

# **Report and Recommendations of the Academic Task Force on the Martin Luther King Center for Racial Reconciliation**

**Prepared in Response to SL 99-237 (HB 168), Section 10.17  
1999 Session of the North Carolina General Assembly**



**Submitted to the University of North Carolina Board of Governors  
By the Martin Luther King Center Academic Task Force  
December 22, 2000**

## **Contents**

**Background 3**

**Task Force Meetings 3**

**Recommendations 5**

Rationale 5

Mission 5

Formal Relationship with the University of North Carolina 6

*1. Identify, Assemble, Generate, and Disseminate Research 6*

*2. Offer Community Programs 7*

*3. Conduct Leadership Training 8*

*4. Develop Effective and Extensive Public Communication Programs 8*

*5. Lobby for Support 8*

**General Concluding Comments 9**

## **Background**

In response to interest within the Raleigh community to establish a Martin Luther King (MLK) Center, the 1999 session of the North Carolina General Assembly enacted a special provision—SL 99-237, Section 10.17 (**Enclosure 1**). The legislation directed the Board of Governors (BOG) of the University of North Carolina (“the University” or “UNC”) to conduct a study to recommend where the Center should be located and to submit its findings and recommendations to the General Assembly. After conducting a preliminary evaluation during spring 2000, University staff concluded that recommending a site for the Center would be premature if it were done before more basic questions regarding the mission and scope of the Center were resolved. Thus, at its June 2000 meeting, the BOG recommended the formation of a task force to clarify the appropriate role of the University in the Center’s activities. A copy of the BOG’s report to the legislature is included (**Enclosure 2**).

In July 2000 a task force organizing group, composed of senior officials from the UNC Office of the President and representatives of the Raleigh MLK Committee, met to define the membership, charge, and timeline of the task force. The group agreed that to promote expertise and inclusiveness, the task force would consist of at least 30 members, divided equally among University and MLK Committee nominees. In total, the task force included 36 members (**Enclosure 3**) and was co-chaired by Dr. Gary Barnes, Vice President for Program Assessment and Public Service in the UNC Office of the President, and Mr. Bruce Lightner, Co-Chair of the MLK Committee. The organizing group also agreed that during the fall of 2000, the task force would hold three meetings focusing on the proposed Center’s mission, activities, and site of operation, particularly as they relate to potential University involvement.

Upon completing its work, the task force would submit its recommendations to the BOG in early 2001. The recommendations would then be submitted to the 2001 Session of the General Assembly as the final response to SL 99-237.

## **Task Force Meetings**

At its first meeting, in October 2000, the task force devoted its efforts to ensuring that all members had a common understanding of the MLK Center’s history, how and why the University was asked to conduct a site study, and University policies and procedures governing the establishment of its centers and institutes. Representatives of the MLK Committee related that the proposed Center would extend and broaden the committee’s existing activities. As envisioned, the proposed Center would be free-standing and pursue its mission of promoting racial reconciliation through five broad activities: (1) identifying, assembling, generating, and disseminating research, (2) offering community programs, (3) conducting leadership training, (4) developing effective and extensive public communication programs, and (5) lobbying for support. The Center would seek input and assistance from public and private academic institutions, particularly from faculty in fields relevant to race-related questions. MLK Committee representatives also noted that because approximately 75 percent of the Center’s operating funds are expected to come from private sources such as foundations, corporations,

faith-based institutions, and individuals, the MLK Committee has already begun private fundraising efforts. The remaining 25 percent of its funds would be sought from the North Carolina General Assembly and local government units.

University representatives described the role of centers and institutes in the operation of the University. They noted that such units typically result from academic initiatives rather than from external requests. Over 180 Board of Governors-approved centers and institutes provide various combinations of education, training, research, or public service as part of their missions. With few exceptions they receive the majority of their funding from external sources, and, depending on whether they involve multiple institutions or a single institution, are directed by persons who are selected by and answerable to the president or the chancellors. All BOG-approved centers and institutes are subject to University policies and procedures regarding their establishment, activities, funding, and administrative structure and reporting. University representatives provided examples of current University center structures and activities, and gave the directors of University centers with missions and objectives related to the proposed MLK Center an opportunity to present information regarding their respective centers. Following this presentation, an MLK Committee consultant distributed to task force members a questionnaire requesting their reactions to the information presented at the meeting and soliciting their input on key questions regarding the Center and its relationship to the University. Responses provided a springboard for discussion at the second meeting.

