

MEMBERSHIP ROSTER
COUNCIL ON AFRICAN-AMERICAN AFFAIRS

Dr. Wilma Peebles-Wilkins, Chair
Sociology & Anthropology
Box 8107
NCSU Campus
x-2491
(6-30-90)

Dr. Maurice G. Cook, Senate
Soil Science
Box 7619
NCSU Campus
x-3285
(6-30-90)

Ms. Wandra Hill
Physical & Math. Sci.
Box 8201
NCSU Campus
x-7841
(6-30-90)

Dr. Don C. Locke
Counselor Education
Box 7801
NCSU Campus
x-2244
(6-30-92)

STUDENT MEMBERS

Ms. Edwina Jones
Pres. Black Student Board
Box 7306 NCSU Campus
x-5735

Mr. Dean Marsh
Pres. Assoc. of African-American Grad. Stu.
417 Buck Jones Rd.
859-2484

EX-OFFICIO

Dr. Lawrence Clark
Assoc. Provost &
Affirm. Action Officer
Box 7101
NCSU Campus
x-3148

Mr. Lawrence Bradley
Physical Plant
Box 7219
NCSU Campus
x-2181
(6-30-90)

Dr. Thomas N. Hammond
Foreign Language
Box 8106
NCSU Campus
x-2475
(6-30-91)

Ms. Janet M. Howard
Lifelong Education
Box 7401
NCSU Campus
x-7007
(6-30-92)

Ms. Deborah Squirewell
Payroll & Benefits
Box 7215
NCSU Campus
x-2151
(6-30-91)

Mr. Derick Johnson
Pres. SAAC
1323-C Kent Rd
859-4758

Ms. Endia Hall
Box 7314
NCSU Campus
x-3835

EX-OFFICIO (CONTINUED)

Ms. Deborah S. Matthews
Human Resources
Box 7210
NCSU Campus
x-7175

Dr. Thoyd Melton
Assoc. Graduate Dean
Graduate School
Box 7102
NCSU Campus
x-7461

Dr. Frank Abrams
Vice Chair Faculty Senate
Box 7111 -NCSU Campus
x-3101



North Carolina State University

Office of the Chancellor

Box 7001
Raleigh 27695-7001
(919) 737-2191

July 2, 1990

TO: Council on African-American Affairs

Term Expires June 30

Don C. Locke, Chair	1992 Counselor Education, Box 7801
Lawrence Bradley	1993 Physical Plant, Box 7219
Thomas N. Hammond	1991 Foreign Language, Box 8106
Wandra Hill	1993 PAMS, Box 8201
Janet M. Howard	1992 Life Long Education, Box 7401
Kenneth H. Pollock	1993 Statistics, Box 8203
Deborah Squirewell	1991 Payroll & Benefits, Box 7215
President <i>W. H. Rouse</i>	1991 Black Student Board
President <i>Denise Bane</i>	1991 Assoc. African-American Grad. Stu.
President <i>Ron Burned</i>	1991 Society of African-American Culture
Robin Dorff	1991 Vice Chair, Faculty Senate, Box 7111

Ex officio

Lawrence Clark

Endia Hall

Deborah S. Matthews

Associate Graduate Dean

Larry K. Monteith

FROM: Larry K. Monteith, Chancellor

Assoc. Provost & Affirm. Action Officer, Box 7101
 African-American Coord., Student Affairs, Box 7314
 Personnel Analyst, Human Resources, Box 7210
 Graduate School, Box 7102

I shall appreciate your serving as a member of the Council on African-American Affairs effective July 2, 1990, with terms expiring on the dates shown above.

When appropriate the Council is expected to coordinate its efforts with other University Committees. The purpose of the Council is three-fold:

- 1) To advise the University on matters pertaining to the needs of the African-American community at North Carolina State University.
- 2) To assist and support the programmatic activities (social and cultural) which impact on the academic performance of African-American students.
- 3) To advise in the enhancement of an integrated University community supporting a positive multi-racial atmosphere.

University Committees are not subject to the State's open meetings law. Your willingness to serve on the Council will be genuinely appreciated.

vm

cc: Provost Office
 Student Government President
 Committee on Committees

Cave - pls. see that
Mr. Clark sees this
& then keep it for
our notebook of
all RA praise
letters.

Thank you
Karin

3-9-90



North Carolina State University

Department of Statistics
College of Physical and Mathematical Sciences
College of Agriculture and Life Sciences

Box 8203
Raleigh, NC 27695-8203
(919) 737-2528

March 8, 1990

Dr. Lawrence M. Clark
Associate Provost
Box 7101
North Carolina State University
Raleigh, NC 27695-7101

Dear Dr. Clark:

I regret that I will be unable to attend the follow up session to the Race Awareness Workshop. I will be at a meeting in Denver that week.

I wish to tell you that I found the workshop extremely useful. I have been committed to racial justice for the past several years. This workshop gave me a much deeper appreciation for how pervasive racism is in everyone and how most whites in this country want to pretend it is no longer a serious problem. I found a lot of the workshop emotional as I got to see my own racism more clearly.

I would like to see future follow up workshops perhaps addressed to how to take action and coalition building. Racism is clearly a white problem and we need to be responsible for eliminating it.

Sincerely yours,

Kenneth H. Pollock

Kenneth H. Pollock
Professor of Statistics

cc: Dr. Daniel L. Solomon

3/12/90

Dr. Deann

*Consider putting
Kenneth Pollock on
Council next year.
Standing Committee*





North Carolina State University

Office of the Chancellor

Box 7001
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July 2, 1990

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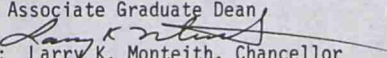
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1991 Black Student Board
1991 Assoc. African-American Grad. Stu.
1991 Society of African-American Culture
1991 Vice Chair, Faculty Senate, Box 7111

Ex officio

Lawrence Clark
Endia Hall
Deborah S. Matthews
Associate Graduate Dean

Assoc. Provost & Affirm. Action Officer, Box 7101
African-American Coor., Student Affairs, Box 7314
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Graduate School, Box 7102

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vm

cc: Provost Office
Student Government President
Committee on Committees





North Carolina State University

Council on African American Affairs

BOX 7101
Raleigh, NC 27695-7101

May 29, 1990

Dr. Larry Monteith
Chancellor
North Carolina State University
Box 7001, Holladay Hall
NCSU Campus

SUBJECT: Annual Report of the
Council on African-American Affairs

Dear Chancellor Monteith:

The Annual Report of the Council on African-American Affairs is attached as requested in your memorandum of April 12, 1990. The original copy has been typed on bond paper and is suitable for filing in the University Archives.

I would like to note that Dr. Frank Abrams has recommended that, instead of having a "Faculty Senate representative" on the Council in the future, the vice chair of the Faculty Senate should serve as the Council representative.

The Council has had a very productive year. The support and cooperation which I received this year from Council members will be a long-standing and pleasurable memory of North Carolina State University.

Sincerely,

Wilma Peebles-Wilkins

Wilma Peebles-Wilkins,
Director of Social Work
Program
and
Chair, Council on
African-American Affairs

WPW/gb

Enclosure

cc: Council on African-
American Affairs
File



ANNUAL REPORT OF THE COUNCIL ON AFRICAN-AMERICAN AFFAIRS

1989-90

Members

Wilma Peebles-Wilkins, Chair

Lawrence Bradley	Derrick Johnson
Maurice G. Cook, Senate	Edwina Jones, President
Thomas N. Hammond	Don C. Locke
Wandra Hill	Dean Marsh, President
Janet Howard	Deborah Squirewell

Ex-Officio

Frank Abrams	Deborah S. Matthews
Lawrence Clark	Thoyd Melton
Endia Hall	A. M. Witherspoon

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course requirements for majors in the college. In conjunction with concerns about general education requirements, Council members were urged to attend the "Symposia on Liberal Arts Education in the Nineties" held by the College of Humanities and Social Sciences.

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The Council Chairperson and other Council members reviewed, with Endia Hall, Student Affairs, the handbook to be distributed at the African-American Symposium to be held in conjunction with the 1990 Freshmen Orientation.

Under the leadership of Dr. A. M. (Gus) Witherspoon, the Council contributed to a proposal for the African-American Cultural Center. This document, "Concept and Proposed Procedural Organization of the African-American Cultural Center," can be made available upon request. The proposal, which includes the program concept, operating procedures, and a suggested administrative structure, was submitted to the Provost. Other organizations contributing to the Culture Center proposal were: African-American Heritage Society, African-American Student Advisory Council, African-American Coordinators,

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Recommendation: A primary concern of the African-American Affairs Council is to have institutionalized programs with a budget. The Council recommends that programs such as the Brotherhood Dinner, African-American Cultural Center, African-American Symposium, and the University Transition Program, be institutionalized and supported with an established budgetary allocation.

Respectfully submitted,



Wilma Peebles-Wilkins, Chair
Council on African-American Affairs
June 1, 1990

Wilma Peebles-Wilkins, Chair
Sociology & Anth.
Box 8107

Lawrence Bradley
Physical Plant
Box 7219

Maurice G. Cook, Senate
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Deborah Squirewell
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Box 7215

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Black Student Board
417J South Hall, Box 21411

Dean Marsh, President
Assoc. African-American
Grad. Students
417 Buck Jones Rd.
Raleigh, NC 27606

Derrick Johnson, President
Society of African-American
Culture
Box 7314

Lawrence Clark
Assoc. Provost &
Affirm. Action Officer
Box 7101

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African-American Coor.
Box 7314

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Asst. Director, Human Resource
Box 7210

~~Associate Graduate Dean
Graduate School
Box 7102~~

Frank Abrams
Vice Chair, Faculty Senate
Box 7111

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Graduate Dean
Graduate School
Box 7102

Carolyn R. Ingram
Administrative Assistant
Box 7101

Dr. Augustus Witherspoon
Associate Provost
Box 7101

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COUNCIL ON AFRICAN AMERICAN AFFAIRS

Dr. Augustus Witherspoon
Associate Provost
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North Carolina State University

Council on African American Affairs

Box 7101
Raleigh, NC 27695-7101

May 29, 1990

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Chancellor
North Carolina State University
Box 7001, Holladay Hall
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Wilma Peebles-Wilkins,
Director of Social Work
Program
and
Chair, Council on
African-American Affairs

WPW/gb

Enclosure

cc: Council on African-
American Affairs
File

ANNUAL REPORT OF THE COUNCIL ON AFRICAN-AMERICAN AFFAIRS

1989-90

Members

Wilma Peebles-Wilkins, Chair

Lawrence Bradley	Derrick Johnson
Maurice G. Cook, Senate	Edwina Jones, President
Thomas N. Hammond	Don C. Locke
Wandra Hill	Dean Marsh, President
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Ex-Officio

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Wilma Peebles-Wilkins, Chair
Council on African-American Affairs
June 1, 1990

