is helping to improve Duke’s campus climate by allowing heterosexual or questioning people to learn about and help to support their LGBTQ students, co-workers, and classmates. The SAFE on Campus program strives to reduce homophobia and heterosexism on Duke University’s campus. Through education, advocacy, and awareness, the program contributes to an open campus climate that is safe and accepting for all members of the University community. Through this program, the Center has begun slowly but surely to make Duke a better place for everyone.

Another popular Center program which aims to alter the campus climate regarding LGBTQ issues is called SpeakOut. Organized on a volunteer basis by Brian Denton, Assistant Dean in the Office of University Life, SpeakOut panels are educational interventions in which volunteer gay, lesbian, bisexual, transgender, and supportive heterosexual allied people share their personal stories and respond to questions and comments from an audience. These panels are frequently used on campus to reduce homophobic/heterosexist attitudes while also serving as an outreach program of the Center for LGBT Life. SpeakOut panelists take very seriously the responsibility to impart accurate, responsible impressions of the LGBTQ community, and have received rewarding feedback from the audience. Last year, one audience member decided to go through SAFE training based on his experience with SpeakOut.

GQ and the LGBTQ community still need greater administrative commitment and resources in order to address intolerance and discrimination toward queer members of the University community. To this end, we recommend that the administration:

- Require that at least one RA per dorm be SAFE trained, by next year.
- Require that at least one faculty member per department be S.A.F.E. trained, by next year.
- Require that Pre-Major Advisors who are SAFE trained be made known and available to first and second year students.
- Require SpeakOut programs and programming to combat LGBTQ discrimination as part of the first-year orientation, similar to the requirement of Rape Awareness training now.
- Require all fraternities and sports teams to hold annual SpeakOut sessions.

The LGBT center is a resource of particular importance. As the needs for its programmatic and administrative services expand, its resources are stretched thinner. Because of this, we request the following:

- Provide funds for the hiring of an office manager to take over the daily tasks of answering phones, bookkeeping, scheduling space, opening mail, etc.
- Provide funds to hire a graduate student intern who can help expand and aid with the SAFE and SpeakOut programs, both of which have been requested by and implemented in the medical center, but have received no extra support.
- Provide more space for the Center for LGBT life, including kitchen space, and a reasonably sized meeting room that can accommodate most if not all of its programs.
- Provide more room for the LGBT Center library.
- Provide an expanded work station for the six work-study students.
ACADEMICS, CURRICULUM, AND FACULTY

Queer Studies at Duke got its first serious boost with the arrival of John Younger, a professor in Classical Studies, in 1981. Professor Younger has been instrumental in creating academic programs in sexuality studies and queer theory and fighting for same-sex benefits for LGBTQ faculty, staff and their partners. As a result, in the early 1990s Duke had an influx of many of the leading names in Queer Theory. Duke was on the cutting edge nationally of Queer scholarship with faculty such as Eve Sedgewick, Michael Moon, and Jonathan Goldberg. By the end of the fall semester 2001, Duke will have lost all of these faculty members including John Younger.

Students within and beyond the LGBTQ community are still waiting for an explanation to this dramatic phenomenon. Why have these queer/Queer Studies professors chosen to leave the university? Why is this of no great importance to the administration? GQ is very concerned that the administration does not value Queer Theory/LGBT Studies, and, by extension, does not value the interests or histories of its LGBTQ undergraduates. We feel strongly that if such an exodus occurred in a different department, such as the Physics Department, that the university would have taken swift and decisive action.

The social and academic results are that students have a lack of knowledge of sexualities in society as well as a lack of respect for LGBTQ culture and history. Due to the stigmatizing social climate amongst professors, there are few openly gay faculty members and only one Assistant Professor focusing on Queer Studies, Antonio Viego in the Literature Department. Professor Viego has stated that, “an important component to a tolerable life here would be the cultivation of intellectual work in a gay and lesbian studies program. University support cannot only come in the form of offering safe social spaces where queers can drink soda and eat pizza. We want more, and we want the curriculum to reflect that.”

A number of individuals including Antonio Viego are helping now to address university needs regarding LGBTQ scholarship. Karen Krachulik, Director of the LGBT Center, also teaches classes on LGBTQ history and culture for the Women’s Studies Department. Elena Glasberg, who also runs the Faculty New Beginnings seminars in the John Hope Franklin Center, now directs the Program in the Study of Sexualities (after John Younger stepped down more than two years ago and the administration was unable or unwilling to find a replacement). While we appreciated the efforts of these and other individuals, scholarship on LGBTQ issues, however, is still inadequate.

Most, if not all, humanities courses should include LGBTQ issues because sexual diversity is an important part of our society and goes hand in hand with issues of race, religion, class, and gender. Teaching about sexual identity and diversity, we educate students on issues of power structures in society as well as how discrimination works within both racial and sexual minorities. By including LGBTQ issues in the curriculum, the Administration shows that it cares about LGBTQ issues. It will create an academic atmosphere that is accepting, will help to improve the campus climate as a whole, and will increase visibility of LGBTQ people. If students are not educated about LGBTQ issues in their classes, how can we expect them to create a campus environment that is more accepting? The students and professors deserve a chance to participate in these studies. GQ requests the administration take the following steps:

GQ ~ 5
• Revitalize the Program in the Study of Sexualities with hopes of the eventual creation of a Department for LGBTQ Studies/Queer Theory.
• Prioritize the hiring and retention/promotion of faculty who are LGBTQ and/or do LGBTQ scholarship.
• Prioritize the creation of more courses with LGBTQ content and cross-list these with the Study of the Sexualities.
• Offer 2 professors in LGBT scholarship or Queer Theory tenure track within the next 2 years, who will teach in the Sexualities program.
• Create a substantial Directorship position for the Program in the Study of Sexualities and hire a well-known LGBTQ or Queer Theory scholar for this position by fall 2003.

OUTREACH
The University’s past outreach performance on behalf of prospective students does not pay sufficient attention to the needs and concerns of its LGBTQ population. We look for administrative recognition of LGBTQ students as a visible yet marginalized community with serious needs, many unmet. The administrative outreach to our community is lacking in comparison to other marginalized populations on campus.

Examples of this marginalization can be seen in university undergraduate recruitment programs. LGBTQ status is not easily recognizable because there is no check box on the application process. However, we feel that an optional question about sexual orientation, in the same light as religious affiliation is optional, would allow us an opportunity to communicate positive messages about Duke to incoming LGBTQ first-year students. University sponsorship/recognition of other minority groups can be seen in events such as Latino Student Recruitment Weekend and the Black Student Alliance Invitational. In these examples, minority groups on campus are made visible to prospective students with the exception of the LGBTQ community.

The Center for LGBT Life and the Admissions Office worked together to place an LGBTQ person in Duke's viewbook two years ago. We hope to see that representation continue. LGBTQ rights are not private rights, but should be considered political rights. Mentioning resources for other groups, and sports teams, but excluding LGBTQ issues makes this community seem less important and assumes that all people applying to Duke are heterosexual. We feel our status and contributions need to be recognized by the University and communicated to incoming students.