At this meeting, in November 2000, the task force engaged in extensive discussion of the administrative structure and functions of the Center, specifically to identify the role of the University. MLK Committee representatives stressed that the Center's administrative authority would likely rest with a Board of Directors and an Executive Managing Director who would oversee the Center's five activities. They also stressed the importance of promoting the Center's autonomy and its physical accessibility to the public. They expressed a strong preference for locating the Center at a site other than a UNC campus. They identified three possible sites for the Center: (1) the Martin Luther King Gardens, in downtown Raleigh, where a surrounding 8-1/2 acre tract is available for purchase; (2) a vacant office building owned by the First Baptist Church in downtown Raleigh; and (3) property available at Research Triangle Park. They indicated that the present plan is to choose the second site for the first two years of the Center's operation. Following this discussion, the MLK Committee consultant summarized task force member responses to a questionnaire that he had distributed at the first meeting regarding the Center's mission and activities. The consensus emerging from the responses was that, while the Center's activities should focus primarily on strengthening interracial communications and relationships through open dialogue and community programs, it also should engage in both analytical and applied research that informs these activities.

The task force reviewed the questionnaire responses and reached consensus that the Center should not have a direct tie to the University, because such an arrangement would limit the extent to which the Center could pursue its action agenda. It was agreed that a possible solution would be to develop a relationship in which the University could play a facilitative and collaborative role in working with the Center. The task force agreed that one way in which the University could assist the Center would be to help it to fulfill its role as a clearinghouse for research related to racial reconciliation. As the Center identifies promising researchers, it could

then seek to involve them in the work of the Center through targeted Requests for Proposals (RFPs), summer awards for faculty or graduate students, or similar ventures initiated by the Center. By hiring faculty who would work with involved community activists, the Center could help bring the research findings to real-life community situations. Similarly, the task force agreed that the means by which the Center would acquire and provide funding for its research and activities should be decided by its Board and Director, rather than by the University.

At its third and final meeting, in December 2000, the task force reviewed, discussed, and revised a draft of this report. The task force considered each of the report's recommendations in sequence. Key points of discussion revolved around the following areas:

- the role of private academic institutions in the Center's work;
- the center's vision; and
- specific suggestions for clarifying and strengthening the task force's recommendations.

This report, and its recommendations, incorporates the revisions suggested at that meeting.

## **Recommendations**

Based on presentations and discussions at its three meetings, the task force makes the following recommendations regarding the Center's mission and its relationship with the University.

### **Rationale**

Our nation and state are in the midst of an unprecedented demographic transition driven by both increasing immigration from abroad and interregional population shifts within the U.S. The resulting population diversity is transforming the composition of our neighborhoods, schools, and other social and political institutions. The task force believes that to remain competitive in the new economy, it will be imperative that we, as a nation and a state, both understand and appreciate the history of race relations in this country, as manifested in the life of Dr. Martin Luther King, Jr., and develop effective strategies to accommodate the differences that undergird the contemporary transition to a more diverse society. Such an effort is consistent with Dr. King's life-long advocacy of social and economic justice, and pursues his vision of the "beloved community," one which celebrates, rather than just tolerates, racial and ethnic diversity.

### **Mission**

To achieve Dr. King's vision of racial reconciliation and racial and ethnic harmony in human society, the MLK Center for Racial Reconciliation should seek to promote knowledge, dialogue, caring, and action to counteract racial conflict and indifference. Put simply, it should seek ways to help people unlearn racism and to build a bridge to the future over the current racial divide. In fulfilling this mission, the Center will:

- 1) Identify, assemble, generate, and disseminate research findings that promise to promote the education, health, and economic well-being of persons from all racial and ethnic backgrounds.
- 2) Offer community programs, workshops, town meetings, focus groups, and seminars to determine public attitudes and perceptions that both engender and counter racism.
- 3) Conduct leadership training on nonviolent conflict resolution, effective parenting, open communications, healthful behaviors, and successful community involvement.

- 4) Use effective and extensive public communications media to bring the Center's message and successful strategies to the attention of the public and to formally recognize and praise model programs and their leaders.
- 5) Lobby leaders and policymakers in business, government, and the faith community to support the Center's vision and activities.

To achieve its advocacy goals, the Center should seek to be an independent, inclusive, participatory, efficient, comprehensive, and geographically broad-based organization. A diverse Board of distinguished North Carolina leaders should guide the Center's work.

