

**NC State Student Media Board of Directors  
September 2017 meeting minutes**

**Tuesday, Nov. 14, 2017 • 7 p.m.  
Room 356 Witherspoon Student Center**

Present: Sam McRee, Missy Furman, Laasya Vulimiri, Dante Genua, Dean Phillips, Tania Allen, Meghan Glova, Anna Long, Jonathan Carter, C Phillips, Jamie Halla, Patrick Neal

Absent: Lilly Neal, Josh Hyatt, Robbie Williams, Anahzsa Jones, Deja Richards

Others present: Jamie Lynn Gilbert, Martha Collins, Zanna Swann, Ellen Meder, Aditi Dholakia, Connor Bolinder

**CALL TO ORDER & APPOINTMENT OF RECORDING SECRETARY**

Missy Furman called the meeting to order at 7:05 p.m. after a quorum was established. Jonathan Carter volunteered to serve as recording secretary for the meeting.

**APPROVAL OF SEPTEMBER 2017 MINUTES**

Anna Long moved that the September 12, 2017 meeting minutes be approved, with Dean Phillips seconding the motion. The minutes were unanimously approved.

**UPDATE ON PROPOSED WITHERSPOON RENOVATION PROJECT**

Aditi Dholakia, Student Media's representative on the Student Centers Board of Directors, updated the board on preliminary reports and plans related to the proposed renovation of the Witherspoon Student Center. The full report is attached here and made part of these minutes by reference. Points of note from the discussion included the following:

- Aditi said two scenarios had been put forth for Witherspoon. One would include Student Media occupying the same general space it has now; another would replace the bulk of Student Media with a large multi-purpose room and the business office suite with a meeting/dance space that would be reserved through the Student Centers in the same way spaces in Talley and Witherspoon are reserved now. Aditi said the Student Centers recently received a reduction in its student fee request, which had left a hole in its budget. She said an additional, rentable space would help them close that gap.
- Aditi said that no one had been able to identify where Student Media (or any of the other current Witherspoon tenants) would move during the renovation, nor had any space for Student Media been identified if it was decreed that Student Media must vacate its current space.
- Aditi emphasized that it was still very early in the process, and she said she doubted if the current Student Centers Board of Directors would begin any serious, specific discussions of Witherspoon in the spring.

In the end, the board decided not to take a position on the project yet, but indicated that it could do so if and when more details about the project were proposed.

**OCTOBER AND NOVEMBER BUDGET UPDATES**

Jamie Lynn Gilbert presented both the October and November budget updates. Both updates were included with the meeting package and are included as part of these minutes by reference.

Jamie said there was nothing of particular note for the October budget update. For the November update, she noted the following:

- The first round of Student Media's administrative service charges have been posted, totaling almost \$30,000 for all our groups. To put that in perspective, the budget for both Nubian Message and Windhover total \$41,500. More administrative charges will post throughout the year.

- Agromeck has received its first ad sales payment for \$9,600. The ad goal for this year is \$12,000.
- Windhover has paid a \$750 rental fee for its April 2018 release party at Artspace. Rentals count as a fixed charge, although the release party was budgeted as a current service. The rental fee is within Windhover's budget for the release party.
- The former Student Media Technology (354066) account has been rolled in to General Administration (354060).

Jamie also gave a snapshot of Student Media's aging report:

- General Administration has \$2,775.01 in the 90+ day outstanding, with \$1,125.00 of it from the 2016 Orientation magazine. This is the same amount as last month and all three customers should be turned over to collections at this point.
- Nubian has \$112.00 in the 1-30 day category. This is a campus client, so perhaps an IDT has not been generated.
- Technician is at \$213.56 in the 1-30 day category, \$2,608.97 in 31-60 days, \$0 in 61-90 and \$4,521.83 at 90+ days. Some of these are already in collections, but Eagles and Gumby's should be added to collections.
- WKNC has \$602.50 in the 1-30 day category. One client has been contacted multiple times. The other is part of a bundle package and Jamie has not contacted the client.

## **RECAP OF CMA/ACP AND CBI NATIONAL CONFERENCES**

Jamie Halla briefly spoke about he and his staff's experience at the College Broadcasters, Inc.'s National Student Electronic Media Convention in San Antonio, Texas. He said he and the other staff members attending the convention attended many beneficial sessions and had a chance to meet others involved in college broadcast organizations around the country. He noted that WKNC won two awards at the convention, fourth and second place for Best Vodcast.

Anna Long said she learned a lot that would benefit Agromeck at the ACP/CMA convention in Dallas, Texas. In addition to the convention, she said she and the other Agromeck attendees toured the Balfour printing plant, which is also located in Dallas. Jonathan Carter and Technician Managing Editor Connor Bolinder said they and other attendees from Technician attended many valuable sessions at the convention and otherwise enjoyed the opportunity to bond with each other and students from other Student Media organizations. Technician, Agromeck and Windhover all brought home awards from the convention, including a Pacemaker for Windhover, a second place Photo Excellence award for the Technician's Anna Matthews, 10th place Best of Show for a website for a large school for Technician, second place best of show for the 2017 Agromeck, and fifth place Best of Show for the Technician's print edition. Pinnacle awards included third place for Best Ad for Technician, second place for newspaper photo page/spread for Technician, an honorable mention for Agromeck in the yearbook page/spread competition, first place for Best Breaking News Photo for Technician, second place for Best General News Photo for Technician, and second place for Best Sports Feature Photo for Agromeck. A team of student video journalists (Federico Planchon, Matt Norris, Alina Greene and Dina Le) won second place in the CMA's 2016-2017 Film Festival for Creative Film, and Federico Planchon won third place for Best Promotional Video.

## **MEETING WITH UNIVERSITY DEVELOPMENT**

Zanna Swann said that she recently had a good meeting with Nicole Peterson, the development director for the Department of Academic and Student Affairs, about sponsorships of events and other products for all of Student Media's organizations, especially Windhover and WKNC. She said that a big part of that effort would be identifying Student Media alumni through the University's various alumni and development databases. Zanna said such efforts could help diversify Student Media's funding stream in an advertising sales environment that remains challenging.

## **NUBIAN 25TH ANNIVERSARY UPDATE**

Patrick Neal said the Nubian would mark its 25th year of publication with a special edition to be published Wednesday, Nov. 29. He said that an offer to give campus departments 25 percent off the Nubian's regular ad prices had paid off in a big way, and that a good number of campus department had reserved ad space for the issue. He also reminded the board of the Nubian's 25th birthday party on Thursday, Nov. 30 in Witherspoon.

## **PREVIEW: COMPENSATION POLICY REVISION/REWRITE**

Patrick briefly updated the board on an upcoming rewrite of Student Media's current compensation policy. (The policy was included in the meeting package and is made part of these minutes by reference.) He said the current policy had been rendered obsolete by across-the-board changes to Student Media's compensation packages after fee funding to benchmark student staff pay at \$8/hour had been approved and implemented. He said the professional staff would work on the policy over winter break to adjust it to that new reality and would have a new policy ready for the board's consideration in January or February of 2018. He said that any student staff member was invited to be a part of that revision process if they wished, encouraging them to approach their primary adviser if that were the case.

## **REPORTS AND ADDENDA**

Organization reports for both October and November were included with the meeting package and are made part of these minutes by reference. Otherwise:

- Anna updated her board report to include the staff's tour of the Balfour plant in Dallas.
- Jonathan elaborated on the ethics/legal issues portion of his report with regard to a situation wherein the Technician staff had been forbidden to livestream an event featuring Sen. Jay Chaudhuri speaking with students. Patrick recapped the situation as follows: The Center for Student Leadership, Ethics and Public Service, the sponsor for the event, had at first invited Technician to livestream the event via Facebook but later rescinded that invitation after Sen. Chaudhuri's office said he did not want the event "politicized" by livestreaming. Patrick said DASA Chief of Staff and acting Student Involvement Director Justine Hollingshead had consulted with the University's General Counsel, which said that an invited guest could request that an event not be livestreamed. Patrick questioned that position, noting that this event entailed a public official visiting a public university for an event that was free and open to the public. Jonathan said that he had reached out to both the Student Press Law Center and the North Carolina Press Association to get their insight. In both cases, he said, the organizations said they believed that the University had improperly barred the Technician from covering the event via livestream, but they also noted that the technology was so new that there was relatively little case law directly "on point." Jonathan said he was attempting to arrange a meeting between the SPLC and/or the NCPA and the General Counsel's office to discuss the University's position on events like the one in question. Patrick said that while he could think of many legitimate reasons student media organizations could be barred from covering events and other news in the University's public spaces -- the inclusion of copyrighted materials, invitation-only events, the reasonable expectation of privacy in certain spaces on campus, etc. -- he could think of no reason why the Technician should have been barred from livestreaming in this case. It was, he said, not a "public meetings" case so much as an access question. That being the case, he said, Student Media was unlikely to ever see a better "test case" and that outside media organizations covering events on campus might very well have an interest in the issue as well.
- C Phillips noted that the most recent edition of Windhover had won a Pacemaker award from the Associated Collegiate Press, the highest award that organization bestows to any media organization.
- Jamie H. noted that two senior staff positions at WKNC would be opening for the spring.

## **ROUNDAABOUT MAGAZINE**

Patrick gave board members copies of the Roundabout magazine, which began distribution on campus Monday, Nov. 13. The staff members from the Technician, the Nubian and Agromeck had decided on the magazine name and logo, and that they had done a good job coordinating the production of the first issue under the new flag. He said the team would meet soon to discuss that first effort and identify areas for improvement for future editions.

## **ADJOURN**

Dean moved that the meeting be adjourned, with Anna providing a second. The board voted unanimously to adjourn at 8:05 p.m.



Preliminary conceptual renderings by Perkins+Will are based on the study and information contained in this document. The final building addition and renovation has not been designed at this time.

## Witherspoon Student Center Renovation Study

NC State Project #201713018 / Facility #081

SEPTEMBER 2017



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# 01. EXECUTIVE SUMMARY



# EXECUTIVE SUMMARY /

## Background

The goals of this study are to: produce a road map to inform long-term decisions based on benchmarking of peer satellite student unions for needed program components; inform why a renovation is so greatly needed from a facilities condition standpoint; and illustrate what the Witherspoon Student Center has the potential to become.

As the Campus Enterprises and University Student Center’s leadership began to plan for these improvements, they understood that a study should inform how to address any disruption to the building during minor or major renovations, whether in phases or all at once.

The Witherspoon Student Center, a 27-year-old annex to the Talley Student Union, is due for repair and upgrades. These include improvements to the mechanical systems, bringing the facility up to current life safety and plumbing codes as well as improvements for the Cinema, which doubles as the largest “110” (or generally scheduled) classroom with 459 seats (prior to the seat renovation of December 2017, which enlarged the seat widths, the total was 467), including 4 HC-accessible spaces with tablets on posts.

An estimated cost for the singular or phased implementation(s), in today’s dollars (see details in Probable Cost section), is provided to aid in planning and budgeting the project(s).



Perkins+Will was engaged to conduct the study and present the recommendations shown herein. With the purpose of identifying missing or needed program components and benchmarking the facility against others on campus as well as those of peer institutions, we worked with students, alumni, staff, and administration to form the following recommendations to enliven the spaces and create a more inviting building.

This study also sets forth a plan of implementation for the construction, including phasing of the work. The timing of the project also must be carefully

considered given the importance of the Cinema as a teaching space, work will need to be considered along with class scheduling. An estimated cost for the singular or phased implementation(s), in today’s dollars (see details in Probable Cost section), is provided to aid in planning and budgeting the project(s).

## EXECUTIVE SUMMARY CONTINUED /

## Vision

The Witherspoon Student Center should provide a welcoming, vibrant, and safe place for student, university, and community members of diverse race, color, ethnic, and experiential backgrounds to be, gather, and engage for cultural, intellectual, and community enrichment and support. It should further promote its unique identity and value by complementing the Talley Student Union in its character and program.

The African American Cultural Center should be viewed as the premier “hub” (or epicenter) in the Triangle for the promotion, celebration, appreciation, and study of culture and history of the African Diaspora. As such, as an integral part of the Witherspoon Student Center, one should immediately sense a cultural experience like none other (on campus or in Raleigh) when he/she enters.

Chancellor Woodson issued a memo dated August 14, 2017 called “Standing for Diversity, Inclusion and Respect,” (see Appendix) in response to the events in Charlottesville, Virginia, the weekend of August 11th. The following excerpt is taken from his memo:

*As I shared with our newest Wolfpack members at Convocation today, it is critical that our campus community always be vigilant in upholding, defending and promoting our shared NC State values – and continually rejecting violence, bigotry, intolerance and hatred.*

*NC State’s strength comes from its people – all its people – and their diversity of thought and experience. Each and every one of you are a welcomed, valued, important part of our Wolfpack.*

## Executive Committee and Design Team

### Executive Committee:

Dan Adams  
Campus Enterprises - Associate Vice Chancellor

Reginald Barnes  
Office of Institutional Equity and Diversity  
Administration - Senior Director

Moses Greene  
Campus Enterprises - WSC African American Cultural  
Center Director

Tim Hogan  
Campus Enterprises - University Student Centers  
Operations Director

Addie Jackson  
Student Government - Student Centers Board of  
Directors President

Lisa Johnson  
Facilities - University Architect

Sumayya Jones-Humienny  
Facilities - Associate University Architect

Mitchell Moravec  
Student Government - Student Center President

Rich Steele  
Campus Enterprises - Auxiliary Services Senior Director

John Taylor Willis  
Student Government - Student Body Treasurer

TJ Willis  
Campus Enterprises - University Student Centers  
Associate Operations Director

Lisa Zapata  
Division of Academic and Student Affairs - Student  
Development Health and Wellness Senior Associate Vice  
Chancellor

Kyle Levine  
Student Government - Graduate Student Representative

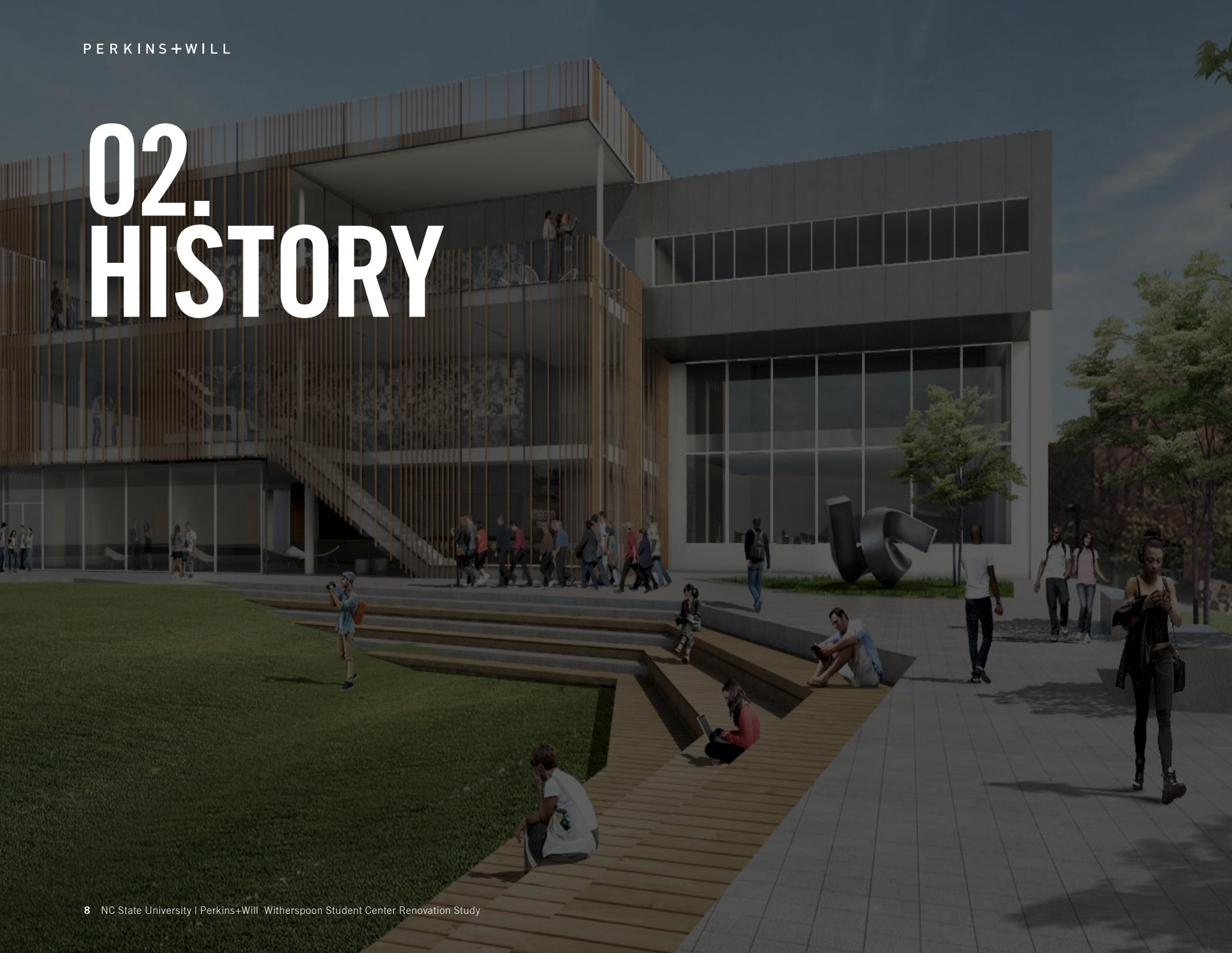
### Perkins+Will Design Team:

Jeff Yelton  
Higher Education Practice Leader / Project Manager

Jeff Stebar  
Student Life Leader / Student Life Planner

David Sheehan  
Senior Interior Designer / Student Life Planner

# 02. HISTORY



## HISTORY /

### African American Cultural Center

#### **BY NORTH CAROLINA STATE UNIVERSITY OFFICE FOR INSTITUTIONAL EQUITY AND DIVERSITY**

African American Cultural Center (AACC) at North Carolina State University was formed out of protest from students, faculty, and staff. Although its home, Witherspoon Student Center, was dedicated in 1995 as the first and only building on campus to be named in honor of an African American, the fight for recognition was long and filled with quite a few roadblocks.

On July 2, 1862, President Abraham Lincoln signed into law the Morrill Land Grant Act to establish colleges and universities in each state that would educate people in agricultural and mechanical and military professions. The hope was that this act would also assure that education would be available to everyone, including freed slaves.

Following the end of the Civil War in 1865, about four million slaves were freed. Although it would have been beneficial to the country to educate these workers who had literally helped build this country, many states were vehemently against providing opportunities for advancement. Consequently, they refused to comply with the Morrill Act and would not admit African Americans into their institutions, including the state of North Carolina.

Decades later, the federal government passed the Second Morrill Act in 1890, specifically requiring states to provide technical education for everyone.

Again, the seventeen southern and border states, including NC, still would not consent to admitting African Americans to their land grant institutions. However, there was a clause in the legislation that allowed states to provide funding for a second state institution. This enabled them to comply with the law, while still preventing admission of African Americans. As African Americans continued to be excluded from the North Carolina College of Agriculture and Mechanic Arts (now known as North Carolina State University), government officials created the NC Agricultural and Technical College (now known as NC A&T State University) in Greensboro, NC.



In 1951, the Consolidated University of North Carolina decided that African American students were eligible for admission into graduate programs. The first African American graduate students were not admitted to NC State College until 1953, when Robert Clemons and Hardy Liston were admitted into the School of Engineering. Clemons would become NC State's first African American graduate (1957).

Liston later withdrew and did not complete his degree. The fight for undergraduate admission took a bit longer.

In the 1955 ruling of *Frazier v. the Board of Trustees of the University of North Carolina*, the court determined that undergraduate colleges and universities should be open to African Americans. In September, 1956, the first four African American undergraduates enrolled at North Carolina State College: Ed Carson, Manuel Crockett, Irwin Holmes, and Walter Holmes. Walter broke racial barriers when he joined the marching band in his first semester in 1956. In 1958, Irwin joined the men's tennis team, making it the first integrated athletic team at State College. He would also later become the first African American athletic team captain and the first African American undergraduate to earn his college degree from NC State in 1960.

In April 1960, African American students from across the Research Triangle area (Raleigh, Durham, and Chapel Hill) gathered at Shaw University (Raleigh, NC) for a conference that focused on civil rights for Black Americans. From this event the Student Nonviolent Coordinating Committee (SNCC) was formed, one of the most influential black student organizations in the country. This was also a pivotal moment that led to the establishing of several other student groups in the RTP area.

## HISTORY CONTINUED /

“After the assassination of civil rights leader Martin Luther King, Jr. in April of 1968, sixty-three North Carolina State University students chartered the Society of Afro-American Culture (SAAC), an on-campus club that sprang from the national Black Power movement. [Much] like other Black Power student groups from this period, the SAAC’s goal was to change, not assimilate to, NC State. The club was formed in reaction to a divided campus that, in their view, still harbored remnants of its segregated past.”

“Comprised of both undergraduate and graduate students, [the organization was dedicated to furthering black student causes at NC State and combating what they perceived as racial biases inherent in the university structure. Unlike off-campus student groups that were not sanctioned by the university, from the outset the SAAC sought to work within the University framework to spawn the idea of black identity, seek black representation in official University functions, provide an instrument for black entrance into the legislative, judicial executive system at North Carolina State University, and to promote the growth of nationally affiliated social fraternities and sororities on the North Carolina State University campus. These initial goals primarily manifested themselves through campus demonstrations and student outreach activities that echoed the SAAC’s official declaration of itself as the ‘Political and Cultural Organization of Black Students at NC State University’.”

(The State of History. *Crossing the Color Line: A Place of Their Own, 1973-1975*)

In 1970, after much pressure, SAAC was given space in the basement of the former YMCA Building, which was located on North Campus, to gather and sponsor programs. Although some may consider this the first African American Cultural Center on NC State’s campus, it was not formally recognized by the university and did not have any paid staff. Formerly the E.S. King Religious Center, this site was later demolished to make room for a new addition to the Design School in 1975.

By 1971, the organization was operating its own Orientation program specifically for incoming black students out of this space, which they affectionately referred to as the “Ghetto”. This orientation included a meeting between black students and black faculty members, a picnic, a party, and a guest speaker.

Although more African American students began attending NC State in the late 1960s and early 1970s, that number was still very low. Despite several significant accomplishments for African Americans during that time, with so few African American students on campus, many experienced feelings of isolation and marginalization. The African American students felt they needed a place to gather together for support and community.

“Whether we like it or not, a kid coming from an all-black school comes from a culture that is drastically different from the white culture”. Dr. Augustus M. Witherspoon (Raleigh News and Observer, 1983)



On November 1, 1973, three years after they had begun gathering in the YMCA Building, SAAC approached university administrators about establishing a permanent African American Cultural Center on campus. Student leaders saw the impending destruction of the King Building as an opportunity to propose a new space that would have additional programming, staff, an operating budget, counselors, and recognition from the university as a cultural center. After much consideration, they settled on the newly repurposed Print Shop on central campus in what is now known as the West Dunn Building. The building is located on the corner of Dan Allen Drive and West Dunn Avenue.

Many white students and administrators did not support the idea of the university investing in this space for this purpose. However, African American students utilized campus newspapers to defend their

proposal and to express their continued feelings of neglect. In one such article, a student described that African American students felt “alienated, neglected, and only ‘tolerated’” on campus. This made it even more imperative for them to secure a place to which they could belong.

“Throughout fall 1973 and into winter 1974, members of the Society of Afro-American Culture (SAAC) continued to justify their need for a cultural center and use of the Print Shop. In December, Dean of Student Affairs, Banks Talley (for whom the Talley Student Union was named), submitted an offer to SAAC allocating the basement of the Print Shop for the use of an African American Cultural Center. SAAC leaders quickly rejected this offer. Perhaps SAAC interpreted the allocation of the basement as the administration’s attempt to hide the cultural center and its members. Neither Bell nor the SAAC spoke publicly about the proposal, so it is unclear why SAAC rejected it. The following January, Talley counter-offered with his “final” decision: SAAC could utilize half of the first floor of the Print Shop, a space SAAC declared too small for a cultural center. In a statement to the Technician on January 9, 1974, Dean of Student Development, John Poole declared, “We are now hopeful that they [SAAC] will meet with us in regards to how that space that has been allocated to them can best be used.” However, African American students refused to accept Talley’s final offer and continued to voice their opinions across campus.

The tension resulting from the lack of communication and understanding between white and African

American students prompted student leaders to seek solutions and to promote racial unity across campus. Dean John Poole called for student leaders to meet with university administrators for a “Student Affairs of Human Relations Conference” at the Quail Roost conference center near Durham, NC. Informally referred to as Quail Roost, the conference offered students an opportunity to discuss issues with one another with the aid of counselors. Nine white students, including Student Body President, Terry Carroll, and ten African American students attended the weekend meeting on February 2-3, 1974; notably absent was Brenda Harrison who rejected the conference invitation. Dean Banks Talley, Dean John Poole, and Dr. Augustus Witherspoon also attended the conference as administrative representatives.

According to recorded accounts of the conference, students and administrators discussed specific issues, such as the Print Shop, Pan African Week, and campus communication. On February 6, 1974, Talley discussed his perceptions of the meeting stating, “It certainly didn’t accomplish what we’d hoped it would... there was an awful lot of talk, and not enough done... I think that there were some black students who just didn’t come there to talk. There was a lot of yelling going on.” Many white students countered Talley’s perception. Terry Carroll stated, “I personally got a much broader understanding of the situation.” For Carroll and many other white students, the conference was the first time they realized the significance of the cultural center to the SAAC. Dr. Witherspoon, an African American professor and an

NC State alumnus, emphasized the need for a cultural center on campus:

“If you’re ever in a minority, though, and you never see anything you can look at and touch and which says, ‘This is me; this is a part of me,’ then this is bad. This is what the black student faces, because he has nothing to which he can relate directly, which states his culture and his experience. This is what the black cultural center should be about, to give the black student something to which he can relate personally...If white kids don’t know what black men contributed to this country, and the part they played and still play in this society, then they are missing a part of American history, of their history. I think this hurts the white kids as well as the black kids.”

**DR. AUGUSTUS WITHERSPOON**

## HISTORY CONTINUED /

The success of the Quail Roost conference encouraged white student leaders to support African Americans' calls for a cultural center.

In the week following the Quail Roost conference, seven of the nine white students who attended the conference wrote a letter to Dean Banks Talley expressing their support of the Society of Afro-American Culture's (SAAC) proposed African American cultural center. Also published in the Technician, the letter stated, "It is our feeling that SAAC should be given control of the entire first floor of the Print Shop for the purpose of having office space and developing a cultural center." While many students supported the letter, others criticized the white students for not thoroughly discussing with the student body the reasons for their support.

These criticisms did not deter white student leaders. Student Body President Terry Carroll adopted the



proposed African American cultural center as one of his "four-points" in spring 1974. On February 22, 1974 Carroll presented a four-point request to Chancellor Caldwell and called on students to wear red armbands to demonstrate their support. Carroll's four-points included lowering textbook prices in the Student Supply Stores, lowering rates for parking decals, allocating the first floor of the Print Shop as an African American cultural center, and making assurances that dorm residents maintained their privacy. Carroll asked Chancellor Caldwell to address his concerns by March 11. To raise awareness for his four-points, Carroll coordinated a student rally in the University Plaza, a campout at the Memorial Tower, and a party in the parking lot of the Print Shop.

Following a meeting between Carroll, Don Bell, president of the Society of Afro-American Culture (SAAC), and other student leaders with Chancellor Caldwell, Dean Banks Talley announced the university's decision to allocate the entire first floor of the Print Shop to SAAC for a cultural center. In a letter to Bell, Talley declared that Bell's cultural center proposal was "ambitious and deserving [of] an opportunity to [succeed]." In addition to the Print Shop, Talley announced that university employees would be assigned various tasks to help promote, staff, and develop the new center. Throughout the 1973-1974 academic year, student newspapers and magazines helped raise awareness of the proposed cultural center on campus as the articles sought to hold administrators accountable for students' concerns. In 1974, African American students finally had a cultural center and a space to call their

own. Terry Carroll's request for SAAC's use of the Print Shop was the only one of his four-points that university administrators fulfilled.

SAAC's struggle to obtain an African American cultural center demonstrated the difficulties and criticisms African American students encountered on NC State's campus in the 1970s. With a population of approximately two-hundred and fifty students in 1973-1974, African Americans worked together to solve their problems and create a community on campus. The Quail Roost conference allowed African American students the opportunity to speak with white student leaders face-to-face and to air their grievances in the presence of administrators and counselors. It was this conference that changed the minds and attitudes of white student leaders to support the proposed cultural center.

The African American Cultural Center at NC State sought to reduce feelings of isolation and to create a positive and comfortable environment where black and white students could learn more about the benefits of campus diversity and African American culture.

In subsequent years, African American students declared that this space was not sufficient for the needs and goals of a steadily growing African American student body. African American students longed for a library where people of all cultures could read and study about African and African American contributions to the world, ample meeting space for student organizations and a multipurpose room where

they could host large events. It would take quite a few years for the dream for an established Center to become a reality.

In January 1991, the new Student Center Annex, located on the corner of Dan Allen Drive and Cates Avenue, opened as the new home for the African American Cultural Center. The new center included a multipurpose room, meeting space, a gallery, and a library. When it first opened, Dr. M. Iyailu Moses was hired as the inaugural Director for the AACC. Despite having staff, Dr. Moses was not initially given a budget. In 1992, following months of faculty and student protest, university administrators finally granted the AACC a small operating budget.

On April 1, 1995, the Student Center Annex was renamed the Witherspoon Student Center in honor of Dr. Augustus Mclver Witherspoon [See bio below]. The Witherspoon Student Center is the first and only building on NC State's campus that is named after an African American.

## The AACC Today

The African American Cultural Center is now one of four Campus Community Centers, a new unit within the Office for Institutional Equity and Diversity. As the campus "hub" for African American culture, its work is designed to promote an understanding of and appreciation for the African diaspora, its rich history, cultural traditions, global influences, and social issues that impact its communities. It also serves as a "meeting place" that fosters a stronger sense of

community for students, faculty, staff, and alumni who identify as members of the African diaspora.

As an integral academic unit that operates under the auspices of the Provost's Office, the AACC stays actively engaged in the academic life of NC State with programs, resources, and services that facilitate the cultural, intellectual, and social growth of the entire university community. They will do that through a greater emphasis on large-scale community programs, increased visibility and engagement for the Library and Gallery, community outreach and engagement, faculty engagement and research and increased student engagement, especially through the performing arts. It will continue to be an indispensable component of NC State's mission of "building a diverse and inclusive campus community, fostering demographic and intellectual diversity, internal and external partnerships, and adopting an operational model that embraces efficiency and accountability."

## African American Cultural Center Founders

### **Dr. Augustus M. Witherspoon**

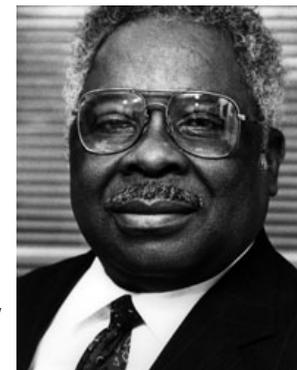
Augustus Mclver "Gus" Witherspoon was born in Palmetto, South Carolina. After graduating from Claflin University in 1951, he entered the United States Army at the rank of Lieutenant. Following his military service, he went on to become a high school science teacher and coach and would later earn two Master of Science degrees, one from Southern Illinois

and one from North Carolina State University. In 1971, he earned his Ph.D. in Botany from NC State, becoming the second African American to earn a Ph.D. degree from the university.

After joining the university faculty in 1970 as an instructor in Botany, Dr. Witherspoon would later go on to become the first African American Professor in the school's history. He also served as Assistant Dean, Acting Dean, and Associate Dean of the College of Agricultural Life Sciences Graduate School in addition to holding university administration positions of Associate Provost and Coordinator of African American Affairs.

Dr. Witherspoon was an advisor to NC State's Eta Omicron chapter of Alpha Phi Alpha Fraternity, Inc. and served as a mentor to many students while at the university. Students often affectionately referred to him as "Pops", "Doc", and "Spoon". He and his wife Cookie graciously opened their home to students on many occasions. In July 1990, the NC State Black Alumni Society established the A.M. Witherspoon Graduate Scholarship in his honor.

In August 1992, the NC State Board of Trustees honored Dr. Witherspoon with a citation of appreciation for his services to the university as



## HISTORY CONTINUED /

an outstanding teacher, researcher, and community leader. He is often credited as one of the “founding fathers” of the African American Cultural Center, the University-Community Brotherhood Dinner (now known as the Lawrence M. Clark University Community Dinner), the Peer Mentor Program, the African American Symposium, and other significant initiatives that are still recognized by the university today.

Dr. Witherspoon held several important positions in the university’s administration and was instrumental in helping to improve the campus and academic life of African Americans at NC State until his death. His legacy and commitment to service is one that lives on today. Because of his hard work and commitment to students and the university, the Student Center Annex was renamed the Augustus Mclver Witherspoon Student Center in his honor on November 18, 1994, becoming the first and still only building on campus named after an African American. Dr. Witherspoon died on June 6, 1994.

**Dr. Lawrence M. Clark**

In 1974, Dr. Lawrence M. Clark, was hired in the position of Associate Provost. He was the 2nd African American to serve in an administrative role at NC State; as university administrator, associate provost, and he was also a full-time professor of mathematics education, Dr. Clark led the change in the culture of diversity at NC State. In addition, he also coordinated activities related to the University’s Affirmative Action Plan. One of the many honors bestowed upon Dr. Clark was the naming of the Dr. Lawrence M. Clark Lecture Series by the African American Cultural

Center (AACC) at NC State University. Like Dr. Witherspoon, he is credited as one of the “founding fathers” of the AACC, having co-founded the University-Community Brotherhood Dinner, the Peer Mentor Program, the African American Symposium, and many more significant initiatives still in place today. Dr. Lawrence M. Clark died January 23, 2012.

**Dr. M. Iyailu Moses**

In the spring of 1991, the doors of the African American Cultural Center opened with Dr. M. Iyailu Moses as its inaugural Director. Dr. Moses came to NC State in 1981 to pursue her doctorate in Education. After completing it in 1989, she worked with university leaders to organize and open the AACC.

For many African American students and alumni, the African American Cultural Center represents their connection to NC State. It was built by their struggle, and has endured on their shoulders, and its future is in our hands. After serving as Dean of the School of Liberal Arts and Education and Assistant Professor (Department of Education) at St. Augustine’s University (Raleigh, NC), Dr. Moses now serves as the Director of Academic Advising and Tutorial Services, also at St. Augustine’s.

We honor AACC founders for their vision and desire for identity, equity, and inclusion during a time of profound change.

“The concept of an African American Cultural Center on this campus came about because of the desire to lift the black cultural experience to an intellectual height in order to achieve a greater sense of self-identity and self-worth among African Americans. Across the land, the remedy for the devastating phenomenon of cultural depression spawned by generations of racism has been to develop centers for black culture and black Studies departments, first and foremost, for the benefit of the victims and secondly, for the benefit of others. Engaging in such a reclamation of self-worth will only be unnecessary when the evidence of cultural depression no longer manifests itself among people of African descent.”

**STATEMENT BY DR. IYAILU MOSES**

## Select Resources

### **Inclusion and Involvement of African Americans at NC State University 1953-1993**

(See Appendix)

**African American Cultural Center Records 1986-2002**, North Carolina State University, Office of the Provost, African American Cultural Center Records, UA 005.072, Special Collections Research Center, North Carolina State University Libraries, Raleigh, NC. Accessed December 16, 2015. [http://www.lib.ncsu.edu/findingaids/ua005\\_072/summary](http://www.lib.ncsu.edu/findingaids/ua005_072/summary)

**The Morrill Acts of 1862 and 1890; 1890 Land Grant Universities**. Accessed August 13, 2017. <http://www.1890universities.org/history>

**50th Anniversary of African American Undergraduates 1956-2007**. North Carolina State University, Raleigh, NC: North Carolina State University, print.

**First African American Cultural Center Formed, 1970; Special Collections Research Center at NC State Libraries**; sa-rwb-016; Red, White and Black Project. "NC State Libraries' Digital Collections: Rare and Unique Materials". Accessed March 30, 2015. <https://d.lib.ncsu.edu/collection/catalog/sa-rwb-016>

**Lawrence Clark Hired as Associate Provost, 1974; Special Collections Research Center at NC State Libraries**; sa-rwb-017; Red, White and Black Project. "NC State Libraries' Digital Collections: Rare and Unique Materials". Accessed March 30, 2015. <https://d.lib.ncsu.edu/collections/catalog/sa-rwb-017>

### **"Opening Doors: The Lives and Legacies of Dr. Lawrence M. Clark and Dr. Augustus M. Witherspoon."**

Writ. Sheila Smith McKoy, Ph.D. Dir. Sheila Smith McKoy. Produce ran AACC Writing the Lion's Tale Projection, 2013. (North Carolina State University), producer. Video DVD <https://catalog.lib.ncsu.edu/record/NCSU3406653>

**Crossing the Color Line: A Means of Protest, 1968-1972**, Special Collections Research Center, North Carolina State University Libraries Raleigh, NC. Accessed August 14, 2017. <https://soh.omeka.chass.ncsu.edu/exhibits/show/colorline-saac>

**The State of History. Crossing the Color Line: A Place of Their Own, 1973-1975**, History Department, North Carolina State University Libraries, Raleigh, NC. Accessed August 14, 2017. <https://soh.omeka.chass.ncsu.edu/exhibits/show/colorline-ownplace>

**Students Call for New African American Cultural Center, 1974; New African American Cultural Center, 1974**; Special Collections Research Center at NC State Libraries; sa-rwb-018; Red, White and Black Project. "NC State Libraries' Digital Collections: Rare and Unique Materials". Accessed March 30, 2015. <https://d.lib.ncsu.edu/collections/catalog/sa-rwb-018>

**Student Center Annex is Named Witherspoon Student Center in Honor of Dr. Augustus Witherspoon, 1995**; Special Collections Research Center at NC State Libraries; sa-rwb-027; Red, White and Black Project. "NC State Libraries' Digital Collections: Rare and

Unique Materials". Accessed March, 2015. <https://d.lib.ncsu.edu/collections/catalog/sa-rwb-027>

**Timeline of African Americans at NC State**, Special Collections Research Center, North Carolina State University Libraries, Raleigh, NC. Accessed August 13, 2017. <https://historicalstate.lib.ncsu.edu/timelines/african-americans>

**The Tar Hell of the Week: Researcher-Educator with Two Full-Time Jobs. Interview with Dr. Augustus M. Witherspoon**. Raleigh News and Observer, 1983.

**Witherspoon Student Center Becomes the New Home of the African American Cultural Center, 1991**; Special Collections Research Center at NC State Libraries; sa-rwb-025; Red, White and Black Project. "NC State Libraries' Digital Collections: Rare and Unique Materials". Accessed March 30, 2015. <https://d.lib.ncsu.edu/collections/catalog/sa-rwb-025>

# 03. SITE AND BUILDING ANALYSIS

## SITE AND BUILDING ANALYSIS /

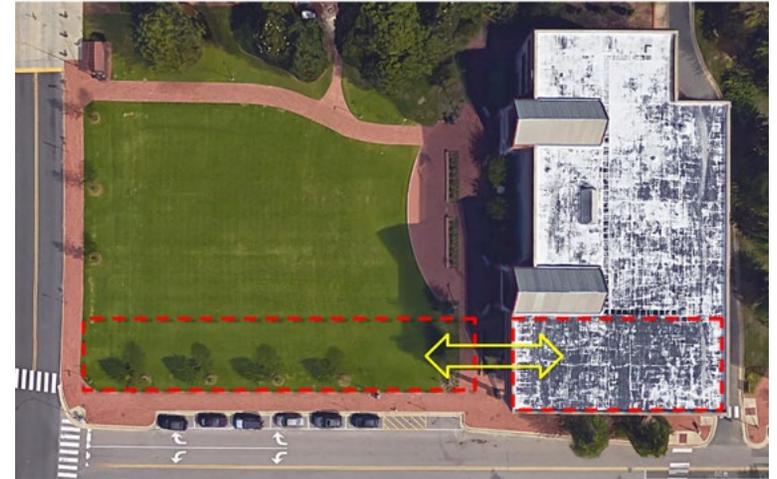
### Connectivity

As the Witherspoon Student Center is an extension of the Talley Student Union, one of the first things one notices is how truly disconnected they are from one another. Separated not only by four residence halls along Cates Avenue, but separate in style, quality, and graciousness. Approaching the building from Talley, walking West on Cates Avenue, one is greeted with a large brick and concrete block wall with multiple air vents. Nothing there announces the building or what happens inside, it's just the back of the building.

The lack of connection between the exterior and interior of the building is one of the most noticeable flaws. There are few windows allowing the visual connection needed to activate the spaces and allow a strong campus connection. Further, the entry points to the building are not clear or welcoming.

Each of the floors inside the building is very separate and there is a lack of visible connection. The upper floors are accessible only through enclosed stairs or an elevator and neither of these options is readily visible upon entering the building. Once on each floor, one finds oneself in corridors of concrete block walls with no clues as to what functions lie beyond the walls.