In light of this, we ask the administration to:
• Provide funds for a LGBTQ recruitment weekend for incoming students modeled on those already in existence.
• Continue inclusion of LGBTQ students in the viewbook.
• Include optional sexual orientation question on applications, much in the same way religious affiliation is optional.
• Include mention of the LGBT Center on campus tours.
CONCLUSION
In closing, we appreciate the opportunity to voice our concerns and look forward to the Administration's response. If you would like additional information or clarification, we would be more than happy to discuss these issues further.
ABOUT OUR GROUP:
Duke Allies is a link that helps bring together the Duke community. We serve as the gay-straight alliance on campus, a role that connects straight/ally students with each other and also with our partner group Gothic Queens (GQ). Along with our role as a "link-building" group comes the responsibility to carefully balance the social activities and the societal justice aspects of our group. This combination, we believe, lends a certain vibrancy to Duke Allies, which manifests itself through debate, discussion, argument, fun, and action. To this end, we hope to bring together diverse and interesting people for informal meeting conversations. This spring we were able to invite Judy Shepard, the mother of the late Matthew Shepard to speak at Duke. Matthew was a Wyoming college student who was murdered for being gay. In addition, we are planning awareness events that will foster conversations across campus, and we hope to spark dialogue on issues of sexuality and cultural awareness—for these are the discussions that serve our mutual goal of a more inclusive, open, and diverse campus community.

WHAT IS AN ALLY?
Allies to racial, religious, and ethnic minorities have been remarkably effective in promoting positive change in the dominant culture, and only recently has their instrumental position been extended to the area of sexual orientation. The past few years have witnessed the development of heterosexual allies which have attempted to make campus (as well as workplace) culture more aware and accepting of gay, lesbian, bisexual, and transgender (LGBT) individuals. *An ally strives to.*

- Be a friend.
- Be a listener.
- Be open-minded.
- Have his or her own opinions.
- Be willing to talk.
- Commit him or herself to personal growth in spite of the discomfort it may sometimes cause.
- Recognize when to refer an individual to additional resources.
- Confront his or her own prejudices.
- Join others with a common purpose.
- Believe that all persons regardless of age, sex, race, gender, religion, ethnicity, or sexual orientation should be treated with dignity and respect.
- Engage in the process of developing a culture free of homophobia and heterosexism.
- Recognize his or her mistakes but not use them as an excuse for inaction.
- Be responsible for empowering his or her role in a community, particularly as it relates to responding to homophobia.
- Recognize the legal powers and privileges that heterosexuals have and that LGBT people are denied.
- Support the Ally program of his or her university or workplace.
As important as it is to define what an ally is in a positive sense, it is also helpful to understand the boundaries of an ally's role. An ally is NOT:
- Someone with ready-made answers.
- Necessarily a counselor, nor is he or she necessarily trained to deal with crisis situations.
- Expected to proceed with an interaction if levels of comfort or personal safety have been violated.

**OUR HISTORY:**
Founded in 1999, Duke Allies gained official recognition from the university in 2001. Since our founding, we have concentrated on increasing the exposure of our group on campus, obtaining and retaining a diverse body of members, and building our financial resources. Naturally, we have collaborated with several campus groups, including Gothic Queers. The following are some important events we have participated in:

**Coming Out Week:** In September, Gothic Queers organized Coming Out Week, a week during which several LGBT events were held. Ally members participated in these events by tabling along the Bryan Center Walkway, painting the bridge, and supporting Pride Café.

**NC Pride:** On September 17, 2001, Duke Allies participated in the North Carolina Pride Festivities. Not only did our members march with Gothic Queers in the annual Pride Parade, but we were the only group from a college or university to have a booth at the event. We were able to disseminate information about our group, and we were also able to collect donations for the previously mentioned Judy Shepard event. The possibility of having this event on Duke's campus drew a lot of support from Durham community members, and those who traveled from other parts of North Carolina to participate in Pride. The Pride Festivities were held on Duke East Campus, and drew a crowd of 5,000 to 6,000 people. We were very pleased to be able to represent Duke at this event, which brought issues of Pride and unity to our doorstep.

**SAFE on Campus:** SAFE on Campus (Students, Administrators, and Faculty for Equity on Campus) is a program started last year by Kerry Poynter of the LGBT Center. The program trains students, administrators, and faculty to be aware of issues of sexuality and help fellow students or co-workers work through their problems related to sexual identity. Duke Allies supports this program and helps publicize the seminars.

**THE FUTURE:**
Currently, Duke University is ranked as one of the top ten most homophobic universities in the nation. As a renowned institute of higher learning, Duke should be ashamed of this title and be eager to change it. The current state of campus climate is powerfully (and sadly) emblematized in the following story: Recently a Resident Advisor in a freshman dorm revealed to a fellow RA that he had a problem with homosexuals and their lifestyle. The duty of a Resident Advisor is to accept and support Duke students. If an RA was discovered to be racist, anti-Semitic, overtly sexist, etc., he or she would be subject to disciplinary action. We feel that being homophobic requires the same kind of reprimand from the
administration. Allowing individuals who do not accept or are unwilling to accommodate their residents’ needs to be RAs creates an intolerant and unwelcoming atmosphere for Duke’s LGBT students. Through the types of programming outlined below, Duke Allies hopes to educate diverse campus leaders/constituencies and to promote greater tolerance in campus life:

**Networking:** One problem that we face in all of our activities is the marginalization of LGBT and ally issues. These issues are of fundamental importance to the university and the Duke community; however, often they are viewed as less pressing than other issues of discrimination. On this campus, sexual orientation, unlike race or ethnicity, is not considered a valid minority identity category. Some LGBT minority students feel like they have to choose between being gay or being a person of color. Duke Allies wants to change that situation by establishing relationships with other cultural groups, such as the Black Student Alliance, Mi Gente, and the Asian Student Association.

A common misconception of religious traditions is their intolerance for LGBT people. However, as we saw during last year’s controversy over same-sex unions in our chapel, this is not the case. There are many religious groups and people, including some in the Divinity School, who support LGBT rights. We feel it is important that prominent members of religious and cultural groups on campus recognize and accept that some of their members are LGBT people. In this spirit, Duke Allies is organizing a Religious Ally Panel Discussion Dinner and a Diversity Fair. The Religious Ally Panel, held during Ally Coming Out Week, will include several individuals from different religious traditions (Jewish, Buddhist, Muslim, Hindu, Catholic, Protestant, and others) to take part in a panel discussion at the Freeman Center. This event will increase ally exposure on campus, create a campus dialogue on LGBT and ally issues, and increase social awareness on LGBT discrimination and prejudice on Duke’s campus. The Diversity Fair will take place prior to the Judy Shepard event. We will invite all student organizations to use designated space to increase campus awareness of their particular group. Some groups may choose to present food, dance, or music; others may decide to “table,” distributing information on how to get involved in their organization. Our goal is to create a cultural bazaar that brings together all cultural groups in an atmosphere promoting acceptance and diversity.

**Undergraduate Recruitment:** The climate on Duke’s campus is not friendly or welcoming to LGBT students. If asked, many of us would tell a prospective student that it is difficult for many LGBT students here, and we would not recommend coming here unless that student is prepared to face this type of prejudice and discrimination. The negative climate hurts Duke’s ability to recruit a diverse student body, and we feel the administration needs to put more emphasis into the recruitment of LGBT students.

