Latino Recruitment
Veronica Guzman Pulido
Assistant Director- Undergraduate Admissions

Demographics: The Latino/Hispanic population of over 31 million today will soar to more than 36 million by 2005. Latinos are the fastest growing segment of the American population. (Currently 11.6%, up from 6.4% in 1980. Source: U.S. Bureau of the Census, 1999.) Projections are for Hispanics to be 24.3% of the population in 2050. This population is about eight years younger than the mainstream population. Currently, nearly 40% of all Hispanics are below the age of 19. Only about 5% are over the age of 65. Median age is 26.5 compared with 35.6 for all races.

Actions: With the hiring of a Latino recruiter 5 years ago, the undergraduate admissions office has taken a positive step in realizing the future potential of this underrepresented population at Duke University (currently around 5%). As the Hispanic/Latino population nationally will be the largest minority in the year 2020, Duke needed to be aware of the impact these high school students will have in the college admissions process.

- Some concrete steps the office does in recruiting Latino/Hispanic students:
  1. Special mailings to students scoring well on standardized exams.
  2. Special mailings to students who have participated in the Lorenzo de Zavala program run by the National Hispanic Institute, participants in the LEAD program, and participants in A Better Chance program.
  3. The Latino recruiter participates in special college fairs, visits high schools with large numbers of minority students across the country, and encourages other admission officers to be aware of potential minority candidates within their region.
  4. Holds phone projects with current Latino Duke students to encourage newly admitted students to enroll at Duke.
  5. The Latino recruiter also tries to build and maintain relationships with prospective students via email, phone, or letter. Importantly, the recruiter must also try to build a relationship with the prospective parents, as “family” is an important factor in the Latino community.
  6. Works closely with the Office of Intercultural Affairs in providing support once the students arrive on campus.

- New project as of April, 1999:
  Through the help of the Latino Initiatives document produced in 1998 (see El Concilio documentation), the admissions office was able to hold the First Annual Latino Student Recruitment Weekend (April 8-11, 1999). As a campus visit is vital in making a college decision, we wanted to bring admitted Latino students on to campus for a specialized program much like the Black Student Alliance Invitational Weekend held every year. Because we did not want to prohibit students from attending our program due to limited financial resources, we offered transportation funds for any student who asked for assistance. Thus, with a budget of $10,000, we organized and ran a special program that included academic (time to visit classes, faculty luncheon) and social (Latino formal) opportunities for the Latino students. Current Duke students hosted the students for 3 nights. 46 students from across the United States (ranging from California to New Jersey) participated in the program and 21 matriculated to Duke for the fall (46% yield). Being the first of its kind specifically for Latino students, the energy and excitement was present among the prospective students, current students, and Duke administrators. It was a tremendous success and thus, we gained funding for the second year. The Second Annual Latino Student Weekend (April 6-9,2000) brought 82 students in whom 36 matriculated to the university. Again, the energy and excitement grew and now can only improve. We would like to invite a larger number of students and increase our overall yield of
admitted students. Our competitors have similar special weekends and I highly suggest we continue this program to stay on par and hopefully eventually move ahead.

Issues: While Duke is familiar to many Latino students (especially on the East Coast), I think we need to improve our name recognition in different parts of the country. As with students of all races from other parts of the world, many people still maintain the stereotypical “southern view” of Duke and its location. In addition, since the Latino population is the smallest multi-cultural group on campus (excluding the small Native American population), Duke needs to work that much harder and more quickly to get its message across. Through further information via publications, website, and the personal visits by admission officers, current students and/or alumni (which I think does make a difference for many Latino students), we can widen and extend our pool of applicants. This will take additional resources for travel, other special initiatives (such as application workshops, parent committees, middle school initiatives, etc...), and maintenance of things that work well now.

Additionally, while encouraging Latino students to first apply to Duke, then seriously consider enrolling can be difficult, one factor, which continues to be a challenge, is the financial aid package. I speak with many students and families who were surprised we had “recruited” them so diligently and who ultimately were not able to enroll due what they perceived as inadequate financial aid support. As admissions officers have limited involvement with the financial aid office, we have few options in helping our families who we may have worked with for months during the admissions cycle. Might we explore having one financial aid officer who works solely with minority candidates (and understands the sometimes specialized needs of these populations) to help in building better relations with our families? Any additional attention given to families who are making one of the biggest investments in their lives may pay huge dividends later. And finally, any movement toward establishing a scholarship for a Latino student would make a small but important statement of commitment to diversity.

Overall Summary: Duke is in a great position to move forward with Latino recruitment. We have seen some significant strides upward with this population, but we can always find new and exciting ways to improve. And since the population is growing as a whole, and many colleges are also seeing growth, Duke needs to continue with its efforts to stay competitive. This needs to happen through admissions, but also through initiatives on campus (such as faculty mentoring, course offerings on Latino issues, networking of Latino alumni, etc...) for retention and graduation. Thus, the commitment toward Latino recruitment can and will prove beneficial to the campus climate and to the university as a whole.
**Historical Admissions Perspective: Latino Students**

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1\textsuperscript{st} Annual Latino Student Recruitment Weekend: (April 6-9, 2000)
Invited roughly 185 students
46 Participated (18 states represented)
21 Enrolled (46\% yield)

2\textsuperscript{nd} Annual Latino Student Recruitment Weekend (April 8-11, 1999)
Invited roughly 225 students
82 Participated (14 states represented)
36 Enrolled (44\% yield)
THE DUKE LATINO/HISPANIC WORKFORCE

- RECOMMENDATIONS TO THE REVIEW COMMITTEE OF THE OFFICE FOR INSTITUTIONAL EQUITY - MAY 1999

- REPORT ON LATINO EMPLOYEE RELATIONS SPECIAL ASSISTANT TO THE EXECUTIVE VICE PRESIDENT MYRNA ADAMS - NOVEMBER 2000
Recommendations to the Review Committee of the Office of Institutional Equity by members of El Concilio Latino/Hispano/Americano - May 1999

Duke University, the largest private employer in North Carolina, needs to demonstrate that it is taking a proactive approach to ensure that the needs of its Latino employees and students are met. With the rise of the Latino population in the Duke community, it will be beneficial for Duke to take steps to make sure Latino employees feel welcome and are granted equal access to services and benefits available to other employees. The review of the Office of Institutional Equity provides an important opportunity to evaluate the Office's work in relation to the Duke Latino community and identify steps needed for it to become more accessible to Latino employees and students.

The Concilio Latino/Hispano/Americano
The Concilio Latino/Hispano/Americano, with approximately sixty faculty, student, and staff members, was formed in fall 1997 to foster a Latino intellectual community at Duke University and to develop a U.S. Latino agenda for the campus. The Concilio has organized its work around three themes that are addressed by separate subcommittees: research and academics; student and campus life; and community outreach. The Concilio welcomed the opportunity to meet with members of the Review Committee of the Office of Institutional Equity in order to learn about the review process and be available to provide feedback on considerations related to Latinos at Duke. Below are recommendations proposed by the Concilio.

- The Concilio Latino/Hispano/Americano recognizes the need to have a full-time Latino Affairs representative at the Office of Institutional Equity. We believe an individual should be available to look after the needs of Latino employees and students on a permanent basis. This individual could work with various offices on campus to address issues related to equity and the needs of Latinos.

- The Human Resources Office in conjunction with the Office of Institutional Equity should evaluate what steps Duke University is taking in order to ensure it is a more comfortable place to work for Latino employees.

- An individual who has command of the Spanish language is needed to assist with Orientations provided by the Human Resources Department for new employees when the majority of participants speak Spanish and are not fluent in English. This person can be
available to interpret, clarify the information and answer any questions. Also, the written
information provided to the new employees at the Orientation should be translated into
Spanish. A Spanish translation is especially needed for important material that is provided to
them such as a description of the Office of Institutional Equity, its purpose, and contact
information. This will be an important step in educating members of the Latino community
about the resources available at Duke, as well as their rights as employees.

- The Human Resources Office in conjunction with the Office of Institutional Equity should
evaluate what Duke is doing to recruit, retain and promote Latino employees and faculty.
Also, the University should consider instituting a program to assist Latino employees in
advancing in their jobs. This could incorporate special continuing education programs and
the availability of training modules for Latinos. These measures will help to ensure that
someone such as a gardener who works at Duke for 25 years will advance to a supervisory
position.

- Supervisors should have more access to training in issues related to multicultural sensitivity
and addressing language barriers. The Office of Institutional Equity should explore long-
term measures such as creating incentives for employees to learn a second language.

- The Office of Institutional Equity should explore the expansion of culturally-based training
programs for supervisors and Latino employees to encompass issues such as safety,
discrimination, and the prevention of possible harassment and conflict. Also, programs to
help employees learn English are needed.

- The Office of Institutional Equity should research what the following offices are doing to
address the needs of Latinos at Duke and propose recommendations in conjunction with
these offices. A University-wide strategic plan is also needed.
  Academic administration units
  Durham Regional Medical Center
  Human Resources
  The Medical Center
  The Police Department
Report on Latino Employee Relations
Myrna Adams, Esq.
Special Assistant to the Executive Vice President

As the profile of Duke's workforce changes and diversifies, employees' cultural, ethnic, and religious backgrounds influence and impact their interactions with fellow employees and supervisors.

As Special Assistant to the Executive Vice President at Duke University, one of Myrna Adams' primary responsibilities is identifying the needs of Latino employees with a view toward development and promoting programs and procedures to ensure that employees of diverse culture backgrounds perceive the Duke environment as both welcoming and supportive.

With the intent of gathering facts, identifying needs, developing plans, and establishing a network, Dr. Adams has been meeting with a number of both on- and off-campus individuals, supervisors and community leaders, who have been able to provide a variety of perspectives, insights, and suggestions towards achieving the stated goals.

One of the individuals with whom Ms. Adams has met is Mr. John Herrera of Self-Help. This informative and productive meeting resulted in the identification and formation of several tasks designed to address some of the issues surrounding Latino employee relations. Some of these initiatives are outlined below:

**Latino Study Group**

Obtained a report listing Latino employees. From this report, a Latino Concerns Study Group will be culled and will focus on improving the climate and conditions faced by Latino employees, using the report developed by the Concilio as part of the recent evaluation of the Office for Institutional Equity. Discussions will be led by Myrna Adams, and, hopefully, John Herrera and/or Ms. Alejandra Okie-Holt of the Self-Help Credit Union, will also be able to participate.