One of the best features of the Witherspoon Student Center is the lawn to the west known as Harris Field. However, the lack of transparency does not allow for a true connection between the interior and the exterior and the activities happening in each. The West façade of the building appears to be turning its back on the field with its three story concrete block wall.



Connect interior programs to site and context with strong landscape / hardscape element

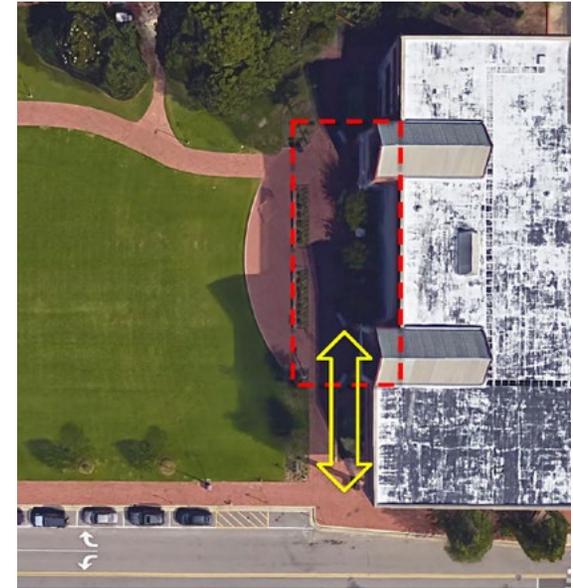


Connect site with interior and create “front door” approach instead of “side door” approach from Cates sidewalk

SITE AND BUILDING ANALYSIS CONTINUED /



Opportunities to connect to Talley and serve as an anchor on the west end of Cates Avenue



Re-orient entrance to Cates Avenue



Blank facade on east side could help brand the building



Opportunities for more transparency along Cates Avenue



New 'front' with transparency and connection to lawn

**SITE AND BUILDING ANALYSIS CONTINUED**

**What we heard**

The study began with the Student Union leadership, NC State Facilities Division - Office of the University Architect, and Perkins+Will engaging in eighteen stakeholder meetings over 3 days. These stakeholders included students and student groups, staff, administration, and alumni with former leadership of the African American Cultural Center.

The student stakeholders included representation from both those students who currently use the building as well as those who do not use the building.

The latter is particularly important to the study as a means of understanding which programs and spaces are lacking in the building that would make a more welcoming environment for the broader student body. Much of this information was gathered in an open session one evening in the Talley Student Union atrium. As students passed through, they were able to offer their opinions and ideas for the facility.

Of great interest were the focus groups featuring the alumni and administration who helped to realize the building and helped build the African American Cultural Center. These were some of the first

people to use and engage with the building. They spoke of the significance of the building and its name, Witherspoon, and its importance in creating a home for the center. From these discussions, we learned more about the original uses for some of the spaces and about the activity in the building. It was disappointing for some to meet in the building and see that spaces were not full of activity and were not accessible.

The Witherspoon Student Center currently houses four programs/offices and two additional functions. The program/office spaces are the Military and Veteran Resource Center on the first floor, a large meeting room and Meditation Room on the second floor, the Passport Office and Student Media on the third floor, and the largest tenant, the African American Cultural Center represented in the South portion of all three floors. Additionally the building has meeting spaces, scheduled through the Student Union, and the Cinema, which doubles as a heavily-used classroom throughout the academic calendar and for student orientation in the summer. The Cinema is the largest classroom available on the campus.

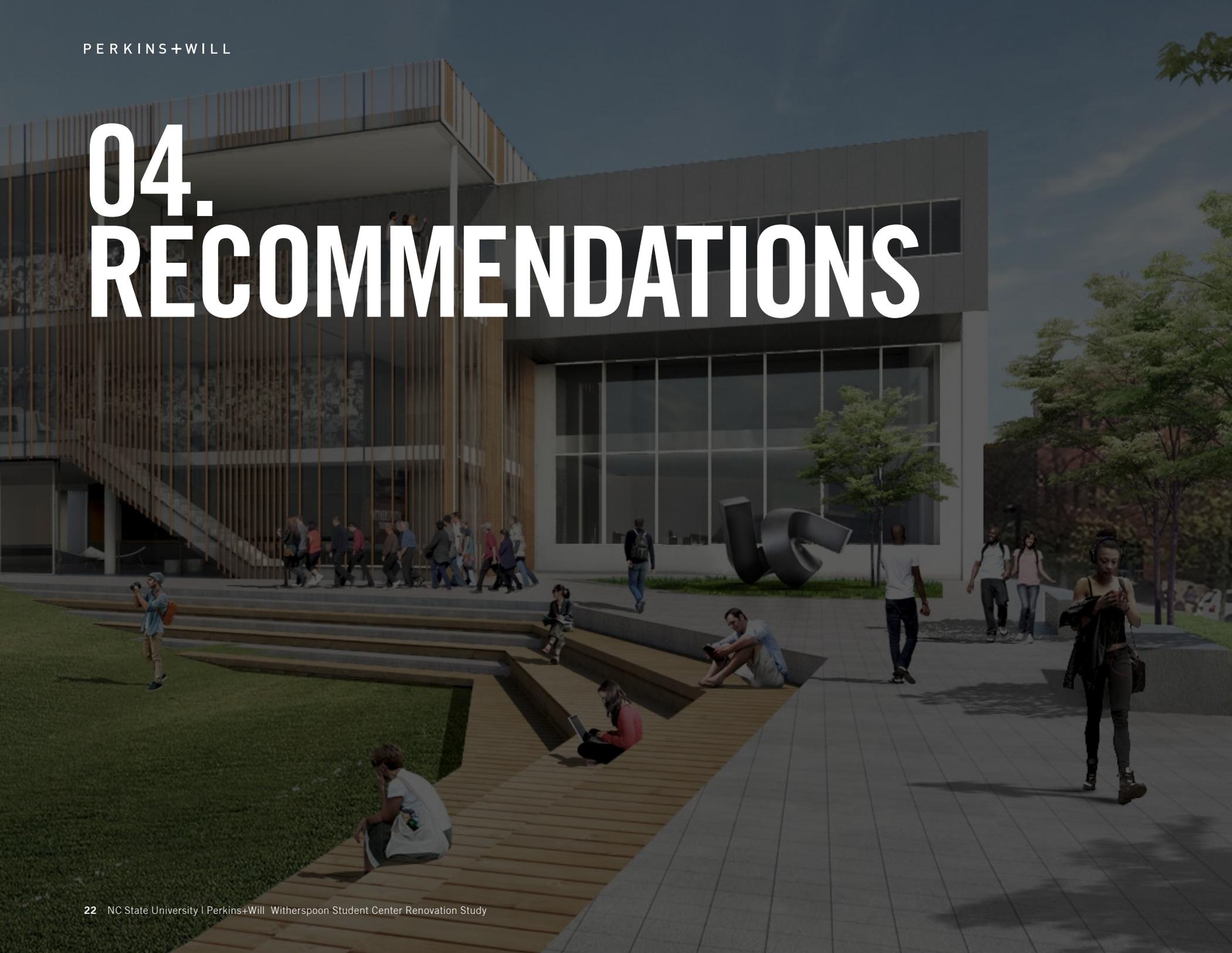
Throughout the course of the stakeholder meetings, many common themes were expressed about the building in its current state including areas in need of refurbishment, such as lighting and the toilet facilities. In general, the building is not modern and not inviting.

Witherspoon is not up to par with student expectations as compared to facilities like the Talley Student Union. In addition to these obvious points,





# 04. RECOMMENDATIONS



## RECOMMENDATIONS /

### Form, Function, And Flexibility

This study suggests several simple design changes that can dramatically transform not only the appearance of Witherspoon Student Center, but most importantly the function and flexibility of the facility. Particular attention must be paid to the exterior of the building and the approach for the users. As one approaches from Talley Student Union to the east, the building can be used a billboard or beacon to begin to announce what's happening in the building and create visual connections at both ends of Cates Avenue.

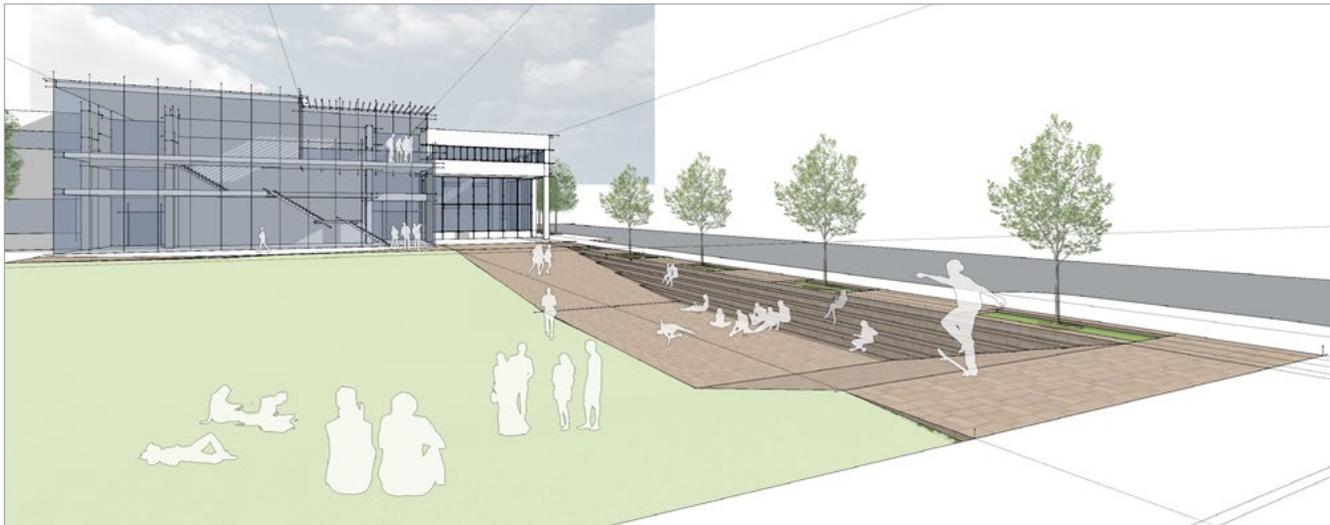
A relatively small addition is proposed for the West side of the building. It is envisioned to be very transparent and to allow the activity inside and outside the building to be visible. The landscape becomes part of the experience inside the building and the interior of the building is an enhanced backdrop for the landscape. The addition also creates the opportunity to form a more celebrated main entry for the building. This entry can be oriented to Cates Avenue at the southwest corner and introduce not only the Witherspoon Student Center, but also the African American Cultural Center it houses.

Inside the building, the additional space is essential in adding clarity for the user wayfinding through the building. The visual connection to the exterior orients the user giving them a sense of place in the building. Additionally, the suggested addition features open and visible stairways between the floors allowing visual connection between the floors and activities.

## Site Planning



Connect site with interior and create “front door” approach instead of “side door” approach from Cates sidewalk



Connect interior programs to site and context with strong landscape / hardscape element



Another important augmentation to the building is the addition of windows at the south façade along Cates Avenue. These new windows will provide further connection to the street and campus from what is envisioned to be an active African American Cultural Center student lounge inside.

As the building is being renovated, it is also possible to restructure the roofs at the top floor to raise the ceiling higher and allow light to penetrate deeper into the building via high clerestory windows. These windows may also connect and tie into the West addition pulling the new architectural language through the building to create a more unified appearance.

Some site work and additions are also suggested to further connect the interior and exterior spaces. Along the southern edges of Harris field, terracing and hardscape could be added to create areas for gathering, observing play on the field, barbecuing, and displaying sculpture. With these improvements, the programs of the building and the African American Cultural Center can be extended to the exterior and further engage the campus.

Dynamic building and site that promotes and supports activities.  
Celebrated approach to Witherspoon.

RECOMMENDATIONS CONTINUED /

Plan Options

→ SEE APPENDIX FOR ENLARGED PLANS

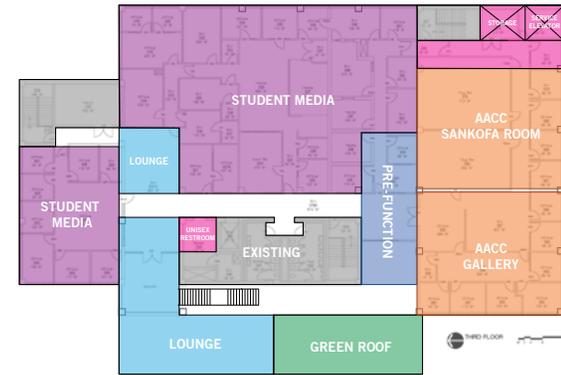
An important part of envisioning a rejuvenated Witherspoon Student Center is understanding how to re-purpose the spaces to best serve the students and campus. In assessing planning scenarios, the African American Cultural Center plan was tested in two configurations. As this is the largest program in the building, it was important that these spaces are showcased to their fullest advantage. In one scenario, the center’s spaces were stacked in the Southern section on all three floors and in the other scenario the center’s spaces were featured across the entire largest, third floor.

The former scenario, which features the African American Cultural Center with presence on all three floors was chosen in discussions with students and alumni for several reasons. In this scenario, the center becomes less insular and more engaged with the building and campus, showcasing the activity to the students, staff, and visitors traveling through the new open spaces and stairs between floors. Also, this location stacked in the Southern portion of the building along Cates Avenue allows for a definable presence and brand opportunities for the center. Lastly this approach provides street-level presence for the Center.

An important part of re-planning/stacking the African American Cultural Center was to bring back the vitality the center once had for the students. In its current plan configuration, the student areas are on the third floor in the back of the space. In the proposed plan, the student lounge and organization spaces are envisioned to be at the street level in what is now the large Washington Sankofa Room. This space can be re-imagined with its new windows to Cates Avenue to contain multiple lounge and meeting areas for students that are visible and inviting from the street and can spill out onto the proposed landscape features of Harris Field. This location also puts

SCENARIO A

Level 3



Level 2

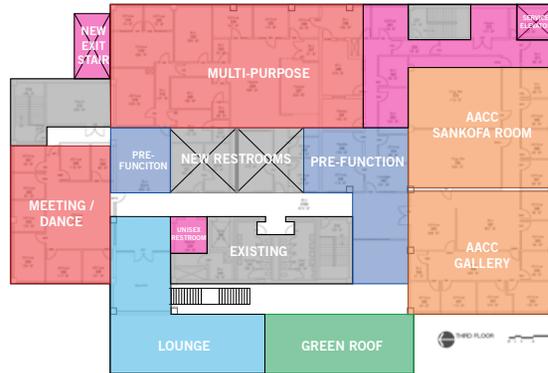


Level 1



## SCENARIO B

Level 3



Level 2



Level 1



this student activity space at the new front door for the Witherspoon Student Center.

Stacked above at the second floor is proposed the African American Cultural Center's Library and administrative offices. The second floor of the Witherspoon Student Center is the quietest floor and has the least traffic because the floor space is relatively small due to the double height Cinema space that extends from the floor below in the center of the building. This location for the library and administrative spaces is ideal for students who want a quieter space for study and interaction with staff.

At the third floor is planned the African American Cultural Center's Washington Sankofa Room and Gallery. This combination of spaces will serve as a great destination for meetings involving both students and the public. With the Gallery adjacent to, but separate from, the Washington Sankofa Room, it can serve multiple purposes. Not only is the Gallery for displaying art and artifacts, but in this configuration it can also serve as a pre-function space for the Washington Sankofa Room or function as a second large meeting space should the need arise.

With the African American Cultural Center situated in the Southern portion of the building on three floors, the remaining programs are planned as follows:

The new addition and entry provide an ideal place for information and welcoming to the building at the first floor. Whether a manned desk or simply a touch-screen kiosk, this should be the place to find out more about the daily activities in the building as well as the broader program options housed within. The addition also serves as great waiting and gathering space before and after events in the Cinema/Classroom.

Upgrades are planned for the Cinema as well. As the largest classroom on campus, the cinema plays a vital role in accommodating large class sections. While the shape and placement of the Cinema will not change, the interior and entry sequence will be much

## RECOMMENDATIONS CONTINUED /

improved, alleviating congestion at the rear of the Cinema, particularly at changeover between classes. New seating and lighting are needed and the finishes require upgrades to modernize and refresh the space. The most significant upgrade is the planned addition of a stage at the front of the Cinema, allowing for more dance and other performances, and greater flexibility of use. This new stage could also be designed to create a new entry into the Cinema at stage level.

The final element of the first floor is the addition of a café or food venue into the northern portion of the floor. This addition of food availability not only brings more people into the building, but also supports the students using the building and their activities.

At the second floor, the Military and Veteran Resource Center is planned to be relocated from its current place on the first floor. While this group is very

pleased with their location in Witherspoon Student Center, due to its location on campus, they will be better served on the 2nd floor. As noted previously, the second floor is smaller and therefore quieter fitting the Military and Veteran Resource center better. The meditation room currently located at the northeast corner of the second floor should remain in its current location.

This study offers two scenarios for use of the space remaining at the third floor after the African American Cultural Center's spaces have been set. Scenario A re-arranges Student Media spaces into more efficient space plans, while allowing better access to the more public Washington Sankofa Room and Gallery. This new plan would accommodate anticipated program changes within Student Media.

Scenario B would relocate Student Media to another suitable location on Campus allowing the remaining

space on the third floor to be planned as a Large Multi-Purpose Space and Large Meeting Room, which supports a greater campus community as well as the programs located within Witherspoon Student Center. It is important to note that Scenario B is reliant upon the University finding an appropriate alternate location for Student Media.

An advantage of the building for Scenario B are the large free-span (structural column free) areas. These types of spaces are not often available without prior programming/planning for large-scale rooms. Also, as noted for the corridors on the third floor, the roofs in these large spaces could be raised to allow more natural light into these gathering spaces.

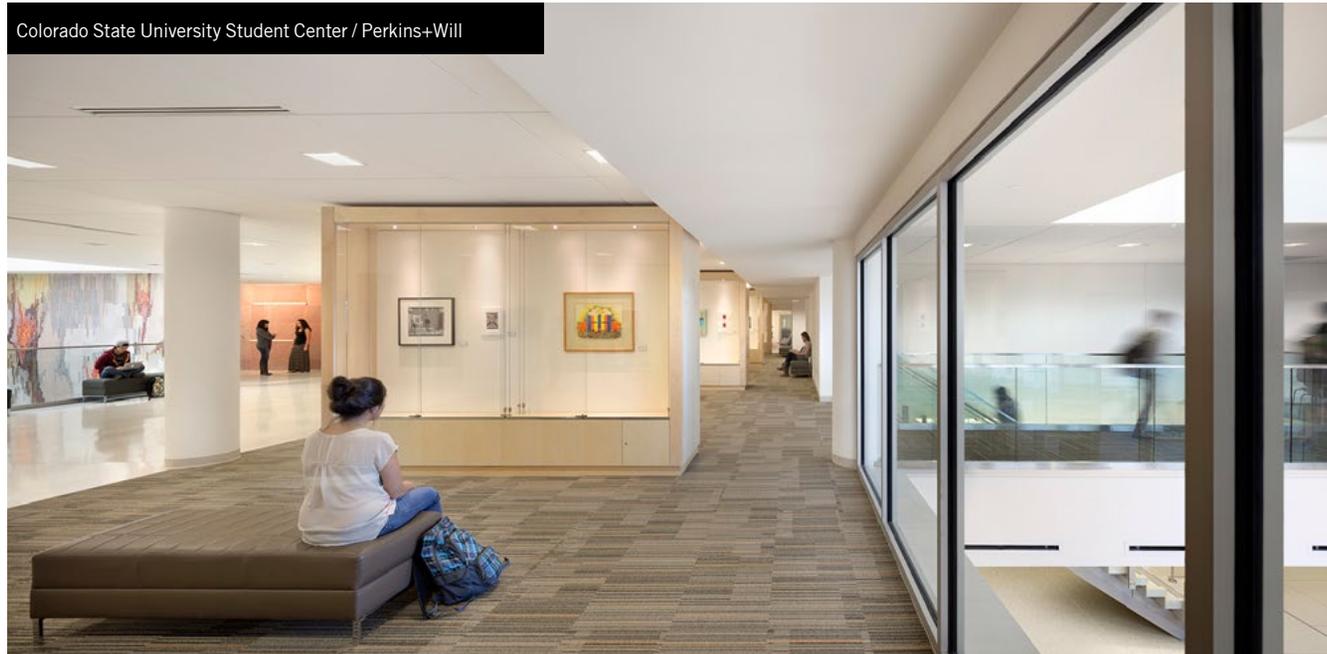
# Space Program Summary

DESCRIPTION	EXISTING	SCENARIO A	SCENARIO B
 Student Media	7,500	6,900	0
 African-American Cultural Center	10,400	10,100	10,100
 Cinema	5,500	5,500	5,500
 Military and Veteran Resource Center	1,500	1,500	1,500
 Student Center	2,400	3,100	10,200
   Building Support/Unassigned	9,100	10,700	11,700
 Pre-Function	300	2,900	3,300
 Lounge	500	5,200	4,800
<b>TOTAL GSF</b>	<b>37,200</b>	<b>45,500</b>	<b>47,100</b>

RECOMMENDATIONS CONTINUED /

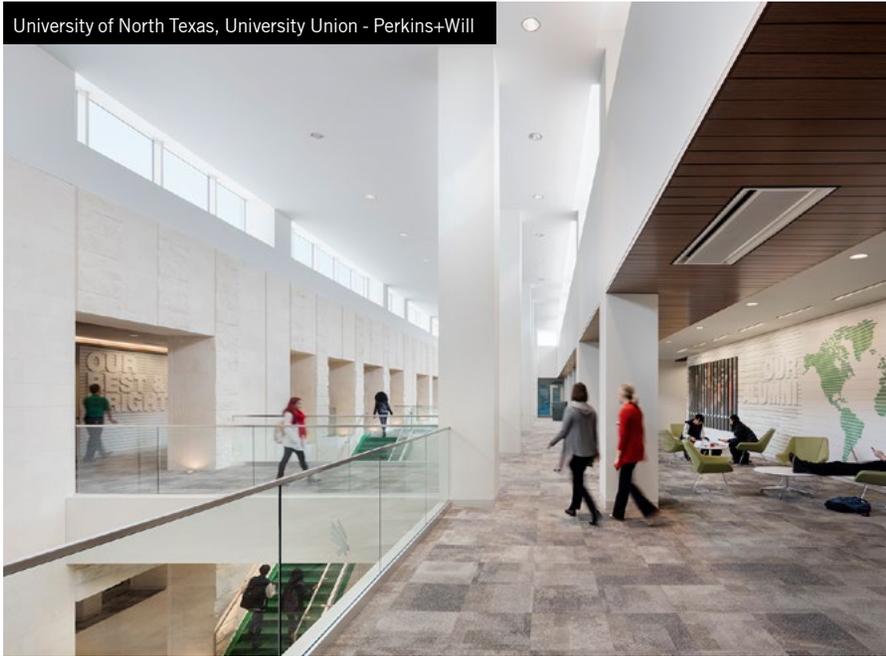
## Precedent Images

These images have been selected as representative examples illustrating the architectural ideas described in the recommendations. These images are not intended to represent the final solution for Witherspoon Student Center.



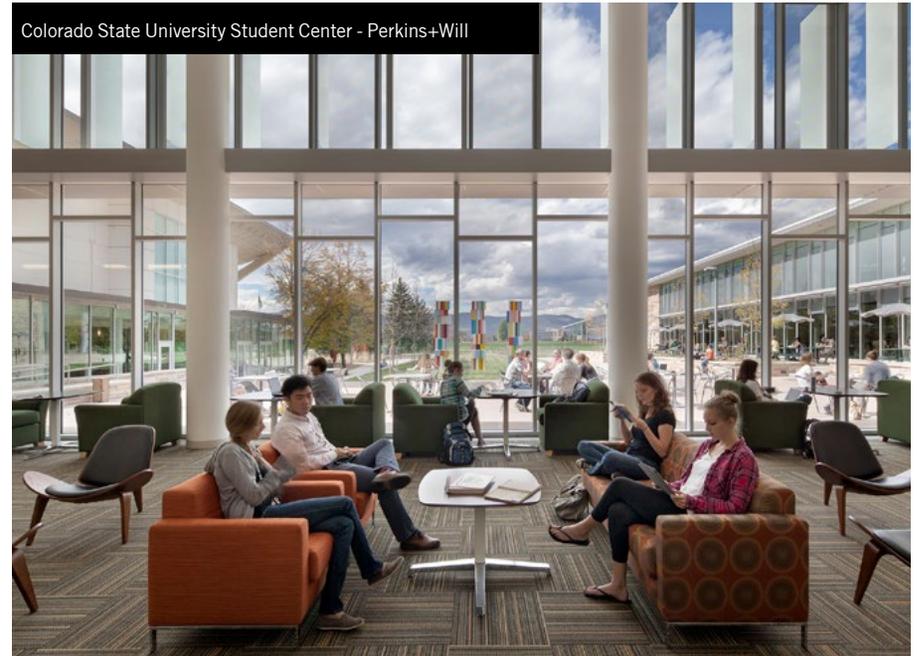
Lounge Space Incorporated  
Into Art Gallery

University of North Texas, University Union - Perkins+Will



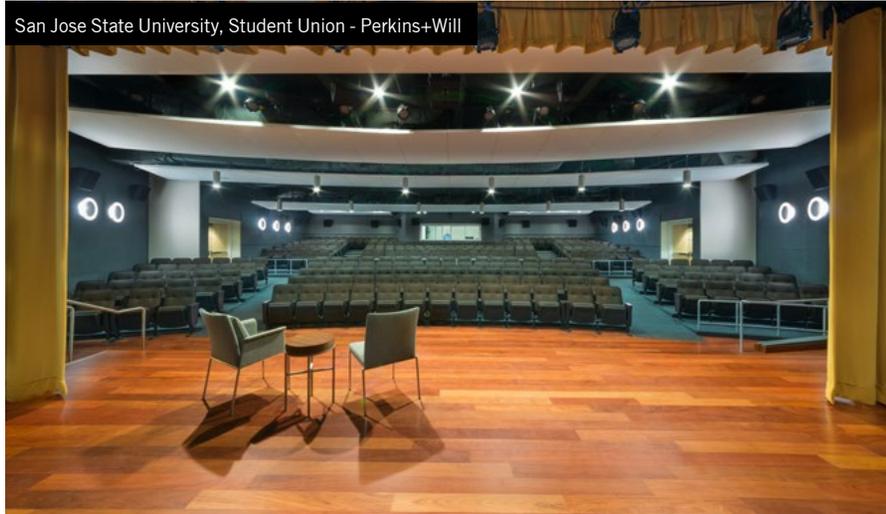
Clerestory Windows to Allow Daylight Deeper into Building

Colorado State University Student Center - Perkins+Will



Lounge with Transparent Wall for Interior/Exterior Visual Connection

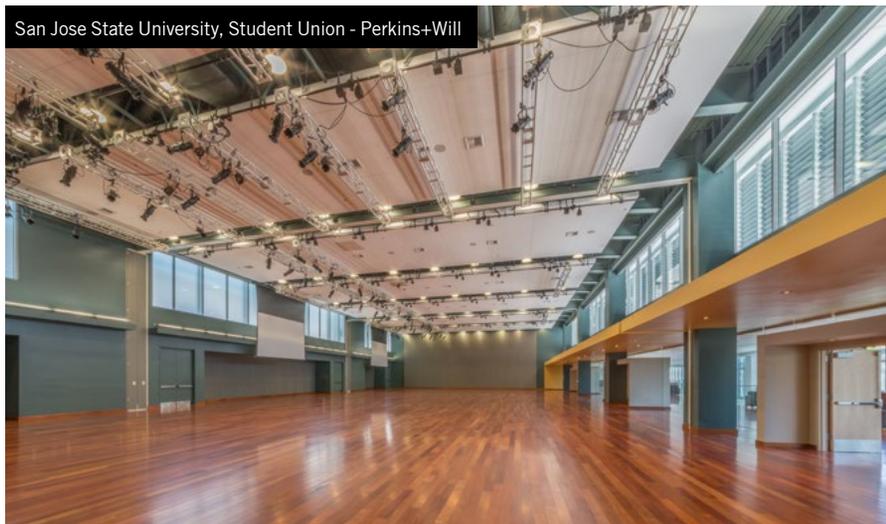
RECOMMENDATIONS CONTINUED /



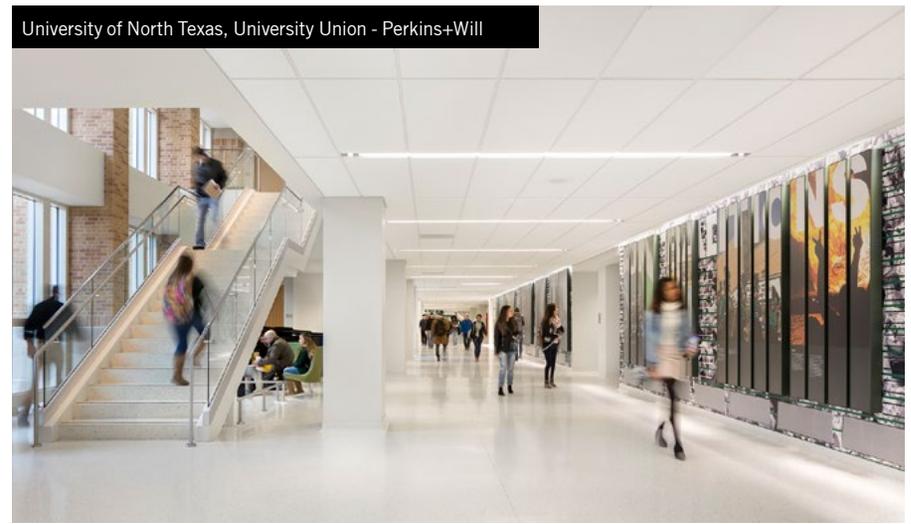
New Stage and Lighting at Cinema,



Art Incorporated into Mediation Space



Raised Roof at Top Floor to Allow More Daylight



Brand Messaging Incorporated Into Architecture

University of British Columbia, Orchard Commons - Perkins+Will



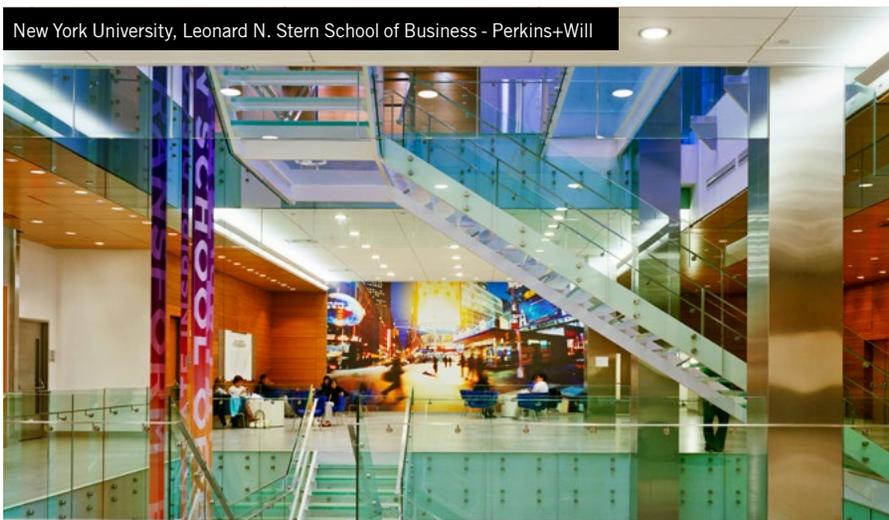
Open Stair at Exterior Wall Showcasing Activity

Museum of the African Diaspora (MoAD) - Perkins+Will



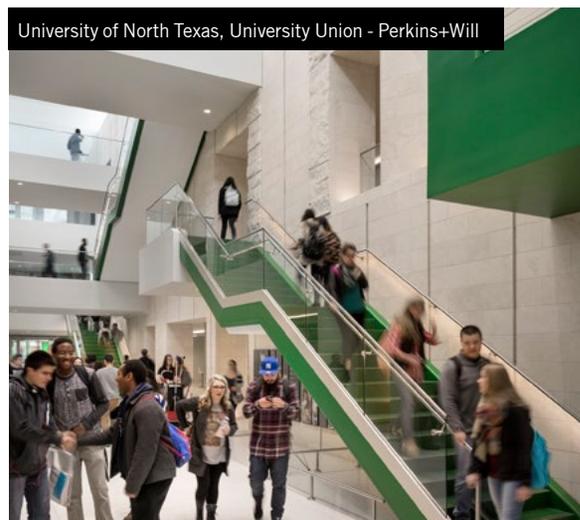
Interior/Exterior Transparency with Branded Art

New York University, Leonard N. Stern School of Business - Perkins+Will



Brand Imagery at Multi-Story Wall

University of North Texas, University Union - Perkins+Will



Open Stair for Visual Vertical Connection

RECOMMENDATIONS CONTINUED /

San Jose State University, Student Union - Perkins+Will



Exterior Sun Screen with Brand Imagery



Brand Messaging Incorporated into Architecture

## Design Imagery

**PRELIMINARY CONCEPTUAL RENDERINGS BY PERKINS+WILL ARE BASED ON THE STUDY AND INFORMATION CONTAINED IN THIS DOCUMENT. THE FINAL BUILDING ADDITION AND RENOVATION HAS NOT BEEN DESIGNED AT THIS TIME.**



Conceptual West Facade Perspective Introducing Transparency and Landscape Elements

DESIGN IMAGERY CONTINUED /



Conceptual Second Floor Lounge Addition



Conceptual Entry Lounge w/ Stair and Transparent Connection to Harris Field

# 05. PROBABLE COST



## PROBABLE COST /

### Value

The preliminary probable construction Costs of Work (COW) listed below are based on the design team's experience with similar projects of similar scope. However, each project has its own unique set of challenges that needs to be investigated and determined before establishing a total project budget, which would also include associated construction costs (i.e., self-performed work such as security, locks and keys, landscaping, etc.), parking and soft costs (e.g., design fees, construction contingency, owner's reserve, escalation, etc.). This Project Budget should be determined from consultation with the Design Team, NC State Facilities, local contractor, cost estimating professional, or combination of these.

The ideal scenario for implementing the recommendations of this study would be a single project. However, funding is not in place and may take some time to secure. Although renovations, repairs, and upgrades have been made over the years including a connection to the campus chilled water loop and DDC pneumatic controls, Witherspoon is in need of immediate attention to address identified deficiencies that impact the lifespan and performance of the building as well as the comfort and convenience of its users. A Facility Condition Assessment Program (FCAP) report for Witherspoon was issued in April of 2010 that identified several existing deficiencies. During the fundraising period for the future Renovation/Addition many of

these deficiencies could be addressed that would support the overall vision for new Witherspoon.

Other deficiencies noted in the FCAP report may be more cost effectively address by incorporating into the future Renovation/Addition. The Conceptual Renovation/Addition proposed would be extensive with most areas of the building disturbed. There would also be an unknown increase demand on Building Systems such as HVAC, Fire Protection, Fire Alarm, and Plumbing until the overall scope of the project is established. If repairs and replacement of these systems can be deferred until the Renovation/Addition, more complete information would be available for the design of complete systems and avoid the possibility to removing work associated with FCAP renovations and repairs. The decision to proceed with any of this work would be based on many factors such as identifying a reasonably anticipated funding timeline for the Renovation/Addition, Life Safety concerns, ADA compliance, and the malfunction of any particular system needed for daily operation of the building.

The Facility Condition Assessment Program (FCAP) COW numbers have been escalated from the university's report dated April 30, 2010 to August 1, 2017 using Engineering News Record's (ENR) factor of 1.2434 for that time span. Facilities will need to assess escalation from July to midpoint of construction to capture escalation costs moving forward.

In addition to the items identified in the FCAP report, other deficiencies / upgrades can be considered during the fundraising period as listed in this section along with an assigned Probably Cost.

The FCAP establishes priorities for the deficiencies noted in the report as "Priority Class" 1, 2, 3 or 4 with "1" being the highest priority. No Priority Class 1 items are noted.

Items listed in this section as "FCAP Projects that can be addressed now" can be done any time, in combination, or all together as a single project. These will have minimal impact to the future Renovation/Addition. Some of the work may have to be revised or modified as determined by the final design of the future Renovation/Addition. For example, the roof membrane can be replaced now. If Roof Monitors are in the scope of future work, the membrane would need to be modified.

Items listed below as "FCAP Projects to be incorporated as part of the future Renovation / Addition" can be done prior to the Renovation / Addition but may not be the most cost effective approach. In general, many of these items would need to be removed or significantly modified as part of the Renovation / Addition. Some items would benefit from waiting until the future Renovation / Addition is more defined.

**PROBABLE COST CONTINUED /**

Items listed below as “General Building Items to Consider for Immediate Completion” can be done prior to the Renovation / Addition much like discussed above. The Cinema is a stand-alone entity within Witherspoon, so any work to improve this space can proceed with no impact to the Renovation / Addition. The restrooms upgrades and new lactation room were spaces a majority of the stakeholders expressed as needing attention. These restrooms will remain, so work within their walls would not affect the future Renovation / Addition. The Lactation Room is adjacent to the 1st floor restrooms, which suggests it could be combined with the Restroom Upgrades to coordinate plumbing lines. The existing elevator was another area receiving numerous comments from stakeholders regarding its slow speed. It is operational and the only vertical transportation option for those who cannot use stairs. Any work to this elevator would require a shutdown and the loss

of access for many to the 2nd and 3rd floors. The proposed New Service Elevator would be difficult to install as a stand-alone project. This project would require new foundations and cutting new floor slab openings. Existing Stairs are to remain allowing for Finish Upgrades to take place with minimal impact to the future Renovation / Addition. A new Building Automation System (BAS) for the mechanical system could be provided but would require significant modifications as part of the future Renovation / Addition.

Priorities and needs can change over time. As funding becomes available, an evaluation of the identified deficiencies should be conducted to determine if there are immediate concerns. NC State can then validate the priority list and develop a strategy for how to address.



