Proceedings

1st Annual
Unity Through Diversity Luncheon:
Our Binding American Experience

Von Canon Room C
Bryan Center
Duke University
November 7, 2000
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PREFACE

Included in this volume is a record—albeit far from comprehensive—of the struggles, strivings, and aspirations of Duke’s racial, ethnic, and religious minority communities. The fact that so many different groups are represented here is a testament to how far the University has come in the last decades. But the issues articulated in these pages also show that we have, collectively, still more distance to travel before we can fully attain the goals of diversity and equity on this campus.

Each community represented here in the luncheon and in this volume has a distinct history here at the University, and each has a distinct set of needs and priorities. But as you will hear in the presentations and read in these documents, they also share many, many common concerns. Above all they are united in the hope that, by coming together before you, they will motivate the university to alter structural patterns that have limited all of them.

Many students and their supporters have worked tirelessly for weeks and months to prepare for this important occasion, but this does not mean that they will now be satisfied to return to their respective “corners” and await the results. Rather, we expect this year’s Unity through Diversity luncheon to be only the beginning of more formal dialogues (many of the groups here today already have plans for follow-up meetings). It is our sincere hope that, as we gather again this time next year, each community will have significant progress to report—and that Duke will have become a better place for it.

Office of Intercultural Affairs
November 7, 2000
African American Community Initiatives
A COMPREHENSIVE REVIEW

OF THE

BLACK STUDENT ALLIANCE

NOVEMBER 7, 2000

DENIS ANTOINE, President
Black Student Alliance

KEVIN WILLIAMS, Executive Vice-President
Black Student Alliance

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Black Student Alliance
Existing for nearly 35 years, the Black Student Alliance (BSA) is an organization whose history is self-evident in terms of its profound impact on the campus climate of Duke University. This impact has spawned from a community that has typically presented its needs and from an organization that has striven to enhance the framework of Duke University socially, culturally, and intellectually. The BSA offers a wide variety of multi-faceted programs yearly. As part of its platform, exist three strong constituent groups that function independently of the services and programs provided by BSA. Those groups are Dance Black, United in Praise and Karamu. In addition to these constituent groups, most of the work of BSA is done through its executive board and the ten divisions and committees. Other programs offered is a Webmaster who maintains the Web page and the BSA's newsletter, *The Talking Drum*.

Despite its work for the Duke community for such a period of time, there still exists a need for greater support of programs and the infrastructure of the organization in order to properly carry out its mission. A better understanding of the Black Student Alliance, its structure and keystone events would definitely help convey its importance and need for support. The following compilation of perennial events and activities of the Black Student Alliance that have been consistently conducted, but lacked support in the past, is a representation of what can done in a better capacity if supported institutionally.

THE THREE CONSTITUENT GROUPS

*United in Praise*

United in Praise (UIP) was organized in 1972 under the name of Modern Black Mass Choir. The choir strives to maintain an awareness of Black Culture at Duke and in the Greater Triangle Community by performing spirituals, hymns, anthems, and gospel music. The UIP membership range from 40-60 students yearly. Performances include annual fall and spring concerts, appearances in area churches, and a nationwide tour during spring break. The sum of these efforts typically totals $3000 for each semester
concert, and nearly $15,000 for touring needs. Despite these financial needs, and the consistent production that United in Praise puts forth, the subsidy has dwindled to as low as $483 (current budgeted amount from DSG through BSA), creating a burden on the students to raise the difference. Although this choir has grown to such a status where it is practically self-sufficient, the yearly budget is still predicated on what Black Student Alliance receives each year.

**Karamu**

Karamu, the Black students' theatrical group, performs serious drama comedies, musical original student production. Past Performances include: *For Colored Girls only, Raisin in the Sun, A Streetcar Named Desire, and Silk and Magnolia Sunsets*. The average production cost of any show is $500, typically compounded with the possible fees for simply obtaining a performance venue. Karamu’s goal is to sponsor, on the average, at least two productions a year.

**Dance Black**

Dance Black was first assembled in the late sixties and was reorganized in 1975 by students who saw the need for a new contribution to the University's dance community. Focusing primarily on modern dance, the group performs everything from classical ballet to traditional African dance in its programs. Dance Black performs for the Duke and Durham communities at large. On the average they offer 2 recitals and a number of guest performances throughout the year. The yearly cost of shows is $2,000 and they function from a budget of $750 on the average from DSG.

**OTHER PERENNIAL EVENTS**

The following programs mark the tradition of the Black Student Alliance and are put forth year after year. To help subsidize costs and keep the tradition going, we are seeking more funding and university support to be allocated for these events. In most cases, the events are the social context for student life at Duke and assist with the acclimation of students to the Duke community into which they enter and matriculate.

"**Final Honors, Black Graduation**"

The Black Graduation: Final Honors ceremony was created by Allison "Sonny" Phair (Trinity '97) under the auspices of the Black Campus Ministries and Black Student Alliance in 1993. By way of joint Leadership, The Ceremony has allowed African-
American Seniors and their families to commemorate their shared experiences and preserve their heritage within the realms of the University. As well, Black Graduation is the time when graduating seniors receive Kente cloth stoles, which are presented by key African-American faculty and administration members dear to the class. Aside from Commencement, Black Graduation is truly the final event where African-American seniors are able to gather, socialize and reflect on their years at the University as a complete unit. The ceremony also gives family, friends, and mentors, who played important roles in their undergraduate careers a chance to honor their successes.

The average annual cost of the Black Graduation is $6500. The cost varies depending on the ideas and creativity that the students put forth from year-to-year. The program has primarily been funded through the VP of the Student Affairs Office. However, this has not been a permanent funding source. Students have fundraised and used other creative ways of assisting with financing the event.

Kwanzaa

Kwanzaa is an African American holiday started during the 1960’s. The BSA has sponsored a Kwanzaa program for the last twelve years? The non-religious holiday is meant to be an opportunity for African American families and communities to join together to reaffirm the values expressed by its seven principles. They are Unity, Self-Determination, Collective Work and Responsibility, Cooperative Economics, Purpose, Creativity, and Faith. The BSA has held programming for this holiday for the past twelve years. The average cost is approximately $3,500.

Typical programming includes a catered dinner. In addition, Duke University faculty and staff (i.e. Divinity school, Fuqua school of Business, Career Center, CAPS, Mary Lou Williams Center, etc.) as well as students are invited to speak on a few of the seven principles. Student and community performance groups creatively highlight the remaining principles. For example, in recent years, the following student groups have participated, Karamu (drama), Dance Black, United Praise Choir, and Step Team. Community involvement has included Collage Dance Group (African dance group of Raleigh), the elderly from a local church, the Know Bookstore (African bookstore of Durham), and Africa Land (African store of Durham).

New Student Orientation

Each year as a part of Duke University’s Orientation, the Black Student Alliance sponsors a variety of events geared towards the African-American students who have matriculated with the Freshmen Class. Some of our annual events include, but are not limited to: the Reception for First-Year African-American students and parents, the Mary Lou Williams Center Open House and Ice Cream Social, the Students of Color Luncheon, a Hip-Hop Party, and a Central Campus Pool Party and Cookout. For the last six (6) years, these same events have occurred on a regular basis. Even though several of these events are co-sponsored, the primary funding for the events comes from the BSA budget. The two programs of exception are the Reception for First-Year African-
American students and parents and of the Student of Color Luncheon. The reception is funded by Duke Alumni and in the past two years the luncheon has been funded by the Office of Intercultural Affairs. The total costs of the orientation events are approximately $3,000.

**Reception for First-Year African-American students and parents:**
Each year the Black Student Alliance welcomes incoming freshmen and their parents with an elaborate and catered reception held in the Levine Science and Research Center (LSRC) located on West Campus, on Science Drive. At this gala, the new students are welcomed as an addition to the continuing tradition of African-American students on Duke's campus. Also they are introduced to the many influential leaders in the Duke community, and are exposed to the vast diversity of Duke’s newest class.

**Mary Lou Williams Center Open House and Ice Cream Social:**
This event always draws a big crowd by its purpose, to expose ALL students to the culture and diversity of Duke. Starting in the Mary Lou Williams Center, students and parents alike can come and interact and have a more in-depth conversation with each other about experiences at Duke, and how to approach everyday life in college. This is always a great socializing event, and even more, a learning opportunity as students get there first glimpse of how the African-American tradition is continuing at Duke. In the past two years, the Mary Lou Williams Center has funded this event.

**The Students of Color Luncheon:**
Originally started as the Black Student Alliance Luncheon in Gilbert-Addoms Down Under. This luncheon gives students the opportunity to become exposed to the social aspects of the minority student life at Duke University. After enjoying a catered lunch, student leaders, who represent organizations of color, invite freshmen as well as everyone in attendance to get actively involved in the community that they will be calling “home” for the next 4 years. Recently, however, this luncheon has been adapted to include all students of color not just those of African-American decent.

**Hip-Hop Party:**
Co-Sponsored by the Black Student Alliance, and by the National Panhellenic Council (NPHC), first year students of color are exposed to their first “college party”. Traditionally held in the Devil’s Den, but recently moved to the Market Place on East Campus.

**Central Campus Pool Party and Cookout:**
A fun day in the sun where students mix and mingle with the African-American community at Duke. All to the backdrop of a cool, refreshing outdoor pool, music, and food.

**Black Student Alliance Invitational Weekend (BSAI)**
The BSAI has been a long running tradition since 1987? The weekend is sponsored by the admissions office, however the social aspect of the weekend primarily
rests with the BSA. Annual events sponsored by the BSA are: a fashion show (sometimes including an entertainer), a hip hop party, an upperclass discussion program and co-sponsorship of the NPHC step show. On the average, the BSAI weekend costs $2700.

*African-American Mentoring Program - AAMP*

AAMP is a new program initiative this year based on the previous concept of "BSA Buddies". It is a mentoring program for African American first-year students with a yearlong commitment. The purpose of the African American Mentoring Program is to provide academic and social support for incoming African American first year students, as well as a much-needed link between African American upperclassmen and first year students. The unique experience that African Americans have at Duke University creates a necessity for specialized attention that, generally, most African American students can provide. This program is in no way exclusive of other races, but its main focus is the enrichment of African American first year students.

The program also addresses the alienation that African American students feel when embarking on higher education at a predominately white institution. Through academic support and guidance the program aims at decreasing the performance gap of African American students at Duke University. Since only juniors and seniors will be serving as mentors they will be able to guide the first year students through the difficult adjustment from high school to college as it pertains to African Americans. This process is most important for students who are not coming from a predominately white, private high school experience. This year, the program budget comes from several sources, three areas of Trinity College and the VP of Student Affairs budget. This program is a good example of one that could not be sustained if a more permanent funding source is not created.

