

The background of the entire image is a sunburst pattern. It consists of numerous thin, radiating lines that originate from a central point at the bottom and spread outwards towards the top. The lines are colored in a gradient from bright yellow at the center to a deep orange at the edges. The overall effect is that of a bright sun rising behind a horizon, creating a warm and energetic atmosphere.

# DukeReach

Here For You  
When You Need Help

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[www.studentaffairs.duke.edu/dukereach](http://www.studentaffairs.duke.edu/dukereach)

Duke Faculty  
Supplemental Handbook  
“Recognizing and  
Responding to Students in  
Distress”

Adapted from Cornell University’s “Recognizing and  
Responding to Students in Distress, A Faculty Handbook”

## FOREWORD BY DR. MONETA

As members of the Duke community, all of us play important roles in fostering the well-being of those around us. While we are exceedingly proud of the intellectual achievements of our students, we are also aware that many students find themselves struggling at times with issues such as adjusting to a new community, questions about identity, problems with a significant other or family member, financial burdens, or alcohol or substance use problems. To help meet the needs of our student population, Duke has developed DukeReach, an extensive partnership between Student Affairs, other support services and Duke's schools and colleges. Student Affairs staff is prepared to provide support for students experiencing personal, physical, and social challenges. DukeReach consists of a systems approach to reporting, collecting, sharing, and acting on information about student behaviors or concerns about students. This guide outlines important information about the role faculty members can play in being a part of the DukeReach system and providing a supportive academic environment while assisting students or others who may be in distress. I encourage you to review this valuable resource and keep it close at hand for guidance in handling challenging situations.

If you are concerned about a student's physical or emotional well-being and/or disruptive behavior, DukeReach is here to help you assist students by providing resources in this guide and online at [dukereach.studentaffairs.duke.edu](http://dukereach.studentaffairs.duke.edu)

Thank you for helping us provide a healthy and safe campus and community.

Larry Moneta  
Vice President for Student Affairs

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# Who are Duke Students and What are Their Sources of Stress?

Duke students come to Durham, North Carolina from around the world and close to home. Undergraduates, known as the millennial generation, have always known about the internet, computers, compact disks, USB ports and flash drives. They are the children of parents who likely graduated from college between 1980-1990. These students have been described as perfectionists, driven, highly protected, and entitled. They did very well in school, set their goals high and by and large have always been successful in everything they do. “A” grades may have, at times been difficult to achieve. These students played sports, were leaders in their class, travelled abroad, and made a difference in their communities. Now they are at Duke, and as the boundaries of their world have expanded their competition for attention and achievement have increased. The cumulation of these traits, from an academic perspective, is what helps further the body of knowledge and provide for a solid foundation of life-long learning.

The population of students on campus is increasingly diverse in ethnicity, national status, sexual orientation and life experience.

## Duke Student Demographic Data (Averages 2007-2012)

**Total Enrollment:** ~13,200  
Graduate and Professional Schools: ~7000  
Undergraduate Students: ~6200  
Trinity: ~5000  
Pratt: ~1200

### Gender

Male: ~50%, Female: ~50%

### Ethnicity

Asian, Asian-American, or Pacific Islander: 25%  
African American: 10%  
Caucasian: 50%  
Hispanic/Latino: 7%  
Native American, American Indian, Native Alaskan, or Native Hawaiian: .5%  
International: 15%  
(more than 38 countries represented)

In addition to increased student diversity, more and more students are arriving on campuses with mental health diagnoses and extensive treatment histories. Many Duke students struggle with suicidality, eating disorders, learning disorders, attention deficit disorder, acting out in the classroom and an intense fear of failure. As you may recall from your own experience life is very tumultuous between the ages of 18-22. It is not unusual for depression, anxiety or other mental health concerns to arise during this developmental period of life. Combine the typical developmental hurdles of college life; setting and achieving academic goals, developing an independent identity from one's family, and learning to manage the various emotions that impact a newly independent life, with the natural stress associated with an elite university such as Duke and it is not difficult to understand why some of our students struggle.

**Data from the 2006 American College Health Association Survey indicates the following:**

- 94 out of 100 students reported feeling overwhelmed by all they had to do.
- 44 out of 100 - almost half - have felt so depressed it was difficult to function.
- 8 out of a 100 reported having a depressive disorder.
- 12 out of 100 had an anxiety disorder.
- 9 out of 100 or approximately 1 out of every 11 students reported having seriously considered suicide within the past year.
- 1.3% actually did attempt suicide.

**In the Fall of 2009 a total of 752 college and university counseling center directors were The 2009 Association for University and College Counseling Center Directors Annual Survey (752 respondents) reported the following:**

73% of centers reported that there has been an increase in the past year in the number of students seeking counseling services who were already taking psychotropic medications.

94% of Directors reported that the number of students with significant psychological problems is a growing concern on their campuses.

71% of Directors reported that they believe that the number of students with severe psychological problems has increased in the past year.

15% of clients presented with suicidal thoughts or behaviors.

As you enter the classroom, think back to your own college experience and recall the challenges you faced. Take a moment to compare your own experience to that of today's college student. Get to know the students in your class. As faculty members we ask that you engage your students in intellectually stimulating classroom studies and report any concerns you may observe. Regardless of the concern you may have, there are many resources available to assist students.

If you notice a student struggling, please reach out to them, notify their academic dean/Graduate and Professional School or your Director of Undergraduate Studies/Director of Graduate Students, or report the concern via DukeReach ([studentaffairs.duke.edu/dukereach](http://studentaffairs.duke.edu/dukereach)).

What I have found most helpful (when assisting a student) is to be mindful of my own experience of the student as we interact. How is this student making me feel? How am I experiencing this student? If I find myself feeling anxious, uneasy, or puzzled then I reflect on my interactions with the student and determine if I need to reach out and possibly make a referral. When I do make a referral, I always make it personal. By that I mean I give the student the name of a particular person in a particular office and I ask the student if they would like for me to phone that person and to let him or her know that the student will be contacting them. I also follow up with the student.

--David Malone  
Associate Professor of the Practice, Education

# Reporting Concerns About a Student

When you observe or hear about an undergraduate or graduate/professional student behaving or appearing in a way that makes you concerned about his/her psychological/emotional well-being, consider these choices:

## **Concerned (normal business hours):**

Fill out a report via DukeReach at [studentaffairs.duke.edu/dukereach](http://studentaffairs.duke.edu/dukereach). Contact the student's academic dean, 919-684-2130 (for undergraduates)/Graduate and Professional School (specific contacts see page 43), or your Director of Undergraduate Studies/Director of Graduate Students, or the Dean of Students Office, 919-668-3853 if you believe the student needs help that you cannot provide and it is during normal business hours.

- Tell the staff member what you know about the student and the situation.
- The staff member may prepare you (if you are comfortable) for a discussion with the student or s/he may contact the student to provide counseling, services, and/or referral.