**Spanish/ESL Courses**

The language barrier is one of the more pressing Latino employee relations issues and with this issue in mind, Ms. Adams met with Laurel Ferejohn, the Director of Short Courses and Information Technology Training Teams, Duke Continuing Education. The topic of the meeting with Ms. Ferejohn was to discuss the possibility of her program offering courses in Spanish and ESL for Duke employees. The two courses would be offered simultaneously, during May and June (identified as a less hectic time of the academic year), so that the two groups of students will be able to interact and learn from each other. Courses would be taught by Duke instructors (e.g. Myrna Adams and Benjamin Reese, Office of Institutional Equity) who would not be paid, which would permit the courses to be offered at a reduced cost. Participants' fees would be paid either partially or in total by the University and/or participants' departments.
A Spring Event (Cinco de Mayo)

Planning to coordinate an event in the spring to correlate with Cinco de Mayo.

Other ideas/projects pending investigation:

Direct Deposit

- Myrna Adams will be speaking with Julian Sanchez, Office of Intercultural Affairs, regarding arranging a meeting with Latino student organizations at which Ms. Alejandra-Okie-Holt, of Self-Help Credit Union) will invite them to become Credit Union members and open checking accounts at the Credit Union.

- A letter will also be sent to Hispanic/Latino employees encouraging their support of the Credit Union.

Arbitration Agreements

Latino Job Fair

Clearly, the development, implementation, and promotion of these and other programs and procedures are in the preliminary stages, but we are optimistic that these efforts will foster a work environment that is supportive and productive for all Duke employees.

Prepared 10/26/00
Submitted by Kathe Grant
TRIANGLE LATINO COMMUNITY OUTREACH

- AN UPDATE FROM EL CONCILIO LATINO/HISPANO/AMERICANO
  NOVEMBER 2000
El Concilio Latino/Hipano/Americano lost two key Duke employees over the past couple of years, John Herrera and Alejandra Okie-Holt. Both played very key roles in helping address a number of concerns faced by the Triangle's Latino community. John is a co-founder of El Concilio and El Fiesta del Pueblo (an extremely popular statewide Latino festival held each year in September) while Alejandra has, over the years, assumed important positions within El Pueblo over the years. John, while at Duke, led discussions with major bankers seeking to service the Latino community that eventually led to the establishment of the community's first Latino credit union. In addition, he also consulted with city law enforcement agencies on behalf of the Latino community; has been a part of the Hayti Development Corporation's downtown Durham Latino community development project; and was active in the local organizational planning of the National Latino Summit: Guest Worker" (Bracero) Legislation.

Needless to say, El Concilio misses John's leadership and energy in this area. His tireless devotion and caring outreach to the Latino community is hard to replace from within the current ranks at Duke. It was thought for a moment that we were going to be able to retain him at Duke in a position that would have enabled him to devote his undivided attention to community outreach efforts. However, we failed in our negotiations and have not since rebounded. El Concilio, therefore, would like to suggest that this issue be revisited with the intent of creating a Latino community outreach position within an appropriate Duke agency.
Native American Community Initiatives
A Proposal for
Native American Student
and Community Development at Duke

Submitted by
Native American Student Coalition
In Consultation with the Office of Intercultural Affairs
November 7, 2000
Preface: The Trinity College Cherokees
and the Future of Native Americans at Duke

The history of Native Americans at this institution reaches back further than most of us at Duke today may realize. In 1880, under contract with the United States Commission of Indian Affairs, Trinity College (Randolph County) began operating a boarding school for a small group of Eastern Band Cherokees from the North Carolina mountains—all male, ranging in age from ten to twenty. Along with a “special preparatory student” from China, these twelve young Cherokees were the first non-whites to attend the college. Housed separately from the general student body, they were to be supervised by then-College president Braxton Craven’s son, and given instruction in English, farming and other trades. The federal government paid Trinity $150 per year for each student, which was not an insignificant sum, especially given the college’s “cash-strapped” condition at the time.¹

Indian education at Trinity was short-lived. Changes in the administration, coupled with financial disputes between the school, the government, and the Craven family, led to its termination in 1885 (two students stayed on for another year). Although its school for Cherokees was small-scaled, Trinity’s participation in the broader federal effort to assimilate indigenous youth through Euro-American education should not be discounted. The Indian boarding school system was launched in the late 1870s with the express purpose of eradicating Native languages and cultures and disrupting Native communal bonds. At Trinity, the Cherokee students were not permitted to visit home for years at a time—the rationale being that they were not, in the words of Commissioner of Indian Affairs J. B. Atkins, “sufficiently drilled and advanced [in their

education] to... hold their own among their people and not retrograde.” “Kill the Indian, save the man”: this now-infamous motto of Richard Henry Pratt, a veteran of the Plains Indian wars who later adapted his educational experiments with Native prisoners of war to found the Carlisle Indian School, powerfully illustrates the psychic and cultural violence that the boarding school perpetrated in the name of “progress” and “civilization.”

What scant records we have of the Cherokee experience at Trinity suggest the familiar stories of homesickness and culture shock. Some of the students did not speak or understand English, and most were unfamiliar with Euro-American customs. President Craven was said to have feared for the young men’s health, because they initially refused to eat the food they were given. At least one student (and there were most likely more) escaped back to the reservation, traveling over a hundred miles by night. But amidst these signs of dislocation there were also glimpses of resilience: Will West Long (a.k.a. Willo West), who would go on to become an important revivalist of tribal traditions, learned the Cherokee syllabary from a boarding schoolmate at Trinity. A full account of the lives of these students remains to be written.

We begin with this largely forgotten history, in part, to illustrate a sad irony: in 1880, twelve Cherokees began their schooling at Trinity; today, according to data released by the Office of Undergraduate Admissions, there are only four Native Americans in a first-year class of over 6,300. But we also want the memory of the Trinity College Cherokees to inspire the administration to reflect on the place of Native Americans at Duke today. In this endeavor, we hope the University will look to the examples of Harvard University and Dartmouth College. The charters of both schools, granted in 1650 and 1769, respectively, promised to provide education to English and indigenous youth (Dartmouth, in fact, was founded as primarily a college for Native Americans). For centuries, this promise was left unfulfilled and largely forgotten—until, in 1970s, both schools administration re-established an institutional mandate to serve and support Native American students. Today, Dartmouth is home to the nation’s leading
Native American academic and support programs, with Harvard not too far behind. Here at Duke, we have a similar opportunity to transform an age-old broken promise of colonial education into a new, egalitarian vision that opens the university up to Native students and Native faculty, to Native social concerns, cultural expressions, and intellectual contributions.

Since last year, NASC has met with President Keohane, Vice Provost Ruderman, and Dr. Guttentag of Undergraduate Admissions to discuss the need for increased recruitment and, more generally, greater student support. This document is a continuation and expansion of that dialogue. In addition to concerns about enrollment and support programs, we will also address the importance of developing a Native staff/faculty base and institutionalizing Native American Studies.

Recruitment and Admissions

With the percentage of Native undergraduates hovering under 1/2 of 1%, recruitment, especially at the pre-application stage, is an urgent concern. We recognize that there are many deep-rooted historical and socio-economic reasons—including, for example, the tragic history of colonial education we mentioned above—that have made it difficult to attract Native Americans to higher education and, especially, to private mainstream (i.e. non-tribally controlled) institutions like this one. But at Duke, these inherent challenges are compounded by the absence of institutional commitment and the lack of resources and personnel. Despite persistent low enrollment numbers, Duke does not have a plan that targets college-bound Native Americans—not even those within our own state of North Carolina, which is home to the seventh largest Native population in the nation and the largest one East of the Mississippi. It doesn’t help that the admissions officer assigned to recruit Native Americans, Mr. David Forde, is also the one assigned to run African American recruitment, which is an enormous responsibility that does not allow much time for “double duty.”
Back in May, NASC submitted a document to Dr. Ruderman outlining a number of recruitment efforts that Duke can undertake immediately, from attending national college fairs for Native students to working with local/North Carolina Native education groups. That document is included here for your reference and further consideration (see Appendix A). The following are three additional recommendations:

- **Hire a full-time Native American recruiter**, someone who is well-versed in the specific challenges that confront Native students in higher education, someone who can provide guidance before and during the application process;

- **Establish official post-admission Native American recruitment events** to help improve matriculation rates. Case in point: although 7 of the 10 Native American admits initially accepted Duke’s offer, only 4 ended up matriculating in the Fall. The pool of Native admits is already so small that we need to do everything *not* to lose them between April and September.

- **Intensify efforts to recruit Native graduate and professional students**: according to Dr. Winona Simms, the director of Stanford’s American Indian, Alaskan Native, and Native Hawaiian Program (AIANNHP), a strong graduate/professional presence can be a great asset in undergraduate recruitment (building a student base “from the top down”). The Graduate Student Affairs office (GSA) is already committed to recruiting Native Americans through its Pre-Application Visitation Program, as well as through targeted outreach at colleges with significant Native populations, such as UNC-Pembroke. And while enrollment number remains low, these initiatives are a step in the right direction. In this area, Undergraduate Admissions may benefit from greater coordination with its graduate counterpart.

In light of the low rate of Native college enrollment nationwide, it is sometimes easy for university administrators to say: “our numbers are not that far from the national average.” But we believe Duke should aspire to more than just the average. Trinity’s historical ties to the
Cherokees, Duke's physical proximity to North Carolina Native communities, and the university's stated commitment to diversity—all these should push us to be leaders in Native recruitment and Native education, not followers and not bystanders.

**Student Support I: Staff and Faculty Development**

Without an infrastructure of student support, no amount of recruitment will change the long-term status of Native Americans at Duke. Indeed, a fully-staffed, well-funded system of support is one of the main reasons that schools like Dartmouth, Stanford, and Cornell are able to attract the best and brightest from indigenous communities across the nation. Here at Duke, our biggest needs in this area are (1) Native Americans in the staff and faculty who can serve as mentors to students; (2) greater resource allocation for student-initiated programming.

