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PREFACE

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

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

Many students and their supporters have worked tirelessly for weeks and months to prepare for this important occasion, but this does not mean that they will now be satisfied to return to their respective “corners” and await the results. Rather, we expect this year’s Unity through Diversity luncheon to be, like the first, only the beginning of more formal dialogues. Many of the groups here today already have plans for follow-up meetings on ethnic studies and other related initiatives.

We are proud to report that following last year’s luncheon President Keohane named several blue ribbon committees to address concerns raised by the cultural communities. The work of two of those committees resulted in: 1) a $100,000 fund for student groups with a rich history of cultural programming on campus; 2) the establishment of the Duke Center for Multicultural Affairs; and 3) the proposed expansion of the Mary Lou Williams Center for Black Culture. It is our sincere hope that, as we gather again this time next year, each community will again have significant progress to report—and that Duke will have become a better place for it.

Office of Intercultural Affairs
November 16, 2001
African American Community Initiatives

- Strengthening the Tradition of Excellence: The Black Student Alliance
- Proposal for the Expansion of the Mary Lou Williams Center
- Duke Student Movement documents
- National Pan-Hellenic Council proposal
STRENGTHENING THE TRADITION OF EXCELLENCE

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

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

THE THREE CONSTITUENT GROUPS

*United in Praise*

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

**Karamu**

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

**Dance Black**

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

**OTHER PERENNIAL EVENTS**

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

**“Final Honors, Black Graduation”**

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

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

**Kwanzaa**

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

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

**New Student Orientation**

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

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

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

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

**Hip-Hop Party:**

Co-sponsored by the Black Student Alliance, and by the National Panhellenic Council (NPHC), first-year students of color are exposed to their first “college party”. It has traditionally been held in the Devil’s Den, but recently moved to the Marketplace on East Campus.

**Central Campus Pool Party and Cookout:**

A fun day in the sun where students mix and mingle with the African-American community at Duke, all to the backdrop of a cool, refreshing outdoor pool, music, and food.

**Black Student Alliance Invitational Weekend (BSAI)**

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

**African-American Mentoring Program—AAMP**

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

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

Student Leadership and Conferences

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

BSA Outreach Committee

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

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

NEW PROGRAM INITIATIVES

Alumni Affairs

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

Kwanzaa Expansion

While programming has been well received by students (approx. 150 attendees), BSA would like to improve the quality of programming for future audiences. Past programming has emphasized a broad reach of participation with the diverse faculty involved and the community interaction. BSA would like to enhance this reach via more community involvement with area churches, local youth groups (i.e. Duke University Future-Is-Now for black young girls), and unique community performers (i.e. the African
storytelling group Healing Force of Winston-Salem). Generally, these groups range from $0-500. In addition, BSA would like to invite a keynote speaker to bring a fresh perspective to the University program. Such speakers may include Maulana Ron Karenga (the founder of Kwanzaa), James Cameron (founder of America’s Black holocaust Museum and sole survivor of an infamous lynching), and Michael Cottman (member of the crew in an underwater expedition to survey the sunken wreck of the slave ship, Henrietta Marie. These speakers’ honorariums range from $5,000-$8,000.

_Minority Kids and Young Adults (M.K.Y.A.) FEST_

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

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

_The Free Standing Center_

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

See attached proposal for “Proposal for the Expansion of the Mary Lou Williams Center”.
University and Infrastructure Support

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

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

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

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

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

Introduction

A Sharing Community

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

Building the Community

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

**Meeting Community Needs**

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

**F.A.Q.**

**What does the Mary Lou Williams Center currently provide?**

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

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

However, the basement location of the center and the limited amount of resources and space often cause students to feel that the center is not a priority to the University. This fact compiled with the lack of housing on West, the lack of free programming space for cultural groups, the lack of centralized office space for African-American cultural groups, and the lack of ownership of any space (i.e. commons room space) exacerbates many black students’ feeling of disconnection with the University.
The problem is compounded further when we consider the fact that at every point on Duke's campus, whether it is the statues, dorm names, or street names, there is little to no representation of African-Americans who contributed to Duke. Though the Mary Lou is an exception to this rule, it is absorbed into a larger center that already has a name, it is not in a highly visible location, and does not even have a sign outside to mark its location. In addition to this, the center is surrounded with a barbershop and offices, which do not create an atmosphere to teach and learn about African-American culture in any way.

What are the spatial needs of the Center?