*Student Leadership and Conferences*

This area is rather self-explanatory. Without planning, goal-setting and revitalization, how does one survive? Among all of its programming events, the students of the Black Student Alliance try to host at least one group retreat and attend a conference yearly. The conference that we have attended for the last four years is the "Annual African American Student Leadership Conference" hosted on the historically Black campus of Rust College. It costs about $400 per student. To host a retreat for just the executive board members costs the BSA approximately $900. Both of these events have been graciously supported by the VP of Student Affairs.

*BSA Outreach Committee*

BSA’s Outreach committee is another facet that has shown perennial results. The Outreach Committee creates and participates in activities that increase interaction between the Duke and Durham communities. Annual programs include in the past, a Halloween Party, "College bound" program and an ongoing relationship with the Carter
Community Service center. Unfortunately, Outreach’s budget ($80 allocated for the last two years) again has put emphasis on creating funds rather than doing more for those whom we wish to serve.

**The Talking Drum**

The Talking Drum is the BSA's Newsletter to the Black Community at Duke with links to other relevant information in the larger Black Community. Its mission is to serve as an instrument of social exchange, and intellectual awakening in the Duke Community, while embodying the African social tradition that is reflected in its instrumental name. Despite its efforts, Talking Drum has not received any funding within the last few years (1998-2000), and still manages to put forth at least two issues per semester. This branch is definitely one that has potential and desire to grow given the proper resources.

**NEW PROGRAM INITIATIVES**

**Alumni Affairs**

One of the largest untapped resources for students is the alumni that have passed through this university before us, in terms of gaining from the large legacy which has had a tremendous impact on this University. The Alumni Affairs Division of the Black Student Alliance hopes to take advantage of this legacy and provide a link to these valuable resources. Beginning in the Spring of 2000 and to be held again the Spring of 2001, Alumni Affairs has held forums in which the alumni and current undergraduates not only get a chance to interact, but show ourselves where this university is in comparison to where it was not to long ago. This forum effort will also be combined with the enhancement of homecoming (Career Fairs, Alumni/Undergrad mixers planned for Homecoming 2000), in order to best gain knowledge and aid from those who have come before us.

**Kwanzaa Expansion**

While programming has been well received by students (approx. 150 attendees), BSA would like to improve the quality of programming for future audiences. Past programming has emphasized a broad reach of participation with the diverse faculty involved and the community interaction. BSA would like to enhance this reach via more community involvement with area churches, local youth groups (i.e. Duke University Future-Is-Now for black young girls), and unique community performers (i.e. the African storytelling group Healing Force of Winston-Salem). Generally, these groups range from $0-500. In addition, BSA would like to invite a keynote speaker to bring a fresh perspective to the University program. Such speakers may include Maulana Ron Karenga (the founder of Kwanzaa), James Cameron (founder of America’s Black Holocaust Museum and sole survivor of an infamous lynching), and Michael Cottman (member of the crew in an underwater expedition to survey the sunken wreck of the slave ship, *Henrietta Marie*). These speakers' honorarium range from $5,000-$8000.
Minority Kids and Young Adults (M.K.Y.A.) FEST

Along with some independent students, the Black Student Alliance and the Duke University Marching Band, M.K.Y.A. Minority Kids and Young Adults Fest is being organized. The event is designed to bring elementary and high school students from the Durham community to the campus of Duke University in an attempt to have them continue their high school education and pursue a college degree. The event will feature a "High-Stepping Battle of the Bands" to attract the students in the community. We are anticipating that 10,000 to 20,000 kids and young adults will attend.

M.K.Y.A. FEST is the first of its kind, and it has received full support from the Duke Administration, including President Keohane and Vice President Jim Clack. Please find a cover letter and proposal attached.

The Free Standing Center

The need for social and cultural space on this campus is one that has been expressed by many student organizations on this campus. As demonstrated in the aforementioned information, the constituency of the Black Student Alliance operates on a small budget and incurs lots of overhead cost for space rental, security, technical costs, and many other expenditures. In addition to all of the opportunities that a freestanding center would provide, such a structure would create a presence on this campus that would last beyond the rental of any venue on campus. The groups mentioned above which work hard throughout the year would actually have a home. See attached proposal for "Proposal for the Expansion of the Mary Lou Williams Center".

University and Infrastructure Support

The recurring theme has obviously been BSA's quality programming for a wide range of audiences with very little support and resources. As students, we are in the position where we must produce every document, item of publicity and fundraise without any support staff assistance, or even adequate software. Moreover, those members who must give inordinate amounts of their time during the summer and academic year to make these events happen do not receive nearly as much compensation or resources as their DSG counterparts for comparable work. Our current advisor, Dean Carmen Tillery has also worked with the group for the last three years in an "unofficial" capacity and it was
not until this year that she has been given the opportunity to work with the group in a recognized, official position. These facts are only to state that there is a discrepancy between what we accomplish and what is received.

Last, it is worthy to mention that this report is a compilation of perennial events and activities that BSA offers but is no way representative of all of the services and programs that are provided. This document, however, is a testament to what work is put into creating a presence on this campus for African Americans and where support would be most beneficial to make that presence even stronger.
Proposal for the Expansion of the
Mary Lou Williams Center
History of African Americans Students at Duke University

The history of African American Students at Duke University can easily be told through the history of the Black Student Alliance. The origins of the Black Student alliance can be traced to the Afro-American Society (AAS), formally established in 1967. Duke University admitted its first five Black undergraduates in the Class of 1963. The AAS formed as these students sought ways to deal with the challenges of Black life at a predominantly White institution. The first political statement by the AAS was the Hope Valley Study-In on November 13, 1967. Thirty-five members of the AAS staged a day-long study-in protest in the lobby of President Knight's office denouncing (1) the use of segregated facilities by the University organizations and (2) the membership of key university officers, including President Knight, in the segregated Hope valley Country Club.

The turbulent racial period of the 60's in America also had its impact at Duke. On February 13, 1969, AAS students led a Black student takeover of the Allen Building to spark University action on the concerns of Black students. The predominant issues of the day were the establishment of an Afro-American studies program, a cultural center, and increasing the number of Black faculty and students. The AAS was renamed the Association of African Students (The Association) in 1971 and assumed its present title, the Black Student Alliance (BSA), in September of 1976. Since then, BSA has sought to provide a cultural base for Black students at the University as well as continue the struggle for solutions to the aforementioned problems.

In the 80's, the BSA continued to evolve. During this time, when Black enrollment began to decrease, BSA joined forces with the Undergraduate Admissions Office in making Black recruitment a primary goal (i.e., BSAI Weekend and the Reggie Howard Memorial Scholarship Program). The Black Student Alliance Invitational Weekend, which is held every spring, allows prospective students to visit the campus and be introduced to the Duke experience from a Black perspective. The Reggie Howard Memorial Scholarship honors the first Black student who became ASDU (the student government at the time) president in 1976. This scholarship is offered to incoming students who demonstrate the outstanding academic achievements and the leadership Reggie HowardCharacterized. Endowing the scholarship remains of crucial importance.
In the 90's with the Allen Building sit-in, and many presentations of ideas to the Administration, African-American students continued to work for change. As we can see throughout this history, African Americans have played an integral role in shaping the university. Today, Black students continue to express their concerns with social, cultural and academic experiences through Black Student Alliance, Duke Student Government, NAACP and in many other forms. By addressing these issues, one only serves to make the University a stronger and more enriching place to learn and grow.

Introduction

A Sharing Community

Duke creates an environment in which students and faculty can share diverse experiences. The university provides a setting in which we can break down walls by bringing together astute artists with brilliant scientists. Duke’s mission tries to achieve this unique exchange through “a superior liberal education to undergraduate students, attending not only to their intellectual growth but also...to promote a sincere spirit of tolerance...” However, African-American students often do not feel like members of the larger Duke community of which they are a part. For many years, African American students have tried to convey their feeling of exclusion to the university. This problem negatively affects African-American students both academically and socially, and is one cause of alumni dissatisfaction. However, we can begin to remedy this by accomplishing the goals of the Mary Lou Williams Center, which promotes tolerance and the open sharing of culture so that African-American students feel a sense of belonging.

Building The Community

Because of the design, spatial limitations and location, the current Mary Lou Williams center is incapable of serving the needs of the expanding and diverse African American student body, as well as other members of the Duke community who use it. Therefore, the center needs to be expanded into a freestanding building on West Campus to address the discomfort and detachment that too many African American students feel there. Though the Mary Lou Williams Center focuses on black culture, it has always been, and will continue to be a place for all
students in the Duke community to enjoy. By providing adequate opportunities for all members of the Duke community to teach, learn and celebrate black culture, a freestanding center will centralize the location where this crucial interaction and exchange of ideas can occur naturally.

Meeting Community Needs

The center will also address Duke’s need for programming space, in a setting that displays African American culture. The art, the display of names of African American achievers at Duke and beyond, the presence of cultural groups, artists, and the interaction with those who share a common interest, will create a unique environment that is missing in the university. Only an expanded center can create an atmosphere of inclusiveness for all who want to learn about African American culture.

F.A.Q.

What does the Mary Lou Williams Center currently provide?

The Center provides a place to remember the late jazz great and Duke artist-in-residence, Mary Lou Williams. In celebration of her contribution to Duke and the great America past time, the Mary Lou Williams Center provides a place for current artists, poets, writers, lecturers and musicians to share their talents and knowledge with the Duke community. The Center has also served as a free programming and meeting space for a variety of groups on campus in the setting of black culture. The name of the center, the art on the walls, and the programming help to create a cultural atmosphere. And, for many years the directors of the center, students and faculty have worked hard to achieve these things with very limited resources.

What are the needs that the Mary Lou Williams Center is not currently meeting?

However, the basement location of the center, and the limited amount of resources and space often cause students to feel that the center is not a priority to the University. This fact compiled with the lack of housing on West, the lack of free programming space for cultural groups, the lack of centralized office space for African-American cultural groups, and the lack of
ownership of any space (i.e. commons room space) exacerbates many black students feeling of disconnection with the University.

The problem is compounded further when we consider the fact the at every point on Duke’s campus, whether it is the statues, dorm names, or street names, there is little to no representation of African-Americans who contributed to Duke. Though the Mary Lou is an exception to this rule, it is absorbed into a larger center that already has a name, it is not in a highly visible location, and does not even have a sign outside to mark its location. In addition to this, the center is surrounded with a barbershop and offices, which do not create an atmosphere to teach and learn about African-American culture in any way.

What are the spatial needs of the Center?

Because of its size, the Mary Lou Williams center is unable to accommodate even a sixth of the African-American students for a single event. And there is not enough space for students to use the Center for a variety of purposes at the same time. For example, it is practically impossible to have a speaker and have a meeting in the Mary Lou at the same time without one disrupting the other. Also, since African-American programming groups do not have any jurisdiction over the free commons room space on West, they have to pay for security and for programming space, which are not at all related to black culture. This fact is extremely difficult for groups to understand since they have consistently provided alcohol free programming before the inception of the Alcohol Task Force.