**Ally Coming Out Week:** In order for LGBT students to feel comfortable being “out” at Duke, it is important that we show them that allies exist and support them. Ally Coming Out Week will be a highly-publicized event where allies are encouraged to show their support of the LGBT community.

Tabling during Ally Coming Out Week is an excellent way for Duke Allies to increase campus exposure. We will distribute approximately 300 brochures to students and faculty regarding ally issues on campus and resources for LGBT people. At our tables, we would also like to distribute rainbow ribbons, ally buttons and key chains,
and ally T-shirts so allies on campus can show solidarity and make a presence to the LGBT community.

We will also publicize Duke’s “blue jeans day,” which has become a cornerstone event for LGBT campus activism nationwide. To explain briefly: in advance of the event, student leaders place campus newspaper advertisements and distribute flyers calling for all those who are “queer” to wear blue jeans on a designated date. Because blue jeans are such a common part of many people’s wardrobes, it is amazing to see how many students avoid wearing jeans on the specified day. Above all, this event serves as a day of awareness, where discrimination and closed-mindedness are visible.

Lastly, during Ally Coming Out week, we will have an ally speaker, Steven Cozza, who will join us for a special presentation and question and answer session in Von Canon. Cozza, an Eagle Scout from the Boy Scouts of America, has developed his own organization, Scouting for All, to protest the Boy Scout’s policy of excluding homosexual boys and leaders from the organization. Steven has made a documentary and has started several chapters of Scouting for All across the U.S. We would like to screen his award-winning documentary, Scouts Honor, in the Griffith Theater. The Center for Documentary Studies has shown great interest in collaborating with us on this event.

SAFE on Campus: Last year’s SAFE on Campus orientation programs were very successful, with 250 people participating. We feel that this program should continue and be mandatory for all Resident Advisors, Area Coordinators, Fraternity, Sorority, and Selective House Presidents, and head faculty members and administrators.

Judy Shepard: The largest event Duke Allies will sponsor this year will be a visit by Judy Shepard. Shepard has become an advocate for hate crimes legislation and has begun speaking at universities all over the United States, spreading her message of tolerance on Matthew’s behalf. There will be two major events taking place during Shepard’s visit: a Diversity Luncheon and a speech by Judy Shepard at Griffith Film Theater. These events will create a campus dialogue on LGBT and ally issues and increase social awareness of hate crimes and discrimination on Duke’s campus.

During the Diversity Luncheon, Judy Shepard, along with several panelists, will speak on diversity issues relating to college students. We hope to have a Duke focused discussion, but national and international topics will also be addressed. A catered lunch will be served.

Judy Shepard will present a short slide show, encouraging words, and a question and answer period in Griffith Film Theater. Her speech will focus on hate crimes, increasing tolerance on campus of LGBT people and other underrepresented groups, and taking action against prejudice. This event will be open to the public and free for Duke students, faculty, and staff.

Current Events: Many people are not aware of the discrimination LGBT people face every day. It is important to us that issues such as the discrimination policy of the Boy Scouts, the harassment of students, and the heterosexist actions of our government be known to all members of our campus. We hope that knowledge of the issues which LGBT students face will encourage students to take a more active role in fighting homophobia and heterosexism on campus.
Website: Duke Allies maintains a website <http://www.duke.edu/web/allies> which informs students of upcoming events and current issues for LGBT and ally students. The website also connects students with resources in the Triangle area and is used to keep members informed of meetings, activities, and current events.

FUNDING:
One of the biggest issues that we have struggled with these past two years is a lack of funding for programs. We have depended on other organizations, especially Gothic Queers, to provide financial assistance. The events we are planning within the next year are much larger than we have done before. These events will increase exposure, educate our community, and provide open forums for students and faculty of all genders, sexual orientations, races, religions, and ethnicities. The projected breakdown of our financial needs for the next year is as follows:

**Ally Coming Out:**
- Tabling and Blue Jean Day: $2,151.80
- Religious Panel: $1,869.05
- Ally Speaker Steven Cozza: $4,474.00
- Viewing of *Scouts Honor*: $1,593.05

**Judy Shepard Event:**
- Diversity Luncheon: $1,204.00
- Judy Shepard Speaking: $10,803.80

We have made a great effort to invite all university groups to participate in all of our events, since we understand how it feels to be excluded. We encourage all students, faculty, and staff to take advantage of the programs that we plan to bring. Unfortunately, we cannot fully commit to any of these programs without financial assistance. At this time, we have not been able to raise enough funds to carry out any of these events. We hope that by exposing administrators and other organizations to our group, we will be able to encourage others to participate by co-sponsoring these events or making suggestions as to how financial assistance can be found.
International Community Initiatives

- International Council & International Association Memo
INTERNATIONAL COUNCIL (IC) AND INTERNATIONAL ASSOCIATION (IA)
Memo for University through Diversity Luncheon

Problem 1: There’s less uniting our constituency than other student groups

Issue 1: The only thing in common with our people is that we study at Duke. The other thing that part of us have in common is that we don’t have American passports. What kinds of reasons are there around which to rally internationals?

Issue 2: Traditionally, there’s less unity amongst international undergrads than grads.

Problem 2: What is this “internationalism” thing that Duke is striving towards? How do we achieve it?

Issue 1: A university’s international image stems from the quality of education, as well as the quality of experience and level of satisfaction of international students. Make use of alumni network to help with this.

Issue 2: Helping internationals integrate better. Lowering culture shock.

Issue 3: International orientation. Structure it better, set aside more money. IC and IA will provide programming recommendations. There should be a greater initiative to mix internationals with new American students during the regular orientation, to promote diversity and to prevent racial cliques from forming among students at the outset. This would require some cross-institutional cooperation and initiatives.

Issue 4: Discrepancy between graduate and undergraduate student programs/recommendations. Focus groups that are aimed to find problems for internationals should look at both graduates and undergraduates.
Idea: Try to coordinate grad and undergrad orientation? Calendars might not match though. Try to increase interaction between grads/undergrads. Undergrads from one country may never meet grads from their country.

Issue 5: Creating a focus group to determine how to better link all the international related services at Duke—or if this would be a good idea. Currently it appears that there are many individual departments conducting international related activities and services at Duke, but there is a lack of communication between them.

Issue 6: Along with the President’s recent initiative to provide more funding for multicultural student organizations, the international student organizations at Duke should be better supported financially and allotted more programming space.
**Issue 7:** Sensitization of faculty and administrative staff to international student needs, language problems, and to ensure that students are treated well (as opposed to being treated as problems!). Provide additional training to pre-major advisors so they are sensitized to needs of internationals.

**Issue 8:** I-House. I-House has done a fantastic job over the years, but from a broader perspective, there may be an emerging problem. Except for orientation, I-House rarely organizes events or programming specifically for international undergraduates; almost everything is focused on scholars, grads or faculty. Programming is left on the shoulders of the student organizations. To cope with an increasing international student body, I-House may need to review its mission and vision, and make changes in staffing and programming. I-House may need to become more dynamic, active and in touch with the student body.

(A consultant reviewed IHouse recently, but he may not have touched on these issues in depth.)

**Idea:** Student-organized programs are more attractive to undergrads than faculty/admin organized ones. That’s why IHouse doesn’t target undergraduates, not because we aren’t important or not making enough noise.