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

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

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

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

**What does a new center offer?**

A new Mary Lou Williams Center will provide the University with an opportunity to take a substantial step in repairing the disconnection that many African American feel on campus. A new Center will galvanize the various African American organizations that have historically been sporadically located on campus, and put them under a roof that fosters within them a sense of community. Moreover, this strategic placement will inherently promote more communication and cooperation among various groups who now struggle to keep track of the numerous programs that take place on campus. Through the new Center’s programs and information exchange, the University community’s awareness of African American culture and its important role in society will be greatly encouraged.

While the Center does give African Americans a place to feel proud of, it also targets the entire Duke community. It would be disturbing for anyone to imply that the promotion of African American culture is just for African Americans. The entire Duke community stands to benefit from what this wonderful heritage has to offer. The new Center will be open for anyone in the Duke community to utilize for programming. While this programming may not necessarily address African American culture, there will be no way that one could not feel its presence when surrounded by the aura of art, sound, and essence of black heritage.

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

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

I) Academic Support Center

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

B) Computer Cluster
   • Research and tracking materials

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

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

E) Classrooms

F) Office for Director and Staff

II) Programming

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

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

C) Conference Room

III) Cultural Space

A) Music and Dance facilities
   • Support African and African American Arts
DUKE STUDENT MOVEMENT

A little over one week ago, the Chronicle carried an ad that amounted to a wholesale attack on the character of African Americans, an ad which suggested that slavery was beneficial for African Americans. This is an insult to us, to our forbears and everyone who detests injustice. Numerous members of the campus community have come together to re-affirm their right to be part of the Duke community.

As to what the Chronicle did, we have no quarrel whatsoever with the fact that the ad was printed. Our objections are:

- That the Chronicle failed to acknowledge the article’s offensive nature. Papers on other campuses ran the ad but with statements distancing themselves from the opinions expressed in it, thus showing some respect for all members of their community;
- That by accepting payment for the ad, the Chronicle puts itself in the position of profiting from hate speech;
- That by claiming the ad conforms to current Chronicle policy the paper is in effect endorsing the content of the ad as accurate.

For many of us, the central issue is Duke’s failure to create a climate where the voices of minority people are valued and supported. A university is supposed to foster personal, intellectual and community development. Instead, Duke creates an atmosphere that alienates us, an atmosphere that makes Black students, in particular, feel they have to continually defend their right to be here.

We are determined to see Duke University fulfill its responsibilities and live up to its obligations to create an inclusive, supportive climate on this campus. We have decided that the following will be real steps toward that objective:

- That a Task Force, headed by the Office of Institutional Equity, be charged with publishing a yearly progress report detailing the efforts to improve the treatment of minority students at Duke. Part of this Task Force will be comprised of minority faculty, administrators and students.
- That the University vigorously recruits minority faculty and administrators through methods similar to the Black Faculty Initiative, and provides yearly reports on their progress.
- That the University provide a permanent, space-appropriate, visible center for African American cultural, academic and social programming.
- That the University act on its previous commitments to establish a stable, well-supported African and African American Studies program and produce a written plan for doing this.
- That the University formulate a plan to increase funding for minority events and organizations, and that this plan be made public.
- That the Chronicle publish a clarification of its policy governing the placement of advertisements and how that policy was applied in the Horowitz case.

It is our sincere hope that the administration and the general student body will join us in working towards producing a university atmosphere sensitive to the needs of its multiracial, multiethnic and otherwise diverse population. Duke has done a good job of articulating an ideal of diversity; it is past time to make that ideal a part of actual institutional realities.
Objectives of Movement

1) Re: Funding
   • Minority events including but not limited to the Mary Lou Williams Center, the Blue Roach, Black Student Alliance Invitational Weekend, Black Student Alliance, and Prometheus Black.

2) Re: Progress Report
   • To be distributed every semester by an internal task force that includes minority students and directly addresses minority faculty representation

3) Re: Equal minority coverage in the Duke Chronicle
   • Adequate and representative coverage of all minority events on and off campus

4) Re: Original Demand
   • Fulfillment from the Chronicle for the request for side by side two-page spread. One page should be an apology, and the other should be free space to rebut Horowitz’s advertisement.
   • In addition, we demand a retraction from Greg Pessin for his statements that ads were based on factual evidence.

5) Re: Ad Policy
   • Notification of current advertisement selection policy
   • Opportunity to modify or if necessary, reconstruct current policy
   • Active enforcement of modified policy
   • Disclaimer published at top of page ads deemed offensive which state “The following ad may offend some of its readers, but the Chronicle does not endorse the views presented.”