## **Urgent (anytime):**

Page the dean-on-call, 919-970-4169, for a consultation if you believe the student has a serious need for help now, but no one is in immediate danger.

- If the student is present, tell the student you would like to help and need to get guidance from someone more knowledgeable. If you need to leave to make the phone call, make sure someone else stays with the student.
- Tell the dean-on-call your name, location, and what you know.



- The on-call dean will coach you about that you should do next and/or consult with other resources.

Note: You may choose to walk the student to the appropriate academic dean's/Graduate and Professional School, Director of Undergraduate Studies/Director of Graduate Students, or Dean of Students Office.

Under no circumstances should you drive the student anywhere if there is immediate danger or you are quite concerned about the student. Duke Police can also assist with transportation concerns (919-684-2444).

### **Emergency (anytime):**

If you believe that you and/or someone else may be in any kind of immediate physical danger (if a weapon is involved, if you or others feel immediately and personally threatened, or if the student has a plan to do personal harm) at any time, **call Duke Police: 684-2444, or pick up a Blue Light phone.**

- Tell the police who you are, where you are, and what you know.
- The police will coach you about what you should do next.

Faculty members may have concerns about reporting information about students to others. Please see FERPA guidelines on page 38.

# Recognizing Students in Distress

As faculty members, you may be the first to notice a student who is experiencing difficulty. You do not have to take on the role of counselor or diagnose a student. You need only notice signs of distress and communicate these to the student's academic dean/Graduate and Professional School, the Director of Undergraduate Studies/Director of Graduate Students for your department, or the Dean of Students Office. If you choose, you also may have a direct conversation with the student to gather more information, express your concern, and offer resource referral information.

Often, there are indicators that a student is experiencing distress long before a situation escalates to a crisis. To assist our students in maintaining their mental health and maximizing their intellectual growth, it is important to identify difficulties as early as possible. The presence of one of the following indicators alone does not necessarily mean that the student is experiencing severe distress. However, the more indicators you notice, the more likely it is that the student needs help. When in doubt, consult with the student's academic dean/Graduate and Professional School, the Director of Undergraduate Studies/Director of Graduate Students for your department or the Dean of Students Office (for contacts, see page 42). The Dean of Students Office serves as an initial contact for crisis (Dean-on-Call) and the point of contact for the University regarding students of concern and students at risk.

## *Indicators of Distress*

### **Academic Indicators:**

- Repeated absences from class, section, or lab
- Missed assignments, exams, or appointments

- Deterioration in quality or quantity of work
- Extreme disorganization or erratic performance
- Written or artistic expression of unusual violence, morbidity, social isolation, despair, or confusion; essays or papers that focus on suicide or death
- Continual seeking of special provisions (extensions on papers, make-up exams)
- Patterns of perfectionism: e.g., can't accept themselves if they don't get an A+
- Overblown or disproportionate response to grades/evaluations

### **Behavioral and Emotional Indicators:**

- Direct statements indicating distress, family problems, or loss
- Angry or hostile outbursts, yelling, or aggressive comments
- More withdrawn or more animated than usual
- Expressions of hopelessness or worthlessness; crying or tearfulness
- Expressions of severe anxiety or irritability
- Excessively demanding or dependent behavior
- Lack of response to outreach from course staff
- Shakiness, tremors, fidgeting, or pacing

### **Physical Indicators:**

- Deterioration in physical appearance or personal hygiene
- Excessive fatigue, exhaustion; falling asleep in class repeatedly
- Visible weight changes; statements about appetite or sleep changes
- Noticeable cuts, bruises, or burns
- Frequent or chronic illness
- Disorganized speech, rapid or slurred speech, confusion
- Unusual inability to make eye contact
- Coming to class bleary-eyed or smelling of alcohol

## Possible Signs of Substance Abuse/Problem

- High tolerance, notable change in tolerance level (ex: it now takes ten shots to feel buzzed)
- Blacking out/Browning Out
- Significant change in personality
- Tension in relationships with friends, staff, etc. due to use
- Continued use despite negative consequences (student conduct, DUI, physical problems)
- Avoidance
- Change in grades and or unable to keep up
- Concerns expressed by friends, faculty, staff
- Change in personality (depression, aggression, erratic behavior)
- Denial and or justification of use
- Health Concerns (missing meals, weight loss, weight gain, regular respiratory infections,etc.)
- Person is using alone or hiding use
- Denial that there is a problem
- Amotivational behavior

## Safety Risk Indicators:

- Written or verbal statements that mention despair, suicide or death
- Severe hopelessness, depression, isolation, and withdrawal
- Statements to the effect that the student is “going away for a long time”

If a student is exhibiting any of these signs, s/he may pose an immediate danger to her/himself. In these cases, you should stay with the student and contact Counseling and Psychological Services (CAPS) at 919-660-1000 (after hours page the dean-on-call at 919-970-4169) or the Duke Police at 919-684-2444.

## The Situation is an Emergency if:

- Physical or verbal aggression is directed at self, others, animals or property
- The student is unresponsive to the external environment; he or she is:
  - Incoherent or passed out
  - Disconnected from reality/exhibiting psychosis
  - Displaying unmitigated disruptive behavior
- The situation feels threatening or dangerous to you

If you are concerned about immediate threats to safety, call the Duke Police at 919-684-2444.

## How Do You Know When to Act?

You may notice one indicator and decide that something is clearly wrong. Or you may have a gut-level feeling that something is amiss. A simple check-in with the student may help you get a better sense of his or her situation.

It is possible that any one indicator, by itself, may simply mean that a student is having an “off” day. However, **any one serious sign** (e.g., a student writes a paper expressing hopelessness and thoughts of suicide) or a **cluster of smaller signs** (e.g., emotional outbursts repeated absences, and noticeable cuts on the arm) indicates a need to take action on behalf of the student.

# Responding to Students in Distress

## Choosing a Pathway

There are a few pathways to choose from once you have identified a student in distress; speaking directly with the student and consulting the student's academic dean, 919-684-2130/Graduate and Professional School (specific contacts see page 43), or your Director of Undergraduate Studies/Director of Graduate Students; calling the Dean of Students Office, 919-668-3853, or paging the dean on-call after hours, 919-970-4169.

**If you have a relationship or rapport with the student**, speaking directly to the student may be the best option. Begin the conversation by expressing your concerns about specific behaviors you have observed.

**If you do not really know the student**, you may prefer to consult.

Your decision about which path to choose also may be influenced by:

- Your level of experience
- The nature or severity of the problem
- Your ability to give time to the situation
- A variety of other personal factors

## *Action Step #1: Consult*

### **Consult with one or more of these resources:**

- The student's academic dean, 919-684-2130/Graduate and Professional School (specific contacts see page 43)
- Your director of Undergraduate Studies/Director of Graduate Students
- The Dean of Students Office – 919-668-3853 or page the dean-on-call after hours (919-970-4169)
- Counseling and Psychological Services Center – 919-660-1000

See the Student Support Resource section for additional information on offices available for assistance and intervention as well as on campus student support offices.

