives of Muslim students and the campus as a whole. The Center provides a welcoming home to a diverse ethnic, racial, and cultural Muslim community as well as activities and programs that address all students' spiritual, social, and intellectual needs.

Fraternity & Sorority Life (FSL)
studentaffairs.duke.edu/greek
FSL serves as the center of programming and advising for the entire Duke Greek community. Duke has approximately 38 nationally affiliated chapters, which are governed by four overarching organizations: the Interfraternity Council (IFC), the Multicultural Greek Council (MGC), the National Pan-Hellenic Council (NPHC), and the Panhellenic Association.

Religious Life at Duke
chapel.duke.edu/religiouslife
Duke University currently has about two dozen Religious Life groups on campus representing Protestant, Orthodox, Catholic, non-denominational Christian, Buddhist, Jewish, Muslim, and Hindu faiths. This makes Duke one of the most religiously active and diverse universities in the world. The Religious Life team of clergy, chaplains, and administrators works to create a safe place for religious expression and student support, and promotes collaboration between Duke’s diverse faith groups. Follow the link above for a complete listing of Religious Life groups.
University Center Activities & Events (UCAE)

*studentaffairs.duke.edu/ucae*

University Center Activities and Events (UCAE) is comprised of six teams dedicated to creating opportunities for students to expand their knowledge and skills outside of the classroom. The teams include:

- Student Engagement (Student Organizations, Leadership Development, Fraternities/Sororities)
- Media and Technical Services
- Conference and Event Services
- Ticketing and Theater Operations
- Business and Finance
- Marketing and Communication

Women’s Center

*studentaffairs.duke.edu/wc*

The Duke University Women’s Center promotes a campus culture that ensures the full participation and agency of students at Duke. The Women’s Center is dedicated to helping every woman at Duke become self-assured with a streetwise savvy that comes from actively engaging with the world. The Center welcomes students alike who are committed to gender equity and social change.

The Center provides clinical services for students (of any gender) who are victim-survivors experiencing gender-related concerns, such as sexual harassment, gender discrimination, gender and sexual violence, stalking, sexual harassment, or intimate partner violence. Support is available anytime by calling (919) 970-2108. For more information call (919) 684-3897 or visit studentaffairs.duke.edu/wc/.

Living On and Off Campus

Duke’s three-year on-campus housing requirement is truly unique and helps to create an enduring sense of belonging by presenting students with the opportunity to build relationships with each other and the university on a daily basis. The University is divided into two different residential campuses: East and West. East Campus is reserved for first-year students and gives them the opportunity to get to know each other and create class unity. Wherever your student lives, they will always find good food, great friends, and fun places to hang out.
Housing & Residence Life (HRL)

studentaffairs.duke.edu/hdrl

HRL provides students with communities geared towards strong relationships with peers, support for academic pursuits, and comfortable living environments. Student leadership is important, and students are invited to get involved with their respective House Council.

**East Campus (First-Year Students):** East Campus consists of 13 co-ed buildings ranging in size from 80 students to 250 students. Most bedrooms are double rooms, and first-year roommates are matched based on similar living habits such as sleep times and preferences for music or silence while studying. All buildings have shared bathrooms, laundry rooms, kitchens, study rooms, and common areas. Leadership is an important focus of the first-year experience and students enjoy traditional events such as midnight breakfasts, the Bricks-to-Stone celebration, and weekend events.

**Close By:** East Campus is also home to many academic buildings as well as Brodie Recreational Center, Lilly Library, and the East Campus Union. Students on East Campus are just a short walk from the Smith Warehouse, 9th Street’s shopping and restaurants, and the Brightleaf District.

studentaffairs.duke.edu/hdrl/duke-houses/fy-house-info

**West Campus (Upperclass Students):** The seven quads on West Campus, with predominately double rooms and a few single and triple rooms, have been divided into 48 houses including 20 selective living groups. All buildings have shared bathrooms, laundry rooms, kitchens, study rooms, and common areas. Multiple dining locations and student meeting rooms are also easily accessible here.

**Close By:** Academic Buildings, Professional Schools, Wilson Recreational Center, Cameron Indoor Stadium, Wallace Wade Stadium, Bryan Center, Duke Chapel, K-Ville, and Duke Hospital

studentaffairs.duke.edu/hdrl/housing-information/upper-class-housing

**Off-Campus Housing**

nearduke.com

Duke provides robust information and resources for students looking to live off-campus in the Durham community. Rental options, expectations, and utility and entertainment information can all be found within our comprehensive off-campus website.
Duke Houses

studentaffairs.duke.edu/hdrl/housing-information/upper-class-housing

Duke utilizes a House model concept for living arrangements on West Campus. When students leave East Campus, they will join an upperclass House, in which they can remain through the completion of their senior year if they so choose (unless the student studies abroad for a semester). Similar to East Houses, these upperclass Houses will offer intimate communities and self-governance opportunities.

Selective Living Groups

studentaffairs.duke.edu/hdrl/housing-information/upper-class-houses/selective-living-groups

Selective Living Groups (SLGs) have been granted residential space and the ability to choose which students are able to live in the House. While some SLGs are fraternities and sororities, there are also many non-Greek SLGs with both social and intellectual themes.

Dining

dining.duke.edu

Duke is home to one of the most innovative, dynamic, cutting-edge, and award-winning collegiate dining programs in the country. Duke Dining focuses on sustainable, nutritional, and communal dining options where students, faculty, staff, and visitors can take advantage of the eclectic array of restaurant concepts with vegan and vegetarian, allergen-friendly, international, organic, and local choices. With more than 50 venues to choose from—including on-campus restaurants, food trucks, and restaurants that deliver—community members are sure to please their palate at any time of the day. Please visit dining.duke.edu for a detailed list of on-campus eateries, locations, hours, and menus.
Trinity College of Arts & Sciences – Academic Advising for First-Year Students

Strong advising helps students identify their academic and personal goals and develop a plan that integrates classroom and co-curricular experiences to achieve those goals. The Academic Advising Center (AAC) is focused on helping students as they identify and articulate these goals during their first two years at Duke.

Because Duke offers so many academic and co-curricular opportunities, no student can be adequately advised by a single individual. That is why students have a network of advisors to support them and why students are encouraged to connect with multiple members of their advising network. The key players for each student are depicted and described below. A brief video overview of advising at Duke can also be found at youtu.be/933_3bZQSQA.

College advisors – Every student is assigned a college advisor that they meet with prior to registration each semester. College advisors are faculty and staff who volunteer to advise students in a broad sense. They help students think about their course choices and possible majors, explain curriculum requirements, discuss students’ educational and personal goals, and alert students to opportunities in which they may be especially interested. Because their role is to advise students broadly, and not on a specific academic program, they often have different academic interests than their advisees. When students declare their major in their sophomore year, they are assigned an advisor by their major department, but many students choose to maintain a relationship with their college advisor as well. Among students who declared their major most recently, nearly 85% reported receiving strong guidance from their college advisor; the AAC is pleased with this number but working hard to increase it.
Academic Dean – Students are assigned a dean based on their first-year residence hall and have the same dean throughout their Duke career. Deans monitor students’ progress towards graduation, help students understand academic policies, support students during challenging times, and complement the work of college advisors by helping students think about their academic interests and goals. Students are encouraged to connect with their dean during their first year and get to know them.

Directors of Academic Engagement (DAE) – DAEs provide specialized advising related to global and civic engagements, the arts & humanities, the social sciences, and the natural & quantitative sciences. They have broad and deep knowledge of curricular and co-curricular opportunities in their areas of specialization and are an advising resource that is largely unique to Duke. For example, a student interested in becoming involved in social science research could meet with the DAE for the Social Sciences and learn about a range of research opportunities in different departments and how to approach faculty about joining their lab. A student interested in studying how to better serve refugee populations could speak with a Global & Civic DAE and discover opportunities to serve refugees in the local community as well as relevant courses at Duke. Students can schedule a one-hour appointment with any of the DAEs whenever they wish; they can meet with multiple DAEs and consult with the DAEs repeatedly over their Duke career. The DAEs are an amazing resource for students, and students are strongly encouraged to meet with at least one of the DAEs in their first year.

Peer Advisors – Each first-year residence hall has an assigned peer advisor. Peer advisors are students trained by the Academic Advising Center to provide advising from a student perspective. They are a diverse group in multiple dimensions, with majors in many departments and experience in a wide range of programs and co-curricular opportunities. They are another terrific advising resource for students.