### **Formal Relationship with the University of North Carolina**

The University of North Carolina and its constituent institutions stand in full support of the Center's quest for racial reconciliation and celebration of racial and ethnic diversity in North Carolina. It recognizes the wide range of initiatives that have been undertaken on its campuses and welcomes the opportunity to forge a partnership with a group that promises to bring a new focus to the task of racial reconciliation. The University's support for each of the five MLK Center activities is described below. The first three activities clearly exemplify the University's three-part mission — research, instruction, and public service — while the fourth promotes all the activities through the effective use of communications and technology. The University would not be directly involved with the fifth activity.

#### *1. Identify, Assemble, Generate, and Disseminate Research*

The University is best able to support the Center's goal of identifying, assembling, generating, and disseminating research on matters related to racial reconciliation. This support would take three forms. First, the Office of the President maintains a system-level database on all sponsored grants and contracts awarded to faculty. Through this database the Office of the President would be able to report to the Center studies that examine the impact of race on all aspects of modern life. Such studies may document racial disparities, examine their causes, review policy alternatives for addressing them, or evaluate existing programs and initiatives. The database covers all disciplines, not just those that the Center has identified as being of primary interest. It includes the names of principal investigators, the titles of their projects, disciplinary codes, funding amounts and sources, periods of funding, the institutions involved in the projects, and keywords for searching the database. It includes grants and contracts for a period of more than 20 years, and thus past studies can be reviewed. Given the depth of this database, it is a source of rich information on the current and past research of University faculty on matters of race. By conducting searches of the database for the Center, the University would be able to support the Center's goal of assembling and disseminating research related to racial reconciliation and parity.

A similar database, called the *Community of Science*, is available to help identify faculty with expertise of interest to the Center. It is a proprietary database that all of the University's constituent institutions offer to their faculty in order to assist them in identifying possible sources of funds and/or colleagues for collaboration. It includes faculty from universities throughout the world, not just UNC institutions. Although not all members of the University faculty participate in the database, many active University researchers do. By combining the information available from the grants and contracts file of the University with that available from the *Community of Science*, the MLK Center would be able to identify studies and researchers working on topics

relevant to its mission. ***The task force therefore recommends that a member of the President's staff be designated to assist the MLK Center in searching both databases periodically for studies and researchers that address topics related to racial reconciliation and racial and ethnic diversity.***

Second, the MLK Center has expressed a clear preference for setting its own research agenda. That is, it wishes to define the areas in which it will assemble research, the disciplinary mix in its collection of multidisciplinary research, and the strategies used to disseminate results. One question arises: how will the Center obtain the services of those who will survey the research studies that have been identified by searches of the above-mentioned databases? One answer is that graduate students from disciplines responsible for the studies may be hired by the Center to assist with this work. One source of University funding that could cover between 75-100 percent of graduate student wages is the Federal Work-Study Program (FWSP). This federal program provides funds to graduate students with financial need. Although it must be matched with 25 percent state or institutional funds, its awards can be competitive with the value of assistantships and thus can be made financially attractive to graduate students who wish to do research in areas of interest to the Center. Academically, it could offer graduate students an opportunity to read extensively in an area that could be used in a thesis, dissertation, or other research assignment. FWSP job assignments are flexible with respect to where students can work and the schedule that they must keep. Virtually all universities in the state participate in the FWSP, and all are subject to a program requirement that at least seven percent of their program awards must be spent on community service jobs. This presents a valuable opportunity for the Center and UNC institutions to join together by having the Center create community service research jobs for graduate students at UNC institutions using existing federal and state funds. Indeed, private colleges and universities could participate by substituting institutional for state funds. ***The task force therefore recommends that the MLK Center partner with universities to create community service FWSP jobs for graduate and undergraduate students seeking research assignments on topics related to racial reconciliation.***

A final way in which the University could assist Center staff in the area of research would be to assure broad distribution to faculty and graduate students of any Requests for Proposals (RFPs) that the Center may develop. Similarly, the University could provide broad distribution of Center requests for reviewers of program and research proposals that it may solicit through RFPs or through other means. ***The task force therefore recommends that University staff work with Center staff to develop an efficient and timely method of disseminating information about research opportunities and related activities of the Center.***