**Issue 9:** Letting IC and IA help the Administration. Let them see us as a resource. Work closer with IAC (International Affairs Committee). They need us as a reality check for their recommendations on improving standard of life for internationals at Duke.

**Issue 10:** Develop financial aid for internationals. This is one of our issues regarding recruitment.

**Issue 11:** Alumni Network. We need to help the alumni house build a stronger network with alumni from abroad (or who are living abroad). This can only be done if IA, IC, alumni house and admissions office work together. IA and IC have arranged for people who will work with international admissions and alumni house for this cause. A stronger network needs to be built with AAAC (Alumni Administrative Advisory Committee) members, and overseas Duke Clubs. AAAC members interview prospective students and man Duke booths at college fairs, while Duke Clubs hold social events. Working with these groups from different countries is the best way of increasing awareness of Duke abroad. These people can meet with Duke applicants from overseas easily.

**Issue 12:** Peer advisors, big sib program. International FACs, recognized by the administration. Seeking help and talking about problems is not common amongst people from certain backgrounds. It takes time for some internationals to understand the academic system in this country/college (e.g. the grading system, the concept of GPA). Regular FACs, while they have training, may not be sensitized to needs of internationals. They may not be aware of the facilities for internationals (I-House, I-Office, IA, IC, and so on).

**Issue 13:** Get international students involved in the recruiting process. This can be either in the form of designing culturally sensitive application forms, or helping to evaluate applications from overseas.
Jewish Community Initiatives

- Duke Hillel Statement
DUKE HILLEL
Unity Through Diversity Statement

Duke Hillel, the student board of the Freeman Center for Jewish Life, would like to thank the members of the Duke administration, especially President Keohane, for the incredible support they have devoted to Jewish life in raising the funds necessary to build the Freeman Center. Many Jewish students, especially those most active in our community, cite the FCJL as the contributing factor to their decision to come to Duke; they simply would not have considered Duke in their college search were the FCJL not here. Furthermore, Jewish students name this building and the resources provided by the staff as an underlying reason for the improvement of Jewish life over recent years. The FCJL provides Duke with an incredible opportunity to vitalize the Jewish community and strengthen ties throughout the cultural community.

Avraham Infeld, a great Israeli educator who is coming to speak at Duke next semester, begins one of his standard speeches by pronouncing, "Judaism is not a religion!" He says this wearing a yarmulke, causing a great deal of consternation among the audience. While he is an extremely observant Jew, his parents were atheists. Part of his speech emphasizes that is possible to be Jewish and atheist too. Mr. Infeld is expressing the complexity of the Jewish identity. At Duke, Mr. Infeld's thesis holds special meaning – many Jews on this campus do not have strong ties to the religious observance of Judaism, yet they still proudly consider themselves Jews. Obviously Judaism has an extremely important religious component, but defining Judaism only as a religion ignores the true depth and complexity of what it means to be Jewish.

On this campus, much of the community seems to have replaced the legal definition of minority with its original one – any subgroup of the population containing a common, unique identity. The ramifications in this change appear in many places. While Duke Hillel was one of the founding members of Spectrum, Duke’s intercultural organization, we are not listed as one of the student constituencies of the Office of Intercultural Affairs. When applying to Duke, many Jews do not complete the section asking for ethnicity -- 'Jewish,' the term that describes them, is conspicuously missing. Last year the Chronicle reported about the lack of minorities on West Campus. Jews were lumped together as 'white.' Duke, like many campuses, has a Jewish fraternity – Judaism’s cultural ties bring together this group of Jewish students, as well as non-Jewish students interested in learning more about this ethnic community. The Jewish identity encompasses language, culture, history, and unique social relationships as well as religion. Duke's Jewish community must not be pigeonholed as only a religious community – this ignores the complexity of Jewishness and the cultural diversity of our University. This richness has given strength to the Jewish community in resisting subjugation. Oppression against one minority is oppression against all – each of the groups represented here is working together to fight discrimination on campus and in society. The University should treat all of the groups working in this struggle equally. Duke has taken a leading role in addressing diversity issues – it is important that we take a critical look at this dialogue and examine diversity in its true context.

Many actions can be taken immediately to promote a healthier discussion about diversity on campus. For example, the Office of Intercultural Affairs should serve as an umbrella for all Jewish Community ~ 1
cultural groups. The Jewish community receives substantial support from the FCJL staff – we are not requesting additional assistance from the already overworked OIA. However, we do need to be an institutionalized part of the conversation. In addition, we can all take care not to say ‘people of color’ when addressing members of Duke’s cultural communities. For decades, students have been feeling unaccounted for when their identity is more as a cultural Jew then as a religious one. Many have suggested that Jewish be included in the ethnic category as well as the religious one on the various applications and forms filled out by incoming students. This will also greatly improve Duke Hillel’s ability to identify and reach out to members of the community and support our efforts such as mentoring and outreach. Jewish student leaders have taken great pleasure in actively participating in the cultural dialogue that has taken place on campus over the past year. These discussions have resulted in many positive developments for individual cultural groups and the climate across campus. However, much more can be done – the administration must also think critically about these issues. A unique and inspiring community has begun to form at Duke, and a serious examination of these issues by all members – students, faculty, and administrators – will ensure the continued growth and vitality of cultural groups for years to come.

The true potential of the FCJL will only be reached when it is financially secure. For those who are unaware, the FCJL was built entirely with donations from parents, friends, and alumni of Duke. Currently, over 95% of the FCJL’s income comes from non-University support. While the FCJL appreciates the significant assistance it receives from the Office of Development and Student Affairs, it receives nothing in the direct underwriting of expenses. Instead, over a fourth of the FCJL’s budget is directed to other areas of the University as costs of running the facility (e.g. utilities, grounds, police protection, etc). Meanwhile, equivalent groups that are also under student affairs – the Office of Intercultural Affairs, the Mary Lou Williams Center for Black Culture, the Women’s Center, and the Lesbian, Gay, Bisexual, and Transgender Center receive practically all of their financial needs directly from the University. Due to the financial constraints in which the FCJL currently finds itself, the staff has had to devote a substantial amount of time to addressing monetary issues, which limits the level of support it is able to provide Duke’s Jewish population. Furthermore, the leaders of Duke Hillel have devoted their own energy to attending to this threat to the continued growth of our community – and the energy they have devoted to this issue would be much better spent directed towards our true mission: strengthening Duke’s Jewish community and educating the campus.

The FCJL is an incredible center. No student or guest fails to be amazed by it. Over the past year, this building has served as the home for a wide spectrum of activities run by a variety of student organizations, Jewish cultural activities such as last year’s Purim celebration, intercultural activities such as East Meets West – a multicultural initiative targeted at freshmen that attracted hundreds, and intercultural leadership initiatives sponsored by Spectrum, such as the recent executive body meeting which brought together the leadership of all of Duke’s cultural communities. That this building was constructed entirely from the contributions of parents, alumni, and friends of Duke illustrates our community’s dedication to this place and what it represents. We urge the administration to continue the exceptional support it showed when raising funds for this building and ensure that the FCJL receives the resources necessary to serve the Duke community.
Duke Hillel would like to thank Todd Adams, Ben Reese, Roger Kaplan, Larry Moneta, and Judith Ruderman for the time, energy, and insight they provided in addressing the topics discussed above.

