

duke PARENTS

A NEWSLETTER FOR DUKE UNIVERSITY PARENTS & FAMILIES

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Dear Duke Parents and Families,

It's my pleasure to share observations and thoughts as I reflect on this academic year. With Commencement nearing, I first want to congratulate the families of the Class of 2005. These students, a stellar group, have represented themselves with honor and distinction, and I look forward to our continued contact, as they become Duke's next community of alumni. The classes of '06, '07 and '08 are equally engaging and energetic (as their parents undoubtedly know). Their achievement, both in and out of the classroom, instills a shared pride in all of us.

I can hardly imagine capturing in any one letter a genuine sense of the undergraduate experience. From your vantage point, I hope you've enjoyed hearing about the experiences of your own child (or children). My own 'crows nest' on the Chapel Quad has offered an opportunity to watch and often participate in an overwhelming array of activities—from sports to theater, community service to cultural activities, leadership programs to tents at K-Ville. Life on campus has been full, lively, controversial, contentious and communal...all characteristics of a wonderful collegiate environment.

Student Affairs has focused on several areas of concern this year. While we remain vigilant with general issues of student safety, the role of alcohol in the social lives of students continues to concern us deeply. In turn, we have launched a new initiative called BlueSPARC (<http://deanofstudents.studentaffairs.duke.edu/BlueSPARC/index.html>) to explore environmental approaches to reducing binge drinking among our students. I welcome your thoughts on this most troubling issue. We also are working diligently on further enhancements to our residential programs with particular attention this year to the sophomore experience on West Campus.

The most exciting news I have is in regard to our West Campus Plaza Project. The plaza, which will replace the current Bryan Center walkway, is designed to provide a wonderful new gathering, performance and conversation place for the campus. I encourage you to read more about it at <http://www.studentaffairs.duke.edu/projects/plaza/>. The construction should take about a year, and our hope is to have the project completed by the fall of 2006. This project launches our longer term plans to renovate the Bryan Center and West Union buildings and, over time, to create a much more student-friendly space in the heart of West Campus.

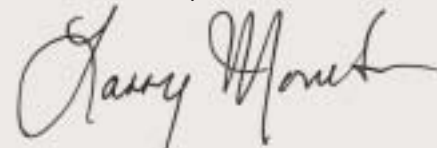
Of course, our most ambitious project will be the Central Campus initiative. Far more than simply replacing the outdated housing there, this project will eventually transform that part of the Duke campus into a community featuring housing for upper-level students, for graduate and professional students and some day, for faculty and staff as well. You'll be hearing and reading much about this effort over the coming months and years, and many of our current students (mostly our first-year students) will actually reap the benefits of the first phases of this project. Stay tuned!

Last month our trustees approved a 5.1 percent increase in tuition and fees for undergraduate students for the coming year. Our Provost, Peter Lange, noted, "We continue to try hard to hold down the increase in tuition and fee while assuring that we have sufficient resources to support the excellent educational programs we offer. Duke's endowment is smaller than many of the universities with which we compete for the best faculty and students. It is essential that we continue to retain and attract outstanding faculty and students, and that we develop the programs and facilities that support their work. Tuition is critical to our ability to do so." We recognize the burden this places on many of our families and have also increased our allocation to financial aid (7.7 percent), with nearly \$55 million slated for distribution in the coming year to ensure that access for qualified students remain a university priority. President Brodhead has made clear his intent to sustain Duke's commitment to full demonstrated need.

In closing, I want to express my appreciation to the hundreds of people in the Division of Student Affairs who care for your sons and daughters. They include the counselors, career advisors, nurses, cultural centers staff, housekeepers, secretaries, programming consultants, and many, many more folks who just plain love to be with and support your kids...kids long on their way to becoming remarkable adults.

Please call or write with questions, ideas or concerns. We love to hear from you!

Warmly,



Larry Moneta
Vice President for Student Affairs



Architect Drawing of the West Campus Plaza

First-Year Seminars Provide Gateway to Intellectual Life

by Jerry Oster

All new students at Duke must complete a seminar in their first year on campus. About a third of them do so by enrolling in a FOCUS Program, renowned for its small-group intellectual and social experiences. But for most students it's a First-Year Seminar that satisfies the seminar requirement, and for many of these it is a gateway to an intellectual life – and sometimes to a major and a choice of career.