## ***2. Offer Community Programs***

An important role for the MLK Center is to establish a forum for people to work together in alliances, coalitions, and other community groups to promote racial and ethnic harmony. Such groups draw heavily from business, academe, government, the faith community, and foundations. Within the University a number of centers, institutes, and programs advance this goal. Examples of centers and institutes include North Carolina Central University's *Institute for the Study of Minority Issues*, North Carolina State University's *African American Cultural Center*, and UNC-Chapel Hill's *Institute of African-American Research* and its *Sonja Haynes Stone Black Cultural Center*. Although such centers and institutes are independent units that have separate missions and limited, if any, direct state funding, they share a common theme in

that they all promote some combination of research, instruction, evaluation, and public service in support of improved cultural understanding. Given this centrality of purpose, it seems essential for the MLK Center to coordinate its related activities with these units in order to avoid duplication of effort and to leverage its own scarce resources with those of existing centers and institutes. In order to make this possible, ***the task force recommends that the University create and maintain an inventory of all its centers and institutes with missions and activities related to those of the MLK Center in a form that can be made available to the Center when requested. The inventory would enable the MLK Center to reach out to its major academic counterparts for partnerships and collaborative studies. The task force strongly recommends that leaders of the MLK Center and these existing University centers and institutes work collaboratively to offer a full range of programs with minimal duplication or waste.***

### 3. *Conduct Leadership Training*

The MLK Center plans to conduct leadership training on topics such as nonviolent conflict resolution, effective parenting, open communication, healthful behaviors, and successful community involvement. A number of the University's public service centers and institutes currently offer instruction on these topics, although they are typically less focused on leadership training as a tool for advancing knowledge in these areas. For example, the *Jordan Institute for Families* and the *Center for Health Promotion and Disease Prevention* at UNC-Chapel Hill are both examples of existing units that seek to teach healthful behaviors to North Carolinians. By teaming with strong leadership-development programs, they could expand the reach for their messages. Similar opportunities exist at most public service units of UNC institutions. In addition, the Center could work to establish a North Carolina Research and Education Network (NCREN) connection, with which the Center could more easily tap into the existing leadership training programs and opportunities offered by the University. ***The task force therefore recommends that the University prepare a list of public service centers and institutes in order to promote collaboration between the MLK Center's leadership training program and the information dissemination undertaken by these units.***

### 4. *Develop Effective and Extensive Public Communication Programs*

Growing numbers of students enroll in programs such as journalism, communications, multi-media, marketing, business administration, and an array of other programs that use modern technology to address public communication needs. These students often bring advanced computer and Internet skills with them to college, which they then sharpen while they complete their degree programs. Those who receive need-based financial aid would be eligible to receive FWSP support and could be invited to seek community service jobs at the MLK Center, where they could work on the Center's public communication efforts. It is likely that such students would generally be undergraduates, although the opportunities could be offered to graduate students as well. At least 75 percent of their wages would be paid from federal dollars. ***The task force therefore recommends that the MLK Center partner with universities to create community service FWSP jobs for students with public communications training and skills.***

### 5. *Lobby for Support*

The University would not be directly involved in the lobbying activities of the MLK Center.

## General Concluding Comments

The use of FWSP students to help with Center activities need not be limited to activities 1 and 4; the students could be used to help with any of the five activities. In addition, private colleges and universities could provide student workers to the Center on the same terms as the UNC institutions, since they too participate in the FWSP. Similarly, to the extent that private colleges and universities maintain grants and contracts and faculty expertise databases, they could join the University in making information from these databases available to the Center. Finally, information about their centers and institutes would complement that provided by UNC institutions.

This set of recommendations gives equal priority to the five activities of the Center, as envisioned at this stage of the Center's development. However, such priorities are likely to change in the near term or in the more distant future. To the extent that research activities are given strong emphasis, the role of the University will likely grow in significance. Alternatively, to the extent that community programming, leadership training, lobbying, and fund raising are emphasized, the University's role will likely shrink in significance. In either case, the University commits to playing a flexible, facilitative, and collaborative role in the life of the Center. Similarly, although this report represents the UNC Board of Governors' recommendations regarding UNC's relationship with the Center, task force members expressed a desire for private academic institutions to play an equally facilitative and collaborative role in working with the Center.

In sum, the extent to which the University is able to facilitate the activities of the Center depends on the extent to which it can be involved in the strategic planning and oversight of the Center. The task force believes that the best way to maintain the University's facilitative role is to have the Center operate as a free-standing facility not situated on a University campus and to include University representatives on the Center's Board. ***The task force therefore recommends that the Center's Board choose a non-University location for the Center and include University representation in its membership.***

**PROVISION IN SL 99-237 (HB 168) RELATED TO PROPOSED  
MLK RACE RELATIONS CENTER (1999 SESSION)**

MARTIN LUTHER KING RACE RELATIONS RESEARCH CENTER/STUDY SITE  
LOCATION

Section 10.17. The Board of Governors of The University of North Carolina shall conduct a site study to determine where the Martin Luther King Race Relations Research Center should be located. The Board of Governors shall submit in writing to the 1999 General Assembly, Regular Session 2000, its findings and recommendation regarding the site location. Requested by: Representatives Blue, Easterling, Hardaway, Redwine, Senators Plyler, Perdue, Odom, Balance.