Outside the Medical Center, there are virtually no Native personnel anywhere at this university. There are no Native American staff members in Campus Community Development, in Student Affairs, or in the administration at large. According to the 1999-2000 Affirmative Action Report, Native American faculty is also non-existent. While non-Native administrators and faculty such as Linda Capers (Office of Intercultural Affairs), Peggy Morrell (formerly of GSA), and Peter Wood (History) have provided invaluable programming and moral support over the years, the reality is that Native students still have nowhere to go if they want guidance from someone who can understand, from first-hand experience, their unique cultural and social needs. This absence of mentoring can be terrifying for a student who may be away from his/her reservation or Native community for the first time—especially on a campus like Duke where the majority of students are, in the words of a visiting professor who taught here for two semesters, "woefully ignorant" of Native American culture/history and "virtually unaware of the existence of functioning Native tribes," i.e. the existence of living, breathing, Native people who don’t look like the familiar racist advertising images, who don’t fit the New Age stereotypes of mystical
shamans or noble primitives, and who, contrary to conventional historical narratives, haven't "vanished" from this continent. We see this sort of racism even in Native American history classrooms, where some students feel no qualms about dismissing Natives who hold on to traditional beliefs as "silly," or tossing out stereotypes about "smoking peace pipe in the tee pee." Members of NASC have been fortunate to find Native staffers from neighboring institutions, like UNC-Chapel Hill and Guilford College, who are willing to help fill the support vacuum. We would like to see Duke fill the rest.

**Student Support II: Programming Resources**

We also propose greater institutional support for student-initiated cultural programming. Successive generations of NASC students have organized lectures, exhibits, and performances that are open to the entire campus. Some of the more notable programs include: visit by the Native American actor-musician Floyd Westerman; lecture by activist (and now Green Party vice-presidential candidate) Winona LaDuke; a creative exhibit at the Lilly Library that imagines what a Native American anthropologist might put on display about non-Indian cultures. In the last two years alone, NASC has hosted some of the most acclaimed and widely-attended (i.e. including off-campus community participation) programming at Duke. The Silver Feather Festival in Spring 1999, which featured the poet Joy Harjo among others, and last year's performance by the world-renown Lakota musician/hoop dancer Kevin Locke both attracted several hundred attendees. This coming February, we plan to host our first powwow—and would like to make the event a new tradition here at Duke.

Because we are a small organization, we receive very little funding allotment from the DSG SOFC. Like many other cultural organizations we are thus forced to request funds from other student bodies (quad councils, etc.) constantly. The difference is that we have far fewer active members than some of the other groups. We therefore join our fellow cultural
organizations in calling for some form of permanent fund for cultural programming, to be provided directly by the administration.

**Native American Studies: Curriculum and Faculty**

Over the last thirty years, Native American Studies has emerged as a vibrant interdisciplinary field that engages with literature, religion, philosophy, cultural anthropology, linguistics, history, film, and law, as well as gender studies, Latin American Studies, American Studies, and other ethnic studies (African American Studies, Latino/Chicano Studies, Asian American Studies). American or American Indian Studies now exists either as autonomous degree-granting entities or a concentration within comparative race/ethnicity studies programs at Brown, Cornell, Dartmouth, Stanford, and Yale; at flagship state institutions across the Northeast, Midwest, and the West; and, closer to home, at the University of North Carolina. Although a full-fledged academic program has not yet been established there, Harvard recently initiated the innovative “Native Americans in the 21st Century: Nation-Building I & II” course sequence, which involves faculty and students from the undergraduate college, Graduate School of Education, Kennedy School of Government, and Harvard Law School. The growth of the field nationwide attests to both its intellectual richness and political relevance—and makes its absence here all the more glaring.

Without any formalized curriculum in place, the availability of courses on Native American issues at Duke has depended solely on the initiative of individual faculty and departments. Duke is very fortunate in that some of its most prominent faculty members, all hired originally as specialists in other fields, happen to have research or teaching interests in Native American topics as well. While varying in size and format, these classes are generally well-attended, even popular. Professor Peter Wood, who has also directed many Ph.D. dissertations on Native American history, has offered one of his two courses on "Native Americans in North
America” (to 1840 and since 1840) almost every year. Since 1992, Professor Orin Starn (Cultural Anthropology) is offering a course on “Native North America” for the first time this semester. Canadian Studies and North American Studies, under the direction of Professor John Thompson, has been instrumental in funding these and other related courses, and in bringing scholars of Canadian First Nations issues to Duke as visiting professors or guest lecturers.

One of the reasons that the Cherokee school was abandoned by Trinity College was that, after Braxton Craven’s term as president ended, the Board of Trustees could not agree on whether the boarding school had been a responsibility of the institution’s or merely a personal project of Craven’s. We do not want the current core of Native American courses to meet a similar fate. Case in point: over the years Professor Vincent Cornell, while primarily an Islamicist, has taught regularly on Native American Religions. His unexpected departure from Duke this summer has put the availability of those courses in doubt, especially since the Department has expressed reluctance in replacing him with a Native Americanist (the course is currently being taught by Professor Michael Zogry, who is a visiting instructor). This case also illustrates the perils of relying on faculty with secondary interest in Native topics to shoulder the primary responsibility of teaching those topics. Unless Duke makes Native Americans Studies an institutional responsibility and commits to hiring permanent faculty in the field, it will always be subject to the vicissitudes of the individual careers of professors.

If the courses in Anthropology and Religion can be put into regular rotation like the one in History, we would already have the beginnings of a Native American Studies program. One logical next-step would be to build a strong literary studies component, given that some of today’s most highly regarded American writers are Native writers, like Louise Erdrich, Leslie Marmon Silko, and Sherman Alexie. Before his tragic death in 1999, Professor Ted Davidson routinely gave courses in North American indigenous writers. Since his passing, Native literature has disappeared from the course listings. We would like to see that vacuum filled soon.
Any Native American Studies program that eventually take shape at Duke should have an integral community focus. Duke/Trinity's unique history and geography, in a sense, requires that. We don't want Native American-"themed" courses that treat indigenous people as "native informants" or inanimate objects of (Western) knowledge. In the mid-1990s, with the sponsorship of Professors Wood and Thompson, a few committed undergraduates designed and taught a "Break for a Change" house course on "Native American Issues" which was built around a community service project on the Cherokee Reservation. At the Center for Documentary Studies, there has been preliminary talk of starting an outreach project in the Lumbee community, possibly in collaboration with UNC-Pembroke.

While we are grateful for the personal commitment to Native issues that all the aforementioned professors have shown, a more diverse core of faculty that includes Native Americans—and women—would make Native Studies at Duke that much stronger. For one cannot deny that the issue of "who speaks for whom"/"who studies whom" continues to be extremely sensitive in U.S. scholarship on indigenous culture and history—not seeking out the still small but growing pool of Native scholars of Native American Studies would be a big mistake, ethically and intellectually (see Appendix B for a list of prominent Native faculty in the field). The formalization of a Native American Studies curriculum and the development of a solid Native faculty presence would enhance the campus diversity in general, to the enrichment of everyone at Duke.

Conclusion

What we have presented are not only NASC issues, they are Duke issues. Just this April, the Duke Student Government unanimously approved a resolution that calls for the administration to "significantly increase the recruitment of Native American students, faculty, and staff" and create more Native American Studies courses. Student leaders across Duke
campus are ready for an expanded vision of diversity that includes Native Americans—it is now up to the administration to respond.
Appendix A

Kelly Fayard
Co-President
Native American Student Coalition
Box 97121

Judith Ruderman
Vice Provost of Academic & Administrative Services
Office of the Provost
218 Allen Bldg
Box 90005

Dear Vice Provost Ruderman:

On behalf of the Native American Student Coalition (NASC), I would like to thank you for agreeing to meet with us in this busy time of the year. Over this past semester, NASC representatives have met with President Keohane and Director Guttentag of Undergraduate Admissions to discuss our concerns about the state of Native American affairs at Duke. We have been encouraged by the administration’s receptiveness in these preliminary discussions, and would like now to contribute some concrete proposals to our on-going dialogue. As we see persistent low enrollment as the most urgent problem (in Fall 1999, Native Americans accounted for approximately 1/3 of 1% of the total undergraduate population), we are submitting for your consideration a list of recommendations to increase Native American recruitment.

Included in this list are national as well as regional/local recruitment possibilities, well-established external programs (e.g. national college fairs) as well as independent initiatives that we believe Duke should undertake (e.g. targeted recruitment in areas with high Native American population density). While we believe it is important to draw in Native American students from across the nation, in compiling this list, we have put special emphasis on recruitment opportunities within the state of North Carolina. At 97,507 (1998 Census estimate), North Carolina has the largest Native American population east of the Mississippi. With over 40,000 members, the Lumbee tribe of Robeson County and vicinity is one of the most populous Native groups in the U.S. today. We urge the University to take advantage of our geographical location to build a strong Native American student body.

We understand that recruitment is only one piece of the puzzle, and that without a student support infrastructure (such as a Native American Program on the model of Dartmouth or Stanford) matriculation is not likely to increase dramatically. But we are also convinced that programmatically recruiting is an essential first step towards creating a Native presence at Duke. We have also enclosed a copy of the Duke Student Government’s resolution concerning recruitment of Native American students, faculty, and staff, which was passed unanimously on April 20, 2000. As the widespread support of this resolution demonstrates, the need to increase Native American recruitment and matriculation is not only a NASC issue, it is a Duke issue. We hope you find our recommendations helpful, and we would be more than happy to offer any further assistance.

Thanks for your time and consideration.