Working closely with distinguished members of the Duke faculty to explore a single topic, students make connections that sometimes last for the rest of their time at Duke, and often beyond. They also learn how to join an intellectual conversation at a higher level than they've been accustomed to in high school, and to develop their intellectual and personal skills.

Trinity College Dean Robert J. Thompson, Jr. says First-Year Seminars “have an important role to play in achieving our aspirations for undergraduate education at Duke by directly linking that education to the processes of inquiry and discovery. The seminars provide an opportunity for students to make connections with faculty that will persist over time. They also enable faculty to help students envision the types of intellectual and personal engagements and growth opportunities afforded by a research university.”

Trinity College Associate Dean Norman C. Keul, who administers the First-Year Seminar Program, contrasts seminars with lectures, which he says are “relatively efficient for conveying a lot of information in a short timeframe, but which cast students into relatively passive roles of receiving and assimilating that information without the benefit and stimulation of the ideas and interpretations of others.”

“Seminars,” Keul says, “are more likely to foster active learning, student participation in class discussions, closer collaboration among students and with the instructor – in short, a more intimate learning environment.”

Duke's so-called 49S seminars are restricted to first-year students, and are limited to 15 students. Nineteen academic departments or programs were represented in the 2005-06 seminars. Some first-year students fulfill their seminar requirement in so-called 20-series seminars. Offered in various disciplines, these seminars are open not only to first-year students but also to upper-level students – usually soph-

omores – seeking an introductory course. Some departments offer seminars, both introductory and advanced, that may be appropriate for first-year students. Special permission may be required for first-year students to take the advanced seminars.

Some of Duke's most distinguished and most senior faculty teach first-year seminars. Michael C. Reed, Bishop-MacDermott Family Professor of Mathematics, has been teaching Math 49S, Applications of Mathematics to Physiology and Medicine, nearly every spring since first-year seminars were begun in 1985. “This is one of my favorite courses to teach,” Reed says. “I particularly like showing the students that science is not just facts and mathematics is not just methods....So I feel good, because I've given them – or perhaps they've given themselves – a good start on their scientific or medical careers.”

Jean O'Barr, founding director of the Women's Studies Program and Distinguished University Service Professor, teaches Women Imagine Change. O'Barr said first-year and FOCUS seminars give her “the opportunity to help students orient to academic life. In turn, the students help me to see my material afresh each semester.”

“Teaching first-year students keeps me in touch with what young people are thinking outside the university,” says Henry Petroski, Aleksandar S. Vesic Professor of Civil and Environmental Engineering. “First-year students are closer to the general culture than they are to that of the campus, which they are still finding their way around, and so they bring to classroom discussions and research papers a great mix of points of view,” Petroski says.

Martin Golding, professor of philosophy and law, teaches Philosophy in Literature, which pairs such literary works as *Antigone*, *Crime and Punishment*, and *Huckleberry Finn* with works by such philosophers as Jeremy Bentham, Sartre, and Nietzsche. “I chose to teach freshmen simply because it is fun to teach them,” Golding says. “Duke freshmen are bright and hard-working, and open to new ideas.”

John E.R. Staddon, James B. Duke Professor of Neurobiology and professor of biology, teaches Mind, Mechanism, and Society, which introduces first-year students to a range of topics related to psychology. “Someone at my career stage is perhaps better able to give this kind of general background than a younger person,” Staddon says. “I don't have the pressures to focus on my own research area to which they must accommodate. And I do see a need for beginning students to get some kind of general context into which they can place the specialized material that is likely to be their main fare in other courses.” ■

Duke University Parents Advisory Council

Dear Parents:

As the Division of Student Affairs works to enrich the programs and services offered to your students, a new initiative has been designed to gather your valuable feedback and support!

The Duke Parents Advisory Council (DPAC) will assist the division with strategic planning, provide feedback about programs and policies, and give parents an opportunity to play a meaningful role in shaping a stellar undergraduate experience at Duke.

Two parent representatives from each class year (2006, 2007, etc.) will make up DPAC, along with four at-large representatives (a parent couple counts as one representative). Any parent who has a student enrolled as a Duke undergraduate can apply. Members of DPAC will be asked to attend bi-annual on-campus meetings—the first during Parents' & Family Weekend in the fall and the second during the spring semester. DPAC members will also take part in regular “e-communication” with other parents on the council and Duke staff. Lastly, council members will have opportunities to act as Duke ambassadors as needed throughout the year. These are one-year appointments with the option to continue service.