Pre-Health Advisor – Each first-year residence hall also has an assigned pre-health advisor. They provide expert advice on medical school requirements and the broad range of competencies students must develop – in addition to performing well academically – to become competitive applicants to medical school. Students with pre-health interests can schedule a meeting with their pre-health advisor at any time and should definitely do so in their first year. There are also deans who provide pre-law, pre-business, and pre-graduate school advising.

Faculty – Faculty are a great advising resource, and an important goal for students in the first year is to begin building relationships with professors. Every department has a Director of Undergraduate Study (DUS) who oversees the major. They can help students learn more about the major and opportunities within the major.

The AAC consistently highlights the importance of building relationships with faculty and getting to know at least one faculty member each semester. One
tangible way that Duke encourages this is FLUNCH, a program that provides students with funds to take their faculty to lunch. Every student should take advantage of this opportunity.

As discussed above, students have ready access to an array of advising resources to help them identify and pursue their goals. It is important to note, however, that students are not required to meet with anyone in their advising network beyond their college advisor. Connecting with their dean, the DAEs, peer advisors, pre-professional advisors, and faculty requires a bit of initiative on students’ part. If your student takes this initiative, you should feel confident that they will have an overall advising experience that is strong and positive and that contributes in important ways to the richness of their Duke education.

Learn more about advising at Duke by visiting the AAC website: advising.duke.edu.

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**Pratt School of Engineering**

Pratt students are connected with a network of advisers, which consists of an engineering faculty advisor, academic deans, peer advisers, and various other advisers (formal and informal) around Duke who will not only guide students through the process of selecting courses but also assist your student in navigating their Duke career.

During the semester, Pratt students should be proactive in setting up a meeting with their faculty adviser at least 1-2 weeks prior to that semester’s registration period to discuss their plans for the next term, to become eligible to enroll, and to discuss any current issues or future aspirations.

Below, you will find frequently asked Pratt parent questions that contain information about the many resources and services available to your student as they make the transition to Duke.

**COMMONLY ASKED QUESTIONS FROM PRATT PARENTS**

1. **What type of computer should my student have?**

   Neither Duke nor Pratt specifically require that Duke students purchase computers for personal use. All tasks for courses can be completed on the Windows partitions of the computers in the public computing labs, and all students have 24-hour access to most of these labs. Many students, however, will bring their own computers.

   Pratt students will be expected to complete homework and laboratory assignments using software that requires considerable computing power and memory, e.g., SOLIDWORKS, LabVIEW, and MATLAB. This software is available in the public computing labs, and much of it is also available for students to download to their individual laptops. Software programs do not always operate properly on Mac computers.
Therefore, for Pratt students who choose to purchase a personal laptop with the intention of downloading and running engineering software on their laptop, it is recommended to purchase a PC that has at least 16GB of memory, 500GB of storage (solid state is preferred), and an i7 processor. Windows 10 is the recommended operating system. Students’ screen size should be at least 14 inches, or students should anticipate connecting to an external monitor for some assignments. An external mouse with a scroll wheel is sometimes more convenient.

Pratt students who choose to purchase a personal laptop with the intention of downloading and running engineering software on their laptop, and for whom the only option is a Macintosh (MAC) computer, can make it work. In this case it is recommended to use Windows/Mac OS dual boot solution such as Boot Camp (available to Duke students at no charge) or use the virtual computing resources available to all Pratt students. For the dual boot solution, it is recommended to free at least 80GB of hard drive space to make room for the Windows partition.

2. **What if my student didn’t get into the classes in their bookbag?**

Some required engineering courses (Math, Chem, EGR 103, EGR 101L, etc.) start out with a fixed enrollment and set times for lecture, recitation, and lab based on previous years’ enrollments. However, it is hard to predict the number of students with AP credits and what course conflicts will arise once students put combinations of courses in their schedules, so patience on everyone’s part is appreciated. Students with questions should contact the Pratt Academic Dean’s Office at pratt-advising@duke.edu or call (919) 660-5996 for assistance.

3. **How does my student apply for scholarships?**

Duke awards the vast majority of scholarships based on financial need as demonstrated to the Duke University Financial Aid Office. Engineering scholarships are awarded only to students who qualify for need-based financial aid. Students may also apply and compete for numerous outside scholarships offered by industry, the federal government, and non-profit organizations.

4. **When can my student begin doing research? How can one get started?**

By the time students become juniors, they have begun to choose some specialization through their coursework, and the Pratt School finds that this is a great time to begin engaging in research. Please refer to pratt.duke.edu/undergrad/research for a variety of research opportunities for undergraduates in Pratt.
5. **Can an engineering student have a second major, minor, or certificate?**

Yes. Engineering students do have second majors or minors in Trinity College that range from Computer Science, Physics, and Mathematics to Economics, Music, Psychology, and even a foreign language. Certificate programs are also available in both Pratt and Trinity. Students who might transfer to Trinity College cannot have Engineering as a second major or a minor, with the exception of the Electrical and Computer Engineering minor.

6. **Can my student study abroad as an engineering student?**

Yes. Almost 30% of Pratt undergraduate students have an international experience, including studying abroad. The Pratt School believes it is especially important for engineers – the people who design the world’s technology – to have an understanding and appreciation for other cultures. They encourage students to take advantage of foreign academic opportunities through Duke’s Global Education Office for Undergraduates ([globaled.duke.edu](http://globaled.duke.edu)). Students can spend a summer or a semester in an international locale taking classes for academic credit. Students take both liberal arts and engineering courses for credit at universities abroad. Many Duke students decide to study abroad during the fall semester of their junior year, so each major in the Pratt School has developed course plans for engineering students that fit with this timeline. The minimum GPA is 3.0 for Pratt students to study abroad. Read about Pratt’s study away policies at [pratt.duke.edu/undergrad/students/policies/3533](http://pratt.duke.edu/undergrad/students/policies/3533).

7. **Do you have a co-op program? Can students earn academic credit for a summer internship?**

The Pratt School of Engineering does not have a co-op program, but students are encouraged to seek summer internship opportunities. Students pursue paid and unpaid internships, non-profit work, and other opportunities to gain professional experiences. The Career Center at Duke provides guidance and can assist students with the internship process. Visit [studentaffairs.duke.edu/career/online-tools-resources/career-center-skills-guides/internships](http://studentaffairs.duke.edu/career/online-tools-resources/career-center-skills-guides/internships) for Career Center resources.

Academic credit is not given for summer internships. Read more at [pratt.duke.edu/undergrad/students/internships](http://pratt.duke.edu/undergrad/students/internships) for guidance on internships. Additionally, Pratt has an office of Industry and Corporate Relations that actively works with engineering students through various events and programs.
Academic RESOURCES & SUPPORT

Academic Resource Center (ARC)
arc.duke.edu

The Academic Resource Center, commonly referred to as the ARC, offers a variety of services to help students succeed at Duke.

The services at the ARC are available free to any Duke undergraduate student, in any year, studying in any discipline. Students often face new challenges in their classes at Duke and discover they need new tools and strategies to achieve their academic goals. The ARC works with students to create individualized, comprehensive approaches to learning. The ARC wants every student to gain a stronger understanding of how they learn and to apply that knowledge to cultivate successful academic experiences at Duke.

The ARC also directs Duke's new Testing Center, which offers a secure testing environment for students registered with the Student Disability Access Office who have been granted testing accommodations.

Learning Consultations @theARC
arc.duke.edu/learning-consultations

The Academic Resource Center provides highly individualized one-on-one learning consultations. Any Duke undergraduate student can meet with an ARC learning consultant to enhance their academic skills and learn strategies tailored to how they learn and to their specific courses. Consultations can address many of the challenges students may face in navigating their academic demands, including time management; procrastination and motivation; how to balance study, work, and co-curricular activities; effective note-taking; exam preparation; and more.
Peer Tutoring and Study Groups @theARC
arc.duke.edu/tutoring-study-groups

At the Academic Resource Center, small group and drop-in tutoring options are available for undergraduate students interested in enhancing their understanding in specific courses. Small group tutoring provides up to 12 one-hour, weekly sessions with an assigned tutor each semester, on a first-come, first-served basis. Students may receive small group tutoring in a second course if one of the two courses is a foreign language. Drop-in tutoring sessions occur weekly during scheduled times at specific locations. The current available tutoring and study group courses are listed on the ARC’s website.