When meeting with students, I always ask about their lives beyond the classroom. Clues given from these conversations are often useful in identifying problems; including non-academic ones-before they escalate. The student's academic dean is the single most important resource I use as an advisor.

--Todd Adams

### ***Action Step #2: Make Contact***

You will *not* be taking on the role of counselor. You need only listen, care and offer resource referral information.

- Determine if you feel safe to meet with the student. If you feel unsafe, remove yourself from the situation and call 911. Remain in an open area, preferably with an exit door near you.
- Meet privately with the student (choose a time and place where you will not be interrupted).
- Set a positive tone. Express your concern and caring.
- Point out specific signs you've observed. ("I've noticed lately that you...")
- Ask, "How are things going for you?"
- Listen attentively to the student's response and encourage him or her to talk. ("Tell me more about that.")
- Allow the student time to tell the story. Allow silences in the conversation. Don't give up if the student is slow to talk.
- Ask open-ended questions that directly relate to the issues without judging. ("What problems has that situation caused for you?")
- If there are signs of safety risk, ask if the student is considering suicide. A student who is considering suicide will likely be

relieved that you asked. If the student is not contemplating suicide, asking the question will not “put ideas in their head.”

- Restate what you have heard as well as your concern and caring. (“What do you need to do to get back on a healthy path?”)
- Ask the student what s/he thinks would help.
- Suggest resources and referrals. Share any information you have about the particular resource you are suggesting and the potential benefit to the student. (“I know the folks in that office and they are really good at helping students work through these kinds of situations.”)
- Avoid making sweeping promises of confidentiality, particularly if the student presents a safety risk. Students who are suicidal need swift professional intervention; assurances of absolute confidentiality may get in the way.

Unless the student is suicidal or may be dangerous to others, the ultimate decision to access resources is the student’s. If the student says, “I’ll think about it” when you offer referral information, it is okay. Let the student know that you are interested in hearing how s/he is doing in a day or two. Talk with the student’s academic dean/Graduate and Professional School, your Director of Undergraduate Studies/Director of Graduate Students or contact the Dean of Students Office about the conversation. Follow up with the student in a day or two to see if he or she needs other resources or has followed through on your recommendation.

I worry about students who feel isolated. Kids need to know where to go, who to go to when they need help.

—Dale Grossman  
Applied Economics and Management



### ***Action Step #3: Refer***

Explain the limitations of your knowledge and experience. Be clear that your referral to someone else does not mean that you think there is something wrong with the student or that you are not interested. The referral source has the resources to assist the student in a more appropriate manner.

- Provide name, phone number, and office location of the referral resource (CAPS, Dean of Students Office or the student's academic dean/Graduate and Professional School) or walk the student to the appropriate referral office if you are concerned the student won't follow up. Try to normalize the need to ask for help as much as possible. It is helpful if you know the names of staff people and can speak highly of them. Convey the spirit of hopefulness and the information that troublesome situations can and do get better.
- Realize that your offer of help may be rejected. People in varying levels of distress sometimes deny their problems because it is difficult to admit they need help or they think things will get better on their own. Take time to listen to the student's fears and concerns about seeking help. Let the student know that it is because of your concern for him/her that you are referring him/her to an expert.
- Let the student know that s/he should expect to hear from someone in the Dean of Students Office or his/her academic dean. You also should expect the follow-up after you refer a student.
- End the conversation in a way that will allow you or the student to come back to the subject at another time. Keep the lines of communication open. Invite the student back to follow up.

- If your concern is urgent or you are concerned about a student's safety, stay with the student, page the Dean-on-Call (919-970-4169) and notify Counseling and Psychological Service (660-1000) or the Duke Police (684-2444), or walk the student to Counseling and Psychological Services office, 218 Page.

## Distressed and Distressing?

Sometimes when students are distressed, they “act out” in ways that are inappropriate or even disruptive to your class. If you have a student who exhibits this kind of behavior, communicate your observations to the student's academic dean or your department chair. They will help connect the student with appropriate resources and support you in maintaining your desired classroom environment. If the student is disruptive to your class, refer to your faculty handbook page 6-1 for additional information.

### **Help for Yourself, Colleagues or Family Members**

Duke Personal Assistance Service (PAS) offers services, available free of charge to Duke faculty and staff, and their immediate family members. PAS counselors provide assessment, short-term counseling, and referrals to help resolve a range of personal, work, and family problems. An appointment to meet with a PAS counselor may be arranged by calling the PAS office at -919-416-1PAS (1727), Monday through Friday between 8:00 A.M. and 5:00 P.M. Visit [hr.duke.edu/pas](http://hr.duke.edu/pas).

Working with a student in distress may be physically, mentally and/or emotionally draining. PAS is available to “debrief” with campus community members to restore a sense of equilibrium.

When you are in a difficult situation, you may think that you are all alone. However, please remember that there is always help readily available for you. There are people who can guide you and assist you no matter what.

Do not hesitate to reach out to your instructors. It is important to establish clear communication with them and keep them informed. Faculty can help you if they can. The school administration can also assist you in working with faculty.

You have to be aware that faculty have commitments that stretch beyond the class that they teach. Consequently, it may be difficult for instructors to accommodate a single student's request. Nonetheless, I believe that most faculty will try their best to help each and every individual student.

Sometimes students may be apprehensive in meeting with an instructor taking up his or her time. I am glad that most of the instructors I have encountered are accessible despite their busy schedules.

--Anonymous Student  
Trinity Class of 2013

Students sometimes end up in a terrible cycle of problems – they miss a class or don't have time to do required work, then are afraid to go to the next class because they are not caught up, so they skip another class intending to work harder and that doesn't work, so they eventually miss so many classes or so much work that they either fail the class or must withdraw.

--Donna Kostyu  
Assistant Dean, Trinity College

# Responding to Disturbing Content in Written or Artistic Work by a Student

Faculty members and teaching assistants sometimes find disturbing comments in the written work of students, such as:

- Disclosure of personal trauma or abuse
- References to suicidal thoughts or severe depression
- Violent or morbid content that is disturbing or threatening
- Sexual content that is disturbing or excessively graphic
- Bizarre or incoherent content
- Disclosure of severe problems with alcohol or drug abuse

Such writing may simply indicate a dramatic or unusual style but it may also suggest psychological or emotional problems or possible danger to self or others. It also may indicate a bid for attention or a cry for help.

The following guidelines may help determine whether there is reason for concern and how best to respond.

## **In your written comments:**

- Acknowledge the content with comments like, “That must have been hard for you.”
- Invite discussion with comments like, “Sounds like that was difficult for you – do you have someone to talk with about this?” or “If you would like to talk about this, stop by after class or during office hours.” An email to the student is also an excellent way to communicate your initial concerns and ask the student to come talk to you.