Also, there is not enough room to display a considerable amount of African American art, photographs and biographies of African-American leaders at Duke and beyond. We do not have an adequate collection of Mary Lou William’s music or photographs of her. There is no stage for guests from outside of the university to perform. Ministers also conduct services in the center on Sunday evenings. And to these guests as well as perspective students, the lack of space and resources is a visible sign of how much the University is concerned about their African-
American students.

**What academic needs are not being met by the Mary Lou Williams Center?**

Although the Mary Lou is not an academic center, it is a place where formal and informal exchanges of knowledge occur. Currently, the space is not available to adequately build this informal academic support network. Furthermore, there is not a place for many mentoring groups to tutor. Since many upperclassmen live on Central Campus, which has no student union, there is no common place for these students to interact with each other as well as interact with freshman. We do not have a sufficient facility where professors who study African-American culture can interact with students in a cultural environment. There are no computers in the Center, nor is there any type of audio-visual equipment. Also, there is no central location in the Center to examine historical and modern music and artifacts.

**What does a new center offer?**

A new Mary Lou Williams Center will provide the University with an opportunity to take a substantial step in repairing the disconnect that many African Americans feel on campus. A new Center will galvanize the various African American organizations that have historically been sporadically located on campus, and put them under a roof that fosters within them a sense of community. Moreover, this strategic placement will inherently promote more communication and cooperation among various groups who now struggle to keep track of the numerous programs that take place on campus. Through the new Center’s programs and information exchange, the University community’s awareness of African American culture and its important role in society will be greatly encouraged.
While the Center does give African Americans a place to feel proud of, it also targets the entire Duke community. It would be disturbing for anyone to imply that the promotion of African American culture is just for African Americans. The entire Duke community stands to benefit from what this wonderful heritage has to offer. The new Center will be open for anyone in the Duke community to utilize for programming. While this programming may not necessarily address African American culture, there will be no way that one could not feel its presence when surrounded by the aura of art, sound, and essence of black heritage.

An issue that has plagued the University for years, which could be partially alleviated by the new Center, is its handling of residential equity. It is a well-known fact (yet rarely spoken of) that African Americans feel displaced from West Campus. One of the key reasons for this results from the horrific situation regarding the allocation of social space. The vast majority of the time, African Americans provide non-alcoholic programming, yet it is extremely difficult to do this programming without the tremendous cost of facilities and Police officers. This tends to push many African American social events to Central Campus, which further isolates this population of students away from Main West.

Academic support has always been an issue on this campus for African Americans. The Academic Support Center, along with various programming and tutoring possibilities created because of the new space, will help to alleviate these dilemmas. Furthermore, unlike the current location of the Mary Lou Williams Center, the new Center enables students to utilize the facility closer to 24 hours a day. Overall, the new facilities will provide an academic, cultural, and social support system for students.
Central Components of the Center

I) Academic Support Center

A) Substantial library that is reflective of African & African American culture
   - Supplement the Perkins African-American collection
   - Increase the number of recently published books and periodicals
   - House works of professors doing work in AAAS studies

B) Computer Cluster
   - Research and tracking materials

C) Audio/Visual Section
   - House African American films and music with:
     TV, VCR, laser disc player, stereo system, and projector

D) Community Reading Room
   - Support the examination of research materials

E) Classrooms

F) Office for Director and staff

II) Programming

A) Lecture Hall
   - Provide space for guest speakers or recruiters with:
     1) 100 person capacity
     2) Permanent AV equipment (i.e. Sanford)

B) Banquet Hall
   - Increase and improve quality of on campus banquet halls to support events
     (i.e. Career Fairs, Performances, Parties, Alumni Gatherings) with:
     1) 400 or more person capacity
     2) Raised stage (i.e. Nelson reading room)
     3) Permanent AV system
     4) Kitchen

C) Conference Room

III) Cultural Space

A) Music & Dance facilities
   - Support African & African American Arts
Endorsements

Duke University Black Student Alliance

Duke University National Pan-Hellenic Council
Attn: Duke Organizations and Quads

The Black Student Alliance and the Duke University Marching Band are working together to provide an important program, Minority Kids and Young Adults (M.K.Y.A.) FEST. This event is targeted towards elementary and high school students in an attempt to have them complete a high school education, thus leading them to pursue a college education. M.K.Y.A. FEST is planned to be on the campus of Duke University at Wallace Wade Stadium to bridge the gap between the Duke and the community.

We are asking for your support in putting on M.K.Y.A. FEST; we have the support of the President's Office: President Keohane, Office of Student Affairs: Vice President Jim Clack and Assistant Vice-President Sue Wasiolek (Dean Sue), Intercultural Affairs: Julian Sanchez and Linda Capers, and others. M.K.Y.A. FEST is a first-time event, and it will take a large fundraising effort; therefore, we are asking if you could give as much as you can to help towards the success of M.K.Y.A. FEST.

Attached to this cover letter is a brief one-page proposal of M.K.Y.A. FEST explaining its purpose, the focus of M.K.Y.A. FEST, and a time-line that we have created so that we can plan accordingly. Organizations have given anywhere from $350.00 to $5,000.00; M.K.Y.A. FEST has an account set up through University Life, and checks can be made payable to M.K.Y.A. FEST-Duke University. If you have any additional questions, comments, or concerns, feel free to call Dorian Bolden “D.J.” at 919.613.0847 or e-mail at djb12@duke.edu.

Best regards,

The M.K.Y.A. FEST Committee
TO: TO WHOM IT MAY CONCERN
FROM: BLACK STUDENT ALLIANCE (BSA) & DUKE UNIVERSITY MARCHING BAND
SUBJECT: M.K.Y.A (MINORITY KIDS AND YOUNG ADULTS) FEST FEATURING BATTLE OF THE BANDS
DATE: 11/2/00

PURPOSE OF THIS EVENT

The purpose of the "Minority Kids and Young Adults FEST (M.K.Y.A. FEST)" is to expose minority elementary and high school students to a cultural and educational experience. M.K.Y.A. FEST will feature a "Battle of the Bands" performance, involving the most distinguished college and high school bands in America. Presently, we are considering two college bands and six to seven high school bands. M.K.Y.A. FEST will also present a cultural program before the Battle of the band performance, which will include performances by several Duke student musical groups. Some organizations may include Duke student a cappella groups, Duke University "United N' Praise" gospel choir, Duke University Jazz Ensemble, and other student run organizations. This event will be geared towards North Carolina's youth, in an attempt to encourage them to pursue a high school diploma and college degree. This event will allow students to view the college experience from two perspectives: (1) They will interact with students who attend HBCU(s) - Historically Black Colleges/Universities, where African-Americans are the majority; thus seeing a representation of black culture (2) They will interact with students who attend Duke University where African-Americans are the minority, and diversity is an integral part of a student's experience, with exposure to various ethnic backgrounds and nationalities. These two-sided experiences will be a most valuable asset to a young person's life experience.

A most beneficial factor of having Minority Kids and Young Adults FEST is its purpose to serve as an educational opportunity for high school students. We plan to have recruiters present from different colleges and universities to give out information packets and answer questions for all interested students in an attempt to motivate students to pursue a secondary education. It is important to understand that we want to provide a fun atmosphere, but our focus is a multicultural and educational environment.

To help insure our estimated turnout of 20,000 people, mostly students, we plan to offer a first and second place cash prize or book scholarship to the two high schools that sale the most tickets. Not only will this competition help push students towards this educational event to receive college information, but money will be given back to educational institutions for the welfare of the students.

This event will also be beneficial to all participating marching bands, Duke University student organizations sponsoring this event, and Duke University: (1) Each marching band participant and sponsoring organization will have the opportunity of earning a minimum of $2,000.00 towards their band program by selling tickets (2) Each marching band will gain more exposure outside of their local area; (3) Each school will also be participating in an activity that will be culturally stimulating to the youth of North Carolina; (4) Hosting this event will also result in an increased volume of community interaction between Duke University and the city of Durham.
ACTIVITIES/FOCUS OF M.K.Y.A. FEST

GEARED TO YOUNG PEOPLE

 Students being able to show school spirit by supporting their school’s marching band
 The entire program is geared to push elementary and high school students to pursue a higher level of education
 Young innovative music that young people will be able to relate to
 Battle of the school mascots
 Hosted by local radio station

MULTICULTURAL/DIVERSITY

 Cultural performances before the main event
 Diversified performances from Duke Student Organizations
 Duke University Marching Band performance
 Performances by student a cappella groups

EDUCATIONAL

 College recruiters present to hand out information
 Award prizes such as Duke supplies from the Duke University Store
 Work with elementary and high schools to present a book scholarship for those students that read the most books
 Have representatives from the Drug Awareness Resistance Education (D.A.R.E.) Program
 Implement a performance where Duke University’s Dancing Devils can work with females in the high school system to put on a dance routine
 Have educational material on AIDS Awareness
 Have representatives from INROADS Inc. to give out material for high school students. INROADS Inc. is a non-profit organization that places talented minority youth in the business field. It teaches young people to write resumes, prepare for interviews, and other business skills.
 Have company representatives present for college students who will be in attendance to give out information

COMMUNITY INTERACTION

 Work with the Duke Durham Neighborhood Partnership Initiative (D.D.N.P.I ) Program where we will work closely with students in the community so that they can help out and learn leadership skills
 Communicating with the high school to present a clear understanding of Minority Kids and Young Adults FEST
M.K.Y.A. FEST TIME-LINE

Year 2000
August: Organizing a committee for M.K.Y.A. FEST
September: Organizing funding detail
           Detailing plans for M.K.Y.A. FEST
October: Soliciting Duke University Student Organizations and Departments
November: Continue soliciting Duke University Student Organizations and Departments
December: Finals
          Christmas break

Year 2001
January: Christmas break continued
February: Solicit local companies and groups
March: Solicit major corporations
April 1 – 15: Wrap-up funding
April 16 – May 15: Construct contracts with bands
                   Prepare hotel and transportation arrangements
                   Publicize M.K.Y.A. FEST in local newspapers
                   Contact the local radio station to host and promote event
May 15 – May 31: Finals
                 Graduation
June 1 – August 31: Summer Vacation
Sept. 1 – Nov. 1: Contact bands to verify attendance
                  High schools start selling tickets
                  Promote event at local high schools and colleges
                  Promote event through radio station
Nov. 1 – Event Organize volunteers for event
                  Continue promoting through radio
                  Collect revenue from band organizations
THE SEVENTH NATIONAL
AFRICAN AMERICAN STUDENT
LEADERSHIP CONFERENCE

CALL FOR PAPERS / PRESENTATIONS

"CONNECTING PROGRESSIVE AFRICAN MINDS
FOR EFFECTIVE LEADERSHIP: A CONTINUING
LEGACY"

RUST COLLEGE
HOLLY SPRINGS, MISSISSIPPI
JANUARY 12-13, 2001

The AFRICAN AMERICAN STUDENT LEADERSHIP CONFERENCE is issuing a call for papers/presentations for its 7th National Conference, scheduled for January 12-13, 2001. The Conference is designed to address issues of liberation, and to provide analyses of progressive African American leadership models past and present, to aid students in developing revolutionary leadership paradigms for the future.