Learning Disabilities/Attention Deficit Hyperactivity Disorder (LD/ADHD) Support @theARC
arc.duke.edu/ld-adhd

The Academic Resource Center offers students with learning and attention challenges individualized academic support to address both course-specific challenges and tailored learning strategies through learning consultations, ADHD coaching, and tutoring. If a student suspects they might have a learning difference or ADHD, the ARC can conduct an initial screen to determine the best next steps, whether that be further work with an ARC learning consultant and/or a referral for formal psycho-educational testing.

Neurodiversity Connections (NDC): Supporting Neurodiverse Duke Students
sites.duke.edu/neurodiversityatduke/

Neurodiversity Connections is a campus-wide collaboration that aims to raise awareness and create a community of support for students who identify as neurodiverse. NDC provides support to the Duke community through outreach, presentations, and programming. Students receive support through a student group, The Clubhouse, which is a low-energy, low commitment space for Duke students who want to hang out and meet people but are happier in smaller groups. Events are sensory-friendly, low-pressure, and entirely optional. Contact theclubhouse@duke.edu for more information on The Clubhouse.
The Student Disability Access Office (SDAO)
access.duke.edu

The SDAO's goal is to provide and coordinate accommodations that enable students with disabilities to have equal access to all Duke University programs and activities. Services and accommodations are provided to students with a variety of disabilities.

FREQUENTLY ASKED QUESTIONS

*Who is a student with a disability?*
A student with a disability is one who has a medical condition that substantially limits or restricts one or more major life activities. Disabilities include, but are not limited to, Attention Deficit Hyperactivity Disorders, blindness/low vision, deafness/hard of hearing, learning disabilities, psychological disorders (including Autism Spectrum disorders), mobility, and chronic health as well as other medical conditions.

*What types of accommodations are available?*
All accommodations and services are individualized and based on the student’s medical condition and functional limitations. Current documentation from the student’s medical provider showing the student’s functional limitations as well as recommendations for necessary accommodations are reviewed. Academic as well as non-academic accommodations, such as housing and transportation accommodations, may be provided through the SDAO. The SDAO also provides a variety of assistive technologies such as assistive listening devices, specialized software, and books in alternative formats to students qualifying for services. Please visit [access.duke.edu/resources/assistive-tech-tools](access.duke.edu/resources/assistive-tech-tools) for a more comprehensive list of available assistive technologies.

For specific questions, contact sdao@duke.edu, (919) 668-1267, or dial 711 for relay service within the United States.

The TWP Writing Studio
twp.duke.edu/twp-writing-studio

The TWP Writing Studio offers free, peer-to-peer, collaborative writing consultations to any Duke undergraduate or graduate student. Writers can discuss any piece of writing—lab reports to research papers to poems—at any stage in a process. Writers often come to the Studio to discuss getting started or to think through questions of organization or structure. Working with fellow students in a non-evaluative environment helps writers adjust to college-level writing and develop the awareness and skills to improve as a writer. Appointments can be scheduled online at twp.duke.edu/twp-writing-studio and writers are also welcome to come in to the Studio’s East or West Campus locations at any time for a walk-in session.
A Primer for Families on Student Privacy

You play an important role in supporting the growth and development of your student. At Duke, we want to partner with you to facilitate your student’s successful journey to adulthood and independence.

During the academic year, it is normal for families to wonder how their student is really doing. Phone calls, video chats, and text messages offer insight, but you may want a more objective viewpoint. Can you contact Duke officials and ask them to share information with you about your student, such as how well they are doing in class? Will you receive a copy of their grades? Will you be told if your student runs afoul of University expectations? These and other questions may be running through your mind.

It is normal for families to have concerns about their student when they send their loved one off to college. Sometimes it may be difficult for you to strike an appropriate balance between letting your student learn to spread their wings (and perhaps stumbling every now and then) and providing close oversight. You may have heard about “helicopter parents” – those who hover above their students, ready to swoop in for rescue in case of distress. You definitely do not want to be one of those – there are valuable life lessons in learning from one’s challenges and mistakes.

The Family Educational Rights and Privacy Act of 1974 (FERPA, also commonly referred to as the Buckley Amendment) defines the information that Duke may share with others – including parents – regarding a student’s education records. Education records are generally those records maintained by a college or university that are linked directly to a student. They do not include medical records, which are protected by other privacy laws.
Important Dates to REMEMBER

While directory information such as name, address, phone number, major, and dates of enrollment can typically be released to anyone without a student’s explicit permission (unless a student has requested that it not be), most other information considered education records cannot. When your student began their first day at Duke, privacy rights transferred to your student, making them an “eligible student” in government parlance. Thus, your student became the legal gatekeeper of the release of their education records, unlike in primary and secondary education where parents play that role.

What this means in practice at Duke is that generally you will not receive a copy of your student’s grades, be informed if your student violates university expectations, or be notified of other matters that are a part of the student’s education records. To stay informed about these matters, you need to maintain open lines of communication with your student. Your student can also give you “guest” access to MyDuke, the student information/registration system, so that you may view your student’s information, such as grades.

Should you call an office at Duke to ask about your student, do not be surprised if staff ask if you have spoken with your student directly about your concern. You may also be advised to ask your student to address the concern directly. While staff and faculty want to be helpful to you, we also recognize the importance of helping our students “learn to fly” by addressing issues for themselves.

QUICK TIP: Student Records

The best way to know how your student is doing? Ask directly! Instead of the usual, ‘How is everything?’ ask more direct questions: ‘What do you like most so far at Duke?’ or ‘What is most challenging for you?’

There are a number of exceptions to FERPA that permit disclosure of education records without consent. For example, FERPA permits sharing of information in connection with a health or safety emergency. Specifically, parents can be notified when disciplinary action has been taken against their student for alcohol and drug violations until their student turns 21. Duke University policy is that parents will be informed when a student under 21 has overindulged in alcohol and been assessed for medical assistance.

Parents will also be notified if their student voluntarily withdraws or is dismissed from Duke, is placed on academic probation, or is placed on a leave of absence. A parent of a student who has been determined missing will also be contacted if the student has designated the parent as an emergency contact.
The Office of Student Conduct strengthens personal responsibility and accountability through investigation and resolution of alleged violations of university policies. OSC encourages honesty, integrity, and respect within the undergraduate community as promoted by Duke's honor code, the Duke Community Standard.

**HERE ARE SOME SUGGESTIONS FOR PARENTS AND FAMILIES OF DUKE STUDENTS TO HELP YOUR STUDENT THROUGHOUT THE YEAR:**

- Emphasize and communicate your expectations. Be clear with your student about what you will and will not accept. Set clear and realistic expectations.
- Encourage your student to balance social and academic life.
- If your student faces disciplinary action, support them, but be mindful of your level of involvement. Allow your student to take the lead in addressing concerns about their reported behavior.
- Too much parental involvement can disengage a student from the learning process, undermine a student’s voice in explaining the alleged behavior, and promote reliance on a parent at a time developmentally when students should be taking on more individual responsibility.

**DID YOU KNOW?**

The Duke Community Standard

As citizens of this community, students are expected to adhere to the Duke Community Standard. 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.

To read the full standard visit the Student Conduct website.
CONVERSATION STARTERS FOR PARENTS AND STUDENTS:

We recommend parents and family members of Duke students have the following conversations:

- What are my expectations for my student’s behavior regarding alcohol, tobacco, and other drug use?
- What are my expectations for my student’s behavior regarding academic performance?
- What are my expectations for my student’s personal conduct?
- What are my student’s goals for college and what behavior will help my student achieve them?

Student Sexual Misconduct Policy

Duke University is committed to encouraging and sustaining a learning and living community that is free from harassment, violence, and prohibited discrimination. In that regard and consistent with federal law (e.g., Title IX of the Education Amendments of 1972 and the Violence Against Women Act), Duke has developed a comprehensive Student Sexual Misconduct Policy (bit.ly/DukeSSMP), applicable to all students (undergraduate, graduate, and professional, or any student enrolled in any Duke program). Further, Duke provides extensive education and awareness programs with the goal of preventing sexual/gender violence and other forms of sexual misconduct.

The Student Sexual Misconduct Policy prohibits all forms of sex/gender-based harassment, sexual/gender violence, sexual exploitation, relationship violence (domestic violence and dating violence), stalking, and retaliation. Collectively, these terms are referred to in this policy as “Sexual Misconduct.”