**Consider the student's behavior** in class and whether that reinforces or decreases your concern. For example, writing about suicide is more concerning if the student appears sad, withdrawn, or angry.

**Consult** with the Dean of Students Office, the student's academic dean/ Graduate and Professional School, or your Director of Undergraduate Studies/Director of Graduate Students. Counseling and Psychological Services is also available for consultation to determine if referral, immediate intervention, or outreach to the student is indicated. The counselor may also provide suggestions about how to talk with the student.

**If you feel threatened or uneasy**, do not meet with the student alone. Consult with the Dean of Students Office, the student's academic dean/ Graduate and Professional School, or your Director of Undergraduate Studies/Director of Graduate Students, Duke Police and/or Counseling and Psychological Services and consider having another person at the meeting or other options to ensure safety.

**When meeting with the student**, ask about the inspiration for the work, to provide a context and see if the student was influenced by similar writings (e.g., Stephen King). Consider asking the student directly if s/he is thinking about suicide or other destructive behavior.

**Know your limits.** Remember, your role is as a professor, not a counselor. Even a brief acknowledgement or expression of concern can be very meaningful and helpful to a student; however, the conversation does not need to be lengthy if that is beyond your limits.

If you are concerned about the disturbing content of a student's written or artistic work, it is important to that student's academic success that you report what you see. Please do one of the following:

1. Contact the student's academic dean at 919-684-2130/Graduate and Professional School (specific contacts see page 43) or your Director of Undergraduate Studies/Director of Graduate Students.
2. Call the Dean of Students Office at 919-668-3853 or page the dean-on-call at 919-970-4169.
3. Fill out a report via DukeReach at [studentaffairs.duke.edu/dukereach](http://studentaffairs.duke.edu/dukereach)

## Resources:

Responding When a Life Depends on It: What to Write in the Margins When Students Self-disclose by Marilyn J. Valentino, [caps.ucdavis.edu/resources/staff/margin/Margin.pdf](http://caps.ucdavis.edu/resources/staff/margin/Margin.pdf)

(Adapted from U.C. Davis, Counseling and Psychological Services)

EVERYONE here worries that the Admissions Office somehow made a mistake, that they're not smart enough to be at Duke. I tell them, "Our admissions officers are pros. You were admitted because you belong at Duke, and we know you have the intelligence and the drive to succeed here. Let's figure out the tools and resources you need to make Duke a great fit for you."

--Lynn White, MD  
Associate Dean, Trinity College

# The Student Who is Struggling Academically

Duke students are among the most academically gifted students in the world. They have succeeded throughout their lives; nonetheless, some of them will struggle at Duke. When students do not succeed at Duke, the reason is rarely that they are intellectually incapable of doing the work. Something outside school gets in their way: immaturity, lack of motivation, or discipline, mismatch with program, alcohol, illness, emotional problems, family issues, or financial difficulties.

Many Duke students who struggle academically are doing so for the first time in their lives. They are used to succeeding, and their reactions to not doing well in a course vary widely. Some students will withdraw into silence. Some will complain loudly that a poor grade will ruin their lives, derailing their plans for medical, law or business school. Some will doggedly persevere. No matter their response it is vital that you give students the grades they earn. If you announce on your syllabus an attendance policy, you should abide by it. If your syllabus states that you will not accept late work, do not accept it, unless the student has provided documentation of accommodations for extensions through the Students with Disabilities Access Office, medical or other documentation approved by their academic dean. Maintaining academic standards is critical for your sake, for the sake of the students, and for the sake of the university.

Each undergraduate student has an academic dean assigned to him or her, and the academic dean is equipped to support students through their struggles. Therefore, you need to inform the student's academic dean when a student performs poorly. If a student insists that a poor grade will ruin his or her life, refer the student to their academic dean (and phone or email the academic dean, 919-684-2130, in case the student does not follow through).

Setting the stage for dialogue about mental health concerns early in the semester alerts students that you are someone they can talk to should trouble arise. One of the ways to do this is by including a clear statement about accessing mental health resources in your course syllabi. Duke faculty may choose to adapt one of the two statements below for inclusion in their syllabi.

### **Syllabi Insert #1:**

Diminished mental health, including significant stress, mood changes, excessive worry, or problems with eating and/or sleeping can interfere with optimal academic performance. The source of symptoms might be largely related to your course work; if so, I invite you to speak with me (or your other professors) directly. However, problems with relationships, family worries, loss, or a personal struggle or crisis can also contribute to decreased academic performance, and may require additional professional support.

Duke provides a variety of support resources; your Academic Dean (for undergraduate), Graduate and Professional School (for graduate) the Dean of Students Office, and Counseling and Psychological Services (CAPS). Each of these resources can help you manage personal challenges that impact your well-being or ability to thrive at Duke. Accessing them, especially early on, as symptoms develop, can help support your academic success as a Duke student.

In the event I feel you could benefit from such support, I will express my concerns (and the reasons for them) to you and remind you of our resources. While I do not need to know the details of what is going on for you, your ability to share some of your situation with me will help me connect you with the appropriate support.



## Syllabi Insert #2:

If you are experiencing undue personal or academic stress at any time during the semester or need to talk with someone about a personal problem or situation, I encourage you to seek support as soon as possible. I am available to talk with you about stresses related to your work in my class. Additionally, I can assist you in reaching out to any one of a wide range of campus resources, including:

1. Dean of Students Office: 919-668-3853
  2. CAPS (8-5 pm weekdays): 919-660-1000
  3. Student Health (8:30-7 pm weekdays): 919-681-9355
  4. Duke University Police (24/7): 911 (on-campus only), 919-684-2444
  5. Wellness Center: 919-681-8421
  6. Gender Violence Prevention and Intervention: -919-684-3897 or 919-681-6882
  7. Office of Academic Deans: 919-684-2130
1. Graduate and Professional Schools (specific contacts see page 43)
  2. DukeReach web site: [dukereach.studentaffairs.duke.edu](http://dukereach.studentaffairs.duke.edu)

**DISABILITY-RELATED CONCERNS:** Students with either an ongoing or short-term disability are encouraged to contact Student Disability Access Office (SDAO) for a confidential discussion of their need for academic accommodations. SDAO is located in 402 Oregon Street, Suite 102; phone number is 919-668-1267.

Almost all of the students who come to Duke are used to being at the top of their class and yet most of them at Duke are average. Adjusting to this fact is one of the most difficult aspects of their first year.