To apply, please download an application at:

<http://deanofstudents.studentaffairs.duke.edu/parents.html>

Council members will be chosen by the Vice President for Student Affairs, the Dean of Students, and the Parent and Family Programs staff. Parents selected for the council will hear back from us this summer. Please direct questions about the DPAC to Assistant Dean of Students Ryan Lombardi at 919-684-6389 or ryan.lombardi@duke.edu.

Thanks for your consideration!

Visit Parent & Family Programs on the world wide web at: <http://deanofstudents.studentaffairs.duke.edu/>

Engineering Student Headed to Australia

by Deborah Hill

As a Duke student Patrick Crosby studied in both Spain and Costa Rica. And after he graduates in May 2005 with a double major in electrical and computer engineering and computer science, he is headed off to Australia.

Crosby, from Abbeville, S.C., is one of 14 U.S. students to receive a 2005 Fulbright Postgraduate Scholarship from the Australian-American Fulbright Commission. He will spend a year continuing cochlear implant research he started as a Pratt Undergraduate Research Fellow at the Pratt School of Engineering. He is working to improve music perception for wearers of cochlear implants under the guidance of associate professor Leslie Collins, who specializes in auditory prostheses.

Cochlear implants can restore partial hearing in some people with deafness by directly stimulating the auditory nerve, which can help them learn to interpret sounds and speech. But because music is such a complex sound, with more necessary spectral and tonal information being conveyed simultaneously, it doesn't translate well through many modern implants. Crosby is working to fine tune how sounds are processed by the device to better convey subtle spectral and tonal information.

"Patrick is an absolutely outstanding student—he has strong theoretical and analytical skills along with excellent intuition. He will without a doubt be a credit to Pratt and Duke, as well as the Fulbright program," said Collins.

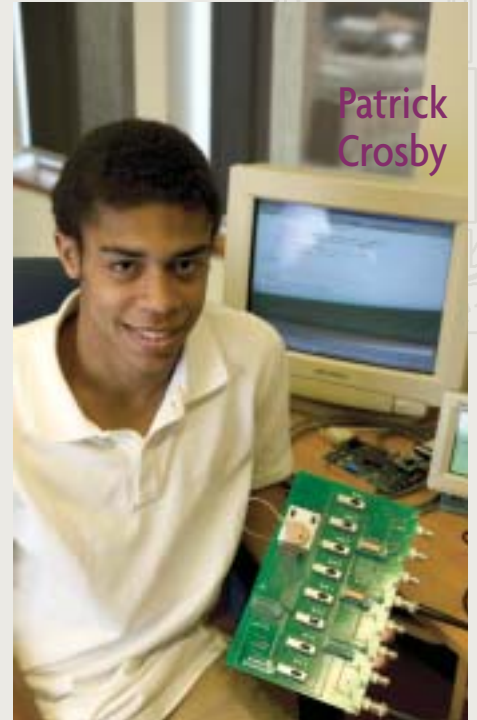
Crosby, also a die-hard member of Duke's Ultimate Frisbee Club, relishes the opportunity to study abroad again. In Spain, he witnessed the famed running of the bulls in Pamplona, an event he

called "outrageous, dangerous and just spectacular." A time-honored part of the Fiesta of Saint Fermin, Pamplona Bull Run is considered by some to be the definitive rite of manhood.

Crosby enjoyed watching from the sidelines as hundreds of intrepid locals and tourists risked their lives to outpace the galloping, frenzied bulls hurtling along the 800-meter stretch of narrow streets. The bulls are driven towards a stadium for bullfights later in the afternoon.

"It was an incredible experience just to be there," he said. "One of my friends fell down, but thankfully he didn't get gored. It was one big mess."

After graduating from Duke and spending his year in Australia, Crosby plans to work in industry conducting research for several years before pursuing a graduate degree in electrical and computer engineering. ■



Patrick Crosby

Mental Health Concerns on College Campuses: Seeking Solutions to a Growing Public Health Concern

by Libby Webb, MSW, LCSW

Ask most parents of a college-aged student about mental health issues on college campuses and they will utter three simple letters: MIT. The case involving a student suicide on MIT's campus has catapulted mental health issues on college campuses into the national spotlight (The New York Times Sunday Magazine, April 28, 2002). As awareness has increased, so have the fears and concerns of parents of college students. The goal of this article is to demystify mental health issues and highlight services provided at Duke. A second goal is to provide a catalyst for having forthright discussions about mental health issues with your son or daughter.