# **Recommendations Regarding the Martin Luther King Race Relations Center and its Relationship to the University of North Carolina**

**Prepared in Response to SL 99-237 (HB 168), Section 10.17  
1999 Session of the North Carolina General Assembly**



**Submitted to the 1999 North Carolina General Assembly, Regular Session 2000  
By the Board of Governors of the University of North Carolina  
June 8, 2000**

## **Preface**

As a response to increasing interest in the Raleigh community to establish a Martin Luther King (MLK) Race Relations Center, the 1999 session of the North Carolina General Assembly enacted a special provision — SL 99-237, Section 10.17 (**attachment 1**). The legislation directed the Board of Governors (BOG) of the University of North Carolina (UNC) to conduct a study to recommend where the center should be located. The provision's enactment followed referral to the Appropriations Committee of HB 1447 (**attachment 2**), which outlined the proposed mission and objectives of the center.

In response to the above legislative actions, UNC has conducted an evaluation of: (1) the center's proposed mission and objectives, as outlined in HB 1447 and in the “Statement of Purposes” (**attachment 3**) prepared by the Raleigh Martin Luther King Committee, and (2) centers within Triangle-area institutions of higher education with missions relevant to the proposed center (**attachment 4**). This report outlines the UNC Board of Governors' initial findings and recommendations regarding the MLK Race Relations Center.

## **Findings**

The decision on where to locate the MLK Race Relations Center depends on numerous factors, including: (1) the mission of the center, (2) the nature of its activities, (3) its administrative structure, (4) the level and sources of its funding, and (5) the resources and expertise available at Triangle-area universities and colleges. Summary findings based on current information regarding each of these factors are as follows:

- 1) The center's activities are intended to be broad in scope: The center's proposed mission and objectives indicate that it would address issues important to *all racial groups* in local populations, state populations, and the broader U.S. population.
  
- 2) The center's activities are intended to be multidisciplinary in nature: The center's proposed mission and objectives indicate that the center's activities, such as research and outreach programs, would require collaborations among a wide variety of academic disciplines (e.g., sociology, psychology, anthropology, genetic biology, theology, economics, public safety, and technology). To ensure broad involvement and cooperation from the public and from numerous institutions, disciplines, agencies, and nonprofit organizations, the center could benefit from incorporation as an independent, nonprofit entity (i.e., 501(c)(3) tax status).

- 3) The center's administrative structure, in the form of an independent Board of Directors, is expected to be diverse and representative of society: The center's Board of Directors, as proposed by the Raleigh Martin Luther King Committee, would be comprised of educators, public policy administrators, faith leaders, community leaders, social scientists and corporate members. The Board would be responsible for establishing the center's policies, procedures, and research objectives.
- 4) Funding to support the center's activities is expected to derive primarily from private sources: The center's start-up and operational funding during its first year, as suggested by the Raleigh Martin Luther King Committee, is expected to be approximately \$700,000. The center's Board of Directors would establish funding requirements and strategies for future years. Approximately 75 percent of the funding is expected to come from private sources such as foundations, corporations, faith-based institutions, and individuals. The remaining 25 percent would be sought from the North Carolina General Assembly and local government units. Efforts at private fund-raising are already underway under the leadership of the Raleigh Martin Luther King Committee.
- 5) Resources and expertise currently available at Triangle-area UNC and private higher education institutions could contribute to the center's mission and objectives: Several existing centers/institutes address a mission and objectives relevant to those of the proposed center. In particular, units at Triangle-area UNC institutions include the Institute for Minority Issues at NCCU, the African-American Cultural Center at NCSU, the Institute of African-American Research at UNC-CH, and the Sonja Haynes Stone Black Cultural Center at UNC-CH. Notable also, as a potential collaborating unit, is the John Hope Franklin Center for African and African-American Documentation at Duke University (**Attachment 4** provides information about each of the above units). Other Triangle-area institutions, particularly Historically Black Colleges and Universities (e.g., Shaw University, Saint Augustine's College), also have resources and expertise of possible use to the center.

## **Recommendations**

The findings suggest that an independent, non-profit facility in the Raleigh area is a distinct possibility to house the MLK Race Relations Center. However, the explicit roles of UNC and other institutions of higher education are not yet well defined in relation to the center. For example, an interinstitutional research center, administratively housed at a UNC campus, is one possibility for consideration. The UNC Board of Governors concludes, therefore, that designating a permanent location for the proposed center is premature at this time. Instead, the

BOG recommends that a task force be formed to better define the appropriate role of the UNC system in the activities of the center.