Duke Hillel would also like to thank the staff of the Office of Intercultural Affairs – Julian Sanchez, Linda Capers, and Christina Chia, the Office of Development, Student Affairs, and Duke Student Government for their support of Duke’s Jewish community and efforts to address diversity issues at Duke.
Latino/a Community Initiatives

- Mi Gente Proposal: U.S. Latino/a Studies Certificate Program
Every year from October 15th to November 15th, we celebrate Latino Heritage Month, a month-long series of events that explore, celebrate, and increase awareness of Latino culture and heritage. The dozen or so events planned each year include a student/faculty/administration interaction dinner, performances, speakers, forums, dancing, and much more. As Latino Heritage Month has grown over the years, we have seen a steady increase of students from a diversity of backgrounds showing active curiosity and interest in the culture and associated political and social issues surrounding Latinos/as in the United States.

The 2000 Census shows that Latinos/as are the fastest growing minority group in the United States and will soon become the largest. This growth is also being mirrored on campus. We are proud to report that the Class of 2005 is 7.5% Latino/a, the highest percentage of any incoming freshman class in Duke's history.

However, despite the increasing interest and importance of the Latino/a population and the vigorous recruitment of students of Latino/a heritage, Duke offers no established academic program in Latino/a Studies. A Latino/a Studies Program would explore and foster understanding of the experiences, culture and influences of people of Latin American and Caribbean descent living in the United States. Understanding how Latinos/as are changing and affecting the political, social, economic, and cultural currents of the United States in this day and age has become so important it is almost a requirement for students interested in pursuing politics, policy-making, international relations, economics, history, government, or business. This need has been recognized at many of our peer institutions, such as Harvard, Stanford and Yale, where organized infrastructures of classes have been created to learn about Latinos/as in the United States. Sadly, however, these studies are still shamefully scarce at Duke.

It is not from a lack of effort that we have no Latino/a Studies program. In 1997, El Concilio Latino/Hispano/Americano, an assemblage of concerned students, faculty, and administration, began the Latino/a Studies Initiative. This was followed by a proposal to President Keohane and Dean Thompson for a Latino/a Studies Certificate Program in December 1999 and the creation of a Latino/a “cluster” of courses in history, sociology and literature in January 2000.

Last spring, Dean Thompson offered additional funds for three course development awards in Latino/a Studies, with the purpose of creating a certificate in Latino/a Studies. Even with this enthusiastic support, the lack of faculty who teach in these areas has halted any further development in the creation of a certificate. At the moment, there is only one faculty member on the entire campus whose academic interests lie in the field of Latino/a Studies.

Without more active participation by the administration, Duke will have a difficult time attracting and maintaining new professors who could easily go to other top universities in the country where Latino/a Studies is more supported and respected. Students with interests
in this area will continue to feel discouraged from attending Duke, or, once here, will experience the frustration many students already on campus feel as they attempt to create vestiges of a Latino/a Studies program for themselves. The paucity of courses that might legitimately count as Latino/a Studies related courses has resulted in courses being passed that have very little relevant Latino/a Studies material. For example, a literature course that teaches one text written by a Latina over the course of a semester does not make that course a Latino/a Studies course. For Duke to continue to be a competitive and respected institution and to uphold its tenets of inclusion and diversity, it is essential that it try to mirror its recruitment of a diverse student body with the recruitment of professors specializing in a diversity of subjects.

In 1993 Duke made the goal to double the number of black faculty. In a recent Academic Council meeting, Provost Peter Lange announced this goal should be realized by 2003. In order for a Latino Studies program to thrive at Duke, we ask that a faculty recruitment initiative similar to the black faculty initiative be instigated by the administration. A Latino faculty initiative would act as a measure of accountability for the administration that would guarantee true mobilization of a Latino Studies program at Duke. The vision of a Latino Studies program at Duke has been a vision too long; a Latino faculty initiative would be the first important step in making the vision a reality.

As we continue to celebrate Latino Heritage Month and explore Latino/a cultures, we want to encourage the administration to consider our hopes for the future of an all-inclusive academic program here at Duke. Cultural groups and organizations cannot continue to take the brunt of the responsibility in educating our fellow students in Latino/a Studies. As interest in Latino/a Studies continues to increase and becomes even more relevant, we hope our demand for genuine support will be recognized and addressed in the form of a serious academic program with Latino/a Studies faculty to support it.
Muslim Community Initiatives

- Muslim Student Association Memo
To: President Nan Keohane  
From: Muslim Student Association  
RE: Agenda Proposal  
Date: November 7th 2000  

THE MUSLIM STUDENT ASSOCIATION AND DIVERSITY AT DUKE  

The Muslim Student Association (MSA) is an ethnically diverse organization comprised of Muslim undergraduates and graduates. The MSA’s constituency includes students from Southeast Asia, South Asia, the Middle East, Europe, Africa, and especially North America. Although sometimes stemming from very different backgrounds, the students are a brother/sisterhood united in their belief in Islam. The MSA’s primary objectives are to represent these students, foster interaction among them, and educate the broader campus about Islam, an aim that has become especially important after the tragic occurrences in September of 2001. MSA is also dedicated to supporting our members in the fulfillment of their day-to-day responsibilities as practicing Muslims, which include the five daily prayers, the fasting of Ramadan, as well as maintaining a high moral consciousness in all interactions.

The Muslim community at Duke is small but growing. The steady increase of our membership reflects the growth of Islam nationwide. Indeed, Islam is the fastest growing religion in America and, by some scholarly estimates, Muslims now represent the second largest faith community in the nation. As Duke continues to work towards building a more diverse campus, fostering a strong Muslim student presence should be one of the administration’s priorities.

We recognize and appreciate the efforts on the part of the administration to acknowledge our needs, as was demonstrated by their commitment to providing us with a prayer room. The fruit of their effort was truly enjoyed by students this year and the prayer room will continue to be a place where Muslims can congregate or spend time alone in worship and reflection. Our journey of a
thousand steps has certainly begun with this important step forward. We look forward to working with the administration in fulfilling other needs essential to Muslims on this campus, and hope that they can be satisfied in a similar manner as was our demand for the prayer space. Currently our biggest concerns are in the areas of basic accommodations (including dietary restrictions), programming resources, and curriculum/faculty development.

**Basic Accommodations**

**A. Dietary Restrictions**

Consumption of pork products is forbidden in Islam. Any food that has come into contact with unclean utensils or pots used to cook/prepare pork items is also not permitted. At present, the standard practices of the Dining Services are generally not amenable to these restrictions. For many of us, the only recourse is to be vegetarian for the time that we are here. Some basic changes that we would like to see include requiring employees in the sandwich line to use different knives and gloves for pork products, and requiring that all food items that contain pork to be clearly marked to prevent accidental consumption.

Many Muslims do not eat meat unless it has been slaughtered in a certain way, making it zabiha. The MSA would urge the university to explore the possibility of making zabiha (sometimes termed halal) food options available to Muslim students, much in the same way that kosher options have been provided to Jewish students through the Freeman Center. A number of universities across the nation, notably Notre Dame, have started to offer halal meat, a move that has greatly increased their appeal to prospective Muslim students. Perhaps a starting step in this direction would be to seek a vendor contract (for Duke Delivery) with a restaurant serving zabiha meat.