Psychological concerns among college students have been on the rise in recent years. The American College Health Association reported that more than

40 percent of students experienced depression to the degree that it impaired their daily functioning and that 30 percent reported suffering from either an anxiety or depressive disorder. What is alarming is that of this group, 10 percent said that they had seriously considered suicide, which remains the second leading cause of death for adolescents age 15-24. This report confirmed what many college counseling centers across the country have known: students are experiencing serious emotional and life threatening concerns during their college years.

Recognizing this growing public health concern, Duke is working to extend the net of support through a number of community-wide interventions.

Duke University's Counseling and Psychological Services (CAPS) is the primary portal for Duke students who seek psychological services. CAPS' staff meet with 10 to 12 percent of the student population in any given academic year. However, the first line of support for students includes other students, residence hall staff, advisors and faculty. Therefore, a high priority for CAPS is to provide helpful consultation to faculty, staff, and students who interface with emotionally distressed students.

An increasing number of students need mental health services beyond the CAPS brief model. Such difficulties include eating disorders, major depression, attention deficit disorder, and bi-polar illness. In addition to students struggling with pre-existing illnesses,

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Have a question?
Email dukeparents@studentaffairs.duke.edu
and we'll help you figure it out. We promise a
prompt and helpful response.

“There is an alarming phenomenon occurring at colleges across the country. The incidence of mental illness, whatever form it may take, is increasing. In fact, it is estimated that one in four college students suffer from some sort of mental illness. Unfortunately, there is a thick silence surrounding this issue, especially in the highly motivated and overachieving culture of today's college students where mental illness seems to imply some sort of personal weakness. Therefore, the topic is not out in the open, and those who are suffering are hesitant to be forthcoming with their experience and to seek support both through counseling and within their peer groups.”

Logan Leinster, Trinity '05
Co-Founder, Active Minds On Campus

the intense rigors of the academic environment can precipitate a student's first episode of a major mental illness. CAPS is responding to these developments by involving the entire university community in a collaborative response to rising mental health concerns.

A key CAPS initiative began in the fall of 2003 with the launching of a seminar series titled “The Shrink Is In: Help for the Helpers”. Seminar topics included student suicide, authentic happiness, stress and body image concerns. Seminar participants have included RA's, faculty advisors and academic deans, and student affairs staff members.

Student peers are also powerful allies for promoting positive mental health. An exciting development has been the organization of a local chapter of Active Minds on Campus by three Duke students (www.duke.edu/web/activeminds/). Such student initiatives can decrease the stigmatization that has surrounded these illnesses.

Parents continue to be one of the most important resources for promoting positive mental health among students. Given the increased number of students entering college with pre-existing mental illnesses, planning for a student's mental health treatment needs prior to arrival at Duke is as critical as planning an academic schedule. An insurance plan with good mental health coverage will help a student receive the treatment necessary to remain at Duke and succeed academically. Duke offers an excellent insurance plan (www.hillchesson.com) that parents can purchase for the academic year. With a good insurance plan in place, CAPS staff can help families locate appropriate treatment resources.

It is clear that campuses across the country are facing an era of increased mental health concerns on campus. This new challenge can be addressed successfully with the partnership of all sectors of the Duke community: CAPS and Student Affairs staff, other staff and faculty, students and a key component of this collaboration, parents. ■

Help ensure your son's and daughter's safety-encourage them to do the following:



- Report suspicious activity to Duke Police
- Not leave valuable property visible inside their vehicle
- Keep their residence secure
- Walk in pairs at night

For more information about campus safety or Duke Police, please visit our website at <http://www.duke.edu/web/police/> or contact Leanora Minai, public information officer, at 919-684-3215 or leanora.minai@duke.edu

Helpful Phone Numbers

Parent and Family Programs	919-684-3511
Dean of Students Office	919-668-DUKE
Student Health	919-681-WELL
Residence Life & Housing Services	919-684-4304
Counseling & Psychological Services	919-660-1000
Duke Police	919-684-2444



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Division of Student Affairs

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