PROBABLE COST CONTINUED /

FCAP Projects that can be addressed now		Estimated COW April 30, 2010	Estimated Soft Costs April 30, 2010	Total Project Cost April 30, 2010	Escalation Factor to August 1, 2017	Estimated Total Project Cost August 1, 2017	
FCAP Priority Class							
2	Roof Safety Improvements Extend Roof Access Ladder @ North Stair Provide Safety Railings around Roof Hatch Provide Fall Protection Tie-Off	\$ 12,305	\$ 5,274	\$ 17,579	1.2434	\$ 21,857	Can be part of Roof Replacement.
3	Replace Kalwall Skylights	\$ 390,588	\$ 167,395	\$ 557,983	1.2434	\$ 693,796	Can be part of Roof Replacement.
3	Replace Membrane at Flat Roofs	\$ 175,821	\$ 75,352	\$ 251,173	1.2434	\$ 312,308	May need to be reworked if Roof Monitors added as part of R/A. Can
3	Clean, Point, Caulk and Weatherproof Exterior Caulk Coping Stones Caulking Control Joints & Masonry to Metal	\$ 145,813	\$ 62,491	\$ 208,304	1.2434	\$ 259,006	Could be split into separate projects to be included with Roof
3	Replace Windows	\$ 543,778	\$ 233,048	\$ 776,826	1.2434	\$ 965,905	East, North, and South Elevations. Would hold on West. Could include Caulking of Masonry CJ and Masonry to Metal

FCAP Projects Future Renovation / Addition		Estimated COW April 30, 2010	Estimated Soft Costs April 30, 2010	Total Project Cost April 30, 2010	Escalation Factor to August 1, 2017	Estimated Total Project Cost August 1, 2017	
FCAP Priority Class							
2	Conduct Accessibility Study	\$ 60,950	\$ 26,121	\$ 87,071	1.2434	\$ 108,265	Can be addressed now but will be part of R/A design to meet current code
2	Comprehensive Signage Program	\$ 6,900	\$ 2,957	\$ 9,857	1.2434	\$ 12,256	Could provide code required signage but this would be temporary. Room names and numbers may change as part of R/A
2	Replace Fire Alarm	\$ 81,938	\$ 35,116	\$ 117,054	1.2434	\$ 145,545	Need to be designed for future expansion. System to be revised as part of R/A
3	Upgrade Electrical Service Transformer, Switch Gear, Connections and Terminations	\$ 48,990	\$ 20,996	\$ 69,986	1.2434	\$ 87,020	Don't know future demand of R/A
3	Replace Interior Lighting	\$ 307,936	\$ 131,973	\$ 439,909	1.2434	\$ 546,982	Ceilings and Fixtures removed as part of the R/A
3	Replace Exit Signs	\$ 6,178	\$ 2,648	\$ 8,826	1.2434	\$ 10,974	Can be done now if currently a Life Safety issue. Removed as part of R/A but signs could be reused.
3	Replace Existing HVAC System	\$ 911,645	\$ 390,705	\$ 1,302,350	1.2434	\$ 1,619,342	Don't know the future demand.
3	Replace Interior Wall and Floor Finish Materials	\$ 230,896	\$ 98,955	\$ 329,851	1.2434	\$ 410,137	Would be removed and discarded as part of R/A
3	Comprehensive Plumbing Renovations	\$ 234,669	\$ 100,572	\$ 335,241	1.2434	\$ 416,839	New restrooms on 3rd Floor Scheme B. Better to do at that time. Existing Restroom work would upgrade system and be designed to accommodate Scheme B.
4	Upgrade Building Electrical Network	\$ 465,550	\$ 199,521	\$ 665,071	1.2434	\$ 826,950	Don't know the future demand of R/A

**General Building Items to Consider  
for Immediate Completion**

	Cost of Work (COW)	Estimated Soft Costs August 1, 2017	Total Project Cost August 1, 2017	
Cinema				Cinema work can proceed as funding allows.
New Seating (to be completed Dec. 2017)	N/A			
New Cinema Entry and Stage	\$ 75,000	\$ 32,143	\$ 107,143	
Lighting Upgrades	\$ 50,000	\$ 21,429	\$ 71,429	
AV Upgrades	\$ 200,000	\$ 85,714	\$ 285,714	
Acoustic Upgrades	\$ 75,000	\$ 32,143	\$ 107,143	
Replace Existing Elevator	\$ 125,000	\$ 53,571	\$ 178,571	Elevator works but is slow. Requires shutdown with no ADA access to 2nd & 3rd Floors. Consider after New Service Elevator is installed or as part of R/A.
Install New Service Elevator	\$ 200,000	\$ 85,714	\$ 285,714	May be difficult as a stand alone project. Requires demolition of floor slabs and new foundation.
Restroom Upgrades	\$ 500,000	\$ 214,286	\$ 714,286	Include with New Lactation Room on 1st Floor
New Lactation Room	\$ 45,000	\$ 19,286	\$ 64,286	Include with Restroom Upgrades on 1st Floor
Existing Stair Finish Upgrades	\$ 50,000	\$ 21,429	\$ 71,429	Existing Stairs to remain
New Building Automation System for HVAC	\$ 250,000	\$ 107,143	\$ 357,143	Incorporate with new HVAC System as part of R/A

	Cost of Work (COW)	Estimated Soft Costs August 1, 2017	Total Project Cost August 1, 2017	
Renovation 37,000 GSF @ +/- \$278/SF	\$ 10,295,250	\$ 4,412,250	\$ 14,707,500	
Mechanical @ \$40.00/SF =	\$ 1,480,000			
Electrical @ \$20.00/SF =	\$ 740,000			
Plumbing @ \$12.00/SF =	\$ 444,000			
Fire Protection @ \$3.50/SF =	\$ 129,500			
Security @ \$2.75/SF =	\$ 101,750			
General @ \$200/SF =	\$ 7,400,000			
Addition - 10,000 GSF @ +/- \$440/SF	\$ 4,382,500	\$ 1,878,214	\$ 6,260,714	
Mechanical @ \$40.00/SF =	\$ 400,000			
Electrical @ \$30.00/SF =	\$ 300,000			
Plumbing @ \$12.00/SF =	\$ 120,000			
Fire Protection @ \$3.50/SF =	\$ 35,000			
Security @ \$2.75/SF =	\$ 27,500			
General @ \$350/SF =	\$ 3,500,000			
Site Utilities - Relocation and New	\$ 1,000,000	\$ 428,571	\$ 1,428,571	
Site Improvements	\$ 1,000,000	\$ 428,571	\$ 1,428,571	
FF&E - 47,000 GSF @ \$20/SF	\$ 940,000	\$ 402,857	\$ 1,342,857	
<b>Total</b>	<b>\$ 17,617,750</b>	<b>\$ 7,550,464</b>	<b>\$ 25,168,214</b>	

# 06. APPENDIX



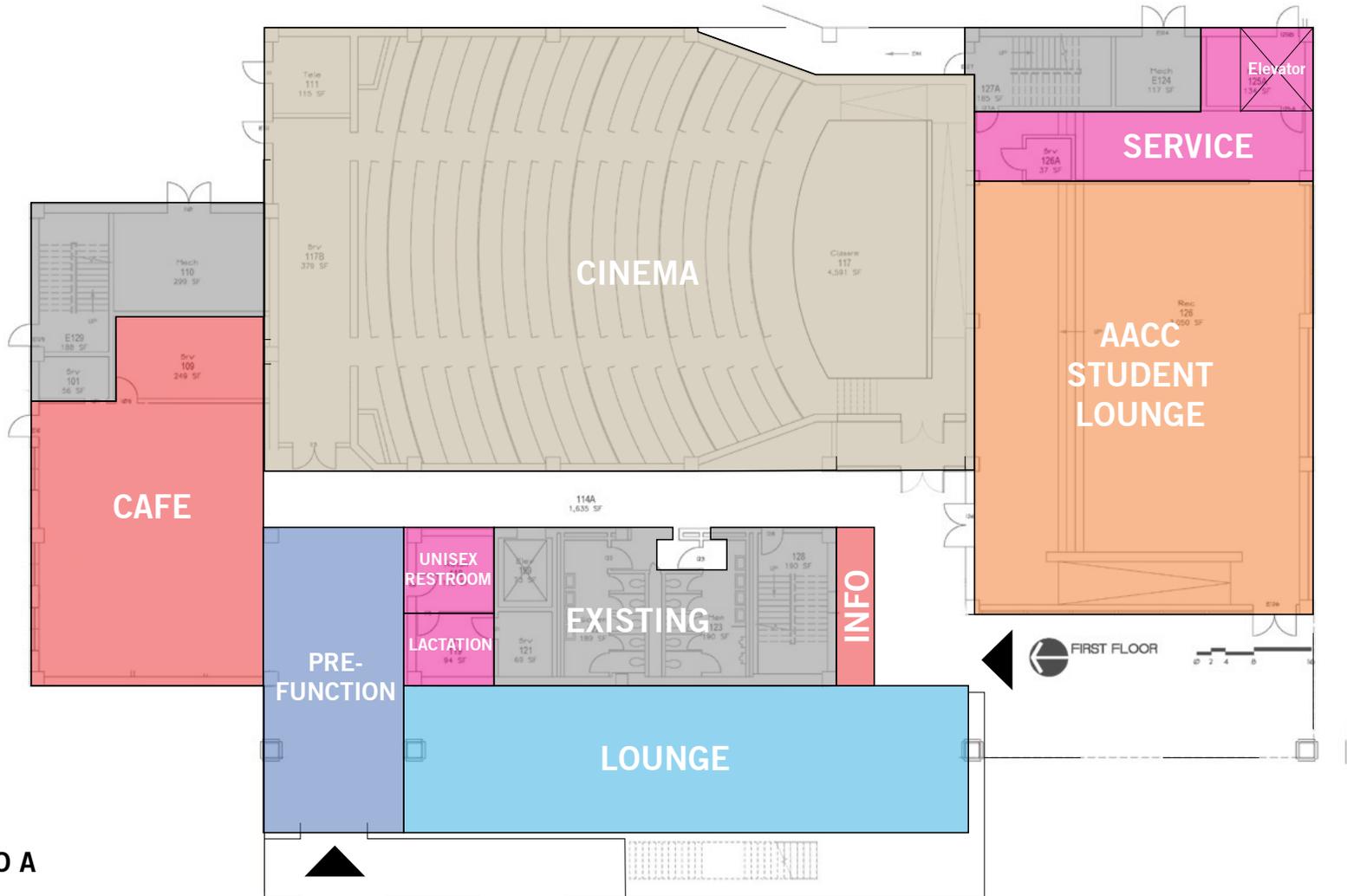
## APPENDIX /

### Supporting Materials

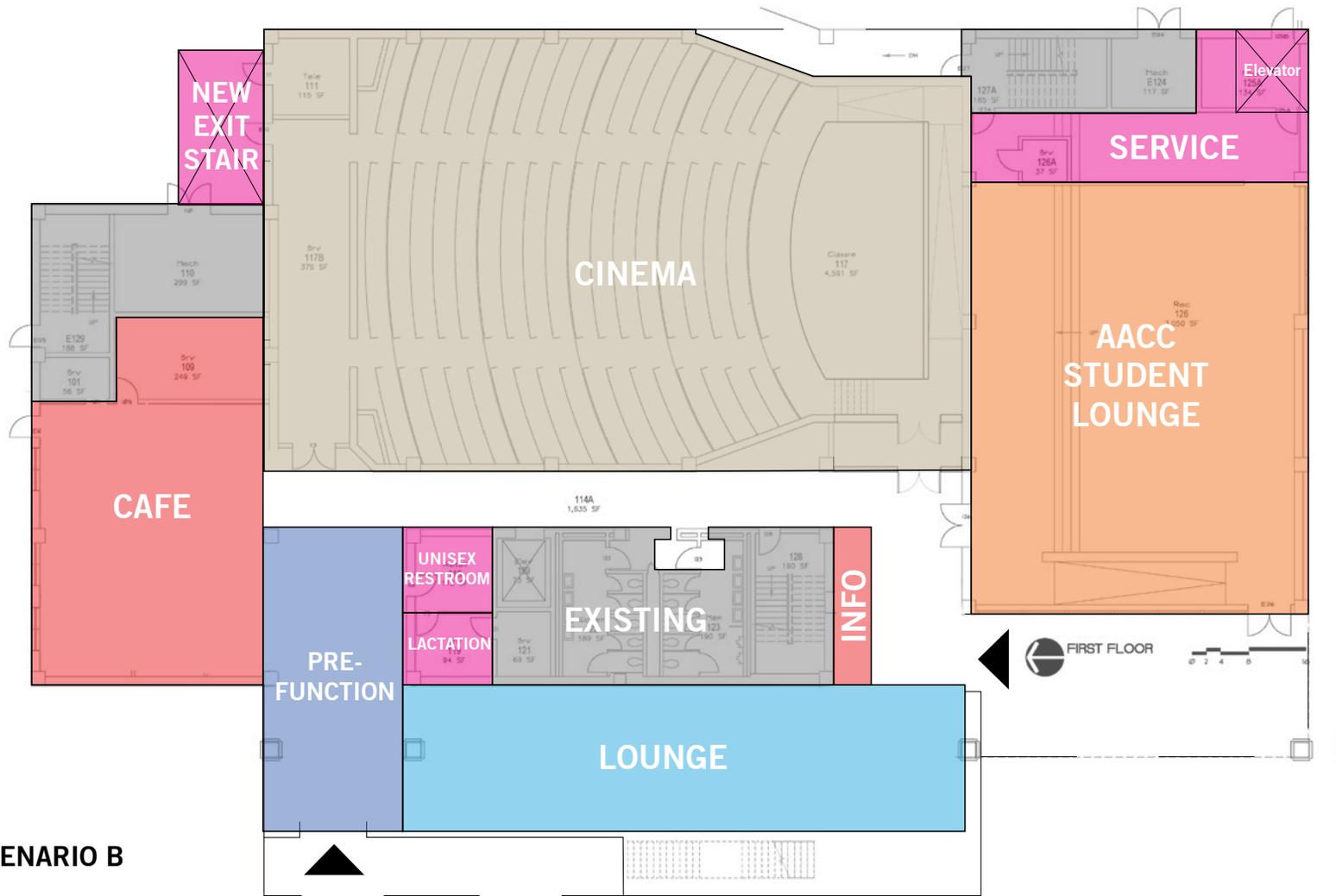
The following sections contain backup materials further describing the information collected in the course of this study.

- Enlarged Plans
- Inclusion and Involvement of African Americans at NC State University 1953 - 1993
- Chancellor Standing For Diversity, Inclusion and Respect
- Meeting Notes

Enlarged Floor Plans



SCENARIO A

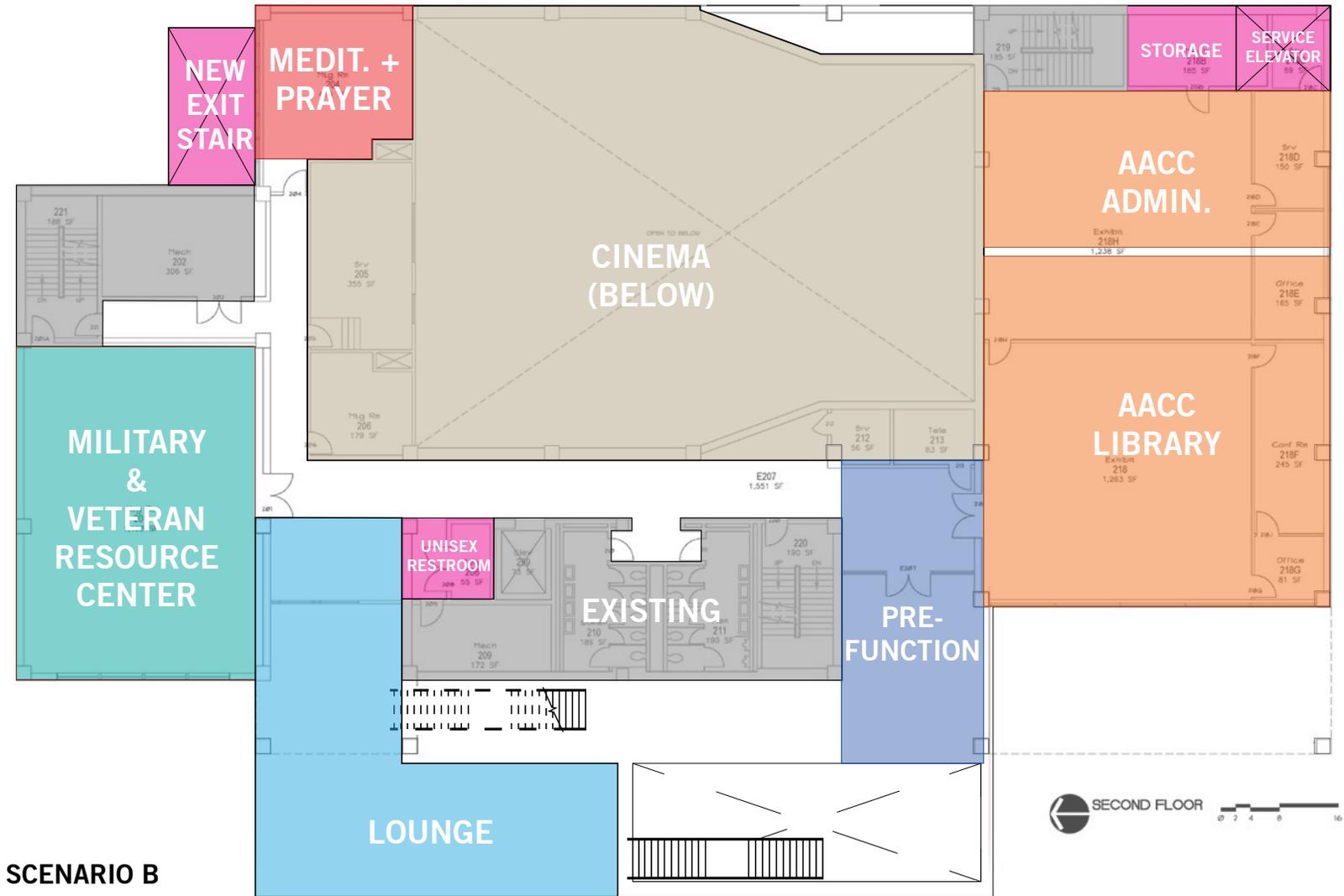


**SCENARIO B**

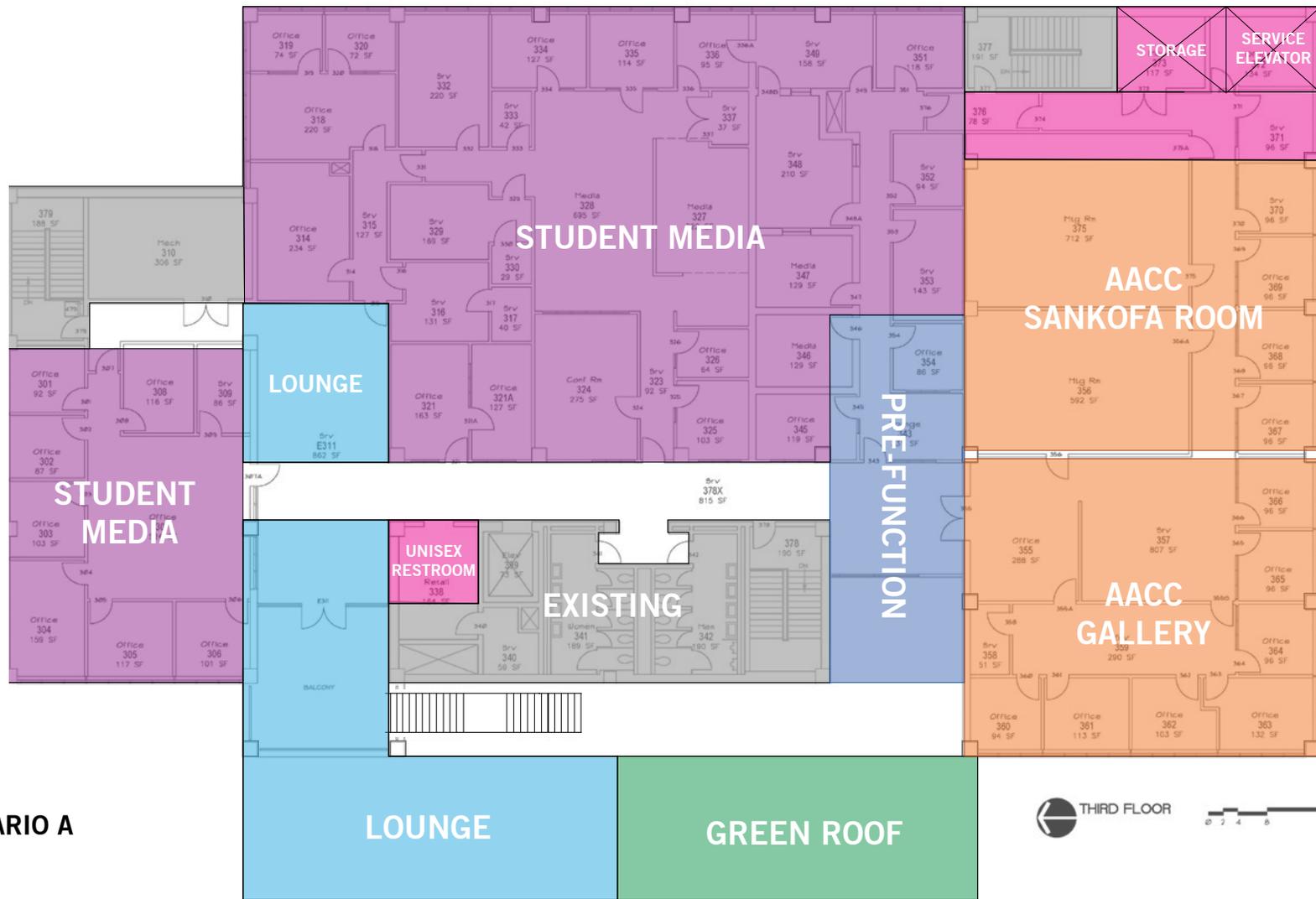
ENLARGED FLOOR PLANS CONTINUED /



SCENARIO A

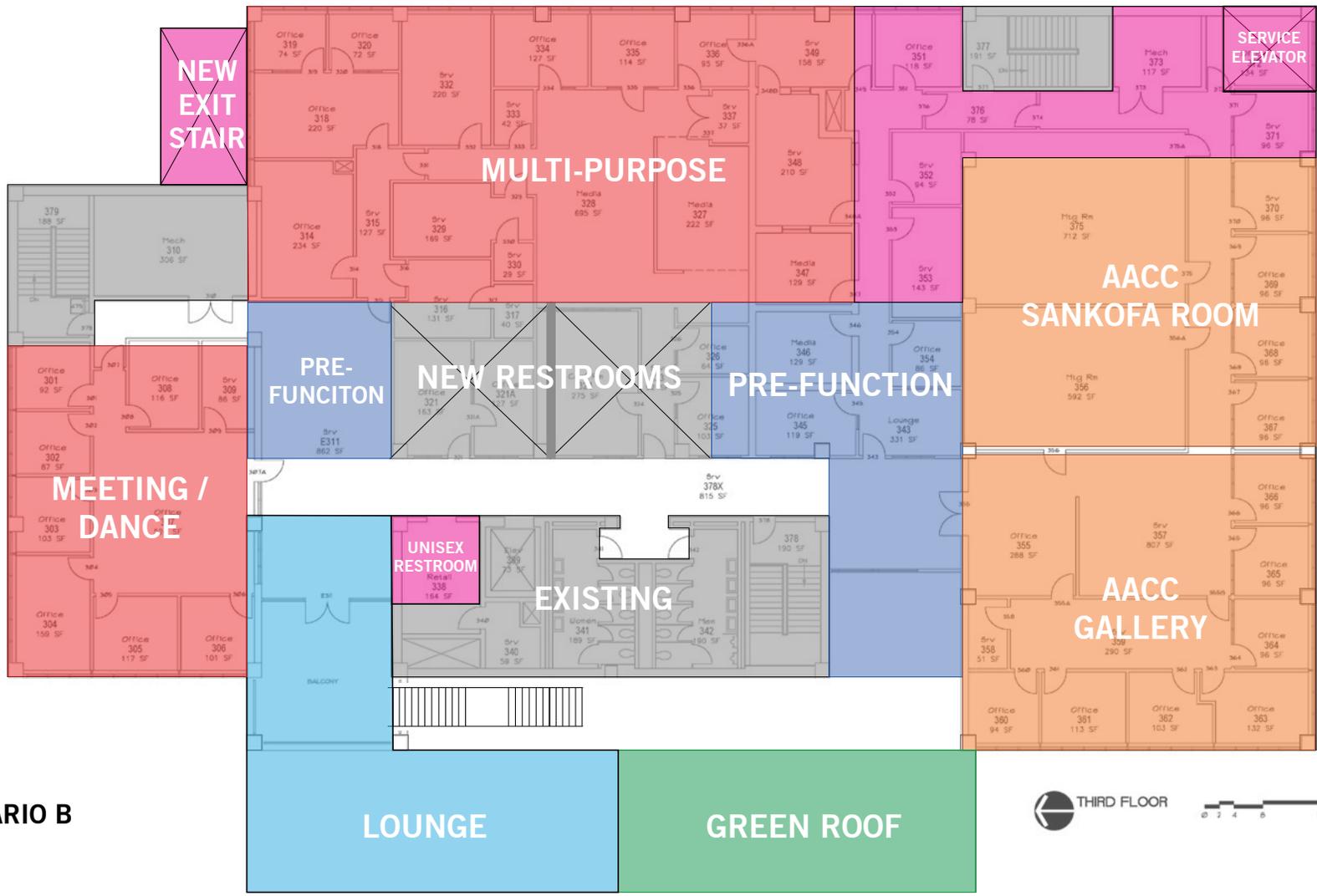


ENLARGED FLOOR PLANS CONTINUED /



SCENARIO A





## Standing for Diversity, Inclusion and Respect

### **NC State Students, Faculty and Staff:**

Along with our colleagues at the University of Virginia, we are deeply disturbed by the hateful and violent incidents led by white supremacists over the weekend in Virginia. NC State stands in solidarity with UVA, the citizens of Charlottesville and others across the country against these and all acts of hate, bigotry and racism.

NC State, like UVA, is a public institution that embraces and supports First Amendment rights to free speech and assembly (of course, intimidation and violence are never acceptable). At the same time, we know the beliefs expressed by white nationalist, “alt-right” and related groups that converged on Charlottesville – and are expected to continue targeting college campuses this year – stand in direct opposition to NC State’s values of diversity, inclusion and mutual respect.

As I shared with our newest Wolfpack members at Convocation today, it is critical that our campus community always be vigilant in upholding, defending and promoting our shared NC State values – and continually rejecting violence, bigotry, intolerance and hatred.

NC State’s strength comes from its people – all its people – and their diversity of thought and experience. Each and every one of you are a welcomed, valued, important part of our Wolfpack.

As we launch a new academic year, I encourage all members of our campus to engage in the free, open and honest exchange of ideas in an environment where all are treated with dignity and civility.

The NC State community will likely be challenged by individuals or groups who desire to promote bigotry, racism and/or hate to divide our campus, our state and our nation. I implore all in our Wolfpack community to unite, show respect for one another, allow for differing opinions, and stand firmly against intolerance and hate.

It is all our responsibility to embrace and ensure a diverse, inclusive campus culture. I hope you will join me in this critical effort.

**Randy Woodson**  
**Chancellor**  
**NC State University**

# The Inclusion and Involvement of African Americans at North Carolina State University 1953-1993

**COMPILED BY  
NASH NICKS WINSTEAD  
FEBRUARY 21, 2000**

*To the Reader:*

*When I reviewed the files in Archives to prepare the Provost's Office History, I also reviewed the files of the Provosts, the Chancellors and to a limited extent Student Affairs to find memoranda which mentioned activities related, beginning in 1953, to Coloreds or Negroes, then to blacks and later to African Americans. These were the titles used in the files in reference to the African Americans of today. I did not review the file of Dr. Lawrence M. Clark who was*

*Affirmative Action Officer from 1974-96 or of the Athletics Department. A history of the involvement of the Athletics Department was written by Frank Weedon. I completed my review in 1995. At that time Dr. Clark was planning to write portions of the story of African American involvement at and in the affairs of NCSU, but he had not decided exactly what he would write and how much of this compilation he might use. Since that time he has decided to do a series of writings dealing with major factors and activities which have been successful and or which have had a significant impact on NCSU. Since I had compiled this portion of the more complete story, including many events that Dr. Clark does not plan to write about, I decided to place a copy of this compilation from the files describing and discussing the Integration of N. C. State University in the Archives in its entirety. In time the papers of Dr. Clark will be placed here too. I have shared copies of this with a few individuals and friends.*

## **The Integration of North Carolina State University**

North Carolina State College was not a ground breaker in admitting Negroes or coloreds as many people referred to African Americans in correspondence in the 1950s. Our first two students were enrolled as post-baccalaureate students and began classes on September 23, 1953. At that time we were on the quarter system and classes began late in the year. These students were admitted under a new policy which permitted enrollment of graduate but not undergraduates. Robert Lee Clemons enrolled in electrical engineering and Hardy Liston enrolled in Mechanical engineering. Mr. Clemons was the first African American to earn and receive a degree from North Carolina State College. He graduated with a post-baccalaureate or Professional BSEE degree in 1957. In the fall semester of 1956 the law had changed and the first undergraduates enrolled at NCSU. They were: Irwin Richard Holmes who was the first African American to complete his entire course of study at NCSC. He finished in 1960 with a BS in EE. Holmes was on the Tennis team and during his senior year he was co-captain. He was the first African American to participate in intercollegiate sports and to captain a team at NCSC. Edward Carson, Walter Van Buren Holmes and Manual Crockett also entered at the same time and majored in EE. Carson and Walter Holmes graduated with B. S. degrees in EE in 1962. Actually both Carson and Crockett entered NCSC in the Summer Session which started on June 5, 1956.

These and the African American students who followed over the years caused a great variety of

## THE INCLUSION AND INVOLVEMENT OF AFRICAN AMERICANS AT NORTH CAROLINA STATE UNIVERSITY CONTINUED /

changes to occur at NCSU and in the surrounding community. Many of the white citizens of the State, some legislators, some newspapers, and even several Trustees of the Consolidated University displayed their anger in letters and in the press. They were upset with Chancellor Bostian for letting the Negroes in.

Chancellor Bostian is quoted in the 1993 edition of the NCSU Libraries Focus, that one of the accomplishments of his tenure as Chancellor that he was most proud of was "helping with the integration of the student body. I did all that I could to promote that." In this same story Dr. Bostian described the problems that the Negro extension agents had in learning new techniques that would improve the University's extension programs in the counties of the State. He said, "It was quite a problem. The Agricultural Extension Service was upgrading the staff and they were having to send the black county agents to Cornell University for training! They decided to stop doing that. I took a recommendation to the Board of Trustees that the black county agents should take courses on campus with the other students" (this meant with the white agents). At this time they couldn't stay on campus and couldn't eat on campus. Bostian continued to work at this and eventually ruled that the agents could eat in the cafeteria, but in a different room. At this time it was against the law to have integrated eating places. The agents at first slept at Shaw University. Bostian said that he was elated when the Trustees voted eventually to allow them to attend classes and to stay on the

NCSC campus. These classes were usually held in the summer so dormitory housing was available. Another incident that he said helped to crystallize the battle everyone faced in working to make integration succeed was as follows: "Our band was going to the football game at Clemson. Their athletic director called our athletic director and said he had heard that the NCSU band had two blacks in it and that we could not bring them to Clemson for the game. I said to Dean Stewart, "Well then, I don't think our band ought to go." Stewart smiled and said "Chancellor you don't have to worry about it.

The band already voted unanimously that they wouldn't go." Walter Holmes was a member of the band.

Besides the Chancellor and the Dean of Students many others were trying to assist in the efforts to make integration of NCSC a success. One of these was Oscar B. Wooldridge who met with the YMCA board and other groups of student leaders and encouraged them to make certain that these young men would be helped and would be encouraged at NCSC. Crockett reported to a newspaper reporter that as he strolled along on the campus an upperclassman approached him and shook his hand and said "I'm glad to see it happen. Come by my dormitory and we'll talk."

Walter Holmes said "Some have been especially friendly. The others are just students as I am." The story says that: "Student leaders and university officials tell a story of placid transition. Although

white students may show surprise or dislike when a Negro joins their class, nothing approaching an "incident" has been reported." It was also reported that "Outside the classrooms few social lines have been crossed. Some friendships have been formed and Negro students joined actively in interracial groups and similar religious or YMCA sponsored organizations. The Negroes share cafeteria, library, student union and gymnasium facilities with white students. Without exception the Negro students disclaim any crusading motives in choosing predominately white campuses."

The first reference to Negroes that I found in the files written by Bostian was a letter on December 31, 1953. In this letter he told Dean Colvard that the Negro dairy farmers attending a conference at NCSC could eat in the west wing of the dining hall on February 25, 1954. He stated that "this was permissible under our present policy which provides that Negroes who are attending meetings on our campus as qualified participants may have meals in the dining hall when a separate room is used for the group and the meal is served.

This policy can be stretched to permit Negroes being served if the group occupies a portion only of the west wing of the dining hall, although we would prefer that the students not be served at all during the period when a group including Negroes is eating in the same room." This was a big step forward, for conferences for before this groups not only had to stay at Shaw but external means of feeding the group had to be found. This was difficult and very inconvenient.

This change in policy enabled black agents as described earlier to meet at NCSC and a Chemistry Conference to be held at NCSC in 1954. The policy had changed sufficiently so that black and white conference participants could eat together.

On December 2, 1954 Chancellor Bostian said that our policy for visiting basketball teams that visit NCSC and include Negro players was for the entire squad to be quartered together, and that they could stay in Watauga Dormitory and eat in the cafeteria. For meals the team had to eat in a separate room where no other individuals were being served. He said, "I hope that this policy will enable you to entertain visiting teams having Negro players without any embarrassment to them."

Chancellor Bostian in a letter to the Director of the College Union on September 30, 1954 took the policy further. He said, "Any Negro student properly registered is entitled to be treated in every respect as any other student. Thus the single Negro student currently enrolled is entitled to be served in the State Room and the Snack Bar. He is also entitled to attend any function of the Union accompanied by his wife."

In 1955 Walter Peterson who was Chairman of the Faculty Senate wrote to William Friday, Secretary of the UNC System and told him of a resolution under consideration by the senate. The resolution reads:

"Whereas we acknowledge the recent actions of the Federal Courts in eliminating racial discrimination in the admission of properly qualified students to

undergraduate as well as graduate schools of the Consolidated University of North Carolina;

And whereas we are convinced that qualified students of any race can and will be assimilated without damage to the educational standards or the loss of good will;

And whereas we believe that the University can and will assume leadership in the state in showing that the problems of desegregation can be met intelligently and with good feeling:

Therefore be it resolved that the Faculty Senate of the State College at Raleigh goes on record as commending the University Administration for its acceptance in good faith of the modification of admission policy as effected by the recent Federal Court decision. Also, the Faculty Senate goes on record as pledging its full support and cooperation in implementing that policy."

Newspapers had headlines that said that The court rules admit undergraduates to UNC campuses. Trustees to appeal. At that time the Chancellor received instruction from President Gray which included a draft letter to be sent to Negro undergraduate applicants. "Your application to the \_\_\_\_\_ has been received. The Board of Trustees has decided that applications of Negroes to the undergraduate schools be not accepted. You are to be warmly commended in your interest in college, and we hope that you will be able to carry this interest forward at another institution."

In that same year Donald B. Anderson Associate Dean of the Graduate School (This was the title of our leader of graduate work in 1955 and for some years to come. The Graduate School Dean was at the Consolidated University and the three campuses had an Associate Dean of that Consolidated Office.) wrote a black student applicant, "I am sorry that we cannot accept members of your race in a program of graduate work which is available in the State-supported institutions established for Negroes." In a second letter of denial in 1955 he said, "I am sorry to say that we are not permitted to accept Negro students in the Graduate School unless they are citizens of this State." Of course our policy at that time did permit us to accept out-of- state white students. As is evident the Board of Trustees was very slow in liberalizing policy.

At this same time the Chancellor was criticized for recommending to the Trustees that the county agents be permitted to attend the Agricultural extension classes at NCSC. In as not to the Director of Extension He asked that there be no advertising of the arrangement.

In 1956 Shirley wrote to the Director of the Student Union and said: "With the acceptance of undergraduate Negro students, the question has been raised about policy in handling these students in dining halls. Acting President Friday, on the telephone this morning, informs me that the University policy is to treat all regularly enrolled students in the same way, regardless of race. This means that in the

## THE INCLUSION AND INVOLVEMENT OF AFRICAN AMERICANS AT NORTH CAROLINA STATE UNIVERSITY CONTINUED /

dining halls and activities, Negro students will be treated exactly like white students, without special concessions or restrictions.

Since this is University policy, it should be placed in effect immediately, if it has not already been followed."

One trustee wrote President Gray and said: "Our Legislature has indicated that it is definitely opposed to integration of the races and I will appreciate it very much if you would send me information in regard to what the Sociology Departments at Chapel Hill, Women's College and State College at Raleigh are teaching along this line. As a member of the Executive Committee I would like to know whether any teachers of Sociology in any of the three branches of the University are now being subsidized by outside funds. "After checking with the two departments at State, Chancellor Bostian responded to President Gray's inquiry in May of 1955 and said that none of the courses taught at State dealt specifically with integration of the races. He also said that it was inescapable that this topic occur from time to time in class discussions. "Teachers make a policy during such discussions of placing emphasis on the expected sociological principles that customs and attitudes change slowly and that it is unwise to change mores by legislation, if the sentiment of people concerned is overwhelming in opposition." He also said that no member had a grant, and added that "I hope that this information will assist you in assuring the Trustees that members of our staff are not advocating immediate integration of the races."

On February 15, Walter Holmes was accepted on the basis of instruction from Chancellor Bostian. In March 1956 the Attorney General's Office advised State

College not to act on an application from a Negro, but to acknowledge receipt of the application until the courts ruled on the broader question of admitting undergraduates even though Chapel Hill had been told by the courts earlier to admit three student. This was in response to a letter from Bostian that indicated that he understood that we were to respond to Negro applicants in the same way that we responded to whites. I did not find the exact letters which provided for the court's decree or administrative memoranda to change the Attorney General's instructions. They did change at NCSU, and five were admitted, and they were offered housing in the dormitories. None took advantage of on-campus housing at least for the first year. In 1957 at least one student requested housing. In the fall of 1958 there were 10 Negro undergraduates enrolled in the fall semester, including three new students that fall; however, this enrollment included only one of the original four who enrolled in 1956. The other originals were not enrolled for this semester. No explanations were found.

As was to be expected, almost as soon as the quarter started in 1956, there was a complaint that one black student was a member of the band. It was explained, in a long letter that to deny an excellent musician who applied for participation in the band, that it would have been a violation of the court's decree which required State College to admit Negro

students as undergraduates and that they were eligible to participate in all student activities. In 1957 the President's Cabinet adopted the following policy: "It was agreed after some discussion that we should recommend to the Executive Committee that in those instances where our intercollegiate teams or other academic teams have Negro participants and are scheduled to go into a state where such participation is legally barred, we would advise our competitors that we would not come into their state to participate."

In 1957 Manuel Crockett and Irwin Holmes were members of the track squad. Irwin Holmes was a member of the tennis team from 1958 through 1960, and in 1960 he was the captain of this team. The first black student to captain a team at NCSC.

In 1959 Chancellor Bostian received complaints about integrated seating in the Coliseum for the Dixie Classic basketball games. Of course except in the student sections for college games to which black students did attend, there were separate sections for Negroes. He explained that Negroes were never sold tickets except in sections reserved for them. When all other tickets had been sold for an event except for those seats in the section reserved for Negroes, the public after being informed would buy those remaining tickets. He said that, "In this situation we have the choice of selling no tickets at all to Negroes, having a section partially filled, to having an area with mixed seating." He also explained that when teams are not playing in the Dixie Classic that there was seating reserved for players behind the goals.

On November 1, 1960 the Faculty Senate approved the following resolution: "that the Faculty Senate go on record as approving of the sentiments expressed at the Liaison meeting . This implies that all students at State College regardless of race, color or nationality be afforded fair and equitable services from the businesses that surround State College and that are a part of the larger State College Community.

Shortly after Chancellor Caldwell came to NCSU he responded to a complaint about a racially mixed meeting at State College of the North Carolina Council on Human Relations (it did include some State College faculty). He stated in part in the letter "I know and understand , \_\_\_\_\_, how you feel on this subject and how interested you are in protecting the College against unfavorable public reaction and opinion to the presence of Negroes on the campus. I do believe, however, that the amount of biracial activity which does take place on this campus is minimum in terms of the contemporary requirements of education and leadership development on the local, state and national scene. And we have had the feeling that it no longer attracts any considerable degree of attention at all.

You are a stalwart man and I for one will continue to value your concerns and views as we struggle to serve what seems to be the best interested of humanity in these difficult days and hours."

In December of 1960, since the University had no policy on admission out-of-state and foreign nationals, Chancellor Caldwell established a NCSC policy. We quietly made an internal policy decision,

which was confidential ("No publicity or notice of it to outside parties and to internal personnel only as required for proper administration") at the time. We made the decision to accept out-of-state citizens (Negro) if exceptionally qualified and never more than a few. We decided also to admit foreign nationals and at the undergraduate level there was to be special caution to admit only those few if highly qualified.

In 1961 the Psychology department expressed its disappointment to Chancellor Caldwell for his decision that would lead to the exclusion of Negro employees on the current contracts being carried by the Psychology Department. This of course meant faculty. There was no reasons given for the denial in the correspondence at this time.

At the meeting of the Liaison Committee on May 24, 1961 it was reported that only one of 11 eating establishments adjoining the campus would serve a colored student.

In 1963 the NCSC campus was used for the meeting of the North Carolina Teachers Association's convention. Charles A. Lyons Executive Secretary of the group and several others wrote Caldwell. I quote Lyons. "Our members were high in their praise of the facilities and the fine treatment which they received during the two days of the convention."

On May 15, 1963 the Faculty Senate adopted the following Resolution.

"In recent years individual residents of Raleigh, including large numbers of college students, have begun seriously to insist that racial restrictions

in businesses and public facilities are inhibitive of human freedom, dignity and growth, and that such restrictions have no place in a democratic environment - particularly an environment in which many young men and women are attempting to find their way to positions of responsibility in a free society through college and university study.

The Faculty Senate, being representative of a university community dedicated to the goals of individual freedom and the full development of human resources, feels obligated to speak out at a time when the environment of learning in the city can be profoundly improved by imaginative leadership.

Therefore be it resolved that the Faculty Senate commends those places of business in Raleigh and particularly those in the vicinity of the college which have opened their facilities to all members of the student body at the college.

And be it further resolved that other places of business in the city which open their facilities to all persons regardless of race or color be assured of the commendation of this body."

One faculty member objected to the Senate's speaking for him.

This became a major interest of Chancellor Caldwell and he became involved as, a member of the Mayor's Community Relations Committee, a spokesman for integration. In meetings with the Raleigh Restaurant Association in 1963 and especially in 1964 he encouraged their opening their establishments to members of both races. He asked them do so because

## THE INCLUSION AND INVOLVEMENT OF AFRICAN AMERICANS AT NORTH CAROLINA STATE UNIVERSITY CONTINUED /

it was right, but he also asked them to pray about the matter, but that he would leave it to them. I believe that he sort of told them that he knew that they would do the right thing. A few inferred that they would if someone else would, but they did not want to be first. Baxley who owned a restaurant across from the campus then came to see Caldwell and told him that he had prayed and thought about the matter all weekend and that he knew that it was right and that he would serve all races at his restaurant. He provided the leadership and others followed. On January 1, 1964 there were three restaurants serving all races adjacent to the campus. I don't know the exact date when Baxley's did integrate.