The Office of Student Conduct is primarily responsible for responding to reports of sexual misconduct. Anyone with concerns about a possible violation of the Student Sexual Misconduct Policy by a student is encouraged to contact the Office of Student Conduct at (919) 684-6938, conduct@duke.edu, or through an online reporting system: studentaffairs.duke.edu/conduct/report-incident.

There are a variety of resources available on campus and in the community to assist students who experience sexual misconduct. Such services include, the Office of Gender Violence Prevention and Intervention (GVPI) in the Women’s Center, Counseling and Psychological Services (CAPS), DukeReach, Duke Police (for possible criminal conduct), the Office of Student Conduct, and the Office for Institutional Equity.
Personal Finance@Duke
personalfinance.duke.edu

Personal Finance@Duke provides workshops and counseling sessions to help students make informed financial decisions. Workshops stress the importance of financial management skills necessary to navigate life events that affect everyday financial decisions, while facilitators discuss issues surrounding personal finances and planning for the future. Students may visit the website and discover how to save money while managing their money wisely. Students can request or attend a workshop, register for the Personal Finance course, or learn financial management from a staff member during an individual counseling session. For more information, please email personalfinance@duke.edu or visit personalfinance.duke.edu.

Financial Aid
financialaid.duke.edu

Duke University views the undergraduate financial aid program as an investment in students and their futures. The Karsh Office of Undergraduate Financial Support is committed to helping your family determine the best way to pay for a Duke education. The website includes information on undergraduate aid, loans, payment plans, outside scholarships, work study, and more!

QUICK TIP:
Bursar’s Office

finance.duke.edu/bursar

Through the Bursar’s Office, parents can access account information and make tuition and fee payments. Questions regarding your student’s account bill can be directed Monday-Friday, 8:30 a.m. to 5:00 p.m. to (919) 684-3531.
**Student Employment**

**dukelist.duke.edu**

A wide range of campus employment opportunities are available at Duke. Any student can obtain a work study position! All that is required is submission of a FAFSA form. Federal and Duke work study is available regardless of financial aid eligibility. Positions range from lab assistants to bookshelvers at the library. Job opportunities can be found and applied for at **dukelist.duke.edu**.

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**Figuring Out the Financials**

Two of the core components to Duke Financial Aid are summer earnings and work study. Financial Aid is much more complex than this, but the Financial Aid Office wants to be certain that students and families understand these two items. If at any point you have additional questions about the financial aid process, please review **financialaid.duke.edu**, give a call to **(919) 684-6225**, or send an email to **finaid@duke.edu**.

**SUMMER EARNINGS**

You might hear “summer earnings” also referred to as “student contributions.” Duke expects students to invest in their education, which can be done in a number of ways: employment, internships, or saving throughout the year (just to name a few options). This summer earnings/student contribution is applied to every student and changes based on a student’s year in school; as students gain more experience, a student’s earning potential increases. The University expects this contribution whether the student works or not. It is not something that is billed to the student; it is money that the student would bring to campus to help purchase textbooks, food, and other supplies and necessities prior to acquiring an on-campus job or receiving any financial aid refunds. Please keep in mind that Financial Aid provides an estimate of the amount that you may need to get started: for each student, the exact amount can vary according to the student’s individual needs.

**WORK STUDY**

Work study is essentially a part-time job for students, on or off campus, with part of the pay being funded by financial aid. Work study is automatically awarded to students who apply for financial aid.

Duke offers two types of work study – federal work study and Duke work study:

- **Federal work study** is available for students who are eligible for need-based federal financial aid.
- **Duke work study** is available for students who are not eligible for federal work study.

Work study is paid directly to the student (it is an actual paycheck!), as it is earned with the expectation that students will use these funds to help cover a portion of their personal expenses (food, toiletries, etc.). Students are able to see and apply to available jobs by logging on to **dukelist.duke.edu**.
Safety at Duke

Duke University is a safe place for students to learn, grow, and flourish. Safety is enhanced when the community—students, staff, faculty, and campus police—work collaboratively to solve problems and to understand each other.

Duke Police is an accredited agency with sworn police and uniformed security officers prepared to respond 24/7. Police officers are Duke employees who have the same authority and responsibilities as local police to protect, serve, and enforce North Carolina law. Duke also hires private contractors to enhance security.

Duke offers a variety of safety resources including the LiveSafe app which allows students to communicate with Duke Police 24/7, numerous outdoor emergency phones that dial directly to Duke Police, a variety of crime prevention programs, and more.

Crime/Emergency Notifications: As required by federal law, Duke alerts students and employees in a timely manner to crimes or emergencies that pose a serious or continuing threat to the Duke community.

The Duke-specific LiveSafe app is free and allows students to submit tips to Duke University Police, which monitors messages 24/7. The app has a peer-to-peer “SafeWalk” feature that uses GPS technology and allows students to invite peers to “virtually escort” them in real-time and on a map. The app is available through Apple and Android app stores. Learn more at emergency.duke.edu.
Duke’s notification approach involves multiple notification methods:

- **Email:** Depending on the nature and location of a crime, Duke may send a “DukeALERT” email message to students, faculty, and staff.
- **Outdoor Warning System:** Outdoor sirens broadcast tone-only alerts.
- **Text Message:** A message may be sent to mobile devices.
- **Web:** Emergency information may be posted on emergency.duke.edu.
- **Phone:** Messages may be posted at (919) 684-INFO (4636) or on Duke’s toll-free number during times of emergency. The toll-free number – (866) 771-DUKE (3853) – provides a recorded message and is updated as new information becomes available.
- **Direct Contact:** Residence Life staff may post emergency notices and safety information in residence halls if circumstances allow.

### Contacting Us

The majority of reported Duke campus incidents involve property thefts that can be avoided by simple steps such as locking a residence or vehicle and not leaving personal property and electronic devices unattended or in plain view.

Please contact the Duke police department for emergencies, information, assistance, and to report crimes and concerning behaviors such as:

- Threats
- Assaults
- Stalking
- Aggressive/intimidating acts

Duke Police accepts reports by the LiveSafe app, through an online reporting form on the website at [duke.edu/police](http://duke.edu/police), or by phone.

- **From a campus phone, call 9-1-1** (cell phone calls to 9-1-1 will be routed to Durham Police).
- **From a cell phone, call (919) 684-2444.**
- **From an off-campus phone, call (919) 684-2444.**
- **Reach DUPD directly from campus help phones.**

Late-night transportation is available for students. In addition to transit buses, Duke provides rides at no charge daily from 5:00 p.m. to 6:45 a.m. to and from on-campus locations (where bus service is not available) and off-campus areas within a service boundary. For van service, call (919) 684-2020.

For more information, visit Duke’s Parking & Transportation website at [parking.duke.edu/buses/duke-vans](http://parking.duke.edu/buses/duke-vans).
Transportation & PARKING

Transportation

CAMPUS BUS ROUTES
Duke Transit buses connect East Campus, Swift Avenue, and West Campus and link students to residential, academic, and perimeter lots throughout campus. These buses are free to ride and can be tracked in real time at duke.transloc.com or by downloading the Transloc Rider app.

CAR SHARING
With a range of vehicles located on West, Swift, and East Campuses, the Enterprise CarShare program is a convenient and eco-friendly way for Duke students without a personal car to get around – whether to run errands, travel to meetings, or take a road trip. Cars are available for 18+ year-olds to rent by hour or day. Fuel, maintenance, and insurance are included. Membership costs $35 per year, and rental rates start at $7.50 per hour or $60 per day. For more information, visit enterprisecarshare.com/duke.

DUKE UNIVERSITY VAN SERVICES
Duke University Van Services supplement Duke’s transit service and provide free, on-demand van service from 5:00 p.m. to 6:45 a.m. within the campus service boundary where bus service is not available. Passengers may be transported off campus but only to private residences within the designated boundaries. Rides can be reserved through DukeMobile or by calling (919) 684-2020. Go to parking.duke.edu/buses for more information.
GODURHAM AND GOTRIANGLE ROUTES
GoDurham buses can take students around Durham for shopping or visiting restaurants or friends. GoTriangle operates within the Raleigh-Durham-Chapel Hill area, so connecting to one of those towns for a visit is easy. Visit triangle.transloc.com for details. Duke students can ride for free when they acquire a GoPass (parking.duke.edu/gopass).

RDU AIRPORT SHUTTLE
Duke Parking and Transportation Services offers rides to RDU Airport for students at Thanksgiving. Students should make their online reservations early to guarantee seats. For more details, go to parking.duke.edu/buses.