**B. Social Needs**

Muslims must also observe certain social restrictions—restrictions that are decidedly not in place at many campus social events. For one thing, Islam forbids the consumption of alcohol or even being around it. But even most non-alcoholic student functions are off-limits for practicing Muslims because of
regulations concerning appropriate interaction between the sexes. Dancing in co-ed settings, for example, is generally not allowed. Avoidance of such activities sometimes leads to alienation of Muslim students who do not wish to partake in such events. The result is that either these students either feel left out and isolated, or they give in to pressures and take part in activities against their moral code, a condition bound to cause serious cognitive dissonance.

The MSA is committed to creating alternative non-alcoholic weekend social events that do not overstep the bounds of Islam, such as cultural programs or community dinners. Such events would not necessarily be limited to Muslims, but other members of the Duke community would be welcome as well. But in this we often feel limited by funding and other resources—these concerns will be discussed at greater length in the next section.

C. Residential Space

As discussed above, Islam includes certain limits of co-ed interaction. However, with no single-sex dorms on campus, Muslims are often unable to follow this rule. Living in the same dorm leads to inappropriate interaction since the residential space is by nature where one is most relaxed, exposed, and unguarded. Muslims wishing to avoid such interaction are often forced to live on Central Campus or off-campus, which severely restricts their housing choices. We propose that single-sex dorms, at least one per sex on each campus, be reinstated to allow Muslims to truly relax when in their dorm without having to worry about propriety. This is a proposal that we feel a number of students outside of MSA would support as well.

PROGRAMMING RESOURCES

A. Funding

In recent years, MSA has stepped up its involvement in student life by starting new activities, but our efforts frequently fall short of expectation due to shortage of funds. Like many other minority student organizations, we must fund-raise large portions of our program budget. Although the cultural fund has greatly contributed to our events this year, we seek to expand our horizons even further
and hope that lack of funding will not be an obstacle. Two events that we would like to expand, but have not been able to for financial reasons, are the MSA Annual Retreat and the Islamic Awareness Week (IAW):

- The annual retreat provides an opportunity for members to come together in a relaxing environment. This fall, for example, a fairly large number of Muslim students from Duke enjoyed a weekend in Asheboro where they were not only able to grow spiritually, but were also able to interact with MSA members from other area universities. But because we lack the funds to carry out extensive activities, the potential of these retreats waits to be fully tapped.

- Every year, the MSA organizes an Islamic Awareness Week (usually the second week of November). During IAW, MSA hosts activities that introduce Islam and its diversity to the wider Duke community, including public lectures, group discussions, cultural exhibits, and film screenings.

The IAW, in particular, is an event that facilitates understanding between different faiths and cultures, and benefits the entire Duke community. In addition to these events we also seek to obtain funding to hold more forums, teach-ins, and school visits to enhance public understanding about our religion. Among the events we have already established are dorm lectures, an interfaith dialogue, and awareness events. Finally, one of our goals for this year is to enrich the community service part of our organization, which we have started by establishing a fundraising relief dinner to raise money for people in need in particular crisis areas around the world.

B. Staffing and Advising

Like most minority student groups on campus, we must fund-raise a significant portion of our program budget. Fund-raising is time-consuming and labor-intensive, especially for students who also have academic responsibilities to fulfill. Other groups that come under the umbrella of Religious Life enjoy full-time staff support in programming (identifying and inviting speakers, setting up workshops) as well as fund-raising. The Muslim students do not yet have access to this support. Our advisor last year, Imam Abdul Waheed is not a full-time employee of the University—indeed, he has a full-time job outside of Duke—and
works with us largely on a voluntary basis. We urge the administration to address this situation as soon as possible. He is greatly needed as the religious adviser to our organization, and should be hired to be part of the religious life staff.

C. Space

Like many other minority student organizations, MSA is in desperate need for permanent office space for meeting, program planning, and special events. We also require increased allocation of storage space. Under the current situation, many of our programming materials, for example signs and banners, have to be dispersed in different places. Many times we are forced to buy new materials because the old ones have to be thrown away due to lack of space for storage. For the upcoming year, we have been denied space in the Multicultural Lounge, perhaps due to the mistaken assumption that we can contain our items in our Prayer Room. However, the Prayer Room must remain largely empty to allow room for prayer, and the cabinets do not provide enough space.

FACULTY, CURRICULUM, AND STUDENT POPULATION

A. Faculty and Curriculum

Duke University is distinguished by its excellence for cultivating knowledge in areas to which students might not otherwise be exposed. Islam is among those critical areas that the University has tapped into, but must now rise to meet the challenge to enhance its curriculum. The current Arab-Israeli conflict is may be the most poignant indication of the importance to increase students' understanding of Islam and Muslim people.

As we have already stated, Islam is the fastest growing religion in America. This fact accentuates the need for all Americans to recognize how immediate Islam, as a spiritual and social force, is in our future. What better forum to engage these prospects than in the classroom? The first step that the university can take to meet this challenge is to hire more faculty of Islamic studies. Currently, the University has an excellent professor of Islamic Studies, Dr. Bruce Lawrence, also chair of the Department of Religion, who has an
immense knowledge and sympathy for Islam. This year we had the privilege of welcoming Professor Ebrahim Moosa, a South African Islamic scholar, to the religion department. Other faculty outside religion include Miriam Cooke in Asian and African Languages and Literature and Chouki El-Hamel in African and African American Studies.

However, these only constitute a handful. We need to diversify the faculty of Islamic Studies, with both Muslims and non-Muslims, with men and women, with professors of many ethnic and cultural backgrounds, and we need them beyond the Religion Department. Islam needs to be extensively recruited in political science, philosophy, literature, and cultural anthropology departments. In general, the university must have an eye toward embracing Islam in the academy. It is the only way students can knowledgeably and fairly assess the rich intricacies of this way of life.

Furthermore, some students have already expressed an interest in an Islamic Studies Program, perhaps similar to the Judaic Studies Certificate Program already established at this University. The second most influential religion in the world has the potential to be an extremely rich source of knowledge for those who may want to study it. Among subjects like Islamic Law, Ethics, History, Contemporary Islam, The Qur'an, The Hadith (Traditions), extensive enough knowledge can be gained to earn a certificate degree. We urge the administration to look into this possibility.

