

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 Sedgwick, 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 Krahulik, 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:

- 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.

DUKE ALLIES

Unity Through Diversity

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 Queers (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) emblemized 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 <i>Scouts Honor</i> :	\$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, IHouse 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 it 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

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 than 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

MI GENTE: LA ASOCIACIÓN DE ESTUDIANTES LATINOS
Unity through Diversity Proposal:
U.S. Latino/a Studies Certificate Program
November 16, 2001

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.

