

**Luther P. Jackson Cultural Center  
of The Office of African American Affairs**

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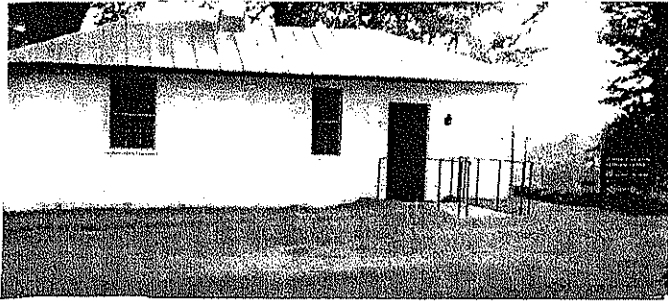
# **LPJCC 1994-95 ANNUAL REPORT**

**1995**

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Luther P. Jackson Cultural Center*

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The Luther P. Jackson Cultural Center's (LPJCC) mission is to meet the interests of African American students, while promoting racial harmony, ethnic enlightenment and pluralism throughout the University and Charlottesville



community. The LPJCC IS committed to programming, providing services and educational opportunities that make a direct contribution to the intellectual experience of the community. Through its advisory, developmental and program agendas, the Center provides an environment where African and African American students, faculty, and administrators can have a positive

impact as a community. The Center maintains a role as a major stakeholder in the expansion of socio-cultural awareness of the University community regarding current issues of African people; the socio-cultural and pedagogical issues at the University and in society at large.

## PROGRAMS

The center's programs focus primarily on activities designed to enhance the cultural and social development of African American students. Programming activities fall into three categories: direct sponsorships, co sponsorships and outreach programs:

Direct Sponsorships - are programs initiated by the LPJCC such as the bi-annual marketplace, brown bag events and developmental learning programs.

Co-sponsorships - involve collaborative effort with University and community groups. These include programs such as Kwanzaa, African American History Month and the Diaspora Ball are good examples.

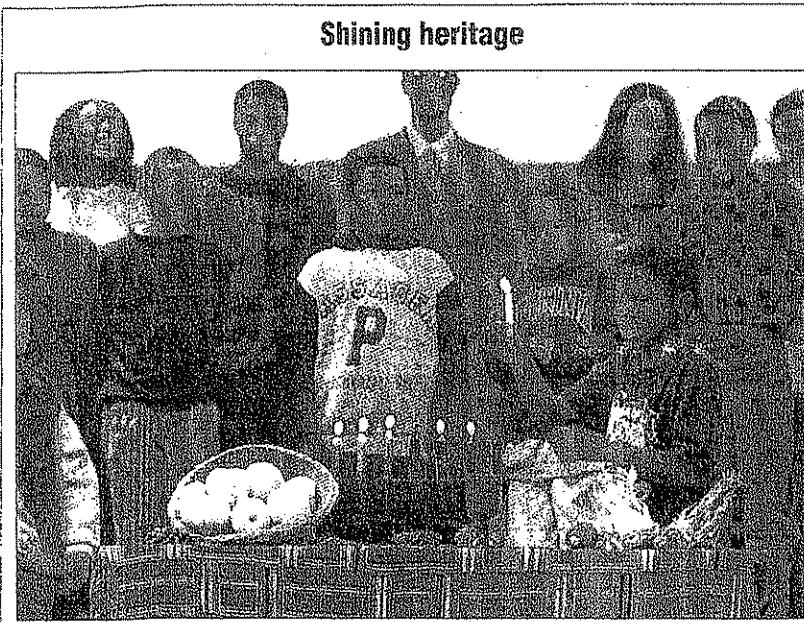
Outreach - programs improve the LPJCC's image and linkages into diverse communities. These include Project Discovery Youth Project, Mentorship with Project Imani, meetings etc.

Although the final phases of construction surrounded the Center it was an extremely active period. There were successful programs away from the Center, such as the Depillar's exhibition in Newcomb Hall, the Graduate reception in the School of Engineering Courtyard, Kwanzaa at Runk and Hereford College and the Faculty Mixer held in the fall in Vice president Harmon's home. Some of the programs hosted at the Center include the African Market Place for Parent's Weekend; the Delta Sigma Theta's Poetry Showcase; a planning session with organizations for next

semester; the Black Readings Group discussion circle; the University Union Diversity committee organizational mixer; parents at the Parents Reception; a group of perspective students for Mike Mallory; and the BGAPC Spring Cookout. The facilities were used for meetings of Black Voices, for sectional rehearsals; BSA exec's, BFC exec's and body.

While actively supporting co-curricular student life, the LPJCC will also present academic programs. These programs may vary greatly, to meet diverse interests and learning needs. Examples may include: The History Department's Roundtable, pre-professional sessions, focus groups and enrichment activities. Other programs include; the graduate orientation; the leadership dialogue I facilitated with scholars, the orientation of the Black Fraternal Council, the collaboration on culture and diversity teaching with the Teaching Resource Center, the A.I.D.S. program, the two speakers sponsored and major workshops I conducted at the Conference on Hate Violence and Culture, the Study Abroad workshop co-sponsored with International studies, the Julian Bond Forum, the Malcolm X Heritage Poetry Series and Tuere' (on Black male female relationships).