On July 16, 1963 Caldwell responded to an angry letter that a faculty member had received from a father whose son was taking a course at NCSC. The father said that he had learned that "Negro and white children are being intermingled in this class. For this reason we are withdrawing Tony immediately." Caldwell's response was. I have a copy of your letter to Dr. Rust. The only thing that really surprises me about your letter is that you were not aware that North Carolina State College has been integrated for many years. So I'm really sorry that you found yourself disappointed on that score and that you have withdrawn your son." He then said, "Do you really think that we ought to pursue any different course from that?"

In a memorandum of 17, July 1963 to Chancellor Caldwell from W. L. Turner I noted the following message, "All toilet facilities on campus were

checked by Tuesday night. Only one segregated toilet facility on campus was located in the infirmary. This was corrected on Tuesday, July 16. I am attaching telegraphed reply to all Federal Agencies who contacted us as of this date."

In 1962 after Shirley had been elected to the Chairmanship of the North Carolina College Conference, he recommended that the N. C. College Conference merge with the Negro College Conference in North Carolina. In so far as I can tell this was the first such proposal and it was soon adopted. The two merged and now meet as the North Carolina Association of Colleges and Universities. This was an important step for higher education in North Carolina and probably would have happened in time, but I'm proud that a predecessor of mine made the proposal.

I could not detect that Dean Shirley played a major role in affirmative action or race related activities during his tenure. There are suggestions in the files that he and other members of the Administrative Council were consulted but that Chancellor Bostian and later Chancellor Caldwell and to a lesser extent Dean Stewart, the Dean of Student Affairs were much more actively concerned and played the leadership roles.

Chancellor Caldwell's remarks at the General Faculty meeting on September 9, 1963 included the following statement. "Let me not leave this review of the past year without referring to the revolution that is taking place in the American society and which manifests itself on the sidewalks and streets of Raleigh as

elsewhere. Members of this faculty participated in the demonstrations designed to open up facilities serving the public in Raleigh. It was true also in Chapel Hill and in Greensboro. Others of the faculty expressed some criticism of these actions by their colleagues. It is worth noting that the University as a whole defended the rights of individuals on its faculties and in its employ to express their personal convictions as individual citizens in a free land. We have thus had another demonstration of the fact that your Board of Trustees meant what it said in its recently reiterated statement on academic freedom. It is really not academic freedom that was being exercised there so much as personal individual freedom guaranteed not by a university statute but by the Constitution of the United States of America. The University merely found itself with the opportunity to support constitutional government, this to defend the Constitution of the United States in the only way it can be defended, that is, not in oratory but in actual protection of individual expression and protest.

I think we all know that this is a right position for a university to take. I know we all know, too, that institutions like a our University pay a price for temporary periods, for the institution and the individuals protected may be out of phase with what Galbraith would call the "conventional wisdom:" of the times . Individual members of the faculty do take on some responsibility when during a meeting of the General Assembly considering appropriations and other legislation affecting education they exercise their "rights" for all to see. But this is a judgement

the individual must make and the institution does not presume to make it for him. I must again express a sense of gratitude that on the whole the General Assembly was tolerant of these manifestations and did not diminish its support for these academic enterprises. These are exciting days, and it would be a betrayal of the finest tradition of universities if in these times of social upheaval their members were not concerned and involved in the resolving of the issues. The University had the right only to expect dignity in any situation."

Early in Dr. Kelly's tenure I began to note that he was encouraging a variety of activities. These included hiring minority faculty and staff. In fact he was the first major office holder in Holladay Hall to hire a black woman as his secretary. We also had other black SP As on the Provost's staff. He also encouraged a closer working relationship with the predominately black colleges in Raleigh and was especially helpful to St. Augustine's College. He also was very much interested in the well being of our black students and encouraged the increase in the number of black students; however at this time the recruitment was under Student Affairs. He did support Student Affairs in its request for more assistance in these areas.

On February 26, 1964 Mr. Helms in a WRAL-Viewpoint said, "Last Summer's street demonstrations in Raleigh were organized at the two local Negro colleges, and were conducted largely by students at those two institutions. Training sessions for the demonstrators were held on the campus of North Carolina State College. Two faculty members who promoted the demonstrations have been noticeably

absent from the State College campus this year. But one of them has just returned to the faculty after a leave of absence which he spent in Mississippi participating in civil rights demonstrations."

In May of that same year there was a conference between officials of the University of North Carolina and the Presidents of the five predominantly Negro colleges which were state supported. Caldwell was in attendance. They explored ways in which cooperation might be carried out. One of the things discussed was that for the present the problem of poorly prepared students would have to be attacked after the students reached the colleges. Later after I was Provost we found as we expanded the number of African American students to include more than just the very top academically prepared students that many did require some compensatory course work. This was true also with many of our white students.

The solution to the problem would require more and better educated teachers than those that had been available in the past. Several approaches to the problem of improving the preparation of the college faculties were examined. Two facets of this problem appeared to be (1) that of attracting a steady flow of the more talented Negro College graduates into college teaching and finding the resources to support their graduate study through the doctoral level and (2) that of upgrading selected members of the faculties currently engaged in teaching on the several college campuses. Item 2 finally received some state financial support after the merger of all campuses under the University North Carolina in the seventies.

At a faculty meeting in 1965, Chancellor Caldwell commented upon the University compliance with the Civil Rights Act of 1964. "He pointed out that, with minor exceptions, the established practices of the University comply with the law in all respects serving as a model for other southern state institutions. He emphasized that the failure of any unit of the University to comply would jeopardize all Federal funds to all units for all purposes. Isolated segregated practices are being corrected." Title VI of this act reads "No person in the United States shall, on the ground of race, color, or national origin, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity receiving Federal financial assistance."

In a speech on June 8, 1964 to the Kiwanis Club and later to many other groups, Chancellor Caldwell addressed the issues of the day and discussed the Mayor's Community Relations Committee' activities. I share only a part of this address, but I believe that\_ it tells of the Chancellor's deep feeling on this important matter. His frequently and outspoken remarks set a stage for NCSU for the years ahead. "Many people wonder why suddenly this period of history has produced the uprising of the Negro in America against discriminations which have classified him and denied him because of color the moral respect, the moral freedom, the moral opportunities available to the man with white skin. Why now this loud knocking on the doors, this fresh insistence? Why now? And why in Raleigh? And what do we do?"

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The answers are simple really. Put down a few factors and see them all converging: Millions of young Negroes serving in uniform in the second World War, in Korea, and now all over the world some of them not coming home, others coming home proud to have served but wondering in their own communities how the American society really regards them; another factor - hundreds and thousands of Negroes, men and women, who, despite segregated schools, have found enough opportunity to become cultured, educated and in some cases even wealthy citizens; another factor - the Negro purchasing power of perhaps fifty billion dollars in the nation; another factor - the new consciousness of the Christian churches with respect to social problems; another factor - the political potency of the Negro vote, not just in northern cities but nearly everywhere where Negroes live. In other words, we have experienced the confluence of political power, economic power, legal power, and moral power as the new American Negro emerges from his ghetto and states his case. Raleigh is not immune. You know the demonstrations that have occurred on our streets and in places of business over the past three or four years. These demonstrations made it clear that Raleigh was not immune and not very "open".

In 1965 the Chancellor who had heard the complaint of an SPA employee about discrimination in his department wrote the school dean and told him of the complaint. The employee said that he had been hired to work for a faculty member who had left NCSU. He said that he was then exposed to the members of the department who seemed determined that no

Negro would advance or stay in a position at a higher salary when white technicians. He said that graduate students seemed to think that he was their servant. He asked the dean to hear the case and said, "I don't know whether Mr. \_\_\_\_\_ is a good employee or not, and I make no judgment on that question. Indeed, I make no judgment on his complaint at all, but

I am sure that you would be as interested as I in seeing that, as we move into the "new day" in which we will be employing additional Negroes at higher and higher levels, we do everything we can to establish and maintain a totally constructive climate. I would be interested, of course, in the outcome of your handling of this particular complaint, but I do not expect to enter into procedures or judgments."

In 1966 the Chancellor received two complaints that I will mention. One said, "Your advocacy of interracial housing shows again that you are not fit to hold the high office you have among white people." The other reads, "I strongly protest the appearance of the Negro agitator King at N. C. State next month. He is a trouble maker, morally irresponsible and unprincipled and such an appearance is an insult to the white people of the area. He should be denied access of any public building in North Carolina." Another letter shows how intense feelings were and how gossip spreads. One person wrote that he had been told by an alumnus who lived in Raleigh that numerous books had been removed from the shelves of the library due to a request made by the NAACP. This involved books on a twelve page list. Supposedly the removal of these books was necessitated due to Federal money being

used to supplement library funds. The Chancellor responded the next day and said, "The information provided you by one of our graduates is completely inaccurate. This is the first we here have heard of our being requested to remove any books from our library or the twelve page list referred to by the alumnus. Our University Library has no intention of removing any of its books as result of an outside pressure group nor would the granting of federal funds to this University effect our selection of new books for the library or those we now have on the shelves."

In 1967, the first African American to receive a Ph.D. from NCSU was Dr. Stephen Benton Latimer whose degree was in Animal Science.

At the Consolidated University Administrative council meeting in October, 1968 which I attended for Chancellor Caldwell, President Friday reported on a meeting with the student leadership. He indicated that the students wanted more qualified Negroes on campus and that they were not satisfied with what was being done for the number of students was small. They wanted the University to let Negro students know of scholarship and loan possibilities. I told the President that we were doing that. Dr. Arnold King said, and several of us agreed, that it was sad for students to feel that they had to pressure us into doing what we ought to be doing anyway. Each campus reported what they were doing to recruit and encourage Negro students to come and enroll who met requirements. We also discussed remedial types of programs for those who came and needed them.

On February 20, 1968 Dr. Kelly wrote the National Science Foundation a letter which responded to an inquiry. He said, "It was good to hear from you through your letter of February 15 and I welcome the opportunity of commenting on your "Student Science Training Program." I would like to relate the circumstances under which the points of the program came strongly to our attention.

Two years ago we spent a whole day looking at the question of why more Negroes do not go into science and engineering. We invited a group of Negro high school teachers, a group of teachers on our campus, a group of Negro students on our campus and presidents of Negro colleges.

The group of Negro students on our campus were the most help. When we asked them how they decided to go into science and engineering and why they came to this campus, we learned that the majority of them had attended a summer science program of the National Science Foundation either at the end of their junior year or at the end of their senior year. They told us that without this experience they would not have dared to enroll here. In addition, they told us that the sociological experience was just as important as what they learned in science. For all of them this was the first experience they had away from their socio-economic environment, and it gave them the courage which they would not have received otherwise. They reported that they had to work very hard, much harder than the white students, but they were encouraged that with extra effort it was possible for them to compete."

On March 14, 1968, a report said that with the exception of one Extension Assistant Professor in Sociology who was employed by the Agricultural Extension Service, and six part-time as Extension Specialists in the Agricultural Extension Service. This was a sad commentary on our failure to attract black faculty in academic affairs. This lack would not improve rapidly.

In its resolution of April 9 1968 the Faculty Senate made a statement on Racial and Religious Discrimination. It expressed the gravest concern about the unsolved economic and social problems which are an important cause of much to the civil disorder afflicting our country. The resolution of April 9, 1968 called for action by national and state governments, but recognized that, "Governmental action alone will not suffice to solve the economic and social problems which are among the prime causes of such violence.

Substantial progress against the racial and religious discrimination which is and important factor in many of the economic and social problems of minority groups depends less upon governmental action than upon individual personal commitment, expressed both in attitude and action. The Faculty Senate endorses the following statement because we find discrimination based on race or religion abhorrent and incompatible with the idea of a university.

We invite all members of the administration, faculty, staff, and student body, of this University to subscribe to the following statement of position; more fundamentally, we call upon every member

of this University community to accept personal responsibility for making his own contribution in his own way to the kind of free and open society we must have in America if our historic ideals are to remain viable. This statement will have served its purpose if it provides a framework within which each individual may guide his own action.

Organizations. While most professional organizations are not segregated, certain fraternal organizations, civic, service, and social clubs to which faculty, students, and staff belong are still segregated on the basis of race or religion. We urge each individual to search his own conscience to determine how he can most effectively work to eliminate discrimination within his own clubs and organizations. We believe that under no circumstances should any University function be held in any facility that denies membership or service on the basis of race, nationality or religion.

Housing. We note with approval that University housing is unsegregated. Segregation persists, however, in off-campus housing. We support and promote open-occupancy practice in Raleigh. Open housing is vital to the well-being of a university that serves and is served by persons of all races, religions and nationalities.

Employment. This University still employs few members of minority groups, particularly Negroes, in non-traditional positions. Every member of the University community has a responsibility to do his part to insure that the faculty and staff are employed

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on the basis of individual qualification, without regard to race, nationality, or religion.

Recruitment of Students. We ask all who are responsible for recruiting and admitting students to give full and equal consideration to qualified applicants from minority groups. We, ask further, that special care be taken to publicize the fact that this University welcomes qualified students from minority groups.

University Extension. We commend the Agricultural Extension Service, particularly the 4-H Club activity, which has long offered professional employment to Negroes , and is abolishing racial distinctions in its internal organization. This University has done and is doing much to improve the education and the economic well-being of minority groups in the state. Extension activities are of such significance in the improvement of lives of disadvantaged persons that we emphasize our belief that University Extension, including Industrial Extension and the Division of Continuing Education, as well as the Agricultural Extension Service, must continue to play a major role."

It was about this time that the NCSU Women's Club was scheduled to have a meeting and dinner at the Carolina Country Club. When those arranging for the meeting learned of the Club's Segregation Policy, they rescheduled their meeting elsewhere. With respect to housing we did start to refuse to list off-campus housing that would not make facilities available to persons of all races, religions or nationalities. This was an important matter because at that time

students who did not get on-campus housing usually went first to the Housing Office to find other places to live.

At this time did not have many student applicants who were Negro, qualified or unqualified. It was also soon to become evident that advertising would not get many admissions applicants. We begin to employ and use some undergraduate black students to help the Admissions Office in its recruiting efforts in 1971. We had to try very hard to get minority students to apply. We then added one full-time black Assistant Director of Admissions and later we added a second. They helped our recruitment efforts very much. We had almost no applicants from Wake County at this time, and it was not until about the time that I became Provost we began to understand the problem.

In the Faculty Senate minutes of 1969-70 on page 123 Chancellor Caldwell reported, "The HEW team spent three days at North Carolina State University and indicated their pleasure with the atmosphere at North Carolina State with respect to race. However their report contained several recommendations which indicated that the University needed to make a greater effort to attract black and other minority individuals to the student body, the athletic program, and the faculty. He indicated that the University must submit a report next year detailing its specific activities demonstrating equality of effort in recruiting from various groups.

In the early years of the 1970s we could not ask prospective students what their race was. It seemed that those who created the national regulations felt

that if we knew a prospective student was black, that we would be more likely to discriminate and not to admit them to NCSU and to other universities. So at that time we could not say precisely how many black students we had in various categories. However, since we had very few black students our estimates were probably close, In the early 1980s our records were accurate and we did ask prospective students, faculty and employees for their racial identity

because all had learned that progress was better when there was identity.

In 1969 the first basketball scholarship to an African American student athlete was awarded to Al Heartley. In 1967-68 he had been on the basketball squad as a freshman, but he was not on an athletic scholarship at that time. He became the Captain of the team in 1970-71. In 1971 Mr. Heartley was the first African American to win the Alumni Athletics trophy. In 1967-68 William Cooper was also on the squad as a freshman, but he was not on a scholarship. In 1968-69 Ed Leftwich was the first African American to come to NCSU on a freshman basketball scholarship, and he continued on a scholarship through 1969-71. David Thompson was our first African American All-America winner in basketball.

In 1968-69 in Marcus Martin was the first African American to be a member of the varsity football squad. He was on an academic scholarship. In 1969 Clyde Chesney was on the varsity squad, but he was not on a scholarship. He was on an athletic scholarship in 1970-71. Willie Burden and Charley

Young were both on Freshman athletic scholarships in 1970, and on varsity scholarships in 1971-73. Ted Brown became our first African American All-America in football in 1978.

In 1969 Provost Kelly received an inquiry about black Studies at NCSU. His response included that at present we have few black courses; however, through a cooperative arrangement with Shaw University and Saint Augustine's College, students from NCSU may take any of their extensive offerings in black Studies. This was through the Cooperating Raleigh Colleges' Program. He also indicated that we had no plan to offer a degree in the area, but that we did hope to offer more courses in sociology, anthropology, literature, history, and politics.

In 1969-70 Eric Moore was elected by the student body as our first black Student Senate President. In 1970 Mary Evelyn Porterfield was chosen as the first African American Miss Wolfpack. In later years this title has come to be known as the Home Coming Queen.

In 1970 the Chancellor told the Faculty Senate that we will be unable to hire more black faculty, members unless we actively seek them. The first African American faculty member was Vivian Henderson, a Visiting Professor in Economics, who came in 1962. Dr., Henderson was to become one of Martin Luther King's lieutenants during the Civil Rights Movement. Our first faculty member with faculty rank was Dr. Dorothy Williams who came to NCSU in the Department of Sociology and Anthropology in 1965, however, she resigned and went to Shaw

University. Harold McNeill became an Assistant Professor of Adult Education in 1968. P. P. Thompson was appointed in the Sociology department in 1969. Harold

McNeill became an Assistant Professor of Adult Education in 1968. These last two faculty were long time members of the Agricultural Extension Service and were paid from that funding source. In 1970, the only black faculty member employed at NCSU against the academic affairs budget and in the tenure track was Dr. Odell Uzzell, Associate Professor of Sociology. He came to us from Fayetteville State College. I had gotten to know Dr. Uzzell through my work with the Fort Bragg Branch of NCSU and had a lot to do with assisting the department to hire him. When I first mentioned the possibility to the department head he said that they would be delighted to have a chance to hire Dr., Uzzell, but at that time they did not have a vacant position. Dr. Kelly gave them a new position and at the salary level needed. In the spring semester of 1973 Dr. Uzzell was the leader and coordinator for a symposium "The black Experience: Blacks in Business and Politics". Among the outstanding cast of speakers was Vivian Henderson who became the President of Clark College in Atlanta.

Augustus Witherspoon obtained his Ph. D. in 1970 and, I believe, was the first of several African Americans who became faculty members at NCSU after obtaining a Ph.D. here. He had been an instructor for a couple of years in the same department. Witherspoon held several important

positions in the administration at NCSU and played an important role in helping us to improve the climate for African Americans at NCSU. Some of the others who obtained the doctorate at NCSU and who were faculty at NCSU in 1991 were: Clyde Chesney, Orlando Hankins, Carol Love, Pam Banks-Lee, Jackie Hughes-Oliver and Harold Freeman.

Dr. Freeman, a native of Raleigh and a graduate of the old Ligon High School in Raleigh, is a professor in the College of Textiles. He is also our first African American to become a Named Professor. The official title is the Ciba-Geigy Professor of Dyestuff Chemistry. Others who obtained their doctorates here and served here for a short time have moved on to other universities and to industry.

In 1970 there was some flack about Dr. Kelly's push to get courses taught in Afro-American and Asian history. The History Department's faculty asked the head to write the following letter. "At its regular meeting on May 20, 1970, the Department of History approved unanimously the following statement of understanding of departmental responsibility.

In a university, the determination of academic matters lies properly with the community of scholars who comprise the faculty. As part of this larger body, a departmental faculty constitutes the entity which should determine the academic program of the department. The right and responsibility of establishing the program or of formally initiating modifications are essential to the integrity of the department; outside infringements upon these prerogatives constitutes an erosion of its integrity.

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Concomitant with the right to determine the academic program, basic prerogatives inhere in the departmental faculty as a whole, among which is that of deciding upon the fields of historical concentration which will be included in the department's academic program. Once the fields of specialization have been determined, the securing of appropriate personnel should be accomplished by a process which includes consultation by the department members with the department chairman by means of a regular procedure established for this purpose.

I was instructed to forward this statement to the Dean of the School of Liberal Arts with the request that he transmit it to the Provost of the University."

Dr. Kelly wrote the dean and asked, "What prompted this? Is there some hidden meaning? What about coordination with the rest of the University? Don't they have an obligation to discuss needs and approaches with colleagues in other disciplines?" A part of Dean Cahill's response follows. "I should have told you before, I suppose, but what brought all this about was our push into the area of Asian History and our putting in and Afro-American history course. They blame it all on Greenlaw, naturally.

As do all Historians, these people think that there isn't any history except what they teach. And it is quite natural --people must believe in what they are doing or they don't do it very well, but it tends to obscure what isn't being done.

There are also some aging 'enfants terribles' who seem to think that everything should be conducted

under Rousseau's oak tree. For my money, all you get out of that is chiggers.

Anyway, I have acknowledged receipt of the communication and said I would forward it to you. So you keep it and we'll both forget it."

In 1970 the Chancellor's Good Neighbor Council proposed that one way we could get more black faculty on campus would be to do some faculty exchanges with predominately black institutions. It seemed that we had a number of faculty who would like to participate. This turned out to be very difficult for it involved matching classes to be taught on two campuses with individuals from two campuses that wished to be involved. Even under the Consent Decree when the UNC system had funds to pay for the exchanges and for travel costs among the members of the UNC BOG system we had few exchanges to take place for the same reasons. We were more likely to have exchange when one needed an extra section or an entire class and the receiving university did not have a qualified faculty. This happened occasionally under BOG, but not very often. We were able to have a few of our faculty teach under the Cooperative Raleigh Colleges Program a needed course at Shaw or Saint Augustine's and a few from those institutions to teach at NCSU. This was easier to arrange because the locations were convenient and was almost always done on an overload basis where the faculty member received pay from the borrowing institution and no matching exchange was required. In most cases it was for an individual to teach a course where you had an extra session or where there were no qualified

persons on campus. The numbers were small and disappointing to those of us who were struggling to get a larger black faculty presence on campus. This procedure was suggested by many others including students. Most could not understand why it wouldn't work, but it is difficult and costly even under the BOG System's plan for the faculty member and their families to transplant themselves to another place for a semester or for a year. The reward was not adequate and most would not consider the value of the exchange to the individual as equal to that of an Off-Campus Scholarly Assignment.

One, among many, of our problems in hiring black faculty was that there was such a scarcity of holders of doctorates among blacks in non-traditional fields and sciences which predominated at NCSU, such as in the Schools of Forestry, Engineering, Design, Veterinary Medicine, Physical and Mathematical Sciences, Textiles, Business Management and Accounting, and in most fields in the School of Agriculture and Life Sciences. There were surpluses in no fields that I knew of. It was evident that we and all of the other doctorate granting institutions had to recruit vigorously at the graduate level to increase the supply. Not much happened, because recruitment of graduate students was always done at the departmental level. Graduate Deans were reluctant and most did not want to intrude in that practice. After a long time we and a number of other universities learned that if we were to increase the numbers of African Americans with doctorates we would have to develop a recruitment strategy at the Graduate School level for the entire University

and that this strategy would assist and encourage departments in their recruitment efforts. We needed a black presence in the Graduate School. Dean Stannett was very willing, and we came up with a one-half time position out of our own resources. Dr. Augustus Witherspoon was hired for this purpose in 1979. I'm pleased that we finally were able to get a position which had been badly needed for some time. Recruitment of undergraduate students by graduate programs in many fields is not easy, and in these fields we even have shortages of US citizens with doctorates. The best students are recruited heavily by industry, and their pay with the BS sometimes almost equals that of the beginning doctorate. For the best African American students the competition by industry was even greater and the supply was short for traditionally blacks had not majored as undergraduates in these fields.

In 1985 when Chancellor Poulton appointed an Advisory group from the black community, Vernon Malone responded: N. C. State University is an outstanding university and there is no logical reason why more academically capable minority students do not take advantage of its offerings," I recall a similar meeting in 1974 when Mr. Malone told us that no child of his would ever attend NCSU. He told us how racist and red-necked we were and how badly we were viewed by black citizens in Raleigh. Malone's son did attend NCSU in the School of Engineering and did very well. So over the years we did make some progress.

In 1970 Chancellor Caldwell shared his philosophy and concern with many including off and on-Campus individuals. He said: "Does white America have enough Christianity and enough practical sense to emancipate both races from ignorance, the fears and disadvantages of racism.

It is time that white America faced realistically the plain truth that this Nation cannot find its cherished destiny in human affairs without full partnership of whites and blacks based on mutual respect, trust and brotherly love.

Out of this partnership would come the prosperity and harmony of integrated public schools, the vitality of truly democratic politics, the accomplishments of genuine equality of economic opportunity freed from the needless burdens of racist policies.

There is no other answer for America and the time is now . Further delay is morally wrong and practically stupid. We have nothing to lose but our chains.

Why do we make it so difficult when the answer is simple! Let every person evangelize himself and resolve to regard every other person as an individual to be hired or not, to be chosen as a friend or not, to hold office or not, even to be judged or not, solely on the basis of his individual character, performance and potential. Simple, if we are Christian enough to do it! And if we're not, then let us not be surprised that the church and America have less and less meaning to the new generation of Americans."

As you have noted I have quoted Chancellor Caldwell frequently. He influenced my beliefs and behavior

concerning the need for changes and opportunities for African Americans at universities very much. Larry Clark, helped me to see that the issue wasn't just integration which had come to mean to so many the merger of African American culture into European culture. He helped me to see that the need was more a matter of having many cultures and sharing the many rather than the dilution of one and thereby its inevitable loss. Many people have shaped my behavior as Provost, but these two the most in matters of race. Provost Kelly also desired to see more blacks achieve at NCSU. What Caldwell said about race could also be applied to gender too. As the Assistant Provost handling the details of curriculum and academic personnel, it was awfully good to have Chancellor Caldwell, Provost Kelly and me all singing the same tune.

In 1972 Provost Kelly informed those units who turned in recommendations for salary increases that, "As a top priority, we ask you to consider the salaries of all minorities and all women paid from 18141 funds in your school to determine whether their pay is appropriate on the basis of merit."

In the 1972-73 Annual Report Chancellor Caldwell reported that William Maxwell had been appointed Assistant Dean of Education. This was our first African American appointee as an Assistant or Associate Dean of and academic school.

It was at about this time that the School of Liberal Arts proposed to either drop geography or its black

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politics course. Both were taught by temporary part-time faculty. In prior years the funds had come from the dean's reserves and now were committed to hiring a permanent faculty in another department. We decided to give extra funds to keep both courses going. It was a frequently used technique to say we have no funds and will need to discontinue a project considered vital by the Provost. In 1973 Dean Tilman wrote the Provost and asked for three new positions to hire three black faculty. Dr. Kelly asked me to find out how many vacant and uncommitted positions the Dean had. I reported to him that he had several. Provost Kelly wrote, "Does your request given in your memorandum of April 19 imply that you will hire blacks only if we give you new positions? If you were sincerely interested in hiring the 'three good blacks' you mentioned, could you not find some positions within your own school without help from this office?" I don't recall how we worked out a compromise, but we did not lose the three because of a lack of positions. In addition to trying to increase the number of African American faculty, we were also very much interested in trying to increase the number of students. Dr. Kelly responded favorably to an inquiry about our interest in participating in a plan to increase the number of black graduate students. Dean Peterson also agreed. Kelly said that our only reservations centered on the need for additional resources. "Our out-of-state tuition was increased substantially this year. We do want to locate and encourage more black graduate students, especially in the fields we offer." Although we could and did award

black students teaching and research assistantships, we had almost no scholarships at the graduate levels which was a major component of the proposed program. It was not until the Office of Civil Rights approved our plans in the mid seventies that the State of North Carolina began to provide additional incentive funds which served as scholarship funds for the recruitment of black graduate students.

Our Affirmative Action Plan was of course a part of the BOG System's Plan which had been submitted to HEW. HEW had informed us that a preliminary evaluation of the proposed Affirmative Action Compliance Program had been completed and that for the most part the proposed NCSU plan was responsive to the HEW requests for corrective actions relating to Executive Order 11375. We were at that time preparing additional information requested by HEW before final evaluation of the plan could be completed. As all know, it would not be long before the Federal Courts would rule that the plans of several states including North Carolina's were not satisfactory. The letter came on May 21, 1973 which essentially said that the dual system has not yet been fully disestablished in North Carolina. It also said that "It will be necessary for this Office to receive an acceptable plan, in advance of the June 16, deadline set by the court. We therefore, must request the submission of a plan by June 11." The Board of Governors submitted its revised plan on June 8, 1973. It was not until the later that the courts finally ruled that our plans were satisfactory after being revised many times over several years

and occasionally believing that they were approved and then not approved. In the intervening years we spent many hours revising plans and goals, but we continued to do those things that we committed ourselves to do in the recruitment of staff, faculty and students. Although many people were involved in the preparation of NCSU's portion of the many BOG plans over the years, it was a major responsibility of the Equal Employment Opportunity Officer, and later when the title was changed, the Affirmative Action Officer to prepare and coordinate NCSU's efforts. At the time the plan was filed in 1973 we had 22 black faculty. For a brief time Mr. Simpson served as Affirmative Action Officer between Dr. Clauston Jenkins who had been appointed as Equal Opportunity Officer in 1972 and Dr. Larry Clark who came in 1974.

On June 8, 1973 Provost Kelly wrote, "Our Affirmative Action plan calls for specific steps that will involve departmental administrations and then make them aware of their responsibilities. We shall ask our EEO Officer to see that the Report Racism in Employment and its targets of opportunity is distributed and reviewed in terms of goals. We will make certain that Mr. Calloway is also involved in this process. The approach of recruiting graduate students is obvious and is mentioned specifically in our plan. Success is difficult and we need faculty commitment on a broad scale. We shall ask our EEO Officer to call attention of other schools to a specialized recruiting brochure, and we shall also ask him to find ways of involving the Society of Afro-American Culture in such efforts."

On September 17, 1973 Mr. Lewis Bryson of the Atlanta Office of Civil Rights requested additional information. Chancellor Caldwell responded, in letter of September 18, 1973, and said that "your letter was received on September 17 in this office. It requests certain information on our personnel and goal commitments." He said that we would try to provide the information within the time requested which was 15 days from the receipt of the letter. On November 10, 1973, Peter E. Holmes, Director of the Office of Civil Rights in HEW, wrote to Governor Holshouser in a 16 page letter that our "current submission falls short of complying with Title VI of the Civil Rights Act of 1964." Mr. Simpson, the Chancellor, the Office of Institutional Research, Dr. Gehle and several others of us in the Provost Office, were inundated with attending meetings and the gathering of data for another resubmission. On January 29, 1974 we had a visit by several officials from HEW who were visiting, meeting officials and students and taking a tour of facilities over a several day period at the five predominately black campuses and at NCSU, UNC-Chapel Hill and UNC-Greensboro. I represented the Provost in those meetings at NCSU, and I was one of the guides for the campus tour. I thought that the visit was not a complete success but not a disaster either. We resubmitted our revised plan again on February 18, 1974. On September 17, 1974, I told the Faculty Senate that a copy of the Revised State Plan for the Further Elimination of Racial Duality in the Public Post-Secondary Educational System would go to the Senate, the Library and the office of each dean. On July 19, 1974 Mr. Holmes of the HEW Office of Civil

Rights wrote Governor Holshouser that The Revised North Carolina Plan was accepted.

Dean Talley reported at the Chancellor's Staff meeting on April 1, 1974, "that it looks like we will have an increase in black freshmen and transfers next year. He described briefly an intensive recruiting effort for blacks which will occur in ten counties that are heavily black populated."

After the Chancellor's staff meeting on June 3, 1974, I wrote to Dr. Kelly and said that Chancellor Caldwell reported that several recommendations were mentioned at the BOG meeting on March 31, 1974. "The note said, "Several amendments to the State plan previously submitted to HEW are approved. Items mentioned include:

1. The supply of black professionals has to be increased.
2. Efforts will be made to increase the number of blacks in graduate degree programs.
3. The General Administration will apparently establish a roster of blacks and that might be available for positions in the University system. We will probably need to provide names and resumes of such people to the pool in cases where we do not hire an individual."

In 1974 the first African American woman to receive an Ph. D. from NCSU was Nanette Smith Henderson. Her degree was in Plant Pathology. Clyde Chesney who owns a Ph.D. from NCSU is now on the faculty.

In the fall of 1974, our enrollment of African Americans had risen from 2% to 3% with that year's freshman enrollment being 5%.

When I became Provost a part of my philosophy concerning race issues was that we should do what is right for moral reasons. There was no way that any rational person could fail to see that blacks had been denied equal opportunity and although the law supposedly gave them equal opportunity, this did not exist. It was our responsibility to see that this opportunity would no longer be denied. I believed in equal opportunity, but I understood that if we considered only those same old values and criteria in selecting the "best" and did not give opportunity to those capable of doing the job, little change would occur. For this reason I felt that we had to invest in those qualified and capable. In this under represented area the fact that you were qualified and black meant that you should be given a chance to succeed. This really meant that if the system could find two of equal quality it probably also meant that the black had been under valued. I felt that this country could not survive if so large a portion of its population was contributing below their potential. For patriotic reasons and country survival value the least we could do was to ascertain that at NCSU we would give blacks a chance. I learned quickly that playing on moral values and leaving matters in the hands of others to do the right thing frequently would not work. Many of the things which were accomplished while I was Provost was with the help of others. We were trying to do positive things, to be active and even pushy at times.

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Each year when I asked the deans to outline their needs in their requests for new positions I reminded them that their requests should include positions "needed to meet your affirmative action guidelines for blacks and women which cannot be met with positions to be vacated by retirements." In my letters of position allocations to deans or to units I always reviewed the progress of our efforts in meeting our affirmative action goals for women and blacks.

As we set up our affirmative action structure on campus under Dr. Clark's direction, we set up each school as a separate unit with additional affirmative action units in Student Affairs, Libraries, Business Affairs, University Extension and Special Units. Each had an affirmative action coordinator in the school or unit who reported to the Dean or other appropriate administrator and who was accessible to Dr. Clark. Each worked within their own units to develop goals of employees in the following groups of personnel: EPA Non-Faculty, EPA Faculty and SP A employees. Goals were set for race and gender. This plan then got all of the units and even departments or groups of departments to set their goals and make them a part of the program. We hoped that this would make them feel responsible for reaching the set goals, and in general it did. In a few cases they set goals above those that we would have considered minimal, but in a few other cases we did have to ask a unit to reconsider their goals and to try to come up with a higher goal. Goals were set on the basis of new doctorates in the field (or the appropriate terminal degree for the field) and was also based on estimates of vacancies to occur in the unit and on anticipated

increases in faculty or staff in the unit. For SPA employees the goals were set on availability figures of personnel in the field using other manpower data.

In the minutes of the Faculty Senate in February the Good Neighbor Council reported that they endorsed the proposal of Dr. Clark's that a Race Relations Workshop be conducted here by Urban Crises, Inc. The first was held on February 27 and 28, 1975. This group held workshops here for many years. Most administrators, student leaders and many faculty attended. C. T. Vivian, who held these workshops continues to come to the campus for a conference, a workshop or a meeting almost ever year. Our affirmative action goals for July 1, 1976 were stated as 44 black faculty; in October of 1974 we had 17. The goal for women faculty was 114; in October of 1974 we had 74.

Dr. Lawrence M. Clark came to NCSU from Florida State University where he was Professor of Mathematics and Mathematics Education. The most important function was to be NCSU's Affirmative Action Officer. In this role he also responded to governmental questionnaires and handled for NCSU investigations related to affirmative action for race, gender, the handicapped, and age. He helped the administrators and the faculty to understand issues relating to race and helped more than any other individual to change the climate of NCSU to a less racist one.

He along with Gus Witherspoon and all of our African American faculty and EPA staff have helped our campus to be far more supportive of African American

students, faculty, and staff. When Dr. Clark came I began to meet with leader in the Raleigh black community. At that time we were considered a very red-necked and raciest institution. It was of interest to note in 1985 when Chancellor Poulton appointed an Advisory group from the black community, that Vernon Malone responded; "N.C. State University is an outstanding university and there is no logical reason why more academically capable minority students do not take advantage of its offerings." I recall at a similar meeting in 1974 when he told us that no child of his would ever attend NCSU. He also told us how racist we were and how badly we were viewed by black citizens in Raleigh. This type of frank discussion was of great help. Dr. Clark helped the Chancellors and me to learn how to improve and to change attitudes on our campus. He also helped us to make it possible for blacks citizens in the community to meet with us and help us to learn how we might reach our objectives. He was responsible for the creation of the Chancellor's African American Community Leaders Advisory Committee. Over the years, and especially at first, these wonderful citizens have advised us and helped us to make changes and to include activities so that NCSU could become a place where previously denied populations would have a chance to succeed and where they could succeed. We haven't reached our goal as well as we would have liked, but we have come a long way. Dr. Clark was a primary source of help in our efforts to recruit and retain African American faculty. As of 1993, he continues on the Provost's staff.

I found a note to Chancellor Caldwell from me dated January 7, 1975 which read as follows, "The recent article in the News and Observer made it sound as if HEW, Atlanta, had rejected our Affirmative Action Proposal. Dr. Clark checked with Richard Robinson. The article misinterpreted Mr. Robinson. Our plans are still under review and have not been returned."

While HEW staff and the courts were at work and the litigation was going backwards and forwards, we felt a strong commitment to succeed or at least to make as much progress as we could. We, as did the other institutions of the UNC BOG system, proceeded with our affirmative action goals and continued to strive to give black students or African American students a chance to enroll and to succeed. A very special effort in this area was the University Transition Program. A substantial number of students admitted in this program have graduated from NCSU, and some have pursued their doctorates at NCSU and at other universities. We did take a chance and the graduation rate was relatively low, but I believe that our effort has paid off well. Another area was the extra effort in the admissions office expended in the recruitment of African American students. Although we had other programs for helping these students to survive, it was obvious that not enough was being done. It took additional time and resources to add the next component to our Academic Skills Program, which was to be called the Program of Academic Advancement. The program was to serve a small but selected number of freshmen each year and to be highly structured. It was to include an 6-8 week summer program with instruction in the basic skills.

Most of the students enrolled in this summer program took compensatory courses in English, reading, and/ or mathematics, and at times a course to enhance oral communication skills. The program also included an academic year component. This program provided, as did the program for student athletes, for the development of an academic profile, aid in the placement of students in appropriate courses during the academic year, and aid in assuring that the students got needed tutoring. This program came to be called the University Transition Program. Certain students were admitted to NCSU provided that they participated in this program. As Dr. Clark stated, "Emphasis will be placed on maximizing the potential among entering black students and student athletes."

We established a policy at NCSU which required a review and approval by Dr. Clark of affirmative action efforts before any offer could be made to fill a position vacant position for EPA employees.

In 1975 when Dr. Clark proposed that we sponsor a conference on Minorities in graduate programs, he said, blacks received 2.7% of the doctorates awarded in 1973. Of these 60% were in education. "Thus, the prospects are not bright for any substantial number of blacks being available for faculty appointments in either black or white institutions in the near future unless graduate and professional schools develop a greater sense of urgency about this situation. I suggest that we here at NCSU give some attention to increasing the graduate enrollment of qualified blacks." Although in most cases faculties encourage there undergraduate students to go to

other universities for graduate degrees, we began to encourage our graduate programs first to encourage blacks to go to graduate school and if it would help to increase numbers for them to encourage more of the black students to stay and get graduate degrees at NCSU. In a few cases this has led to our being able to hire the only new blacks in the nation in a particular field who obtained a Ph. D. in that field and from NCSU. One example was the school of Textiles. The conference was to include individuals from North Carolina's predominately black institutions, Pembroke State University and NCSU.

In that same year Dr. Clark reported that we increased our black faculty by four in 1974-75 and our non-faculty EPA by two, yet we had a net loss of 11 black SPA personnel that year.

On May 28 1976, I allocated new positions to the Schools. At this time I was not yet saying that a certain number of positions had to be filled by blacks or women. I did say, "As you are aware, we have made little progress during the past year in the employment of blacks and females. I hope that these positions, as well as other positions which are or will become vacant in your school, can be used to increase the numbers in these two employee groups. While we are not asking you to employ unqualified persons or saying that the positions cannot be used to employ white males, we do expect you to make substantial progress in meeting your school's affirmative action goals. We ask you to review new appointments with this expectation in mind." It was about this time that Dr. Clark suggested that he and I visit each

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Dean each year in their office to remind them of their goals and their progress or lack of progress in the hiring of these two groups. It was not that the deans did not know, it was to place a strong emphasis on our commitment and that we expected a strong commitment on their part and that we expected success.

On August 31, 1976 Dr. Clark reported that as of June 1, 1976 we had a total of 31 EPA non-faculty, 18 black full-time faculty members and 553 full-time black SP A employees.

That year the University admitted 113 new students who were academic exceptions. Of that number 47 were African American and of the 36 athletes admitted as exceptions 13 were black.

At the May 2, Meeting of President Friday's Administrative Council there was a lengthy discussion of the now Adams vs. Califano trial, and President Friday discussed a meeting with the HEW staff. It is obvious that the issue of the North Carolina plan is in jeopardy. In his remarks to the Board of Governors on April 8, 1977 President Friday reported that Judge Pratt of the United States District Court for the District of Columbia had, "in an order, directed the Department of Health Education and Welfare to invalidate the desegregation plans of North Carolina and five other states, approved by HEW in 1974, and to require these states to prepare and file with HEW this summer desegregation plans that will conform to guidelines to be prepared by HEW." This was a lengthy speech and it was followed some days later by

specific details required for a new plan. This became a major activity for Dr. Clark and many others on our campus as they prepared materials for the BOG staff who had to prepare the new plan.