Lawrence Clark

Assoc. Provost &
Affirm. Action Officer

Box 7101

~~Associate Graduate Dean~~

~~Graduate School~~

~~Box 7102~~

Carolyn R. Ingram
Administrative Assistant
Box 7101
NCSU Campus

COUNCIL ON AFRICAN AMERICAN AFFAIRS

Dr. Augustus Witherspoon

Associate Provost

Box 7101



Council members, please provide deletions, comments, additions, by ~~Hand~~ may 28th 2000

DRAFT

ANNUAL REPORT OF THE COUNCIL ON AFRICAN-AMERICAN AFFAIRS

1989-90

Members

Wilma Peebles-Wilkins, Chair

Maurice G. Cook, Senate

Don C. Locke

Thomas N. Hammond

Deborah Squirewell

Wandra Hill

Edwina Jones, President

Janet Howard

Dean Marsh, President

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Wilma Peebles-Wilkins, Chair
Council on African-American Affairs
June 1, 1990

Recommendations for
1990
Don Locke, Chairman

Leon D. Boyd

Kenneth H. Pollock

~~Beverly Jones Williams~~

Wanda Hill

Dr. Clark: 5/7/90

Council on
African American
Affairs -
(for Winstead)
Carol



North Carolina State University

Office of the Chancellor

Box 7001
Raleigh 27695-7001
(919) 737-2191

June 30, 1989



TO: Council on African-American Affairs

Don Locke, Chairman

Term Expires June 30

Boy Dheon

<i>Wilma Peebles-Wilkins, Chair</i>	1990	Sociology & Anth., Box 8107
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<i>Maurice G. Cook, Senate</i>	1990	Soil Science, Box 7619
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<i>President</i>	1990	Black Student Board
<i>Dean Marsh, President</i>	1990	Assoc. African-American Grad. Stu.
<i>Derrick Johnson, President</i>	1990	Society of African-American Culture

Kenneth H. Pollock

Thomas N. Hammond

Wandra Hill

Ex officio

<i>Lawrence Clark</i>	Assoc. Provost & Affirm. Action Officer, Box 7101
<i>Endia Hall</i>	African-American Coord., Student Affairs, Box 7314
<i>Deborah S. Matthews</i>	Assoc. Provost & Affirm. Action Officer Human Resources, Box 7210
<i>Associate Graduate Dean</i>	Graduate School, Box 7102
<i>Frank Abrams</i>	Vice Chair, Faculty Senate, Box 7111

FROM: Bruce R. Poulton

Bruce R. Poulton

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vm

cc: Provost Office
Student Government President
Committee on Committees

Council members, please provide deletions, comments, additions by ~~March~~ May 28th to chair

DRAFT

ANNUAL REPORT OF THE COUNCIL ON AFRICAN-AMERICAN AFFAIRS

~~1898-90~~
1989-90

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Wilma Peebles-Wilkins, Chair

Maurice G. Cook, Senate

Don C. Locke

Thomas N. Hammond

Deborah Squirewell

Wandra Hill

Edwina Jones, President

Janet Howard

Dean Marsh, President

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Respectfully submitted,

Wilma Peebles-Wilkins, Chair
Council on African-American Affairs
June 1, 1990



North Carolina State University

Council on African American Affairs

Box 7101
Raleigh, NC 27695-7101

April 30, 1990

Dean William B. Toole
College of Humanities and Social Sciences
106 Caldwell, Box 8101
N. C. State University
Raleigh, NC 27695-8101

Dear Dean Toole:

The Council on African-American Affairs encourages a continued exploration of focus on diversity as a requirement for majors in the College of Humanities and Social Sciences. We congratulate you and stand ready to support you in your efforts to create this new category.

The Council hopes that Professor Hammond will remain as a voting member of the CHASS Courses and Curricula Committee because of his specificity of expertise in multicultural content.

Sincerely,

Wilma Peebles-Wilkins, Chairperson
Council on African-American Affairs

Frank Abrams
Lawrence Bradley
Lawrence Clark
Maurice Cook
Endia Hall
Thomas Hammond
Wandra Hill
Janet Howard

Derrick Johnson
Edwina Jones
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Gus Witherspoon

cc: Chancellor Monteith
Provost Nash Winstead
CHASS Courses & Curricula Committee
John Bassett, English
Alexander DeGrand, History
Council Members



North Carolina State University

Council on African American Affairs

Box 7101
Raleigh, NC 27695-7101

MEMORANDUM

TO: Council on African-American Affairs
Subcommittee on CHASS General Education Requirements
Thomas Hammond, Chair
Judith Ferster, English
Janet Howard, Adult Services
Joyce Pettis, English
JoAnn Woodard, History

FROM: Wilma Peebles-Wilkins, Chair *JPW*
Council on African-American Affairs

DATE: April 30, 1990

RE: Subcommittee Participation

The time and energy you devoted to the committee work on CHASS General education requirements, as related to African-American content, is greatly appreciated. Your report to the full Council on April 26, 1990, was very informative and most helpful in our attempts to respond to the concerns raised by the student representatives of the various NCSU African-American student organizations.

Judith Ferster, Joyce Pettis, and JoAnn Woodard, who are not Council members, deserve a special thanks for their willingness to devote time and energy to our efforts.

WPW/gb

cc: Dean Toole
John Bassett
Alex DeGrand
Council Members



me

North Carolina State University

Department of Sociology, Anthropology and Social Work

Social Work Program
Box 8107
Raleigh, N.C. 27695-8107
(919) 737-2491

MEMORANDUM;

TO: Council on African-American Affairs Committee

FROM: Wilma Peebles-Wilkins, Chair *Wilma Peebles-Wilkins*
Council on African-American Affairs *12/8*

DATE: March 1, 1990

SUBJECT: Symposia on Liberal Arts Education in the Nineties

If at all possible, please try to attend Symposia III outlined on the attached flyer.

WPW/gb

Attachment

*Put on Calendar
Mar 15 scheduled
Mar 27 - Clark
will be on leave*



Dean William B. Toole is pleased to invite you to attend and participate in three

Symposia on Liberal Arts Education in the Nineties

Symposium I
Social Sciences or Social Issues

Thursday, March 15, 1990
2:30—4:30 p.m.

Caldwell Lounge

Moderator: Jack Wilson

Participants: Abe Holtzman
David Hyman
Nelson Reid
Chuck Korte
John Gilbert

Symposium Committee:

Moni Sawhney, *Chair*

John Bassett

Alex DeGrand

Jack Wilson

Symposium II
**Humanities: Cultural Tradition
or Analytic Methods**

Tuesday, March 20, 1990
2:30—4:30 p.m.

Caldwell Lounge

Moderator: Alex DeGrand

Participants: Larysa Mykyta

Robert Young

Don VanDeVeer

John Riddle

Steve Vincent

Andy Reath

Symposium III
**General Education: Coherence
or Diversity**

Tuesday, March 27, 1990
11:00 a.m.—12:45 p.m.

Moderator: John Bassett

Participants: Jim Clark

Ken Vickery

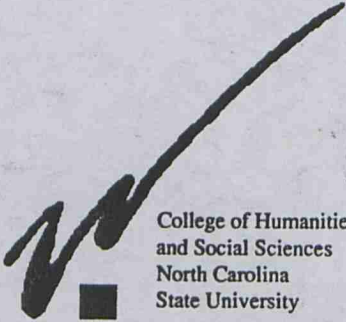
Clay Stalnaker

Raymond Rodgers

Tom Hammond

Erika Fairchild

Refreshments will be served after each
symposium.



College of Humanities
and Social Sciences
North Carolina
State University



North Carolina State University

Office of the Chancellor



Box 7001
Raleigh 27695-7001
(919) 737-2191

June 30, 1989

TO: Council on African-American Affairs

Term Expires June 30

Wilma Peebles-Wilkins, Chair	1990	Sociology & Anth., Box 8107
Lawrence Bradley	1990	Physical Plant, Box 7219
Maurice G. Cook, Senate	1990	Soil Science, Box 7619
Thomas N. Hammond	1991	Foreign Language, Box 8106
Wandra Hill	1990	PAMS, Box 8201
Janet M. Howard	1992	Life Long Education, Box 7401
Don C. Locke	1992	Counselor Education, Box 7801
Deborah Squirewell	1991	Payroll & Benefits, Box 7215
President	1990	Black Student Board
Dean Marsh, President	1990	Assoc. African-American Grad. Stu.
Derrick Johnson, President	1990	Society of African-American Culture

Ex officio

Lawrence Clark	Assoc. Provost & Affirm. Action Officer, Box 7101
Endia Hall	African-American Coor., Student Affairs, Box 7314
Deborah S. Matthews	Assoc. Provost Human Resources, Box 7210
Associate Graduate Dean	Graduate School, Box 7102
Frank Abrams	Vice Chair, Faculty Senate, Box 7111

FROM: Bruce R. Poulton

I shall appreciate your serving as a member of the Council on African-American Affairs effective July 1, 1989, with terms expiring on the dates shown above.

When appropriate the Council is expected to coordinate its efforts with other University Committees. The purpose of the Council is three-fold:

- 1) To advise the University on matters pertaining to the needs of the African-American community at North Carolina State University.
- 2) To assist and support the programmatic activities (social and cultural) which impact on the academic performance of African-American students.
- 3) To advise in the enhancement of an integrated University community supporting a positive multi-racial atmosphere.

University Committees are not subject to the State's open meetings law. Your willingness to serve on the Council will be genuinely appreciated.

vm

cc: Provost Office
Student Government President
Committee on Committees

4-30-90

Carolyn,

Please make
necessary copies
and mail to
each member.



mailed 5/3/90



North Carolina State University

Council on African American Affairs

Box 7101
Raleigh, NC 27695-7101

April 30, 1990

Dean William B. Toole
College of Humanities and Social Sciences
106 Caldwell, Box 8101
N. C. State University
Raleigh, NC 27695-8101

Dear Dean Toole:

The Council on African-American Affairs encourages a continued exploration of focus on diversity as a requirement for majors in the College of Humanities and Social Sciences. We congratulate you and stand ready to support you in your efforts to create this new category.

The Council hopes that Professor Hammond will remain as a voting member of the CHASS Courses and Curricula Committee because of his specificity of expertise in multicultural content.