LYFT
Through a pilot program with Lyft, Duke will cover the transportation costs of certain Lyft rides that Duke students take to and from designated locations including the Lemur Center, Duke Campus Farm, and the Duke Forest Shepherd Nature Trail. Learn more about how to use the program at parking.duke.edu/lyft.

Parking

BIKE AND SCOOTER PARKING
There is ample parking on campus for bikes and scooters, so riding a bike or scooter is often the fastest way to get around at Duke. Bikes should be registered at parking.duke.edu/bike. Students with scooters are required to purchase an annual (“MRC”) permit to park on campus. Check out maps.duke.edu to view every bike rack on campus with a photo, the number of spaces, and whether the area is covered for when it rains.

VEHICLE PARKING
Vehicle parking on Duke’s campus is limited and the privilege of parking on campus is not guaranteed. Student parking is based on an individual’s residential location. Students who plan to park at Duke must register their vehicles by purchasing parking permits. A valid parking permit must be displayed at all times, including during academic breaks and holidays. Go to parking.duke.edu/parking for details.
The Duke Student Wellness Center, which includes Student Health, Counseling & Psychological Services (CAPS), DuWell, and DukeReach, embraces a comprehensive picture of individual community wellness. The Center encourages students to learn broadly about their health and well-being through programming and other services, in addition to caring for oneself when in need of medical care and counseling. This integrated approach to wellness services considers each individual student’s overall care and inspires students to discover and develop an approach to wellness that enables them to flourish here at Duke and throughout their lives.

THE DUKE STUDENT WELLNESS CENTER APPROACH

Duke University advocates through the Student Wellness Center that an individual’s wellness is an integration of many dimensions in one’s life. The wellness model is represented by the image of a tree: the roots depicting core values, choices, and identity; the trunk representative of self-care; and the branches a depiction of the larger dimensions of wellness. All parts of the model are interactive and interdependent. Each dimension of wellness is essential in maintaining harmony and balance in our lives.
The goal is to build resilience through the application of wellness into each area of students’ lives. Resilient students should have self-compassion, self-control, and friendships that support and nurture them, and students should find meaning and purpose through engaging in their academics.

**IMPORTANT WELLNESS CONVERSATIONS**

Research tells us that the messages parents convey, especially prior to their student’s college matriculation, significantly influence their student’s choices, even if their student does not acknowledge that influence. These choices can have considerable physical, emotional, legal, and academic consequences. The staff of the Duke Student Wellness Center wish to partner with parents to present consistent messages regarding healthy and safe behaviors which will enhance your student’s wellness.

At orientation, your student participates in “True Blue,” an interactive program that discusses many facts about alcohol and how your student can make healthy, value-based decisions. We ask that you would continue this conversation with your student prior to and after their arrival on Duke’s campus. The following are a few suggestions to include in this conversation:

- **Set clear expectations.** What are your expectations of your student’s decisions regarding the use of substances, including alcohol, tobacco, and other drugs? Typically, parents have already discussed this with their student over the years, but we ask that you clarify this once more before they leave home for campus. This can be a great topic on the journey to campus. Discuss with your student what they see as the pros and cons to drinking at college – any help you can give them to guide them toward resources on campus would be great. Duke offers numerous resources to address social life, fitting in, meeting people, or getting assistance with decisions.

- **How would you like your student to respond?** Speak to your student about how you would expect them to respond to a friend who may have been drinking and made poor choices. Typically, it is easier to hear a positive message as it relates to a third party than hear a negative message given on the assumption of one’s own poor choices. In this way, you will be able to hear your student’s views on the issue and know where to direct the conversation.

- **Be specific about your planned response.** If your student does have an issue that arises due to a poor choice regarding alcohol, tobacco, or other drug use, what can they expect from you? We recommend that parents provide a clear message about the consequences of the student’s behavior. Although you love and support your student, this does not mean you will be able to shield your student from the consequences of their decisions. Students can more readily recognize how substance-use decisions may have played a part in a poor choice if they are left to face the consequences of that result.
Discuss sexual assault and relationship violence with your student. It is important that any person engaging in sexual intimacy is clear about consent. A good simple rule to share is that if one is too embarrassed to talk about it coherently, that person is not ready for sexual intimacy. Your student is required to complete Sexual Assault Prevention for Undergraduates (SAPU), an online program that addresses sexual choices and safety. The Duke University Women’s Center is also available to your student if they seek emotional support due to sexual assault or relationship violence and will provide clinical services and accommodations.

Committing to having those clear and earnest conversations about intimate relationships is a solid choice for a student to make. Talk with your student to ensure that they know how to send a clear message in relationships and how to find assistance on campus. The Student Wellness Center will assist students exploring all aspects of sexual health in case your student is too embarrassed to discuss it with you.

In addition to talking about alcohol/substance use and sexual relationships, the Duke Student Wellness Center also encourages parents to discuss with their students topics that affect overall health and well-being such as:

- **Sleep.** Benefits of adequate nightly sleep are linked to a more positive mood, better overall health, and increased retention of things learned during the day. Nevertheless, approximately 20% of Duke students report that a lack of sleep affected their individual academic performance such as receiving a lower grade on an exam or in a course. To cope with exhaustion and high stress levels, sometimes students turn to consuming caffeinated beverages or “self-medicating” with alcohol and other drugs. Sleep is often the first thing neglected when students are crunched for time. The Duke Student Wellness Center recommends speaking with your student about the importance of sleep in combination with time management in order to prevent the cycle of always playing “catch up” with academic work.
Stress. Stress is a fact of life; however, the transition to a new living environment, social community, and academic institution can create too much or continued stress. When stress is too much or lasts too long, it can take a physical and psychological toll on one’s health and well-being. Stress can aggravate existing medical conditions or create new ones. Stress is often a byproduct of lack of sleep, poor study habits, and unhealthy eating behaviors. Talk with your student about the potential for stress in the new environment and the resources available to help cope.

Parents are a powerful influence on their students. Your student trusts you and relies on you for a great deal of guidance. Having these conversations can help your student have a successful, fulfilling, and safe college career.

Please refer to studentaffairs.duke.edu/duwell for more information about activities and events available to support your student’s wellness on campus.
Student Wellness Center Resources

STUDENT HEALTH

2nd Floor of the Student Wellness Center
(919) 681-9355
Monday: 8:00 a.m. – 5:00 p.m.; Tuesday: 8:00 a.m. – 7:00 p.m.;
Wednesday: 8:00 a.m. – 5:00 p.m.; Thursday: 9:00 a.m. – 5:00 p.m.;
Friday: 8:00 a.m. – 5:00 p.m.
studentaffairs.duke.edu/studenthealth

Student Health (SH) is the primary location for healthcare services including
general medical care, basic nutrition counseling, laboratory, pharmacy,
travel/immunization clinics, and allergy/immunotherapy clinics. Most provider
services at SH are covered by the Health Fee (see below). Radiology studies,
prescription drugs, most laboratory tests, specialty services received at
SH, and other expanded services are not covered by the Fee. Medical
services are provided by board-certified faculty physicians and by physician
assistants, nurse practitioners, and resident physicians under faculty
supervision. Healthcare services and patient education are also provided
by nurses and registered dietitians. Student appointments can be made
during business hours by calling (919) 681-9355 or via Duke MyChart:
dukemychart.org.

Limited walk-in services are also available on a daily basis. Nurse advice is
available at all hours when the SH is closed by calling (919) 966-3820. See
studentaffairs.duke.edu/studenthealth for more information.

Students are encouraged to use Student Health as their portal of entry to other
health resources, including the specialty clinics within the general community
and Duke University Health System. This helps with the coordination of care.

In the event of an obviously life-threatening emergency, students should
go directly to an Emergency Department. If necessary, Duke Police —
911 or (919) 684-2444 — provides on-campus transportation to the Duke
Hospital Emergency Department. Duke Urgent Care on Hillandale Road
offers services from 8 a.m. to 8 p.m. for non-emergency problems that cannot
wait until the Student Health clinic is open.

Nutrition Services. Student Health offers comprehensive nutrition services
that are covered by the Health Fee. Services range from dietary intervention
for high cholesterol, high triglycerides, diabetes, or hypertension to weight
management, disordered eating concerns, sports performance issues, or
simply a consultation on how to improve diet for long-term health.
Confidentiality. Information regarding the physical or mental health of students is confidential and is released only with the student’s permission except in life-threatening circumstances. As a member of the Duke University Health System, Student Health and CAPS staff are fully compliant with Health Insurance Portability and Accountability Act (HIPAA) federal regulations.

