



INTRO

OPENING OPPORTUNITIES

Former speaker of the N.C. house Dan Blue. Humanitarian Paul Farmer. Dean of students Sue Wasiolek. They're some of Duke's most talented alumni, people who have made lasting contributions to the university and the world. And each of them relied on financial aid to obtain a college education—the springboard that would launch them on their distinguished careers.

Every year, Duke opens its door to hundreds of students with similar promise—and similar financial obstacles. In 2004-2005 alone, we invested some \$59 million in undergraduate student financial support. Duke remains among the relatively small number of universities committed to meeting 100 percent of a student's demonstrated need through a combination of work-study opportunities, low-cost loans and outright grants. We give need-based financial aid to more than four out of 10 of our undergraduates and an even higher percentage of graduate and professional students.

Attracting stellar students—regardless of their economic background—greatly enriches the intellectual experience for everyone at Duke. The accomplishments detailed in this annual report demonstrate how Duke's exceptional faculty, groundbreaking research and energetic spirit offer enormous opportunities for personal and intellectual growth.

The Duke experience is why so many of our alumni go on to great things and to make great contributions. We're committed to making that experience available to all the gifted students we admit, which is why we're committed to increasing the financial aid endowment. After all, investing in their talent is an investment in society's future.



ONE OF THE REASONS
DUKE INVESTS IN TALENT.

Financial Aid FAQs

Average Aid Award Package for Entering Undergraduates 2004-2005

Cost to attend Duke University

\$39,240 (including tuition, room, board and fees, but not books and personal expenses)

Average Aid Award

Grant Funds \$21,592

Subsidized, deferred loans \$4,358 **

Work-Study Job \$1,532

1. How much money did Duke provide for student financial support in 2004-2005?

Altogether, Duke invested about \$129 million during the academic year including:

- In 2004-2005 alone, we invested some \$59 million in undergraduate student financial support (including need-based, merit and athletic aid)
- \$50 million for doctoral students
- \$19 million for professional students

2. What was the source of the money for financial aid?

Duke has relatively little endowment funding for financial aid. So, for instance, only about 20 percent of the need-based financial aid for undergraduates in 2004-2005 came from endowed funds. The remainder came from unrestricted

resources (operating funds), which also support Duke's excellent faculty and programs that make the Duke experience so compelling.

3. What percentage of Duke undergraduates receive need-based financial support?

About 40 percent. For U.S. citizens and permanent residents, Duke's undergraduate admissions policy is "need blind," which means that applicants are accepted regardless of their ability to pay for college. Duke meets 100 percent of demonstrated financial need as determined by university calculations. In addition, the university offers some merit and athletic scholarships to undergraduates.

4. Why has Duke's contribution to need-based financial aid for undergraduates almost doubled since 1995?

Duke is committed to meeting 100 percent of the financial need of students it admits. The number of Duke applicants has grown significantly in the past decade, and these applicants represent a more diverse population and qualify for greater financial aid than ever before. Over the past decade, the cost of attendance has increased 57 percent, but over the same 10 years, Duke's investment in financial aid has about doubled. In addition, Duke continues to enhance its financial aid program. For instance, now students receiving aid can apply for a grant in lieu of a summer earning requirement in order to take advantage of academic enrichment opportunities. Another factor for the increase in Duke contribution is the change in government funding for education: 20 years ago, federal funds provided 20 percent of the financial aid we distribute; now it's about 8 percent. The nation's economic condition has also played a part, as we find that applicant families in some sectors have less discretionary income than they had in the late '90s.

5. Why does an undergraduate education at Duke cost so much in the first place?

Tuition is clearly the greatest source of revenue for a university, but tuition covers only about two-thirds of the cost of an education, so all students, even those whose families can pay full tuition, benefit from the university's ability to invest in the education of each student. We continue to try to balance increases in tuition and fees with the commitment to provide sufficient resources for the outstanding educational programs we offer.

6. How does a student apply for financial aid?

Students can find complete information about applying for financial aid when they contact Duke Admissions. Financial aid application forms, including tax records and standardized parent statements, are due with the application in order for awards to be announced along with the admissions decisions. Duke worked a few years ago with a group of 27 peer institutions to establish a standardized approach to assessing a family's need. At Duke, admissions decisions are made "need blind," without regard to whether the student did or didn't apply for financial aid. For the 2004 entering class, 52 percent applied for aid, and 78 percent of those received an offer of aid.