6) Re: Active Recruitment of Black Faculty
   • Enforcement of Black Faculty Initiative
   • Creation of a Minority Faculty Initiative
As members of the Duke community we take direct and personal offense, to the paid advertisement published in The Chronicle on March 19, 2001 entitled “Ten Reasons Why Reparation For Slavery is a Bad Idea-And Racist Too” by David Horowitz. In response to this publication we make the following demands of Duke University administration, expecting full amnesty for our views and actions:

1) Present to the Duke community a progress report of the demands made in 1969, 1975, and 1997. In this progress report we would like to know what steps have been taken to fulfill those demands. If for some reason, these demands were not or will not be met we demand a written explanation of why they were ignored. On the other hand, if these demands are to be met, we ask that steps be taken to begin their implementation prior to May 1, 2001. This time constraint is vital so that members of the Class of 2001, who participated in the 1997 demonstration, are allowed to see the effects of their efforts before they graduate.

2) In addition to the demands made to the University, several were presented to The Chronicle. One of these demands is the printing of a full page public apology to the Duke community (by Friday March 23, 2001) for publishing an advertisement not based on factual advice and for receiving payment for such which allowed the circumvention of the editorial process. If this demand to The Chronicle is not fulfilled by the aforementioned date, we implore the university administration and departments to act by withdrawing financial support in the form of ads. By this, we feel it is important to maintain and exclusion from a newspaper that does not support the ideals of Duke University.

In addition to demands to the University, we also make the following demands to The Chronicle:

1) We demand a full two page is spread, by March 23, 2001, that encompasses the following things. One page should publicly apologize for the publication of the Horowitz advertisement because the ad was not based on factual evidence. Moreover, by accepting monetary payments, The Chronicle allowed a political editorial to circumvent the editorial process. On the second page, we, as the subjects of the advertisement, request a free space to refute and rebut the arguments made by Horowitz.

2) We demand to know The Chronicle’s policy on the review of advertisement. If deemed inefficient by a representative and agreed-upon student panel, we ask that this policy be reformed, reviewed, or created to ensure that offensive material is not published outside of the editorial page. Moreover, we request a system of checks and balances of power within The Chronicle, such that any single individual is not allowed to make committee decisions and to prevent further insensitivity to minority issues.

3) We demand full and adequate coverage of minority events.

4) We demand that The Chronicle return the money for the paid advertisement to Horowitz or donate such funds to an agreed upon organization or cause in the Durham or Duke community.

Name ___________________________ Email ___________________________
Signature _________________________ Date ___________________________
The Duke University Council of the National Pan-Hellenic Council
Intercultural Affairs Luncheon

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

1. First, there is a lack of social space on Duke University's campus available to our organizations for events and programs.
   - We have always been required to spend our organizational funds to secure venues. This is due to the fact that we do not have a commons space that can serve as a venue for parties and other activities, with the exception of Alpha Phi Alpha Fraternity, Incorporated. Therefore, much of our program planning time is spent finding and paying for new venues on campus, whereas many other non-minority groups simply host their events in their commons rooms or back patios. This has caused and continues to be a financial concern for us because it increases the costs of every event.
   - Currently, there are more organizations attempting to reserve the same venues for social functions, limiting the availability of each venue. To make matters worse, there is only one supposed free venue, the great Hall, which still costs $300 for labor, for each organization to scramble and fight for in order to make their event as affordable as possible. The lack of and costs to secure venues on campus is undoubtedly a major concern for our organization.

2. Secondly, the level of security required at our events is excessive.
   - Security is unquestionably a beneficial requirement for all groups involved, NPHC, Duke University, and all participants, in each event. However, our organization feels that the required level of security at each event has become extreme. We understand that the number comes from the estimated number of attendees in addition to other factors, but we still believe that this number is frequently increased and excessive, particular for our events.
   - The average attendance for a well-publicized party at Duke could range from 350 to over 1,000 attendees. Of course some problems do occur in the parking lots, but those issues are inevitable due to the large attendance at our parties and the lack of adequate social space to accommodate the attendance at our functions. It is important to note that there is no alcohol served at these functions, and we have no control over what people do before and after the event.
   - Many students drive in from other college campuses, which is why this poses a much greater issue for NPHC organizations. Our events are publicized to the entire campus; however, the majority of the crowd is usually students from other universities.
Asian American Community Initiatives