On July 2, 1977 the Governor received a letter from HEW saying that the revised plan must be submitted in 60 days and that the Office of Civil rights in HEW would have 120 days to respond to the new plan. I recall our distress with the short time that we had to get the plan in, and the fact that HEW could take twice as much time to study and to respond as we had to develop the plan. Early in September the plan Phase II was submitted.

President Friday said on November 30, 1977, after discussions with the HEW staff, "While HEW's evaluation of our State Plan, Phase II was not encouraging, I continue to hope that HEW will accept it substantially as written, for it is a positive, constructive approach to the goal of eliminating the remaining vestiges of racial duality in the University of North Carolina."

Dr. Clark wrote on May 4, 1978, "Provost Winstead and I attended a meeting of all Chief Academic Officers called by Vice President Dawson and Mr., Jeffrey Orleans. We were informed that one of the items in the State Plan II under current negotiations with HEW is the employment of faculty." The statement goes on to say that there will be greater responsibility on each academic officers in developing and carrying out our Affirmative Action Plans. It also said, "The revised plans must be completed in 60

to 75 days after approval or disapproval of the State Plan II. The plans will be developed for five years ending June 30, 1983."

On October 24, 1978 Mr. Ronald Butler reported to the Faculty Senate on the findings of a Special Task Force appointed by Chancellor Thomas to study NCSU's image in the black community. That report and the discussion can be found in the Senate's minutes of 1978-79 on pages 57-63. I will quote only a very few comments. Needless to say our image was horrible. "North Carolina State University is a very conservative institution and is viewed as racist and red-necked. We do not really know the black community; we don't communicate effectively. Our negative image may be hurting our enrollment of black students, especially from Wake County. We enrolled only eight black students from Wake last year. I know from experience that it can be very frustrating to apply for a job at this University. I interviewed for many positions for which I felt qualified, but I ended up in housekeeping. Did you know that there are still lounges on this campus where the maids and janitors do not feel welcome to eat their lunches, even though the room is often empty. N. C. State is in the community, but not of the community. States image to many blacks is still: if you want to be a farmer, go to State. There is a need to communicate our programs. State is constantly put down in the black community. I attended NCSU for my master's degree and experienced behavior which justifies your image." The report prepared by this committee was distributed widely. Dr. Clark served on the Task Force.

The task force recommended 16 specific changes, many of which have been implemented, at least in part, and some of which have initiated programs that exceed the scope of the original recommendation. We had shown a video for several years that was developed shortly after Dr. Clark came to NCSU and it was now out of date. In the spring of 1979 another was developed which was widely shown on campus as a part of the image issue.

In 1978 Chancellor Joab Thomas held the first Brotherhood Dinner and our honoree was Dr. Samuel Nesbitt. The guest speaker for the evening was Dr. Ozell Sutton from Atlanta, Georgia. Our Brotherhood dinner was not institutionalized until 1982 under the direction of Chancellor Bruce Poulton.

In 1978 we reported on a variety of new and current initiatives to increase the enrollment of minority students to the President and to the Staff of BOG. I will list a sample of these. 1) Meeting with black students on campus you obtain suggestions and recommendations for increasing minority enrollment. 2) Inviting high school counselors from Wake and surrounding counties to a meeting to discuss minority recruitment and enrollment. 3) Interviewing marginal black applicants in cooperation with black faculty resulted in 53 recommendations for admission for the fall of 1978. 4) Concentrating minority recruitment on secondary schools that had a large number of black students. 5) Hosting 130 accepted students on campus for Pan-African weekend. 6) Utilizing black students as hosts/hostesses for campus visits by black prospective students during the year.

7) Utilizing currently enrolled black students as good will ambassadors in their hometowns during school vacation periods. 8) Involve black faculty in recruiting. 9) Use of alumni in recruiting. 10) Invite all black high school seniors to all University Day and to offer the services of the admissions office to discuss future educational plans. 11) Involve the admissions staff and black faculty in the black community through church and civic visits. 12) Involvement of the black SPA staff in recruiting activities with an emphasis on Wake County. 13) Make tentative early financial aid awards to black student applicants. 14) Award a scholarship to one black and one white student from each Wake County high school. The objective was to encourage enrollment of academically talented students from Wake who rarely came to NCSU and went where they could get a scholarship. Later we were able to get an additional \$50,000 for 50, \$1,000 scholarship awards to the best academically prepared black students who were accepted and who did not have a scholarship. This worked well in getting the best academically prepared students for a while, but it later developed that other universities followed suit, and we had to expand this with the help of the school's foundations to extend many of these to four year awards based on satisfactory performance. 15) The engineering MIT program was expanded. 16) We had a cooperative degree program with NC A&T University in Food Science.

The peer student program for African American freshmen was initiated first in the School of Agriculture and Life Sciences. Two upper-class black

students were hired to contact currently enrolled black students and new students during the year and to advise and encourage them to seek assistance and to inform them where the assistance could be obtained when needed. It was later that this program was expanded by Vice Chancellors Talley and Stafford to a Peer Mentor program so that successful African American upper-class students were mentors for all entering freshmen. It was at about this time or just a little later that we added or expanded compensatory courses in English, mathematics and reading primarily for those students who came with academic deficiencies. While one objective was to overcome deficiencies for the black students and to help them to succeed at NCSU, it turned out that they were needed by many of the white students too.

It was at about this time that I realized that the departments and schools would not add enough black faculty to meet our affirmative action goals without further encouragement. It was a disappointment to me to learn that our encouragement to do what was right did not work adequately, but I now knew that units had, in their own minds other goals of high or even higher priority. With this procedure I finally had found one that worked. People really worked hard to recruit and get the extra positions for their units. So I began the practice of continuing to encourage the filling of newly allocated and vacant positions with blacks and females, but I reserved a set of positions each year from this time until I retired that could only be filled with blacks. In other words, if you could find a black faculty member who would come to NCSU you would likely get an extra position. This

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was not completely open-ended, but it nearly was. While I did not set up a similar number of positions for women, I tried to make certain that we did not fail to hire a female faculty person because of the lack of positions. We were also at this time making much better progress in most areas in finding female faculty. The area of black faculty in the national pool was still very small.

On March 16, 1979, I allocated a position to the Graduate school for an Assistant Dean for Minority affairs. We had decided to award the position when funds became available, so the Graduate School had already selected Dr. Witherspoon for the position at the time that I obtained and allocated the funds. He was to retain a research commitment in his department, and it was expected that he would help the campus in recruiting and advise units on better methods for recruiting black graduate students. He was also to help the entire campus community understand better the concerns and problems of black graduate students. Dr. Witherspoon developed the agenda for the position and developed one of the outstanding networks in the nation for the recruitment of black graduate students to NCSU. He also became the person that black graduate students went when they had academic problems they could not resolve elsewhere and also he became a mentor to them in many areas for they also came to see him about personal problems too. In this position Dr. Witherspoon managed the Minority Presence Grant Funds appropriated to NCSU via the BOG. He allocated these funds primarily and as a supplement to other small assistantship funds to individual students and

to students who did not have assistantships. We began to reward him primarily for his efforts in the Graduate School rather than for his contributions to the Department of Botany.

On May 21, 1979 Dr. Clauston Jenkins who had obtained a law degree from UNC Chapel Hill and was now the University Attorney informed Dr. Clark, Mr. Worsley and me that we would soon be involved in an affirmative action compliance review. He advised us to get ready for such a review. This always happened if an institution received a grant of \$1,000,000 or more and this was to be our first one million-dollar review. He said that based on the experience at other institutions, we could count on the entire process being hurried with resulting pressure on us to be able to respond quickly to reasonable requests for information. He said that at UNC Chapel Hill, which had recently undergone a similar review, they were requested to provide information within three working days. We then were given a list of items that had been requested there and proceeded to gather the information which indeed was requested later and with a short notice for compliance. We would never have been able to do it on time without the advanced warning. Thank goodness we now can retrieve data about faculty much faster because of the computer. We later had many more grants of that magnitude. Most grants reviews at NCSU were reviewed with the Department of Labor. Except for the first review we had so many grants of that magnitude that we were rarely reviewed more than once a year and thank goodness not even every year.

On June 12, 1978 HEW provisionally accepted the State Plan II for the Elimination of Racial Duality. On February 21 the HEW team, consisting among others of David Tatel and Mary Berry, came to NCSU. They were visiting all of the predominately black campuses and with the NCSU, UNC Chapel Hill and UNC-Greensboro campuses as well as the General Administration. This was a very tedious and nerve-racking visit. The group visiting us, for some reason, wanted to visit several places where there might be autoclaves although these were not on the original itinerary. We visited most originally scheduled areas but not all. We also visited several not on the schedule. Since the visitors were late in arriving, in several cases there were no persons around in the unscheduled areas to tell them what was going on in this or that laboratory. In Mechanical Engineering an undergraduate student was the only person present. He was working on a senior project and did a magnificent job of explaining the project. We were all very proud of him. I did the best job of explaining that I could. I later labeled this as the "visit to the autoclaves". It did not seem that the visiting team was here to see what we were doing and that their minds were made up already.

Many conferences were held over the next two months between HEW and UNC. On March 26, 1979, the University was informed that HEW had rejected the State Plan. On April 25, 1979, after attending a meeting called by President Friday that Chancellor Thomas couldn't attend, I wrote the Chancellor saying, "The President indicated that Califano was scheduled to start deferring grants

effective May 2, 1979." This was so very important to us for almost all of our research funds came from the federal government. "The University filed an injunction against HEW in the Eastern District Court at 4 p. m. on April 24, 1979. You will receive a copy of the 80 plus page action. If we do not win here, then the process will take the administrative proceedings route."

A faculty member wrote Chancellor Thomas after a general faculty meeting, "Your remarks this afternoon regarding reasons for optimism were indeed heartening, and well-calculated to build esprit-de-corps within the faculty. A sour note in this generally positive atmosphere was, for me, your apology for "undue attention to process" in the matter of the Universities affirmative action plan." The Chancellor responded and I will quote a portion of his response. He is talking about the new five-year plan that we developed which was to be turned down as mentioned earlier and which was taken to the courts by BOG. "Your letter illustrates well one of the points that I was attempting to make about the difficulty of communication. The intended implication of my remarks concerning process was let us ensure that we do not let process get in the way of achievement. The recently imposed processes, though more elaborate, provide easier escape routes than the process that we were previously following. In addition the new requirements actually reduce the number of minority faculty members that we would need to employ in most schools during the next five years. We had established more demanding schedules on our own without the process to which I referred.

President Friday at a meeting of the Faculty Assembly of the BOG system (a meeting of elected representatives and senate leaders from each of the campuses) commented on the recent accusation by HEW that UNC faculty had been coerced into refusing to talk to representatives of HEW. President Friday said that no pressure had been placed on the faculty, but that attorneys for the University requested that all questions about the dispute with HEW be referred to them.

At a Faculty Senate meeting on August 26 1980, I reported that we were well on our way to meeting our goals in tenure track positions. We had 26 blacks with a goal by 1983 of 36. We had 124 females in the tenure track with a goal of 132. At the general faculty meeting I did remind the faculty that we had a net gain of only three new blacks and nine new females.

In 1980 Chancellor Emeritus Caldwell responded to a person who wanted to transfer programs among institutions as a way to eliminate racial duality. Caldwell argues against this approach in this long letter. He said in part, " Observe that the black population is a minority. If its college going age group should be uniformly distributed among thirteen campuses, all thirteen would be predominately white. Racial duality would be erased, but not racial identity. This kind of uniformity, however, could not be achieved without the elimination of voluntary student enrollment choices. Nor could it be achieved without massive manipulation of program assignment by central authority --the Board of Governors. Reference to North Carolina's actions of 1931 toward

consolidation have no relevance to the present. The process would be a leveling one.

Finally I cannot stress too much the now demonstrable fact that no one is denied access on account of race to any higher education offering in North Carolina. Hence, the programs of the highest excellence and reputation are as accessible to a qualified black as to a qualified white, as are the programs of lesser merit. This is the real meaning of equal opportunity.

Within that construct North Carolina will do well to support greater provision for excellence in all its institutions in practical terms appropriate to the historic and rational goal of each and continue to pursue larger representation of minorities in the administrations and faculties of the predominately white institutions. Program transfer and merger is an irrelevant, costly, deleterious undertaking and deceptive. I am absolutely convinced of that judgment." It is of interest that today members of the Board of Governors and others are saying that the various institutions have not made much progress in integration of the races in the various institutions. By that they don't mean integration or multiculturalism. They mean that the enrollments have not begun to reach the average mix of the state college going population. The issue which they feel should be studied is whether we need to maintain all of the campuses. Neither of these concerns have as Caldwell said, very much to do with integration or the education of our African American citizens. Perhaps there are valid economic reasons for the

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merger of campuses or even the elimination of some. But again the wrong questions are seeming to be asked. It is true that in recent years little progress has been made in increasing the representation of minorities on the campuses. It is also true that a lower percentage of black students, especially males graduate from high school. It is also true that a larger proportion of high school graduates go to college. But the increase for blacks is small, and for black males sometimes the proportion is smaller. It is true that among those who do go that a smaller proportion of these black students go into those fields which are mathematically and/ or science oriented. This also then means fewer go into fields of high technology.

In 1980 Chancellor Thomas received the following letter related to the Race Relations Seminars from Elizabeth Wheeler who was Head of the History Department. There was developing some controversy on campus about whether they should continue. "It is my understanding that there is some question whether or not the Race Relations Seminars conducted by C. T. Vivian will be continued. I was fortunate in being able to attend one of the two-day seminars in 1976. It was one of the most exhausting—at the same time the most valuable—experiences I have ever had. Although it was four years ago the memory of that seminar has not dimmed. We were asked to return to campus and share our experiences with our colleagues. This I found difficult to do and firmly believe that everyone on our campus should have the opportunity to participate in these seminars. I am well aware that many of this campus concentrate

on how far we have come instead of how far we have to go, and I also believe that we have not escaped the national backlash. In my opinion, this is not the time to relax our efforts. I strongly recommend that the Race Relations Seminars be continued." And they were continued.

On April 24, 1979 the Consent Decree was issued by the federal court and the fight between The State of North Carolina, in so far as the UNC System was concerned, was ended. It did call for a number of new initiatives, but we had continued to do those things called for in our earlier plan and were thereby nearly on target to accomplish our goals. While progress was being made in all areas we were still not at the enrollment levels we had wanted and were working towards in undergraduate enrollment, nor were we moving as well as desired in the arena of producing more blacks with doctorates at NCSU. The entire country was not succeeding in this arena so we were, while, not achieving our goals for black faculty we were making progress. This seemed to always be just beyond our grasp. When we hired four or six new faculty it seemed that we lost two or three of those already present to better offers, not always in salary, but also in other ways such as working conditions or fringe benefits.

In 1982 we received a scare that the Federal Government was about to cut our federal funds for a lack of compliance with Title VI. It seemed that we were now on a list put out by the Office of Equal Opportunity in the Department of Education. It turned out that this was a mistake. It took a lot of time on

the part of Henry Smith, the Dean for Research, and others to get us off the no awards lists of federal agencies. This was essential so that our grants for research would not be withheld.

In 1982 in a letter to Governor Hunt whose services we sought, I described that we Dr. Clark and his staff and Media Services in SHASS were about to make a videotape of interviews which would document the progress of black involvement and enrollment at this University from 1956 to 1982.

In 1984 Dean Hamby wrote Chancellor Poulton and commented on the School of Textile's efforts to recruit black students. Some of the things mentioned included the following: Textiles was the first school on campus to supplement the activities of Admissions to actively recruit black students. They also were the first to print a brochure especially designed for blacks and this was done some time before any court action. It was done because, "We felt impelled to take a leadership posture and because the industry was in need of management development personnel." They had awarded two out of 16 North Carolina Textile Foundation Merit Awards to blacks, and had graduated fifty-six blacks over the last five years. They developed a special program to improve advising and counseling and "to improve the atmosphere, academic performance and thus retention of black students." He goes on to say that the recruiting of graduate students was still a problem. He said, "We have tried all of the ideas that have been suggested to us plus some of our own but with unacceptable results. We will continue with additional effort this

coming year. The need for black graduate students is even greater than that for undergraduates."

In 1982 Dr. Talley made a number of proposals that would help in the recruitment and retention of black students to the Chancellor. Many of these were adopted. Some examples were, "To coordinate admissions and financial aid efforts so that all eligible minority students receive prompt and maximum packages of financial aid." He also proposed giving upper-class black students a chance to live on campus rather than just being in the lottery. He proposed that we develop a Freshman Year Division on campus and to provide separate advisers for these students. This was the Chancellor's idea too. When it was studied by the schools the idea didn't fly. He also proposed to revise the current social and cultural programs available in the Student Center and in the Residence Life Division. He made other proposals which would have required us to hire more minority faculty and to assign them to functions with black students. These were not put into place for we could not have found the black faculty and those that we did hire wanted to be part of their disciplines instead of being in some other unit. Almost all did have concerns about the progress of black students and they gave their time and effort generously to help black students succeed academically at NCSU.

In 1983 Vice Chancellor Talley was concerned that some persons on campus still felt that Student Affairs was anti-black. For some reason this notion did persist. It is true that back in the early and mid seventies when we were trying so hard to get some

blacks hired among our faculty and EPA personnel, Dr. Talley took the lead and required that some positions be filled by black candidates. He was the first administrator of a major unit to take such a stand. Dr. Stafford continued this effort when he replaced Dr. Talley.

On April 20, 1984 Dr. Clark reported on the Merit Scholarships by schools. The numbers by school were as follows: SALS, 3; Design, 0; Education 10; Engineering, 31; Forestry had none designated for black students, but did award scholarships to blacks; Humanities, 0; PAMS, 0; and Textiles 9. Each of the schools did award other non-designated scholarships to blacks. The University had 50 such scholarships that were not earmarked for students in a particular school and were awarded to the best black applicants who had no other scholarships ..

On April 24, 1984 Dr. Clark reported on progress in meeting the Consent Decree goals to the Faculty Senate. The minutes read as follows: "Dr. Clark stated that it is our responsibility to try to increase black enrollment on campus to 10.2% of the student body by 1986. This fall we would like to have 515 black freshmen and transfer students. Out of 1000 black applications, 50% have a predicted GPA of 2.0 or higher and NCSU is trying to increase enrollment of the number of black students whose predicted GPA is 2.0 or above.

The following actions are being taken: a) rearrangement of financial aid, b) expansion of summer programs designed to help black students adjust to NCSU, c) adding one day to freshmen

orientation for black students, d) use minority coordinators in each school in an attempt to preempt problems, e) direct course placement. A number of these actions are designed to build self-confidence, self-esteem, and identify strong support people for black students. The academic success of blacks has been improved by supportive individuals concentrating on long term goals, advising students on how to cope with racism, and helping them to network for a sense of community."

Several Senators expressed the need to improve the retention rate of blacks without lowering standards. Dr. Clark responded, "There is a need for workshops within the white faculty. The black student in most cases will not seek help unless it is a crises situation because of the stigma often associated with seeking help. Our white colleagues need to be aware of this and seek out black students who are in difficulty. He added that as long as NCSU maintains a 2.0 standard for graduation, the GPA computation under consideration will not lower standards."

It was in 1985 that we decided to try a new approach. We decided to lower our admissions guidelines for the University Predicted GPA for black students with the hope that if we provided them with more assistance, with the compensatory courses now in place, and the summer Transition Program, that we might be able to have more of these students succeed academically at NCSU. We admitted a few black students with a UPGA below 1.5 and a few as low as 1.25. This experiment, needless to say, did not succeed and we lost almost all of this lower

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echelon of admitted students. Thus we came to the conclusion that we needed to stick to our earlier guidelines except for a few selected special student exceptions for admissions. We agreed that we simply couldn't admit students at this level of preparation again. We simply did not have in place what the students needed to make them successful. Thus we realized that we would not be able to use this strategy to make progress and achieve our goal of 10.2%. It did not seem that the population of students in the academic range required to succeed at NCSU was increasing in high school and the competition for their recruitment grew fiercer every year. We simply had too few scholarships to compete for most of the most academically qualified black high school graduates. Our greatest hope was to increase the enrollment of black students was to increase retention of those already enrolled. When we looked at the admissions criteria for the UPGA (We later called this the Admissions Index or AI for it really was not a very good predictor of a grade point average even in the freshman year.), we knew that we admitted, on the average, black freshmen with academic credentials slightly better than did UNC-CH, but we flunked more and had more to drop out while UNC-CH graduated more. The reason that we knew this was that the staff at BOG told us so every year when we had our Consent Decree conference on black admission, retention, graduation and the number of black students enrolled.

We began to try the new approach mentioned by Dr. Clark, in his remarks to the Senate, about the

minority coordinators to assist in student retention and to a lesser extent student recruitment. In 1981 the School of Engineering did have a fulltime black coordinator in the Dean's Office who was working with black students and helping them to solve their problems with some success. We had been struggling with ideas of how we might provide more assistance to black student for our retention wasn't nearly as good as it needed to be. Then we began to establish, over time and beginning in 1981, a Coordinator for African American Student Affairs in each school. The last school to get a coordinator was the School of Design. Design which had the smallest number of African American students. This person would get to know these students and assist them in getting help to solve their problems. We also hoped that it would provide an African American EPA professional whom the students would trust and come to with academic and other problems before these problems became acute and before the students left us. This goal was accomplished, and engineering now has several who work in this area. The general duties of the coordinators are included in the following listing. They are asked to develop, coordinate and evaluate special programs for the academic and social progress of students. This includes the review analysis and verification of data that is publicized about African American students, participation in the college's activities and sessions of the African American Symposium, monitoring of students overall progress, participation in cooperative counseling with the academic advisor, student contact and review of freshmen/ first year student course schedules.

Other duties include; to plan and implement programs that motivate and inform students, to facilitate the development of an environment where students can achieve their maximum potential, and to facilitate the Freshman Advancement Seminar. This later includes actual instruction and/ or coordination of the student involvement in the course. This is a year-long course required for all African American students. The group from the school/ colleges now meets frequently to share ideas, problems and solutions. Each coordinator reported to their school dean, but they also were called together by Dr. Clark. After Dr. Witherspoon became

Associate Provost, he assumed the responsibility to provide advice and coordination to this group.

The first reference to a possibly new African American Cultural Center that I noted was in a letter of November 25, 1984 from Chancellor Poulton. He also talked about the possible renovation of the building that was then used as a Cultural Center (the old Print Shop building).

In 1984 Dr. Jenkins, our University attorney, reported on progress towards the Consent Decree goals. It looked as if we would not reach the goal of 10.2% black enrollment by 1986 at our then pace of progress. Dr. Jenkins did present the results of our effort in a positive way. He said that our black enrollment had increased by 700% since 1972 and that we had an increase of 32% in our black enrollment and only 4% in white enrollment since 1980. He also said that NCSU had a larger black

enrollment than Elizabeth City State University and greater than any private black institution. In a few more years Chancellor Poulton would begin to say that we had the largest black enrollment of any institutions in the State except for N. C. A. & T. State University and North Carolina Central University. This was still true in 1993, but we still were not at the 10.2 % black enrollment goal.

On January 8, 1985 Vice Chancellor Turner wrote Mr. Worsley requesting a one-half time position for a black coordinator to assist in the recruitment and retention of black adult students into the Life Long Learning component of Extension and Public Service. Dr. Clark and I had advised Dr. Turner that this component had very few black students enrolled and that if we were to meet our goals enrollment of African Americans in the adult Credit Programs would have to be increased too. We had encouraged the hiring of such a person. The Chancellor wrote back to Dr. Turner and said that he (Turner) should find the money. Later that same year Dr. Turner developed a plan to try to market our adult offerings more effectively to adult blacks. When we next got some resources we did provide some funds for this purpose and Extension provided some. This effort continues. However, the desired enrollment of black adults has not been reached in this area of NCSU activities.

On April 11, 1985 the Chancellor mentioned in correspondence with Dr. Turner that, "I have invited a group of nine or ten prominent black leaders to sit on a permanent advisory committee to North Carolina State University. Their charge simply stated

is to provide us with feedback on the image of North Carolina State University in the black community and how that image could be strengthened particularly to enhance the recruitment of students, faculty and staff. The second part of their charge relates to how may North Carolina State University better serve the black community. Obviously your efforts fall primarily in the latter category but would also deal with the first charge." This is now called the Chancellor's African American Community Leaders Advisory Committee. He continued and said, "By this letter I am asking that before you attempt to make your plans operational would you run them by Dr. Lawrence Clark, who is advising me in this effort, to make sure that they are consistent with the overall thrust that the University is making to the black community." The Chancellor and the Provost along with Dr. Clark had meetings with black citizens and advisory groups over the years. These were usually organized as new meeting each year. This action by Poulton institutionalized the concept and put it on a continuous basis.

The MSEN project is described in part as follows, but it is a project started as an experimental project funded by a grant first at NCSU, North Carolina Central University and UNC-CH. "The UNC Mathematics and Science Education Network (MSEN) then came into existence in 1986 after studies revealed the serious under representation of minorities and females in academic or college preparatory math and science courses. The program was developed by Dr. Lawrence Clark, Associate Provost at North Carolina State University, with the

support of an appropriation by the North Carolina General Assembly. The MSEN Pre-College Program seeks to increase the pool of under represented students who graduate from North Carolina high schools prepared to pursue careers in mathematics and science based fields; increase the representation of minorities and women in academic college bound math and science classes in high school; and encourage students to consider careers in mathematics, the sciences, technology, engineering and education.

The Pre-College Program now operates from six centers in the state: NCSU, East Carolina University, N. C. A&T State University, UNC-Charlotte, Fayetteville State University, and UNC-CH. The NCSU program offers services to students in Wake and Johnston Counties consisting of a middle school program (six schools) in which students meet daily as a pre-college elective class in which they increase their skills in math, science, communication, and cultural awareness. Additionally, sessions are held which consist of school visits by community role models, field trips, and other activities to broaden the students' awareness. The high school program (four schools) consists of student involvement in Academic Chapters for Excellence (ACE) which meets once a week after school for group learning sessions, tutoring, and the development of student leadership skills. ACE students also attend a week-long summer session on the campus of NCSU for exposure to math/science projects, computer training, problem solving exercises and accelerated English courses. Students also participate in math/ science competitions that

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allow students to design their own projects and compare their work in a competitive setting thereby gaining valuable research experience and recognition by their peers and the professional community. All of these activities culminate in Recognition Awards given at the End-of-the-Year Banquet in May for Pre-College students who maintain at least a B-plus average in required mathematics, science and English courses. Additionally, there are other aspects of the Pre-College Program that involve parents and teachers as participants in seminars and workshops, in service education, planning sessions and tutoring.

As of 1994 there were over 400 students in the MSEN Pre-College Program in the Wake and Johnston County Public School Systems with at least 600 parents in a support role. This program is an effective partnership among students, educators, university faculty, scientists, business leaders, parents, and government, demonstrating that when students are assisted in developing competencies, exposed to possibilities, and encouraged by a variety of role models, they are able to achieve success and live unfettered by ignorance."

In 1986 the Chancellor proposed that each year I get from the deans a statement of progress of untenured black faculty towards tenure. It had become obvious that in some cases they were not making progress and black faculty were so hard to find that it was necessary for us to do all we could to assure that no deserving person failed to make tenure. I began to get these annual reports, and found that the activities of several would not meet

the guidelines for promotion and tenure. For example, we found one faculty member who was in a unit that would never recommend tenure without substantial research activity. Yet the person had undertaken and volunteered for a number of worthwhile projects and his till was filled, yet, one could see that he would not make it. I could not understand why the department had let the person pursue these activities to the exclusion of a significant research project. After the dean saw the report he recognized the same problem. We were able to get this person's assignments changed, and the faculty member did gain tenure. In other cases we were not successful. In some cases we asked the department head to spell out in writing specifically what the faculty must accomplish to gain tenure. In most cases this worked, but in others it did not. At least we felt that we had tried and those faculty that we lost by a failure to gain tenure were adequately informed soon enough to overcome their difficulties.

In 1986 the NCSU Trustees approved the appointment of the first African American to the position of department head. Dr. Don C. Locke became Head of the Department of Counselor Education.

In 1986 the Council on African American Affairs resubmitted a proposal made by the same group in 1984 which had not been acted upon. This proposal included: "Establish a series of African American Speakers with the speakers being nationally recognized for their area of expertise. Hold a series of leadership conferences and/or retreats

for African American student leaders." This had been implemented by Student Affairs. "Develop an appropriate mechanism for increased interaction between African American faculty and students. This will reinforce the students' self image by providing role models for professional accomplishments. Identify cultural supportive activities in the Raleigh and Research Triangle communities and encourage students to participate. Develop a series of programs oriented toward Africa and its role in developing the cultural and social character of African American society. Develop a series of programs oriented toward the problems facing the African American family structure and potential solutions to these problems.

For a program based upon these activities to be successful, it must be recognized as a part of the overall educational process for African American students. Thus, a heavy faculty involvement in developing the ideas and concepts for these programs is essential. However, it is not appropriate for African American faculty to totally take the development of these programs while at the same time develop their professional careers for possible consideration of promotion and tenure. Thus, it is also important that appropriate staff be provided to develop, supervise, and control these activities. This staff must be coordinated by the appropriate University Official (or his/her designate). It is our opinion that such a program would best fit under the Academic Affairs part of the overall University structure." Most of these were approved. At first the program reported through Dr. Clark and later through Dr. Witherspoon

and now through Dr. William Grant who replaced Dr. Witherspoon on his death in 1994. After we obtain a Cultural Center, Dr. Iyailu Moses became its Director. The international activities have also progressed. We sent a group of 50 faculty and students first to Togo and two other countries in 1989. That was a great trip and experience for our students and faculty. The excitement of the student as I saw them off from Raleigh-Durham Airport was unbelievable. I told them that they couldn't leave unless they were properly dressed, so I gave each of them a plastic wolfpack pin to wear in their lapels. When they returned they all had many souvenirs, and they brought me back one too, a gold wolfpack lapel pin made in Togo. Dr. Clark raised the supporting funds for the trip by getting resources from a number of sources. Each school contributed. While there they visited other neighboring countries too and learned the difficulties and of the bureaucracy of moving from one place to another. They also learned about the freedom which we have to take pictures and to go where we wish but which does not exist in some other places. Later a group went to visit Ghana. Dr. Clark also led this group. We now have a University linkage between three universities in Ghana and NCSU. It is expected that these will result in student and faculty visits and exchanges.

In 1986 I found a resolution in the Chancellor's files which stated, "The Ad Hoc Building Committee for the expansion of the University Student Center facilities and the improvement of the Cultural Center facilities recommends that a fee increase of \$6.75 (\$ 5.00

building, \$1.75 theater) per student per semester be instituted in fiscal year 1987-88.

It is our recommendation that the funds so generated be used to retire bonds sold to construct a new building to provide facilities for the Cultural Center, Movie theater, Student Government, and Student Publications. It is understood that the facilities for the Cultural Center will be designed in such a way as to give them a clear and distinctive identity and will permit them to be operated independently of the other facilities. In addition these funds will be used to renovate the space vacated by Student government and Student Publications." This was approved later by all other agencies that required its approval. The facility was constructed in this manner and we occupied it in 1990.

On December 22, 1986 Richard Robinson acknowledged, in a letter to Chancellor Poulton, receipt of NCSU's revised affirmative action plan. The letter also stated that the BOG did extend for two additional years the commitments concerning employment established by the Consent Decree through December, 1988.

On April 28, 1987 Dr. Clark responded to a request from President Spangler to provide him with efforts made at NCSU in the recruitment and retention of black students and the employment of black faculty. Among the things described were the C. T. Vivian seminars, The African American Symposium for all entering black freshmen, the African American Coordinators, Leadership Conferences for black

students, workshops for black faculty, the African American Colloquium series to give black faculty the opportunity to present topics in their own disciplines, the Academic Skills Program, The University Transition Program, the Chancellor's

Advisory Council, and bringing in consultants to advise about the retention of black students and other minorities. Some consultants mentioned included, Alfred Pasteur, William Sedlacek, Alexander Astin, Charles Nettles, and Jaqueline Fleming.

We have had three African American students who have been elected as President of our Student Government. The first of these was Kevin Howell in 1987- 88. Others were Bryan Nixon in 1993-94 and Bobby Jones in 1994-95.

In 1988 Becky French, University Attorney received a letter protesting a search in the History Department for a black faculty member for one of the positions which I was willing to allocate only if a black person was found and recommend for the position. The anonymous writer also said that ostensibly the department had been told that if they did not fill this position with a black they would never receive another position. Of course that threat never was made, but it is quite probable that the dean confirmed that this position could only be filled by a black which was true. Anonymous letters leave one with no way to combat false rumors. The advertisement for the history opening read as follows, "The History Department at North Carolina State University. Field and rank are open. Salary dependent on rank.

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The History Department has a special commitment to affirmative action. Minority candidates are encouraged to apply. Letters of application and *curricula vitae* etcetera. This advertisement was obviously intended to mean that they wanted to hire a black.

There were a number of persons on campus who objected to my allocating positions that could only be filled by a black or my allocating additional positions when a search turned up an excellent woman who was not the department's top choice. We of course did not require an additional affirmative action search for these additional positions. It is also true that I would have given a second position if a department could have landed a second excellent black in a search. As I indicated earlier I used this technique because departments did not find many blacks with out the carrot of an extra position. I know of one case where a faculty member complained about my approach and gave as evidence that they had hired a black. He didn't know that this was also a position that I gave the dean to give to this department to hire the first black faculty member in that department.

In 1988 we adopted a revised policy on race relations. It read in part as follows, "Racial bias or harassment is a form of race discrimination in violation of Federal law and North Carolina State University policy, and will not be tolerated. North Carolina State University is committed to assuring equal opportunity and to opposing discrimination because of race, sex, age, religion, national origin,

handicap or veteran's status. Faculty staff, and students should be aware that violation of this policy could lead to disciplinary action.

North Carolina State University hereby affirms its desire to maintain a work and academic environment for all employees and a study environment for all students that is humane, fair and responsive. North Carolina State University wishes to maintain an environment which supports and regards career and educational goals on the basis of such relevant factors as ability and work performance. Conduct or action that is based on a person's race or color creates a hostile working/learning environment that prevents effective learning or work performance, and it is in opposition to a campus environment free of discrimination."

On April 27, 1988 we discussed additional needs such as a better balance of black faculty to black students, an African- American Studies minor, and a Racial Harassment Policy which would parallel the Sexual Harassment Policy. The Chancellor also reported that he had been told, "black students feel that they are not wanted on this campus." Chancellor Poulton then said that there was no obvious solution except to promote an awareness of and concern for all students.

On April 25, 1988, Dr. Clark said that, "If you look in depth at the concerns that the African American students around the nation on predominately white campuses have raised, you will find that these concerns grow out of a deeper struggle for

the search for their own perceptions of reality. They are searching for a true sense of their own identity and groping with their own concept of humanity and fairness. In addition they are seeking a sense of acceptance and a feeling of belonging in environments that are alien." He also said, "Moreover I believe that we will discover that the African Americans are participating in two different cultural realities simultaneously, and the complexity which is associated with this bi-culturalization will give a much better understanding of the African American experience." He later said, "The issue of African American Studies illustrates the point that the students are not asking for a mere set of courses. This demand is interwoven with their search for their own identity and a positive self-concept. History then becomes the mirror through which they look to discover and know themselves and their possibilities. It is in this context that history, as a social science, and African American history as a people-specific forum it, contributes to the intellectual and political emancipation of African Americans in five basic ways: (1) as a source of self-understanding, (2) as a source of understanding of society and world, (3) as a measure of a people's humanity, (4) as a corrective for racism self-indulgent myths and (5) as a source of models to emulate."

On June 9, 1988, a committee to form a minor in African American Studies was established by Dean Toole with Dr. Lawrence Clark, Dr. Augustus Witherspoon and Dr. William Grant and others as members. The committee was chaired by Dr. Tom

Hammond. The minor was established and was housed in University Studies (now Multidisciplinary Studies). I do not know whether it achieved all those goals that Dr. Clark spelled out, but it has contributed to our efforts at the University.

On February 29, 1988, I wrote to the Coordinators of African American Advising and said, "At the forum on Racism held Thursday night, February 25, African American students raised several very pertinent issues which I feel should be addressed at several levels within the academic divisions. I observed also that because of time constraints there were persons still standing in line to speak when the academic portion of the question and answer session ended.

I am asking that you as African American Coordinator in your college/school do two things in conjunction with your dean. First, draw together a cadre of students from a cross section of your school's African American population including first year freshmen as well as the full range of your continuing students. (a) Then, meet with these students to identify issues relating to the experience of African American students that they feel should be addressed, and (b) meet with other African American coordinators and compile a list of such concerns to be forwarded to me through Dr. Clark's office.

Second, I ask that you plan ongoing meetings throughout each academic year with the African American students in your school. These meetings should serve as a means of feedback and dialogue for you, your dean, and faculty." It was obvious to us that most of the concerns and problems of students

needed to be addressed at the classroom, at the department, and at the school levels. Most of these issues were not all university encompassing. Issues needed to be heard more nearly in the environment where they could be resolved.

In 1988 on April 6, 1988, I wrote Dean Toole and said, "A black student told me that you teach Japanese, why not Swahili?" Toole responded, "Why not?" So we did teach Swahili. At first to fairly large sections and then to very few students. It is so difficult to keep knowledge of such an offering before the students when there are so many courses listed in the catalogue.

On February 11, 1989 a Racial Harassment policy was adopted by the North Carolina State University Board of Trustees.

On November 4, 1989 I reported to the General Faculty meeting that we now had 64 African American administrators and tenure track faculty, a net increase of nine over the previous year. Our goal for 1991 was 77. We had 213 women in this category with a goal of 248. This was sort of my swan song report and I said "I wish to appeal to you for your assistance in helping us meet our goals in the hiring of African American faculty and females. We feel that many of our departments are quite committed to affirmative action, not only in the letter of the law, but in the spirit of the law as well. As we begin our second century of service to the people of North Carolina, we want to continue our efforts in being truly a Peoples' University.

Dr. August Witherspoon came to the Provost's Office from the position of Associate Dean of the Graduate School and Professor of Botany. I had begun to realize the need for additional help in the area of undergraduate affairs dealing with the performance and problems of our African American students. This was in addition to that which Dr. Clark could provide for he had so many other responsibilities. I came to recognize that we needed this more than I realized when I substituted for Chancellor Poulton at a grievance hearing that our African American Students held one evening in the Stewart Theater of the Student Center. I did not know what to expect, and had anticipated that I was going to answer questions of what the Provost was doing to try to enhance the academic success of African American students. The questions started out with: Did you know? Or why did you let? It seemed to me that the students had put together all of their real and some possible but not real complaints here at NCSU and directed them to me for a response. Some were very real and were those that I had been working hardest on to solve. Others dealt with matters that were occurring or had occurred in one or more departments or classrooms and that I had never heard before. The ones which I remember that my answers seemed to upset the students most were: "Why didn't our black Literature courses count in meeting graduation requirements for literature?" I did not know that they didn't and had never heard the complaint before. It turned out that the faculty in CHASS did not accept these courses for its literature requirement, but the course was accepted to satisfy literature requirements

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in all other schools and colleges at NCSU. When I investigated this and found that CHASS did not accept the course for the literature requirement, I asked the dean to try to make a change. He raised the issue within his college, but the faculty did not want a change and continued not to accept the course for that basic requirement. The course could meet all other humanities electives in CHASS. The other thing that upset them was that the data they had on black faculty was in error and I told them so. When I looked into the matter I found that someone in Institutional Research had given them data but had omitted from the totals all black faculty who had any administrative responsibilities, including assistant department heads and a number of other professors who had some part-time administrative duties. I recall the young man accusing me of fabricating the numbers because my own staff had given them other figures which they thought was correct. Of course, we had worked hard on the recruitment and hiring of black faculty and while I would have liked to have had more success, I felt that we were doing better than any other predominantly white institution that I knew of. There were a number of other issues raised that might have had more progress made toward their solution if the Provost had a staff-person whose responsibilities dealt with a greater interface with African American students. When the opportunity came, we were able to get the funds which were used to create the facilitator position. So in 1989 we established a position for an Associate Provost as Facilitator of African American Affairs. While not all of Witherspoon's duties dealt with African American

issues, most did. Any assignment might be given to this position on an ad hoc basis. In time the position's responsibilities has come to including helping in the interview process of all associate professors, reviewing and making recommendations for faculty promotion and tenure, coordinating college dean reviews, and serving as liaison between faculty bodies and administration on academic matters. As the Facilitator of African American Affairs, responsibilities included the University Recruitment and Retention Programs, the programmatic activities of the African American Cultural Center, and a liaison role with African American faculty and staff organizations liaison with African American student organizations. Witherspoon as a facilitator tried to bring greater sharing and exchange of ideas and successes among the Coordinators of African American Student Affairs positions in each of the Schools and Colleges. He also helped them to acquire information of successful activities at other universities. This position served as an ex-officio officer for the Chancellors Advisory Council and the Chancellor's African American Community Leaders Advisory Committee.