--Michael Gillespie  
Professor of Political Science and Philosophy

If you are concerned that a student is struggling academically, it is important to that student's academic success that you report what you see. Please do one of the following:

1. Contact the student's academic dean, 919-684-2130/Graduate and Professional School (specific contacts see page 43), or your Director of Undergraduate Studies/Director of Graduate Students.
2. Call the Dean of Students Office, 919-668-3853, or page the dean-on-call at 919-970-4169.
3. Fill out a report via DukeReach at [studentaffairs.duke.edu/dukereach](http://studentaffairs.duke.edu/dukereach)

Helping Pratt students be successful requires that I reach out to faculty to help them identify students who may be struggling. Some areas that I typically assist faculty include when:

- a student lacks motivation and concentration in the classroom.
- there is a death of a family member, classmate or friend
- a student is performing poorly academically
- there are pressures from parents to pursue a major or career that a student really is not interested in, but must major anyway
- there is poor class attendance
- there is failure to submit assignments
- a student is performing well in class and all of a sudden a change in behavior

In all of these cases, I serve the Pratt faculty to address the student's concern, provide support to that student and provide referrals to CAPS or Student Affairs as needed. Faculty need to identify and contact me to get a student assistance.

--Constance Simmons  
Associate Dean, Pratt School of Engineering

# The Student Who is Disrespectful, Demanding, or Requires More Attention

In the course of teaching students, there are invariably some students whose personal styles create interpersonal difficulties for those around them. These students often present with a sense of entitlement, are unwilling to listen, cannot take “no” for an answer, exhibit disrespectful or verbal abuse toward others, or act in a persistently demanding way.

Some students arrive on college campuses with interpersonal skills honed in a less stressful environment where less is expected of them and more support is available, or where they have not been allowed to act independently. Students may be used to operating in a smaller academic community, where it is easier to access needed information, parental figures are available to help, and much more of their life is structured for them. When faced with greater challenges in a larger community, students may find that they are overwhelmed and lack necessary skills to adroitly negotiate college situations.

It is important to be aware of your own tolerance level and what you can offer the student on any particular day and time. If you are relatively free from other responsibilities at the moment, you may feel more able to respond. On the other hand, if the same student has returned for help day after day, or for whatever reason your own stress level is high, it might be advantageous to ask a colleague for help. With the help of a colleague it can sometimes be easier to set boundaries, to check lists of resources, to get another opinion on the level of the student’s distress, and to not carry the burden of a student whose needs are expressed in demanding or time-consuming ways. Developing a plan that will help the student acquire necessary skills may involve a variety of helpers, from academic, counseling, and other student services.

To further address this issue, the faculty handbook section 6-1 outlines your responsibility in dealing with students who are disruptive to the classroom environment.

If you are concerned about a student's disrespectful or demanding nature in the classroom, it is important to that student's academic success that you report what you see. Please do one of the following:

1. Contact the student's academic dean, 919-684-2130/Graduate and Professional School (specific contacts see page 43), or your Director of Undergraduate Studies/Director of Graduate Students.
2. Call the Dean of Students Office, 919-668-3853, or page the Dean-on-Call at 919-970-4169.
3. Fill out a report via DukeReach at [studentaffairs.duke.edu/dukereach](http://studentaffairs.duke.edu/dukereach)

After teaching at Duke for 25 years, I can say without hesitation that it would be very unusual to teach a class at Duke without having at least one student who is in distress. Some signs are clear-cut: missing class, repeatedly coming in late, falling asleep, making inappropriate comments during discussions, and signs of alcohol and substance abuse. But other signs are more subtle and require further examination: failing to make eye contact, excessive emails about how an assignment should be done, rumination about what to do with one's life, bad posture and depressed body language, or a noticeable change in the quality of work.

--David Malone  
Associate Professor of the Practice, Education

# The Student Who is Aggressive or Potentially Violent

Some of the most difficult situations involve dealing with potential danger to self or others, especially when the danger is associated with aggressive behavior. Aggressive behavior occurs in many contexts and varies from verbal abuse to severe physical abuse. In most situations it is difficult to predict aggression until the person's behavior changes. For example, a person could be quiet, reserved, hard working, and intelligent but prone to hostile aggressive outbursts. Another person could have social resentment, a lack of moral inhibitions, suspiciousness, and intermittent explosive episodes. There could be potential for violence in a person with rigid control of his/her emotional expressions, an inability to verbally express him/herself, and over-controlled responses to hostility. A person with no history of violence may have aggressive outbursts that occur only in association with substance intoxication or substance withdrawal. Though violence cannot be predicted, research has pointed to several indicators of potential for aggression against others. Some of the indicators of being violence-prone are an unstable school or vocational history; a history of juvenile violence and/or substance abuse; prior history of family violence or abuse; fascination with weapons; a pattern of cruelty to animals as a child or adolescent; and an inability to control aggressive impulses.

## **When you encounter an aggressive or potentially violent student:**

### **DO**

1. Determine if you feel safe with the student. If you feel unsafe, remove yourself from the situation and call 911. Remain in an open area, preferably with an exit door near you.
2. Directly and clearly explain the behaviors that are acceptable and unacceptable.
3. Instruct the student to lower his/her voice if s/he is screaming.
4. Stay calm and gain control of the situation by clearly setting limits and addressing the issue of concern.
5. Tell him/her to make an appointment with you after s/he has calmed down.
6. Debrief the situation with a colleague.
7. Contact the Student's academic dean, 919-684-2130/Graduate Student Affairs, 919-684-2056, your Director of Undergraduate Studies/Director of Graduate Students, the Dean of Students office, 919-668-3853, or dean-on-call, 919-970-4169, to consult and report your experience.

### **DON'T**

1. Remain in a place you do not feel is safe.
2. Engage in a screaming match.
3. Make promises you cannot keep.
4. Ignore warning signs that the person's anger is escalating.
5. Threaten, dare, taunt or back a student into a corner.
6. Allow yourself to be backed into a corner.
7. Touch the student or crowd his/her personal space.
8. Meet alone with the student.

(Adapted from University of California, Santa Barbara website on Responding to Distressed Students)

If you are concerned that a student may be aggressive or potentially violent, it is important to that student's academic success and everyone's safety that you report what you see. Please do one of the following:

1. Call Duke Police at 919-684-2444 or 911 if violence or harm is imminent.
2. Contact the student's academic dean, 919-684-2130/Graduate and Professional School (specific contacts see page 43) , or your Director of Undergraduate Studies/Director of Graduate Students.
3. Call the Dean of Students Office at 919-668-3853 or page the dean-on-call at 919-970-4169.
4. Fill out a report via DukeReach at [studentaffairs.duke.edu/dukereach](http://studentaffairs.duke.edu/dukereach)

## The Student Who Has Been the Victim of Sexual Assault/Harassment

The Department of Justice conducts national studies that show that 20-25% of college women are the victims of sexual assault or attempted rape by the time they graduate. The perpetrator of sexual violence is most likely someone that the victim knows. Perpetrators of sexual violence are most typically men who are repeat offenders. While most college-aged men are not perpetrators, those who are perpetrators are often serial rapists with several victims. Men who are the victims of sexual violence are also the most likely to be victimized by other men.