- Asian Students Association: Proposal for the Improvement of the Asian & Asian American Student Experience
ASIAN STUDENTS ASSOCIATION
PROPOSAL FOR THE IMPROVEMENT OF THE
ASIAN AND ASIAN AMERICAN STUDENT EXPERIENCE

INTRODUCTION
The Asian Students Association would first like to thank President Keohane and other members of the Duke administration for responding to the needs and requests presented by ASA and other cultural organizations in our first Unity through Diversity proposals. As evidenced by the work of various task forces in the past school year, the University has taken a step in the right direction towards addressing areas of concern such as funding and programming space. We would also like to thank the administration for allowing us to give our input into some of these discussions. We realize the difficulty in trying to assess the current system and to implement changes to the status quo. We also acknowledge that there are fundamental cultural and societal issues of race, equality, and identity that exist beyond the boundaries of Duke University and thus cannot be completely resolved within the confines of the campus. However, we assert that a school of such influence and distinction must do what it can in order to address these fundamental issues. Furthermore, we do not present the current status of Asians at Duke in order to accuse the University of being unresponsive. We recognize that the University is not just the Duke administration, but it is also ASA, the students, faculty, and staff. In order for changes to occur, we must all be accountable for what we are capable of and take up the task. We hope that our proposal can help you better understand our opinions and desires that not only seek to benefit Asian student life, but also the entire campus.

This proposal addresses four areas of concerns:
• Funding
• Staff Support
• Asian American Studies
• Student Recruitment

I. Funding
There seems to be a consensus among students and administrators alike that the current funding structure is too decentralized, complicated, and unclear. Thus the obvious answer is either to adopt an entirely new system or to repair the problems plaguing the current one. ASA would like to cite some of the troubles that we have experienced and offer some relevant solutions that may be beneficial to all student organizations.

A. Critique of Major Funding Contributors
SOFC: This committee has very strict guidelines on what events and items can be funded to what maximum amount. For example, the maximum amount SOFC will allocate for an honorarium fee is $250. However, ASA brings in nationally known speakers and performers whose honorariums cost thousands of dollars. Due to such limitations, the SOFC actually encourages student organizations to bend the rules by adding or altering the nature of an expense or by adding unnecessary but fundable items to budget proposals. Often an
organization will request and receive all the allocable amount of $25 for basic mailing publicity costs although such costs are much less than $25. In another example, the SOFC gives no funding for air fare, but if the distance from a certain city is within reason, students are encouraged to submit proposals requesting an amount to cover the cost of gas mileage as if the speaker were driving to Duke. Granted, these strict guidelines are in place so that the SOFC can stretch its funds and distribute them to meet the needs of the most number of organizations. Yet, if an organization were not made aware of these loopholes, then it would be at a disadvantage. If these guidelines can and are manipulated, then that alone indicates the need for a revision so that funds can be dispersed with greater efficacy and utility. Furthermore, these guidelines and the general lack of funding would not pose as great a problem if the SOFC had more funds available for organizations outside of club sports and the publication board. If removing the money from either or both club sports and the publication board could alleviate the funding shortage problem, then certainly there must be a department or a branch of the University that can be responsible for subsidizing these activities.

University Funds: The main problem with this source of funding is that very few students understand its structure, process, and capability. The proposal criteria are not specific enough, and organizations can only guess how much they can receive. This naturally makes it difficult to gauge how to approach the writing of the proposal and how much funding to request. In addition, we are not aware of who sits on the committee, and it is difficult to discern whether they are able to thoroughly evaluate each proposal without being able to question the organization in a face-to-face presentation. The process to reaching funding approval is also structured to require multiple reviews of the proposals. This may perhaps serve to allow each University office to have some autonomy, but this makes for a slow process. If the evaluation time can be decreased and thus the proposal deadlines extended, this will enable us to put together a more thorough and accurate proposal. Proposals for fall programming events are due far in advance in the spring, and it is often impossible to determine the exact scope of a fall event at such time. When comparing the ASA fall political series proposal turned in last spring to the one we have right now, it is a completely different series than we first planned.

Cultural Fund: Since this is merely in its inception, problems with evaluating the fall 2001 proposals were not surprising. As this is supposed to be the principal source of funding for major cultural events, the process needs to be moved much quicker so that organizations can be sure of its funding situation and pay their expenses on time. For VOICES, the Asian American Fall Political Conference, ASA requested an amount of $2500. Though we were hopeful to get the full amount, we did not get any confirmation until after we had no choice but to approach every quad, campus, and class council for money. As the Cultural Fund becomes institutionalized, ASA asks the committee to not forget the original intent of this fund which is to help organizations plan and execute their signature events by removing a large portion of the fundraising burdens.