Please submit abstracts of approximately 300 words on the theme or on one of the following areas by December 5, 2000

Popular Culture and the Black Liberation Struggle
Progressive Black Leadership Models
Male/Female Relationships and Liberating the Race
Education v. Mis-education?
The Affirmative Action Debate
The Struggle of Black Students on the White Campus
Students Survival Strategies – Creating New Plans of Action
Spirituality and/or Religion in the Struggle
Criminal Justice System
Africa & The African American Liberation Struggle
Organizing on the College Campus
Models for Striving and Succeeding
African American and International Studies
The College Student & The Black Community
Is There a Role for Hip-Hop in the Quest for Black Liberation?

You are to provide the title of your paper, your complete mailing address, and institutional affiliation

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The Duke University Council of the National Pan-Hellenic Council

Intercultural Affairs Luncheon
November 7, 2000

This document reflects the concerns of the National Pan-Hellenic Council and all of the individual groups that fall under its umbrella.

1. First, there is the lack of social spaces on Duke University’s campus available to our organizations for events and programs.

   - We have always been required to spend our organizational funds to secure venues. This is due to the fact that we do not have a commons space that can serve as a venue for parties and other activities, with the exception of Alpha Phi Alpha Fraternity, Incorporated. Therefore, much of our program planning time is spent finding and paying for new venues on campus, whereas many other non-minority groups simply host their events in their commons rooms or back patios. This has caused and continues to be a financial concern for us because it increases the costs of every event.

   - Currently, there are more organizations attempting to reserve the same venues for social functions, limiting the availability of each venue. To make matters worse, there is only one supposed free venue, the Great Hall, which still costs $300 for labor, for each organization to scramble and fight for in order to make their event as affordable as possible. The lack of and costs to secure venues on campus is undoubtedly a major concern for our organization.

2. Secondly, the level of security required at our events is excessive.

   - Security is unquestionably a beneficial requirement for all groups involved, NPHC, Duke University, and all participants, in each event. However, our organization feels that the required level of security at each event has become extreme. We understand that the number comes from the estimated number of attendees in addition to other factors, but we still believe that this number is frequently increased and excessive, particularly for our events.

   - The average attendance for a well-publicized party at Duke could range from 350 to over 1,000 attendees. Of course some problems do occur in the parking lots, but those issues are inevitable due to the large attendance at our parties and the lack of adequate social space to accommodate the attendance at our functions. It is important to note that there is no alcohol served at these functions, and we have no control over what people do before and after the event.

   - Many students drive in from other college campuses, which is why this poses a much greater issue for NPHC organizations. Our events are publicized to the entire campus; however, the majority of the crowd is usually students from other universities.
• Another problem regarding security is their required presence at practically all events because we have to use a non-commons space. While an appropriate level of security is desired, last year, individual organizations of NPHC were required to have security at all types of events including Black & White balls. Again, there was no premise for this decision, the introduction of the policy, or the connections as to why it applies to our organizations. The increase in security is unfair, and several committees on campus are currently discussing this issue.

• Ultimately security costs money, and is an unfair burden for our organizations when compared to other non-NPHC affiliated parties. Parties thrown on West are not always required to use their funds to pay for security; instead the University has in place a security team that roams the entire campus, free of charge to the student groups.

3. **Thirdly, there is the need to establish a solid administrative and structural relationship between NPHC and the University.**

• Clarifying the advisory role of staff and the relationship of other staff within the University whose roles have direct impact on NPHC is desirable. Currently there are areas of jurisdiction which overlap, and it is not always clear, who or what office is responsible for what and procedurally, how an interaction should be initiated. Establishing an infrastructure fully supported with staff, resources and a stable departmental connection would help NPHC to function more effectively. This would not diminish the responsibility of the students for running NPHC; on the contrary, it could provide a solid, logical, stable and predictable administrative structure for them to rely upon. This would in turn provide the framework for the continued development of leadership skills; community service activities, campus community solidarity, and strengthen the historically Black Greek fraternities and sororities.

In summary, it is important to understand that our organizations are different from some of the other organizations in that we do not receive University funding. Individuals pay dues to both their individual organizations and NPHC; however, within the NPHC there are only 10 organizations and the chapters range from 2-19 members. These numbers are in no way comparable to any of the groups included in the Pan Hellenic Council or the Inter-Fraternity Council. These two factors, no Duke funding, and small chapter numbers, creates a continued focus of funding for NPHC and within our individual organizations. We have addressed this issue by charging admission to our large social events. We are forced to do this, even to Duke students, due to the fact that these events are our primary sources of income. This revenue is integral to the success of social, academic and service programming. We are continually striving to foster a community consciousness among our membership. Every expenditure counts, and being required to pay for what others get free unequally limits the scope of our on-campus endeavors.

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Secretary, National Pan-Hellenic Council

Jennifer Lynne Downing,  
President, National Pan-Hellenic Council

Beverly Meek, Assist Dean,  
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Student Affairs, Advisor to  
NPHC
Asian American Community Initiatives
Task Force Proposal for the Improvement of the Asian and Asian American Student Experience

Submitted by the Asian Students Association
In conjunction with the Office of Intercultural Affairs

November 7, 2000
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How can we believe that we are truly preparing students for life professionally and personally if our schools do not include a cross-section of students that bear a resemblance to the world around us? If a democratic republic as diverse and as sometimes divided, as 21st century America is to survive and flourish, it must cultivate common spaces where citizens from every corner of society can come together to learn how to live together -- how others think, how others feel. If not in universities and professional schools, then where? When? Education depends on dialogue, not just between student and teacher but between the teacher and his or her class and the student and his or her classmates. Exposure to differing perspectives is both enlightening and stimulating. It encourages students to question and to challenge themselves and to challenge others. If students develop a mutual respect, they learn to communicate across cultural barriers and they negotiate their differences.

– Attorney General Janet Reno
Remarks to the American Association of Law Schools
January 7, 2000

Introduction

In her statements on diversity, President Keohane emphasizes the opportunities at Duke for students to enrich their education through exposure to other students and faculty with rich and varying backgrounds. In reality, the structure and support system of Duke continually inhibits students from meeting and interacting with students of different backgrounds. Through the allocation of funds, support, and office space, the University gives priority and prominence to particular groups and institutions – among them, structures that have historically led to a segregated campus. Despite the University’s emphasis on diversity, minorities, particularly the Asian minority, still struggle to find legitimacy on campus. The administration has neglected calls by minorities for improvement in the curriculum, in the residential structure, in the support structure for cultural organizations, and in other areas of campus life. In essence, the University still treats its Asian students as second-class citizens.

In the past, the administration has made several assumptions on behalf of the Asian students – among them, the assumptions that Asian students are satisfied with the status quo campus experience and that their needs coincide with the needs of the Caucasian student body. However, Asian student needs often differ from the needs of Caucasian students for a variety of cultural and historical reasons, and these needs should no longer be left unattended. Among these particular needs are greater student support, more administrative advocates, increased commitment to the recruitment of Asian students and faculty, and the resolution of persistent problems in residential life. In addition, Duke needs to take direct actions demonstrating that it welcomes and values the contributions of its Asian students. Simply because the Asian minority is represented numerically in Duke University diversity statistics does not mean that we are represented as a voice and body on campus. We urge the administration to consider seriously the needs outlined in this proposal, and take significant actions to improve these conditions.
History of Asians and Asian Americans at Duke University

The history of Asians at Duke University traces back to 1881, when Charlie Soong enrolled in Trinity College as a divinity student. He only remained for a year, leaving for Vanderbilt to continue his studies to become a missionary in China. In 1925, Yasuko Ueno, a foreign Japanese student, became the first Asian to receive her degree at Duke University. Between 1925 and 1950, Asian enrollment at Duke University increased incrementally, and after 1950, began growing steadily to reach the current population of approximately 903 students, or 15% of the overall student population.

Since the 1970s, Asian students have played an integral role in the social, cultural, and political life of Duke University. The history of Asian students is closely tied with the history of Asian student organizations on campus, particularly the history of the Asian Students Association.

The first major Asian organization, the Chinese Students Association, formed in 1971, and later broadened its constituency to become the Society of Asian American Students (SAAS) in 1981. In 1982, SAAS changed its name to the current name, the Asian Students Association (ASA). Since the inception of the Chinese Students Association, Asian campus life has taken on greater vitality and diversity, especially in the last decade. From 1990 to 2000, through strong leadership and programming initiatives, ASA virtually exploded onto the cultural scene. In 1991, ASA founded ACAASU Conference, the Atlantic Coast Asian-American Student Union, and held successful conferences in both the founding year and in 1994. In 1992, ASA sponsored its first Lunar New Year Festival, which has rapidly evolved into a full-scale extravaganza that drew over 800 people to Baldwin Auditorium in 2000. In 1995, ASA sponsored the ECASU Conference (East Coast Asian Student Union), the largest national collegiate conference of Asian Pacific Americans. Over 900 students attended this conference, which placed Duke University on the Asian-American community map for a period of time.

Due to the substantial increase in programming, ASA has outgrown its current resources, particularly in the areas of administrative support, funding, and office space. On March 1, 1995, ASA gave a presentation to President Nan Keohane, outlining the need for permanent office space, an administrative advocate, and increased funding. As a follow-up to that meeting, President Keohane sent a series of letters to other members of the administration, asking them to address each of these three concerns. Unfortunately, these needs were not addressed, since neither ASA nor the administration followed through during the subsequent academic year.

The growth of ASA directly mirrors the growth of the Asian student body. In attempts to address the needs of the larger Asian student body, ASA has expanded both its programming and executive board. However, the current administrative and faculty composition, residential life, and student life resources do not reflect this growth. The purpose of this proposal is to outline the needs of the Asian student body and the steps needed to improve these conditions.
Student Support

The deficiencies in student support outlined in the 1995 presentation to President Nan Keohane remain the same today: administrative support, greater spacial resources, and increased funding. The lack of improvement between 1995 and 2000 suggests that cultural organizations have not progressed in terms of administrative attention and priorities. In this section, we outline both the problems and possible solutions for student support, and call for the administration to take direct and immediate action towards improving the current conditions.

Administrative Support

Currently, the only administrative support system available for the Asian Students Association is the Office of Intercultural Affairs. The office consists of two full-time staff members, Julian Sanchez and Linda Capers, and one graduate assistant, Christina Chia. In addition, the office employs 5 work-study students, who aid Office of Intercultural Affairs programming and perform general secretarial duties. However, the Office of Intercultural Affairs must support all cultural organizations, and not only ASA and its constituents. On campus, over 25 organizations exist to address cultural and minority life. These organizations include the Black Student Alliance, Mi Gente, the Muslim Students Association, and the Native American Student Coalition – all of which require individual attention and support from the Office of Intercultural Affairs. Clearly, a three-person staff cannot adequately fulfill the needs of all the cultural organizations. Without a comprehensive and strong support system, cultural organizations and their constituencies are left floundering in the dark.