Respectfully,

Kelly Fayard
Co-President, NASC
INCREASING RECRUITMENT OF NATIVE AMERICANS: RECOMMENDATIONS

NATIONAL OPPORTUNITIES

National American Indian Science and Engineering Fair: Sponsored by the American Indian Science and Engineering Society (AISES), the premier Native American professional organization, this annual event features project exhibition and competition by Native 5th- to 12th-graders from across the U.S. In 2001, the Fair will expand into a "comprehensive education program," and will include college and career exposition. AISES also holds an annual national conference that attracts college-bound high school students along with professionals and university students. See http://www.aises.org/

College Horizons (Native American Preparatory School): Held every June at the NAPS campus in Rowe, New Mexico (40 miles E. of Santa Fe), this is a selective and intensive summer college-prep course for rising juniors and seniors. This year, admissions representatives from 21 universities—including Brown, Dartmouth, Harvard, Princeton, Stanford, and Yale—will participate. Contact: Rachel Nelson, Program Assistant, Native American Preparatory School, P.O. Box 260, Rowe, NM 87562, (505) 474-6801

Native American Preparatory Schools: In addition to NAPS (which is a private institution), there are a few schools in the BIA system that target college-bound students and are well-known for their high academic standards. Santa Fe Indian School (Santa Fe, NM) and Sherman Indian High School (Riverside, CA) are probably the most prominent (see BIA directory for contact information).

Outreach to High Density Areas: Outside of Alaska, the regions/states with the highest concentrations of Native Americans are Oklahoma (estimated at 8% of total state population in 1998), the Upper Midwest and Northern Plains (esp. SD at 8%, MT at 6%, and ND at 5%), and the Southwest (esp. NM at 9.4% and AZ at 5.5%). At over 300,000, California has the largest Native population in the nation. Outreach projects can be organized through BIA/reservation schools as well as metropolitan school districts with Title IX Indian Education (contact Office of Indian Education for more information). In the Southwest and California, Native recruitment can be coordinated with existing programs for Latinos.

IN-STATE & LOCAL OPPORTUNITIES

Campus Visit Programs for NC High School Students: Both UNC-Chapel Hill and NCSU run successful visitation programs for Native American high school students. Participants are typically nominated by guidance counselors at their schools, then invited for an overnight/weekend campus visit to get an extended exposure to college life. See attached for a list of high schools with significant Native enrollment, as well as contact information for Title IX Indian Education programs throughout the state.

North Carolina School of Science and Mathematics: The Native American student community at Durham's own NCSSM represents a small but easily accessible and highly gifted pool of potential applicants. The Office of Intercultural Affairs has expressed interest in formalizing ties with these students as well, and would be willing to co-sponsor any campus visit programs. Contact: Joe Liles, Instructor & Sponsor of Akwe:kon: The Native American Club at NCSSM, (919) 286-3366 ext. 623

Educational Talent Search Program (NC Commission of Indian Affairs): Based in the State Capitol, this program serves Native American youth from Columbus, Cumberland, Guilford, Halifax, Harnett, Hoke, Sampson, and Warren Counties. ETSP organizes regular campus visits to NC colleges and universities, including UNC-Chapel Hill and NC State. Contact: Mickey Locklear, Program Coordinator, North Carolina Commission of Indian Affairs, 217 W. Jones St., Raleigh, NC 27603-1336, (919) 733-5998

AISES Regional Conference at UNC-Pembroke: The next conference is scheduled for Fall 2000. Organizers expect a strong turn-out of high school as well as college students from Pembroke and environs. The conference will feature a panel discussion on issues facing Native Americans in higher education (financial aid, cultural preservation, etc.). Contact: Jada Locklear, locklearjad@papa.uncp.edu

Submitted by the Native American Student Coalition, May 2000
ADDITIONAL CONTACT INFORMATION

Bureau of Indian Affairs Education Branch Offices
(by region/state)

California
Sacramento Area Office
2800 Cottage Way, Rm. W-2440
Sacramento, CA 95825
Contact: Fayetta Babby
Telephone: 916/979-2560
Fax: 916/979-3063

Southwest
Chinle Agency
P.O. Box 6003
Chinle, AZ 86520-6003
Contact: Beverly Craft, School Superintendent
Telephone: 602/674-5130
Fax: 520/674-5134

Laguna Agency
I-40W, Exit 114
P.O. Box 298
Old Laguna, NM 87026
Contact: Benjamin Atencio, Acting Superintendent for Education
Telephone: 520/729-7251 or 7255
Fax: 520/729-7286

Eastern Navajo Agency
P.O. Box 328
Crownpoint, NM 87313
Contact: Larry D. Holman, Agency Superintendent for Education
Telephone: 505/786-6150 or 505/786-6151
Fax: 505/786-6112

Hopi Agency
Hwy. 264
P.O. Box 568
Keams Canyon, AZ 86034
Contact: John D. Wahnee, Agency Superintendent for Education
Telephone: 505/552-6653
Fax: 505/552-7294

Fort Defiance Agency
Bldg. 38, Blue Canyon Hwy. 110
P.O. Box 110
Fort Defiance, AZ 86504-0110
Contact: Charles E. Johnson, Agency Superintendent for Education
Telephone: 520/729-7251 or 7255
Fax: 520/729-7286

Northern Pueblos Agency
P.O. Box 4269
Fairview Station
Espanola, NM 87533
Contact: Kevin Skendore
Telephone: 505/753-1465 or 1469
Fax: 505/753-1475

Northwest
Portland Area Office
911 NE 11th Ave.
Portland, OR 97232-4169
Contact: John A. Reimer
Telephone: 503/230-5682
Fax: 503/231-6219

Oklahoma
Oklahoma Area Education Office
4149 Highline Blvd., Ste. 380
Oklahoma City, OK 73108
Contact: Joy Martin
Telephone: 405/945-6051
Fax: 405/945-6057

South and East
South & Eastern States Education Agency
3701 N Fairfax Dr., Ste. 260
Arlington, VA 22203
Contact: LaVonna Weller, Superintendent
Telephone: 703/235-3003
Fax: 703/235-3351

South & Eastern States Education Agency
3701 N Fairfax Dr., Ste. 260
Arlington, VA 22203
Contact: LaVonna Weller, Superintendent
Telephone: 703/235-3003
Fax: 703/235-3351

Compiled by the Native American Student Coalition, May 2000
Bureau of Indian Affairs Education Branch Offices (cont’d)

Southwest (cont’d)
Phoenix Area Office
Office of Indian Education Programs
400 North 5th St.
P.O. Box 10
Phoenix, Arizona 85001
Contact: Andrew Tah
Telephone: 602/379-3944 or 3945
Fax: 602/379-3946

Pima Agency
104 North Main St.
P.O. Box 8
Sacaton, AZ 85247
Contact: Angelita Felix, Agency Superintendent for Education
Telephone: 520/562-3557
Fax: 520/963-9749

Shiprock Agency
P.O. Box 3239
Shiprock, NM 87420
Contact: Lester Hudson, Agency Superintendent for Education
Telephone: 505/368-4427, ext. 370
Fax: 505/368-4427, ext. 300

Southern Pueblos Agency
1000 Indian School Rd. NW
P.O. Box 1667
Albuquerque, NM 87103
Contact: Benjamin Atencio, Agency Superintendent for Education
Telephone: 505/766-3034 or 3035
Fax: 505/766-2179

Upper Midwest & Northern Plains
Billings Area Office
Bureau of Indian Affairs
316 North 26th St.
Billings, Montana 59101-1397
Contact: Larry Parker
Telephone: (406) 247-7953
Fax: (406) 247-7965

Cheyenne River Agency
Box 2020
Eagle Butte, SD 57625
Contact: Cherie Farlee, Education Line Officer
Telephone: 605/964-8722
Fax: 605/964-1155

Crow Creek & Lower Brule Education
P.O. Box 139
Fort Thompson, SD 57339
Contact: Dan Shrayer, Education Line Officer
Telephone: 605/245-2398 or 605/473-5531
Fax: 605/245-2399

Minneapolis Area Office
331 2nd Ave. S
Minneapolis, MN 55401
Contact: Terry L. Portra, Education Program Administrator
Telephone: 612/373-1090

Pine Ridge Agency
P.O. Box 333
Pine Ridge, SD 57770
Contact: Norma Tibbits, Education Program Administrator
Telephone: 605/867-1306
Fax: 605/867-5610

Rosebud Agency
P.O. Box 669
Mission, SD 57555
Contact: Neva Sherwood, Agency Superintendent for Education
Telephone: 605/856-4478, ext. 264
Fax: 605/856-4487

Sisseton Agency
205 East Oak
Sisseton, SD 57262
Contact: Blossom Keeble, Agency Superintendent for Education
Telephone: 605/698-3375
Fax: 605/698-3631

Standing Rock Agency
P.O. Box E
Fort Yates, ND 58538
Contact: Bobby Thompson, Agency Superintendent for Education
Telephone: 701/854-3497 or 3499
Fax: 701/854-7280

Turtle Mountain Agency
P.O. Box 30
Belcourt, ND 58316
Contact: Loretta DeLong, Education Program Administrator
Telephone: 701/477-3463
Fax: 701/477-5944

Compiled by the Native American Student Coalition, May 2000
NC Title IX Indian Education Programs
(alphabetical listing by county)

Ms. Alisce Robinson
Cabarrus County Schools
Title IX Indian Education
PO Box 388
Concord, NC 28925
704-786-6191

Ms. Maxine Williams
Graham County Schools
Title IX Indian Education
PO Box 605
Robbinsville, NC 28771
828-479-3413

Mr. Leon Hamlin
Person County Schools
Title IX Indian Education
304 S. Morgan St., Rm. 25
Roxboro, NC 27573
336-599-2191

Ms. Elaine Jacobs
Clinton City Schools
Title IX Indian Education
PO Box 646
Clinton, NC 28328
910-592-3132

Charlotte/Mecklenburg Schools
Title IX Indian Education
1501 Euclid Avenue
Charlotte, NC 28203
704-343-5430

Dr. Trent Strickland
Richmond County Schools
Title IX Indian Education
PO Box 1259
Hamlet, NC 28345
910-582-5860

Ms. Denise Cooper
Scotland County Schools
Title IX Indian Education
1000 West Church St.
Laurinburg, NC 28352
910-276-7370

Ms. Joyce Dugan
Cherokee Federal Schools
Title IX Indian Education
Cherokee, NC 28719
828-497-9131

Ms. Margaret Chavis
Public Schools of Robeson County
Title IX Indian Education
PO Box 847
Pembroke, NC 28372
910-521-2054

Mr. Kenwood Royal
Columbus County Schools
Title IX Indian Education
PO Box 729
Whiteville, NC 28472
910-642-5168