Quad Councils: Though quad council funding is primarily designated for events and programming that benefit student residents, they also contribute funds to other organizations. However, as many quads end up with large surpluses at the end of the year, it would be more efficient if that portion of money were directly given to student organizations that face the difficult task fundraising from eight separate quads. Perhaps the student
activity fee should be raised in the same amount that the residential fee is lowered. Another major problem with the quads is that they work with no set guidelines. Instead every year, they make up their own rules as to how and how much they will set aside for funding contributions. In some instances, quads decide not to give away any money at all, and they can do this because they receive no direction from Campus Council. Last semester, Pres. Keohane stated that “Existing funding groups such as Quad Councils [should] give consideration to allocating a greater portion of their funds for cultural events that are open to all members of the Duke student community.” This must somehow be implemented.

**Class Councils:** These councils show the same problems as quad councils and they are even stricter on proposals because they need to be targeted towards the specific benefit of their respective classes. This is a very calculating policy since there are very few proposals that meet that criterion, in which case the class council has no obligation to contribute to events that are instead open to all the classes.

**B. Common problem with all funding sources run by students (including Campus, East, Central Campus Council, Quad, and Class Council)**

First, very few students understand the structure, process, capability, and receptiveness of the student run councils. Without this information, organizations waste their time going after sources that have absolutely no interest in funding the particular event. Moreover, many organizations tend to ask for too much and get their request severely cut down or ask for too little and miss their opportunity.

Secondly, most students that hold this immense power to distribute funds do not understand the broader scope of fundraising, nor do they bother to learn. Campus Council is notorious for rejecting proposals without realizing that the organization may have no where else to turn or have little chance of getting approval from other sources. Most Quad Council members do not understand that for organizations with expenses that do not meet the SOFC funding guidelines, they also are not qualified to apply for University Funds. They are rejected by Campus Council and have no where else to go but to the Quads. The freshmen class has even less understanding of the fundraising process and little understanding of the history behind certain events.

Thirdly, many number of councils whether for reasons of ill planning or inability, do not spend or distribute all their funds. In fact, Central Campus and the Quad Councils end up giving away DVD and MP3 players in order to dispense their overloaded accounts. This certainly does not maximize everyone's utility of their residential fees. When quad councils are not able to hold events to give away expensive prizes, they sometimes make new accounts and transfer over the existing funds so that it does not get transferred back to Campus Council. This of course is against Campus Council rules. For class councils, they see no need to spend all their funds because it simply remains in their account for the next year. This becomes a major problem when thousands of dollars are left at the end of the year as surplus, as it is the case with the Class of 2002 and their $7400 surplus.

Finally, underlining all these problems is the problem of accountability. The SOFC has accountability measures but does not implement them because it adds up to be a lot of work that it claims not to have time for. However, since these measures are a part of the SOFC
by-laws, they should be implemented and even improved to make sure that organizations are spending their DSG-allocated budgets the way they are supposed to. As for all other student councils, the above problems need to be addressed and accountability measures put in place, most likely by Campus Council.

C. Solutions
The short-term solution is to first fix the problems cited above. Though the SOFC and the Event Advising Center offer guides designed to help student organizations in the fundraising battle, those are of little help if the other problems still exist within the funding sources. All students with the power to distribute funding should have a basic understanding of the entire fundraising process. As for a long-term solution, we need a funding process that the Funding Task Force has already described as streamlined, fair, clean, and simple. There are current discussions being held between the Student Affairs Office, DSG, the Union, and Campus Council. Thus far, cultural organizations have not played a big part in these discussions. That must be remedied immediately.

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II. STAFF SUPPORT
As ASA requested last year, we strongly urge the administration to consider establishing a new position of administrative advocate for the Asian student body. Though it seems reasonable that such a person would likely be of Asian descent, we only request someone who is well-versed in Asian Pacific American (APA) issues and able to give empathetic support to these students. This advocate would be someone who can work specifically with ASA and other APA groups and departments on campus. This addition will add a new dimension to the administration, which will undoubtedly cast a new light onto the current view of the black and white divide on campus. Currently, ASA has little working relationship with the administration. With an administrative advocate whose position requires student interaction, it would certainly be easier to build such a relationship. We want to be clear however that we do not believe the absence of such an advocate prevents the current administration from giving us their support. ASA realizes that this request may remain on our wish list for quite some time. However, if this is not possible in the near future, then we request at least that the current administration make greater efforts to learn about APA issues and be more in touch with Asian students and their concerns on campus. This alone can make an incredible difference.