Victims of sexual harassment/violence have certain rights to reasonable accommodations from the university. First, the university must investigate the student's complaint and make reasonable efforts to ensure the safety of the campus community. The victim should also be given reasonable accommodations, such as a change in residence halls or extensions on papers or tests. The trauma from being the victim of a sexual crime can interfere with a student's ability to concentrate, ability to sleep and cope with overwhelming feelings. Those who have been the victims of harassment/sexual assault often have multiple appointments with therapists/counselors, health care providers, and law enforcement.

Many victims of sexual assault, relationship violence, and stalking do not tell anyone about their experience, fearing they will not be believed or that they will be judged. They are also often simultaneously afraid the perpetrator will get in trouble and will then retaliate. If a student does disclose to you that he or she has been assaulted or is in a coercive/abusive relationship that makes them feel unsafe, it is important that you respond sensitively and that you remember that it is your job to provide



support to the student. You can do this by telling the student you believe what he or she has told you. The specifics of the situation can get sorted out later. If you need more information, ask open-ended questions, such as “how can I help you?” “I’m sorry this has happened to you. What do you need?” These open ended questions will help you avoid intrusive and judgmental questions like “why didn’t you scream?” or “how much were you drinking?”

The university is obligated to investigate all reports of sexual assault; this includes sexual harassment, relationship violence and stalking. If a student tells you that he or she has been sexually harassed or assaulted, you must inform the student that you are obligated to make sure that they get referred to appropriate campus resources. You should reassure them that their situation will be addressed confidentially and sensitively.

If you are concerned that a student may be victim of sexual harassment or sexual assault and wish to report an incident of sexual assault, sexual harassment, or other sexual misconduct, please do the following:

1. Submit a report via DukeReach at [studentaffairs.duke.edu/dukereach](http://studentaffairs.duke.edu/dukereach).
2. Call the Dean of Students Office, 919-668-3853, or page the Dean-on-call at 919-970-4169 for urgent concerns.
3. Refer the student to the victim advocate, 919-684-3897 (or 919-886-6814 for after hours and weekends) who can provide support, resources and information to help the student manage the trauma and make a safety plan. More contact and other information can be found at [studentaffairs.duke.edu/wc/survivors-gender-violence](http://studentaffairs.duke.edu/wc/survivors-gender-violence).

# The Student Who May be Subjected to Hazing

“Hazing” refers to any activity expected of someone joining a group (or to maintain full status in a group) that humiliates, degrades or risks emotional and/or physical harm, regardless of the person’s willingness to participate. In years past, hazing practices were typically considered harmless pranks or comical antics associated with young men in college fraternities.

Today we know that hazing extends far beyond college fraternities and is experienced by boys/men and girls/women in school groups, university organizations, athletic teams, the military, and other social and professional organizations. Hazing is a complex social problem that is shaped by power dynamics operating in a group and/or organization and within a particular cultural context.

At Duke University we are committed to stopping hazing practices and helping organizations and individuals develop rituals and traditions that do not put a person’s physical, emotional or psychological well-being at risk. The Office of Fraternity and Sorority Life responds to all reports and concerns regarding hazing in the Greek community and actively provides opportunities to educate students and community members about the risks of hazing. “The Duke Community Standard in Practice: a guide for undergraduates” defines hazing in the following manner:

“Hazing is defined as any action taken or situation created, whether on or off university premises, that is harmful or potentially harmful to an individual’s physical, emotional, or psychological well-being, regardless of an individual’s willingness to participate or its bearing on his/her membership status.”

For more information about Duke’s hazing policy visit the Office of Student Conduct hazing website [www.studentaffairs.duke.edu/hazing](http://www.studentaffairs.duke.edu/hazing)

If you are concerned that a student may be subjected to hazing in or out of the classroom it is important to that student's academic success that you report what you see. Please do one of the following:

1. Contact the hazing hotline 919-684-5766
2. Contact the student's academic dean, 919-684-2130/Graduate and Professional School (specific contacts see page 43), or your Director of Undergraduate Studies/Director of Undergraduate Students.
3. Call the Dean of Students Office, 919-668-3853, or page the Dean-on-call at 919-970-4169.
4. Fill out a report via DukeReach at [studentaffairs.duke.edu/dukereach](http://studentaffairs.duke.edu/dukereach)

Hazing activities are generally considered to be: physically abusive, hazardous, and/or sexually violating. The specific behaviors or activities within these categories vary widely among participants, groups and settings. While alcohol use is common in many types of hazing, other examples of typical hazing practices include: personal servitude; sleep deprivation and restrictions on personal hygiene; yelling, swearing and insulting new members/rookies; being forced to wear embarrassing or humiliating attire in public; consumption of vile substances or smearing of such on one's skin; brandings; physical beatings; binge drinking and drinking games; sexual simulation and sexual assault.

**From Stophazing.org**

# The Student Who May Be Exhibiting Disordered Eating Behaviors

Eating disorders (e.g. including, but not limited to, anorexia nervosa, bulimia nervosa, compulsive exercise, etc) are complex illnesses that can impact an individual's health and academic pursuits as well as the overall health and well being of the campus community. In many cases, eating disorders require specialized care from various professionals through a multidisciplinary team approach, with the average length of treatment lasting from 1-7 years. Eating disorder symptoms can be progressive, and, if left unattended, the effects can be both physically and emotionally harmful to an individual. *(Information provided by the Duke Eating and Body Image Concerns (EBIC) Treatment Team, which includes members from the Duke Counseling Center and Student Health Center.)*

Often there are indicators and observable behaviors that are demonstrated by a student who is struggling with severe forms of disordered eating. Concerned faculty members who observe any of the following behaviors are encouraged to contact the student's academic dean, your Director of Undergraduate Studies, call the Dean of Student's office or report the concern via an online report on DukeReach [studentaffairs.duke.edu/dukereach](http://studentaffairs.duke.edu/dukereach)

This information will be shared with the Assistant Dean of Students for Case Management and serves as the entry point for a network of assistance and intervention for the student.