**DUWELL (WELLNESS PROMOTION AND EDUCATION)**

1st Floor of the Student Wellness Center  
(919) 681-8421 • Monday-Friday: 8:00 a.m. – 5:00 p.m.  
duwell@studentaffairs.duke.edu • studentaffairs.duke.edu/duwell

DuWell fosters a living-learning environment that helps students focus on their individual wellness by looking at the integration of many areas of their life through wellness promotion and risk mitigation.

**Wellness Promotion.** DuWell directly engages students through a variety of wellness experiences across campus in an effort to reduce stress and anxiety and emphasize self-care. DuWell delivers programming and events that are holistically inclusive and serve the diverse Duke community. Some examples include Koru Mindfulness, health coaching, knitting groups, and tea ceremonies, all of which strategically help students develop the skills needed to reduce stress and anxiety while building resilience.

**Risk Mitigation.** DuWell is dedicated to providing a comprehensive education framework that addresses topics such as sexual health, alcohol, tobacco, and other drugs and how they impact student life. At DuWell, students have access to free resources and information to assist in identifying risky behaviors while working together to brainstorm ideas on how to reduce their risk and implement a harm reduction strategy. DuWell is committed to supporting those in our community who are in recovery or allies to recovery through a variety of engagement opportunities that support students’ needs.
COUNSELING & PSYCHOLOGICAL SERVICES (CAPS)

3rd Floor of the Student Wellness Center
(919) 660-1000 • Monday-Friday: 9:00 a.m. – 4:00 p.m.
studentaffairs.duke.edu/caps

No appointment is necessary to initially access care. Students can come to CAPS between the hours of 9:00 a.m. and 4:00 p.m. Monday through Friday and ask to speak with a counselor. It is best to come early in the day, as afternoons can get busy. Someone will meet with the student to assess their concerns and to help them determine the services that are most appropriate for the student’s needs.

The CAPS staff is available to help support all Duke students with mental health concerns that may impact their ability to thrive. We recognize that students who experience marginalization and discrimination may be differentially affected by mental health concerns, and we are committed to providing culturally-sensitive care. The following services are available: individual, couples, and group counseling; psychiatric services; health coaching; referral coordination; and campus community engagement programming.

DUKEREACH

1st Floor of the Student Wellness Center
(919) 681-2455 • Monday-Friday: 8:00 a.m. – 5:00 p.m.
dukereach@duke.edu • studentaffairs.duke.edu/dukereach

DukeReach directs students, faculty, staff, parents, and others to the resources available to help a student in need. DukeReach provides comprehensive outreach services to identify and support students in managing all aspects of their well-being. Our staff connects students in distress and students in crisis with the resources to help the student both on campus and within the Durham community.

Parents concerned about a student’s well-being should contact DukeReach at (919) 681-2455 during business hours, and DukeReach staff will be happy to answer questions and follow up for support. In case of an after-hours emergency, please page the Dean On-Call at (919) 970-4169.
Student Health Fee

All currently enrolled, full-time students and part-time degree candidates are assessed a mandatory Student Health Fee each semester. This covers most services delivered within Student Health. Students not enrolled in the University for medical, disciplinary, or personal reasons are not eligible to pay the Health Fee or receive services normally covered by the Fee. The Health Fee may be waived under certain conditions. A waiver can be granted if the student resides more than 50 miles away from campus and does not come to campus for research or other academic activity for the entire semester. Students studying at the Duke Marine Lab are not eligible for a waiver. Duke employees and spouses of employees who are also students may request a waiver. An optional summer health fee for students not enrolled in summer sessions is also available.

SERVICES COVERED BY THE STUDENT HEALTH FEE

The Health Fee covers most of the services at the Student Health Center if medically indicated and ordered by a Student Health provider. These include:

- Medical care for acute and chronic illness and minor injuries
- Physical exams
- Gynecological exams
- Laboratory services performed at Student Health: urinalysis, rapid tests for strep throat, mononucleosis, flu, vaginitis, and pregnancy
- Administration of allergy/immunotherapy shots
- Nutrition consultation
- DuWell services
- Counseling Services at CAPS
- Travel consultation

SERVICES NOT COVERED BY THE HEALTH FEE

If unsure whether a service is covered, students should ask the Student Health reception staff in the clinic prior to receiving the service. Students are financially responsible for the following:

- Prescription drugs
- Laboratory studies not listed above
- X-rays and other radiology studies
- Medical care provided in the Emergency Department, hospital, or other non-student health facility
- Care provided by specialist consultants, including those working within the Student Health facilities
- Dental care
- Routine eye exams
- Pregnancy care or deliveries
- Tests, procedures, and prescriptions not medically indicated, not on the approved list, or not ordered by Student Health providers
Student Medical Insurance Plan (SMIP)

Health insurance is essential to protect against the high cost of unexpected illnesses or injuries which require hospitalization, surgery, or the services of specialists outside of Student Health. Therefore, all full-time and part-time degree-seeking candidates who are in programs that require payment of the Health Fee are required to have insurance that provides coverage for routine, urgent, and emergency care in Durham, NC. For those who do not have insurance or whose insurance is inadequate, Duke University sponsors a plan (SMIP) designed with students’ needs in mind. The SMIP provides protection 24 hours per day during the 12-month term of the policy and is specifically designed to complement the coverage provided by the Health Fee. Students are covered on and off campus, at home, while traveling between home and school, and during interim vacation periods. The charge for the SMIP will appear on students’ tuition bills and may be waived only by providing proof of adequate insurance coverage. Certain restrictions apply; for more information, see studentaffairs.duke.edu/studenthealth. Enrollment in the Duke SMIP is mandatory for J1/F1 visa holders.

Frequently Asked Questions

Will our insurance work for care NOT received at Duke Student Health?
You need to check with your insurance company to find out if they will cover all levels of care within the Duke University Health System and this area in general. Most companies will cover emergencies anywhere. However, it will be important to discuss various questions with your company prior to your student attending Duke. If you need help determining the appropriate questions to ask, please feel free to contact Student Health at insurance@studentaffairs.duke.edu.

Our insurance has changed – what do I do?
Submit a front and back copy of your new insurance cards to insurance@studentaffairs.duke.edu. Be sure to include the policy holder’s full name and date of birth and the student’s student ID number or DUID. Also, make sure your student has a new insurance card.

My student needs an air conditioner/single room/special housing request for medical reasons. How do I get this processed?
Please visit access.duke.edu/requests and follow the steps to submit documentation.
Why won’t you tell me what’s wrong with my student?
Confidentiality laws and HIPAA regulations prohibit us from sharing information with you without the student’s written consent. If your student gives us permission to discuss care given, we will gladly speak with you. You will be notified if your student is severely ill or injured.

How do I get my student’s laboratory results?
Your student must come into the Student Health Center and sign a release of medical information form. We will fax, mail, or email the results within three business days.

If you have questions about immunizations or need to obtain copies or submit forms, please call (919) 681-9355, email immunizations@duke.edu, or visit us at studentaffairs.duke.edu/studenthealth/immunization-compliance.

What are options for student healthcare needs when Student Health is closed?
We encourage students to contact Student Health first for their healthcare needs by making an appointment on Duke MyChart (dukemychart.org) or calling (919) 681-9355. Check studentaffairs.duke.edu/studenthealth for hours. When Student Health is closed, students may call UNC Healthlink at (919) 966-3820 to speak with a registered nurse for health advice 24/7/365. Urgent Care is also available at Duke Urgent Care on Hillandale Road. In the event of a true emergency, your student should go to the Duke Emergency Department. Charges incurred at the Duke Emergency Department or Duke Urgent Care are NOT covered by the Health Fee. Be sure your student takes their insurance card with them.

Health insurance is challenging to understand; where can I learn more and have my questions answered?
Visit our website at studentaffairs.duke.edu/studenthealth/health-insurance for additional FAQs, plan benefits, coverage, and other helpful information. Members of the Student Health team can be reached at (919) 684-1000.
Sophomore Year Transition

During the second year of college, students begin to take on added responsibilities and make decisions that will affect the rest of their lives. This begins with the transition from living on an all-First-Year East Campus to joining their peers as residents of Selective Living Groups and Independent Houses on the Upperclass Campus. Many sophomores begin to take on more responsibility in the organizations and co-curricular activities in which they participate, opting for positional leadership roles, stronger member involvement, and increased civic engagement.