Mr. Billy Jacobs
Hoke County Schools
Title IX Indian Education
PO Box 370
Raeford, NC 28376
910-875-4106

Ms. Sue Schneider
Swain County Schools
Title IX Indian Education
PO Box U
Bryson City, NC 28713
828-488-3129

Mrs. Trudy Locklear
Cumberland County Schools
Title IX Indian Education
PO Box 2357
Fayetteville, NC 28302
919-678-2462

Mr. Frank Burrell
Jackson County Schools
Title IX Indian Education
43 Hospital Road
Sylva, NC 28779
828-586-5111

Ms. Joyce Locklear
Sampson County Schools
Title IX Indian Education
PO Box 439
Clinton, NC 28328
910-592-1401

Submitted by the Native American Student Coalition, May 2000
NC High Schools with Significant Native American Enrollment
(alphabetical listing by city)

Swain County H. S.
1415 Fontana Rd.
Bryson City, NC 28713

Cherokee Central H. S.
Acquooni Rd., P.O. Box 134
Cherokee, NC 28719
828-497-6370

Fairmont H. S.
RR 4 Box 1908
Fairmont, NC 28340

Dudley H. S.
1200 Lincoln St.
Greensboro, NC 27401

Grimsley H. S.
801 Westover Terrace
Greensboro, NC 27408

Page H. S.
201 Almapinnix Drive
Greensboro, NC 27405

Smith H. S.
2407 South Holden Rd.
Greensboro, NC 27407

Lumberton H. S.
3901 Fayetteville Rd.
Lumberton, NC 28358

Purnell Swett H. S.
PO Box 1210
Pembroke, NC 28372

Red Springs H. S.
529 North Vance St.
Red Springs, NC 28377

South Robeson H. S.
3268 South Robeson Rd.
Rowland, NC 28383

Hoke High School
2421 Balfour Rd.
Shannon, NC 28386

Submitted by the Native American Student Coalition, May 2000
Appendix B

Notable Native American Scholars in Native American Studies

Paula Gunn Allen, UCLA, English/Women's Studies
Ward Churchill, University of Colorado, Ethnic Studies
Philip Deloria, University of Colorado, History
Vine Deloria, University of Colorado, History
Greg Sarris, UCLA, English/Creative Writing
Kate Shanley, University of Montana, English
Inez Talamantez, UC-Santa Barbara, Religion
Gerald Vizenor, UC-Berkeley, Native American Studies
Robert Warrior, Stanford University, English/Religion
Jace Weaver, Yale University, Religion/Law
David Wilkins, University of Minnesota, Political Science
Craig Womack, University of Lethbridge, Native American Studies
Ofelia Zepeda, University of Arizona, Linguistics (MacArthur Fellow)
June 5, 2000

Christina M. Chia
Program Assistant
Office of Intercultural Affairs
107 Union West
Box 90917
Duke University
Durham, NC 27708

Dear Chris:

Thanks for your note and your inquiry about my involvement with efforts to foster work in Native American Studies at Duke. Below I have tried, to the best of my recollection, to pull together a partial description of my contributions, and those of others, with relation to classes and activities related to Native American Studies at Duke.

Developing Undergraduate Courses

I wrote my undergraduate senior paper at Harvard on Native Americans, and I have always included considerable reading, lectures, and discussion relating to Indian history in my various Duke classes on colonial America. In 1978 I received a summer grant of $1,200 from the University Research Council to pursue work in the area of 18th-century intercultural American History, which led to several articles. In the spring of 1980, I offered a senior research seminar (History 196E), entitled "Indians in North America in the Era of the American Revolution." I repeated a version of this seminar as History 212 in the spring semester of 1988 and as History 195S.42 in the fall of 1989.

At the suggestion of Duke's Canadian Studies Program, and with funding support from their office, I undertook in the early 90s to design and teach a full year class on Native Americans in North America. I taught History 119A ("Native Americans in North America to 1840") in the fall semester in 1992, 1994, and 1996. I followed it each time by teaching History 119B ("Native Americans in North America since 1840") in the spring semester in 1993, 1995, and 1997. Enrollments varied, but I believe the largest was over 100 students.

During the spring 1997 class, I made an arrangement with LEAPS, Duke's service learning option created by undergraduates, so that half a dozen of the class members in History 119B could take part in teaching about Native Americans on a weekly basis at a Durham middle school. I also offered a version of the survey in Duke Summer School one year (perhaps 1997). Most recently an excellent History graduate student, Gwenn Miller, offered History 119A in the fall semester of 1999, while I was on leave.
Supervising Senior Honors Projects

Over the years I have supervised a number of excellent senior essays relating to Native American History, and copies are in the Duke Archives. Three of the most interesting are:

Elizabeth A. Fenn, "From Contact to Contagion: The First Century of Euro-Indian Trade at Hudson Bay" (History 1981).

Nicole Pittman, "Living Among Three Worlds: Indian Education at Hampton Institute, 1878-1923" (History 1994).


Training Graduate Students

My first Duke graduate student, Daniel H. Usner, Jr., earned his Ph.D. in the early 1980s. He is now a full professor of Native American History at Cornell University and director of their distinguished Native American Studies Program. As interest in this field has grown, roughly a dozen other Ph.D. candidates have pursued research in Native American history (not all under my direction), and several others have offered Native American History as a field in their preliminary exams. I have served on the committees for all of these individuals.

I have also served on the dissertation committees for several students in other departments (Cultural Anthropology, Religion, English) and in the MALS Program, and in the History Department at UNC. Most notable among these, perhaps, are two graduates of the Duke Religion Department. Joel W. Martin, who now teaches at Franklin and Marshall University, published a book about the Creeks entitled Sacred Revolt: The Muskogees' Struggle for a New World (Boston: Beacon Press, 1991), based upon his Duke dissertation. This spring David Daily completed an outstanding dissertation, which I hope will be published as a book, concerning a 20th-century religious leader and administrator in the area of Indian Affairs.

The Duke History Ph.D. graduates who have published books relating to the field of Native American Studies include the following, in rough order of publication:

Dan Usner—*Indians, Settlers and Slaves* (concerning 18th-century Louisiana)
Tom Hatley—*The Dividing Paths* (concerning Cherokees and colonial South Carolina)
Andrew Knaut—*The Pueblo Revolt* (concerning Pueblos and Spanish in New Mexico)
Claudio Saunt—*A New Order of Things* (concerning Creek Indians before 1816)
Woody Holton—*Forced Founders* (concerning planters, slaves and Indians in Rev. VA)
Carol Higham—*Noble, Wretched, and Redeemable* (concerning 19c Protestant missions)

Other Graduates, who wrote their doctoral dissertations on Native American topics include Deborah Montgomerie, now a professor of History in her home country of
New Zealand, and Richard Durschlag, who currently directs a museum in western North Carolina. In addition, the following persons currently in the doctoral program are working on topics related to Native American History:

Paige Raibmon
Celia Naylor-Ojurongbe
Jordan Sable
Gwenn Miller

Working with the Duke Library

In the early 1990s Kirsten Fischer, a History graduate student studying early North Carolina, was employed by Special Collections in the Duke Library to develop a guide to materials relating to Native American History in the Library's holdings. This excellent guide is available in Perkins, and it is invaluable for archival research. (Dr. Fischer is now an assistant professor of History at the University of Minnesota. Her forthcoming book on women in colonial North Carolina, based on her Duke dissertation, also contains interesting material on Native Americans.)

In the spring of 1997, half a dozen undergraduates in History 119B accepted the challenge to edit primary sources on Native Americans in Duke's collection, using Fischer's finding guide. Each student developed a website presenting the material, and the documents are available to the public on the Duke Library Website. They receive regular use from all over the country, and one person even wrote from a reservation in the Northwest to say that her Indian grandfather was the author of one of the letters.

Working with Student Groups

After the departure of archaeologist Mike Hammond from the Anthropology Department in the late 1970s, that department hired Jean Nordstrom for several years (around 1980) as an assistant professor to teach about Native American Culture. She taught several classes in Anthropology. Also, she and I worked with an interested student group, and for several years there was an Indian Awareness Week on campus.

One year we put up an exhibition in Native American Lacrosse in the lobby display area of Perking Library. Another year students devised a creative exhibit for the East Campus Library, imagining what a Native American anthropologist might put on display about non-Indian culture. Once we displayed art works by Native American painters and carvers living in the area. Indian musician-actor Floyd Westerman visited the campus for the event one year, and activist Winona LaDuke was a visiting speaker. Another year there were Western Cherokee hoop dancers on West Campus Quad.

Later, a Lumbee undergraduate majoring in Anthropology named Larry Chavis (class of 1992) worked to rejuvenate the Native American group. I have remained in touch with Larry; he earned an MA in Asian Studies in 1997 at Cornell, and he is now an administrator at that university. Since then others have followed in his path, though I don't have their names. In at least three recent years there has been a house course on Native American issues, with John Thompson or myself serving as the faculty sponsor.
Organized through "Break for a Change," this spring semester class spent spring break in the mountains, usually visiting and doing volunteer work on the Cherokee Reservation.

On various occasions, I have taken students to powwows in the area, including the one that is held locally at the NC School of Science and Math each year. I have also worked the Tuscarora Indians in Robeson County in their effort for federal recognition, and with the Occaneechi Indians in my home town of Hillsborough (headed by John Blackfeather), who have reconstructed an Indian village near the Eno River and now host an annual Powwow in early June.

[***]

Sincerely,

Peter H. Wood
Professor of History
Spectrum Organization
Initiatives
PROPOSAL FOR A MULTICULTURAL CENTER
AT DUKES UNIVERSITY

submitted by
Spectrum Organization
in consultation with the Office of Intercultural Affairs
October 2000
PROPOSAL FOR A MULTICULTURAL CENTER AT DUKE UNIVERSITY

President Keohane’s Statement on Diversity

At Duke, we seek to provide our students with an educational experience that prepares them for leadership in the twenty-first century. The opportunity for Duke students to come to know, both in and out of the classroom, other students and faculty of many and varying backgrounds and experiences, enriches the education all our students receive. Such involvements and exposures provide a greater understanding and appreciation for the complexity of the human experience and enhance our students’ capabilities to become leaders in a heterogeneous democratic society.