Aside from our above request, our first priority is getting more staff advisors and programers in the Office of Student Affairs and the Office of Intercultural Affairs that have a greater understanding of APA issues and student concerns. As Spectrum will address the issue of Intercultural Affairs on behalf of all the cultural organizations, this proposal will not include that portion. As Beverly Chen in CAPS has shown, she can reach-out to the Asian community not just as a CAPS counselor, but also as a mentor and advisor who has a better understanding of student concerns that arise from an APA background. The Office of Student Affairs should have staff members that understand these issues and thus encourage more Asian students to utilize their assistance. We do not believe that only Asian persons can fill this job. However, the Division of Student Affairs needs people who have a unique understanding of Asian issues and not simply the ability to work on those issues. Before such job descriptions are even laid out, ASA suggests that the University make a
formal assessment on what the administration and staff know about APA issues and student needs. At the same time, we need institutional accounts on the status of Asian students and their satisfaction at Duke from the Student Affairs perspective. We request that the University at least educate its current staff about Asian and Asian American issues and increase their overall awareness.

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III. ASIAN AMERICAN STUDIES
Through the momentum of last year's proposal, an Asian American Studies Working Group—comprised of faculty, graduate and undergraduate students, and currently led by Prof. Sucheta Mazumdar (History) and Prof. Leo Ching (Asian & African Languages & Literatures)—was created to organize those interested in starting such a program at Duke and also to generate the University's interest in such an opportunity. We anticipate that the Working Group, along with the growing number of interested and committed undergraduates, will be presenting more detailed objectives in curricular development, faculty hiring, and programmatic aims to the administration in the near future. For now, however, we would like to make several points to underscore our support for Asian American Studies (AAS).

Though the Asian Pacific Studies Institute exists at Duke, it is important that the University recognize the difference between Asian American Studies and Asian studies. Asians who have immigrated to this country and have since made a home for themselves live in very different cultural, social, and political environments compared to Asians in continental Asia. In this age of global migration, as the United States continues to grapple with the fundamental question of what it means to be "American," Asian American history, culture, and politics are more relevant than ever. The addition of an Asian American Studies program will not only allow the young generation of Asian Americans to learn about their unique history, but it will undoubtedly spark the intellectual curiosity of non-Asian students in a very American topic.

This semester, we are happy to report there is an unprecedented number of AAS courses being offered here at Duke—even if that number is only two. Prof. Mazumdar is offering a seminar on "Asians in the Americas." Prof. Seung Hye Suh, who is visiting in the English Department this semester, is teaching Asian American Literature (the first time this topic has been covered by the English Department in at least five years). Both courses are well-subscribed, and have generated an enormous amount of interest and energy among the students. Students from both classes were active participants in the recent East Coast Asian Student Union conference (February 23 and 24). They, as well as many of their peers in and out of the Asian American community on campus, are eager for more courses that engage with Asian American history and culture. We therefore urge the University to commit the necessary efforts and resources to hire additional Asian Americanist scholars, and to build the best AAS program possible. In the short term, we would also urge the administration to provide much-needed financial and institutional support to the AAS Working Group.

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IV. STUDENT RECRUITMENT
ASA would first like to take this opportunity to thank Veronica Pulido at the Office of Undergraduate Admissions for taking the initiative of undertaking the issue of Asian student recruitment. We do realize that Asians are in fact the largest minority group on campus. This may imply that Asians are not the most important recruitment priority. However, more Asian student enrollment can lead to a better ethnic make-up of a classroom, which promotes more inclusive discussions, especially in the humanities and social sciences. In addition, we need more students in order to promote our culture without relying on the help of the administration. The legal category of “Asian American and Pacific Islanders” is comprised of people of many different ethnic/national affiliations. Among APIs on campus, we note a distinct under-representation of Japanese, Filipino, and Southeast Asian students, who no doubt would like to increase their numbers so that they are not overrun as a minority within a minority.

Recruitment is not always a question of quantity, but also a question of quality. It is generally understood that the nation’s top Asian high school students tend to first seek out the Ivy Leagues as a matter of prestige. These students do think to Duke, but when considering the perception of Duke as a southern school with a white dominated environment, this is naturally unappealing to Asian students seeking to bond with other Asians students in a diversely populated campus. Thus, the top Asian students work harder towards being admitted to an Ivy League school than to Duke. In order to attract the best of the best, Duke must be mindful of its image and take the necessary steps to move beyond it. Though this is easier said than done, the administration must find visible ways to remedy this perception.