Sophomore year is also an important time academically. In the spring semester, Trinity sophomores must declare their major. Many sophomores also begin thinking about opportunities to study away in their junior year.

With many sophomores grappling with issues concerning major declaration, career indecision, and social acclimation, Duke University strives to ease the transition through the programming of Housing & Residence Life’s Sophomore Year Experience (SYE). The goal of SYE is to serve as a roadmap throughout the sophomore year, partnering with the Sophomore Class Council, Career Center, Global Education Office, Academic Advising Center, faculty, and more to bring programming to sophomore students that is relevant and useful in this important year of college.

More information about the Sophomore Year Experience can be found at the SYE website:
studentaffairs.duke.edu/hdrl/
twitter.com/dukesye
Duke Student Competencies for Post-Graduation Success

Duke Career Center defines career readiness with insight from the National Association of Colleges and Employers (NACE) Career Readiness research.

NACE, through a task force of college career services and HR/staffing professionals, has developed a definition of career readiness based on extensive research among employers and identified seven competencies associated with career readiness.*

**NACE Career Readiness Competencies**

- Critical Thinking/Problem Solving
- Oral/Written Communications
- Teamwork/Collaboration
- Digital Technology
- Leadership, Professionalism/Work Ethic
- Career Management
- Global/Intercultural Fluency

The Duke Student Affairs’ **Student Professional Development Taskforce** determined that while Duke students are developing the NACE competencies through their core Duke curricula, co-curricular engagements, and experiential learning, there are additional competencies that Duke students need to intentionally develop for effective Career Management.

Through students’ academic progression at Duke, it is imperative for them to take an active role in their professional development by engaging in and developing the competencies below, in combination with the NACE competencies, to prepare for lifelong post-graduation success. This is what the Career Center at Duke defines as intentional professional development.

* http://www.naceweb.org/career-readiness/competencies/career-readiness-defined
COMPETENCIES FOR CAREER MANAGEMENT

Foundational Competencies

**REFLECT** – Engage in reflection before, during, and after experiences to understand motivations and learning. Use reflections to make intentional decisions regarding strategic career goals and next steps.

**CONNECT** – Engage with faculty, alumni, and other professionals to develop relationships and learn from their experiences. Seek advice as needed. Sustain relationships with those who provide ongoing support for personal and professional development.

Developmental Competencies

**SELF AWARENESS** – Develop awareness of skills, interests, values, and learning styles through academic and non-academic experiences and advising. Use this awareness to navigate opportunities and constraints while clarifying purpose and motivation.

**RESEARCH** – Apply research skills to acquire information and knowledge for short-and-long term professional goal setting and implementation.

**ADAPT** – Anticipate and accept change and disruption as a part of the professional development process. Adapt short-and-long term career plans based on opportunities, challenges, successes, and failures.

**COMMUNICATE** – Compose and deliver an individual professional story based on reflection of key experiences. Present that story in a clear and effective manner, both verbally and through written materials, with consideration to audience and context.

**IMPLEMENT** – Use learning to evaluate opportunities and prioritize key factors for alignment with career goals. Goals work toward intentional professional development and implementing next steps that are aligned with life stage, purpose, and individual definition of success.
The Career Center’s Role

The Career Center is dedicated to stewarding an active, engaged career community that nurtures and challenges each student’s career imagination. The team works with students across the full range of academic progress – from the first year through the senior transition. The Career Center engages in conversation, training, and programming around each to teach students skills to use throughout their lives.

This often includes assessing the relationship of academic major to career goals, developing a Board of Directors, understanding and articulating a student’s unique story, and identifying and acquiring pre-professional experience within the university and across the global marketplace.

In this work, the Career Center partners with the faculty, colleagues across Student Affairs, student organizations, parents, employers, and an extraordinary alumni community. The Career Center collaborates to identify mentors and role models, create internships, deliver exceptional learning opportunities, and connect students to professionals across the diversity of career fields—all in support of our students’ professional development.

Board of Directors

The Board of Directors is a concept which encourages students to select their own board of advisors.

Students are the chair of their board. As they build their career path, meeting new people and enlisting them to be on their personal board of directors is a key strategy for success. Students should identify the many people who are positive influences in their life.
We ask students to look into the future and consider who they might strategically seek out to add to their board, while staying in touch with those individuals they already know. Every person a student encounters over time gets to see a different part of their best (and possibly worst) self and can be called upon for insights into significant aspects of who they have been and who they are becoming.

Students can build and use the board of directors concept to learn about themselves and to imagine and discover THEIR possibilities. The benefits could include:

- Feedback on habits, patterns, and strengths
- Advice on steps to take, people to meet, and resources or strategies to consider
- Insight into how others have made decisions in the past and what options they considered
- Inside information about what a typical day is like
- Suggestions for opportunities that might be exciting

ENLIST A SUPERVISOR

Supervisors are a great resource and can advise you even when they no longer work with you. Many will suggest you stay in touch, or you could ask if they are open to the possibility.

Staying in touch does not mean having to request something every time you talk. If you come across information or do something that might be interesting to the person, share it! The sentiment, “thinking of you,” goes a long way and can be a great reason to send an email or connect in some way.

Here are some great updates you may share.

I thought of you when:

- I learned something in class.
- I saw something in the news.
- I used something I learned when working with you.
- I followed your advice.
- I mentioned you (or your organization) to someone.
ENLIST A PROFESSOR

When you find something about which you are genuinely curious, see it as an opportunity to begin a conversation. People, even professors, tend to be flattered when others express interest in something that is important to them. You can use the words, “I’m trying to understand…” as a way to start these conversations.

Some other examples might include:

- You mentioned… in your lecture. I’m trying to better understand how this connects to…
- We worked on… in the problem set. I’m trying to understand why this technique is preferred over…
- Being a professor seems interesting to me. I’m trying to better understand what it is like.
- Can you tell me about what you do and how you decided to do this? What else you have considered? Who do you work with?
- This topic is very interesting to me. I’m trying to better understand the ways that it connects to opportunities outside of academic work. Do you know about this or know anyone who might?
- I learned a bit about your research and am intrigued by… Can you tell me more about…?

Some suggestions for board of directors members:

- **Family** – know you deeply and over time
- **Friends** – see where you thrive and struggle
- **Professors** – have insight into your academic mind
- **Coaches** – challenge you to overcome obstacles
- **Advisers** – contribute to your decision-making process
- **Community Leaders** – see your passions engaged
- **Peers** – have worked alongside you
- **Supervisors** – have had to give you constructive feedback
- **Duke Alums** – have a common experience
GOT GOALS? The Duke Alumni Association is here for YOUR student. As the organization representing 175,000+ alumni, we can:

- Connect students to Blue Devils who can help them on their Duke journey via our exclusive network (alumni.duke.edu/students)
- Introduce students to area alumni families for a home-cooked meal and conversation through our Blue Devils Suppers
- Provide opportunities to volunteer in meaningful ways through the Duke Student Alumni Board
- Help students pursue their passions through programs such as Duke Media Arts and Entertainment Weekend (DEMAN), Women’s Weekend, Homecoming, and more!
- Celebrate their achievements through our Forever Duke Student Leadership Awards

Tell your student DAA and alumni are here to help!

Connect with Duke Alumni at alumni.duke.edu/students and on social media:

@DukeAlumni #ForeverDuke

Commencement Weekend with Duke Families
Duke STORY

Duke University traces its origins to a small school that opened in 1838 in Randolph County, North Carolina. Originally a preparatory school called the Union Institute Academy, it grew to become a teaching college named Normal College by 1851. The school underwent another transformation in 1859 when it turned to the Methodist Church for financial support. Reflecting the new partnership, the school’s name changed to Trinity College.

John F. Crowell, Trinity College’s president (1887-1894), suggested that moving the college to an urban setting would attract more students, faculty, and financial support. With Crowell’s encouragement, the trustees agreed to move the college, and after a spirited competition among regional cities, Trinity opened in Durham in 1892. Local tobacco magnates Washington Duke and Julian S. Carr assisted in providing money and land to Trinity. In 1897, at Washington Duke’s request, the school began admitting women as regular students, making it an early co-educational institution.

Trinity prospered in its new location, and in 1924 the school was again transformed after Washington Duke’s son, James Buchanan Duke, established the Duke Endowment. The charitable foundation infused the college with funds, and the trustees renamed

DID YOU KNOW?