## **Behaviors you may observe that should be reported, include, but are not limited to:**

A student engaging in repetitive behaviors that are disruptive to the campus community or the residential community such as:

1. vomiting in public
2. foraging or stealing food
3. publicly observed obsessive rituals related to food or exercise

Self-harming behaviors and deterioration of physical condition as evidenced by the following:

1. observed extreme weight loss (especially if student appears emaciated)
2. noticeable weight gain (or even moderate weight gain in students who are overweight or obese)
3. purging behavior (e.g. leaving class to purge)
4. laxative use, especially if such use is repeated
5. restriction or obsessive food rituals
6. use of dangerous substances
7. excessive and/or extreme exercise behaviors (multiple episodes of exercise in one day that exceeds 60 minutes or more)
8. evident social withdrawal or increased isolation (ie. missing class, not attending social events, eating alone, not eating in public)

If you are concerned that a student may be experiencing disordered eating, it is important to that student's academic success that you report what you see. Please do one of the following:

1. Contact the student's academic dean, 919-684-2130/Graduate and Professional School (specific contacts see page 43), or your Director of Undergraduate Studies/Director of Graduate Students.
2. Call the Dean of Students Office, 919-668-3853, or page the dean-on-call at 919-970-4169.
3. Fill out a report via DukeReach at [studentaffairs.duke.edu/dukereach](http://studentaffairs.duke.edu/dukereach)

# Family Educational Rights and Privacy Act (FERPA)

## **What does FERPA cover?**

FERPA limits the disclosure of information from student “education records.” Education records include virtually all records maintained by an educational institution, in any format, that identify a student on its face or from which a student’s identity could be deduced from descriptive or other information contained in the record, either alone or in combination with other publicly available information.

## **May I disclose personal knowledge and impressions about a student, based on my personal interactions with the student?**

Yes. FERPA applies only to information derived from student education records, and not to personal knowledge derived from direct, personal experience with a student. For example, a faculty or staff member who personally observes a student engaging in erratic and threatening behavior is not prohibited by FERPA from disclosing that observation to other “school officials” who have “legitimate educational interests” in the information.

## **May information from a student’s education records be disclosed to protect health or safety?**

Yes. FERPA permits the disclosure of information from student education records to appropriate parties either inside or outside of Duke in connection with an emergency if knowledge of the information is necessary to protect the health or safety of the student or other individuals. For example, if a student sends an email to his resident advisor saying that he has just been diagnosed with a highly contagious

disease such as measles, Duke could alert the student's roommates, and perhaps others with whom the student has come in close contact, to urge them to seek appropriate testing and medical care. Safety concerns warranting disclosure could include a student's suicidal statements or ideations, unusually erratic and angry behaviors, or similar conduct that others would reasonably see as posing a risk of serious harm.

### **What should I do if I am concerned that a student poses a threat to self or others?**

If you are concerned that a student may engage in violent behavior, toward self or others, and the threat appears to be imminent, you should contact Duke Police immediately at 919-684-2444.

When circumstances permit, you should consult with professionals on campus or associated with the institution who may be able to assess the potential threat, identify resources for the student, and provide information that could assist in deciding on an appropriate course of action. In consultation with appropriate campus resources, such as Counseling and Psychological Services, 919-660-1000, the Dean of Students Office, 919-668-3853, or page the dean-on-call available after hours at 919-970-4169, and/or the student's academic dean, 919-684-2130, a collective decision may be made to contact a family member, an appropriate off-campus resource, or others.

You may also file a written report of the concerning or threatening behavior on the DukeReach website at [studentaffairs.duke.edu/dukereach](http://studentaffairs.duke.edu/dukereach)

For more information about FERPA and how it relates to disclosure of student records, please visit [registrar.duke.edu/registrar/studentpages/student/ferpa.html](http://registrar.duke.edu/registrar/studentpages/student/ferpa.html), [finance.duke.edu/bursar/](http://finance.duke.edu/bursar/) or consult with the Dean of Students Office at 919-668-3853.

# Student Support Resources

## *Assistance and Intervention*

The information below is provided to help connect you with the assistance you need to meet the needs of a distressed student. All of these resources are available to you and to students during regular business hours unless otherwise noted.

**Office of Academic Dean:** The Academic Dean's Office addresses students' academic performance and class attendance as well as inquiries regarding accommodations.

Trinity College: 919-684-2130

Pratt School of Engineering: 919-660-5386

**Dean of Students Office:** The Dean of Students Office serves as an initial contact for crisis and the point of contact for the University regarding students of concern and students at risk. The Dean of Students office staff is available for consultation during regular business hours if you believe a student needs help that you cannot provide

Phone: 919-668-3853

**Dean-on-call:** The Dean-on-Call is available by pager: 24 hours a day, seven days a week. The Dean-on-Call serves as a consultant to the university community to address concerns about students. The Dean-on-Call works closely with the Residence Coordinator-on-Call.

Phone: 919-970-4169

**Dean of Students Office Case Manager:** The Assistant Dean of Students/Case Manager oversees DukeReach reporting and directs case management for at-risk students or students with complex psychosocial needs by providing student outreach, assessment, support, follow-up, and tracking. The Case Manager also coordinates student services and provides connections with campus departments as well as outside agencies and providers.

Phone: 919-684-9408



**Residence Coordinator-on-Call:** The Residence Coordinator(RC)-on-Call is a professional staff member who lives and works in the residence halls. Housing Assignments may also be able to assist you with your concern. The RC-on-Call can help solve problems or concerns related to housing assignments, living arrangements, roommate conflicts or other concerns impacting a student's life. The RC-on-Call is available by pager every day in which Duke students live on-campus. The RC-on-Call works closely with the Dean-on-Call.

Pager: 919-970-4466

**Counseling and Psychological Services (CAPS):** CAPS provides consultation for faculty, staff and students regarding student mental health concerns or crisis situations impacting a student community. CAPS provides a range of services including counseling, psychiatric evaluation, consultation, and outreach program delivery.

Phone: 919-660-1000

**Gender Violence Prevention and Intervention:** Gender Violence Prevention and Intervention, part of the Women's Center provides one-on-one counseling and advocacy for students who have experienced sexual assault or relationship violence.

Phone: 919-684-3897

**Student Health:** Duke Student Health and Health Services are jointly run by the Department of Pediatrics and the Division of Student Affairs. Student Health provides an access point for medical concerns ranging from allergies to major health related crises.

Phone: 919-681-9355

**Duke Emergency Department:** The Duke Emergency Department can assist you with emergency medical and/or psychological concerns 24 hours a day. If you are working with a student experiencing a mental health emergency please contact the Duke Emergency Department at 919-684-2413 and ask to speak to the Psychiatrist-on-Call.

**Duke University Police Department:** If you believe that you/or someone else may be in immediate physical danger (if a weapon is involved; if you or others feel immediately and personally threatened; or if the student has a plan to do personal harm) call 911. The Duke University Police Department (DUPD) can play an important role in connecting a student to emergency resources. Additionally, DUPD can help with crime prevention in your area or provide you with a method to report criminal or suspicious activity.

Phone: 919-684-2444

**Behavioral Assessment Team:** The Duke Behavioral Assessment team is a team of professionals from the Division of Student Affairs, Duke Police, Academic Affairs, The Graduate School, and- on an ad hoc basis as necessary- others within the Duke community who meet in response to reported student behavior that is potentially dangerous to the student or others. The committee discusses a systematic and holistic approach in responding to concerning student behavior and recommends a plan of action designed to mitigate any real or perceived threat.