To alleviate this problem, the University must commit to expanding the staff support of the Office of Intercultural Affairs. The Office especially needs advisors and programmers experienced in the affairs of Asian/Pacific Islanders. We suggest that at least one of these persons assume a role similar to the role of the Assistant Dean for Asian/Pacific Islander students at the University of Virginia, whose main responsibility is to oversee the needs of Asian and Asian-American students (see Appendix A for job description). However, increasing the staff number of the Office of Intercultural Affairs is not enough – the University must commit to increasing overall diversity throughout the Office of Student Affairs. Out of 122 staff members, Student Affairs only employs two Asians, both of whom work in CAPS. Although we applaud the recent recruitment of Beverly Chen in CAPS, we urge the University to continue to search for qualified applicants in the administration who are well-versed in Asian/Pacific Islander issues. As Charles Choi emphasized in the 1995 presentation to President Keohane, we are not seeking Asian administrators to serve as token diversity figures for the administration – we are searching for advocates of the Asian student community who will specifically work with ASA and other Asian/Pacific Islander organizations to address our particular needs and concerns. We also ask the administration to take into consideration the necessity for greater diversity among the administration as a whole, especially the senior administrators. The fact that minority student needs are often ignored by the administration, unintentionally or otherwise, is not unrelated to the lack of diversity among its members. We will discuss this issue more thoroughly in the Administrative and Faculty Diversity section of this proposal.
Special Needs

Asian students feel no ownership of any part of the campus. The current ASA office is a small cubicle located behind the former information desk in the Bryan Center. Within this cubicle, we keep archives, scrapbooks, magazines, file cabinets, decorations, fold-up card tables, and a host of other materials necessary for programming and research. The tiny size and obscure location of the office prevents us from utilizing this space as more than a storage, reference, and single-person working space, rather than a resource and information center for our constituents. Additionally, to retain this space, we must submit an application to the Office of University Life at the end of every academic year, describing the mission of our organization, our programming, and the people who plan to use the space. We compete with several student groups, including other cultural organizations, for the use of this office space, and are often shuffled from cubicle to cubicle from year to year.

While ASA is forced to justify the necessity for office space each year, the University has large resources and permanent offices on West Campus dedicated to the Panhellenic Council, the National Panhellenic Council, the Interfraternity Council, and the Duke University Union. Although the Office of Intercultural Affairs and the Mary Lou Williams Center function as improvised multicultural centers, these places are too small and divided among too many groups to act as effective resource and information centers. By allowing these disparate conditions to remain, Duke suggests that the Asian student body deserves only a marginalized presence or voice on campus.

This semester, the Office of Intercultural Affairs, in conjunction with Spectrum, submitted a proposal to President Keohane for a multicultural center. According to the proposal, the center is charged with "the specific and vital mission of fostering Duke's African American, Asian/Pacific American, Latino/a, and Native American students by provided institutional resources, advisory services, co-curricular enrichment and an arena for cultural and political expression." This proposal calls for a multicultural center composing of equitable, permanent office space for cultural organizations, the expansion of the Office of Intercultural Affairs, and a multimedia resource center. We would like to express our whole-hearted support for this proposal, as it addresses the problem of spacial and administrative resources for all cultural organizations and their constituencies.

We recognize that two other proposals for the expansion of the Mary Lou Williams Center exist, but we request that the administration view the Mary Lou Williams Center expansion and the Multicultural Center as two separate entities with different purposes. The proposal for the Mary Lou Williams Center expansion calls for a free-standing building with large spacial resources dedicated to African American culture, while the Multicultural Center is a resource center dedicated equitably to all cultural organizations. While the administration may be tempted to combine these proposals, we believe that a combination will only prove detrimental to all cultural groups. Housing a multicultural center within the Mary Lou Williams Center only aggravates the problem of equity among cultural organizations, and implies that African American student needs take precedence over the needs of other cultural groups. In addition, it does not address the need for ownership of the campus – it would be difficult for Asian students to feel ownership over a building in which they are, in a sense, mere subsidiaries.

The Multicultural Center will serve both as a symbol for the legitimacy of minority groups on campus, who currently comprise 36% of the student population, and as a physical reminder of the University's commitment to diversity. As such, we request that the Multicultural Center be situated in a visible location on West Campus,
possibly in a fourth floor in the Bryan Center. The University must give the Multicultural Center priority and prominence, if it expects its assertions regarding the importance of campus diversity to be taken seriously.

Funding

Fund-raising takes a heavy toll on ASA resources, and often discourages us from expanding and improving our programming. The twelve undergraduate members of the 2000-2001 ASA Executive Board are already overcommitted and exhausted from juggling their responsibilities to quality programming and to their personal and academic lives. Because of our limited funding and staff resources, the expansion and improvement of one area of programming often takes place at the expense of another area of programming. For example, in 1999 we offered two major events dedicated to fostering discussion about the role of gender issues in the Asian American experience – a concert by Magdalen Hsu-Li, an up-and-coming Asian-American artist devoted to feminist and LGBT issues, and a joint dinner discussion with the Women’s Center about the role of women in the Asian-American family. This year, we can no longer offer these events because of the large-scale expansion of Dimensions, our fall political conference. Moreover, since cultural organizations usually apply to the same funding sources, we compete against other organizations for financial support, which frequently forces us to play a zero sum game that is neither productive nor conducive to cultural integration and collaborative programming. These sources of funding include fraternity-dominated Quad Councils, whose members often do not understand the need for cultural programming, especially programming of a political nature.

ASA, along with the other major cultural organizations, needs greater financial support from the University. In the 1999-2000 year, ASA programmed 10 major events, with a total budget of $23,775. However, the Duke Student Government (DSG) only allotted us $7520, forcing us to fund-raise for 70% of our budgetary needs. Although we managed to raise the extra $16,255, we could not raise enough for all the programming our constituency demanded. This academic year, we greatly expanded our programming, especially Dimensions, our Fall Political Conference, and the Lunar New Year Festival (see Appendix B for a list and description of major activities currently sponsored by the Asian Students Association). We expect to spend approximately $37,430 – $29,740 more than our DSG allotment of $7690, or 80% of our total budget. In other words, DSG gave ASA $170 more for the 2000-2001 year, but the expansion of ASA's programming requires $13,655 more. The graph on the next page further demonstrates this point.
If this trend continues, ASA must fund-raise over 95% of its total budget in the near future. After a point, though, we will not be able to accommodate any expansion or new event ideas without sacrificing some aspect of our programming. We are reaching our limit. Despite the demand for greater programming by our constituency and for greater collaborative programming among the cultural groups, we cannot maintain greater expansion of quality programming without greater financial support.

Obviously, DSG cannot adequately address the financial needs of the cultural organizations, since it must attend to the needs of other student groups. However, if the administration expects cultural programming to expand and improve, it must provide us the necessary financial resources to make such programming feasible. One proposed solution is the creation of a private programming fund, possibly endowed, for cultural organizations. This fund could operate in several ways:

1. As an additional baseline source of funds, to supplement the amount given by DSG. The private programming fund would act similarly to the DSG Student Organization Funding Committee (SOFC), dispensing funding based on budgetary needs, organization size, and past programming.
2. As a cultural programming fund, similar to the University Life fund. This cultural programming fund would dispense funds by individual event according to a set guideline, and would require one application per event.
3. As a baseline source of funds for established, large-scale events. This private fund would provide financial support for significant cultural events such as Lunar New Year, Diwali, Kwanzaa, and SOCAfest.

We ask the administration to investigate other possible funding sources for cultural organizations, outside of the usual campus funds. The cultural organizations are more than willing to aid the University in this cause, but we cannot accomplish this goal without administrative support. Without adequate funding, cultural programming on campus will stagnate and never reach the level of quality expected of a top-tier university dedicated to diversity.
Recruitment and Admissions

While the number of Asian/Pacific applicants to Duke University are steadily increasing, matriculation levels continue to fluctuate. For the past two years, Asian matriculation has fallen, from 239 enrollments in 1998 to only 184 enrollments in 2000, representing a 23% decline in enrolling Asian students. The Asian/Pacific freshman class of 2004 consists of only 7 more members than the freshman class of 1997, and comprises only 11% of their total class (see Appendix C for graphs demonstrating past trends in Asian admissions and matriculation).

The fall of Asian student matriculation should signal the administration to problems within the current admissions and recruitment processes. Currently, the admissions office does not employ an Asian or an Asian-American admissions officer. The admissions office groups Asian student questions with those of Caucasian students, while other minority questions are specifically addressed by David Forde and Veronica Pulido, the minority admissions officers. However, the factors affecting the decision of Asian students often differ from the factors affecting the decision of Caucasian students. For example, the presence of fraternities, the overall diversity at the University, the number of Asian and Asian-American faculty and administrators, and the availability of courses in Asian and Asian-American studies can and often do play a greater role in the decisions of Asian students than in the decisions of Caucasian students. By lumping these two groups of students together, the admissions office overlooks the particular needs of Asian students, which may contribute to the decrease in matriculation.

Furthermore, while Latino and African American students have their own recruitment weekends, Blue Devil Days has no event specifically geared towards Asian students. Looking at the increase of Latino and African American matriculation after the installation of their recruitment weekends, the benefits of a recruitment weekend are obvious. However, we recognize the limited staff and funding resources for an Asian student recruitment weekend. Thus ASA has taken steps this year to improve the Asian presence during Blue Devil Days. We spoke with Ed Venit, the 2001 coordinator of Blue Devil Days, about organizing a luncheon and information session for Asian students and their families. He expressed enthusiasm about our idea, but doubted in the ability of Blue Devil Days to fund these luncheons, which may hamper the ability of ASA to hold this activity.

Of course, matriculation is affected by the number of Asians admitted to the university, which has also declined between 1998 and 2000. Overall, the peak year for both Asian student admissions and matriculations was 1998, when 705 students were admitted and 239 students matriculated.

We suggest that the decreasing number of admits may, in part, result from the decrease in quality of applicants. Why would high-quality Asian applicants not apply to Duke? For one, Duke retains a negative stigma from being a Southern, predominantly Caucasian school. From the personal experiences of the ASA officers and other Asians on campus, most Asians apply to the Ivy Leagues, Stanford, Berkeley, and MIT. Duke University is not the place for Asians to go, as evidenced by the recent article in A. Magazine, in which Duke ranked below North Carolina State University and the University of Alabama. Reasons cited by this study included the lack of an Asian Pacific American studies program, low Asian student population, and few Asian Pacific American faculty and administrators. Because Duke retains this stigma, the University cannot depend on its high academic reputation to recruit top-tier Asians. The pool of high-quality Asian and Asian-American students is limited, and if Duke does
not take steps to improve its image through changes in its recruitment process, particularly the process regarding the Asian-American community, the numbers of both high-quality applicants and matriculants will continue to decrease. To reverse this trend, Duke University must make an active commitment towards recruiting these high-quality students both before and after the admissions letters are sent. We propose the following suggestions to help the University take the first steps toward better recruitment:

1. Hire an admissions officer well-versed in Asian/Pacific Islander issues to specifically deal with questions by Asian/Pacific Islanders.
2. Fund the ASA-sponsored student-family luncheons during Blue Devil Days.
3. Fund a letter-writing or phon-a-thon campaign for admitted Asian/Pacific Islander students.