B. Student Population

Compared to the distribution of Muslims in this country, we are severely underrepresented at this university. We encourage the administration to make more efforts to recruit Muslim students. Part of this may be accomplished simply by making the university an attractive place for Muslim students. Meeting some of the needs we mentioned would be an important step. Other measures, such as targeting Muslim populated areas for school recruitment purposes, would be useful as well.
The MSA appreciates the progress made in the last year. We truly have grown as an organization, both within and as a presence on campus. We hope to continue this trend and work toward building a community at Duke that allows us to be all that we can be as Muslims while maintaining our valuable interaction with the general society. We encourage the administration to join us in our endeavors to raise Islamic awareness and understanding, allow us the utmost freedom to practice our religion as we need to, and to foster diversity and tolerance that will surely be needed in our changing world.
Native American Community Initiatives

- Native American Student Coalition Progress Report
- 2000 NASC Recruitment Recommendations
- History of Native Americans at Duke
NATIVE AMERICAN STUDENT COALITION
Progress Report

NATIVE AMERICAN STUDIES
Since last year’s Unity through Diversity Luncheon, NASC has been active in efforts to develop a Native American Studies program here at Duke. Under the leadership of Professor Orin Starn (Cultural Anthropology), a group of undergraduates, graduate students, and faculty have been meeting since last year to develop plans for the eventual establishment of a certificate program. Last Spring, together with Dean Jackie Looney of Graduate Student Affairs, the group met with Dean Chafe and Dean Thompson. Dean Thompson agreed to provide $10,000 to develop a cluster of courses in Native American Studies. This fall, continuing in consultation with Dean Thompson, we have begun to make plans for the actual implementation of a three-course sequence beginning in Fall 2002. This cluster of courses will focus on questions of cultural identity and social justice in Native America.

As part of the process to develop a Native American studies curriculum here at Duke, the Native American Studies group has also submitted an application for the Hewlett Award. This money will allow the group to sponsor a symposium in the spring of 2002. The symposium will be a wide-ranging discussion of the state of Native American Studies with a special focus on the future strengthening of curriculum devoted to native issues at Duke. The conversation at this symposium will be a foundation for these future efforts to address a set of issues too long neglected at Duke.

CULTURAL AWARENESS
In addition to working on the lack of courses offered at Duke on Native matters, we have also been busy promoting our culture to fellow students at Duke. In Spring 2001, we held the first annual Native American Student Coalition at Duke Pow Wow. Although the event was not as largely attended as we would have liked, the fact that a pow wow occurred on Duke’s campus was a step in the right direction. The host drum was Southern Sun, a drum local to the Durham area. The event was a success!

On November 9, 2001, we also hosted an event for the celebration of Native American Heritage month. The Chata Alla youth dancers from the Mississippi Band of Choctaw came to Duke and performed an event in the Sarah P. Duke Gardens. Many students, faculty, and Durham community members joined us in celebrating Native American Heritage month.

UNDERGRADUATE RECRUITMENT
We are also excited because this year, a NASC member, Anna Denson, is attending the American Indian Science and Engineering Society conference held in Albuquerque, New Mexico. Because of the low recruitment of Native Americans at Duke, Anna will be distributing literature for Duke graduate and undergraduate programs at the conference.

Recruitment continues to be the main source of problems for the Native American Student Coalition at Duke. In Spring 2000, we submitted a list of recruitment opportunities both within the state of North Carolina and across the nation to the Undergraduate Admissions Office, but we received no feedback (we have appended our recruitment recommendations for your reference). This fall, NASC and the Native American Studies group met Vice Provost Ruderman regarding the issue of admissions at Duke. We hope that this meeting will yield more concrete results.
The state of North Carolina has the 7th highest population of Native Americans in the United States. So why should Duke have among the lowest numbers of Natives enrolled? We would also like to point out that there are only four active Native members in the Native American Student Coalition this year (we do have more people in the group, but they are simply supporters and are not native), three of whom are seniors. If we do not begin heavily recruiting Natives for the Class of 2006, we may have a defunct Native American Student Coalition in just one year.

In addition to the recruitment document mentioned earlier, we have also appended a portion of NASC's 2000 Unity through Diversity proposal which details the place of Native Americans in Duke history. Finally, we would like to thank all of the people who have helped us and supported us during this past year.
Appendix A: Recruitment

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 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

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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 Litus, Instructor & Sponsor of Akweskan: 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. ETSProgram organizes regular campus visits to NC colleges and universities, including UNC-Chapel Hill and NC State. Contact: Mickey Lacklear, 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 Lacklear, locklearjuda@papa.unps.edu

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APPENDIX B: HISTORY

THE HISTORY OF NATIVE AMERICANS AT DUKE
(excerpted from NASC's 2000 Unity through Diversity Proposal)

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

Indian education at Trinity was short-lived. Changes in the administration, coupled with financial disputes between the school, the government, and the Craven family, led to its termination in 1885 (two students stayed on for another year). Although its school for Cherokees was small-scaled, Trinity’s participation in the broader federal effort to assimilate indigenous youth through Euro-American education should not be discounted. The Indian boarding school system was launched in the late 1870s with the express purpose of eradicating Native languages and cultures and disrupting Native communal bonds. At Trinity, the Cherokee students were not permitted to visit home for years at a time—the rationale being that they were not, in the words of Commissioner of Indian Affairs J. B. Atkins, “sufficiently drilled and advanced [in their education] to... hold their own among their people and not retrograde.” “Kill the Indian, save the man”: this now-infamous motto of Richard Henry Pratt, a veteran of the Plains Indian wars who later adapted his educational experiments with Native prisoners of war to found the Carlisle Indian School, powerfully illustrates the psychic and cultural violence that the boarding school perpetrated in the name of “progress” and “civilization.”

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

- Diya (South Asian-American Student Association) Memo
DIYA
The South Asian-American Students' Association
Unity Through Diversity Luncheon

FUNDING
After last year’s Unity Through Diversity Luncheon, the University set up a special task force to deal with the thorny issue of funding for large-scale cultural events. This task force’s recommendations resulted in the creation of this year’s $100K cultural fund. Diya is very grateful that the University has taken these steps to recognize the beneficial impact that our organization and other such cultural organizations have across campus, especially through the production of events like Awaaz (formerly Diwal), Lunar New Year, Latino Heritage Month, and Kwanzaa. This fund’s existence has undeniably eased Diya’s fundraising burden for Awaaz.

At the same time, this fund is simply a temporary solution, and the funding structure needs to continue improving. When the fund was first created, Diya and many other cultural organizations assumed that the funds would be reserved for established events with a broad-based, multicultural reach. This was the intention of our argument to add an addendum to the University Fund at last year’s luncheon. During the first round of funding, however, $170,000 in fund requests were submitted for the $50,000 available (including many proposals that did not match the criteria mentioned above). Because of the high demands on the Cultural Fund, Diya was granted only a portion of the budget we requested. Once again we were compelled to draw upon traditional methods of fundraising, such as lobbying other student organizations across campus—although on a smaller scale than in the past. While we are thankful for the partial relief afforded by the Cultural Fund this year, we believe that, ultimately, the University’s goal must be to provide full financial support for broad-based and established events like Awaaz, Lunar New Year, and Kwanzaa. We think Awaaz’s track record as the biggest student-run annual event at Duke should merit a place as a line item in the University’s funding scheme, so that we can devote the time and energy now spent on fundraising to improve the program itself.

In addition, the structure of the University fund needs to be modified. In its present form, the University Fund draws upon a set of diverse sources that include discretionary funds from the Office of the President and the VP of Student Affairs. This fund’s convoluted nature means that approval for funding requests must be met by every individual contributing source, setting up a complex and inefficient chain of command.

Access to Facilities
One of the main necessities in putting together the Awaaz is obtaining practice facilities for the 8-9 dance performances in the show. For about four weeks prior to the show, participants in the dances and fashion show meet approximately three times a week. In the two weeks before the big event, the dancers and performers meet almost every day.