7. How does Duke decide how much aid to give in the form of a grant versus a loan? Is there a formula?

As noted earlier, Duke worked with a group of its peers to develop a standardized approach to determining a family's ability to support educational expenses. This agreed-upon analysis considers family income, assets, family size, number in college and other related factors to determine what amount, if any, parents can provide in a given year towards their child's cost of attendance. We ask families to help us individualize this result by providing us with information on any extenuating or unusual circumstances that affect their ability to support educational expenses. The calculated family contribution is subtracted from the cost of attendance to determine each student's demonstrated need. Expressed as a formula it looks like this:

$$\begin{aligned} &\text{Cost of attendance} \\ &- \text{Family contribution} \\ &= \text{Demonstrated Need} \end{aligned}$$

Each student is offered a standardized amount of work and loan (self-help) with grant funds equaling the difference between work and loan funds and the student's demonstrated need. Students with family incomes of \$40,000 or less received more in grants and less in loans. Duke will continue to expect parents and student recipients to partner with the university to pay for college with a combination of job, loan, parental support and grant.

8. How does your financial aid system at Duke affect middle-income families?

Our aid determination has been of great benefit to students from middle-income families. About

one-third of the students receiving grant money came from what could be described as middle-income. The median family income for a student qualifying for need-based Duke financial aid was about \$86,000. Under certain circumstances, families with incomes between \$150,000 and \$200,000 qualified.

9. Some of these family incomes seem high. Why are they getting aid?

For a high-income family to receive aid, there must be some extenuating circumstances such as the number of children in college, family illness, etc. With a tuition/room/board cost in excess of \$40,000, many families need help to select Duke for their child's education. All families are judged by standard criteria in determining a fair parent contribution level for their child's education.

10. How are North Carolina students being served?

North Carolina residents get aid in greater numbers and of a greater size than the general population. About 45 percent of North Carolina students (compared with 40 percent of all undergraduates) get need-based aid, and the average grant is somewhat higher. Duke admits more students from North Carolina than any other state—more than 1000 students from the Carolinas are presently enrolled, and they receive more than \$8 million in grants.

11. Does Duke give financial aid to international undergraduates?

Starting in 2002, Duke added scholarships for a limited number of undergraduates.

12. Does Duke give merit scholarships?

Yes, Duke has a solid program of merit scholarships including the A.B. Duke and B.N. Duke Scholarships, the Reginaldo Howard Scholarships for minority students, the Robertson and University scholars programs and a handful of selective merit scholarships. Most of these are adequately endowed, and the administration has determined that adding additional merit scholarships is not our need at this time. Many of those students receiving merit awards would also have qualified for need-based financial aid.

** The self-help amount increases each year the student is at Duke. For seniors, the expectation in 04/05 was about \$8,100, including \$6,300 in loans and \$1,800 in work.



ONE OF THE REASONS
DUKE INVESTS IN TALENT.

Daniel Blue, JD '73

**Former Speaker of the House of Representatives,
 N.C. General Assembly; attorney**

"At Duke, I had a sort of epiphany of what the world was about."

Dan Blue grew up during segregation and Sputnik on a farm in rural Robeson County, North Carolina. He became the first African-American since the Reconstruction era to be elected Speaker of the House in a Southern state. His father worked at a textile mill to make ends meet for his family of seven. "We always had enough to eat, but my parents couldn't set aside money for college," says Blue, who graduated from historically black N.C. Central University with a math degree. Inspired by Bobby Kennedy, Blue decided to work for civil rights by pursuing a law degree at Duke, which gave him the necessary financial aid.

"I felt I'd been sheltered long enough and thought I had the ability to compete on a broader stage," says Blue, who was one of only four black students in the law school. Today Blue is a Duke trustee and helps strengthen the university's financial aid programs. "It was an incredible experience being at Duke with law students, undergraduates, med students and divinity students whose views covered the spectrum politically and philosophically."



ONE OF THE REASONS
DUKE INVESTS IN TALENT.

Paul Farmer, T'82, MD, PhD
 Physician, humanitarian, MacArthur "genius grant" awardee

"I owe a great debt to this place. I learned a lot about what I wanted to do in life here."

One of six children, Paul Farmer grew up in a trailer park in Florida without running water. His mom worked as a grocery store clerk and his parents' combined income did not equal the cost of tuition, room and board at Duke, where he came on full scholarship. "I look back and recognize the experience as I did not then, as a privilege," says Farmer. "I had this vast opportunity to take any course I wanted, work in a lab, work in an emergency room and have teachers and deans who took great interest in the cultivation of the intellect and one's engagement in the world."