Sincerely,

Wilma Peebles-Wilkins, Chairperson
Council on African-American Affairs

Frank Abrams
Lawrence Bradley
Lawrence Clark
Maurice Cook
Endia Hall
Thomas Hammond
Wandra Hill
Janet Howard

Derrick Johnson
Edwina Jones
Don C. Locke
Deborah Matthews
Dean Marsh
Thoyd Melton
Deborah Squirewell
Gus Witherspoon

cc: Chancellor Monteith
Provost Nash Winstead
CHASS Courses & Curricula Committee
John Bassett, English
Alexander DeGrand, History
Council Members



North Carolina State University

Council on African American Affairs

Box 7100
Raleigh, NC 27695-7101

MEMORANDUM

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Subcommittee on CHASS General Education Requirements
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Council on African-American Affairs

DATE: April 30, 1990

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John Bassett
Alex DeGrand
Council Members



North Carolina State University

Council on African American Affairs

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WPW/gb

cc: Dean Toole
John Bassett
Alex DeGrand
Council Members

COUNCIL ON AFRO-AMERICAN AFFAIRS

NAME	PHONE
DR. MAURICE COOK	X-3285
DR. DON LOCKE	X-2244
MR. LAWRENCE BRADLEY	X-2181
DR. THOMAS HAMMOND	X-2475
MS. JANET HOWARD	X-7007
MS. DEBORAH SQUIREWELL	X-2151
MS. EDWINA JONES	X-5735
MR. DERRICK JOHNSON	859-4755
MR. DEAN MARSH	859-2484
MS. ENDIA HALL	X-3835
MS. DEBORAH MATTHEWS	X-7175
DR. THOYD MELTON	X-7461
DR. FRANK ABRAMS	X-3101
DR. A.M. WITHERSPOON	X-7826
DR. WILMA FEEBLES-WILKINS (CHAIR)	X-2491
DR. L.M. CLARK	X-3148

ADVISORY COUNCIL ON AFRICAN-AMERICAN AFFAIRS

THURSDAY, APRIL 26, 1990

303 HOLLADAY HALL CONFERENCE ROOM

AGENDA

1. CULTURAL CENTER UPDATE - *Witherspoon*
2. SUBCOMMITTEE REPORT ON AFRICAN-AMERICAN CURRICULUM CONTENT

3. FULL PROFESSORS CAUCUS - *Bus Witherspoon (Chair)*
Issues: *Cultural Ctr.* - *discussion of Fac. Senate Chair*
Quality & Potential of Chancellor - *Heritage Society*
- *Coordinator*

4. ACADEMIC COORDINATOR'S CAUCUS -
1 hr. of *1 hr. course taught by* *once a week (3 matter)*
College
as it relates to 241 I 101 for Freshmen (Intro to College)
14 persons will teach

5. SUMMARY REPORT TO THE CHANCELLOR

6. OTHER

Class Target
Time
Attitudinal Skills

ADVISORY COUNCIL ON AFRICAN-AMERICAN AFFAIRS

THURSDAY, APRIL 26, 1990

303 HOLLADAY HALL CONFERENCE ROOM

AGENDA

1. CULTURAL CENTER UPDATE
2. SUBCOMMITTEE REPORT ON AFRICAN-AMERICAN CURRICULUM CONTENT
3. FULL PROFESSORS CAUCUS
4. ACADEMIC COORDINATOR'S CAUCUS
5. SUMMARY REPORT TO THE CHANCELLOR
6. OTHER

TO: Council on African-American Affairs

FROM: Thomas Hammond, Chair
Subcommittee on General Education requirements for CHASS
Members: Joyce Pettis, Judith Ferster, JoAnn Woodard and
Janet Howard

RE: Minutes of April 4, 1990 meeting

Present: Hammond, Pettis, Ferster, Woodard & Howard

Recorder: Howard

The purpose of the meeting as defined by Dr. Hammond was to understand what each department expected regarding the English and History courses.

Dr. Ferster stated that the literature requirements for CHASS can be selected from Eng 261 (English Lit I)/ 262 (English Literature II); 265 (American Lit I)/ 266 (American Lit II); and 251 (Major British Writers)/ 252 (Major American Writers)

Hammond added that FLS 304 (Modern Latin-American Lit); FLS 301 (Survey of French Literature to 1800); and FLS 302 (Survey of French Literature since 1800) are also accepted as meeting the literature requirement for CHASS.

Ferster explained that the department likes 'surveys' that are general overview courses that sweep history. The department emphasizes that these courses are foundation rather than specialization studies.

Dr. Pettis added that the ENG 248 (Introduction to African-American Literature) is a foundation course and that it has a similar chronology and range (genre).

Hammond, who is a member of the CHASS Curriculum Committee, added that the CHASS committee supersedes the decisions of the English Department Curriculum Committee; therefore, the issue should be presented to the CHASS Committee. The CHASS Committee is amendable to change.

Hammond asked Pettis if another course, one that emphasizes Major African and African-American writers, would be appropriate.

Pettis thought the addition of a course is appropriate; yet, it should not supplant ENG 248. She suggested that the ENG 248 course be presented in two parts: 1) African-American Literature to 1800 and 2) African-American Literature since 1800.

Ms. Woodard explained the situation in the History Department. HI 372/373, the African-American courses, are 300 level; therefore, they are not a part of the introductory level required courses because their numerical designation is not at the 200 level course. She named some

*History
Chass*

of the other 300 level courses which are highly specialized such as North Carolina History, Sports History, etc. The History Department sees courses that deal with broad topics and themes as meeting the requirement. The Department also suggests that all introductory level courses include ethnic diversity and the history of women.

Pettis stated that the exclusion of African-American English and history courses translates as being unworthy of recognition, thereby not good enough to meet the general requirements.

Hammond called for a strategy to address this problem. The Committee agreed that a letter should be drafted, approved by the Council on African-American Affairs and forwarded to the CHASS Curriculum Committee.

The meeting was adjourned.

FROM THE OFFICE OF
A. M. Witherspoon
Associate Provost
205 Holladay Hall
NCSU Box 7101
737-7966

CONCEPT
and
PROPOSED PROCEDURAL ORGANIZATION

of the

AFRICAN-AMERICAN CULTURAL CENTER

By:

African-American Heritage Society,
African-American Student Advisory Council
Chancellor's African-American Advisory Council
African-American Coordinators
Association of African-American Faculty and Staff
Black Students Board
Association for the Concerns of African-American
Graduate Students

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PREFACE

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BUDGET

Preface

Cultural Excellence. Culture consists of the behavioral patterns, symbols, institutions, values, and other human-made components of society and is the unique achievement of a human group which distinguishes it from other groups.

As the American Association of Colleges for Teacher Education has said so well, there is no one model culture in America.

Culture is the sum total of artifacts which accumulate as a group of people struggle for self-determination. Self-determination includes the preservation of one's people and one's self, the reproduction of one's people and one's self, and the care of the progeny which result. Self-determination also includes liberty, equality, and the pursuit of happiness. The struggle from which artifacts emanate is waged usually in nature and against groups hostile to one's self-determination. African-American culture is often relegated to an inferior symbolic universe by institutions thus hiding our group's true historic struggle for liberation, and enhancement. The African-American student, then, may view self as well as the African-American group as inferior and behave accordingly. Ignorance of and disrespect for African-American history and culture also breeds low expectations and unhealthy assessments of African-American people, students, families, personalities, and potentials.

The culture of "mainstream" America is a conglomerate of the lifestyles of all who have struggled to build America. It is neither undemocratic nor a violation of equal protection of the laws to have a system of education that allows for recognition of and respect for existing cultural differences in our society. The unique diversity of cultural heritages and backgrounds of this nation would be recognized as a valuable asset for the nation, one to be cherished and shared. A culturally salient and sensitive education is essential in a pluralistic nation. It is not the role of the university to function as a "melting pot" for the purpose of enforcing cultural sameness. People have a right to their cultural past and to the political and economic freedom and privileges enjoyed by those in the more dominant streams of our society.

While university education will be the most productive when the environments for both living and learning are mutually supportive of human growth and development, we believe that effective educational leadership and "good teaching" will save large numbers of African-American students from experiencing years of inconsequential education. We affirm Ronald Edmonds' premise: "The educability of students derives far more from the nature of the school in which they are sent than it derives from the nature of the family from which they come."

PROGRAM CONCEPT

Prior to the 1960's, relatively few African-Americans were attending predominantly white colleges and universities. Today, nearly eighty percent of all African-Americans are enrolled on white campuses. It is a sad fact that in more than three hundred years of its history, American higher education has shown little evidence, until relatively recently, of any sense of responsibility for the education of African-Americans. The exception has been, of course, special colleges for African-Americans. Colleges and universities were, on the whole, no better than handmaidens of a system which first enslaved and then systematically oppressed African-American people. It would be hard to demonstrate that these institutions at-large were even demonstrably in advance of general public opinion in taking steps to right the great historical wrongs done to African-Americans. Additionally, there was little understanding that the American nation could never be true to its declared ideals, and therefore never have full integrity, until equality was a fact for all Americans -- African-American as well as white.

Secondly, from the African-American perspective, it could hardly be claimed that in spite of what higher education has done in recent years to make up for its earlier failures, it has achieved a state of real integration. Realizing that such a goal may not be fully attainable without the assistance of many other agencies in society, higher education could, nonetheless, probably have gone much farther on its own toward reaching the goal that it has. The admission of African-American students, even in sizeable numbers, does not of itself satisfy the demands of integration. What the term implies ultimately is a meaningful sharing in the governance, administration and academic staffing of higher education, especially as this affects the lives of African-Americans themselves.

Nothing can be done about the former indictment; it is history. As to the latter, however, much can be done, but it will be a difficult undertaking in largely uncharted terrain.

It is surprising, considering the very long span of the world's history and the prevalence of pluralistic societies, how little is known about the ways minority and majority communities can live together harmoniously and with respect for the autonomy of each other's cultures within the requirements imposed by the maintenance of viable nation states. The United States has rejected oppression as a solution to the problem and is also beginning to reject an assumption of automatic conformity by minority groups to the majority culture as the price for equality.

Since early in this century, it has been fashionable among many to suppose that the U.S. was a great melting pot -- a crucible in which diverse peoples were being mixed and homogenized to

produce a unique society. In recent years, however, it has become evident that there are serious limitations to this idea; it has become evident that much of this country's strength and vitality rests, instead, on a vigorous cultural pluralism. Thus, there is a manifest need for all people to be aware of and in tune with the dynamics of their particular culture as a means of helping them maximize their potential. For African-Americans, as for other groups, it is tremendously important that they be exposed to the special elements that comprise their culture. This enables them as African-Americans to understand their role in the shaping of the whole American society. Indeed, such an exposure enables the whole society to know itself better and understand the roots from which it has evolved.

In addition, as African nations continue to progress toward independence from outside forces, they will play an increasingly greater role in the scope of world economics. African-American students, as well as others, need to develop a more global perspective of these nations as developing countries.

The term cultural pluralism is a concept that includes education, social action, public policy, and institutional responses to cultural diversity. Cultural pluralism is not just a recognition, but an acceptance of cultural diversity. In recent years, there has been a renaissance in cultural variance and pluralism as an outgrowth of ethnic identity and ethnic pride.