The task force would be composed of both UNC officials and key persons in the Raleigh community with an interest and stake in the activities of the center. The organizing group to establish the task force will include: Gretchen Bataille, Senior Vice President, and Clifton Metcalf, Associate Vice President of UNC General Administration, as well as Bruce Lightner, and Dumas Harshaw, Jr., Co-Chairpersons of the Raleigh Martin Luther King Committee. In addition to the above organizations, members of the task force would include appropriate community leaders and selected officials from the public and private universities and colleges in the Triangle area. Directors of existing University centers having missions related to minority issues also would be asked to participate, such as those cited in Attachment 4.

In developing its recommendation on the site location and associated facilities envisioned for the MLK Center, the task force will first need to consider issues including the following:

1. The center's overall mission, scope and objectives,
2. The center's specific relationship to the University and to other interested groups,
3. The resources needed to fulfill the center's mission and expected sources of funding,
4. The expertise and collaborative mechanisms needed to satisfy the center's objectives,
5. The center's organizational and management structures.

If the center were to be proposed as a component of UNC, it would be subject to the policies and procedures embodied in UNC Administrative Memorandum 373 concerning institutes and centers. Under such circumstances, the BOG also could entertain budget requests for direct state appropriations to support the center. If the center were established as an independent, nonprofit organization, UNC and the BOG would have no formal budget authority regarding the center. However, constituent institutions within UNC still could be encouraged to develop collaborative arrangements to support research and outreach efforts of the MLK Race Relations Center.

Upon completing its work, the task force shall submit a report to the Committee on Educational Planning, Policies and Programs of the UNC Board of Governors by the fall of 2000 with its further recommendations regarding the scope and location of the center and its relationship to UNC. Upon approval by the Board of Governors, the report would then be submitted to the 2001 Session of the General Assembly as the final response to SL 99-237.

**PROVISION IN SL 99-237 (HB 168) RELATED TO PROPOSED  
MLK RACE RELATIONS CENTER (1999 SESSION)**

MARTIN LUTHER KING RACE RELATIONS RESEARCH CENTER/STUDY SITE  
LOCATION

Section 10.17. The Board of Governors of The University of North Carolina shall conduct a site study to determine where the Martin Luther King Race Relations Research Center should be located. The Board of Governors shall submit in writing to the 1999 General Assembly, Regular Session 2000, its findings and recommendation regarding the site location. Requested by: Representatives Blue, Easterling, Hardaway, Redwine, Senators Plyler, Perdue, Odom, Balance.

**HOUSE BILL 1447 (NOT ENACTED)**

GENERAL ASSEMBLY OF NORTH CAROLINA

SESSION 1999

H

1

HOUSE BILL 1447

Short Title: MLK Race Relations Ctr. Funds. (Public)

Sponsors: Representatives Blue; Fitch and Luebke.

Referred to: Appropriations.

April 29, 1999

A BILL TO BE ENTITLED

AN ACT TO APPROPRIATE FUNDS FOR THE MARTIN LUTHER KING RACE RELATIONS RESEARCH CENTER AT NORTH CAROLINA STATE UNIVERSITY.

Whereas, Martin Luther King, Jr. was driven by his vision of racial equality for all people and devoted his life and ministry to the pursuit of this dream; and

Whereas, the Martin Luther King Race Relations Research Center will be a state-of-the-art research facility that will serve as a repository for case studies and academic research from the State and nation's top scholars in the disciplines of sociology, psychology, anthropology, genetic biology, theology, economics, public safety, and technology; and

Whereas, the Martin Luther King Race Relations Research Center will benefit from the keenest minds of scholars, academicians from area colleges and universities, and beyond; and

Whereas, the Martin Luther King Race Relations Research Center will be the "crown jewel" of innovative and proactive programs designed to improve race relations through racial reconciliation efforts; and

Whereas, the Martin Luther King Race Relations Research Center's scholars will dutifully examine previously conducted studies and form ongoing collaborations with State institutions, agencies, commissions, and grassroots civic and community-based groups in conducting applied and clinical research; and

Whereas, the Martin Luther King Race Relations Research Center will serve as a Leadership Training Laboratory for creative thought, which will teach, motivate, and indoctrinate young people in the pursuit of educational disciplines which foster self-growth and development, leadership skills, reconciliation skills, spiritual enlightenment, and communication skills; and

Whereas, the Martin Luther King Race Relations Research Center's objectives are as follows:

(1) Collect data which support strategies focused on the enhancement of racial and cultural cooperation, communication, and understanding.