While at Duke, Farmer worked to help migrant farm workers. Since then, he has dedicated his life to treating people in some of the poorest countries in the world and is a leader in the fight for health equity in the U.S. and worldwide. His story is the subject of *Mountains Beyond Mountains*, a book by Pulitzer prize-winner Tracy Kidder that was required reading for Duke's 2004 entering class.



ONE OF THE REASONS
DUKE INVESTS IN TALENT.

Ana-Maria Benitez Graham, MD '04
 Pharmacist, physician

"To us, Duke was almost like a fairy tale."

Ana-Maria Benitez Graham's parents couldn't read or write, but the Mexican migrant workers nevertheless instilled in their daughter a voracious desire to learn. Although she didn't attend an American school until she was 14 and soon had to drop out to support the struggling family, Graham managed to get her GED, put herself through community college and ultimately finish the University of Texas at Austin's pharmacy program. By the time she realized her true dream was to become a doctor, she was 27, married and expecting her first child. The cost of medical school seemed prohibitive.

"We wanted to go to a place where we wanted to live and that had a good financial aid package," Graham says. Duke fit the bill: a lovely campus, a small class—only 100 students—and grants that would cover 60 percent of financial need, says Graham, now a dermatology resident at the University of North Carolina at Chapel Hill, where she's helping to establish a specialty clinic for people without insurance. She's also passing along her passion for success: "It's my No. 1 goal—to give my children an education."



ONE OF THE REASONS
DUKE INVESTS IN TALENT.

Aaron Johnson, T'07

High school valedictorian, future legal scholar

"I just wanted a chance to make my own way through school. I'm not asking for easy—just for possible."

Native New York Stater Aaron Johnson had never been farther south than Pennsylvania, but he was determined to attend college at Duke. The class valedictorian and track-team captain knew the university offered strong academics, especially in the field he is passionate about—political theory. The goal seemed out of reach after his dad lost his job with a fabricating plant in Johnson's hometown, but he applied to Duke anyway—and was accepted under the university's "need-blind" policy, which does not weigh a student's need for financial aid in the admissions process.

Committed to meeting 100 percent of admitted students' demonstrated financial need, Duke is helping Johnson pay the tab with a financial aid package of grants, scholarships, loans and a job. "There was no way I was going to go anywhere else," says Johnson, who's studying with renowned professors like Peter Euben and intends to become a political science professor or a lawyer. "I'd like to argue before the Supreme Court someday."



ONE OF THE REASONS
DUKE INVESTS IN TALENT.

Danielle Danae Plattenburg, T '07
High school valedictorian, future legal scholar

"Duke has given me incredible opportunities to explore different paths—and the financial aid has definitely taken a burden off my mom."

Danae Plattenburg of Sugarland, Texas wanted to go to Duke since she was 12 years old, when she first visited as a student in the Talent Identification Program. Six years later, she set foot on the Duke campus again as a freshman—thanks in part to a Reginald Howard Scholarship and work-study job. "It's definitely taken a burden off my mom," says Danae, whose mother, a nurse coordinator in the public schools, has raised Danae and her two college-bound brothers alone. And Danae hasn't wasted a second of her Duke experience: the pre-med English major performs with Dance Black, writes for a Black Student Alliance publication, works at the Student Health Center, serves as a sexual health peer educator, and recently interned at a college prep school for inner-city children in Pittsburgh—part of Duke's Service Opportunities in Leadership program. Duke is giving her the opportunity to step out of her comfort zone and discover new abilities—such as a talent for teaching, Danae says. "It's sort of all coming together here."



ONE OF THE REASONS
DUKE INVESTS IN TALENT.

Suzanne Wasiolek, T'76, MS'78, MS'93
Dean of Students, Duke University

"The one thing no one can ever take away from you is a great education."

Suzanne Wasiolek has made a lasting impact on thousands of lives in her 27 years of counseling and mentoring students. Affectionately known as "Dean Sue," Duke's dean of students and assistant vice president for student affairs was able to attend the university herself thanks to a financial aid package of loans, grants and work.

"I realized from a young age that if I was going to attend college I'd have to find a way to pay for it," says Wasiolek, daughter of a Charlotte, N.C. textile mill worker and a check processor. "So the financial support Duke offered was crucial." And so was the education: It was as a resident assistant at Duke that she discovered her passion for interacting with students—what has become her life's work.