These steps are not a complete solution to solving the problem of decreasing matriculation. However, they are steps towards improving the recruitment of Asians and Asian-Americans for Duke University.
Residential Life

Residential life is a key component to the campus experience at Duke University. Where and with whom a student lives has a profound effect on his/her intellectual and cultural growth. Each year, the University engages in a debate on housing, possible disparities, and the necessity for selective houses, particularly fraternities. In 1997, the DSG Student Affairs committee released the results of an upperclassman residential life survey. According to the results, 69% of students said that all students do not have an equal chance of living where they prefer. Three years later, equity in housing choices still remains a consistent problem. Below are charts of the 2000 housing distribution of Asians and Caucasians and the percentage of Asians in each housing type.
Looking at the 1999 and 2000 housing statistics, we notice that Asians tend to congregate in particular portions of the campus – especially in Trent, Central, certain independent houses, Prism, the Language Dorm, and Round Table. Administrators and students have raised these questions in the past – why do Asian students choose to live in these locations? Are minority students being marginalized by the current system?

Beginning in late September, ASA distributed surveys to the East Asian student population on campus. These surveys asked students detailed questions about issues such as residential life, curriculum choice, student life, recruitment/admission, and faculty diversity (see Appendix D for survey results). We received 90 applications in return, or approximately 15-16% of the current East Asian population at Duke. Under the residential life section, students were asked to rank 7 possible housing options: Main West (independent), Trent/West-Edens Link, Edens, Central, off-campus housing, non-fraternal selective houses, and fraternities (when applicable).

From the compilation of these answers, the average ranking follows:

<table>
<thead>
<tr>
<th>With Trent</th>
<th>Replacing Trent with the West-Edens link</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.78</td>
<td>Main West (independent)</td>
</tr>
<tr>
<td>3.12</td>
<td>Central</td>
</tr>
<tr>
<td>3.40</td>
<td>Non-fraternal selective house</td>
</tr>
<tr>
<td>3.66</td>
<td>Edens (independent)</td>
</tr>
<tr>
<td>4.46</td>
<td>Trent</td>
</tr>
<tr>
<td>5.08</td>
<td>Off-campus</td>
</tr>
<tr>
<td>5.68</td>
<td>Fraternity (males only)</td>
</tr>
<tr>
<td>1.92</td>
<td>Main West (independent)</td>
</tr>
<tr>
<td>2.64</td>
<td><strong>West-Edens link</strong></td>
</tr>
<tr>
<td>3.60</td>
<td>Non-fraternal selective house</td>
</tr>
<tr>
<td>3.62</td>
<td>Central</td>
</tr>
<tr>
<td>4.19</td>
<td>Edens (independent)</td>
</tr>
<tr>
<td>5.43</td>
<td>Off-campus</td>
</tr>
<tr>
<td>5.83</td>
<td>Fraternity (males only)</td>
</tr>
</tbody>
</table>

Does the current housing composition reflect these preferences? According to the 2000 housing statistics, this year the proportion of Asians on Main West (16.2%) does not reflect the total proportion of upperclass Asian students (17.6%). In fact, in the past three years, Asians have been underrepresented on Main West (see below).

<table>
<thead>
<tr>
<th>Year</th>
<th>Average</th>
<th>Off-campus</th>
<th>Total Proportion</th>
</tr>
</thead>
<tbody>
<tr>
<td>1998</td>
<td>13.5%</td>
<td>14.9%</td>
<td></td>
</tr>
<tr>
<td>1999</td>
<td>14.4%</td>
<td>16.7%</td>
<td></td>
</tr>
<tr>
<td>2000</td>
<td>16.6%</td>
<td>17.4%</td>
<td></td>
</tr>
</tbody>
</table>

We noticed a general increase of Asian students on Main West campus over the past three years, from 13.5% to 16.2% – the overall increase may be explained by the increase in the number of Asians in non-fraternal selective houses, which increased from 16.8% in 1999 to 19.1% in 2000.

A third question asked whether students would like independent, non-fraternal selective house, and fraternity space on West to increase, decrease, or stay the same. The results follow in the table below:

<table>
<thead>
<tr>
<th>Option</th>
<th>Stay Same</th>
<th>Increase</th>
<th>Decrease</th>
</tr>
</thead>
<tbody>
<tr>
<td>Main West</td>
<td>81.1%</td>
<td>0</td>
<td>16.7%</td>
</tr>
<tr>
<td>Non-fraternal selective house</td>
<td>8.9%</td>
<td>15.6%</td>
<td>73.3%</td>
</tr>
<tr>
<td>Fraternity</td>
<td>3.3%</td>
<td>54%</td>
<td>31.1%</td>
</tr>
</tbody>
</table>

These results indicate that, in general, students wish for independent space to increase, non-fraternal selective house space to stay the same, and fraternity space to decrease. In addition, we investigated whether students felt welcome in fraternity/sororities and in non-fraternal selective houses? The results follow in the table below:
<table>
<thead>
<tr>
<th></th>
<th>32%</th>
<th>50%</th>
<th>18%</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>58.9%</td>
<td>23.3%</td>
<td>17.8%</td>
</tr>
</tbody>
</table>

The differences in these feelings of welcome-ness are reflected in the housing figures, which show that Asians comprise 4.9% of fraternity members, but 19.1% of selective houses. In raw numbers, only 34 Asian students live in fraternities, while 115 live in selective houses. Theme selective houses, especially Round Table, Prism, and Languages, which together contain 53% of the Asians in selective houses, have the greatest percentages of Asians. For many Asian students, theme selective housing is the best option in a segregated and unwelcome West Campus atmosphere, and provides the best escape from the uncertain independent lottery. Furthermore, the fact that Asians feel more welcome in and are better represented in non-fraternal selective houses indicates that perhaps selective housing itself is not the problem, but the reputation and nature of a particular group of selective houses, predominantly those which have a reputation for emphasizing alcohol. However, since most selective houses are social and fraternal, the current selective house-based system favors students of a particular type, especially students who feel comfortable with and/or prefer an alcohol-centered social scene.

The administration may attribute these disparities to a perception that Asians prefer to self-segregate. However, self-segregation is a symptom of the overall problem in the residential system, and not the reason for the disparities. Although we recognize the fact that many Asians wish to room with their friends, who often happen to be Asian, a large part of this segregation results from the marginalization of Asians in housing assignments. For example, nearly 30% of Asian sophomores live in Trent, which is widely regarded as the worst housing situation on campus. Asian students feel no ownership of the campus, and often feel like nomads – forced to take the leftover space on West campus.

Many Asian students do not rush fraternities, citing feelings of discomfort with the rush process, emphasis on alcohol, exclusiveness, and lack of diversity in the Greek organizations. In addition, the presence of Greek organizations, and especially their dominance of the social scene, does marginalize the Asians on campus who feel uncomfortable with them. For these reasons and others, disproportionate numbers of Asian students choose to live independently. We do not wish to pit diversity against fraternities, but the fact remains, that deep-seated resentment towards the dominance of fraternities exists among members of the Asian community. The resentment often begins sophomore year, when a disproportionate number of Asians are forced to choose Trent because their housing options are so limited. Many members wish for the elimination of fraternities from on-campus housing – on the survey, students suggested the creation of a fraternity row, while others suggested placing fraternities in Trent.

Although banishing fraternities may not solve the housing situation, the fraternities need to take steps to make the atmosphere in their houses more welcoming to Asians and other minorities. These steps include de-emphasizing alcohol and addressing its party reputation. We also suggest that fraternities offer campus-wide cultural programming, as such programming would benefit the relations between fraternities and minorities. If these steps are contrary to the fundamental mission of fraternities, or if fraternities continually neglect the concerns of minority students, then the University must ask whether it should encourage a system that marginalizes minorities simply because they consistently choose not to participate in the fraternal portion of the system.
Furthermore, the University should create a organized, unifying body for the independents on campus, who currently have no voice in the housing system. The system heavily favors the fraternities and selective houses, whose strong, unified voices often override the weaker, more disorganized voices of the independents. Even though each independent dorm has its own house council, the larger, quad councils are usually fraternity-dominated, as the fraternities band together to elect their own members. Since independents are disproportionately composed of minorities, this means that a large proportion of minorities have no voice or power over their housing situation. A unified, independent body will help equalize the housing system, as long as the administration gives this body the full attention and respect it needs.

The University is charged with the responsibility to promote diversity in all areas of campus life. Residential life is key to the students’ experience, and dialogue between hallmates and roommates can greatly help overcome cultural barriers. As Trinity junior Adithya Cattamanchi stated in a 1997 Chronicle article on a report studying race,

It is not only the students’ responsibility to interact with one another. The University must also provide a structure in which that interaction can occur and a structure which actively promotes interaction. Right now, our residential structure contributes to forces which cause us to segregate into our comfort zones.

Three years later, his statement is still applicable to the situation on West Campus. In order for the University to promote the cultural integration of its students, it must promote the integration in all areas of campus life, especially residential. The university must move from a Greek-based system to a true residential system – a system that does not encourage students to segregate into their comfort zones, but instead compels students to redefine those comfort zones. One step towards a more interactive campus is a completely independent West-Edens Link, and if possible, the increase of independent housing on Main West, though not at the expense of the non-fraternal selective houses. While we recognize that no significant change can be made until the completion of the West-Edens Link, we request that the administration keep these specific concerns of Asian students at the forefront as they consider new policies regarding West Campus housing.
Student Life

Duke University must recognize the reality of the campus social scene – the scene is dominated by Greek organizations which often cater to a particular type of student. A large proportion of Asian students do not fit this mold and are, as a consequence, forced to search among the alternative, often meager, campus offerings. These alternatives are usually events where alcohol is not the central focus – for example, Devil’s Eve, homecoming, cultural events, sporting events, and concerts.

Recently, Duke has tried to encourage non-alcoholic events through the Alcohol Task Force and other funding policies. In its efforts, the administration has overlooked the fact that cultural organizations have sponsored successful, well-attended non-alcohol events for the past several years. These events include semiformals, speakers, and large cultural extravaganzas. Currently, the cultural organizations provide several major activities throughout the year, despite limited funds, personnel, and little support from administrators. With increased support and funding from the administration, cultural groups will be able to provide even more non-alcoholic events than they already do, helping to further de-emphasize the role of alcohol on West Campus. By committing to improving the resources available for cultural organizations, Duke not only commits to improving minority life, but also to diverse and non-alcohol centered programming.