## ***Graduate and Professional School Contact Information***

**Divinity School Office of Student Life:** 919-660-3558

**Fuqua School of Business Student Life:** 919-660-3471

**Graduate School Student Affairs (PhD and Research Master's only):**  
919-684-2056

**Law School, Office of Student Affairs:** 919-613-7007

**Medical School, Office of Student Affairs:** 919-668-1670

**Nicholas School of the Environment:** 919-613-8004

**Pratt School of Engineering, Graduate Student Services (Master's of Engineering Management Program):** 919-660-5424

**Sanford School of Public Policy, Student Services:** 919-613-9207

**School of Nursing:** 919-684-9163

## *Resources and Information*

Below is an alphabetical listing of additional resources to assist you in solving the problem, concern or conflict you are facing.

**Academic Advising Center:** The Academic Advising Center can assist undecided Trinity College students in making decisions regarding their academic path. All incoming first-year students are assigned an academic dean who, in conjunction with the student's academic advisor, provides guidance on academic options, opportunities and help services.

Phone: 919-684-6217

**Academic Resource Center:** The Academic Resource Center assists students with time-management, peer tutoring and provides special services for students with ADD or ADHD. The Academic Resource Center is available to assist all students.

Phone: 919-684-5917

**Career Center:** The Career Center provides a wide range of services attending to all aspects of students' career development and life planning. The Career Center can help students learn about their options and make decisions regarding their future. There are many resources a student can access including information about: internships, Career Week, choosing a major, life after graduation, the job search, and career counseling.

Phone: 919-660-1050

**Center for LGBT Life:** The Center for LGBT Life is dedicated to providing advocacy, education and resources for faculty, staff, students and alumni. If you are working with a student who is struggling with sexual identity or experiencing conflict in class as a result of tension related to homophobia or sexual orientation, the LGBT Center can help. Additionally, the LGBT Center provides programs and resources for the entire community.

Phone: 919-684-6607

**Counseling and Psychological Services (CAPS):** CAPS offers Duke students a variety of mental health services, outreach presentations, personal growth workshops, and crisis response when acute challenges impact a Duke University community of students. CAPS staff members also provide consultation services to faculty, staff, students, and their family members regarding a Duke student about whom they are concerned.

Phone: 919-660-1000

**Dean of Students Office:** The Dean of Students Office provides oversight and case management for student crises and problems. Additionally, it provides information and referrals for faculty, students and staff on a variety of student-related issues.

Phone: 919-668-3853

**Fraternity & Sorority Life:** The Office of Fraternity & Sorority Life advises and assists Greek letter organizations on campus. Additionally, the office works with the four Greek Councils: Panhellenic Association, Interfraternity Council, Inter-Greek Council and National Pan-Hellenic Council.

Phone: 919-684-9401

**Gender Violence Prevention & Intervention:** Gender Violence Prevention & Intervention (GVPI) provides one-on-one counseling and advocacy for people who have been involved in relationship violence, sexual assault or other relationship conflict. GVPI will also provide advocacy and advisement for students who wish to file a report of sexual assault or other sexual misconduct.

Phone: 919-684-3897

**Housing, Dining and Residence Life:** Housing, Dining and Residence Life (HDRL) provides on-campus housing for undergraduates and some graduate students. HDRL has several other resources that may assist you.

Phone: 919-684-4304

**International House:** The International House assists international students, scholars and their families with problem solving, orientation and general questions. The International House provides programs and services such as orientation, medical insurance and a variety of resources aimed at facilitating the success of international students, scholars and their families at Duke.

Phone: 919-684-8241

**Jewish Life at Duke:** Jewish Life at Duke strives to enrich the lives of Jewish students through social, educational, religious, cultural, social action and community service activities. Jewish Life at Duke provides programs, Shabbat and holiday services and resources for students.

Phone: 919-684-6422

**Mary Lou Williams Center for Black Culture:** The Mary Lou Williams Center for Black Culture provides programs and resources for faculty, students and staff. Programs and services are designed to deal creatively, critically, and supportively with individuals and entities in order to foster consciousness about the significance of Black experiences.

Phone: 919-684-3814

**Multicultural Center:** The Multicultural Center works to support students of color and cultural communities. The Center provides programs and services and a variety of resources for the Duke community.

Phone: 919-684-6756

**New Student & Family Programs:** The New Student & Family Programs office provides information and resources related to New Student Orientation, Parents' & Family Weekend and general resources for parents.

Phone: 919-684-3511

**Office of Institutional Equity:** Under the auspices of the President, the Office

for Institutional Equity (OIE) provides institutional leadership in sustaining a respectful and inclusive environment. OIE can provide information for faculty, students and staff regarding Diversity and Equity, EEO/Affirmative Action, Harassment Prevention, Policies and Resources.

Phone: 919-684-8222

**Pratt School of Engineering:** The Pratt School of Engineering can provide you with assistance related to academic resources for undergraduate, graduate students and general academic assistance for Engineering students in need of on-going support. If you need specific contact information for people and departments within Pratt, visit [pratt.duke.edu](http://pratt.duke.edu).

Phone: 919-660-5386

**Religious Life:** Religious Life is part of the Duke Chapel and provides resources and connections to over 25 campus ministries affiliated with Duke University.

Phone: 919-684-2909

**Student Conduct:** The Office of Student Conduct oversees the undergraduate conduct process. Student Conduct also serves as an advocate for and resource to student victims of crime, illness, harassment, or other crises. Student Conduct provides resources for faculty concerned about classroom misconduct.

Phone: 919-684-6938

**Student Disability Access Office:** The Student Disability Access Office (SDAO) is charged with the responsibility of exploring possible coverage and reasonable accommodations for students for purposes of the Americans with Disabilities Act (ADA) and the Rehabilitation Act.

Phone: 919-668-1267

**Student Health:** Student Health is the primary clinic for all Duke students. Available services range from general medical care, women's health, men's health, sports consultation and nutrition counseling.

Appointments: 919-681-WELL (9355)

**Student Wellness Center:** The Duke Student Wellness Center works with Duke students and administration to promote good decision making around health issues, alcohol and substance use. These include campus-wide discussions and programs in concert with faculty and staff with an emphasis on a cultural awareness of the impact that high-risk substance use/abuse has on a community. Additionally, the Center provides outreach and education as well as an abundance of resources to link students to programs and services related to stress management, time management and other health related topics.

Phone: 919-681-8421

**Trinity College:** Trinity College of Arts & Sciences is Duke's liberal arts undergraduate college. Students will find advising information for both undecided and declared students, information regarding requirements (T-Reqs), academic programs and a listing of academic deans and their areas.

Phone: 919-684-2130

**Women's Center:** Through education, outreach, and advocacy, the Duke University Women's Center fosters diverse learning and living environments that

**ULifeline:** ULifeline offers fact sheets on issues students may be dealing with, including anxiety depression, eating disorders, stress, alcohol abuse, etc. <http://ulifeline.org/main/factsheets>

are safe and empowering for all women and men in the Duke community. The