Dr. Witherspoon developed a course for all African American freshmen where the objectives are similar to those developed for the freshman course in Undergraduate Studies.

He visualized and established the African American Heritage Society which gives the students an opportunity to learn and to be positive about, African Americans contributions in the various areas of knowledge. The plan was to see and learn about the

scholarly contributions of a large number of African Americans and to ensure that all African American students had a link to their intellectual cultural heritage. Another part of this program was to bring in a significant number of today's African American Scholars in addition to those who would visit the academic department of the University. Another major effort of Dr. Witherspoon's was to see the African American Cultural Center come into being. He worked on this effort for many years before he joined my staff. Another function as Associate Provost was to plan the development of the academic component of the program of this center. The concept was to make available to all of the NCSU community a variety of activities that would bring an array of cultural heritage and current African American activities into the lives and educational activities of our black students. The plan was for all of our students to become involved and thereby provide for and enhance the education of all. He saw this as a way that we could develop a better understanding of cultural diversity and to enhance and to develop closer relations for people of all races.

In 1988 at the Dean's Council meeting, we discussed the newly proposed African American Heritage Societies. This was an idea of Dr. Witherspoon's and was developed by him after consultation with many others. Dr. Witherspoon's description and rationale follows. "The purpose of an organization of African American Heritage Societies is to provide Afrocentric, research-oriented societies through which African American undergraduate students become aware of the significant contributions and accomplishments

made by black people throughout the world's history and to provide an arena in which African American students begin to recognize and utilize the legacy of the prior contributions of African Americans in their personal and professional development.

There is an obvious need among African American youth to become more fully aware of the historical development of black peoples throughout history, and to have that body of information developed throughout Afrocentric perspective. Considering the limited attention given to African American culture and history within present day integrated public school systems, it is highly likely that African American students have not had significant opportunities to develop an appropriate knowledge base of African American culture and history, nor are there adequate opportunities for recognition of and preservation of an African presence for these students within institutions of higher learning.

Further, today's African American students in particular on predominately white college campuses have demonstrated a need to develop a sense of belonging that is not satisfied by mainstream student activities. While there is a need for these students to participate in mainstream activities, at the same time there is also a need to participate in activities which nurture the black student's identity and culture. There is also a significant need among African American students, and this includes those at historically black institutions as well, to develop a wholesome sense of belonging to one's own racial group and to develop an appreciation of one's own racial identity. The opportunity for such interactions in the context

of mainstream activity within the Eurocentric educational institutions is highly unlikely.

Additionally, African American college students need to experience the sense of gratification derived from an investigation of their heritage and its application to relevant issues in their lives. An additional gratification factor is that the application of information learned may be translated to grade improvement through improved research, practical skills development in a particular field, and a sense of purpose which enhances a deeper desire to study and learn.

African American students have a need to also develop a global perspective of the role of non-European countries in history and in present day socio-economic and socio-political affairs and to recognize the common relationships of black peoples in all parts of the world.

Finally there is a need to provide experiences for African American college students such that enable them to recognize the deeper and more complex role of an educational experience offered at an institution of higher learning than simply that of following a curriculum or developing career related skills. There is a need for structured events that broaden the scope of regular course related activities which research has shown to be a mechanism of motivation. The establishment of an organization of African American Heritage Societies embracing the areas of science, history literature, oratory and the visual arts is proposed."

The African American Heritage Societies would

be established at each campus for the purpose of conducting on-going research, study activity and campus presentations. Participating institutions would cooperatively plan an annual conference in which each group would present some aspect of its investigations. Some specific objectives for each group would be to develop a mentor type atmosphere while designing and conducting projects, to improve student's GPAs and to expand graduate opportunities.

"An organizational structure is needed on each campus so that a definite framework may be formed to define the work to be done within each group. It is expected that each group will operate autonomously, yet not independently of the umbrella organization's focus. In addition, there needs to be a means of connecting the work done at each institution through frequent communications and a yearly conference for presentations. Each university would require a faculty organizer for the overall coordination of the organization and at least one faculty or staff advisor for each active society. In conjunction with faculty or staff participation as advisors, discussion is needed to investigate some possible means of providing supplemental remuneration." The organization was established through the efforts of Dr. Witherspoon and others at NCSU.

In 1989 I was surprised, proud and humbled to receive a plaque which was read and presented to me by Gregory Washington (who was a candidate for the Ph. D. in Mechanical Engineering in 1994-95 and which made it even more precious to me), who was a severe critic of mine earlier for our not making as much progress as we should have. It read as follows:

THE INCLUSION AND INVOLVEMENT OF AFRICAN AMERICANS AT NORTH CAROLINA STATE UNIVERSITY CONTINUED /

"Resolution of Commendation in Recognition of Leadership and Professional Service"

"Whereas Dr. Nash N. Winstead has served with excellence as Provost of North Carolina State University since 1974; and

Whereas in his position as Provost Dr. Winstead provided dynamic leadership; and

Whereas Dr. Winstead has strived diligently throughout his tenure to provide a climate within the University that is considerate to work, study, and research among people of multiracial and multicultural backgrounds; and

Whereas Dr. Winstead has shown unbounded dedication in his resolve to improve the relation of African American students at NCSU and employment of African American faculty and staff; and

Whereas Dr. Winstead has ably endorsed and promoted opportunities for African American students to establish and maintain connection to their traditional heritage and culture, particularly through his support of the African American Heritage Societies; and

Whereas 1990 will be his retirement year; therefore

Be It Resolved

That the students, faculty, and staff who participated in the educational excursion

to West Africa, as representatives for North Carolina State University in developing study abroad programs in Africa, Do hereby commend Provost Nash N. Winstead for his excellence in leadership and for his commitment to service.

Resolved this 6th day of April, 21989

African American Heritage Societies

Dr. A. M. Witherspoon, Founder

Dr. Lawrence M. Clark, Advisor

Dr. Iyailu Moses, Executive Secretary"

At the Brotherhood Dinner in 1991, Chancellor Monteith said "I am proud that I can announce to you that NCSU has a new, operational African American Cultural Center. Programmatically, it strives to enlighten students, staff, faculty and administrators of all ethnic and racial groups on the beautiful heritage and history of African Americans. Not only of their outstanding contributions in America, but also their long history and culture before this nation was founded. Students research various aspects of African and African American history and present their scholarly findings in local, state, regional, and national seminars. Two of our African American students, Mr. Thabiti Anyabwile and Ms. Kristie Moore presented at the National meetings of the Society of African American Culture Centers, held at Ohio State University the number one student paper on 'The Origin of the Concept of Afrocentric.' They found the concept, if not the name, dated back before

the Emancipation Proclamation. It is this type effort that both enlightens all of us while at the same time promoting scholarly work within our student body. We expect great things from this experience on our campus. I hope that you will take the opportunity to join us at the dedication this spring, 1992."

On November 18, 1994 the North Carolina State University Board of Trustees named this facility the Augustus Mciver Witherspoon Student Center. This was the first facility named for an African American.

On September 18, 1992 the Board of Trustees presented a Certificate of Appreciation to Dr. Witherspoon. The citation reads as follows:

"Whereas, Dr. Augustus M. Witherspoon has been honored as an outstanding teacher, a learned phycologist, and a leader in community service; and

Whereas, Dr. Witherspoon began his relationship with North Carolina State University as a graduate student and was the second African American to complete a Ph. D. at NCSU; and

Whereas, Dr. Witherspoon has served in various capacities, progressing through the ranks from instructor to assistant professor of botany to associate professor and full professor; and

Whereas, Dr. Witherspoon was appointed assistant dean of the graduate school, then acting dean, and later as associate dean while maintaining his research and instructional

responsibilities within the Department of Botany; and

Whereas, Dr. Witherspoon is currently Associate Provost and Coordinator of African American affairs at North Carolina State University where he has spent 24 years of his career; and

Whereas, Dr. Witherspoon's life work has been dedicated to developing and establishing programs to guide his students' progress and ensure their success, making him an adoptive father, or 'Papa' to many; and

Whereas, Dr. Witherspoon is a citizen extraordinaire who has served on many committees devoted to solving vital issues within our community, including those related to the environment, education, and the arts; and

Whereas, Dr. Witherspoon is recognized throughout the state and the nation as a warm, affectionate leader who does not compromise principles, and has been a superior model to everyone whose life he has touched; and

Whereas, Dr. Witherspoon approaches every effort, whether in education or community service with a tenaciousness that suggests that a mission must be accomplished if it is at all worth the struggle; and

Whereas, the life of Dr. Augustus M. Witherspoon is a noteworthy example of the dedication, strength, and commitment to excellence of a scholar and a true gentleman:

Therefore, Be It Resolved, that the Board of Trustees unanimously authorizes this citation of appreciation as a tribute to the service of Dr. Augustus M. Witherspoon to North Carolina State University.

In witness whereof and by order of the Board of Trustees of North Carolina State University this eighteenth day of September, one thousand nine hundred and ninety-two. "

Dr. Witherspoon died at his home, but while still employed at, and just before his announced retirement, NCSU on June 6, 1994.

Some additional activities that Dr. Clark was involved with have not been mentioned in the preceding descriptions occurred or came into being between 1982 and 1992 follow. Those that involved outreach included: (1) Petitioning the State Department of Public Instruction to make Algebra I mandatory for graduation from high school. This move would help African Americans and others since Algebra I is the gateway in the college preparatory track. (2) Co-sponsored the African American Parents' Educational Summit with Wake Public Schools. (3) Helped to establish, with the College of Physical Sciences, the Imhotep Program. In this program middle school students come to the University on Saturday to work in the sciences such as chemistry and physics. A similar program in the biological sciences now exists too. (4) Established the Saturday Program for Academic and Cultural Education (SPACE). (5) Established the Martin Luther King Jr. Annual Festival. This program involves NCSU students,

but it also brings many people in the community to the NCSU campus. There were also several internal activities which have not been mentioned earlier that now exist on the NCSU campus.

These include:

1. The black Repertory Theater.
2. The Minority Career Fair.
3. The number of African American students with a 3.0 GPA or better has tripled.
4. We selected the first African American dean. Dr. James Anderson is Dean of Undergraduate Studies.

In the fall of 1982 we had 1,398 black students or 7.4 % of our student body. In 1986 the number was 1,717 students and 9.4 % of the student body. In 1988 the numbers were 2,380 and 9.3%, in 1990 the numbers were 2332 and 8.7%, in 1993 2488 and 9.2%, and in 1994 they were 2533 and 9.2%. Although the numbers have grown somewhat the rate is slow and the percentage is slightly lower than the peak of 9.4% in 1986.

In 1988 we had 537 African American freshmen, 524 sophomores, 417 juniors and 334 seniors. In 1990 we had 449 freshmen, 492 sophomores, 432 juniors and 395 seniors. In 1993 we had 482 freshmen, 491 sophomores, 491 juniors and 445 seniors. In 1994 we had 559 freshmen, 463 sophomores, 382 juniors and 452 seniors.

## THE INCLUSION AND INVOLVEMENT OF AFRICAN AMERICANS AT NORTH CAROLINA STATE UNIVERSITY CONTINUED /

I do not think that these figures reflect the effort, or even whether the many projects and programs described earlier were very successful or not. I am certain that if we had not expended the effort and time that our graduation rate of African Americans would be much lower than it is. It is too low and in so far as I can tell the efforts are continuing today to try to increase both the graduation and retention rates of African American students. When we first began to admit African American students at North Carolina State University we only admitted those who had superior academic credentials. As we began to try to give African Americans an opportunity to come to NCSU, we began to take some students with lesser high school credentials. We felt that we could not be just an elitist institution. If we had done this then our enrollment and the numbers of African American students who graduated, from the traditional fields of study by black students as well as the nontraditional fields taught at NCSU, would have been far fewer. To us the elitist approach would not have served the State well and we would have continued to deserve the red-neck label which we had in the early 1970s.

This part of the story of the involvement of the Provost's Office ends as of June 30, 1993. So many of the problems discussed continue to be only partially resolved. Most of the things which we attempted are now in place and are continuing. The persons who now continue to serve in the Provost's areas of responsibility have the commitment to continue efforts to provide equal opportunity for all and to insure that African Americans make up a

larger proportion of those that we serve. There will be new innovations, new ideas and new programs that come into being. There will continue to be trials and successes and failures. Until much larger proportions of African Americans have the educational levels and competencies needed to share in the American dream and have those skills needed to make contributions in proportion to their population, our efforts will not be adequate. There is much to be done, but NCSU will continue to try and to try even harder to make these goals become a reality.

# Meeting Minutes

## PERKINS+WILL

### Meeting Minutes

By:	Jeff Yelton	Date:	April 10, 2017
Meeting Date:	3/13/2017	Project Name:	Witherspoon Student Center Renovation Study
Meeting Time:	3:30-5:00	Project Number:	PW: 820552.000 NCSU: 201712018
Meeting Location:	Talley 5101	Attendees:	See Below
Next Meeting Date:		Cc:	Sumayya Jones-Humienny TJ Willis Tim Hogan

#### March 13, 2017 – Executive Team 3:30 – 5:00

##### Attendees:

Jeff Yelton	Perkins+Will	<a href="mailto:jeff.yelton@perkinswill.com">jeff.yelton@perkinswill.com</a>
Jeff Stebar	Perkins+Will	<a href="mailto:jeff.stebar@perkinswill.com">jeff.stebar@perkinswill.com</a>
David Sheehan	Perkins+Will	<a href="mailto:david.sheehan@perkinswill.com">david.sheehan@perkinswill.com</a>
TJ Willis	NC State Student Centers	<a href="mailto:tjwillis@ncsu.edu">tjwillis@ncsu.edu</a>
Tim Hogan	NC State Student Centers	<a href="mailto:tim_hogan@ncsu.edu">tim_hogan@ncsu.edu</a>
Sumayya Jones-Humienny	NC State University Architect	<a href="mailto:sjoneshu@ncsu.edu">sjoneshu@ncsu.edu</a>
Reggie Barnes	NC State Campus Community Centers (OIED)	<a href="mailto:rtbarnes2@ncsu.edu">rtbarnes2@ncsu.edu</a>
Lisa Zapata	NC State DASA	<a href="mailto:lpzapata@ncsu.edu">lpzapata@ncsu.edu</a>
Kyle Levine	NC State Student Centers (Grad Student)	<a href="mailto:dklevine@ncsu.edu">dklevine@ncsu.edu</a>
Addie Jackson	NC State SCBOD President Elect	<a href="mailto:ajacks5@ncsu.edu">ajacks5@ncsu.edu</a>
John Taylor Willis	Student Body Treasurer Elect	<a href="mailto:jtwill16@ncsu.edu">jtwill16@ncsu.edu</a>

##### Discussion

1. Attendees introduced themselves and explained their roles.
2. Communication protocols were discussed – Everything from P+W goes through Sumayya and TJ. TJ asked that Tim be copied as well. They will distribute.
3. Jeff Stebar explained the Study process and how the team will engage stakeholders and particularly students.
4. Study will address stated Project Goals, Objectives, Targets
  - a. Study will evaluate space adjacencies – This will not be a detailed program of every space.
  - b. Study will develop a preliminary space list of how those spaces can be arranged.
  - c. Study will look at opportunities for additions. The West side is not off limits but will rely on cost/benefit analysis. What are the best options for the long term? Is the program gain worth the cost?

*The foregoing constitutes our understanding of matters discussed and conclusions reached. Other participants are requested to review these items and advise the originator in writing of any errors or omissions.*

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## PERKINS+WILL

- d. Phasing options will be driven by cost of building maintenance upgrades.
- e. Want to maximize efficiencies.
- f. Cost Analysis will be based on size and per square foot numbers, not on detailed take offs at this scale.
- g. Study should consider the cost of money over time, the impact of multiple mobilizations.
- h. There is no appetite for student fee increases.
- i. Perkins+Will will bring back cost options.
- j. Final report will include description of space with examples from other universities.
5. Jeff Yelton reviewed the schedule, Final Document due August 2017, and the deliverables:
  - a. Site Plan (If an addition is required)
  - b. Floor Plans
  - c. Interior Renderings (2 – Loose sketches to give the spirit of the design intent)
  - d. Phasing Plans
  - e. Narratives
  - f. Forecast of Probable Costs
6. Tim Hogan noted Classroom Technology has enough end of the year money (\$45k) to upgrade the fabric in the cinema for 1/3 of the seats. Tim will try to carve out another \$90k from Campus Enterprises for the other 2/3 of the seats this summer. The Cinema will not be moved or repurposed. Already an efficient use of the space. Can upgrade interior finishes, acoustics, technology, etc. Can look at making more accessible per new ADA requirements. Stage is portable with a ramp. May want to be built-in. Could take out first row of seats on flat floor and reduce from 463 to 454 seats. May look at making flexible for other types of events that support the Cultural Center.

##### Work Session

1. Big Picture for Witherspoon – How does it feel when it's finished? What is it capable of doing?
  - a. Vibrant – Lots of people, meeting, filling up the space. Variety of space. Lots going on. Multiple activities. Another student center. Right now pretty quiet. Activity is hidden behind the walls.
  - b. Showcase what is there – see what's going on inside – Transparency, Display - Visual Catalogue of what's going on inside.
    - i. Marketing / Display Library, Art Gallery, Interfaith Prayer and Meditation – Make more visible to public
    - ii. Radio Station, Student Media
  - c. Well-Branded Identity. Is Talley well-branded? Yes! Ohio State is overdone. Not just colors and logos. It's the story of the institution. The DNA that makes it unique. Know you are at NC State!
  - d. Openness – Entry is into a wall. No sense of place. Create a place to “be”.
  - e. Cultural Center – Reflective and promoting programs housed there. Culturally sensitive. Students want something new and fresh. Others want to maintain.
    - i. Only building named for a person of color.
    - ii. Should AACC functions all be on one floor?
  - f. Bright – Currently no natural light.
  - g. Welcoming – Place where student feel welcoming. Places where students can sit down. Space where student can interact with each other. More technology collaboration areas.

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MEETING MINUTES CONTINUED /

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The building is a “funnel”. Just a place to go. Make it a place where student want to go. Currently no “there” there.

- h. See what’s going on inside the building from a distance. The “message” of the building is apparent from a distance.
  - i. Need a reason to be in the building even if you’re not specifically involved in those programs
  - j. Intuitive wayfinding
  - k. Flexible and Multiuse – Blending, hoteling. How do you make it their space with an identity with their stuff? Blending of concepts (eg passport overflow waiting in lounges)
  - l. Sharing of resources vs dedicated space (eg Media staff work M-F 8-5 vs students work evenings and weekends); must be great space, think differently
  - m. Create an identity for the building, not just the individual programs inside
  - n. Food space as a draw: Port City Java? Like in Park Shops and Talley; more intimate scale, modeling work environments that students will graduate into,
  - o. Art Gallery and the Library can’t have a lot of light.
2. Witherspoon will never be what we want if we’re not willing to change how we use the building
  3. Witherspoon is perfectly placed.
  4. Question: If the renovated WSC doesn’t do \_\_\_ and \_\_\_, it will be a failure. To be successful, the renovated WSC must do \_\_\_ and \_\_\_.
- a. SJH: Showcase activities/draw people in and be flexible
  - b. John - Recognized by Students, accessible – Recognize they can just walk in from a cultural standpoint
  - c. Addie: must make people stop and make people stay
  - d. Kyle Levine: provide extra event and meeting spaces and provide space to heighten what’s there
  - e. TJ: highlight cultural center aspect and increase non-destination sticking point
  - f. LA: draw campus community in and create active engaging space
  - g. Reggie - Draw more people there, Highlight Dr. Witherspoon (Branding)
  - h. Tim: must provide sticking point and capture essence of cultural center

END OF MEETING NOTES

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Meeting Minutes

By:	Jeff Yelton	Date:	April 10, 2017
Meeting Date:	3/13/2017	Project Name:	Witherspoon Student Center Renovation Study
Meeting Time:	5:00-6:00	Project Number:	PW: 820552.000 NCSU: 201712018
Meeting Location:	Talley 5101	Attendees:	See Below
Next Meeting Date:		Cc:	Sumaya Jones-Humienny TJ Willis Tim Hogan

**March 13, 2017 – Student Centers Board of Directors (SCBOD) 5:00PM – 6:00PM**

**Attendees:**

Jeff Yelton	Perkins+Will	<a href="mailto:jeff.yelton@perkinswill.com">jeff.yelton@perkinswill.com</a>
Jeff Stebar	Perkins+Will	<a href="mailto:jeff.stebar@perkinswill.com">jeff.stebar@perkinswill.com</a>
David Sheehan	Perkins+Will	<a href="mailto:david.sheehan@perkinswill.com">david.sheehan@perkinswill.com</a>
TJ Willis	NC State Student Centers	<a href="mailto:tjwillis@ncsu.edu">tjwillis@ncsu.edu</a>
Tim Hogan	NC State Student Centers	<a href="mailto:tim_hogan@ncsu.edu">tim_hogan@ncsu.edu</a>
Sumaya Jones-Humienny	NC State University Architect	<a href="mailto:sjoneshu@ncsu.edu">sjoneshu@ncsu.edu</a>
Reggie Barnes	NC State Campus Community Centers (OIED)	<a href="mailto:rtbarnes2@ncsu.edu">rtbarnes2@ncsu.edu</a>
Kyle Levine	NC State Student Centers (Grad Student)	<a href="mailto:dklevine@ncsu.edu">dklevine@ncsu.edu</a>
Addie Jackson	NC State SCBOD President Elect	<a href="mailto:ajacks5@ncsu.edu">ajacks5@ncsu.edu</a>
John Taylor Willis	Student Body Treasurer Elect	<a href="mailto:jtwill16@ncsu.edu">jtwill16@ncsu.edu</a>
Meredith Biechele	NC State SCBOD	<a href="mailto:mmbieche@ncsu.edu">mmbieche@ncsu.edu</a>
Valentina Quintero	NC State SCBOD	<a href="mailto:lvquinte@ncsu.edu">lvquinte@ncsu.edu</a>
Jacob Michel	NC State SCBOD	<a href="mailto:jlmichel@ncsu.edu">jlmichel@ncsu.edu</a>
Emily Lambeth	NC State SCBOD	<a href="mailto:eplambeth@ncsu.edu">eplambeth@ncsu.edu</a>
Catherine Kubitschek	NC State SCBOD	<a href="mailto:cgkubits@ncsu.edu">cgkubits@ncsu.edu</a>
Jamie Plummer	NC State SCBOD	<a href="mailto:ssp@ncsu.edu">ssp@ncsu.edu</a>
Kaitlyn Williams	NC State SCBOD	<a href="mailto:kiwill18@ncsu.edu">kiwill18@ncsu.edu</a>
Indya Thompson	NC State SCBOD	<a href="mailto:ijthompson@ncsu.edu">ijthompson@ncsu.edu</a>
Amanda Lilley	NC State SCBOD	<a href="mailto:arlilley@ncsu.edu">arlilley@ncsu.edu</a>
Brian J. Mathis	NC State SCBOD	<a href="mailto:bjmathis@ncsu.edu">bjmathis@ncsu.edu</a>
Chantel Williams	NC State SCBOD	<a href="mailto:cwill110@ncsu.edu">cwill110@ncsu.edu</a>
Justin Rowley	NC State SCBOD	<a href="mailto:jnrowley@ncsu.edu">jnrowley@ncsu.edu</a>
Joseph Upchurch	NC State SCBOD	<a href="mailto:tuupchurch@ncsu.edu">tuupchurch@ncsu.edu</a>
Fahad Alsuwaidi	NC State SCBOD	<a href="mailto:fmalsuwa@ncsu.edu">fmalsuwa@ncsu.edu</a>
Hannah Fennell	UAB Treasurer	<a href="mailto:hffennel@ncsu.edu">hffennel@ncsu.edu</a>

*The foregoing constitutes our understanding of matters discussed and conclusions reached. Other participants are requested to review these items and advise the originator in writing of any errors or omissions.*

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Alexis Bell NC State SCBOD [acbell2@ncsu.edu](mailto:acbell2@ncsu.edu)  
Adam Schmidt NC State SCBOD [ajschmid@ncsu.edu](mailto:ajschmid@ncsu.edu)  
Amy Sawyers-Williams NC State SCBOD [acsawyer@ncsu.edu](mailto:acsawyer@ncsu.edu)  
Lisa Johnson NC State University Architect [ljjohnson2@ncsu.edu](mailto:ljjohnson2@ncsu.edu)

Discussion

1. Perkins+Will team introduced themselves and noted they would be in the Talley Lobby tonight gathering additional student feedback about the vision for Witherspoon. P+W will also be on campus through Wednesday for stakeholder meetings gathering additional feedback that will inform the direction for the renovation of Witherspoon.
2. Jeff Stebar discussed the Process along with Goals and objectives.
3. Big Picture for Witherspoon – How does it feel when it's finished? What is it capable of doing?
  - a. Modern, currently very dated
  - b. Windows
  - c. Outdoor patio space for programs
  - d. Bowling alley and arcade (not gaming)
  - e. Computer Lab with all operating systems
  - f. Open Floor Plan
  - g. Up to date technology
  - h. Outdoor Power and other connections for events
  - i. Green Screen Room and Equipment
  - j. Detailed signage/wayfinding/More of a visual catalogue – “seeing what’s inside”
  - k. Cultural Center Gallery space to market
  - l. More earth tones or natural materials, not so “metally” like Talley (less industrial)
  - m. Book-sharing space
  - n. More open area in the center/visual access
  - o. Sustainability/Active Systems you can see how they work – Skylights, Solar Panels, Water Harvesting for toilet flushing, roof monitors, active systems that teach/engage.
  - p. Revitalized student cinema – Interior refresh. A lot of grey now.
  - q. Prioritize Accessibility – ADA
  - r. Gender neutral restrooms
  - s. Performance space dedicated to spoken word, open mic, arts and cultural performances, multipurpose.
  - t. Food – Most said yes – Café, another restaurant option, where meal plan card can be used, don’t want to have to leave bldg. would use bldg. more for studying (rule of thumb: food allows longer stays than typ 2 hours without food)
    - i. Question why when there are others close by
    - ii. Right now only a couple vending machines.
    - iii. C-Store doesn’t take food card
    - iv. If you’re studying in Witherspoon you don’t want to leave for food or coffee.
  - u. Multipurpose Performance space for dance, yoga meetings, etc.– Not enough space on campus. Bring in mirrors.
  - v. Preserving the field outside and the brick walkways.
  - w. Enhancing the West Lawn – Leveling out the field.
  - x. Add garden space with native NC Plants.
  - y. Entrances and building flow. Open circulation with line-of-sight wayfinding.
  - z. Water feature.

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- aa. Arcade games (old school) in the bowling alley. Recreation and gaming. Break Area / Casual Lounge. Part of food service?
  - i. Lost pool tables and ping pong in Talley. Maybe add back in Witherspoon
  - ii. Boards games and card games
  - iii. Old school arcade games
- bb. Pianos
4. Imagine a big sheet covering the Witherspoon and there is going to be an unveiling. When the sheet is removed what does Witherspoon look like?
  - a. Modern
  - b. Remove the annoying brick wall. (This is the one along the Cates sidewalk. I believe it's there to avoid pedestrians getting hit by an out swinging door or to make up a grade change)
  - c. NC State Brick. Blend into the campus fabric but still modern.
  - d. Glass/Transparency – See out and see into the building.
  - e. Art wall – Reusable/Washable – for writing/drawing messages? A Gallery Wall for student art work.
  - f. More windows, less mass – Not a bomb shelter.
  - g. Two balconies – Covered for study.
  - h. Color – It’s neutral now. Seen from the outside.
  - i. Wood accents on the exterior.
  - j. Greenhouse or Community Garden – Green Roof
  - k. Vertical Garden – Green Wall – Would soften the masonry wall
  - l. LED Display board to advertise activities in the building.
  - m. Not so boxy
  - n. Incorporate “Wolf” into the building.
  - o. Celebrates the Cultural Center and specifically Dr. Witherspoon.
5. Question: When bldg. is completed, it is transformed and right. If it doesn’t do \_\_\_\_\_, it will be a failure. OR it must do \_\_\_\_\_ to be successful. What are the critical success factors?
  - a. Preserve current office for students of Cultural Center and Media and invite more into the building
  - b. Engage and invite the students into the building
  - c. Serve as community center – comfortable to be there – home feel. Place for students to hang out for long durations
  - c. Recognized by students as theirs
  - d. Fixing the Elevator
  - e. Intrigue and “turn heads” to attract users. Enhance sense of discovery and engaging with other students.
  - f. Make people stop, notice and go in.
  - g. Acknowledge and celebrate all types of diversity
  - h. Encourage artistic and spiritual expression
  - i. Open concept, lots of daylight, indoor waterfall
  - j. Welcome and invite students more students than just those using the building now
  - k. Draw people into the building to experience it. Make people want to walk through. Want to see what’s inside.
  - l. Bring in students from the vicinity - don’t have to walk to Talley
  - m. Inviting
  - n. Easily connect students to the resources offered in the center
  - o. Welcoming and Inviting to students especially to the cultural center
  - p. Cause more students to want to be there – make them stop and stay
  - q. Showcase student media and cultural centers
  - r. Consistently engage and adapt with student needs
  - s. 3<sup>rd</sup> Space – feel at home – engaged intellectually, emotionally, physically
  - t. Differentiate itself from Talley, but its own place
6. Other Ideas or Goals?

MEETING MINUTES CONTINUED /

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- a. Re-examine Talley. Are there some things that should be in a reimagined Witherspoon?
- b. Keep the Sankofa room – the multi-purpose and attached to the cultural center
- c. Looking at offices shifting to Witherspoon to make more space for Student Organizations. Witherspoon becomes more of a “Cultural Center”
- d. Multiple Entrances to Witherspoon.
- e. Free Kitchen Space? Host small dinners for Cultural Events. Cook together, etc.
- f. Some private spaces for certain groups. Military and Veteran Services – Prefer closed off spaces.
- a. Student Media Headquarters. Make them more visible. WKNC struggles to keep enough people on staff. They need to be celebrated. Increase the brand recognition of Student Media in the building.
- b. Multicultural Student Affairs does not want to be consolidated in one space in Witherspoon. MSA needs to be specific for affinity groups. Having all cultural groups in Witherspoon may not be good as it becomes more intimidating and less welcoming to all
- c. Entrances and accessible entrances for after hours. Structure the building operations and hours to meet the needs of 3<sup>rd</sup> space
- d. Visibility of activities within – green screen use.
- g. Well lighted inside and outside. Back alleyway is not well lighted.

END OF MEETING NOTES

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Meeting Minutes

By:	Jeff Yelton	Date:	April 10, 2017
Meeting Date:	3/14/2017	Project Name:	Witherspoon Student Center Renovation Study
Meeting Time:	8:00AM-9:00AM	Project Number:	PW: 820552.000 NCSU: 201712018
Meeting Location:	WSC 201	Attendees:	See Below
Next Meeting Date:		Cc:	Sumayya Jones-Humienny TJ Willis Tim Hogan

**March 14, 2017 – Registration and Records 8:00AM – 9:00PM (WSC 117 – Cinema)**

**Attendees:**

Jeff Yelton	Perkins+Will	<a href="mailto:jeff.yelton@perkinswill.com">jeff.yelton@perkinswill.com</a>
Jeff Stebar	Perkins+Will	<a href="mailto:jeff.stebar@perkinswill.com">jeff.stebar@perkinswill.com</a>
David Sheehan	Perkins+Will	<a href="mailto:david.sheehan@perkinswill.com">david.sheehan@perkinswill.com</a>
TJ Willis	NC State Student Centers	<a href="mailto:tgwillis@ncsu.edu">tgwillis@ncsu.edu</a>
Tim Hogan	NC State Student Centers	<a href="mailto:tim_hogan@ncsu.edu">tim_hogan@ncsu.edu</a>
Sumayya Jones-Humienny	NC State University Architect	<a href="mailto:sjoneshu@ncsu.edu">sjoneshu@ncsu.edu</a>
Lisa Keel	NC State Capital Projects Management	<a href="mailto:lkeel@ncsu.edu">lkeel@ncsu.edu</a>
Sharon Fedkiw	NC State Capital Projects Management	<a href="mailto:sifedkiw@ncsu.edu">sifedkiw@ncsu.edu</a>
Kyle Pysker	NC State Registration and Records	<a href="mailto:kepysker@ncsu.edu">kepysker@ncsu.edu</a>
Stacey Olson	NC State Capital Projects Management	<a href="mailto:sholson@ncsu.edu">sholson@ncsu.edu</a>
Erica Sauls	NC State Campus Enterprises Facilities Op	<a href="mailto:esauls@ncsu.edu">esauls@ncsu.edu</a>

**Discussion**

1. Discussion of the difference between Witherspoon and Talley.
  - a. Only building named after a person of color on campus. Witherspoon holds the AA Cultural Center as an important function.
  - b. Witherspoon (WS) is viewed as another Student Union and gather point.
  - c. Programs and Services have changed over time.
  - d. Students in Burgaw and Wolf Village see Witherspoon (WS) as their Student Union
  - e. WS has a green space, Harris Field.
  - f. WS not meant to duplicate Talley
  - g. Many students see WS as a Cultural Center more than a Student Center.
  - h. Some classes are held here which is unique. Having the cinema space unused during the rest of the day
2. WS Room 117 (110 is how it is coded, 117 is the room number)
  - a. Doubles as the Cinema, Events and Classroom Space.

*The foregoing constitutes our understanding of matters discussed and conclusions reached. Other participants are requested to review these items and advise the originator in writing of any errors or omissions.*

- b. Spring Semester has approximately 7 classes ranging in size from 150 up to approximately 400. Fall Semester has 9-10 class ranging in size from 100 – 451. 463 total seats. Environmental Sciences and Engineering 101 have most classes.
- 3. Not a lot of large classrooms on campus. Although there is a desire for smaller class sizes, the reality is there is a need for larger class sizes. Good to have WS117 centrally located for large introductory classes. Need to maintain seat count as much as possible. Other locations are SAS and Nelson. Kilgore is another. Interest in preserving that seat count. Need to analyze the seat count before losing seats. There was a class that sat 456 last year.
- 4. Need to confirm the seat sizes. People are larger and don't like sitting close. If the older seats are narrower, installing newer seats may result in a reduced overall seat count. **(Note – Subsequent to this meeting Lisa confirmed the existing seat widths are 19"-22". The December 2017 seat replacement will reduce seat count from 467 to 459. This study addressed the need for a stage, and the existing first center row will be removed to allow the addition of a stage. December 2017 seat replacements will be 22"-24", with 50% at 22" to help maintain a high seat count. 4 HC spots with tablets on posts are included in the seat count, and there will 12 removable seats on the back row to provide additional wheelchair capacity when events require it.)**
  - a. R&R has money to replace 1/3 of the seats. Not all seats have tablets. Some seats are missing and stored under the stage. TJ and Tim can cover the cost of the other 2/3 of the seats.
  - b. The size of the tablet arm have gotten larger to accommodate laptops or notepads and may impact the number of the seats. David asked about a specific brand. Erwin is in there now. KI is also a vendor they use. Ability to make repairs is important to NC State. Having a place to store broken seats would be helpful.
  - c. Power – This is a financial issue. Yes it would be good at the back of the room. Not needed at each desk for introductory classes.
  - d. Think about how to get power out to gathering spaces.
- 5. Room 117 will always be needed so spending money now will be well spent.
- 6. Instructor area – Up front
  - a. Classroom Survey has been done. **(Note – Subsequent to this meeting Lisa provided the following information. "In reviewing 2 semesters of surveys, there has been only one comment about WSC 117, that "some seats in the back don't have tablets.")**
  - b. Do not recall a lot of comments or complaints.
  - c. Generally lecterns in small classrooms are not preferred. Professors like to move around.
  - d. Large classrooms like EB-I, II and III are good for fixed lecterns. There is room for them to walk around.
- 7. Technology
  - a. Every 110 Classroom has Technology set up.
  - b. Projection is based on room size and proportion.
- 8. Acoustics – Don't know how the acoustics is working. No registered complaints.
- 9. Amenities outside 110 Classroom
  - a. Faculty meeting space with students or a tall counter to put laptops.
  - b. Place for students to hang out with power. Waiting for class to start.
  - c. Something like the space in Cox
  - d. Provide a lot of USB and Power Charging Stations – Similar to what you find in airports.
  - e. Place for students to wait for class change. 400 students to change in 15 minutes.

- 10. Overflow capacity important for prefunction space. Enter through one set of doors and exit through another set of doors.
- 11. Stage
  - a. Portable currently. Use a portable ramp when needed.
  - b. A permanent Stage is preferred.
  - c. Make the lectern more portable.
  - d. Needs to be accessible
  - e. Wake Forest provided power for lectern hookup in three locations.
- 12. Other uses for the room:
  - a. Multi-Cultural Symposiums
  - b. High School Graduations
  - c. Orientation
  - d. Student Orgs
  - e. Movies
  - f. Catholic Mass on Sundays
- 13. Pre-function/Reception space would be great
  - a. Lounge
  - b. Waiting for class
  - c. Break out
  - d. Hospitality
  - e. Could double as another classroom as long as it has technology.
- 14. Fees to use space
  - a. There is a tiered structure to rent space in the building. Right now about 15 % of the budget. There is balance of making it available to student groups vs. renting it to outside groups.
- 15. Need a place to store broken chairs and parts for repairs – currently stored under stage so would need to find space elsewhere (code issue?)

END OF MEETING NOTES

MEETING MINUTES CONTINUED /



Meeting Minutes

By:	Jeff Yelton	Date:	April 10, 2017
Meeting Date:	3/14/2017	Project Name:	Witherspoon Student Center Renovation Study
Meeting Time:	9:00AM-10:00AM	Project Number:	PW: 820552.000 NCSU: 201712018
Meeting Location:	WSC 201	Attendees:	See Below
Next Meeting Date:		Cc:	Sumayya Jones-Humienny TJ Willis Tim Hogan

**March 14, 2017 – New Student Programs (NSP) 9:00AM – 10:00AM**

**Attendees:**

Jeff Yelton	Perkins+Will	<a href="mailto:jeff.yelton@perkinswill.com">jeff.yelton@perkinswill.com</a>
Jeff Stebar	Perkins+Will	<a href="mailto:jeff.stebar@perkinswill.com">jeff.stebar@perkinswill.com</a>
David Sheehan	Perkins+Will	<a href="mailto:david.sheehan@perkinswill.com">david.sheehan@perkinswill.com</a>
TJ Willis	NC State Student Centers	<a href="mailto:tgwillis@ncsu.edu">tgwillis@ncsu.edu</a>
Sumayya Jones-Humienny	NC State University Architect	<a href="mailto:sjoneshu@ncsu.edu">sjoneshu@ncsu.edu</a>
Michael Coombes	NSP	<a href="mailto:mrcoombe@ncsu.edu">mrcoombe@ncsu.edu</a>
Cameron Hill	Associate Director, NSP	<a href="mailto:clhill4@ncsu.edu">clhill4@ncsu.edu</a>
Genna Martella	Coordinator NSP	<a href="mailto:grmartel@ncsu.edu">grmartel@ncsu.edu</a>

**Discussion**

1. What is NSP? New student (1<sup>st</sup> Year and Transfer) and family orientation.
2. How do you use Witherspoon?
  - a. Mostly use Meeting 356, Cultural Center 126 and the Cinema for programming for students and families.
  - b. Specifically on Day 2 of Orientation and for 4 hours during summer for breakout sessions.
  - c. Lots of events on Harris Fields as well.
  - d. Also study groups to assist undergraduate students in 126 in summer in afternoons.
  - e. Student leader training.
  - f. Wolfpack walk in week.
3. Cinema
  - a. The Cinema is very important due to the size.
  - b. Used for large group tutoring.
  - c. Orientation - Up to 400 students and parents in the cinema at a time. 12,000+ students and parents during orientation.
  - d. Undergraduate, transfer – first-year students.
4. How does Cinema function?