In the ASA Task Force survey, we asked students to rate a series of events by frequency of attendance, on a scale of 1 (as often as possible) to 5 (never). The average of the responses follow below.

<table>
<thead>
<tr>
<th>2.45</th>
<th>Dinner/Barbeques (ex. House/Quad/Campus Council events, Engineering BBQs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.52</td>
<td>University sponsored events (ex. homecoming, Oktoberfest, Devil’s Eve, Last Day of Classes)</td>
</tr>
<tr>
<td>2.53</td>
<td>Cultural events (ex. LNY, Diwali, Step Show)</td>
</tr>
<tr>
<td>2.60</td>
<td>Sporting Events</td>
</tr>
<tr>
<td>2.85</td>
<td>Concerts/musicals/plays (ex. Acapella Jam, Broadway at Duke, Duke Players)</td>
</tr>
<tr>
<td>2.87</td>
<td>Cultural group parties/semiformals/formals (ex. Triangle Mixer, Charity Ball)</td>
</tr>
<tr>
<td>3.06</td>
<td>Community Service/Outreach activities (ex. Into the City, Habitat for Humanity, HCIP)</td>
</tr>
<tr>
<td>3.16</td>
<td>Film showings (ex. Freewater, Griffith Theater, DukeAnime)</td>
</tr>
<tr>
<td>3.48</td>
<td>Guest speakers</td>
</tr>
<tr>
<td>3.52</td>
<td>Greek parties/semiformals/formals</td>
</tr>
<tr>
<td>3.62</td>
<td>Selective house parties/semiformals/formals</td>
</tr>
</tbody>
</table>

From these results, we suggest that the University sponsor more large-scale events and further support the activities of the Campus Council, Campus Social Board, and cultural organizations. The University must actively work with these non-Greek, independent programming bodies to increase the quality, scale, and appeal of their events to the rest of the student body. Through such sponsorship and cooperation, the University demonstrates a dedication to the quality and well-attended non-alcohol-centered events already present.
Faculty and Administration Diversity

The current administrative and faculty bodies do not reflect the diversity of the student population. For example, excluding the graduate and professional schools, Asians comprise of only 2.2% of the campus administration, although they comprise of approximately 16% of the student population. Furthermore, Asians comprise of only 7.3% of the regular rank faculty. If we exclude the Pratt School of Engineering and the Medical Center, this percentage drops to 6.3%.

Even more glaring disparities are evident in the numbers of Asian faculty in the humanities. The 1999-2000 Affirmative Action report for Duke University states that "the highest availability in all disciplines is found among Asians. Considerably lower levels of availability are found among Hispanics, Blacks, and Native Americans." However, the 1999-2000 faculty distribution does not reflect the larger Asian workforce. Asians comprise of only 6.4% of faculty in the Social Sciences and Humanities – if we exclude Asian and African Languages, the percentage drops to 4.1%. We do recognize that the total workforce may not reflect the high-quality body of administrators and faculty actually available to the University. Nevertheless, these disparities should signal the administration that better recruitment techniques are needed to improve the number of Asian and Asian-American faculty and administrators on campus.

Furthermore, after the departure of Janet Dickerson, Vice President of Student Affairs, Duke no longer has a minority senior administrator. We request that both the search and selection committees for the Vice President of Student Affairs seriously consider the advantages of a minority senior administrator who has a deep understanding and concern for minority student life. Although the current administrators are receptive to student concerns, it is important to minority students to have a senior administrative who can not only sympathize, but empathize with their needs – a person who has had broad experiences with the same issues that minority students face each day.

If the University purports to value diversity, it must value diversity in all aspects – in the student body, in faculty, and in the administration. We suggest that the University take the following steps to investigate the discrepancies in Asian faculty, especially in the humanities, and administrators.

(1) Expand the under-utilization analysis of the Affirmative Action Plan to include Asians and Asian Americans.

(2) Actively recruit in areas with a large Asian and Asian American faculty and administrator workforce.

Diversity in the faculty and administration are equally important as diversity in the student body. With a diverse faculty, students can draw on wide range of experiences, and apply those unique experiences to enhance their own intellectual and cultural stimulation. Moreover, a diverse faculty can offer a wider variety of courses for the students – in fact, the lack of courses in Asian and Asian-American studies may be attributed to the lack of Asian and Asian-American professors at the University. In addition, we believe that greater diversity in the administration will lead to greater understanding of the minority student experience, as well as more effective and informed decisions on how to improve that experience.
Diversity in the Curriculum

In 1993, Spectrum launched a campaign to improve curriculum offerings in non-Western culture and history at Duke University. This campaign included a series of advertisements, flyers, and a rally during President Nan Keohane's inauguration, which promoted a “Real Education.” In one of their advertisements, Spectrum presented a table comparing non-Western studies majors at Duke and 10 peer institutions (see Appendix E). All 10 peer institutions, which included Brown, Cornell, Dartmouth, and Stanford, had either an East Asian Studies major, a South Asian Studies major, or a combination of both. The advertisement also brought to light the lack of a non-Western requirement for the history major. As a result, the Spectrum campaign sparked a series of articles and discussions of the curriculum offerings at Duke.

With the institution of Curriculum 2000, some positive changes are taking place; yet some of the problems that Spectrum identified seven years have persisted. A Master’s degree in East Asian Studies is now available through the Asia/Pacific Research Institute (APSI), but undergraduate degree programs in East Asian and South Asian Studies continue to be lacking. The closest to any Asian Studies major is the African and Asian Languages and Literature program, which combines two major continents into one area of study.

In addition to courses and programs in the study of Asia, Asian American students at Duke would also like to see more curricular attention devoted to the culture and history of Asians in America. Asian American Studies programs now exist in twenty five colleges and universities nationwide, including Columbia, Cornell, Stanford, and Penn. An additional eighteen campuses have Asian American Studies program within departments, among them Brown and the University of Michigan. Duke, in contrast, is not even listed under “campuses with Asian American Studies courses” in the 1999 issue of the Asian American Studies Association directory. And while Professor Sucheta Mazumdar and Arif Dirlik in the history department do in fact offer courses in the field fairly regularly, they are essentially the only ones. We are happy to report that an Asian American Studies working group is currently being organized, and will include faculty, graduate students, and undergraduates (including representatives from ASA and Diya). One goal of the working group will be to produce a formal proposal for the institution of Asian American Studies here at Duke. We urge the University to support this group and their mission in every way possible.
Conclusion

This proposal only brings to light the surface of these issues – a more in-depth discussion is necessary to implement a satisfactory and effective solution for each problem. However, we hope that this proposal acts as an impetus for direct and immediate action, and firmly believe that we can bridge these disparities through the dedication and careful attention of the administration and students. By the hard work and commitment of administrators, faculty, and students, we can work together to make the vision set forth in this proposal a reality – a reality that will benefit not only future generations of Asian and Asian-American students, but the health and vitality of the entire University.

Data Sources

Data for this proposal comes from the ASA Presidential Task Force surveys, the 1999-2000 Affirmative Action Plan for Duke University, the U.S. News and World Report College Rankings, the Asian Pacific Studies Institute, the University Archives, ASA archives, and from discussions with students and staff members.
Appendix A

Job Description of the Assistant Dean of Students for Asian/Pacific Islanders at the University of Virginia (sent by Glenna C. Chang, who currently fills this position).

Responsibilities

The Assistant Dean of Students reports to the Dean of Students, with regular access to and support from the Vice President for Student Affairs as needed. This position will have generalist responsibilities for articulating the needs of Asian American/Asian students to offices and service providers across Grounds, working directly with students to determine their needs. Advocacy responsibilities will also entail collecting and analyzing relevant data and preparing reports; developing and implementing action plans and programs to address students' academic, social and cultural needs; supporting cultural student programs/efforts; and facilitating interaction among Asian American/Asian students and faculty, mentors, advisors and other community constituencies. An important component of these positions will include serving as a resource for members of the University community who wish to promote and foster diversity in the institution and generally an appreciation for multiculturalism on Grounds.

The Assistant Deans will also share generalist responsibilities including on-call crisis management rotations; working with individual students and parents; program development; representing the office on University committees; serving as a contact for faculty and academic deans; and other items as assigned by the Dean.

Skills and Qualifications/Minimum Requirements:

The University seeks individuals who have a strong commitment to student development, excellent organizational, supervisory, and interpersonal skills, and a demonstrated ability to work and communicate effectively with a wide range of constituents, including Asian American/Asian students and University students, parents, faculty, administrative staff and the surrounding community. The successful candidate will have experience and knowledge of student development and a demonstrated understanding of the unique needs and special service demands of the Asian American/Asian student population, as well the role of diversity in higher education.

A Master's Degree is required. It is anticipated that the successful candidates will have two years of full-time professional experience, some minority affairs-related work. Salary is commensurate with education and experience.
Appendix B

The following is the list and description of major activities sponsored this year by the Asian Students Association. All our activities are open and advertised to the entire campus, with exception of the Big Sibling program.

Big Sibling Program:

The Big Sibling program is a mentorship program for incoming Asian freshman. ASA obtains a list of these freshman from the registrar, and groups them in “families” with selected Asian upperclassman by region and interests. These upperclassmen, or Big Siblings, advise and plan activities for their little siblings throughout the first two months of the school year. This year, major activities of this program were:

Dinners at the Marketplace
For one week, ASA reserved part of the Marketplace for Big Sibling family dinners. Each Big Sibling family met on a specified date to chat, discuss questions about Duke, and learn more about each other. Approximately 15-20 people attended each dinner.

Big/Little Sibling Basketball Tournament
Early in the year, ASA organized a single elimination family basketball tournament. Two Big Sibling families were assigned to a team, and each team competed for a group prize. Over 200 people attended this tournament.

ASA Welcome Picnic

The ASA Welcome Picnic is the official kick-off event for ASA’s programming year. At this picnic, we served a free lunch and introduced the organization and its officers. We also played a series of group games, which encouraged people to interact and become more comfortable with each other. Over 150 people attended this event despite the rain.

Beach Retreat

This year, ASA went to Virginia Beach for its annual Beach Retreat. This retreat served as a bonding time for ASA members, and as a forum for discussion of Asian stereotypes and issues. Activities included icebreakers, improv skits, pick-up basketball games, dinners, and a night on the town. Approximately 70 people came on this retreat.
Cultural Cooking and Games Night

At cultural cooking and games night, members either brought homemade ethnic food or helped cook a variety of delicious dishes in the kitchen. We also set up popular Asian games, such as Dance Dance Revolution, origami, mah jong, and Chinese yo yo. At the end of the dinner, we showed *Eat Drink Man Woman*, a popular Chinese movie (with subtitles). Over 75 people attended this event.

Triangle Mixer

The Triangle Mixer is a dance party sponsored by ASA and the two Asian Student Associations from UNC-Chapel Hill and N.C. State. This year, we held the mixer at the Asylum in Tobacco Roadhouse. The mixer included a highly popular break-dancing contest, and the winners were given cash awards. Over 150 students attended our mixer.