MISSION STATEMENT

In the spirit of President Keohane’s commitment to diversity “in and out of the classroom,” we urge the University to expand the existing multicultural spaces on campus and consolidate them into a full-fledged resource and program center. More specifically, we would like to see the Office of Intercultural Affairs (ICA) and the “Cultural Lounge” (the cultural group office area currently housed behind the Bryan Center information desk) jointly relocated to a larger, better equipped space. While open to all, the center will be charged with the specific and vital mission of fostering Duke’s African American, Asian/Pacific American, Latino/a, and Native American students. It will continue to provide the student support services traditionally offered by the ICA, and create new opportunities for cultural expression and intellectual exploration. We envision the center to be a site of action as well as reflection: a place where students, faculty, staff, and members of the local community can come together to engage in critical conversations about diversity and democracy, and to coordinate projects that put into practice the knowledge gained from these conversations. Our ultimate goal is for the center to become the social and intellectual hub of multicultural life at the University.

OUTLINE

☐ Historical Perspective (Students of Color at Duke—1960s to the present)
☐ The Case for a Multicultural Center: Space, Visibility, and Legitimation
  1. Improved Office Facilities for Cultural Organizations
  2. Expansion of the Office of Intercultural Affairs
  3. Multimedia Resource Center
  4. “Room to Grow”: New Programming Possibilities
  5. Landmark of Diversity, Base for Outreach
HISTORICAL PERSPECTIVE

The history of non-white students at Trinity College/Duke University reaches as far back as the late nineteenth century. In 1880, Trinity College entered into contract with the United States Department of Interior to operate a boarding school for the Eastern Band Cherokees from the North Carolina Mountains. The boarding school continued for five years, housing as many as twenty students at its height. Around the same time, the College admitted Charlie Soong, the nephew of a Boston-based Chinese merchant, as a “special preparatory student.” Converted to Methodism during his stay at Trinity, Soong would eventually return to China as a missionary. He would also go on to found the most important political family in modern China. But the presence of these students at Trinity was the exception rather than the rule. And in the poisonous racial atmosphere of post-Reconstruction South, no exceptions were made for African American.

With the rise of the Civil Rights movement in the 1960s, Duke opened its doors to the first significant contingent of “regular” (as opposed to “special” or “preparatory”) students of color in school history. These students, primarily African Americans, confronted a campus entrenched in Jim Crow attitudes and practices. In 1967, they formed Duke’s first minority organization, the Afro-American Society (AAS; forerunner of today’s Black Student Alliance), in part to foster a much needed sense of personal belonging among minority students, in part to give voice to their members’ political strivings. In 1969, AAS opposition to inequitable institutional structures culminated in the takeover of the Allen Building. In the tear-gas-tainted aftermath of the takeover, the University acceded to some—though far from all—of the students’ eleven demands. The process of legitimation for minority students at Duke was thus inaugurated.

Since the 1960s, student demographics at Duke have become increasingly multiracial. In addition to a rising numbers of African Americans, the University is now home to thriving populations of Asian Americans, Latino/as and Native Americans as well. In the last decade and a half alone, student of color enrollment has tripled, from 8.5% of the first-year class of 1984 to 26.5% of this year’s entering class. The same period also witnessed a burgeoning of cultural organizations—in particular the Asian Student Association, Diya, and Mi Gente—with more and more minority students choosing to assert a voice in campus life and campus politics. Our
increased presence and activism have also led to some positive, if incremental, institutional changes at Duke, notably in student recruitment, admissions, and curricular planning.

But not all aspects of university policies have caught up with these successes. In the area of student life, particularly, patterns of marginalization continue to exist. The Office of Intercultural Affairs, an office charged to promote the growth and development of Duke's African American, Asian American, Latino, and Native American students, has long operated in cramped quarters with an undersized and overtaxed staff. Resource allocation to minority student organizations (office space, technological support, etc.) still lags behind the amount of support available to "mainstream" campus groups, such as the Duke Student Government (DSG), the Duke University Union, and Interfraternity Council (IFC). And while the familiar and still-unresolved debate over race and housing policy is beyond the scope of our present proposal, it nevertheless points up the formidable structures of exclusion that Duke minorities must contend with to this day. It is true that students of color have survived and thrived here in spite of these and other institutional constraints. But as we stand at the threshold of a new century, we believe it is time for the University to relieve us of the burden of self-legitimation, and to assume its share of responsibility for making Duke a more truly inclusive, more truly egalitarian place.

THE CASE FOR A MULTICULTURAL CENTER

1. IMPROVED OFFICE FACILITIES FOR CULTURAL GROUPS

Establishing a multicultural center would help solve a long-standing problem that, for many, symbolizes the marginalization of students of color at Duke: the lack of permanent, reasonably sized, and adequately equipped office facilities for minority student organizations.

When the Afro-American Society was founded some thirty years ago as the campus' lone cultural organization, it had only a handful of members and little access to institutional resources. Today, more cultural groups than ever are flourishing on campus. Indeed, cultural groups now represent more students—nearly one-third of the total undergraduate population—than any other organizational body on campus, including the IFC. Collectively, we now coordinate and offer more regular programming than even the DSG or the Union. The University, however, has yet to commit to us a level of institutional support that is commensurate with our size, activity volume, and contribution to campus life.

At present, ten Spectrum-represented groups have office space in the Bryan Center. Nine of these groups are housed in small, individual cubicles. Only one group, the BSA, has a permanent space larger than two cubicles. Cultural groups are also required to reapply for office
space every year—in other words, we are confronted with the annual threat of having to relocate all our supplies and documents. Our situation is further exacerbated by the lack of technological resources. Currently, there is only one phone line available to all ten cultural group “offices.” This line does not accept incoming calls and does not feature voice-mail or call-waiting. We also do not have direct access to fax machines, computers and, hence, internet communication. These privileges are regularly enjoyed by other student organizations in the Bryan Center, e.g. the IFC, the DSG and the Union.

By providing permanent office space only to this select group of organizations, the administration seems to imply that these organizations represent the interests of all students. The Greek community’s on-going problem with diversity is well known. The DSG is also not fully representative of campus minorities. While we acknowledge the creation of the Inter-Community Council as an important step towards making the student government accountable to all students, the reality remains that the DSG has yet to achieve a proportionately representative minority membership. Instead, many minorities join cultural organizations as an alternative entry into campus politics. They expect these groups to represent their concerns to the administration and to the entire student body.

The Union is often considered to be the largest programming body on campus. However, we maintain that, collectively, the cultural groups do as much (if not more) programming as the Union, and attract the same level of attendance. The success of campus-wide events such as Diya’s Diwali, Spectrum’s First-Year Leadership Dinner, BSA’s Kwanzaa, ASA’s Lunar New Year Celebration, and SOCAFest—to name only a few—is well-attested. Ultimately, we are limited only by our lack of resources. Cultural organizations must resort to fundraising for 90% of the cost of our events, whereas the Union is heavily subsidized by the University.

As the college-age student of color population in the U.S. continues to increase (see, for example, study by the American Council on Education), cultural organizations at Duke will only grow in membership and programming potential. Permanent and fully equipped office space is a basic step in acknowledging our legitimacy and importance.

2. EXPANSION OF THE OFFICE OF INTERCULTURAL AFFAIRS

We also envision the multicultural center to be a new, expanded base for our advisors at the Office of Intercultural Affairs, who have been an integral support and resource system for students of color at Duke. The ICA’s present location in 107 West Union holds only two full offices and a reception area. This is not nearly enough space to accommodate its 9-person staff,
which includes the director (Julian Sánchez), program coordinator (Linda Capers), one administrative assistant, one graduate programming assistants, and five undergraduate work-study students. On a busy day in the office, student interns often have to work in the waiting area ordinarily reserved for visitors, which is both unsightly and inefficient. These physical limitations have also compromised the office’s function as the campus multicultural resource center. With barely a seating area to speak of, it is almost impossible for visitors to drop in and browse the office’s print and video library (more on this issue in the following section).

The relocation of the office should be accompanied by an expansion of its staff. Director Sánchez and student leaders alike have long hoped for a multicultural advisory staff that is fully reflective of the racial/ethnic diversity of the student body. Right now, the office needs full-time personnel who are trained in East Asian, South Asian, and American Indian student affairs, not to mention experienced advisors for Arab and other emerging ethnic student communities. Some of this advisory function could be filled by graduate students. However, under current budgetary constraints, the office cannot afford graduate assistantships without foregoing funds for the clerical position—this is a tough choice that no administrative office at a well-endowed University like Duke should have to face.

With greater material and staffing resources at its disposal, the ICA will be able to initiate more large-scale programs such as speaker’s series, film series, and faculty-student forums. For instance, a number of faculty and students have expressed interest in a year-long lecture/panel discussion series on the Civil Rights Movement that would bring in activists/witnesses from African American as well as Asian American, Latino, and Native American communities, and address the movement’s continuing impact on all people of color in the United States today.

3. MULTIMEDIA RESOURCE CENTER

A multicultural center can also enrich the intellectual climate at Duke. Too often, campus discourse on diversity revolves only around questions of “life-style choices.” To encourage deeper engagement with multiculturalism—or, more generally, with the concept of “culture”—we propose the establishment of a resource library within the center. Over the years, Mr. Sánchez and Ms. Capers have built a small but solid collection of books and periodicals on multicultural America. Unfortunately, due to spatial constraints, only part of the periodical collection is on open display at the ICA, with the rest of the volumes being kept in Mr. Sánchez’s and Ms. Capers’ individual offices. In other words, the majority of the collection is not directly available to the students for whom it is built. The larger space afforded by a multicultural center will allow us to
house the entire existing library in an easily accessible area—and build on it. We intend to collect works from a range of genres and disciplines, from scholarly studies to literature, from the social sciences to the humanities. And as we press forward in this multimedia age, a film and video collection, along with the requisite audio-visual equipment, would be an essential addition. In this endeavor, we hope to work closely with the Film and Video Program and the Lilly Library Audio/Visual collection specialists.