As stated earlier, since various ethnic groups are beginning to reject assimilation to the majority culture as the price of equality, the search for this knowledge will, we believe, be one of the major preoccupations as we enter the twenty-first century, not only with regard to African-Americans, but with respect to other ethnicities as well.

As this search goes forward, our colleges and universities will be among the first institutions in the society to be involved. Indeed, many of them are already deeply involved because the presence of substantial numbers of African-American students is having a profound impact on many campuses. As real integration (as described above) progresses, the impact will be even greater. There are those, of course, who are fearful of any African-American impact on our university campuses and who would prefer to see all of the change in this transition of white university/African-American student take place on the African-American side. There are many others who believe that the African-American impact will be beneficial and that as a result of it, our colleges and universities will be more sensitive institutions better able to contribute to the building of a more humane society.

Not much is known about the sociological and psychological effects of higher education specifically on African-American students. Research on the impact of university life on students has been almost exclusively concerned with white students. This research shows that as students move upward from their freshman to

their senior year, their value orientations seem to change. They become, on the one hand, less authoritarian, less dogmatic, less prejudiced and less conservative in their attitudes toward public issues. On the other hand, they become more independent, more self-confident, more prepared to assert ideas, and more receptive to social and technological change. It seems reasonable to suppose that these same changes in value orientations would be true of African-American students, with perhaps one exception. One might guess that on the subject of racial prejudice, higher education would make African-Americans somewhat ambivalent -- both more and less hostile to whites. Their greater sense of self-worth would naturally make them less tolerant of white racism, white paternalism, and white ethnocentrism and less inclined to acquiesce to the injustices these faults produce. On the other hand, their increased maturity and wider knowledge of the history of man would perhaps lead them to see white racism in American in perspective -- as simply one more ugly manifestation of that age-old weakness of mankind generally that has led countless groups of people in all parts of the world and in all civilizations to create protective barriers between themselves and other people as a means of enhancing their perception of their own worth and importance.

It is within this context that this proposal recommends a unique procedural operation for the African-American Cultural Center in order to encourage and promote an awareness of and appreciation for the diversity and richness of the African-American experience.

PROCEDURE

The specific goals of the African-American Cultural Center are outlined below along with suggested programmatic activities to meet each goal.

- A. Objective: To sponsor a series of academic, cultural and professional activities that will bring more African-American scholars and artists to campus.

Rationale: There is a need to promote the visibility of African-American scholars on this campus. It is important to expose students to African-American scholars who can serve as role models for African-American students and adequately represent the diversity of pluralistic scholarly achievements to white students as well as African-American students.

Program: Develop an African-American lecture series to be part of the University similar to the Harrelson Lecture Series.

Implementation: Draw from a pool of local campus scholars as well as scholars from area universities. In addition, there are a wealth of business persons and professional people who could serve as lecturers. Finally, utilize the pool of regionally-and nationally-renowned scholars.

- B. Objective: To develop and provide an array of leadership and personal development programs.

Rationale: Predominantly white universities have built-in structures for providing leadership and personal development opportunities to white students. It is critical that African-American students have opportunities for leadership and personal development that combines the important criteria for good leadership with the unique characteristics of their cultural background.

Program: Develop a sequential series of leadership workshops for African-American student leaders and potential leaders that would:

- 1) encourage strategies for effecting positive change within the university community and address issues of African-American life on campus.
- 2) uplift the self-esteem and confidence of the African-American student.

3) encourage the understanding and development of problem-solving techniques.

Implementation: Conduct workshops that address leadership roles in the context of minority group representation; conduct personal development workshops that address such issues as the redefinition of gender roles; conduct single-sex workshops that address issues specific to the gender, eg. self-esteem, responsibility, fatherhood, etc. for men and self-respect, sisterhood, womanhood, etc. for women.

C. **Objective:** To promote the intra-university development of the African-American Heritage Society in providing intellectual development in the African/African-American experience from both a historical and cultural perspective.

Rationale: The African-American community is an integral part of this nation and has contributed greatly to its history (and to world history in general). All members of the society can benefit from studying the African and African-American experiences as part of understanding and affirming the cultural diversity of the world in which we live.

Additionally, African-American students enter NCSU without strong knowledge of their cultural foundation. This contributes negatively to academic performance and self-esteem. The AAHS concept uplifts students and tends to improve self-concept and attitude toward rigorous academic work.

Program: The five components of the Heritage Society, history, literature, science, oratory and debate and aesthetics, will each facilitate programs to promote intellectual development regarding all facets of the African/African-American experience, eg. literature, psychology, political science, science, aesthetics and history. Such programs should also address the impact of these factors on the inter-relationships within the African-American community and the relationship between the African-American community and the larger society.

Implementation: Develop research/study circles that address Africa and its diaspora with respect to the areas outlined above. Invite guest lecturers to conduct sessions related to their area of interest. Periodically select a central theme that will help

promote a unity of purpose among the various components, eg. "How to Maximize the Potential of African-American Students by the Year 2000."

- D. **Objective:** To provide resources that will aid in understanding the cultural diversification of the university community., specifically a library and an art collection of past and present African and African-American artists.

Rationale: A. Library - The successful educational process should include appropriate resources for research and study. Such a collection, housed within the African-American Cultural Center would greatly enhance the opportunity for development. These materials would be useful not only to our university community, but to the local community which often calls upon us for educational support.

B. Art gallery - Art is a means of expressing the lifestyle and values of a people. It is critical to our understanding of a people. There is an immediate need to nurture positive images and symbols relating to African-Americans within the university community. The university's visual materials related to African-American culture are insufficient.

Program: A. Library - Create a library which houses information related to the African diaspora which emphasizes politics, religion, history, psychology, sociology, economics, creative production, and current world events.

B. Art gallery - Establish a university collection of art pieces as well as receive pieces (on loan) from other galleries and personal collections.

Implementation: A. - Library. The library should include books on stated topics, video tapes, newspapers, periodicals, maps on related topics.

B. Art gallery. Obtain through purchase and loan.

- E. **Objective:** To sponsor or provide on a limited basis the facility for social activities.

Rationale: From time to time the Cultural Center would serve as a place for small gatherings for social activities. (It must be emphasized that large social activities must be held at some other site and detailed procedures worked out and implemented to provide the facility for social activities. However, such activities must be limited in number

in keeping with the overall objectives of the Cultural Center and the rules of the university center.

Program: Develop a schedule of such activities which would benefit members of the student body.

In conclusion, we believe that successful implementation of these four objectives will enhance an atmosphere at N.C. State University that will stimulate African-Americans' desires to enroll, study, and participate fully on this campus. It will also facilitate a better understanding on the part of whites of the African-American ethnic group.

ADMINISTRATIVE STRUCTURE

AFRICAN-AMERICAN CULTURAL CENTER BOARD OF DIRECTORS (AACCBOD)

COMPOSITION

* The African-American Cultural Center Board of Directors shall be composed of six students, four faculty, four professional staff and four ex officio members:

1. Student representatives, who will serve year-by-year terms and may succeed themselves one year, from:
 - African-American Student Advisory Council
 - Society of African-American Culture
 - African-American Heritage Society
 - Black Students Board
 - Pan-Hellenic Society
 - Association for the Concerns of African-American Graduate Students
2. Faculty representatives, who will have staggered three-year terms and may succeed themselves for one term, from:
 - African-American Heritage Society
 - At Large (3)
3. Staff representatives, who will have staggered three-year terms and may succeed themselves for one term, from:
 - Library
 - Social researcher/evaluator
 - Student Affairs - performing arts
 - Visual Arts
4. Ex Officio Members (no vote) :
 - Associate Provost, African-American Affairs
 - African-American Alumni Association Representative
 - Cultural Center Building Supervisor
 - AASA Coordinator

* The Director of the AACCC serves as Executive Secretary to the board with no vote.

FUNCTION

The Board of Directors shall be the policy-making entity for the programming of the African-American Cultural Center and shall be appointed by the Provost in consultation with the Advisory Council on African-American Affairs and the African-American Heritage Society Advisory Council.

It shall:

1. Develop policy governing the AACCC annual programmatic activities to be facilitated by the

- director of the AACC.
2. In consultation with the director of the AACC, not later than February 28 of the current school year, develop a budget and program of activity for the ensuing academic year.

The Board shall meet at least twice each semester or as often as is necessary to facilitate the work of the Board.

ORGANIZATION:

The Board shall be organized thusly:

1. A chairperson who will be responsible for conducting the business of the Board;
2. A vice chairperson;
3. A recording secretary;
4. Committees as are necessary to do the work of the Board.

DIRECTOR, AFRICAN-AMERICAN CULTURAL CENTER
North Carolina State University

This full-time position is twelve-months, shall report to the Provost and serves as the Executive Secretary to the Board of Directors of the African-American Cultural Center.

Major responsibilities are outlined below:

1. Manages day to day operations of the AACC. Performs administrative duties such as program planning, budget preparation, and employee evaluation:
 - * facilitates cultural and social activities according to University policies and regulations;
 - * coordinates student and faculty groups to facilitate Center activities;
 - * evaluates programs and suggests modification;
 - * establishes and maintains relationships with other campus offices/departments as necessary;
 - * plans and prepares a budget using efficient means of justification and administration;
 - * compiles and analyzes reports.
2. Develops procedures for the implementation of cultural and social events in the Center:
 - * negotiates contracts and agreements of speakers, etc.
 - * plans, organizes creative arts events for the Center.
3. Serves as the Coordinator of the African-American Heritage Society Council.
 - * serves as consultant to the individual branches of the African-American Heritage Society;
 - * assists with the development and implementation of Heritage Society activities;
 - * serves as resource person in the development and expansion of the Heritage model on other campuses, state and nationwide.
4. Writes proposals, contracts, grants, etc.
5. Serves as Executive Secretary to the African-American Cultural Center Board of Directors.

Academic background: Master's required, doctorate preferred .

Employment background: Experience that includes programming for African-American students on a college campus. Programming must include cultural and social activities for African-American students.

Starting Salary Range: \$35,000 - 38,000

ASSISTANT DIRECTOR, AFRICAN-AMERICAN CULTURAL CENTER

This full-time position is twelve-months and reports to the African-American Cultural Center Director.

Major responsibilities are outlined below:

1. Coordinates the daily activities of the Center:
 - * maintains and revises calendar of events;
 - * oversees the scheduling of activities in the Center;
 - * establishes and maintains liaisons with other campus offices/departments as needed;
 - * reviews procedures and makes recommendations for modifications;
 - * coordinates library and gallery activities.
2. Maintains liaison with D. H. Hill Library staff and the Student Center:
 - * assists in African-American Cultural Center acquisition;
 - * manages African-American Cultural Center library;
 - * serves as African-American Culture Center curator.
3. Assists with program planning and arranging social and cultural activities as requested by the Director;
4. Prepares reports as necessary;

Academic background: Bachelor's required, master's preferred .