Since Wilson Recreational Facility was built for and open to Duke students, Diya students felt it was the ideal place to practice and perfect their performances. But since last year we have run into numerous difficulties in obtaining their main recreations rooms. Because
Wilson regulations limit each student group to only eight hours of access per week, we are caught with a serious practice space shortage, especially closer to the actual dates of the performance. Even more frustratingly, these rules prevent us from using the rooms, which are theoretically open to all Duke students, even if they are empty. If the performers for each dance were viewed as an individual student group, we would be able to find adequate practice space; but since current regulations consider Diya accountable for all 150 dancers as a single performance group, it is nearly impossible for us to find the space we so desperately need.

We understand the fair-access rationale behind the eight-hours-per-week rule. But Diya, as an organization, only uses the practice facilities one month out of the entire year. Given the specific nature of the program (especially its time table), we urge the Wilson administrators to adopt a more flexible policy to accommodate our need for longer access time in that one month. We hope this issue can be addressed by next year—and for the future.

**STUDENT RECRUITMENT**

Earlier this year, Diya met with Veronica Pulido of the Office of Undergraduate Admissions. From that conversation, we learned about the steps that the Admissions Office has taken to increase Asian-American recruitment on campus. We see this change as an extremely crucial one towards increased outreach to general Asian recruitment. As students involved in issues related to South Asians and South Asian-Americans on campus, we would like to be involved in the outreach and recruitment procedures and hope to expand upon what has already been set up. After talking to Ms. Pulido, we have set some goals of recruitment in the short-term and long-term.

In the short-term, we would like outreach efforts to include:

- A segment addressing Asian and South Asian student life in recruitment presentations at high schools and other community events
- The distribution of more detailed information packets in the general information and admissions packages to prospective freshmen
- Continuation of Blue Devil Days South Asian and Asian American event

In the long-term, Diya would like to see:

- A recruitment weekend similar to Latino Student Recruitment Weekend and the Black Student Recruitment Initiative

Beyond general recruitment, we would like to see a greater increase in recruitment of specific subgroups within this general category of South Asians and Asians. For example, the percentage of Pakistani students at Duke is significantly less the number of Indian students on campus – one area that could be improved. Another area that could be improved is the overall socioeconomic diversity on campus. This does not only apply to the member of *Diya* but the entire campus climate. Diya hopes that administration, faculty and student can work together in order to increase the number of Asians and South Asians on campus through short-term and long-term student recruitment.
Spectrum
Organization
Initiatives

- Memorandum on an Expanded Office of Intercultural Affairs
MEMORANDUM

To: Unity Through Diversity Luncheon Participants
From: Spectrum
Re: An Expanded Office of Intercultural Affairs
Date: November 16, 2001

Since its racial desegregation in 1961, the student body at Duke University has diversified tremendously, with a current composition of over 30% minority students. To match this diversification and to aid the academic support needs of African American students, the university established the Office of Black Affairs in 1972, now known as the Office of Intercultural Affairs. Since its formation, the Office of Intercultural Affairs has evolved into a culturally pluralistic office dedicated to the support of all types of minority student initiatives. However, the evolution and diversification of the mission of the Office of Intercultural Affairs has not been matched with a similar evolution and diversification of staff, resources, and programming. This lack of growth has limited the services and support that the office provides the minority student body, as well as its organizations and leaders.

During the 2000 fall semester, Spectrum submitted a proposal for a multicultural center, which requested an expanded Office of Intercultural Affairs. Following the presentation at the Unity Through Diversity Luncheon, President Keohane commissioned a committee to make recommendations for such a multicultural center, as well as an expanded Mary Lou Williams Center. This committee made space and location recommendations, but provided no guidance for the role of the Office of Intercultural Affairs.

The administration has already demonstrated a strong commitment to providing minority students with visible and prominent cultural space. We ask that the administration extend this commitment by providing minority students the infrastructure and staff support necessary for a healthy and meaningful student experience. With its relocation to the Multicultural Center set to take place within the next few years, now is the ideal time to expand the resources and staff of the Office of Intercultural Affairs.

Current Status

In its mission, the Office of Intercultural Affairs seeks to:

1. Be an outwardly-oriented office, reaching out to both minority and majority groups on campus
2. Provide strong advocacy and support services to historically marginalized groups on campus, including mentorship and counseling to minority students
3. Contribute to the development of an equitable and inclusive campus climate

Because of the lack of staff and resources, valuable time is often consumed with paperwork, filing, and other clerical tasks. Staff is unable to adequately fulfill their job descriptions, much less effectively outreach to the minority student body. This inward focus leaves minority students without a strong support and advisory base.

The Office of Intercultural Affairs is currently comprised of the two full-time positions of director and program coordinator, supplemented only by two part-time graduate assistants, and three work-study students. It operates on a budget of $160,000, of which $140,000 is devoted to salaries and operational expenses. The remaining $20,000 is allocated to programming expenses, including the Student of Color Luncheon and the Unity Through Diversity Luncheon.

Recommendations
With the wide-scale changes set to take place across Duke University, the next few years will be a crucial period in the development of student support mechanisms. As a key student support service of minority communities, the Office of Intercultural Affairs must be a priority in this restructuring. In its current state, the Office of Intercultural Affairs is unable to meet the specific needs of minority communities on campus.

Our priorities for the Office of Intercultural Affairs center on its undergraduate support mechanisms. We offer the following guidelines for the expansion of the Office:

1. Prioritize advising
   The Office of Intercultural Affairs should re-align its priorities with primary responsibilities in advising. To be effective, advisors must possess a thorough understanding of the issues that affect each minority community, and be able to guide research, political initiatives, and community organizing. The Office’s programs should be oriented towards the support and training of the organizations it advises, similar to the models provided by the Student of Color Luncheon and the Unity Through Diversity Luncheon. By focusing on support and training, the Office avoids duplicating programming in which cultural organizations are already engaged.

2. Act as the institutional memory for cultural organizations
   The Office of Intercultural Affairs must maintain strong links with cultural organizations. It should act as a primary advising source consistently involved in outreach. This outreach should manifest itself in an intimate knowledge of the planning and programming by these organizations, both through participation at meetings and events and through the personal advising of student leaders.

3. Facilitate leadership development
   Student leaders within cultural organizations need leadership development and support specific to organizing within communities of identity. This development should collaborate with other leadership initiatives on campus, but should also have its own place within the Office of Intercultural Affairs.

4. Provide mentorship and establish meaningful relationships with students
   Office of Intercultural Affairs staff members should be individually available to mentor students and listen to their concerns. In this way, the Office of Intercultural Affairs develops an inclusive and comfortable persona for students through its staff.

To accomplish these goals, it is essential for the Office of Intercultural Affairs to have staff, resources, and programming that is reflective of the diversity within the student body.

We understand that this expansion of the Office of Intercultural Affairs will require significant time and energy. However, the administration must hire additional staff within the next year to alleviate the current lack of resources. Although we appreciate the establishment of a temporary multicultural center in the Bryan Center, such a space cannot be fully utilized without a matching expansion in staff and resources.

An expanded Office of Intercultural Affairs comes hand-in-hand with the administration's renewed commitment to providing historically marginalized groups on campus with a visible space. With greater resources and staff, the Office of Intercultural Affairs can truly fulfill its mission to provide minority students with the necessary support and advisory base for cultural expression and intellectual exploration.