While our collections will be multicultural in nature, we recognize the need to emphasize its Asian American, Latino/Chicano, and Native American components, as resources on these three groups are not currently available through any centralized academic or administrative setting. Indeed, we aim to develop our library—and, more generally, the multicultural center itself—as a complement to Duke's existing African American cultural and research centers, i.e. the Mary Lou Williams Center for Black Culture, the John Hope Franklin Research Center for African and African American Documentation, as well as the African and African-American Studies Program.

4. ROOM TO GROW: NEW PROGRAMMING POSSIBILITIES

Undergraduate minority leaders at Duke often lament the fact that there is not enough collaborative programming between organizations representing different races, ethnicities, and cultural backgrounds. Certainly, there are existing programs, such as multicultural performance festivals and social mixers, that seek to promote social harmony by bringing together diverse populations. These programs, however, do not necessarily stimulate in-depth conversations on the challenges of living in a multiracial society—nor should they be required to do so. What's needed are more panel discussions and forums that address the issues that unite us and, at times, threaten to tear us apart, here at Duke and in American society more generally. We don't deny that student initiative is an important factor in getting this type of joint programming off the ground. However, the University can facilitate such efforts by creating institutional infrastructure that encourages inter-group communication among students of color. A multicultural center, complete with not only offices for cultural groups but also a central gathering space for all users, is just the kind of infrastructure we need. With a common base of activity, it will be much easier for us to meet, brainstorm, confer, and coordinate events.

Recently, the DSG's Inter-Community Council has garnered much positive response to its "Fish Bowl" programs, which bring together two different cultural communities at a time to encourage mutual exploration and mutual dispelling of stereotypes that affect each group. A
multicultural center would transform such isolated, “special event” encounters into daily routine and on-going dialogues. A multicultural center would not be a “Fish Bowl” so much as a constant immersion in the sea of human complexities.

5. LANDMARK OF DIVERSITY, BASE FOR OUTREACH

Today, it is no longer a rare sight to see students of color going about their daily tasks or participating in co-curricular activities on Duke campus. Yet in a student’s daily trek around the University grounds, s/he is unlikely to encounter or, more to the point, notice any official space devoted to minority cultures and student issues (the hard-to-find, out-of-the-way basement location of the Mary Lou Williams Center comes to mind). To those who aren’t engaged with or who are resistant to multiculturalism, this may well create the impression that students of color are but so many “special interest” groups whose concerns are peripheral, even exterior, to campus life and to Duke’s institutional mission. This is far too dangerous an inference to allow to go unchallenged, especially in light of the history of race relations at Duke, from the turbulent transition through desegregation in the 1960s to the infamous 60 Minutes exposé in the 1990s. A highly visible, centrally located, well-maintained multicultural resource center can counteract the attitudes of indifference and dismissiveness we described—it will demand attention, recognition, and respect. As a concrete landmark of diversity, the center will send a resounding message to the Duke community that the University has a genuine vested interest in cultural pluralism and in students of color.

Once in place, we predict that the sheer presence of the center will attract students who may be interested in diversity issues but simply don’t know where they can go to learn more. Indeed, we intend the center to be an inclusive space, where anyone with an interest in our mission, not just students of color, can browse through our resource library, sit in on lectures, ask questions in forums—and, hopefully, come away with a firmer intellectual grasp and greater personal understanding of the experiences of his/her African American, Asian American, Latino, and Native American peers and their respective communities.

For truly transformative intercultural exchanges to take place on a significant scale at Duke, all parties need to feel the firm ground of institutional support beneath their feet. Historically, students of color at this university have not been given that ground. A multicultural center will be that terra firma.
A multicultural center will not only rectify the policies of “benign” neglect that have long affected students of color at the University, it will enrich the experience of diversity for all Duke students. Working closely with existing student centers (e.g. the Center for Lesbian, Gay, Bisexual and Transgender Life, the Freeman Center for Jewish Life, the Mary Lou Williams Center, and the Women’s Center) and academic institutes (e.g. African and African-American Studies, the Center for International Studies, Latin American Studies, North American Studies, Oceans Connect, the proposed John Hope Franklin Center for Interdisciplinary Studies), we will contribute to a more symbiotic cultural community and more dynamic intellectual environment.

We look forward to the day when a campus tour guide can point to our busy, vibrant new space and explain—to prospective students, parents, alumni, visitors—“This is the Multicultural Center. This is the cornerstone of New Duke.”
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Excerpt from Spectrum's Presentation on the Multicultural Center Proposal

+ Sean Young ('02), Vice President for Community Interaction, DSG
November 7, 2000

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STATEMENT OF SUPPORT
Student Board, Freeman Center for Jewish Life, Duke University

We, the Student Board of the Freeman Center for Jewish Life, are here today to express our support for the organizations presenting proposals to change campus life for cultural groups and their constituents. We believe that all cultural groups should be empowered by the University in every way possible. As fellow minority students, we stand with our friends as we work toward the common goal of attaining a new level of activity for cultural groups on campus.

Since the opening of the Freeman Center for Jewish Life last October, we are witnessing a positive shift of attitude and participation among Jewish students at Duke. The beautiful facility has attracted attention and attendance, and allowed us to increase the number of programs offered to Jewish students, non-Jewish students, and Duke and Durham community members as well. Furthermore, the symbolic significance that a physical presence such as the Freeman Center has in recruiting prospective students—especially those interested in playing an active role on campus—cannot be overemphasized. Our experience has helped us recognize not only the great benefits that a physical space provides, but also the awesome power it has in invigorating the community.

In the coming months, we plan to continue hosting formal discussions to help Jewish and other minority students understand and appreciate each other and their histories. Throughout the current crisis in the Middle East, we have maintained an open dialogue with the Arab and Muslim students, including an exchange of ideas that took place on Yom Kippur. At the Freeman Center for Jewish Life, we pride ourselves on being an inclusive organization that reaches out to Jewish and non-Jewish students alike. One of the central tenets in Judaism is the power and the ability to learn; this drives us to help educate all of our neighbors and ourselves about Judaism and its principles, including tolerance and acceptance.

The Freeman Center gives us great pride and room in which to grow. It provides us with workspace to create programs, and is a stunning location for hosting a range of events from study groups to semi-formals. In addition, the dining facility not only gives Jews who keep kosher a needed eating option on campus, but it also offers a comfortable setting where Jews from all backgrounds can discuss critical issues in a secure social environment, or just pass the time enjoying dinner and conversation. The kosher dining facility serves as a central component of the Freeman Center, both as a place where Jews meet each other and as a vibrant social and learning space for the student body as a whole (as in the case of the Focus Program).

The FCJL Student Board would like to thank and recognize the administration for the wonderful opportunities created with the building of the Freeman Center for Jewish Life. Although the funding was largely external, we could not have achieved this fine facility without the support of President Keohane, Vice Presidents Piva and Trask, and other members of the administration. This building is our home: a place to interact with other Jews, and a base from which we can engage the community as a whole. It has allowed us to become the strongest Jewish community ever seen on Duke's campus and to better serve as a University resource. The Student Board hopes the administration
realizes the significant role we play on campus and the financial burdens we bear in doing so. Increased support for the Freeman Center would greatly further Duke's goals.

Along with the other minorities on campus, the Student Board of the Freeman Center for Jewish Life shares the vision of a truly multicultural environment, where diversity is not just tolerated but appreciated. The Student Board stands with other representatives of minority and cultural communities in pressing for more visible support for our efforts. We ask you to recognize the dire need for a Multicultural Center on campus where all community members will feel welcome: no one should feel like a stranger in his or her home.
Graduate Affairs Office Statement
THE OFFICE OF GRADUATE STUDENT AFFAIRS: AN OVERVIEW

Introduction

The mission of Graduate Student Affairs (GSA) is to enhance the quality of graduate student life by working closely with individual students, with student organizations, with faculty, and with other campus offices. The aim is to provide a broad array of programs on issues related to graduate student life such as health, safety, housing, mentoring, and career development.

Graduate Student Affairs has a particular role in establishing support services that address the specific needs of students from different ethnic backgrounds, international students, gay and lesbian students, students with disabilities, women, and other groups. This office is committed to helping students to become active participants in their personal growth and in the achievement of their educational objectives.

Goals

1. To provide ongoing assessment of the academic, financial, social, personal, and cultural needs of graduate students.

2. To develop a comprehensive set of activities that encourages faculty and student participation in student affairs.

3. To help departments create supportive environments for their students.

4. To assist departments in identifying and recruiting talented minority applicants for their programs.

Program Components

The central components of GSA include program development, work with student groups, developing effective communications strategies, advocacy, and program evaluation. GSA has also developed a comprehensive focus on minority student initiatives. The primary features of this area are recruitment, summer research support for prospective students, and outreach support for students. GSA’s main source for making each component work is through the support of the Graduate Student Affairs Advisory Committee (GSAAC).

Graduate Student Affairs Advisory Committee (GSAAC)

Made up of students and faculty representing each broad disciplinary area in the Graduate School, the Graduate Student Affairs Advisory Committee’s (GSAAC) role is to increase the visibility of GSA, to serve as an important source of guidance in program direction and development, and to help in adopting specific strategies to meet GSA goals.
Programs

GSA hosts a number of programs and events designed to meet the practical needs of Duke graduate students. Major events include the New Student Orientation, the Graduate Student Information Session, Graduate Student Appreciation Week, and the Career Symposium.

The Career Symposium is intended to educate graduate students about alternative career options and provide helpful hints for making the transition from graduate study to full-time employment. As part of a wider student recognition effort by the National Association of Graduate-Professional Students, GSA sponsors an annual Graduate Student Appreciation Week honoring graduate students’ contribution to Duke’s academic climate. The Graduate Student Information Session takes place at the beginning of the academic year and features representatives from various University offices and Durham businesses. The New Student Orientation is intended to ease the incoming students’ transition to Duke by providing crucial information about academic climate, policies, resources, and activities in place to support them during their time at the University.

In addition to these events, GSA coordinates two activities designed specifically to encourage social interaction among graduate students. First Thursday Night Out takes place monthly and gives students the opportunity to interact socially with each other across disciplines. Spring Festival takes place during April and features live entertainment, as well as a number of recreational activities.