(2) Document disparity levels between ethnic and cultural groups relating to housing, educational attainment, and availability of medical resources.

(3) Identify and catalog community resources available in the areas of child care, economic development, health care, crime prevention, job training, and community development.

(4) Identify and document the long-term psychological and physiological effects of social policy and group behavior, and to seek root causes of youth violence and develop substantive conflict resolution systems throughout society.

(5) Understand the nature of the race/socio-economic class relationship and to provide solutions and strategies in overcoming persistent barriers; Now, therefore, The General Assembly of North Carolina enacts:

Section 1. There is appropriated from the General Fund to the Board of Governors of The University of North Carolina the sum of five hundred thousand dollars (\$500,000) for the 1999-2000 fiscal year to be allocated to North Carolina State University for planning, site development, and construction of the Martin Luther King Race Relations Research Center.

Section 2. This act becomes effective July 1, 1999.

**The Martin Luther King Center**  
**Statement of Purposes (Mission Statement)**  
**May 10, 2000**

**The Vision**

The MLK Center can be the driving force for peace and healing, pulling our society upward with new ideas and initiatives to bring about racial and cultural reconciliation and harmony. It can be the hub and focal point to develop and implement nationwide non-violent strategies and activities, empowering people to take action and impact our society. Using love as the instrument to enact the legacy of Dr. Martin Luther King Jr., people of goodwill can build a society where all races, faiths, and ethnic origins live in understanding and peace, with mutual confidence and trust, all working together for the common good. It is recognized that this vision is a journey to be accomplished one step at a time. This recognition will require beginning modestly and adding steps in a prudent and resourceful manner.

**The Mission**

- Our mission is to “undivide” and unite all Americans with mutual understanding and compassion, in peace and harmony to move toward a just and equitable future.
- We will provide leadership regarding race and related issues by creative thinking to develop and implement transferable models, strategies, and methods, for tangible progress on complex social, economic, and educational issues.
- Based on prior and current research and information, we will identify, develop, and implement strategies and actions to alleviate racial tensions, apprehension, and barriers to constructive thinking. Such strategies and actions, together with an understanding of the issues, will be electronically linked and communicated, disseminated, and publicized to local, state, and national networks and institutions.

**Activities Supporting Our Mission Include:**

1. **Bringing People Together** - Different races and people with divergent viewpoints and backgrounds can get to know and understand each other better, individually and as groups, in a safe and non-threatening environment. Stereotypes and barriers to effective race relations can be “unlearned” or torn down, and opponents and strangers can turn into partners and friends with shared values, in an environment of goodwill and trust.
2. **Encouraging Community Collaborative Efforts** - Stimulate collaborative efforts and partnerships of all elements of the community to engage in activities that fulfill the mission of the Center.
3. **Researching and Problem Solving** - Obtain, summarize, analyze, and create objective, accurate, and complete information. Identify underlying issues, their core causes, and actions needed to move forward with win-win outcomes. Develop and implement methods to instill

solutions that will be accepted and become permanent.

4. **Training Adults and Youth** - Train people to give service all over the country in all elements of American society in:
  - Leadership, Reconciliation Skills, Conflict Resolution.
  - Nonviolence, Individual and Mass Communications.
  - The Models, Strategies, and Methods Developed by the Center.

### Strategies and Methods

1. People will experience and interact with one another across racial lines, listening to all ideas and views through thoughtful, reasoned, respectful dialogue, building meaningful relationships and changing hearts and minds. In our free country, all people have a right to live and a right to their opinions without threat or fear of being attacked, maimed, or killed. Recognizing that people have differing experiences, knowledge, and perspectives, we encourage everyone to be open-minded to other viewpoints and ideas, no matter where they come from.
2. We will utilize all credible past research and information as well as new research and information. All generations including seniors and youth will be included in all aspects of our work. Results will be collected, compiled, summarized, and analyzed. A problem-solving process would include answers to “who, what, when, where, why, and how.” Steps would include identifying all aspects of core issues including current adverse effects, and searching for root causes and barriers to progress. Determining what to do, how to do it, and consequences of doing nothing will be crucial. Ease of replicating is important to achieving optimum benefits.
3. Disparities exist in education, housing, medical care, public safety, job training, community development, income levels, social issues, and economic policy. Research initiatives will include seeking to identify and understand the factors why individuals, groups, or segments of our population are not supportive of remedying social, economic, and educational disparities.
4. Recognizing that ethical and moral values are the essence of the Faith communities, we look to Faith leaders to ensure an equitable and fair society and to speak out in the role of a moral authority. Faith leaders are encouraged to mobilize their congregations and emphasize the responsibility of every member to live by and support the values and beliefs of their faith.