Examples of successful major programs are Community Learning Week, Kwanzaa featuring Chiumba, storyteller Brenda Brown-Groome and the Imani Project was tremendously improved. Kwanzaa '94 was tremendously improved from the previous year. It was co-sponsored this year by The Cultural Programming Board, Hereford College, Aramark and University Union. This program was marketed directly to every 'big sibling' before Thanksgiving, staffed by 40 volunteers, was attended by 800 people and made the front page of the Daily Progress (*see photo on left*). I have directly sponsored, co-sponsored, advised and in some instances produced two major programs per month during the year. In some instances I have



Eldridge Smith, 8, of the Imani education group at Venable Elementary School tries to avoid dripping wax while lighting a Kwanzaa ceremony candle. Saturday's festival at the University of Virginia's Hereford College included dancing and crafts. Story on B1.

initiated financial support system for student-co-sponsored programs that included a grant of \$1,800.00, from the Virginia Commission for the Arts for the Diaspora Ball in February.

Community Learning Week program, generously funded by the Parents Alumni Association Fund, was a resounding success. We were able to attract

Dr. John Henrik Clarke. Dr. Clarke, now eighty years old, conducted two lengthy presentations. The first was an afternoon talk on "How to Teach About African American Leaders." Dr. Clarke used Dr. King's work and the antecedents to discuss this teaching praxis with teachers, community activists, the University community and the larger



community. We distributed program announcements to every City school teacher. Dr. Clarke's second lecture was on the "Phenomenon of African American Leaders." The following morning, Dr. Clarke had breakfast with several graduate students. This was an exceptional series of events that were well attended, meaningful and appreciated by all



that attended. We were able to preserve Dr. Clarke's lectures on video tape. These tapes are part of the Cultural Center's resources.

*Drs. Turner and Clarke chat to prior Dr. Clarke's lecture.*

Additionally, through this first CLW program we were able to meet the objective to create a meaningful

program for Dr. King's commemoration that did not conflict with student arrival for the spring semester. This program was an opportunity to begin to redefine and restructure the University's celebration of the life and work of Dr. Martin Luther King, Jr. I have already begun discussions with University and community groups about participation in next year's CLW program. The final session of the First Baptist Church's Black Men's program, from , will be held during that week in 1996.

Because of the evolutionary nature of the programming paradigm, the current structure of the programming tends to be dynamic and increasingly integrated. As the programming construct settles, the lines of stakeholders in LPJCC programs and vice-versa, will become more distinct. Examples of this evolutionary process is the emergence of the Cultural Programming Board, the group of pre-

professional groups and arts organizations, Robeson Players, Black Voices, as programming CIO's. The static posture of some of the interpretations of current University student affairs policies and practices about student organizations is not ideal as was evidence in the Luther P. Jackson Cultural Center Programming Board and the related issues and opportunities. The objective, to ensure that all types of programming is of good quality, supports and enhances the primary University mission, student development, retention among African American students and community goodwill is being met.

During the next two years, I will institutionalized most of these programs. This will be accomplished through careful management of these programs through of the auspices of the Center. This will include seeking opportunities for expanding co-sponsorship relationships with student organizations, academic departments and the community Collaborative relationships are especially helpful in an environment of lessening resources.

### FACILITIES

The Luther P Jackson Cultural Center is one building that is part of a two and one-half building complex. This facility has weathered the construction of Byram Hall relatively well. The interior needs painting during the summer. One of the highlights is the exhibit space for the Center. *(see photo on left)*



This is the first phase of a major enhancement to the remaining bookcases, that should be complete during the next two years. Also, during this year we have acquired many paintings and prints that will add greatly to the ambiance of the facilities. We received two oil paintings by Luther P. Jackson's grandson.

The Dubois Center is the one half building of the complex. Currently this building is shared with eleven organizations. These organizations include the eight African American fraternities and sororities under the rubric of the Black Fraternal Council; The African-Caribbean organization; the Black Graduate and Professional Student Council and the Black Voices Choir (the choir also has storage space). The Cultural Programming Board is in the LPJCC. Typically, the Cultural Center and the Dubois' multipurpose room is scheduled by these organizations for their meetings and

small programs three to four nights a week. Reorienting the landscape of the entire complex will create cultural aesthetic linkages and expanded usage while improving the physical plant.