Student Groups

GSA provides ongoing support for graduate student groups. The Associate Dean and her staff serve as advisors and representatives to graduate student organizations and groups, including the Graduate and Professional Student Council (GPSC), the Black Graduate and Professional Student Association (BGPSA), the Society of Duke Fellows, Graduate Students of Color (GSOC), the Hurston-James Society, the Boucher Society, the Graduate and Professional Women’s Network, Women in Science and Engineering (WISE), the Native American Student Coalition (NASC), the African American Men’s Support Group, and the Latino Graduate and Professional Student Group. In this role, GSA designs and coordinates workshops and seminars on general student support issues (e.g., grantsmanship, entering the job market, etc.).

Communications

Graduate Students Affairs has undertaken a number of initiatives to enhance communication among graduate students, faculty, and staff. This past year GSA began publishing a graduate student newsletter called The GRIND (Graduate Resources and Information at Duke). This newsletter profiles student research, offers information about support services, provides a calendar of upcoming events, and shares helpful hints from faculty.

GSA has also revised three other Graduate School publications. The Minority Student Handbook is designed to inform students about the support services and community
resources available at Duke and the wider Durham community. *The Quick Reference Guide to the Graduate School* describes the functions of the units (academic programs, financial aid, admissions, etc) within the Graduate school. *Thinking About Graduate School* is the official Graduate School recruiting brochure. Created with prospective graduate students in mind, this publication provides specific information about graduate study at Duke, general information about the graduate school application process, factors to consider in selecting a graduate school, and when and how to start the graduate school process. GSA will continue to expand and build upon current efforts to enhance communication within the graduate school community.

**Advocacy**

Graduate Student Affairs makes every effort to assess and respond to the concerns of Duke graduate students. As mentioned earlier, the GSAAC’s was formed to help advise GSA on student support services, student-faculty community building efforts, recruitment activities, program development, and other ways that the Graduate School can continue to best serve students’ needs. One prime example of GSA’s advocacy role is the collaborative work done with the Office of Institutional Equity in coordinating services for disabled students.

**Program Evaluation**

Developing formal and informal mechanisms for program evaluation is crucial in assessing the effectiveness of GSA services and in justifying the development of new programs. Formal evaluation of our programs will be carried out through surveys of all major activities, followed by analysis, and the preparation of a progress report. Our ability to track students during the recruitment season, the admissions process, and prepare retention data during their study at the University will continue to be important in the assessment of GSA’s effectiveness.

In addition, the GSAAC will be instrumental in assessing and reviewing GSA’s progress each year. Informal evaluations will be done through regularly scheduled meetings with individual students, student groups, and graduate faculty. Recommendations from these meetings will be helpful in advising the Graduate School on ways to improve the quality of its services.

**Minority Program Components**

The Graduate School has a long-standing commitment to increasing the diversity and quality of its graduate student body. Our primary goals in this area are (1) to increase minority enrollment; (2) to provide minority students with sufficient funding to complete their graduate studies in a timely manner; and (3) to promote an academic and social environment where minority scholars can flourish. Aggressive, targeted recruiting strategies are vital to these efforts, and the involvement of Duke’s graduate faculty is central to these strategies.
Recruitment

A key mission of the Office of Graduate Student Affairs (GSA) is to coordinate, supplement, and expand the recruiting efforts of graduate departments and programs. Every year GSA participates in recruitment fairs across the country that enable us to meet potential graduate students and answer any questions they might have about Duke’s graduate programs. During these fairs, interested students supply us with their names and addresses; we then pass this information on to the appropriate graduate departments.

In addition, programs such as the National Name Exchange, the Ronald E. McNair Postbaccalaureate Achievement Program, the Mellon Minority Undergraduate Fellowship Program (MMUF), and the Institute for Recruitment of Teachers (IRT) send us the names of potential graduate students interested in obtaining information about Duke graduate programs. After forwarding these names to the appropriate departments, GSA sends each student a copy of the Duke Graduate Bulletin, the Minority Student Handbook, an application fee waiver, and general graduate school information.

For a second year GSA embarked upon a targeted recruitment strategy: Pre-Application Visitation Day. The purpose of the visitation is to introduce highly talented minority students to the programs and offerings of Duke University’s Graduate School and to encourage them to consider Duke as a place to pursue their graduate studies. To participate in this program students must be seniors who have taken part in intensive undergraduate research programs, who have demonstrated strong academic ability, and who plan to pursue doctoral study. Scheduled to take place each October, the visitation day is designed to give prospective students the opportunity to interact with faculty, graduate students, and administrators. Students also attend classes and engage in a range of activities sponsored by GSA and the various graduate departments. The success of this program is highly dependent on the support and participation of the DGS in each department.

GSA also hosts workshops and tours throughout the year for students who schedule visits to Duke’s campus. Students have the opportunity to talk with members of the graduate faculty, staff, and graduate students from a variety of disciplines. We are currently working on ways of better tracking the effectiveness of all our recruitment tools, ways of increasing faculty and student involvement in recruiting activities, ways of working closely with individual departments in developing productive recruitment strategies, and ways of strengthening relationships with Historically Black Colleges and Universities (HBCUs). Furthermore, staff will continue its involvement in nationwide consortia designed to identify promising candidates for graduate study.

Outreach Support

GSA serves as a primary source in providing general counseling for minority students, in developing programs to enhance minority participation in graduate education, and in helping minority students identify external sources of funding. For the graduate departments, the office is helpful in providing recruitment, retention and completion data; providing assistance in efforts to secure extramural and research funding—particularly where grant applications require some account of institutional efforts to attract and train
underrepresented minorities; and in helping to initiate various summer research opportunities.

**Summer Research Program Support**

Undergraduate summer research opportunities are pivotal in encouraging students to pursue research and teaching careers. For the past two summers, GSA has worked to promote interaction among all of Duke’s summer research programs and some programs at the University of North Carolina at Chapel Hill. We publish an e-mail directory that includes a description of these programs, sponsor one social event where all program participants can meet, and, in the future, plan to coordinate a career-paths panel with academic and corporate representatives. These summer programs generally identify students early in their college careers; almost all include a combination of elements that have been shown to contribute to academic success—mentoring, financial aid, academic support, and opportunities for scholarly and professional growth.

GSA was recently instrumental in securing funding for Duke’s Summer Research Opportunities Program (SR0P) in the biomedical sciences and also provides administrative support to the program.

**Conclusion**

The aim of GSA is to provide institutional leadership in helping to improve the lives and experiences of all graduate students during their time at Duke. To that end, we encourage departments to make every effort to ensure that their students know that they have an eager partner in GSA, one that can help them—and faculty—in making use of the full range of institutional resources.

Representatives of GSA serve on institutional committees concerned with issues related to graduate student life. In many instances, GSA is the initial point of contact for graduate students, serving an informal counseling and advising role. GSA acts as the liaison between the Graduate School and the central University Office of Student Affairs; the Career Center; the Center for Teaching, Learning and Writing, Counseling and Psychological Services; the Office of Institutional Equity; and other related offices of student support services. Another primary responsibility of the Office of Graduate Student Affairs is to act as a liaison between the University—and, more specifically, each graduate department—and a variety of external organizations and consortia.

GSA is well on its way to creating a stable, visible office of Graduate Student Affairs that consistently responds to the needs of graduate students in general, the needs of specific student groups, and the needs of faculty in identifying, recruiting, and retaining minority students.

J. Looney
Graduate Student Affairs
October 26, 2000
ADDENDUM

Excerpt from Spectrum's Presentation on the Multicultural Center Proposal

Sean Young ('02), Vice President for Community Interaction, DSG
November 7, 2000

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Second, all the cultural groups are already meeting regularly to share common concerns and talk about how the Multicultural Center will meet their needs. These meetings will continue throughout the year.

Third, as the Chair of the Inter Community Council, I will present this proposal and gain input from this body of diverse student leaders, which includes Panhel, NPHC, IFC, the Community Service Center, all class presidents, and numerous other prominent groups.

And finally, I will keep the Legislators of Duke Student Government informed on the latest developments regarding this project.

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While the Administration has consistently turned a sympathetic ear to these cries of inequity, the solutions have always been like Band-Aids: a little office space here, a cubicle there. Heavily institutionalized problems require unprecedented, bold, and permanent solutions. At the threshold of the next century, the time is ripe for the Administration to act and meet this desperate need by constructing a visible multicultural center on Main West, open and welcoming to all students. Only then might we come closer to seeing picture-book diversity become a reality.
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For decades, minorities at Duke have entered the open and non-discriminating gates of Duke University, but have continually suffered under the dominant and invisible hand thrusting them into the fringes of Duke social life. As a consequence, all students have suffered. Those with the privilege of living on the culturally and socially homogenous Main West have been deprived of interaction with students of other cultures, and those who could not consider the oppressive and alcohol-centered culture of Main West their home have been robbed of their sense of ownership of Duke campus.

While the Administration has consistently turned a sympathetic ear to these cries of inequity, the solutions have always been like Band-Aids: a little office space here, a cubicle there. Heavily institutionalized problems require unprecedented, bold, and permanent solutions. At the threshold of the next century, the time is ripe for the Administration to act and meet this desperate need by constructing a visible multicultural center on Main West, open and welcoming to all students. Only then might we come closer to seeing picture-book diversity become a reality.
ADDENDUM

Excerpt from Spectrum’s Presentation on the Multicultural Center Proposal

Sean Young ('02), Vice President for Community Interaction, DSG
November 7, 2000

I am confident that this multicultural center will encourage greater interaction on campus through its support of cultural groups that program for all students and through its provision of desperately needed non-alcohol centered social space.

As Vice President for Community Interaction, I am convinced that this project MUST involve the voices and participation of several constituencies, both minorities and non-minorities, in order for it to further the cause of increased interaction. I wanted to take this time to assure the Administration that we are definitely including and involving the whole student body in this endeavor.

First, Spectrum will be holding a panel discussion in December, open to everybody, to educate students about the issue at stake and how the multicultural center addresses them, and to gain input and support from all constituencies.

Second, all the cultural groups are already meeting regularly to share common concerns and talk about how the Multicultural Center will meet their needs. These meetings will continue throughout the year.

Third, as the Chair of the Inter Community Council, I will present this proposal and gain input from this body of diverse student leaders, which includes Panhel, NPHC, IFC, the Community Service Center, all class presidents, and numerous other prominent groups.

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