ASA has several suggestions for better Asian recruitment. First, Duke should also recruit current Asian students to go back to their high schools and increase interest in the University. Though the school holds large information sessions in certain cities, it is more effective to send current students directly back to their high school. We also urge that the Admissions Office start planning for the establishment of an official Asian student recruitment weekend. As evidenced by the success of the Latino recruitment weekend, this can be a great way to attract the top Asian students. We also encourage the Admissions Office to keep the current emphasis on recruiting students of different socio-economic backgrounds as such disparity is glaringly clear within the Asian community as well.

CONCLUSION
ASA appreciates your concern and hope that you will exercise your power to meet our requests. Lastly, we request that you send us feedback and suggestions as to better focus our goals and priorities.
Gay, Lesbian, Bisexual, Transgender Community & Allies Initiatives

- Gothic Queers Proposal
- Duke Allies Proposal
INTRODUCTION
Gothic Queers (GQ) is the undergraduate organization for Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) students at Duke University. We seek to affirm and support LGBTQ undergraduates through educational and social programming. We also do advocacy work by raising awareness of and interest in LGBTQ issues within the larger Duke community. This is the first year Gothic Queers has been asked to participate in the Unity Through Diversity Luncheon. We hope this is indicative of a changing definition of diversity that includes sexual orientation in addition to race and gender. The inclusion of alternative sexualities in discussions of diversity serves the best interests of both the LGBTQ community and the larger Duke community.

Duke University was rated among the top 5 most homophobic schools in the nation by the Princeton Review in each of the past 3 years. These poor rankings make it clear that the administration should pay particular concern to the message it is sending current undergraduates and prospective students. Gothic Queers asks the administration to read our report, consider its recommendations, and take action where possible to improve the climate at Duke for its LGBTQ members. This report focuses on past concerns, present issues, and future possibilities in four crucial areas: campus climate, resources, academics, and outreach.

CAMPUS CLIMATE
Among the dominant forces that shape campus culture at Duke are: the Greek system and West campus housing structure, sports culture, and fundamentalist religious and political belief systems. Common to each of these cultures is the widespread exclusion if not outright hostile treatment of LGBTQ students as well as a generally dismissive attitude toward LGBTQ values and interests. At present, these forces help to create an intimidating environment for LGBTQ undergraduates.

The residential fraternity system in its current composition (and we fear in its future locations) dominates Duke’s social culture. Concurrently, there is a popular perception among most Duke students that members of fraternities and sororities are heterosexual and not inclusive or supportive of LGBTQ students. The administration should heed this combination of hostility and exclusion by paying particular attention to those students excluded from these fellowships. We are skeptical of the new housing plan and its potential to create an egalitarian and welcoming yet diverse residential environment. To this end we will continue and we ask that the administration take note as well of the LGBTQ residential living experience. Will LGBTQ students flock to Central Campus, as they do now, in order to escape West Campus after their mandated second year there? Will they feel comfortable and supported no matter which location they are forced to or choose to reside in?

The sports culture at Duke is another highly valued and visible component of campus life. Participation on teams and attendance at games are both considered as critical to the Duke experience. Yet the general perception regarding sports and sexual orientation is that all male athletes are straight and all female athletes are lesbians. Although this perception is false, it contributes again to an atmosphere of exclusion. The result is that LGBTQ students
often, although clearly not in all cases, feel that they are prohibited from this part of Duke’s campus life. When will the athletic administration, with the support of Duke’s senior administration, work toward a homophobia-free environment and how will Duke’s coaches and athletes play primary roles in this transformation?

Duke’s religious communities also act in ways that contribute to a hostile campus climate for LGBTQ students. While we believe whole-heartedly that religious freedom is valuable and necessary to the Duke and American experience, we ask the administration to help us figure out how we can live comfortably when, to give an example, our Resident Advisors and classmates openly oppose what they call our “lifestyles.” We recognize that the LGBTQ community and the religious community often overlap, and are thankful that President Keohane had the courage last year to change the chapel policy that excluded LGBTQ people from having union ceremonies in the chapel.