Employment background: Experience that includes management of facilities and scheduling for students on a college campus. Arranging cultural and social activities for African-American students.

Starting Salary Range: \$25,000 - 29,000

SECRETARY
CULTURAL CENTER

This full-time position is twelve-months and reports to the Cultural Center Director.

Major responsibilities are outlined below:

1. Operates business machines and data processing machines to attain organizational goals;
2. Uses bookkeeping skills to maintain fiscal records:
 - * responsible for all budgetary documentation, forms and reporting.
3. Serves as receptionist to office:
 - * answers and makes telephone calls;
 - * receives visitors;
 - * schedules appointments.
4. Handles mail and documents:
 - * opens, reads, sorts mail and handles appropriately;
 - * processes and files all office related paperwork.
5. Uses composition skills:
 - * composes routine responses and miscellaneous correspondence;
 - * edits materials prepared by others.

Academic Background: Associate's degree, Business or secretarial school graduate, exceptional high school business graduate, or equivalent experience.

Salary range: Secretary IV

Council on African American Affairs Minutes
Thursday, February 22, 1990
303 Holladay Hall Conference Room

MEMBERS PRESENT: Dr. Wilma Peebles-Wilkins, Dr. Frank Abrams, Mr. Derrick Johnson, Mr. Dean Marsh, Ms. Janet Howard, Dr. Judith Ferster, Ms. Deborah Squirewell, Mr. Lawrence Bradley, Dr. Maurice Cook, Ms. Wandra Hill, Dr. A. M. Witherspoon, Dr. Lawrence M. Clark, Dr. Thoyd Melton, and Ms. Carolyn Ingram, Recorder

The Council on African American Affairs was called to order by Dr. Wilma Peebles-Wilkins, Chairperson. The following items were discussed.

1. Dr. Clark discussed with the members how the Council was organized and gave a brief historical overview of activities surrounding its formation.
2. Mr. Derrick Johnson, President of SAAC, discussed with the members his concerns about the racial climate on campus.
3. The chair shared a report submitted by Dr. Thomas Hammond, Director of African American Studies Minor, on the need to include HI 372 Afro-American History Through the Civil War, 1619-1865 and HI 373 Afro-American History Since 1865 and English 248 Introduction to African-American Literature as part of the core College of Humanities and Social Sciences history and English literature requirements. Dr. Hammond was appointed chairman of a subcommittee to look into this matter and report back to the Council. Others who will serve on this subcommittee are Judith Ferster, Gus Witherspoon, Janet Howard, and Derrick Johnson. It was further suggested that the Chair of this subcommittee invite Joyce Pettis and JoAnne Woodard to also serve.
4. The chair introduced Dr. Judith Ferster, Professor of English, who has been appointed by the Faculty Senate to chair a committee on Racial Relations. Dr. Ferster distributed a list of concerns to which her committee will address itself. She asked for input and advice from the Council in this regard.
5. Dr. A. M. Witherspoon will chair a called meeting of the Council to discuss the Cultural Center.

There being no further business the meeting was adjourned.

Re: Appt. to
Advisory Council
on African
American
Affairs

Is it you
or Downer w-
hich called
Downer the clad



2/12/90
Hold for LMC
to check

Copy to Mrs. Simpson
sent 2/8/90

North Carolina State University

Department of Statistics
College of Physical and Mathematical Sciences
College of Agriculture and Life Sciences

W

Box 8203
Raleigh, NC 27695-8203
(919) 737-2528

DRAFT

February 9, 1990

MEMORANDUM

*Copy your
advise Simpson
in this committee
as you do each
year consider this request
to other needs. Keep the
copy - I think Down
to on Com on Comm. Feb 11
1990*

LMC

TO: N. N. Winstead, Provost

FROM: Daniel L. Solomon *Daniel L. Solomon*

SUBJECT: University Standing Committee Appointments

A member of our faculty, **Professor Kenneth H. Pollock**, has again this year responded to your recent survey concerning University Committee assignments with a request to **be named to the Committee on African-American Affairs**. I am writing in support of such an appointment and would appreciate your forwarding this memorandum to the Committee on Committees if that is the appropriate mechanism. Dr. Pollock has a long-standing interest in and commitment to the issues that will face this Committee. He has demonstrated this by his activities and involvements both on campus and in his private life. For example, Dr. Pollock and one other faculty member in this department initiated of their own volition a program of activities to improve race relations in our Department. This was not in response to any incident in the Department, but simply from a desire to encourage coalition building among the students, faculty and staff and a decision to be proactive rather than reactive in this regard. Furthermore, Dr. Pollock, who is white, is a life member of the NAACP.

I realize that it is perhaps out of the ordinary to write in support of a standing committee appointment. However, I believe that Dr. Pollock is exceptionally qualified for the assignment and that the University should not miss the opportunity to take advantage of his capabilities.

/rd



North Carolina State University

Box 7101, Raleigh, N. C. 27695-7101

February 15, 1990

Office of the Provost
and Vice-Chancellor

MEMORANDUM

TO: Council on African American Affairs

Wilma Peebles-Wilkins
Thomas Hammond
Don C. Locke
Dean Marsh
Endia Hall
Frank Abrams
Maurice G. Cook
Edwina Jones
A.M. Witherspoon

Lawrence Bradley
Wandra Hill
Deborah Squirewell
Derrick Johnson
Deborah Matthews
Thoyd Melton
Janet M. Howard
L. M. Clark

FROM: Carolyn R. Ingram *C.R. Ingram*
Administrative Assistant

RE: February 22, 1990 Meeting

The Council on African American Affairs will meet on Thursday, February 22, 1990 from 2:30 p.m. to 4:00 p.m. in 303 Holladay Hall Conference Room.

The tentative agenda includes the following items:

1. Racial Climate and African American Students
2. Derrick Johnson
3. Judith Ferster - Committee on Women Concerns
4. African-American Studies Courses & Curriculum - Dr. Thomas Hammond



North Carolina State University

Department of Sociology, Anthropology and Social Work

Social Work Program
Box 8107
Raleigh, N.C. 27695-8107
(919) 737-2491

MEMORANDUM;

TO: Thomas Hammond, Director of
African-American Studies Minor

FROM: Wilma Peebles-Wilkins, Chair
Council on African-American Affairs

DATE: February 23, 1990

SUBJECT: African-American Affairs Committee,
Courses and Curriculum Review Subcommittee

On February 22, 1990, members of the Council on African-American Affairs discussed at length your memo regarding the need to include HI 372 Afro-American History Through the Civil War, 1619-1865 and HI 373 Afro-American History Since 1865 and English 248 Introduction to African-American Literature, as part of the core College of Humanities and Social Sciences history and English literature requirements.

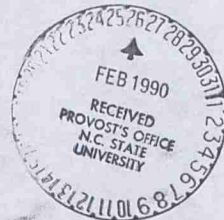
You have been appointed as the subcommittee chair to explore this issue and make recommendations back to the full Council. Others on the subcommittee are listed below:

Judith Ferster, Faculty Senate/English Department;
Gus Witherspoon, Provost Office;
Janet Howard, Lifelong Education;
Derrick Johnson, SAAC.

We also recommend that you invite Joyce Pettis from the English Department and Joanne Woodard from the History Department to serve on the subcommittee.

WPW/gb

cc: Council Members
Judith Ferster, English Department
Joyce Pettis, English Department
Joanne Woodard, History Department



2/19/90

Faculty Senate Ad Hoc Committee on Racial Relations

*Write person coming
to talk
on this
subject*

1. A survey on race relations: Associate ^{Provost} Witherspoon has done one and will report on it to the committee.

2. a. Racial awareness workshops: There is a certain amount of sensitivity training being done on campus. Is it enough? It is never enough.

b. We haven't had a coordinator for this activity until now. Associate Provost Witherspoon is working to coordinate these activities.

c. We need to provide for some kind of sensitivity training for as many people on campus as possible. The more faculty, the better. [Derrick Johnson, head of SAC, ^{SAC} proposed to Chancellor Monteith that all faculty be required to attend a session.] The more faculty who teach freshman comp, the better. Perhaps some racial awareness training can be worked into the orientation for freshman comp teachers each fall. The teachers in this program deal with race in a number of ways. On the one hand, they may work with students who write some form of Black dialect, and may sometimes be perceived as racist. On the other hand, in the course of teaching various texts by or about African Americans, they may stir up and confront white students' racism. It might be useful to provide some guidance for them.

d. We need to provide as much support and guidance as possible to African American students about living in a racist culture.

e. These various workshops and seminars should take as many different forms and approaches as possible. A single approach, even if it is a good one, may not be appropriate for all audiences. [Assoc. Provost Larry Clark is working on this.]

3. The Student Senate is working on a panel discussion on minorities on campus for March 22 at 8 in Stewart Theatre. The topic will include not only African Americans, but gays, handicapped students, and other minorities. Faculty will most likely be welcomed in the audience, but not on the panel itself.

There is some possibility that there will be a panel focused on race relations about a talk by Gil Nobles sponsored by the Society for African Culture on April ~~11~~ ^{11, 23-27}.

4. Public events on race, black contributions to public life, etc. There should be a constant stream. They should be widely advertised.

5. Awards and prizes for work on race relations:

6. Freshman orientation on race [also proposed by Johnson]:

7. A course on the history of race relations in America: Counting Af. Am. Studies courses toward graduation [Johnson]:

8. Affirmative action for faculty positions:

9. Plans to attract black students to Ph.D. programs:

10. Public discourse on race issues: Should there be constant discussion in the Technician and other places of issues like affirmative action in hiring and admissions?

MEMO

TO: Chancellor's Committee on African-American American Affairs

FROM: Thomas N. Hammond, Director of African-American Studies
Minor ~~AA~~

For many many years now there has been serious concern among African-American Students on this campus about the history and literature requirements especially in CHASS. Statements about these requirements can be found in "Keypoints of Information " (p. 6.) which is published by CHASS and distributed to all students entering the College.

Many African-American students feel that Hi 372 Afro-American History Through the Civil War, 1619-1865 and Hi 373 Afro-American History Since 1865 and English 248 Introduction to African-American Literature should be included in the list of courses used to meet the history and literature requirements.

I have talked recently with Dr. Alex DeGrand, Chair of History, about the requirement in his Department and the concerns of many students whom I encounter in my classes as well as those persons interested in the Minor in African American Studies. He understands that the three courses listed above are required for this Minor. Dr. DeGrand is willing to present to his Department any request which he receives concerning this matter. I feel that a curricular change, permitting the use of these courses to meet the history and literature requirements in CHASS, would go a long way toward giving African-American Students a more in depth understanding of their cultural heritage. Many African-American Americans simply do not take the courses mentioned above because of tight schedules in their majors. Our students could easily do the Minor if these courses could be used to meet the literature and history requirements as well count toward the Minor.