Charity Ball

The Charity Ball is our annual semiformal, and was a non-alcoholic event sponsored by ASA, BSA, Prism, Mi Gente, and SOCA. All proceeds from this semiformal are donated to charity – this year, we raised approximately $1400 for Agape Corner, an inner city boarding school located in downtown Durham. Approximately 200 people attended this semiformal.

Dimensions: ASA Fall Political Conference

For the second year, we are holding a fall political conference. This year, our keynote speaker is Daphne Kwok, the executive director of the Organization for Chinese Americans. The conference includes a free luncheon and three workshop sessions. The list of workshops follow below:

*Workplace discrimination* by Milan Pham, from the Orange County Department of Human Rights
*Growing Up White* by Beverly Chen, Duke CAPS counselor
*Self Discovery* by Hereandnow, one of the most talented Asian American theatrical troupes in the US
*China Dolls, Kung Fu, and Miss America* by Christina Hsu, ASA VP of Cultural Affairs
*Wen Ho Lee and the APA community* by Yueh Lee, from the Triangle NAAAP

We end our conference with a performance by Hereandnow, an immensely talented Asian American improv/theatrical troupe. The performance incorporates many different forms of theater, such as dance, comedy, improv, and music, among others. Every show is composed of a series of vignettes dealing with different topics of
Asian American life. Such issues include inner ethnic conflict, the struggles of coming to America, political injustice, sexual experiences and attitudes, gender issues and what it means to grow up Asian in the United States.

Lunar New Year Festival

The Lunar New Year Festival is ASA’s signature cultural extravaganza. The festival includes traditional and modern dance performances, songs, martial arts demonstrations, and a fashion show. Included with the festival is a free, catered dinner. The 2000 Lunar New Year Festival presented 13 different acts and attracted over eight hundred audience members. The theme for the festival was Beyond – through these performances, we hoped to illustrate that no one image can characterize the richness, diversity, and dynamism of Asian cultures or peoples – that we, as any culture, are beyond such static and limiting representations. This year, we plan to hold the festival in Page Auditorium, with an expected audience of over 1200 people.

Asian Pacific American Heritage Month

During APAHM, ASA hosts a variety of different activities, including a major speaker, a semiformal, and a film series. In the past, we have hosted Lisa Ling from The View and Angela Oh from the President’s Advisory Board on Race. Each speaker attracted between 75 to 100 listeners. This year, we hope to bring Phoebe Eng, the highly acclaimed author of Warrior Lessons: An Asian American Woman’s Journey to Power; a former corporate attorney and past publisher of A. Magazine; and an award-winning social activist who was a member of the Ms. Foundation group to the 1995 U.N. World Conference on Women in Beijing. In addition, we plan to collaborate with the NAAAP to present a series of thoughtful films and documentaries on the Asian American experience.

Senior Banquet

The Senior Banquet is our send-off event for the senior members of ASA. At the banquet, we recognize the most outstanding contributors to ASA, and celebrate the end of the year. It is a casual event, held at a local Chinese restaurant with karaoke.
Appendix C

Graphs illustrating past trends in admitted and matriculated numbers of Asian students.
Appendix D

Results for ASA’s Task Force Survey.

General Issues

On a scale of 1 (very important) to 5 (not important), rate the following issues:

1.86 Residential life (e.g. housing)
2.03 Financial Aid
2.18 Student life (ex. multicultural center, cultural events, alcohol policy)
2.45 Segregation of different ethnic/racial groups
2.47 Curriculum choice in humanities (ex. economics, public policy, literature, Asian American studies)
2.48 Recruitment and admissions (ex. number of Asians admitted/enrolled per year, Blue Devil Days & Orientation programs)
2.58 Diversity of faculty
2.98 Alumni development
3.33 Majors/minors in Asian/Asian American Studies

Residential Life

(1) On a scale of 1 (most satisfied) to 5 (not satisfied):
Rate your satisfaction with your own housing.
Overall – 2.11
Upperclassmen – 2.23
Trent residents – 2.65

Rate your satisfaction with housing options available to minorities.
Overall – 2.93
Upperclassmen – 3.03
Trent residents – 3.52

(2) On a scale of 1 (very influential) to 5 (no influential):
Rate the amount of influence Greek life has on your own housing choices.
Rate the amount of influence Greek life has on the general residential atmosphere.
3.75
2.52

(3) Rank the following housing options by order of preference:

<table>
<thead>
<tr>
<th>With Trent</th>
<th>Replacing Trent with the West-Edens link</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.78 Main West (independent)</td>
<td>1.92 Main West (independent)</td>
</tr>
<tr>
<td>3.12 Central</td>
<td>2.64 West-Edens link</td>
</tr>
<tr>
<td>3.40 Non-fraternal selective house</td>
<td>3.60 Non-fraternal selective house</td>
</tr>
<tr>
<td>3.66 Edens (independent)</td>
<td>3.62 Central</td>
</tr>
<tr>
<td>4.46 Trent</td>
<td>4.19 Edens (independent)</td>
</tr>
<tr>
<td>5.08 Off-campus</td>
<td>5.43 Off-campus</td>
</tr>
<tr>
<td>5.68 Fraternity (males only)</td>
<td>5.83 Fraternity (males only)</td>
</tr>
</tbody>
</table>

(4) Do you feel welcome in fraternities/sororities and non-fraternal selective houses?

<table>
<thead>
<tr>
<th></th>
<th>Fraternities/Sororities</th>
<th>Non-Fraternity Selective Houses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td>32%</td>
<td>58.9%</td>
</tr>
<tr>
<td>Not Welcome</td>
<td>50%</td>
<td>23.3%</td>
</tr>
<tr>
<td>Unsure</td>
<td>18%</td>
<td>17.8%</td>
</tr>
</tbody>
</table>
(5) Would you like to see independent/non-fraternal selective house/fraternity space on West campus increase, decrease, or stay the same?

<table>
<thead>
<tr>
<th>Option</th>
<th>Percent</th>
<th>Never</th>
<th>Sometimes</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Independent/non-fraternal selective house</td>
<td>81.1%</td>
<td>0</td>
<td>16.7%</td>
<td></td>
</tr>
<tr>
<td>fraternity space</td>
<td>9.9%</td>
<td>15.6%</td>
<td>73.3%</td>
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<td>3.3%</td>
<td>54%</td>
<td>31.1%</td>
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</tbody>
</table>

Student Life

(1) On a scale of 1 (as often as possible) to 5 (never): Rate the following events by frequency of attendance

2.45 Dinner/Barbeques  (ex. House/Quad/Campus Council events, Engineering BBQs)
2.52 University sponsored events  (ex. homecoming, Oktoberfest, Devil's Eve, Last Day of Classes)
2.53 Cultural events   (ex. LNY, Diwali, Step Show)
2.60 Sporting Events
2.85 Concerts/musicals/plays  (ex. Acapella Jam, Broadway at Duke, Duke Players)
2.87 Cultural group parties/semiformals/formals  (ex. Triangle Mixer, Charity Ball)
3.06 Community Service/Outreach activities  (ex. Into the City, Habitat for Humanity, HCIP)
3.16 Film showings     (ex. Freewater, Griffith Theater, DukeAnime)
3.48 Guest speakers
3.52 Greek parties/semiformals/formals
3.62 Selective house parties/semiformals/formals
SPECTRUM WANTS A REAL EDUCATION

After a simple compilation of facts, we have found the ultimate symptom of Duke University’s academic disease. Look at the facts and see for yourself the blatant violations of our University’s vision.

<table>
<thead>
<tr>
<th>SCHOOL NAME</th>
<th>LATIN AMERICAN STUDIES MAJOR</th>
<th>EAST ASIAN STUDIES MAJOR</th>
<th>SOUTH ASIAN STUDIES MAJOR</th>
<th>NON WESTERN REQUIREMENT FOR HISTORY MAJOR</th>
</tr>
</thead>
<tbody>
<tr>
<td>DUKE UNIVERSITY</td>
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<td>NO</td>
<td>NO</td>
<td>NO</td>
</tr>
<tr>
<td>PRINCETON UNIVERSITY</td>
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<td>YES</td>
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<td>HARVARD UNIVERSITY</td>
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<td>YES</td>
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<td>UNIV. OF PENNSYLVANIA</td>
<td>YES</td>
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<td>UNIVERSITY OF CHICAGO</td>
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<tr>
<td>UNIVERSITY OF VIRGINIA</td>
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<td>COMBINED</td>
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<td>STANFORD UNIVERSITY</td>
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<td>YES</td>
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<td>YALE UNIVERSITY</td>
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<td>YES</td>
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<tr>
<td>DARTMOUTH UNIVERSITY</td>
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<td>COMBINED</td>
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<tr>
<td>CORNELL UNIVERSITY</td>
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<td>COMBINED</td>
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<td>BROWN UNIVERSITY</td>
<td>YES</td>
<td></td>
<td></td>
<td>YES</td>
</tr>
</tbody>
</table>

Instead of Duke University being a proponent in attacking the ignorances that plague our society through offerings in education, it is clear that, through their patronizing attitude toward non Western cultures, they are instead, breeding racism. Ask yourself, what kind of education are we receiving from an institution that trivializes the history of 90% of the world’s population. Duke University’s HISTORY MAJOR can be gained without ever taking one class that focuses on a non-Western history. That, alone, is an injustice to the majority of people who inhabit the world. But when one examines the attitudes of other schools and their emphasis on non Eurocentric histories, this violation becomes even more of a travesty. How can we strive to be a globally eminent university when we have no appreciation for global cultures or history? Join SPECTRUM in our efforts to tackle these academic injustices, and to make a change.

Working Group

Discussion is currently underway regarding the formation of an Asian American Studies working group. The group will consist of interested faculty, graduate students, undergraduates (including representatives from the two major Asian American student organizations, ASA and Diya). In addition to meeting regularly to foster conversations about the field, the group will work towards a formal proposal for Asian American Studies at Duke. A draft of document is already in the works.

+ + + + +

Relevant Up-coming Events

November Dimensions: ASA Fall Political Conference—an annual event offered by the ASA, this year’s program includes a public address by Daphne Kwok, Executive Director of the Organization of Chinese Americans, a performance by the Asian American theatre troupe HereAndNow, as well as workshops on workplace discrimination and Asian American identity issues.

“Model Minority, High-tech Coolies, and Foreign Spies: Wen Ho Lee and Asian Americans in Science and Technology”—a public lecture by Professor Ling-Chin Wang (Ethnic Studies, UC-Berkeley), sponsored by Bricolage.

February Roundtable on Asian American Studies in the South (still in planning)—a panel discussion on regional issues in Asian American Studies, to be organized by Professor Sucheta Mazumdar (History). Tentative speakers include: Professor Victor Bascara (English, University of Georgia) and Professor Tina Chen (English, Vanderbilt).

Compiled by Christina Chia, Research & Program Assistant, Office of Intercultural Affairs
November 2000