

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

<u>Year</u>	<u>Number of Applications</u>	<u>Admits</u>	<u>Matrics</u>
1990	385	157	60
1991	451	193	85
1992	554	187	70
1993	493	150	55
1994	602	178	61
1995	614	214	80
1996	590	196	63
1997	593	211	65
1998	575	209	85
1999	695	225	91
2000	702	251	93

1st Annual Latino Student Recruitment Weekend: (April 6-9, 2000)

Invited roughly 185 students

46 Participated (18 states represented)

21 Enrolled (46% yield)

2nd 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

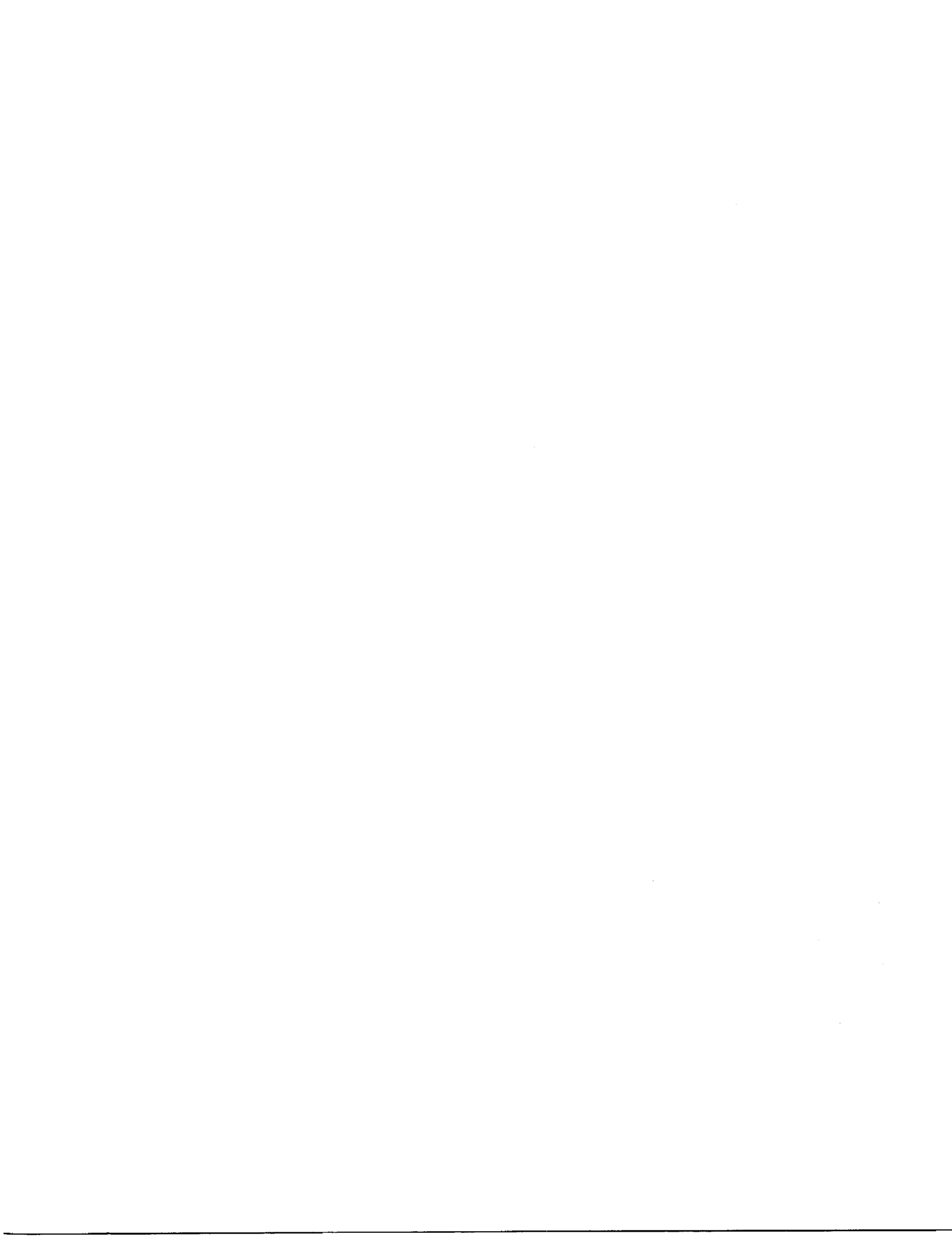
Clearly, the development, implementation, and promotion of these and other programs and procedures are in the preliminary stages, but we are optimistic that these efforts will foster a work environment that is supportive and productive for all Duke employees.

Prepared 10/26/00

Submitted by Kathe Grant

TRIANGLE LATINO COMMUNITY OUTREACH

- AN UPDATE FROM *EL CONCILIO LATINO/HISPANO/AMERICANO*
NOVEMBER 2000



TRIANGLE LATINO COMMUNITY OUTREACH UPDATE
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

¹ Sources for this historical introduction includes: Nora Campbell Chaffin, *Trinity College, 1839-1892 : The Beginnings of Duke University*(Durham: Duke University Press, 1950); John R. Finger, *Cherokee Americans: The Eastern Band Cherokees in the Twentieth Century* (Lincoln: University of Nebraska Press, 1991) and *The Eastern Band of Cherokees: 1819-1900* (Knoxville: University of Tennessee Press, 1984); the John F. Heitman Papers at the University Archives.

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 school-mate 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 emphasize 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 programmatizing recruitment 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*

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: Fayette Babby
Telephone: 916/979-2560
Fax: 916/979-3063

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

Southwest

Chinle Agency
P.O. Box 6003
Chinle, AZ 86502-6003
Contact: Beverly Craft, School Superintendent
Telephone: 602/674-5130
Fax: 520/674-5134

Eastern Navajo Agency

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

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

Hopi Agency

Hwy. 264
P.O. Box 568
Keams Canyon, AZ 86034
Contact: John D. Wahnee, Agency
Superintendent for Education
Telephone: 520/738-2262 or 2263
Fax: 520/738-5139

Laguna Agency
L-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

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

Northern Pueblos Agency

P.O. Box 4269
Fairview Station
Española, NM 87533
Contact: Kevin Skenandore
Telephone: 505/753-1465 or 1469
Fax: 505/753-1475

Papago Agency

P.O. Box 38
Sells, AZ 85634
Contact: Joe Frazier
Telephone: 520/383-3292 or 520/383-3293
Fax: 520/383-2399

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.
316 North 26th Street
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 Shroyer, 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 Tibbitts, 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