Duke’s famous Blue Devil mascot made its first appearance at the October 5, 1929 football game against the University of Pittsburgh. The new mascot was introduced in conjunction with the debut of the new Duke Stadium, now known as Wallace Wade, the first facility to open on West Campus.
the school to Duke University as a memorial to the Duke family. President William P. Few (1910-1940) oversaw this metamorphosis of a small college into a complex university with the openings of several schools: the School of Religion (now Divinity) and the Graduate School in 1926, the School of Medicine and the hospital in 1930, and the School of Nursing in 1931. Originally founded in 1904, the Law School reorganized in 1930. In 1938, the School of Forestry (today’s Nicholas School of the Environment) opened, and in 1939, the University formed a separate school for engineering, now known as the Pratt School of Engineering.

In 1930, the Trinity College site (today’s East Campus) became the Woman’s College, while the new West Campus served as the grounds for the men’s Trinity College. In 1961, Duke desegregated first its graduate and professional schools and then its undergraduate classes, with the first African-American undergraduates graduating in 1967. In 1972, Trinity College merged both colleges of men and women into what is now known as Trinity College of Arts and Sciences. Since 1995, all freshmen have lived together on East Campus.

The last of the Duke family’s desires for the University was fulfilled when the School of Business Administration, now the Fuqua School of Business, opened in 1969. The Sanford School of Public Policy opened as an institute in 1971 and became Duke’s tenth school in 2005. Today, Duke University continues to expand and offer new interdisciplinary avenues for research and teaching.

For more information about Duke history, visit the University Archives in the David M. Rubenstein Library: library.duke.edu/uarchives.

Special thanks to the Duke University Archives (library.duke.edu/uarchives) for providing portions of this material.
Durham History

In 1853, the North Carolina Railroad Company searched for a suitable depot between Raleigh and Hillsborough, settling on Durham. Thanks to the generosity of Bartlett S. Durham, who sold four acres of land to the North Carolina Railroad Company to build the new station, the small settlement around the train depot grew to become the city of Durham.

The town grew rapidly following the Civil War, largely on account of the establishment of a thriving tobacco industry, led by the Bull Durham Tobacco Company.

Durham quickly developed a vibrant African-American community, the center of which was an area known as Hayti, just south of the center of town. Some of the most prominent and successful black-owned businesses in the country were established there.

In the 1950s and ’60s, the world’s largest university-related research park was created, bringing new opportunities and growth to the area. In the past twenty years, development projects included the reopening of the Carolina Theatre, the conversion of former tobacco buildings (factories, warehouses, and mills) into commercial spaces (condominiums, restaurants, and shopping centers), and the building of the new Durham Bulls Athletic Park. This restoration continues to bring new opportunities and excitement to the Durham community.

For more information about Durham (including things to see and do in the area, local places to eat and shop, and printable guides and tours), visit Discover Durham’s website: discoverdurham.com.
Accommodations

We hope you enjoy your stay in Durham!

For your convenience, we have compiled a list of unique accommodations and many major hotel and motel chains represented in the Durham area. Please visit studentaffairs.duke.edu/parents/visiting/lodging-and-accommodations for more information.

Sites & Attractions

While in town, we invite you to check out a few of the wonderful dining, retail, and historical attractions in Durham and throughout the Research Triangle. Below is a list of some popular sites near campus. Please visit discoverdurham.com for details about more local Durham attractions.

AMERICAN TOBACCO CAMPUS
american tobaccocampus.com • 324 Blackwell St.
The American Tobacco Campus features Durham Bulls Baseball, the Durham Performing Arts Center, outdoor entertainment, art exhibits, restaurants, and so much more. It is also a registered historic site with roots in the American Tobacco Factory established in the 1800s.

BRIGHTLEAF SQUARE (OFF OF EAST CAMPUS)
historicbrightleaf.com • 905 West Main St.
Brightleaf Square is home to an eclectic mix of restaurants and shops in the historic warehouses in downtown Durham.

DUKE GARDENS (CENTRAL CAMPUS)
gardens.duke.edu/visit • 420 Anderson St.
Enjoy the natural beauty of campus with a visit to Duke Gardens. This 55-acre botanic garden is one of the top 10 public gardens in the United States. The grounds are open from 8:00 a.m. to dusk 365 days a year.

DURHAM PERFORMING ARTS CENTER
dpacnc.com • (919) 688-3722 • 123 Vivian St.
The Durham Performing Arts Center is the largest performing arts center in both North Carolina and South Carolina. From Broadway to concerts, comedy to family shows...there is something for everyone at Durham Performing Arts Center.

NINTH STREET (OFF OF EAST CAMPUS)
Ninth Street is known for its variety of restaurants and retail offerings frequented and enjoyed by Duke students and Durham locals alike. From upscale tapas to locally-sourced cuisine, Ninth Street is the place for anyone seeking great local food and shops.

For maps of Duke and Durham, please visit maps.duke.edu and discoverdurham.com/maps-info.
Contacts

Academic Advising Center (AAC)
– Trinity College
advising.duke.edu
(919) 684-6217

Academic Resource Center (ARC)
duke.edu/arc
(919) 684-5917

Bursar’s Office – Student Accounts and Cashiering
finance.duke.edu/bursar
(919) 684-3531

Career Center
studentaffairs.duke.edu/career
(919) 660-1050

Center for Multicultural Affairs (CMA)
studentaffairs.duke.edu/cma
(919) 684-6756

Center for Sexual and Gender Diversity (CSGD)
studentaffairs.duke.edu/csgd
(919) 684-6607

Counseling and Psychological Services (CAPS)
studentaffairs.duke.edu/caps
(919) 660-1000

Dean of Students Office
studentaffairs.duke.edu/dos
(919) 668-3853

Dining Services
studentaffairs.duke.edu/dining
(919) 660-3900

Duke Alumni Association (DAA)
alumni.duke.edu/students
(919) 684-5114

DukeCard Office
dukecard.duke.edu
(919) 684-5800

Duke Graduate School
gradschool.duke.edu
(919) 684-2056

Duke Police
duke.edu/police
(919) 684-2444

DukeReach
studentaffairs.duke.edu/dukereach
(919) 681-2455

Duke University Computer Store
dukestores.duke.edu/cpustore
(919) 684-8956

Duke University Stores
dukestores.duke.edu
(919) 684-2344

DuWell (Health & Wellness Education)
studentaffairs.duke.edu/duwell
(919) 681-8421

Financial Aid Office
financialaid.duke.edu
(919) 684-6225

Fraternity & Sorority Life (FSL)
studentaffairs.duke.edu/greek
(919) 684-9401

Global Education Office (GEO)
globaled.duke.edu
(919) 684-2174

Housing & Residence Life (HRL)
studentaffairs.duke.edu/hdrl
(919) 684-4304

International House (IHouse)
studentaffairs.duke.edu/ihouse
(919) 684-3585

Jewish Life at Duke
studentaffairs.duke.edu/jewishlife
(919) 684-6422

Mary Lou Williams Center for Black Culture
studentaffairs.duke.edu/mlw
(919) 684-3814

Muslim Life
studentaffairs.duke.edu/muslimlife
(919) 613-6778

New Student Programs (Orientation)
studentaffairs.duke.edu/new-students
(919) 684-3511
Contacts

OIT (Office of Information Technology)
oit.duke.edu
(919) 684-2200

Office of the University Registrar
registrar.duke.edu
(919) 684-2813

Parent & Family Programs
studentaffairs.duke.edu/parents
(919) 684-2577

Parking & Transportation Services
parking.duke.edu
(919) 684-7275

Pratt School of Engineering/Dean’s Office
pratt.duke.edu
(919) 660-5386

Religious Life at Duke
chapel.duke.edu/student_ministries/religious-life
(919) 684-2234

Student Disability Access Office (SDAO)
access.duke.edu/students
(919) 668-1267
(919)-668-1329 (TTY)
711 for relay service in the U.S.

Student Health Center
studentaffairs.duke.edu/studenthealth
(919) 681-9355

Summer Session
summersession.duke.edu
(919) 684-6259

Trinity College of Arts and Sciences/Dean’s Office
trinity.duke.edu
(919) 684-4510

TWP Writing Studio
twp.duke.edu/twp-writing-studio
(919) 684-6796

Undergraduate Education
undergraduatedean.duke.edu
(919) 668-3420

University Center Activities & Events (UCAE)
studentaffairs.duke.edu/ucae
(919) 684-4741

Women’s Center
studentaffairs.duke.edu/wc
(919) 684-3897