I think that the Chancellor's Committee can play a significant role in bringing this issue before the English and History Departments, since these are the bodies which will be affected directly by changes in the requirements. It will not be an easy task to convince English and History that these curricular changes are appropriate, let alone feasible. It will require a strategy that is well thoughtout. Perhaps a committee might be organized to draft a letter to the departments, expressing our concerns might be useful at this time.

I am sorry to have to miss this meeting. However, I do hope that future meetings will not be scheduled during my teaching hours.

Hi 372
Hi 373
English 248

Bachelor of Arts: Basic Requirements

To graduate with a B.A. degree, a student must successfully complete 124 credit hours. Approximately half of these credits represent basic requirements and are spelled out in detail in the sections below. In addition, the student must complete a certain number of hours, ranging from 30 to 51, in a major field of study. These major requirements are given on pages 9-12. The remainder of the credits required for graduation are free electives.

The basic requirements for the B.A. degree are given here in the format used in the Degree Audit and Advisement Report, an individualized, computer-generated report that each student receives each semester. This report lists all the requirements in a particular student's program and provides an up-to-date and accurate record of his or her progress toward the degree.

HUMANITIES AND SOCIAL SCIENCES

English Composition (ENG 111, ENG 112)

- a. To complete the freshman English requirement, a student must have six hours of credit with a C or better in ENG 112H, or C's or better in both ENG 111 and ENG 112.
- b. A student whose PGE (predicted grade in English) is below 1.71 must take ENG 110 in the fall semester. This course gives three credit hours which are not included in the 124 hours required for graduation. The student must receive a grade of S in ENG 110 in order to be eligible to enroll in ENG 111.
- c. A student whose PGE is 1.71 or above but below 2.80 must take ENG 111 in the fall semester.
- d. A student whose PGE is 2.8 or above is strongly urged not to take any English course in the fall semester but to take ENG 112H in the spring semester.
- e. A student who earns a C or better in ENG 112H will also receive credit for ENG 111. The student who makes below C must subsequently take ENG 111 and ENG 112 or repeat ENG 112H.
- f. Students whose PGE is 3.40 or above will be contacted in September by the administrative staff of the Freshman English Program. These students will have an opportunity to take an examination which, if successfully completed, will give them credit for both ENG 111 and ENG 112 (six credits).

History (GRP 101, GRP 102)

- a. The history requirement consists of two 200- level courses, one in the study of a culture significantly different from our own (Group I: pre-industrial or non-Western societies, including *HI 207, 208, 209, 215, 216, 263, 264, 275, 276*) and the other of our own or similar cultures (Group II: the United States, England or post-industrial Western societies, including *HI 205, 210, 221, 222, 233, 241, 242, 243, 244*).

- b. Usually one of these courses is taken in the first semester of the freshman year; the other in the second semester. They may be taken in either order.

Literature (GRP 103)

- a. Two survey courses in British literature, American literature, or foreign language literature will satisfy this requirement. (Foreign language courses in translation may not be used.)
- b. The student may use any two of the following courses to complete the requirement: *ENG 261, ENG 262, ENG 265, ENG 266; FL 301, FL 302; FLG 302; FLS 301, FLS 302, FLS 304*.
- c. In addition to the courses listed in "b," a student may also use ENG 251 and ENG 252 to meet this requirement. In fact, the combination of ENG 251 and ENG 252 is recommended for non-English majors who wish to take courses in British and American literature. ENG 251 may also be taken with any of the courses listed in "b" except ENG 261 and ENG 262; ENG 252 may also be taken with any of the courses listed in "b" except ENG 265 and ENG 266. (English majors must satisfy this requirement by selecting from ENG 261, ENG 262, ENG 265 and ENG 266. However, English writing-editing majors may not select both ENG 265 and ENG 266.)

Foreign Language (GRP 104)

- a. To complete the basic foreign language requirement, a student must demonstrate proficiency at the first-semester intermediate level (either through successful completion of FL_201 or appropriate placement by the Placement Test) in French, Spanish, German, Russian, Italian, Latin, Classical Greek, Biblical Hebrew, Japanese, Chinese, or Portuguese. Demonstrated proficiency at the second-semester intermediate level (FL_202) in one of these languages is required for English and foreign language majors. Prerequisites must be satisfied in order to enroll in either FL_201 or FL_202.
- b. Students with high school credit or other knowledge in French, German, Latin, or Spanish are strongly encouraged to begin their language study at a level above the 101 (or 105) level. Before enrolling in a course above the 101 (or 105) level, they must take the Foreign Language Placement Test. Students with little or no previous language experience may begin language study at the 101 (or 105) level, are not required to take a placement test, and will receive credit for any course successfully completed.

- c. Students completing with a C or better any course in which they are placed (beyond the 101 or 105) level will receive credit for prerequisite courses to a maximum of six credit hours. Students who place beyond the requirement in their curriculum and choose not to take a foreign language course will have satisfied the foreign language requirement but will not receive hour credit.

N.B.: Students are not allowed to enroll in a foreign language course above the 101 level without having the prerequisite



Office of the Provost
and Vice Chancellor

North Carolina State University

Box 7101, Raleigh, N. C. 27695-7101

February 15, 1990

MEMORANDUM

TO: Council on African American Affairs

Wilma Peebles-Wilkins
Thomas Hammond
Don C. Locke
Dean Marsh
Endia Hall
Frank Abrams
Maurice G. Cook
Edwina Jones
A.M. Witherspoon

Lawrence Bradley
Wandra Hill
Deborah Squirewell
Derrick Johnson
Deborah Matthews
Thoyd Melton
Janet M. Howard
L. M. Clark

FROM: Carolyn R. Ingram *C.R. Ingram*
Administrative Assistant

RE: February 22, 1990 Meeting

The Council on African American Affairs will meet on Thursday, February 22, 1990 from 2:30 p.m. to 4:00 p.m. in 303 Holladay Hall Conference Room.

The tentative agenda includes the following items:

1. Racial Climate and African American Students
2. Derrick Johnson - SAAC
3. Judith Ferster - Committee on Women Concerns
4. African-American Studies Courses & Curriculum - Dr. Thomas Hammond

MINUTES
COUNCIL ON AFRICAN AMERICAN AFFAIRS
NOVEMBER 28, 1989

MEMBERS PRESENT: Dr. Wilma Peebles-Wilkins, Mr. Lawrence Bradley, Dr. Maurice G. Cook, Ms. Wandra Hill, Ms. Janet M. Howard, Dr. A.M. Witherspoon, Ms. Deborah Squirewell, Ms. Edwina Jones, Mr. Ron Burns, Dr. Frank Abrams, Ms. Endia Hall, Ms. Deborah Matthews, Dr. Lawrence M. Clark, and Ms. Carolyn Ingram, Recorder

The Council on African American Affairs was called to order by the Chairman Dr. Wilma Peebles-Wilkins. The following items were discussed.

1. The structure of the Council and selection of students were reviewed.
2. It was noted that the Council was organized for the purpose of improving the image of North Carolina State University in the African American Community and that the Council should still look at ways of enhancing and reversing the image at North Carolina State University.
3. Dr. Julia Dreyden is putting together a report on the racial climate at NCSU.
4. One primary concern of the African American Council is the need to have institutionalized programs with budgets for African Americans. Some programs that could be institutionalized are the Brotherhood Dinner, African American Symposium, and the University Transition Program.
5. Plans for the new Cultural Center are progressing and the Council will have input in its staffing, and furnishing, etc.

The meeting was adjourned.



North Carolina State University

Office of the Chancellor

Box 7001
Raleigh 27695-7001
(919) 737-2191

June 30, 1989



*Call Kinn
2/2/89*

TO: Council on African-American Affairs

Term Expires June 30

- | | | |
|--|------|-------------------------------------|
| <i>11-249</i> - Wilma Peebles-Wilkins, Chair | 1990 | Sociology & Anth., Box 8107 |
| <i>2181</i> - Lawrence Bradley | 1990 | Physical Plant, Box 7219 |
| <i>3285</i> - Maurice G. Cook, Senate | 1990 | Soil Science, Box 7619 |
| <i>2495</i> - Thomas N. Hammond <u>cannot attend</u> | 1991 | Foreign Language, Box 8106 |
| <i>7841</i> - Wandra Hill | 1990 | PAMS, Box 8201 |
| <i>7007</i> - Janet M. Howard | 1992 | Life Long Education, Box 7401 |
| <i>2244</i> - Don C. Locke | 1992 | Counselor Education, Box 7801 |
| <i>2151</i> - Deborah Squirewell | 1991 | Payroll & Benefits, Box 7215 |
| <i>707-5735</i> - President <i>FRANCIS</i> | 1990 | Black Student Board |
| <i>469-6536</i> - Dean Marsh, President | 1990 | Assoc. African-American Grad. Stu. |
| <i>851-4758</i> - Derrick Johnson, President | 1990 | Society of African-American Culture |

Ex officio

- | | |
|-----------------------------------|---|
| Lawrence Clark | Assoc. Provost & Affirm. Action Officer, Box |
| <i>3835</i> - Endia Hall | African-American Coor., Student Affairs, Box |
| <i>7175</i> - Deborah S. Matthews | Assoc. Provost , Human Resources, Box 7210 |
| Associate Graduate Dean | Graduate School, Box 7102 |
| <i>3101</i> - Frank Abrams | Vice Chair, Faculty Senate, Box 7111 |

FROM: Bruce R. Poulton

I shall appreciate your serving as a member of the Council on African-American Affairs effective July 1, 1989, with terms expiring on the dates shown above.

When appropriate the Council is expected to coordinate its efforts with other University Committees. The purpose of the Council is three-fold:

- 1) To advise the University on matters pertaining to the needs of the African-American community at North Carolina State University.
- 2) To assist and support the programmatic activities (social and cultural) which impact on the academic performance of African-American students.
- 3) To advise in the enhancement of an integrated University community supporting a positive multi-racial atmosphere.