Yet we need more. We need to feel comfortable with whatever spiritual beliefs we may hold, and we need to feel comfortable right here at Duke University. How are we to respond when our mentors and fellow students declare publicly (during chapel debates last year, for example) that we are all sinners and are bound to hell? How are we to respond when the Duke Conservative Union (DCU) takes out two full-page advertisements in the Chronicle that argue vehemently against opening the chapel to LGBTQ people and their union ceremonies? We have been courageous and bold in our responses—by shaking off the hell-bound rhetoric and by organizing a fund-raising campaign for LGBTQ youth and AIDS organizations to match the money spent on DCU ads. But, we ask, when will the administration make our lives easier at Duke? When will they act to change the campus climate so that we are not constantly fleeting off those who feel we do not deserve to be “out” at Duke? Perhaps, if the University paid more attention to LGBTQ issues and concerns, other religious and cultural groups would in turn value us as students, scholars, and friends.

In addition to the challenges we face due to the prominence of Duke’s fraternity, sports, and religious communities, many LGBTQ students at Duke have also faced both subtle and outright forms of discrimination and harassment. Students at Duke have been verbally harassed, discriminated against, and ostracized because of their real or perceived sexual identity. Stories of queer women walking down a West Campus quad and being called ‘dykes’ are not uncommon. Last year a bench on West Campus was sprayed with the word, “fags”; around the corner another bench had “homos” written on it. LGBTQ students felt hurt and intimidated by these actions, yet, even worse, we felt undervalued and overlooked when not one person bothered to object on our behalf. Instances of harassment are a reality of many undergraduate LGBTQ students’ experiences at Duke. Some students are made to feel unwelcome at Duke by the simple process of exclusion; others have been intimidated by more overt actions, such as life threatening phone calls. Many feel that they have been treated unfairly specifically by the housing office, which seems to shuffle students around in order to accommodate those that are homophobic. No matter the severity of the offense, LGBTQ students deserve to feel safe on Duke’s campus. Currently, students do not feel safe on campus and therefore opt to socialize off campus, which has become worrisome because of the recent gay murders in Durham.

Gothic Queers has for years sponsored two signature events, Coming Out Week in the fall and Pride Week in the spring. During these cultural celebrations, we raise awareness and
build community by bringing in speakers, showing films, sponsoring dinners, staging poetry readings, and inviting performance groups. By ourselves we have been unable, however, to change the campus climate for LGBTQ students at Duke. In order for change to take place, the university, and especially the senior administration, must look again at the LGBTQ community by considering it an asset and including it in discussions of diversity. The LGBTQ community would like to see its issues prevalent in programming from other groups, the curriculum, and the university's strategic plans.

In response to these and other issues, we ask that you consider the following recommendations:

- Provide consistent and substantial funding so we can continue Coming out Week and Pride Week traditions.
- Sponsor university-wide speakers that address LGBTQ issues
- Consider LGBTQ issues in all aspects of diversity, including, but not limited to grant proposals and university strategic plans.
- Recognize GQ as a cultural and minority group.

RESOURCES
An active and committed administration is crucial to LGBTQ experiences at Duke. A number of recent institutional resources and initiatives have been meaningful in this regard. President Brodie’s decision to form the Duke University Task Force for Lesbian, Gay, Bisexual, and Transgender Matters is one example of an important proactive stance taken by the administration. In recent years the LGBT Task Force has advocated for and helped bring about several necessary institutional changes such as: same-sex partner benefits, same-sex unions in the Chapel, the certificate program in the study of sexualities, and the Center for Lesbian, Gay, Bisexual and Transgender Life.

Our most visible support besides the LGBT Task Force is provided by the LGBT Center. The mission of the Center is to provide education, advocacy, support and space for lesbian, gay, bisexual, transgender, questioning and straight-allied students, staff, and faculty as Duke as well as alumni/ae and members of neighboring communities. The LGBT Library is also housed in the Center and offers interested students an impressive collection of works on Queer Theory and LGBT issues and histories. An ongoing goal of the Center is to facilitate the growth of our impressive 2,500 volume collection that has already overrun current shelf space in the Center. While a great resource, the Center is too small as it has no kitchen facility yet holds events weekly that involve food; no main meeting room yet weekly programs that must take place elsewhere (or in 201 Flowers); and only has two work-study stations yet six work-study students.

Karen Krahulik, Director (doctoral degree in American History) and Kerry Poynter, Programming Coordinator (master's degree in student affairs administration) and staff of the Center orchestrate educational and social programs during the academic year for the entire Duke community (including the health system). Last academic year alone they organized 26 education programs, 12 SAFE on campus training sessions, a weekly social, and a weekly support group. Since other departments seldom bring speakers or programs on LGBTQ issues, the Center provides academic, cultural and social opportunities that are critical to the entire Duke community. In addition to regular programming on LGBTQ issues, the Center