## **OTHER TRIANGLE-AREA CENTERS/INSTITUTES WITH MISSIONS AND OBJECTIVES RELATED TO PROPOSED MLK CENTER**

*Note:* The mission statement of each center appears below. Additional Information about BOG-authorized centers can be found at the UNC Centers and Institutes Website <<http://www4.ga.unc.edu/CI/>> at the "Search Listings" hyperlink. If a center listed below has a website, its URL is listed below its name.

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### **NCCU**

- Institute for Minority Issues (BOG authorized)

Mission Statement: The mission of the Institute on Minority Issues is to promote faculty, student, and institutional research related to minorities, particularly African Americans, in the New South. The research addresses social and economic issues, and health, education, psychological, technological, and environmental policies. The staff and members of the Institute on Minority Issues evaluate community development models, provide technical support, and conduct program evaluations for profit and non-profit organizations and educational institutions. The Institute conducts scholarly activities such as forums, seminars and roundtables engaging faculty and student fellows.

### **NCSU**

- African-American Cultural Center (not BOG authorized)  
<<http://www.ncsu.edu/ncsu/provost/aacc/>>

Mission Statement: Established in 1991, the African-American Cultural Center (AACC) at North Carolina State University serves as the hub of campus activity for African-American students, faculty and staff, and for the community at large. AACC programs exemplify the positive cultural experiences of African-American people in particular, and all persons of African descent more generally. The AACC provides a supportive environment for African-American students while serving as an educational facility that promotes an awareness of the African presence throughout history. The desired goal is that its programming activities will inform and enlighten all segments of the community, creating a more harmonious atmosphere in our culturally diverse society.

### **UNC-CH**

- Institute of African-American Research (BOG authorized)  
<<http://www.unc.edu/~patricke/iaar/>>

Mission Statement: To promote scholarly investigation of the culture and thought of African Americans, as well as blacks throughout the diaspora. The Institute will support projects that examine the impact of the African diaspora on black life and culture in the United States. It will also facilitate research into crucial topics that affect people of color, and blacks in

particular. The Institute of African-American Research will serve as an advanced studies center on black life.

- Sonja Haynes Stone Black Cultural Center (not BOG authorized)  
<<http://www.unc.edu/depts/bcc/>>

Mission Statement: The Center is named after the late Dr. Sonja Haynes Stone (1938-1991), a professor at the University, who died unexpectedly before her dream of a fully functioning, freestanding BCC could be realized. The BCC is the result of the efforts of Dr. Stone, students, faculty, staff and community people to create a center at the University of North Carolina at Chapel Hill to celebrate the richness of Black culture and the contributions of people of African descent, while fostering an atmosphere that encourages education and inclusiveness. Since 1988, the BCC has been housed in temporary quarters in the Student Union Building, but plans are underway to build a new, 36,000 square-foot building that will contain a library, an art gallery, a media center, performance space, meeting rooms and classrooms. The center will also house the Institute of African American Research and the University's nationally acclaimed Upward Bound Program. The \$9 million projected cost of the Center is to be borne by \$3.1 million in contributions and pledges, and approximately \$6 million from the chancellor's discretionary fund -- the result of the Clayton Gift, a \$28.6 million private donation to the university. Groundbreaking is scheduled for January 2001. Funds are still needed, however, for ongoing programming, and pledges need to be fulfilled. Naming opportunities are still available.

## **DUKE**

- John Hope Franklin Center for African and African-American Documentation  
<<http://scriptorium.lib.duke.edu/franklin/>>

Mission Statement: The John Hope Franklin Research Center is a repository for African and African American studies documentation and an educational outreach division of the Rare Book, Manuscript, and Special Collections Library, Duke University. Founded in November 1995 with the support of its namesake, the distinguished historian John Hope Franklin, the Center seeks to collect, preserve, and promote the use of library materials bearing on the history of Africa and people of African descent.

The Franklin Center is committed to preserving and making available pertinent printed and manuscript materials for the use of scholars, academic researchers, and others. The Center embraces the additional charge of working to make primary source materials an exciting and integral part of instruction and discovery at the secondary and collegiate levels. Finally, in the spirit of John Hope Franklin, the Center seeks through its projects and public programming to highlight the importance of research methods and scholarly objectivity to the development of a robust citizenry and a thoughtful public policy.

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