*The foregoing constitutes our understanding of matters discussed and conclusions reached. Other participants are requested to review these items and advise the originator in writing of any errors or omissions.*

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- a. Using microphone and projector for presentations – mostly Power Point. Projector is not the best that runs off the computer – Likely provided by Classroom Technology. The quality of the Projection Screen could be better.
- b. Entry and Pre-function
  - i. Not enough space for student to hang out before class and really crowded during class change.
  - ii. Not enough pre-function space and hard to accommodate activities after presentations. Need more space, brighter, lounge seating, hard to access elevator, hard to navigate to bathrooms.
  - iii. Better quality
5. Comments about the current Witherspoon
  - a. Building is “blocky” and not open like Talley. Cut up and closed in.
  - b. Restrooms are dark
  - c. Too crowded in the corridors.
  - d. Feels very closed and dark.
6. Need a code review of the building and specifically the Cinema. Not only the Building Code but to consider other safety related issues.
  - a. P+W to see if VT has written guidelines related to **Active Shooter incidents**. Sumayya to forward NC State guidelines related to exterior design guidelines.
    - i. **Look at Virginia Tech Guidelines** – transparency, no door handles, etc.
    - b. The door at the stage is awkward for entering the room at the stage.
7. A dedicated path to “backstage” is desirable.
8. Exterior Space
  - a. Harris Field is highly used. Appears to be adequate. Patio is helpful.
  - b. Radio Station uses the field for concerts and programs
  - c. Used for quidich and larping.
9. The building needs more activity to make people want to use it more.
10. Cinema is the fixed seating with a sloped floor. Will be difficult to change this. This limits the ability to host larger events. Also may not be able to consider changing to turning seats given 110 classroom needs.
11. Do not have adequate breakout space for the 117 Classroom.
  - a. Banquette style rounds are great
  - b. Need storage for this furniture.
12. No info booth – Need a hub for assistance. How do we prioritize all needs? Touchdown space for this function with others?
13. Staff is difficult to find in Witherspoon compared to Talley.
14. Talley is just really nice. Witherspoon would be used more if it felt more like Talley – Gallery needs to be more open. It's not an inviting place.
15. Food
  - a. Rave catering provides refreshments for parents
  - b. Students stay at Bragaw and use Fountain Dining Hall.
16. WSU needs to be more open and inviting for students for students and parents in the building.
17. No changes to the outside except for maybe more outlets.
18. Need more Power and Charging Stations inside.
19. Stairwell – Needs a screen for event schedule for better wayfinding.
20. Better tables and chairs for meetings.
21. NSP has no permanent home. Would Witherspoon be a good permanent home for NSP?
  - a. Very centrally located, close to Talley, West Campus, etc.
  - b. A lot of their programs are run here
22. What space does NSP need?
  - a. 6 professionals
  - b. 4-5 Student workers siting at tables with laptops.

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- c. 2 Student workstations plus a central work table.
- d. Large storage room for signs, drawstring bags, lanyards, paper handouts, board games. 10x12 room. Storage could be off-site

END OF MEETING NOTES

Meeting Minutes

By:	Jeff Yelton	Date:	April 10, 2017
Meeting Date:	3/14/2017	Project Name:	Witherspoon Student Center Renovation Study
Meeting Time:	10:00AM-11:00AM	Project Number:	PW: 820552.000 NCSU: 201712018
Meeting Location:	WSC 201	Attendees:	See Below
Next Meeting Date:		Cc:	Sumayya Jones-Humienny TJ Willis Tim Hogan

**March 14, 2017 – Passport Services – Office of International Affairs (OIA) 10:00AM – 11:00AM**

**Attendees:**

Jeff Yelton	Perkins+Will	<a href="mailto:jeff.yelton@perkinswill.com">jeff.yelton@perkinswill.com</a>
Jeff Stebar	Perkins+Will	<a href="mailto:jeff.stebar@perkinswill.com">jeff.stebar@perkinswill.com</a>
David Sheehan	Perkins+Will	<a href="mailto:david.sheehan@perkinswill.com">david.sheehan@perkinswill.com</a>
TJ Willis	NC State Student Centers	<a href="mailto:tjwillis@ncsu.edu">tjwillis@ncsu.edu</a>
Tim Hogan	NC State Student Centers	<a href="mailto:tjhogan@ncsu.edu">tjhogan@ncsu.edu</a>
Sumayya Jones-Humienny	NC State University Architect	<a href="mailto:sjoneshu@ncsu.edu">sjoneshu@ncsu.edu</a>
David Hawley	International Affairs	<a href="mailto:dbhawley@ncsu.edu">dbhawley@ncsu.edu</a>
Mary Elmer	International Affairs / Passport Services	<a href="mailto:mvelmer@ncsu.edu">mvelmer@ncsu.edu</a>
Megan Winzeler (Absent)	International Affairs / Passport Services	<a href="mailto:mvelmer@ncsu.edu">mvelmer@ncsu.edu</a>

**Discussion**

1. What do you do?
  - a. Currently on the 3<sup>rd</sup> floor in 321.
  - b. A lot of demand – 40 people lined up on “Walk-in” Day but otherwise by appointment with 10 staff that are certified. Mary is the one full-time employee. Currently booked for a month and a half.
  - c. First time passport applicants must apply in person.
  - d. Open to the public. 4,000 applications estimated this year.
  - e. Passport acceptance agencies are post offices and have a several week waiting period to get an appointment.
  - f. Working evening hours evening hours.
  - g. Have study abroad students.
2. Only have two agents working at a time due to space limitations. Tight and loud.
  - a. Need two offices.
  - b. Need a waiting room for 5 – 6 people.

*The foregoing constitutes our understanding of matters discussed and conclusions reached. Other participants are requested to review these items and advise the originator in writing of any errors or omissions.*

MEETING MINUTES CONTINUED /

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- c. Current lounge is fine in evenings but full during the day.
- d. Need space for taking photos. Screen could be fixed to a wall in an alcove. Should not be in an office. Use cabinets to store camera and set printer within space.
- e. 321A is accessed through 321. This is not ideal.
- 3. Storage is within their space. Need a full copier system that also allows for public access for making copies of birth certificates, driver's license, etc. Should be in the waiting room if large enough.
- 4. Would like to be on the ground floor. Easier access and get traffic on weekends when parking is easier (5-8PM).
- 5. They need large space for passport fairs and drives. They have used 126. Can be up to 300. They have turned away 100-200 in the past.
- 6. There are fees for the Passport set by the State Department. Execution Fees help fund scholarships for international students and study abroad programs.
- 7. Having Passport Services has brought life to the building.
- 8. International Affairs is a large office scattered across campus. Not likely to find enough space to bring all of them into Witherspoon. OIA is across the street in University College Commons.
- 9. Projecting 2,000 people will using the Passport office. Want to project a good image of NC State to the general public. Hearing the building is "dark".
- 10. Would be helpful to have an ATM in the building. They only accept cash for the fees. There is one in Burgaw.
- 11. They need a secure safe for cash. Large enough for a couple large envelopes for applications and cash. Under-counter type would be acceptable.
- 12. Would like to provide fingerprinting service. This has become a digital process.
- 13. Third floor gets loud. They are next to radio station.
- 14. Wayfinding is a problem. Outside signs have helped a lot.
- 15. After the meeting TJ mentioned Passport might be well suited in Talley as they are a retail operation.

END OF MEETING NOTES

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Meeting Minutes

By:	Jeff Yelton	Date:	April 10, 2017
Meeting Date:	3/14/2017	Project Name:	Witherspoon Student Center Renovation Study
Meeting Time:	11:00AM-12:00PM	Project Number:	PW: 820552.000 NCSU: 201712018
Meeting Location:	WSC 201	Attendees:	See Below
Next Meeting Date:		Cc:	Sumayya Jones-Humienny TJ Willis Tim Hogan

**March 14, 2017 – RAVE! Catering & Events Staff 11:00AM – 12:00PM**

**Attendees:**

Jeff Yelton	Perkins+Will	<a href="mailto:jeff.yelton@perkinswill.com">jeff.yelton@perkinswill.com</a>
Jeff Stebar	Perkins+Will	<a href="mailto:jeff.stebar@perkinswill.com">jeff.stebar@perkinswill.com</a>
David Sheehan	Perkins+Will	<a href="mailto:david.sheehan@perkinswill.com">david.sheehan@perkinswill.com</a>
TJ Willis	NC State Student Centers	<a href="mailto:twillis@ncsu.edu">twillis@ncsu.edu</a>
Tim Hogan	NC State Student Centers	<a href="mailto:tjhogan@ncsu.edu">tjhogan@ncsu.edu</a>
Sumayya Jones-Humienny	NC State University Architect	<a href="mailto:sjoneshu@ncsu.edu">sjoneshu@ncsu.edu</a>
Dan Adams	NC State Campus Enterprises	<a href="mailto:dan_adams@ncsu.edu">dan_adams@ncsu.edu</a>
Annaka Sikkink	NC State Campus Enterprises	<a href="mailto:avsikkink@ncsu.edu">avsikkink@ncsu.edu</a>
Reginald Howell	NC State Campus Enterprises	<a href="mailto:rhowell@ncsu.edu">rhowell@ncsu.edu</a>
Erica Sauls	NC State Campus Enterprises	<a href="mailto:esauls@ncsu.edu">esauls@ncsu.edu</a>
Robin Kelly	RAVE!	<a href="mailto:rikelly@ncsu.edu">rikelly@ncsu.edu</a>
Juan Isler	RAVE!	<a href="mailto:jrisler@ncsu.edu">jrisler@ncsu.edu</a>
Suzanne Pierce	RAVE!	<a href="mailto:spierce@ncsu.edu">spierce@ncsu.edu</a>
Scott Button	RAVE!	<a href="mailto:sebutton@ncsu.edu">sebutton@ncsu.edu</a>
Renee Mitchell	RAVE!	<a href="mailto:rkmitch@ncsu.edu">rkmitch@ncsu.edu</a>
Tiffany Boman	RAVE!	<a href="mailto:tdmaurer@ncsu.edu">tdmaurer@ncsu.edu</a>
Paige Johnson	NCSSC	<a href="mailto:pdjohnso@ncsu.edu">pdjohnso@ncsu.edu</a>
Theo Kingsberry	NCSSC	<a href="mailto:tvkingsberry@ncsu.edu">tvkingsberry@ncsu.edu</a>

**Discussion**

1. RAVE is not an acronym. Came from Client's comment from their events.
2. Combined university catering with reservations and events management.
3. Catering
  - a. Needs space to be able to move and plate food. Right now doing it in Talley
  - b. Need more power.

*The foregoing constitutes our understanding of matters discussed and conclusions reached. Other participants are requested to review these items and advise the originator in writing of any errors or omissions.*

- c. Maybe some refrigeration and more hot water.
- 4. Kitchen in 125A is only functional to store equipment. Take it out and make it bigger.
- 5. Dock is not very good but making it work. Come in from Door E126 and sometimes from Door 125B.
- 6. Removing the stairs in 126 would be good. Afraid of someone falling. Then the ramp could be removed.
- 7. Screen cannot be used when there is a head table due to head height clearances. Reconfiguring the room so the screens are the head tables and allow both to be used simultaneously.
- 8. Café
  - a. Does not impact catering. That's a dining services issue.
  - b. There should be a Starbucks and/or Chic-fil-A in Witherspoon.
  - c. Students say there is no place "to be" in this building.
- 9. Meeting Rooms
  - a. Need more meeting space – not in fixed layouts, but more flexible in use.
  - b. Run out of space at 7:00 M-T. That's when Student Orgs wants to meet.
  - c. Witherspoon is down to 2 meeting spaces. Not referring to conference rooms. Need at least 4 large Meeting Rooms (100 – 200). Combining these rooms with movable partitions is desirable. Scalable rooms, sub dividable, would provide more flexibility.
  - d. Room 201 can accommodate 100 people and Room 126 can accommodate 150 people due to the dropped floor.
  - e. A lot of rooms are exclusive to groups because they are internal and because they won't allow others to use them. Could be made available to the public if accessible from a public corridor.
  - f. Meeting space is enhanced by the décor. Create a venue.
- 10. Cinema
  - a. Cinema holds 450. Needs breakout space for 450. Can only have 250. Does not include 356 and 375 because it is not accessible.
  - b. Needs a fixed stage
  - c. Supported with Greens Rooms (2 Changing Rooms)
    - i. Put clothes in
    - ii. Stage people who go on stage next.
    - iii. 1 or 2 person space
    - iv. Cabinet to store personal artifacts or plated meal for guests.
  - d. Upgraded sound system and stage lights for the stage.
  - e. Floor boxes to allow for flexibility of locating the lectern.
  - f. Needs to support different types of events
    - i. Bands - Need different acoustic treatment for bands
    - ii. Pageants
    - iii. Rehearsals
    - iv. Dance Recitals
    - v. Stomps
  - g. Need to be able to have a soundboard on the first floor – a niche will work. Still need the sound booth.
  - h. Back of house access to specific areas is needed.
- 11. Desire for Witherspoon to become more event centric.
- 12. What should this building become
  - a. Weatherspoon should become an Annex of Talley. Want to be just as proud of Witherspoon as Talley.
  - b. Witherspoon doesn't charge except for the Cinema.
  - c. Have more of a welcoming feeling.
  - d. More natural light
  - e. Brick floor is not level.
- 13. Outdoor Events
  - a. Getting more

- b. No rain location back up inside Witherspoon
- c. An outdoor sound system would be great. A utility snake is also needed.
- 14. When Witherspoon was built, the campus needed a Cultural Center that offered a safe space for minority groups. Those needs are now being met in various facilities across campus. Witherspoon should celebrate Cultural Centers but be a Student Center. There is a need for both.
- 15. Sharing of space vs protection of space will be a challenge.
- 16. Common areas could be more open and collaborative, but some space needs to provide a cultural home.
- 17. Office Environments
  - a. OK for common space but not sure for office space. That's a major change. That's a cultural change. More natural light is good.
- 18. Event Space – Keep back of house out of sight.

END OF MEETING NOTES

MEETING MINUTES CONTINUED /

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Meeting Minutes

By:	Jeff Yelton	Date:	April 10, 2017
Meeting Date:	3/14/2017	Project Name:	Witherspoon Student Center Renovation Study
Meeting Time:	12:00PM-1:00PM	Project Number:	PW: 820552.000 NCSU: 201712018
Meeting Location:	WSC 201	Attendees:	See Below
Next Meeting Date:		Cc:	Sumayya Jones-Humienny TJ Willis Tim Hogan

**March 14, 2017 – Campus Enterprises, Division of Academic and Student Affairs (DASA) Facilities and Operations 12:00PM – 1:00PM**

Attendees:

Jeff Yelton	Perkins+Will	<a href="mailto:jeff.yelton@perkinswill.com">jeff.yelton@perkinswill.com</a>
Jeff Stebar	Perkins+Will	<a href="mailto:jeff.stebar@perkinswill.com">jeff.stebar@perkinswill.com</a>
David Sheehan	Perkins+Will	<a href="mailto:david.sheehan@perkinswill.com">david.sheehan@perkinswill.com</a>
TJ Willis	NC State Student Centers	<a href="mailto:twillis@ncsu.edu">twillis@ncsu.edu</a>
Tim Hogan	NC State Student Centers	<a href="mailto:tjhogan@ncsu.edu">tjhogan@ncsu.edu</a>
Sumayya Jones-Humienny	NC State University Architect	<a href="mailto:sjoneshu@ncsu.edu">sjoneshu@ncsu.edu</a>
Dan Adams	NC State Campus Enterprises	<a href="mailto:dan_adams@ncsu.edu">dan_adams@ncsu.edu</a>
Jimmy Wright	NC State Campus Enterprises Ops & Plan	<a href="mailto:jwright@ncsu.edu">jwright@ncsu.edu</a>
Pete Fraccaroli	NC State DASA Facilities	<a href="mailto:pdfracca@ncsu.edu">pdfracca@ncsu.edu</a>

Discussion

1. Planning and reaching out to various programs housed in the building is incredibly important.
2. From a Facilities maintenance standpoint, it makes sense to only update according to the new plans for Witherspoon's renovation.
3. Building is on the chilled water loop.
4. Priority List of items in need of renovation or upgrade.
  - a. Life safety is on the top of the list. Followed by HVAC.
  - b. FCAP – Roof is OK according to the report but is the original (1991). Suspect it will need to be replaced soon.
  - c. Windows - Includes Kalwall Skylights need to be replaced.
  - d. Lighting is original and needs to be replaced (T-12 fluorescent lamps)
  - e. Original electrical system
  - f. Code upgrades – Code changes since 1991 need to be implemented.
  - g. Restrooms and Elevator
5. Cinema lighting needs to be considered to accommodate multiple programming choices.

*The foregoing constitutes our understanding of matters discussed and conclusions reached. Other participants are requested to review these items and advise the originator in writing of any errors or omissions.*

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6. Special of the Units
  - a. Radio station Server Room has specific HVAC demand.
7. Underground Utilities Capacities – No issues known.
  - a. No Building Automation System. **(Add this to the FCAP Report)** Tim said Facilities pay the bills but CE manages the building.
  - b. Metering – Single point meter currently.
8. ADA upgrade throughout and Single Occupant Restroom.
9. Fire Alarm needs to be upgraded. Pete said Allen Boyette is doing a wholesale assessment of fire alarm systems on campus – economy of scale approach and will include this bldg.
10. IT and Data Infrastructure has been upgraded to CAT 6A. Wireless access is good throughout the building.
11. Student Veterans Association is a Student Organization versus Military Veterans Services which is a resource.
12. Dan noted that Fountain Dining is the largest dining Hall on Campus. Doing a study to assess what is needed. Is there enough traffic in Witherspoon to support another café? Starbucks has minimum requirements for storage which takes up space for something else.
13. Pete said Bragaw is going to remain. Lee and Sullivan will be razed and replaced as part of a long-term plan.
14. Structure appears to be sound. (Steel Frame). No visible cracks or settlement with the existing building. Exterior masonry does not show excessive efflorescence and appears to be well sealed.
15. No apparent utility needs for this project.

END OF MEETING NOTES

Meeting Minutes

By:	Jeff Yelton	Date:	April 10, 2017
Meeting Date:	3/14/2017	Project Name:	Witherspoon Student Center Renovation Study
Meeting Time:	1:00PM-3:00PM	Project Number:	PW: 820552.000 NCSU: 201712018
Meeting Location:	WSC 201	Attendees:	See Below
Next Meeting Date:		Cc:	Sumayya Jones-Humienny TJ Willis Tim Hogan

**March 14, 2017 – Cultural Center Faculty and Friends 1:00PM – 3:00PM**

**Attendees:**

Jeff Yelton	Perkins+Will	<a href="mailto:jeff.yelton@perkinswill.com">jeff.yelton@perkinswill.com</a>
Jeff Stebar	Perkins+Will	<a href="mailto:jeff.stebar@perkinswill.com">jeff.stebar@perkinswill.com</a>
David Sheehan	Perkins+Will	<a href="mailto:david.sheehan@perkinswill.com">david.sheehan@perkinswill.com</a>
Zena Howard	Perkins+Will	<a href="mailto:zena.howard@perkinswill.com">zena.howard@perkinswill.com</a>
TJ Willis	NC State Student Centers	<a href="mailto:tjwillis@ncsu.edu">tjwillis@ncsu.edu</a>
Tim Hogan	NC State Student Centers	<a href="mailto:tjhogan@ncsu.edu">tjhogan@ncsu.edu</a>
Sumayya Jones-Humienny	NC State University Architect	<a href="mailto:sjoneshu@ncsu.edu">sjoneshu@ncsu.edu</a>
Reggie Barnes	Campus Community Centers	<a href="mailto:rtbarnes2@ncsu.edu">rtbarnes2@ncsu.edu</a>
Ron Foreman	NC State University Theatre	<a href="mailto:rforeman@ncsu.edu">rforeman@ncsu.edu</a>
Warwick Arden	Provost	<a href="mailto:warwick_arden@ncsu.edu">warwick_arden@ncsu.edu</a>
Dawn Morgan	AACC	<a href="mailto:dmmorga2@ncsu.edu">dmmorga2@ncsu.edu</a>
Dianne H. Becton	Alumnus/NC State Black Alumni Society	<a href="mailto:dhbecton@aol.com">dhbecton@aol.com</a>
Elwood Becton	Alumnus/NC State Black Alumni Society	<a href="mailto:ebecton@aol.com">ebecton@aol.com</a>
Angela Jenkins	AACC Library	<a href="mailto:amjenk14@ncsu.edu">amjenk14@ncsu.edu</a>
Irene R. Clark	Local Community	<a href="mailto:irclark@nc.rr.com">irclark@nc.rr.com</a>
Kim McClain	AACC	<a href="mailto:kmmclain241@gmail.com">kmmclain241@gmail.com</a>
Anahza Jones	Nubian Message	<a href="mailto:acjones11@ncsu.edu">acjones11@ncsu.edu</a>

**Discussion**

1. AACC is under Office of Institutional Equity Diversity, which is under the Provost Office.
2. Includes all affinity groups.
3. AACC does not engage the public. It was locked and not open. No information desk
4. Preserving the history of Witherspoon is important
5. What needs to be preserved, added and what should the building be?

*The foregoing constitutes our understanding of matters discussed and conclusions reached. Other participants are requested to review these items and advise the originator in writing of any errors or omissions.*

- a. First and only building named after an African American. That history and legacy needs to be known.
  - b. The Cultural center door was locked on the first floor. No one was there in the space and no activity taking place. Used to be like a home away from home. Always a welcoming place
  - c. How the room was originally furnished? Decorated for the African American culture.
  - d. A learning place for the entire campus. A lot of activity. Faculty and students. That was the Multi-Cultural Room. (in Dr. Moses' time)
  - e. Building felt like a hallway to nowhere.
6. Room 126 can be reserved by any group as we moving away from the African American focus?
  7. Talley is new and people are moving towards that. WSC is the second choice.
  8. People are confused about where the ACC is. See the image of Dr. Witherspoon but don't know much about him. Who was Dr. Witherspoon? Need to keep the focus on Dr. Witherspoon.
  9. Need more and better wayfinding.
  10. Moving 3<sup>rd</sup> Floor to the 1<sup>st</sup> floor would help. ACC needs more of a presence on the 1<sup>st</sup> floor. Need a kiosk or information desk for welcoming.
  11. Phil Freelon is a graduate from NC State. If he was on board there is no doubt we would not lose the connection to the African American connection. He needs to be recognized as well for his contribution to the National Museum of African American History and Culture on the National Mall in DC.
  12. Provost Arden noted Witherspoon seems flat, broken up, difficult to tell what's going on inside, lack of activity. Recent renovations projects and new projects (Talley, Reynolds, Case Commons and the upcoming Carmichael Gymnasium) have created a shift of activity in the center of campus. It has also exposed some of the deficiencies of Witherspoon. This is it's time.
  13. WSU has got to be what is it was initially intended for – A place for the AACC and a Hub for Black Alumni.
  14. When African American Alumni come back to campus, where do they come? Now that they have money, they can go anywhere, but they want to come back to their "hub".
  15. Fundraising opportunities. Can't do it with this building. Can't compete with Talley and Park Alumni.
  16. From the beginning the building was never able to accommodate the vision of the African American Community. Theatre. Dance. Artist. Comedians. Inadequate facilities and support facilities. Not able to meet contracts. Lacks prep space and dressing rooms for choir, dance, artist, comedian productions, etc. Need to have a permanent stage with curtains.
  17. UAB is programming arm of student union: bring in speakers, events, etc. Black Students Board had a budget that generated funds thru Pan-African festival, etc., which went into programming budget to bring in others like reggae festival. If BSB moved, funding would not have followed. Still cash-strapped. Funding will have to go towards renovation and programming.
  18. Exterior of the building – No recognition of Dr. Clark or Dr. Witherspoon. Perhaps a statue or plaque on the exterior.
  19. Weave culture thru whole bldg. Have cultural center have its own place/"home" again.
  20. Performing Spaces Outside of the Building –
    - a. Good lighting and patio improvements.
    - b. Entry serves as an opportunity to engage public for outdoor performances.
  21. Need some trees around Harris Field.
    - a. Some were planted with Harris Field improvements.
    - b. Pan African Festivities outside Talley before. Need trees for shade.
  22. No back door on Talley. How do we change this on Witherspoon? Right now the rear is used for trash collection and service drive.
  23. Witherspoon is not just the African American Student Center. Need an African American Bookstore. Have to go to Shaw and St. Aug for Sorority apparel.
  24. Should be more like initially envisioned and planned as a whole building. Disappointment over lack of other program activity hub (bookstore, etc.) Have it be open for drop-in students. Alumni and retiree volunteers to keep facility open. Build it and they will come.

## MEETING MINUTES CONTINUED /

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25. Doors that can be seen through. Safety of this building is of concern. One way in and one way out. Exits need to be clear and visible.
26. Offices are in the back and you don't know if someone had entered the suite. (Might be a reason to support open office)
27. Not welcoming. Low Budget Elementary School. Restrooms are dark and creepy. Don't feel safe. Lighting is poor and often doesn't work. Water fountains are always warm.
28. Design needs to be Afro-centric design in mind. Circles, round designs, message of continuity. Copper colors, browns, natural and warm colors.
29. Engraved bricks with names of founders and others.
30. Zena commented - African-American about the aesthetic on AA Museum in Washington, DC, and how to weave culture and history and aesthetic into entire building. From the moment you arrive on site, that you feel you are in a special place.
31. Does the university support the idea of the building telling the African American story? Did not at the time – have to go against that. Need to align university's priorities' with AACC's.
32. Stories this bldg. tells need to be the right stories for the history of the place. Need crafted, intentional message. History is just as important as that shown in DC.
33. Should be a place that says this is a place that bigger than me that I belong to. That I want to be a part of. A place that I want other to be a part of.
34. Timeline of AA history in little known but very rich.
35. All of the ACC on one floor?
  - a. Maybe with a Welcome Center on the first floor.
  - b. Do not want to lose SF.
36. What efficiencies can we find? What can be shared? This can activate the building.
  - a. Currently share the Library
  - b. Breakroom/Storage
  - c. Programming Space is more of a challenge. Can't do all of the programing due to funding. If they had the funding they would use space more.
  - d. Gallery on 2<sup>nd</sup> floor exhibit of Phil's work was awkward.
  - e. Reception space adjacent to gallery – can they be shared resources?
37. Thinking forward/Long term in terms of modern tech and energy savings.
38. AACC Library
  - a. Is unique just for African American focused books.
  - b. It's a quiet study space.
  - c. Early College High School (ECHS) STEM use as well from 8am – 2pm. Doesn't allow space for others to use during this time but the library is shared. Library is quiet except during this time while students are collaborating.
  - d. Concern of where the Library will be going as part of this Study. Might be good moving to the 1<sup>st</sup> floor. Growing collection 100 +/- per year. 7,000 AA topic volumes now. Issue with floor loading and shelves needing to be around perimeter. This needs to be understood.
  - e. Need private rooms for research and study.
  - f. Reading room still has physical books and students have access to e-books
  - g. Only have a book budget allocated from greater NC State Libraries. Some books have been transferred to Hunt Bookbot (robotic book storage).
  - h. Library is meant to be a community resource.
39. What is meant to be the first stop at the CC?
  - a. The Library, the Gallery, something else? Should it be the 3<sup>rd</sup> floor?
  - b. Not a lounge.
  - c. The first interaction should be a person and maybe an information desk or "Welcome Center".
  - d. Like the idea of flipping locations to have an office on the first floor.

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40. People should feel energy to participate. Intrigue about what's going on inside. Talley ballroom example. Can happen on an activity and see what's going on .Feel like you're part of what's going on. Welcoming feel.
41. W. Dunn Bldg was location of AACC and would also meet in old Talley. Felt like a space that one belonged to.
42. What is public face of AACC? What do I walk into once I've been greeted?
  - a. First experience would be combination of lounge with history in visual, auditory, multiple means imbued throughout.
  - b. Lounge space allows you to be free with glass partition for auditory privacy but visual connection.
  - c. Feeling in space needs to exude a sense of community and more important than activity. Look at how design is impacted by brand identity whereas culture is more warm and circular and fostering.
43. What should be in the building with the Cultural Center? Who are your neighbors?
  - a. African Studies
  - b. History faculty and staff
  - c. Directly or Indirectly connected to African history
  - d. Women's center.
  - e. Nubian – Perfect being next to the ACC. Technician doesn't do anything for ACC. Student Media has the resources that Nubian uses. Would be a huge inconvenience to move away from Technician.
  - f. Food would be good. Catering needs support.
  - g. Who is going to support the ACC program? NC State Live. Rave.
  - h. Cultural Demonstration Space – Kitchen.
  - i. Hate to lose Residential Organizations offices but that could be dedicated to something else like a computer lab.
44. Be the Cultural Hub for the Campus. African Diaspora.
45. Library and Gallery – Library always staffed – Might make sense to have it on the first floor. Gallery not always staffed might be more of a security concern.
46. Naming opportunity – Witherspoon African American CC and SC.

END OF MEETING NOTES

Meeting Minutes

By:	Jeff Yelton	Date:	April 10, 2017
Meeting Date:	3/14/2017	Project Name:	Witherspoon Student Center Renovation Study
Meeting Time:	3:00PM-4:00PM	Project Number:	PW: 820552.000 NCSU: 201712018
Meeting Location:	WSC 201	Attendees:	See Below
Next Meeting Date:		Cc:	Sumayya Jones-Humienny TJ Willis Tim Hogan

**March 14, 2017 – African American Student Advisory Council 3:00PM – 4:00PM**

Attendees:

Jeff Yelton	Perkins+Will	<a href="mailto:jeff.yelton@perkinswill.com">jeff.yelton@perkinswill.com</a>
Jeff Stebar	Perkins+Will	<a href="mailto:jeff.stebar@perkinswill.com">jeff.stebar@perkinswill.com</a>
David Sheehan	Perkins+Will	<a href="mailto:david.sheehan@perkinswill.com">david.sheehan@perkinswill.com</a>
Zena Howard	Perkins+Will	<a href="mailto:zena.howard@perkinswill.com">zena.howard@perkinswill.com</a>
TJ Willis	NC State Student Centers	<a href="mailto:tjwillis@ncsu.edu">tjwillis@ncsu.edu</a>
Tim Hogan	NC State Student Centers	<a href="mailto:tjhogan@ncsu.edu">tjhogan@ncsu.edu</a>
Sumayya Jones-Humienny	NC State University Architect	<a href="mailto:sjoneshu@ncsu.edu">sjoneshu@ncsu.edu</a>
Achaia Dent	NC State	<a href="mailto:aadent@ncsu.edu">aadent@ncsu.edu</a>
Whitney McCoy	NC State	<a href="mailto:wnmccoy@ncsu.edu">wnmccoy@ncsu.edu</a>
Kinesha Harris	NC State	<a href="mailto:ksharri4@ncsu.edu">ksharri4@ncsu.edu</a>
Johnia Murray	NC State	<a href="mailto:jnmurray@ncsu.edu">jnmurray@ncsu.edu</a>
Malik Zeigler	NC State	<a href="mailto:mdzeigl2@ncsu.edu">mdzeigl2@ncsu.edu</a>
Jordan Anderson	NC State	<a href="mailto:jsande12@ncsu.edu">jsande12@ncsu.edu</a>

Discussion

What the building lacks or would make your lives better?

1. Open up the Cultural Center on the 3<sup>rd</sup> floor. Clear doors, daylight, and transparency.
2. Restrooms need to be upgraded. They are dark.
3. Making this more of the African American Cultural Center. Should it be on one floor? Space is lacking.
4. Don't know what's in this building. Went to an HBUC for undergraduate school. No indication of "history". No indication of art or people. No sense of value. This building is not valued.
5. Performing, meeting and multipurpose (flexible) spaces needed.
6. Lively spaces.
7. Webpage doesn't address CC and Library for AAs.

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8. NC State Buildings have been upgraded to get students. Talley, Carmichael, Hunt Library. NC State does not promote Witherspoon the African American experience.
9. Dedicated the entire building to African American culture.
10. Common Themes
  - a. Openness, walk in and see a visual catalog to see what's in bldg. and get a sense of pulse.
  - b. Transparency and daylight.
  - c. AACCs vary a lot. At ECU, AACC at front door of bldg. with transparent walls. Others have some having more private, reserved space as a home.
  - d. WSU should be both. Lounge area at front door with Port City Java and sitting area; glass walls to Gallery; entry to Library and go upstairs to Library for community (election watching party) with business rooms along wall. Needs to be levels of space (physically and figuratively).
11. Cinema is not moving but will be renovated. Waiting space for the Classroom is limited. Need more.
12. Art Gallery could support student art.
13. Question of making this a Cultural Hub. Could include other Centers (LBGT, Women's Center, MSA) for synergy?
  - a. Concern some may get overshadowed.
  - b. Prefer to have a building just for African American Community. Multicultural Student Affairs may be a good neighbor. MSA has seen increase in traffic since their move from Pullen to Talley.
14. Library could be larger. Very "cluttered". Feels cramped. Add more books and study space and power outlets in the furniture. If you didn't want to go to D.H. Hill, Witherspoon would be a good option.
15. Need shared reserveable space with transparent walls.
16. Fixed stage in the cinema is essential.
17. Writable walls and tables for collaboration.
18. Place for artifacts to be displayed and stored.
19. Would like to move NPHC white brick Greek Organization letters to Witherspoon sidewalks.

END OF MEETING NOTES

MEETING MINUTES CONTINUED /

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Meeting Minutes

By:	Jeff Yelton	Date:	April 10, 2017
Meeting Date:	3/14/2017	Project Name:	Witherspoon Student Center Renovation Study
Meeting Time:	4:00PM-5:00PM	Project Number:	PW: 820552.000 NCSU: 201712018
Meeting Location:	WSC 201	Attendees:	See Below
Next Meeting Date:		Cc:	Sumayya Jones-Humienny TJ Willis Tim Hogan

**March 14, 2017 – Open Session 4:00PM – 5:00PM**

**Attendees:**

Jeff Yelton	Perkins+Will	<a href="mailto:jeff.yelton@perkinswill.com">jeff.yelton@perkinswill.com</a>
Jeff Stebar	Perkins+Will	<a href="mailto:jeff.stebar@perkinswill.com">jeff.stebar@perkinswill.com</a>
David Sheehan	Perkins+Will	<a href="mailto:david.sheehan@perkinswill.com">david.sheehan@perkinswill.com</a>
TJ Willis	NC State Student Centers	<a href="mailto:tjwillis@ncsu.edu">tjwillis@ncsu.edu</a>
Tim Hogan	NC State Student Centers	<a href="mailto:tjhogan@ncsu.edu">tjhogan@ncsu.edu</a>
Sumayya Jones-Humienny	NC State University Architect	<a href="mailto:sjoneshu@ncsu.edu">sjoneshu@ncsu.edu</a>
Reggie Barnes	NC State OIED	<a href="mailto:rtbarne2@ncsu.edu">rtbarne2@ncsu.edu</a>
Tamah Morant	NC State Poole COM	<a href="mailto:tamah_morant@ncsu.edu">tamah_morant@ncsu.edu</a>
Norman Urbanek	NC State	<a href="mailto:ncurbane@ncsu.edu">ncurbane@ncsu.edu</a>
Dorian C. Wright	NC State	<a href="mailto:dcwright3@ncsu.edu">dcwright3@ncsu.edu</a>
Tracey E. Ray	NC State OIED	<a href="mailto:teray@ncsu.edu">teray@ncsu.edu</a>
Reginald Howell	NC State Campus Enterprises	<a href="mailto:rhowell@ncsu.edu">rhowell@ncsu.edu</a>

**Discussion**

1. What's lacking
  - a. Lacking color
  - b. No image. Really perfect cultural identity that brings people into the building. Aligns well with the mission of the building.
  - c. Needs historical perspective.
  - d. Interfaith prayer and meditation room – Feedback asking for a water feature either internal or external.
  - e. Compared to Talley – no glass. No Natural light.
2. What it might be?
  - a. Building an actual stage – safety and aesthetic reasons. Step shows on a wood stage sound better.
  - b. Comfortable chairs.
  - c. Green room. LGBT shows required draping to create a green room.

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- d. Gallery Space should be more visible – Gallery originally had windows but removed due to HVAC and Humidity control. Technology has advanced to allow glass in the gallery.
- e. A mural on the exterior was considered when first built.
- f. Cinema more flexible, maybe go away at times to allow the room to be used for more things. – This has major cost implications.
- g. Meeting room technology
- h. Room sizes that can be changed, gallery too.
- i. More wall area in the Gallery.
- j. Music Producing Studio. Not part of Student Media.
- k. Maintain Harris Field. Master Plan organizes buildings around open green spaces.
- l. Move MHDB bricks from Talley
- m. Amphitheater outdoor gathering space
- n. Rooftop garden (Dr. Witherspoon was a botanist) or programmable space, terrace, café, meeting room, etc.
- o. Café or another eating space on this side of campus (Rooftop?)
  - i. Healthy, Organic
  - ii. Affordable
- p. Something unique that no one else has on this campus. Maybe an eatery of maybe some sort of technology to make this a destination. Maybe soul food.
- q. Difference between a Black Cultural Center (student development, retention and programming based) and a Black Student Center (activities based).
- r. Open atrium with a sculptural element that rises through all floors much like the Talley Wolf and the proposed rock climbing wall in the new Carmichael Gym. Makes all floors visible.
- s. Single occupant restrooms.
- t. Outdoor space that flows into the building.
- u. Exterior Balconies – Had exterior stairs at one time. Used as a backdrop for photos. Where will the new photo opportunity and branding message be in Witherspoon?
- v. Brand message for the building. Giant Sankofa bird sculpture in the yard. Maybe on the doors. Dinkha symbols.
- w. Dr. Witherspoon was a Botanist. May tie into the Rooftop Garden. Maybe a Green Wall.
- x. Interior Design – Open the building with a Dr. Witherspoon quote. Similar to the Jefferson quote on the National Museum.
- y. There is a timeline for the first AA achievements on campus. University Libraries has this. Student Media, Cultural Center, and Cinema have always been in this building and a way to tell your story.
- z. How people progress through the building. Similar to the National Museum. A dedicated stair?
  - aa. More outside seating and tables.
  - bb. An outdoor screen.

END OF MEETING NOTES

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Meeting Minutes

By:	Jeff Yelton	Date:	April 10, 2017
Meeting Date:	3/14/2017	Project Name:	Witherspoon Student Center Renovation Study
Meeting Time:	6:00PM-7:00PM	Project Number:	PW: 820552.000 NCSU: 201712018
Meeting Location:	WSC 201	Attendees:	See Below
Next Meeting Date:		Cc:	Sumayya Jones-Humienny TJ Willis Tim Hogan

**March 14, 2017 – Student Centers and RAVE Student Employees 6:00PM – 7:00PM**

**Attendees:**

Jeff Yelton	Perkins+Will	<a href="mailto:jeff.yelton@perkinswill.com">jeff.yelton@perkinswill.com</a>
Jeff Stebar	Perkins+Will	<a href="mailto:jeff.stebar@perkinswill.com">jeff.stebar@perkinswill.com</a>
David Sheehan	Perkins+Will	<a href="mailto:david.sheehan@perkinswill.com">david.sheehan@perkinswill.com</a>
TJ Willis	NC State Student Centers	<a href="mailto:tjwillis@ncsu.edu">tjwillis@ncsu.edu</a>
Alex Darr	NC State USC	<a href="mailto:kadarr@ncsu.edu">kadarr@ncsu.edu</a>
Michael Chapman	NC State USC	<a href="mailto:mjchapm3@ncsu.edu">mjchapm3@ncsu.edu</a>
Anna Shubel	NC State USC	<a href="mailto:ajshubel@ncsu.edu">ajshubel@ncsu.edu</a>
Jacob Gardner	NC State USC	<a href="mailto:jagardn2@ncsu.edu">jagardn2@ncsu.edu</a>
Amanda Lilley	NC State USC	<a href="mailto:arlilley@ncsu.edu">arlilley@ncsu.edu</a>
Megan Mallamas	NC State USC	<a href="mailto:mllmallam@ncsu.edu">mllmallam@ncsu.edu</a>
Nolynn Powell	NC State USC	<a href="mailto:nepowel2@ncsu.edu">nepowel2@ncsu.edu</a>
Nash Stallings	NC State USC	<a href="mailto:nsstalli@ncsu.edu">nsstalli@ncsu.edu</a>
Charles N. Pittman	NC State USC	<a href="mailto:cnpittm3@ncsu.edu">cnpittm3@ncsu.edu</a>
Tarun Ravada	NC State USC	<a href="mailto:travada@ncsu.edu">travada@ncsu.edu</a>

**Discussion**

1. What's lacking?
  - a. More Storage – Designated and accessible from corridor. Needs to have double doors.
  - b. Rethink the back-of-house operations.
  - c. Catering staging area is needed.
  - d. Cinema is not up to par. Add a place on the floor for a sound board.
  - e. AV systems upgrades everywhere, in fact, all AV needs replacement.
  - f. HVAC upgrades everywhere.
  - g. Larger Elevator for back-of-house. Current elevator is slow and not large enough for carts.

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- h. Interior design – Not up to par with Talley. People are disappointed. No building manager's office in WSU so no one here to help with problems. Support comes from Talley.
- i. Exterior lighting is needed for the plaza / lawn and for the entire perimeter of the building. Shade structure for the outdoor spaces are needed. Consider an outdoor classroom / amphitheater space.
- j. Loading area is not good. Bring over equipment from Talley. It's not used often.
- k. Use back door to Cinema for Catholic services.
- l. Better window shades.
2. What this building could be?
  - a. "Student Center Annex" was the original name of Witherspoon.
3. Flexible Rooms
  - a. Multipurpose space verses dedicated space.
  - b. Open environments vs hard wall offices.
    - i. OK but need to work with the individual groups to determine.
    - ii. Are set ups needed for the offices?
4. Increased sustainability
5. What would make you want to come here?
  - a. Study rooms here were much more isolated.
  - b. Privacy
  - c. One drawback was not having coffee.
  - d. People didn't know there are study spaces were here. Most are gone.
6. Study more alone than in groups.
7. A coffee shop would be good. Port City Java would make me stay here longer.
8. No reason to "be" in this building. Need to add lounge, study, and meeting space. Reserveable spaces.
9. Alumni coming back to Talley ask about the pool tables and ping pong. These were lost with the new building.
10. Bring Taco Bell back.
11. Blending glass with the existing structure where possible.
12. Have its own identity. Not like Talley. Referred to as the "Cultural Center" not to Witherspoon.
13. Meditation and Prayer Room. Maybe place in more public area. It is in a quiet area.
14. Information Desk only if it was going to be staffed. Info Kiosk if not an Info Desk.
15. Outdoor spaces are underutilized. Harris Field is flat and should be used. Needs technology support.
16. Better Landscape.