University Committees are not subject to the State's open meetings law. Your willingness to serve on the Council will be genuinely appreciated.

vm

cc: Provost Office
Student Government President
Committee on Committees



North Carolina State University

Office of the Chancellor

Box 7001
Raleigh 27695-7001
(919) 737-2191

June 30, 1989



*Call Kira
3835*

TO: **Council on African-American Affairs**

Term Expires June 30

- | | | | |
|-----------------|-------------------------------------|------|-------------------------------------|
| <i>847-9364</i> | 249) - Wilma Peebles-Wilkins, Chair | 1990 | Sociology & Anth., Box 8107 |
| | 2181 - Lawrence Bradley | 1990 | Physical Plant, Box 7219 |
| | 3285 - Maurice G. Cook, Senate | 1990 | Soil Science, Box 7619 |
| | 2475 - Thomas N. Hammond | 1991 | Foreign Language, Box 8106 |
| | 7841 - Wandra Hill | 1990 | PAMS, Box 8201 |
| | 7007 - Janet M. Howard | 1992 | Life Long Education, Box 7401 |
| | 2244 - Don C. Locke | 1992 | Counselor Education, Box 7801 |
| | 2151 - Deborah Squirewell | 1991 | Payroll & Benefits, Box 7215 |
| <i>737-5785</i> | President EDWINA JONES | 1990 | Black Student Board |
| <i>469-6536</i> | Dean Marsh, President | 1990 | Assoc. African-American Grad. Stu. |
| <i>859-4758</i> | Derrick Johnson, President | 1990 | Society of African-American Culture |

Ex officio

- | | |
|----------------------------|--|
| <u>Lawrence Clark</u> | Assoc. Provost & Affirm. Action Officer, Box 7101 |
| 3835 - Endia Hall | African-American Coor., Student Affairs, Box 7314 |
| 7175 - Deborah S. Matthews | Assoc. Provost & Affirm. Action Officer Human Resources, Box 7210 |
| Associate Graduate Dean | Graduate School, Box 7102 |
| 3161 - Frank Abrams | Vice Chair, Faculty Senate, Box 7111 |

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vm

cc: Provost Office
Student Government President
Committee on Committees

AGENDA

COUNCIL ON AFRICAN-AMERICAN AFFAIRS

2:30 p.m. - Nov. 28, 1989

5 Holladay Hall

1. 1989 University-Community Brotherhood Dinner
2. Structure and Reporting



Office of the Provost
and Vice-Chancellor

North Carolina State University

Box 7101, Raleigh, N. C. 27695-7101

February 15, 1990

MEMORANDUM

TO: Council on African American Affairs

Wilma Peebles-Wilkins
Thomas Hammond
Don C. Locke
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Endia Hall
Frank Abrams
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A.M. Witherspoon

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L. M. Clark

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Administrative Assistant

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2. Derrick Johnson
3. Judith Ferster - Committee on Women Concerns
4. African-American Studies Courses & Curriculum - Dr. Thomas Hammond



North Carolina State University

Office of the Chancellor

Box 7001
Raleigh 27665-7001
(919) 737-2191

June 30, 1989



*Call Kival
28225*

TO: Council on African-American Affairs

Term Expires June 30

- 11-249* - ^{847 9364} Wilma Peebles-Wilkins, Chair 1990 Sociology & Anth., Box 8107
 - 2181 - Lawrence Bradley 1990 Physical Plant, Box 7219
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 - 7007 - Janet M. Howard 1992 Life Long Education, Box 7401
 - 2244 - Don C. Locke 1992 Counselor Education, Box 7801
 - 2151 - Deborah Squirewell 1991 Payroll & Benefits, Box 7215
 - 707-5735* President EDWINA JONES (South Hall) 1990 Black Student Board Bot
 - 469-6536 - Dean Marsh, President Dr. Gerald 1990 Assoc. African-American Grad. Stu.
 - 359-4758 - Derrick Johnson, President St. Service Ctr. 1990 Society of African-American Culture
- Box 7315, St. Service Ctr.*
- Ex officio
- Lawrence Clark Assoc. Provost & Affirm. Action Officer, Box 710
 - 3835 ✓ Endia Hall African-American Coor., Student Affairs, Box 731
 - 7175 - Deborah S. Matthews General Manager Human Resources, Box 7210
 - 7461 Associate Graduate Dean Dr. Thoyd McElton Graduate School, Box 7102
 - 3161 - Frank Abrams Vice Chair, Faculty Senate, Box 7111

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vm

cc: Provost Office
Student Government President
Committee on Committees

Poe Hall Room Request

Room Information

Type room needed: Conference Classroom Lounge Lab

Date room needed: 02/22/90

Day of week: Thursday

Beginning time: 2:30 a.m. p.m.

Ending time: 4:00 a.m. p.m.

Request Information

Name of contact person: Carolyn R. Ingram

Phone number of contact person: 3148 or 3409

Department of contact person: Provost's Office

Date of request: 02/13/90

Room assigned: 206

Approved: E. Harper

Date: 2/14/90

*Cancelled
w/ Willie Smith
2/14/90*

Draft

February 12, 1990

MEMORANDUM

TO: Council on African American Affairs

Wilma Peebles-Wilkins	Lawrence Bradley
Thomas Hammond	Wandra Hill
Don C. Locke	Deborah Squirewell
Dean Marsh	Derrick Johnson
Endia Hall	Deborah Matthews
Frank Abrams	Thoyd Melton
Maurice G. Cook	Janet M. Howard
Edwina Jones	

FROM: Carolyn R. Ingram
Administrative Assistant

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2. Derrick Johnson
3. Judith Ferster - *Committee On Women Concerns*
4. African-American studies Courses & Curriculum - *Dr. Thomas Hammond*



North Carolina State University

Department of Sociology, Anthropology and Social Work

Social Work Program
Box 8107
Raleigh, N.C. 27695-8107
(919) 737-3291

January 11, 1990

TO: Council on African-American Affairs

ACTION REQUESTED ON ATTACHED:

- | | |
|---|--|
| <input type="checkbox"/> Note and Return | <input type="checkbox"/> Please draft reply for my signature |
| <input checked="" type="checkbox"/> For your information
(need not return) | <input type="checkbox"/> Please give me your comments |
| <input type="checkbox"/> Please handle | <input type="checkbox"/> Requires your approval |
| <input type="checkbox"/> Please answer; furnish me copy | <input type="checkbox"/> Please return attachments |
| <input type="checkbox"/> Please circulate | |

WPK

This information is being sent to you at the request of Dr. Wilma Peebles-Wilkins, Chair.

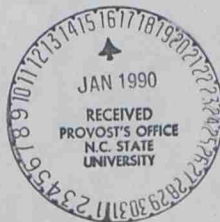
The enclosed information relates to some of the activities of the C. T. Vivian Race Awareness Alumni Work Group. Frank Abrams, one of our Council members, is also an active participant in this work group and has made available to us a survey that this group will be distributing. Related letters are also enclosed.

The Alumni Work Group's commitment and interest in creating a healthy work and learning environment at NCSU should be applauded.

WPW/gb

Enclosure

cc: Robert S. Bryan, Jr.



To Chance/Hor?

On Letterhead

On behalf of the C.T. Vivian Race Awareness Group, we wish to express our appreciation for your efforts to address the issue of racism and raise the consciousness of faculty, staff and students at North Carolina State University. The C.T. Vivian Group applauds and supports your recent stand on racism which appeared in the November 14 Official Bulletin and Calendar.

Our committee was formed approximately two years ago to carry the messages from the C.T. Vivian seminars to our colleagues and students on campus. We meet on the first Monday of every month from noon to 1:30p.m. to try to deepen our awareness and develop strategies to educate the campus community on this issue.

After each C.T. Vivian seminar takes place, we extend invitations to all recent participants to join our meetings. Since our committees' conception, we have noticed a trend that one important group is under-represented at the seminars. That group is NCSU faculty.

In light of recent incidents it has become evident that a united effort on the ~~part of all University constituents is necessary to combat the issue of racism.~~ To be effective, we believe there needs to be greater faculty commitment to this seminar experience and, consequently, to addressing issues of racism. We would appreciate any support you could provide by advocating greater faculty attendance in this vitally important program.

We appreciate your consideration of this matter and your continued support to eliminate racism at North Carolina State University.

Sincerely,
Members of the C.T. Vivian Race
Awareness Group

cc: Dr. Nash Winstead
Dr. Larry Clark
C.T. Vivian Race Awareness Group

January 5, 1990

Dr. Nash Winstead
Provost & Vice Chancellor
Provost Office
Box 7101
NCSU Campus

Dear Dr. Winstead,

The C.T. Vivian Race Awareness Group was formed in January of 1987 by a small group of staff members who wanted to accept the challenge delivered by C.T. Vivian to do something about racism in our community. One of the most important things we felt we could do was provide a dialogue about the problems we saw on campus. One of the many topics of discussion has been our concern that the majority of participants at the C.T. Vivian seminars are staff and not faculty. It seems to us that classrooms free of racial bias are important to the education of our students and vital to the academic success of our African-American students. One way to help insure equity in the classroom is for teaching faculty to be exposed to C.T. Vivian seminars. We feel faculty should be encouraged to attend in greater numbers.

Toward the end of 1987, in order to discover just how significant the problem was, we did a count of the number of faculty who had attended the seminars from 1985 through 1987. We discovered that in those three years only 47 of 192 attendees were teaching faculty (24%). Recently, as we discussed what seemed to be a rise in the number of incidents of racial harassment, the issue came up again. This time we looked at the list of participants from the October 1989 seminars. Only 12% (5 of 41) were faculty members.

This situation is distressing to us. Over the year our members have recommended to our faculty friends that they attend. This kind of support for attendance is valuable, but more is needed. We do not know why so few faculty members are attending the seminars, but we feel it would be worth your time to investigate the problem. It is time for the University to renew its commitment to the C.T. Vivian seminars by actively encouraging faculty to attend.

Thank you for your consideration.

Sincerely,

Susan Decker
Co-Chair,
C.T. Vivian Race
Awareness Group

Robert S. Bryan, Jr.
Co-Chair,
C.T. Vivian Race
Awareness Group

The idea of consciously working to remove racism is of primary importance to a group of us who have designated ourselves as the C. T. Vivian Race Awareness Group. In a community as sophisticated as North Carolina State University race problems rarely take the form of overt behavior. Instead it is usually subtle and borne by ignorance and denial. Like a weed, racism prospers from a state of neglect. It takes deliberate, thoughtful action to be rid of racism. That is what our group and this card are about.

Convincing people that racism is pervasive in our community is often difficult, but it shouldn't be. There are enough obvious examples. There is plenty of graffiti on the stalls of our bathrooms. Someone writes that stuff. In fact, events have gotten so out of hand in recent months that Chancellor Monteith has had to issue a strong statement on racial violence. These events have included telephoned threats of bodily harm directed at at least three African-American student leaders, an incident of rock throwing by whites against blacks, and various incidents of harassment including at least two in which black women students were literally chased across campus. Recently one of the members of our group conducted a workshop during which three of the ten participants indicated on a survey their belief that African-Americans are not as professional as whites, three indicated that whites were more academically inclined than African-Americans, and three stated that African-Americans are more criminally inclined than whites. If there are such obvious problems, surely there are less obvious ones as well.

Several of us have seats in the faculty/staff section at men's basketball games. Sometimes we talk about the comments we hear around us about members of the team. African-American players, it seems from comments, are never playing to their potential. At the same time white players are hustling and contributing beyond their abilities. A shirt tail hanging out on a black player means he is slovenly; on a white player it means he is a "blue collar worker." Black players are being "exploited for their athletic abilities;" white players are often "true student/athletes." We believe that many of the judgments expressed by people sitting around us at basketball games are strongly influenced by the skin color of the players.