END OF MEETING NOTES

MEETING MINUTES CONTINUED /

Meeting Minutes

By:	Jeff Yelton	Date:	April 10, 2017
Meeting Date:	3/14/2017	Project Name:	Witherspoon Student Center Renovation Study
Meeting Time:	7:00PM-8:00PM	Project Number:	PW: 820552.000 NCSU: 201712018
Meeting Location:	WSC 201	Attendees:	See Below
Next Meeting Date:		Cc:	Sumayya Jones-Humienny TJ Willis Tim Hogan

**March 14, 2017 – UAB (Students (Programs and Films) 7:00PM – 8:00PM)**

**Attendees:**

Jeff Yelton	Perkins+Will	<a href="mailto:jeff.yelton@perkinswill.com">jeff.yelton@perkinswill.com</a>
Jeff Stebar	Perkins+Will	<a href="mailto:jeff.stebar@perkinswill.com">jeff.stebar@perkinswill.com</a>
David Sheehan	Perkins+Will	<a href="mailto:david.sheehan@perkinswill.com">david.sheehan@perkinswill.com</a>
Sumayya Jones-Humienny	NC State University Architect	<a href="mailto:sjoneshu@ncsu.edu">sjoneshu@ncsu.edu</a>
TJ Willis	NC State Student Centers	<a href="mailto:twillis@ncsu.edu">twillis@ncsu.edu</a>
Charles N. Pittman	NC State UAB	<a href="mailto:cnpittm3@ncsu.edu">cnpittm3@ncsu.edu</a>
Laura Stott	NC State UAB	<a href="mailto:lrstott@ncsu.edu">lrstott@ncsu.edu</a>

**Discussion**

Make it better?

1. Cinema
  - a. Whole thing needs to be done. Carpet on the back wall.
  - b. New stage – Built in. Accessible.
  - c. More performing arts center type programs.
    - i. It could become the tertiary performing arts center on campus.
    - ii. Needs back of house support
  - d. Sound board in the middle of the room
  - e. Lectern needs to be portable to vacate stage.
  - f. Posters and paper are not sustainable. E-posters (monitors) would be better for film events and shows in the hallway.
  - g. New lighting and controls are needed – slider won't go up and down all the way.
  - h. Sound system needs to be improved. More flexible AV.
  - i. Films are rarely sold out.
  - j. Green room would be great. Use MVS space now. Could be located upstairs in conference room.
  - k. Digital signage would be helpful.
  - l. There are Food Options elsewhere.

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- m. Concessions.
  - i. Hot Popcorn is free
  - ii. Current have Vending Machines for snacks
  - iii. Not sure they need a full concession stand – If there was a place to store a popcorn machine and someone to run it when it is needed.
- n. No pre-function currently.
- o. Need Storage Space. Chairs being stored along the walls and behind curtains. Wants to raise the quality of the experience. Real Cinema Experience desired.
- p. New seats needed
  - i. Cup Holders at seats would be nice. Could be used for holding phones too.
- q. Accessibility and Mobility Issues more so than issues related to Audible.
2. Parking is good
  - a. Dan Allen deck is close by.
  - b. Metered Spaces are adjacent to Bragaw.
3. An info desk would be helpful but could be combined with the concessions and with coffee shop?
4. Sankofa (Room 126) stairs are an issue.
  - a. The AV is not functional.
  - b. Proportionally difficult to work with.
  - c. Exterior access is good.
  - d. Could be broken down and better used.
5. Food trucks come to this part of campus. They park along Cate's next to the Witherspoon.
6. Harris Field
  - a. Used for pre-function for events
  - b. Used for Quididge
  - c. Used for LARPing
7. Mission of this building – Student Center/Cultural Center
  - a. AA Cultural Center aspect should be retained.
  - b. Building must be for everyone.
  - c. Gaming and gathering community aspects wanted like Talley
  - d. "Talley retains a very white atmosphere." There are groups that don't feel comfortable in Talley. Witherspoon is a place where they do.
8. AA enrollment has declined every year for last 10 – 15 years. Issues of micro-aggressions and lack of support.
9. Program Talley vs. Witherspoon
  - a. Satellite UAB Office in WSU
  - b. MSA beneficial in Talley to be seen and have that interaction.
  - c. Counseling Services are not as appropriate in WSU.
  - d. UAB could benefit from being in WSU.

END OF MEETING NOTES

Meeting Minutes

By:	Jeff Yelton	Date:	May 4, 2017
Meeting Date:	3/15/2017	Project Name:	Witherspoon Student Center Renovation Study
Meeting Time:	8:00AM-9:00AM	Project Number:	PW: 820552.000 NCSU: 201712018
Meeting Location:	WSC 201	Attendees:	See Below
Next Meeting Date:		Cc:	Sumayya Jones-Humienny TJ Willis Tim Hogan

**March 15, 2017 – Military & Veteran Services (Staff and Students) 8:00AM – 9:00AM**

**Attendees:**

Jeff Yelton	Perkins+Will	<a href="mailto:jeff.yelton@perkinswill.com">jeff.yelton@perkinswill.com</a>
Jeff Stebar	Perkins+Will	<a href="mailto:jeff.stebar@perkinswill.com">jeff.stebar@perkinswill.com</a>
David Sheehan	Perkins+Will	<a href="mailto:david.sheehan@perkinswill.com">david.sheehan@perkinswill.com</a>
TJ Willis	NC State Student Centers	<a href="mailto:tjwillis@ncsu.edu">tjwillis@ncsu.edu</a>
Sumayya Jones-Humienny	NC State University Architect	<a href="mailto:sjoneshu@ncsu.edu">sjoneshu@ncsu.edu</a>
Chelsea Monfort	Military & Veterans Services	<a href="mailto:cemit15@ncsu.edu">cemit15@ncsu.edu</a>
Nick Drake	Military & Veterans Services	<a href="mailto:nrdrake@ncsu.edu">nrdrake@ncsu.edu</a>
Nicholas Albernio	Military & Veterans Services	<a href="mailto:naalberi@ncsu.edu">naalberi@ncsu.edu</a>
William Beam	Military & Veterans Services	<a href="mailto:wbeam@ncsu.edu">wbeam@ncsu.edu</a>
Dakota Lowery	Military & Veterans Services	<a href="mailto:dalower3@ncsu.edu">dalower3@ncsu.edu</a>
Tim Swanson	Military & Veterans Services	<a href="mailto:tjswanso@ncsu.edu">tjswanso@ncsu.edu</a>
Daniel Hackley	Military & Veterans Education	<a href="mailto:dphackle@ncsu.edu">dphackle@ncsu.edu</a>
Justin Rigdon	Military & Veterans Services / SVA	<a href="mailto:dphackle@ncsu.edu">dphackle@ncsu.edu</a>

**Discussion**

1. What do you do and what can be done to Witherspoon to make MVS better? What should the MVS Center be?
  - a. MVS Center has been in place since November 2016.
  - b. Nick is the only professional staff. Have 6 part-time staff.
  - c. 2200 student veterans served through support and outreach. Coordinate programs and services.
  - d. Integrate orientation process and develop culture for military veterans.
  - e. Goal is to be the "One-Stop Shop" for Veteran Services and break down the hurdles of going to different places.
  - f. Like their location in WSU – Quiet with windows. This feels safe.
  - g. Want space to allow them to connect with other veterans and have private conversations. They like Talley but don't want to be there.

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- h. Like being close to Nelson Hall which has a lot of the MBA program which is where Veterans attend. Second highest concentration. Engineering is the highest.
  - i. Like being close to the bus stop.
  - j. Envision as a social space to hang out.
  - k. Space does not feel like it is just for veterans. Needs a door.
  - l. Location is good.
  - m. Over 50% of population is Graduate Students. Design should be reflective a more professional aesthetic for career development. Be able to host corporations in conference room with technology. Need an enclosed space.
  - n. Make space sustainable. Close to bus stop is good.
2. Is the first floor the right location?
    - a. They like being on the first floor. Some veterans have issues with their knees and other accessibility issues so minimizing distance from the entrance and the use of stairs is preferred.
    - b. Too much noise with adjacency to the Cinema.
    - c. Get a lot of people asking about where to find other places in the building.
    - d. Veteran population stories and language may be offensive to passersby so more privacy is needed. Will share "inappropriate" war stories that others may not understand or want to hear. Most veterans are over 21. Have different experiences that don't relate to younger students. Need walls, to underside of structure, and separation for privacy.
  3. Outdoor space for smoking? Many of their group are smokers.
  4. Open concept for offices won't work for private conversations. Soundproof needs are being addressed with white noise. Lounge and social areas may need more isolation from office area.
  5. MVS Center needs to be separated to some degree to minimize distractions and noise. Don't want to create a fortress during normal hours but after hours they want time to their selves. Access Control with badge entry swipe for after-hours access to the storefront area with snacks and lounge seating.
  6. USO provides some funding – partnership.
  7. Need small storage closet for flags and banners.
  8. What are you needs looking 3-4 years out?
    - a. 100 SF Office now
    - b. 6 offices needed
    - c. 2 workstations – Copier, work table. Can be short wall workstations for computer use.
    - d. Social Space – TV, Recliner, Dartboard, Pool Table – Professional, Casual – 40-50/per day.
    - e. Get a lot of walk-in questions about VA Benefits.
    - f. Currently not enough room for meetings. Can reserve a room but no consistency. Would prefer a dedicated room. Routine is important for PTSD. (Student Veterans Association). Accommodate 25-30 people social space and meeting space can be the same room.
    - g. Study Space is too small now. More creative, quiet study space so more than one person can use it but provide option for people to have privacy if wanted. Can be multiuse space with meeting or a couple work stations.
  9. What would make Witherspoon better?
    - a. Creating a culture that identifies veterans and provides formal orientation and engage them early and provide support to make them successful in college / grad school.
  9. What would make Witherspoon better?
    - a. Open and inviting
    - b. Talley is beautiful but feels like a shopping mall or airport. Too commercial.
    - c. Witherspoon feels like a Zombie movie ("horror film chic"). Needs brighter color, less "blood red".
    - d. Don't like the CMU walls.
    - e. Exiting for those with disabilities without using stairs. Provide Areas of Rescue Assistance.
    - f. A flagpole would be good. A triple flagpole. ROTC would probably handle.
  10. How family friendly should Witherspoon be?
    - a. Do events that are family friendly but typically bring them here. Don't spend a lot of time hanging out on campus.

MEETING MINUTES CONTINUED /

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- b. Don't think about bringing family MVS Center just to hang out.
- c. Some like to bring to campus but not to Veteran's Center.
- 11. Want to make the Center as inclusive as possible. Want ROTC to feel welcome to come by to ask questions and engage but not take over the Center. High-achieving students can tutor MVS students and MVS students can mentor ROTC students for military careers.
- 12. Inclusive for both genders.
- 13. Reception Area – Need a welcoming desk in space in suite. Know who to ask.

END OF MEETING NOTES

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Meeting Minutes

By:	Jeff Yelton	Date:	April 10, 2017
Meeting Date:	3/15/2017	Project Name:	Witherspoon Student Center Renovation Study
Meeting Time:	9:00AM-10:00AM	Project Number:	PW: 820552.000 NCSU: 201712018
Meeting Location:	WSC 201	Attendees:	See Below
Next Meeting Date:		Cc:	Sumayya Jones-Humienny TJ Willis Tim Hogan

**March 15, 2017 – Student Media Services Staff 9:00AM – 10:00AM**

**Attendees:**

Jeff Yelton	Perkins+Will	<a href="mailto:jeff.yelton@perkinswill.com">jeff.yelton@perkinswill.com</a>
Jeff Stebar	Perkins+Will	<a href="mailto:jeff.stebar@perkinswill.com">jeff.stebar@perkinswill.com</a>
David Sheehan	Perkins+Will	<a href="mailto:david.sheehan@perkinswill.com">david.sheehan@perkinswill.com</a>
TJ Willis	NC State Student Centers	<a href="mailto:tjwillis@ncsu.edu">tjwillis@ncsu.edu</a>
Tim Hogan	NC State Student Centers	<a href="mailto:tjhogan@ncsu.edu">tjhogan@ncsu.edu</a>
Sumayya Jones-Humienny	NC State University Architect	<a href="mailto:sjoneshu@ncsu.edu">sjoneshu@ncsu.edu</a>
Jamie Lynn Gilbert	Student Media	<a href="mailto:jgilber@ncsu.edu">jgilber@ncsu.edu</a>
Patrick Neal	Student Media	<a href="mailto:pcneal@ncsu.edu">pcneal@ncsu.edu</a>
Douglas Flowers	Student Media	<a href="mailto:deflower@ncsu.edu">deflower@ncsu.edu</a>
Martha Collins	Student Media	<a href="mailto:mcollins2@ncsu.edu">mcollins2@ncsu.edu</a>
Ellen Meder	Student Media	<a href="mailto:ewmeder@ncsu.edu">ewmeder@ncsu.edu</a>

**Discussion**

1. Student Media has always been in the building. About 6-7 years ago moved professional staff into the former Student Government Suite when they moved to Talley.
2. The Nubian moved in recently.
3. Space Swap for Passport Office for some Storage Space. Minor alteration in the Technician.
4. Most people don't know you are in the building. Is that a good thing?
  - a. Nature of what they do is their 100 paper boxes and their radio signal throughout the Triangle.
  - b. Would more visibility be good for recruiting? Perhaps nature of work is more outreach-based so not a top priority.
  - c. Need a quiet facility to do work.
  - d. Vast majority of work done during after-hours. Work afternoons and nights mostly. Radio station is 24/7-365.
  - e. Students work 8-AM to Midnight 7 days a week and during breaks.
5. Asked about making the DJs visible to building users

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- a. This was not of interest to staff.
  - b. Concern with “fishbowl” effect and newbie DJ freezing up if being watched by public.
  - c. Work is actually boring. Make it sexy by not making it visible.
6. Studio production area would be good.
  7. There is no TV production.
  8. Needs
    - a. Meeting space is too small. Seats 10 now. Needs to hold 40. No specific technology needs, just a projector and screen. Used for photographer and other meetings and training.
    - b. Modular set and proper lighting for TV/video production
  9. How proximal do the functions need to be? Being all on the same floor is best.
  10. WKNC transmitter is on top of D.H. Hill Library.
  11. Big impact to moving WKNC
    - a. A little easier than it used to be but still difficult.
    - b. Needs to be picked up and moved as a whole
    - c. CAT 5 Cable. Components on its own network for audio gear. Constraints on how far CAT 5 cable can run – Need to proximal to nodes.
    - d. AIOP – Still need line of sight to DH Hill? No.
    - e. Engineering Room (Server Room - 352) Coming soon another HD studio room for another channel WKNC that will require another server room.
  12. Where you be on campus if you had a choice?
    - a. Keep all media together. All on the same floor wherever.
    - b. Like it here. Good geographic location.
    - c. Quick walk to Talley and not too far from other offices.
    - d. Centrally located and good access to other locations.
    - e. Doesn't have the other distractions of Talley.
    - f. Like being close to residence halls
  13. Parking and afterhours access
    - a. Production starts after 5:00
    - b. Access after-hours and weekends is good for parking (mostly at the Health Parking Lot) is good for Technician and Nubian Message.
    - c. DJs bike or skateboard on campus. Being closer to residence halls is best for DJs on night shift.
  14. Office Environments Concept?
    - a. Newsrooms are inherently an open space.
    - b. Would like more private space for students to work especially to write as it is not all collaborative work.
    - c. Nubian and technician work out in the hall for quiet to write.
    - d. Need to take into account work styles take include some quiet space.
    - e. Need a good mix.
    - f. Spaces can be shared between media groups such as small conference rooms.
  15. What can Witherspoon become?
    - a. Single Occupant restrooms
    - b. Outdoor Concerts on Harris Field. Very active green. Will get more beautiful as plant mature. Dynamic space that gets active use.
    - c. Entrance that creates gathering spaces. More open and central.
    - d. Information Desk would be helpful if multiple programs remain in the building and to provide access to Union Staff and Building Management.
    - e. Key Card Access to Media Spaces.
  16. They use other meeting rooms in the building. They use 201 and training session that use all meeting rooms. It's not always easy unless booking a month in advance. Use 356 at times as well for Board meetings and training. Training at 4:30 because no other space was available.
  17. Broadcast from the cinema? No. Do you want to? Don't think they would need it.

18. In theory they could broadcast from the lawn. Difficult: need hardwired internet connection – 1 dedicated Cat 5 cable from broadcast location to tech room (to save and reuse \$) but could use Cat 6 if everything was upgrade. AOIP only requires Cat 5 not Cat 6 for building.
19. They do and don't like self-flushing toilets. NC State Guidelines will dictate.
20. Like the outdoor balcony when the weather is good. Would like to keep it if possible. Want to have more inside lounge space? Need a mix of quiet and social lounge space.
21. Need a future discussion of WKNC infrastructure.
22. Elevators and lifts – A functional loading dock with a service elevator with a covered vestibule would be great.
23. Currently store yearbooks in the hallway.
24. Archives space is needed for paper, books and publications. Needs to be in the building. Last year it became digital. Prior it is hard copy. Library is working on converting to digital files. Nubian is done.

END OF MEETING NOTES

MEETING MINUTES CONTINUED /

Meeting Minutes

By:	Jeff Yelton	Date:	May 4, 2017
Meeting Date:	3/15/2017	Project Name:	Witherspoon Student Center Renovation Study
Meeting Time:	10:00AM- 11:00AM	Project Number:	PW: 820552.000 NCSU: 201712018
Meeting Location:	WSC 201	Attendees:	See Below
Next Meeting Date:		Cc:	Sumayya Jones-Humienny TJ Willis Tim Hogan

**March 15, 2017 – General Session 2 10:00AM – 11:00AM**

**Attendees:**

Jeff Yelton	Perkins+Will	<a href="mailto:jeff.yelton@perkinswill.com">jeff.yelton@perkinswill.com</a>
Jeff Stebar	Perkins+Will	<a href="mailto:jeff.stebar@perkinswill.com">jeff.stebar@perkinswill.com</a>
David Sheehan	Perkins+Will	<a href="mailto:david.sheehan@perkinswill.com">david.sheehan@perkinswill.com</a>
TJ Willis	NC State Student Centers	<a href="mailto:tjwillis@ncsu.edu">tjwillis@ncsu.edu</a>
Sumayya Jones-Humienny	NC State University Architect	<a href="mailto:sjoneshu@ncsu.edu">sjoneshu@ncsu.edu</a>
Tim Hogan	NC State Student Centers	<a href="mailto:tjhogan@ncsu.edu">tjhogan@ncsu.edu</a>
Mitchell Moravec	NC State - Student Involvement	<a href="mailto:mamorave@ncsu.edu">mamorave@ncsu.edu</a>
Elizabeth Warner	NC State – Technology Support Services	<a href="mailto:ekwarner@ncsu.edu">ekwarner@ncsu.edu</a>
Brennan Watson	NC State – Technology Support Services	<a href="mailto:brennan_watson@ncsu.edu">brennan_watson@ncsu.edu</a>
Lynne Barbour	NC State – Univ. Housing, Conferences	<a href="mailto:lgbarbou@ncsu.edu">lgbarbou@ncsu.edu</a>
Reggie Barnes	NC State - OIED	<a href="mailto:rtbarne2@ncsu.edu">rtbarne2@ncsu.edu</a>
Dylan Morris	NC State - Univ. Housing Conferences	<a href="mailto:dtmorris@ncsu.edu">dtmorris@ncsu.edu</a>
Matt Yanik	NC State – Physiology, Poultry Science	<a href="mailto:mjyanik@ncsu.edu">mjyanik@ncsu.edu</a>

**Discussion**

1. What does the building lack?
  - a. Who lives here should dictate what the building needs and looks like. We are getting the thoughts of those in the building as well as a global perspective. The anchor tenants are set (AACC, Cinema and maybe Student Media), will determine who else should be here.
  - b. Access all the time. Moving to a 24 access building to accommodate late night programming and access to lounge/study spaces. How can we be intentional to provide late night access? What would be in Witherspoon to make you want to stay? (Student Media as well as open to student who want to study or hang out). Like multipurpose space with integrated technology.
  - c. Is food part of the new Witherspoon? Yes. Café?
  - d. Classroom Technology – 117 is not changing although there is desire for significant upgrades. Largest classroom on campus and needs to stay. What we heard from other groups:

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330 South Tryon Street, Suite 300, Charlotte, NC 28202 1704.972.5600 [perkinswill.com](http://perkinswill.com)

- I. Permanent Stage with Dressing Rooms
- II. Provide hookups for lectern so it can be placed in multiple arrangements on the stage. Currently this is a challenge due to cabling.
- III. Upgraded AV Systems.
- IV. New Finishes
- V. New Seating
- VI. New Lighting and Controls
- VII. New Sound – Speakers in the ceiling
- VIII. Check Acoustics for the variety of new type of performances that will be held here.
- IX. Back of House Support – Green rooms, Storage, etc.
- X. Make usable for other programs
- XI. Projector was upgraded last summer
- e. 110 Classroom Technology Level is provided. Anything beyond?
  - I. Power at seats desired by students.
  - II. WiFi access is provided and seems to be sufficient.
- f. A "calm" space. A visually calming feel, especially for Military and Veteran Student Center. Like the meditation and prayer room feeling. Carry that throughout the building. Maybe add skylights to the Prayer and Meditation Room.
- g. Park Shops is too hip. Make WSC the compliment to Talley. Not "metally". Open with natural lighting. Warmer colors. Needs to have its own vibe.
- h. Sankofa room is a necessary space for programs. Needs to be more functional and upgraded AV.
- i. Need more of the larger spaces that are flexible and multi-functional.
  - I. At minimum 60-75, ideally 200+ in flexible space for summer orientation programs – they take up all the space in WSC and Talley. Not just a lecture hall, but unrestricted space for the middle school. Not 200 for dinner or auditorium. Somewhere in-between.
  - II. Somehow connected to the Cinema as a pre-function with connection to catering.
  - III. Does the building need a small Ballroom? Yes.
- j. Want a Water Feature
- k. Witherspoon Feel
  - I. Want a space with vibe like The Frontier in RTP for drop-in space. Like an incubator space.
  - II. Gallery Space like The Design School – See someone's work. Informal but not like the Free Expression Tunnel. Like Talley phasing walls that encourages student engagement with writing and drawing. "Guided but not Structured" so student can use the way they want.
- l. How much group study do you do?
  - I. Study where they can display. 20 students study together. Tables preferred over lounge furniture.
  - II. Freshman "live-on" requirement starting in the fall. Education requirement behind this. Not every residence hall has a space for this type of gathering. There will be more demand on campus for study space. Not like the Library, more like a mock classroom for studying and collaboration.
- m. Where can functions overlap? Time share conference rooms? Multipurpose/multifunction.
- n. Furniture needs to be more table and chairs verses lounge chairs and sofas. 4-tops are really 1-tops because students bring laptops, tablets, phone, coffee, dinner and study materials.
- o. Much demand for Interdisciplinary work areas? Maker Spaces? Like Entrepreneurship Garage in WolfRidge on Centennial Campus? Not much need or demand here.
- p. Late night brewery? Too risky. NC State has Food Science program that includes brewing.
- q. Matt, Graduate Student - Needs are different that Undergraduate Students.
  - I. Can bring kids to watch a movie. Needs to be a safe place for kids. Play Space for kids, inside and outside, next to study area. Powered benches like Tucker Beach.
  - II. Universal Design – go above and beyond ADA requirements.

Meeting Minutes

By:	Jeff Yelton	Date:	May 8, 2017
Meeting Date:	3/15/2017	Project Name:	Witherspoon Student Center Renovation Study
Meeting Time:	1:00PM-2:00PM	Project Number:	PW: 820552.000 NCSU: 201712018
Meeting Location:	WSC 201	Attendees:	See Below
Next Meeting Date:		Cc:	Sumayya Jones-Humienny TJ Willis Tim Hogan

**March 15, 2017 – AACC Staff and Student Health 1:00PM – 2:00PM**

**Attendees:**

Jeff Yelton	Perkins+Will	<a href="mailto:jeff.yelton@perkinswill.com">jeff.yelton@perkinswill.com</a>
Jeff Stebar	Perkins+Will	<a href="mailto:jeff.stebar@perkinswill.com">jeff.stebar@perkinswill.com</a>
David Sheehan	Perkins+Will	<a href="mailto:david.sheehan@perkinswill.com">david.sheehan@perkinswill.com</a>
TJ Willis	NC State Student Centers	<a href="mailto:tjwillis@ncsu.edu">tjwillis@ncsu.edu</a>
Sumayya Jones-Humienny	NC State University Architect	<a href="mailto:sjoneshu@ncsu.edu">sjoneshu@ncsu.edu</a>
Reggie Barnes	NC State - OIED	<a href="mailto:rtbarne2@ncsu.edu">rtbarne2@ncsu.edu</a>
Heather Spencer	NC State - Student Health Assoc. Director	<a href="mailto:haspence@unity.ncsu.edu">haspence@unity.ncsu.edu</a>
Leah Arnett	NC State – Student Health Director	<a href="mailto:larnett@unity.ncsu.edu">larnett@unity.ncsu.edu</a>
M. Iyailu Moses	St. Augustine's University	<a href="mailto:mimoses@st.aug.edu">mimoses@st.aug.edu</a>

**Discussion**

1. There is a Memorandum of Understanding (MOU) in place for Student Health to use Witherspoon for an emergency event to maintain Business Continuity
  - a. In case unable to use their own facility
  - b. Would move patients over from their facility.
2. Drop-in counseling is done in the same building.
3. Leah - Likes the idea of opening up WSU and being reflective of the Cultural Center while still maintaining a sense of privacy where appropriate. Bring a sense of life to the building. Consider the noise if opening the floor levels.
  - a. Like the Talley fireplace and collaborative areas.
4. Student Health Center is LEED Gold but seems cold at times. "There is no insulation in the back wall." Sumayya doesn't think this can be the case. The building must be comfortable.
5. Leverage the collaborative and lounge areas.
6. Meeting spaces are needed in the WSU that Student Health Center could use after hours.
7. Re-envisioning
  - a. WSU is 1 of 4 cultural centers that report to Reggie Barnes.
  - b. Trying to restore the Cultural Center as part of this project.

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- c. The Mission has not changed but applications have.
  - d. Very important the Cultural Center engage the African American community on campus and HBCU's elsewhere.
  - e. Partner with Arts at NC State – New Horizons Choir, Dance Visions don't exist anymore but build network with artists to develop and house them. Extend that so Students can benefit. Build alliances with other performing arts community.
  - f. Faculty engagement is important for research and interdisciplinary studies – need to strengthen that component. Faculty engagement has been Africana studies.
  - g. Engage with others that impact the African American community. Broader campus-wide Kwanzaa and other celebrations to be funded.
8. Dr. Moses
    - a. Dr. Moses was the first Director of the Cultural Center
    - b. This is a special place to her.
    - c. The mission involved not only the African American Students at State but he broader AA community. A place where the AA community can come to showcase what we're doing in the Cultural Center and at NC State as a welcoming community.
    - d. Designed as a safe haven in a potentially hostile environment – a place to provide a sense of belonging. Needs to be welcoming. A lot of that can be accomplished through programming and design.
    - e. Multipurpose Room needs to be bigger.
    - f. Gallery needs walls (windows were covered) and adequate lighting.
    - g. The Theatre should be one with access for all the tenants in the WSU.
    - h. The Library is an essential component that contains the history and culture. Will engage students and faculty in research.
  9. Student Health uses the Cinema for Parent Orientation and UAB events. (TJ reviewed other comments about the Theatre).
  10. Dr. Moses –
    - a. Kitchen in the AACC is key. Food is a major part of cultural experience. Granted privileges of having outside food vendors for different food. Having that as an area people can access is very important. Kitchen connected to a multipurpose room for demonstration, hosting dinner events would be good.
    - b. Nice to have an outdoor grill.
    - c. Other Centers have a washer and a dryer. The Center is home away from home.
  11. AACC is different from MSA. MSA is more focused on academic support and degree completion. AACC will be more focused as the AA hub for gathering and social interaction and ownership.
    - a. TJ – The AACC is more like an "Institute" – a pre-eminent spot for AA culture.
  12. Food Pantry Program – Feed the Pack - Should it be here?
    - a. Need some anonymity
    - b. Need a loading dock
    - c. Does it fit with the Cultural Center? How much space does it need? Never had a permanent space. It is a student run. "Feed the Pack Pantry".
    - d. Faculty and Staff can also use it.
    - e. Veterans Center – Good location with Student Health Center close by.
  13. Leah: students required to have health insurance and pay student fee. SHC established a financial aid fund that is now drained. Financial Aid has an emergency loan program. We need to support students to be successful – sometimes drop outs just need a short time loan or small sum of money to bridge emergency. Not to dilute mission of AACC, but could help support students in need for veterans and others with less financial resources.
    - a. Financial Aid Support to stay in school. At other schools up to \$250 to help them stay in school. Student Medical Emergency Fund up to \$250. Completely drained. Possibly assign a case manager.

MEETING MINUTES CONTINUED /

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14. Have a greeter with an understanding that this building is largely the AACC with other spaces. Highlight presence of AACC on campus and their contributions – see firsts in historical moments. Culture has to breathe and imbue that presence throughout the building.
15. Need for students to be able to connect with the elders like a mini visitors' center – like Stafford Belltower tour. There were comments from previous session about elders volunteering their time.
16. AACC are in a sense museums – need to be spaces to display prominent art works throughout the building.

END OF MEETING NOTES

Meeting Minutes

By:	Jeff Yelton	Date:	May 8, 2017
Meeting Date:	3/15/2017	Project Name:	Witherspoon Student Center Renovation Study
Meeting Time:	3:00PM- 4:00PM	Project Number:	PW: 820552.000 NCSU: 201712018
Meeting Location:	WSC 201	Attendees:	See Below
Next Meeting Date:		Cc:	Sumayya Jones-Humienny TJ Willis Tim Hogan

**March 15, 2017 – Student Organizations 3:00PM – 4:00PM**

**Attendees:**

Jeff Yelton	Perkins+Will	<a href="mailto:jeff.yelton@perkinswill.com">jeff.yelton@perkinswill.com</a>
Jeff Stebar	Perkins+Will	<a href="mailto:jeff.stebar@perkinswill.com">jeff.stebar@perkinswill.com</a>
David Sheehan	Perkins+Will	<a href="mailto:david.sheehan@perkinswill.com">david.sheehan@perkinswill.com</a>
TJ Willis	NC State Student Centers	<a href="mailto:tjwillis@ncsu.edu">tjwillis@ncsu.edu</a>
Sumayya Jones-Humienny	NC State University Architect	<a href="mailto:sjoneshu@ncsu.edu">sjoneshu@ncsu.edu</a>
Tim Hogan	NC State Student Centers	<a href="mailto:tihogan@ncsu.edu">tihogan@ncsu.edu</a>
Doug Hopkins	NC State - Elec & Comp Engr. Prof.	<a href="mailto:dchopkins@ncsu.edu">dchopkins@ncsu.edu</a>
Amani Manning	NC State - Student	<a href="mailto:aamanin@ncsu.edu">aamanin@ncsu.edu</a>
Kristen Kegerize	NC State - Student Involvement	<a href="mailto:kmkegeri@ncsu.edu">kmkegeri@ncsu.edu</a>
Aaron Holmes	NC State – NSBE	<a href="mailto:awholmes@ncsu.edu">awholmes@ncsu.edu</a>
Camerian Williams	NC State – Uninhibited Praise Choir	<a href="mailto:cwilli17@ncsu.edu">cwilli17@ncsu.edu</a>

**Discussion**

1. What are your thoughts on the existing Building
  - a. It just looks bad
  - b. Annoying – the restroom are falling apart.
  - c. It's glooming
  - d. The building needs more cultural artifacts
  - e. Needs a computer lab for people to do work.
  - f. Needs to preserve Cultural Center. Take on more curved shapes, be more embracing.
  - g. Needs large open lounge space and places to be like Talley. More comfortable seating.
  - h. Needs technology improvements like Talley and Park Shops and the 1911 Building. A feeling of innovation.
  - i. Witherspoon is a building you walk around, not through it. A walk-through path so people can see and understand what's going on inside.
  - j. Faculty advisor for the Catholic Organization.

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- Student Org and a parish overlap but aren't the same. About 5,000 catholic students on campus.
  - Sunday mass is held in the Cinema. 240-270 show up. Ideally mass would increase to as many as 500. The Cinema will be maintained at a capacity of about 450.
  - Emphasis on inclusion of other groups outside of Catholics for events so the number of participants will grow.
    - New cathedral nearby.
    - No arrangement for facilities for ministries on campus.
    - Still see themselves as a Student Oriented group.
    - Talley has a lot of meeting space.
    - No receiving area in the Lobby. There is no area for people to wait or stage before or after an event in the Cinema.
    - Have a small offsite meeting space past the Velvet Cloak, across the street. There is a need for more meeting space.
  - k. TJ explained the need to make 117 (Cinema) more accommodating to more types of events. Needs backstage support space.
  - l. WSC lacks a Service/Loading Dock Area.
  - m. Everything is very closed off. Can't see what the building has to offer. The building color is not inviting. Needs more expression of "NC State", more red, more "Wolfpack".
  - n. Location is perfect and could be utilized more.
2. What could make you want to be here more?
    - a. Openness in the building
    - b. Common area – Large TV area like Talley
    - c. Food and Beverage
      - Catholics have a reception after their service.
      - Not even a good vending area now
      - Starbucks would be well received. Wouldn't have to Starbucks but something that's more laid back. Something more quaint.
    - d. Something that compliments Talley not duplicates. This should be exude serenity – not so commercial.
    - e. Increase visibility from other sides. May be difficult with service being handled from these sides.
  3. Where do you see the building in terms of Cultural Center vs Student Union?
    - a. More of a Cultural Center with student Life component.
    - b. Setting outside of "Global" (One Earth food venue) in Talley is more like the vibe for Witherspoon. More intimate. Still with visual connections to other spaces within the building. Intimate, Communal.
  4. Meetings in this building
    - a. Sankofor Room is used a lot and 201 (Old Senate Hall).
    - b. Outlets are minimal
    - c. Technology is minimal
  5. Expand the image of the Cultural Center beyond the ACC throughout the building. Art displayed throughout the building. Students have pieces and want to show/provide these.
  6. No chapel on campus. There is the Prayer and Meditation room in this building. There is not one in Talley. Multicultural Student Affairs has a room that is being used for Muslim prayers.
  7. Storage is needed for groups and organizations.
  8. Information Desk or kiosk? Yes.
    - a. This is a confusing building to navigate. Hard to find what you are looking for.
    - b. Need a wayfinding map and better signage.
  9. Multiple entries are good but they should be strategic.
  10. Hallway outside the Cinema is narrow.
  11. Sankofor Room is closed off from view. Views into rooms would be helpful.

## MEETING MINUTES CONTINUED /

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12. What programs fit with the missions and vision of Witherspoon and enhance your organizations?
  - a. Reservable 5-6 seat study/meeting rooms with monitors would be a big draw for students and student orgs.
  - b. Open stairway. Transparent, sitting, working. This is indicative to the new way of working and the blending of work/live/play. ECE grad students don't use assigned desks and would rather use space at Hunt to work. Jeff Stebar noted this is the Hunt model.
  - c. Student Orgs works better like this. More communal.
  - d. Hunt's colors. Bright and vibrant. Inviting. Similar in Talley. Where one takes their parents on campus to show them what it's all about.
  - e. WSU should be more about transparency and interconnectedness to share experiences and ideas. It's a lot about walls now.
13. A lot of the African American Culture is non Verbal. Transparency supports this.
14. Open to a variety of spaces within the CC and shared resources? Yes. The open communal environment says "come back home".
15. Office Environment
  - a. Open to less assigned office space
  - b. Prefer multifunctional space
  - c. Acoustics – Headphones provide the quiet zone you need.
  - d. Still a need for visual privacy.
16. Music Groups
  - a. Music and creativity is essential in creating unity for the Cultural Center.
  - b. Would love to have a place for music. Brings an unspoken level of unity.
  - c. Price Hall is difficult to reserve space. Use Room 356 because Price doesn't have available space. A Rehearsal Space would be used for about 20 people with drums, piano (keyboard) and bassist. Outlets and technology to support.
  - d. Catholic has 18-20 in their choir. Keyboard and 3 guitarist and drummer.
17. Outside seating like the Balconies. Maybe some other parts of the building.
18. Momma Thorpe (Toni Harris Thorpe AACC Program Coordinator) needs to be recognized and represented in this building. "She grounded me on this campus".

END OF MEETING NOTES

Meeting Minutes

By:	Jeff Yelton	Date:	May 8, 2017
Meeting Date:	3/15/2017	Project Name:	Witherspoon Student Center Renovation Study
Meeting Time:	4:00PM- 5:00PM	Project Number:	PW: 820552.000 NCSU: 201712018
Meeting Location:	WSC 201	Attendees:	See Below
Next Meeting Date:		Cc:	Sumayya Jones-Humienny TJ Willis Tim Hogan

**March 15, 2017 – Inter-Residence Council 4:00PM – 5:00PM**

**Attendees:**

Jeff Yelton	Perkins+Will	<a href="mailto:jeff.yelton@perkinswill.com">jeff.yelton@perkinswill.com</a>
Jeff Stebar	Perkins+Will	<a href="mailto:jeff.stebar@perkinswill.com">jeff.stebar@perkinswill.com</a>
David Sheehan	Perkins+Will	<a href="mailto:david.sheehan@perkinswill.com">david.sheehan@perkinswill.com</a>
TJ Willis	NC State Student Centers	<a href="mailto:tjwillis@ncsu.edu">tjwillis@ncsu.edu</a>
Sumayya Jones-Humienny	NC State University Architect	<a href="mailto:sjoneshu@ncsu.edu">sjoneshu@ncsu.edu</a>
Matthew Wright	NC State – AACC	<a href="mailto:mawrigh6@ncsu.edu">mawrigh6@ncsu.edu</a>

**Discussion**

1. The West side is good with natural light. Need more open space with natural light.
2. Too many solid blank walls.
3. More places to enter the building to be more welcoming.
4. Spaces are cramped in here.
  - a. Small hallways with a lot of rooms off the sides
  - b. Need more open floor plans
  - c. Student Media could be more open floor plan. Open the entire space but make it more collaborative.
  - d. Talley is that way and encourage movement through the building
5. Place for food. "The vending machines are cute"
  - a. Something small like a café would draw more traffic – Hill of Beans
  - b. Would get people to stay.
  - c. Supports study spaces
6. Really need a Dance Studio.
  - a. This would not be a dedicated Dance Studio. It would be a multipurpose room.
  - b. Does not need to be like Marley
  - c. Don't have to be fixed mirrors. Could be behind curtains so the room could be used for other purposes.
  - d. Wood floors would be preferred.
  - e. Room 201 is a good size as a minimum (46" x 34"). Bigger would be better.

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- f. The rehearsal hall in Thompson is a little small.
- g. Usually use the Rec Center Studio an aerobic room gym floor.
- h. WSU would be a great place for this.
- i. 4-5 dance groups have popped up on campus in the last few years.
7. ACC is a space that should not be moved.
  - a. MSA is doing a good job representing students.
  - b. Great resource for students to come and be welcomed.
  - c. The literature for the African Diaspora.
  - d. Allocating space for other cultural groups would be great.
8. Cinema can be more useful for other programs and multifunctional. Would bring more people and groups to WSU.
  - a. Built-in stage for dance, cultural dances, stomp, and jumping. Modular stages can't accommodate these – How Big? Current platform is too small. 20 – 22 feet deep x wall to wall (40') would work.
  - b. Consider a lift instead of a ramp for the stage to save space?
  - c. Storage under the stage as long as it meets code requirements.
9. Upgrade restrooms and elevator.
10. Fun furniture.
11. Spaces to support organizations.
  - a. ACC Library is one of those places. Moving whiteboards
  - b. Furniture that is fun and inviting.
12. Welcome Center? A person may or may not be necessary but information or something to welcome visitors to the building. Directory?
13. Who else should be in Witherspoon?
  - a. Having Student Media in WSU is curious. If they are moved, could the Technician, The Nubian Message, and the other media outlets be unified in a single location?
  - b. Interfaith prayer and meditation – used but not sure how much. Not sure if this is the best place for it or in the best place in the building.
  - c. Passport Services and Study Abroad are cool.
  - d. Might create a stopping point for campus tours.
14. Counseling Centers - drop-in centers should have better knowledge of these spaces. These would need to be in hard walled offices.

END OF MEETING NOTES

330 S Tryon Street, Suite 300  
Charlotte, North Carolina 28202  
t (704) 972-5600