Faculty and professional staff, of course, are practiced in disguising their ignorance of other cultures and their racism. But did you know that most people who attend the C.T. Vivian Race Awareness Seminar admit to a degree of racism? These are people who generally volunteer to go because they are already concerned enough about the problem to spend a weekend learning about it.

What does that say about the level of racism in the rest of the campus community? We find a lot of passive resistance to the notion that members of the faculty can be racist. But it is present, and if all our students are to have an equal chance for success here we must eliminate it.

Some people will insist that they are not racist. They take pride in a claim that they are "color blind." We hear these people saying that there is one standard, that of white Americans. Equality of treatment does not mean treating everyone identically. In the classroom it means recognizing the unique circumstances of the individual students and reacting to them as individuals. Cultural differences matter. Faculty best serve students when they understand what those differences are and how they affect people. The burden of being black at a white university influences how students perform in the classroom. Faculty need to be cognizant of this.

An important consequence of a faculty that is responsive to problems created by racism would be a student body aware of race issues. A great many of our students believe, for example, that the Society of Black Engineers is an example of reverse racism. Too many students receive degrees from North Carolina State University without cultivating an awareness of different cultures and without developing any empathy for people different from themselves. Ironically, sensitivity to the lives of others, however different from one's own, is, we submit, an essential characteristic of an educated person.

On our campus it is unusual for blacks and whites to socialize together. Usually, however, we just accept this as a matter of course. Our group would like to encourage people to stop accepting racism as a matter of course. We would like to invite you to help us by consciously working to eliminate it. It is not easy work. Racism, like weeds, springs up everywhere, and it keeps reappearing, but we would be pleased to do some weeding together.

Presented by members of
The C. T. Vivian Race Awareness Group

Racism permeates our society and our institutions. Racism exists in our language, customs, beliefs, fears, work, classrooms, and laboratories. It is virtually everywhere except in those places where people consciously work to remove it. As at other predominately white colleges and universities, racism is a crucial issue at NCSU that continues to require attention. People who fail to acknowledge it are denying it, and there is a great deal of denial here. I am willing to accept responsibility for my racism.

- I am willing to:
- work toward the elimination of racism at NCSU
 - educate myself about African-American culture
 - participate in African-American cultural activities
 - share my perceptions of the issue of racism with others
 - confront racist comments and behaviors
 - attend a workshop or seminar on racism
 - be a participating member of the C.T. Vivian Race Awareness Group
 - ask five people within the campus community to sign and mail this statement monthly

Signature _____
Title _____
Address _____
Phone _____
Date _____

Please fold and mail this card to the address printed on the reverse side. Thank you.

Mon 19 2 - 3:30

Feb 22 Better
2:30 ||||
4:00 ||

2/20 Tues. 2:00
4:00

phone time:

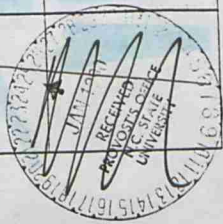
8
9
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2
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5

NAME JANET HOWARD
DEPT. Adult Svs off
PHONE 7007 CAMPUS BOX 7407

Mornings betw 10-noon
except Mondays

	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
8-9			D.M	8:30			
9-10							
10-11				10:30		W.P.W	
11-12							
12-1					L.B.B		
1-2					2:30		
2-3							
3-4							
4-5							
5-?							

1-4
except Nov



NAME: FRANK ABRAMS

DEPT. BAE / FACULTY SENATE

PHONE 3101 CAMPUS BOX 7625

CAROL: I HAVE CROSSED OUT TIMES I CANNOT
ATTEND.
WILL BE OUT FEB 5-8.

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
X	8-9 11-12	2-5	11-12	10-1	8-10 11-12 3-4	12-

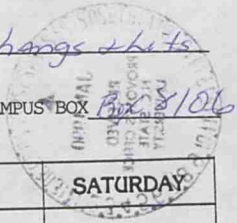
CAROLYN INGRAM
Box 7101
CAMPUS



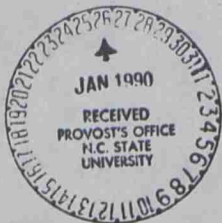
NAME: Thomas HAMMOND

DEPT. Foreign Langs & Lit

PHONE 2475 CAMPUS BOX Box 8106



SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	Anytime on this Day		Mornings Before 12:00		Mornings	
		Teaching Basically All Day		Teaching Basically All Day		





North Carolina State University

Box 7101, Raleigh, N. C. 27695-7101

Office of the Provost
and Vice Chancellor

January 17, 1990

MEMORANDUM

TO: COUNCIL ON AFRICAN-AMERICAN AFFAIRS

FROM: Carolyn R. Ingram
Administrative Assistant *CI*

RE: Schedule of Meetings

Attached is a calendar for you to indicate the date and time that you will be available for meetings this semester. Please mark the calendar accordingly and return to me at your earliest convenience.

cri

Attachment

Carolyn,

Here is my schedule!

Shelma



NAME: Wilma Peebles-Wilkins

DEPT. Social Work Program

PHONE X2491 CAMPUS BOX 8107

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
OK	OK	with Prior Notice	OK	with prior Notice	OK	
OK	OK	O.K.	OK	O.K.	OK	
OK	OK		OK	OK	OK	
	After 2 P.M. ON Occasion		After 3 P.M. ON Occasion			

NAME: Deborah Matthews

DEPT. Human Resources

PHONE 7175 CAMPUS BOX 7210

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	Available most after- noons	Available in the afternoon except 2:20 m. afternoon	Available most any- time	Available most any- time		



NAME: Don C Locke

DEPT.: Counselor Ed

PHONE 2244 CAMPUS BOX 7801

These are times I am generally available. I do schedule appointments during these times and already have some conflicts.

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
		8-12	1-4	8-12 1-4	8-12 1-4	



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47-8
44

21-8
4-1

4-1

21-8

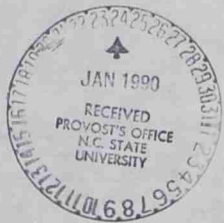
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NAME: Wandra P. HILL

DEPT. PAMS

PHONE 7841 CAMPUS BOX Bx8201

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
Not Available	8-1:30 Not Available		8:30-10:30 NOT AVAILABLE		Not Available	Not Available



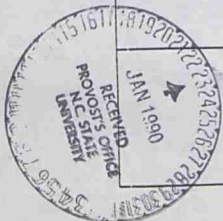


NAME: Deborah Squirewell

DEPT. Human Resources/Benefits

PHONE x2151 CAMPUS BOX 7215

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
	2-5p.m.		2-5p.m.			





Carolyn R. Ingram
Box 7101
Campus



North Carolina State University

Physical Plant Division
Office of Finance and Business

Box 7219
Raleigh, NC 27695-7219
(919) 737-2181

January 23, 1990

MEMORANDUM

TO: Carolyn R. Ingram

FROM: C. Jean Best *JB*

SUBJECT: Schedule for Council on African-American Affairs

Carolyn, attached are dates Mr. Bradley would be available.

If you have another day in mind, please feel free to give me a call on extension 2181.

Thank you.

/jb

attachment



NAME: Lawrence B. Bradley

DEPT. Physical Plant

PHONE X2181 CAMPUS BOX 7219

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
			2:30 Afternoons 4:00	2:30 Afternoons 4:00		

Carolyn Ingram

Box 7101

NCSU Campus

NAME: JANET HOWARD

DEPT. Adult Svs cff

PHONE 7007 CAMPUS BOX 9401

mornings betw 10-noon
except Mondays

SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY



To: Carolyn Ingram
Provost Office
Box 7101
NCSU Campus



North Carolina State University

Office of the Chancellor

Box 7001
Raleigh 27695-7001
(919) 737-2191

June 30, 1989



TO: Council on African-American Affairs

Term Expires June 30

Wilma Peebles-Wilkins, Chair	1990	Sociology & Anth., Box 8107
Lawrence Bradley	1990	Physical Plant, Box 7219
Maurice G. Cook, Senate	1990	Soil Science, Box 7619
Thomas N. Hammond	1991	Foreign Language, Box 8106
Wandra Hill	1990	PAMS, Box 8201
Janet M. Howard	1992	Life Long Education, Box 7401
Don C. Locke	1992	Counselor Education, Box 7801
Deborah Squirewell	1991	Payroll & Benefits, Box 7215
President	1990	Black Student Board
Dean Marsh, President	1990	Assoc. African-American Grad. Stu.
Derrick Johnson, President	1990	Society of African-American Culture

Ex officio

Lawrence Clark	Assoc. Provost & Affirm. Action Officer, Box 7101
Endia Hall	African-American Coor., Student Affairs, Box 7314
Deborah S. Matthews	Human Resources Human Resources, Box 7210
Associate Graduate Dean	Graduate School, Box 7102
Frank Abrams	Vice Chair, Faculty Senate, Box 7111

FROM: Bruce R. Poulton

I shall appreciate your serving as a member of the Council on African-American Affairs effective July 1, 1989, with terms expiring on the dates shown above.

When appropriate the Council is expected to coordinate its efforts with other University Committees. The purpose of the Council is three-fold:

- 1) To advise the University on matters pertaining to the needs of the African-American community at North Carolina State University.
- 2) To assist and support the programmatic activities (social and cultural) which impact on the academic performance of African-American students.
- 3) To advise in the enhancement of an integrated University community supporting a positive multi-racial atmosphere.

University Committees are not subject to the State's open meetings law. Your willingness to serve on the Council will be genuinely appreciated.

vm

cc: Provost Office
Student Government President
Committee on Committees

9-5-89

Julia Sugg:

Wilma Peebles-Wilkins
Called and asked me
to send the attached
list to you.

Carol Ingram
Box 7101
Campus
X-3148



North Carolina State University

Office of the Chancellor



Box 7001
Raleigh 27695-7001
(919) 737-2191

June 30, 1989

TO: Council on African-American Affairs

Term Expires June 30

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Ex officio

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Endia Hall	African-American Coor., Student Affairs, Box 7314
Deborah S. Matthews	Personnel Analyst , Human Resources, Box 7210
Associate Graduate Dean	Graduate School, Box 7102
Frank Abrams	Vice Chair, Faculty Senate, Box 7111

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cc: Provost Office
Student Government President
Committee on Committees



North Carolina State University

Box 7101, Raleigh, N. C. 27695-7101

Office of the Provost
and Vice Chancellor

January 17, 1990

MEMORANDUM

TO: COUNCIL ON AFRICAN-AMERICAN AFFAIRS

FROM: Carolyn R. Ingram *Cr Ingram*
Administrative Assistant

RE: Schedule of Meetings

Attached is a calendar for you to indicate the date and time that you will be available for meetings this semester. Please mark the calendar accordingly and return to me at your earliest convenience.

cri

Attachment

Heenah Bond
COTTON FIBER