## STUDENT DEVELOPMENT

Student development activities fall into three major areas: advisement of student organizations, student leadership and other training activities and the OAAA Graduate Student Program. I advised several student organizations:



Afric-Carib, BGAPC, Black Voices, Black Fraternity Council (officially as the BFC Alumni Advisor on the Greek Coordinating Council, *not "unofficial advisor" as stated by Dean Canervari*), Pride Magazine, the Robeson Players, Zeta Phi Beta, Phi Beta Sigma and Golden Key National Honor Society and advised & counseled students on leadership, service and academic planning for the elections. Served a dramaturg for the student directed student cast of *"The Good Time Are Killing Me."*

This included dramatic refinements and cultural training particularly about African Americana et 1964. The Imani Project leadership program continues and observers from the School District and the Minor Preston Foundation are very pleased with the results. Assisted two 1995 and one December graduates in getting into positions or graduate programs in education. The OAAA Graduate Program is quickly growing in scope and appeal. The primary objective is two-fold:

- To encourage undergraduate African American students, enrolled at the University of Virginia(UVA), to attend graduate and professional school at this University
- To provide orientation and retention programs for African American graduate and professional school students at the University of Virginia.

The current success of this program are grounded in the fact that

- We have demonstrated that the Division of Student Affairs at the University of Virginia in collaboration with graduate and professional schools at the University, can improve the climate for African Americans and to stay here and graduate. And, that there is a need to actively

and aggressively retain African American, Latino and African graduate students.

- We have demonstrated that there is an interest among graduate students to attend and support a well thought-out program of support services and developmental, advisory, recreation activities.
- Through these pilot programs, we have expanded the intellectual discourse with programs such as the Book Reader's Group, the Monthly Issues discussion at Ujammaa Mart (downtown Charlottesville); the History Roundtable at the Cultural Center. Providing contact and support to international study of students in Africa; support and advisement for conferences, papers presentations and two major teaching workshops with the Teaching Resource Center.



Provided advisement for students in implementation of activities. These included the Diaspora Ball, The History Roundtable, etc. Because the majority of the students were first and second years the ball became a very important learning activity for these student as future programmers. The year-end highlights in advisement conducted a planning session with the Cultural programming board, BSA, Afri-Carib, SHEEBA. Conducted individual planning meetings for next year with Robeson Players, Black Enterprise, Black Voices, Black Homecoming Committee executives. As a result of the planning sessions and outreach meetings. The LPJCC annual calendar begins as follows:

### **September**

8/26 Orientation Begins

8/31 Classes begin

9/ Leadership Retreat

9/8 Cultural organization Fair - OAAA/LPJ back lawn

9/9 Graduate orientation and Cookout

9/15 First Kwanzaa and BHM committee meetings

9/30 Homecoming - major step show, speaker Dennis Kimbro

### **October**

10/2-5 Emerging Leader Week - courses offered:

"Academics and Service," "Working with Others," Ethics and

Leadership," "Developing Leadership Style for Organizational Work."

10/7-10 Fall Break

10/22 Parent's Weekend Kawaida Gallery

10/23 Study Abroad Seminar with International Studies

10/28 Virginia Black Student Organization Unity Conference(w/BSA) Suggested Keynote

Dr. Carroll Hardy,

### **November**

Leadership Dialogue - Planning for spring 1996

11/9-10-11 Robeson Player's present "Home"

11/23-26 Thanksgiving

### **December**

12/2-3 Kwanzaa Weekend Suggested speaker Maulana Karenga

12/3 Kwanzaa Dinner Runk

### **January**

1/20 Community Learning Week

-Final session of Black Males Summit

-SHEEBA - Role of Black Women in Community Building "the Late 1960's and Early 1970's.

-Suggested speakers Barbara Sizemore, Ann Fudge, A. Peter Bailey.

### **February**

-The Diaspora Ball

-Black Film festival co-sponsored with the Curry School of Education

-Role of Religion in the Life of Black Collegian Panel and speaker Dr. Sam Proctor or Barbara Reynolds of USA Today

-"Black Voices" at UVA invite Beverly Smith of BET.

I have begun to contact speakers and reserve spaces for these activities. As this is preliminary let's talk about particulars.

Assisted several students with year-end crisis'. I gave year-end Keynote addresses to Golden Key National Honor Society and the "Z" Society's First Year recognition dinner.



## FUND RAISING & ADVANCEMENT

The Cultural Center received major gifts of three beautifully frame prints from the parents of Tasha Curry. Marilyn Deberry donated two oil paintings by Luther P. Jackson's grandson. The Kawaida Gallery donated four prints and Murry Depillars one print.

• Virginia Commission for the Arts	\$1,530.00
• The OAAA Graduate Program	\$1,050.00
• Parent Alumni Association	\$3,750.00
• Murry Depillars	\$ 90.00
• Parent's	\$ 100.00
<b>Total</b>	<b>\$ 6,470.00</b>

## OUTREACH ACTIVITIES

I have worked to improve the Center's image, appeal by by the community and the University. Met with community activists and community leaders regarding expanded outreach for the Center. And I continually invited use by University groups to use the facility. The Regional Minority Business Association held its executive board meeting. Inroads will use our spaces during their upcoming regional conference.

Some highlights of recent outreach activities are:

- Meeting with assistant City Manager Leon Churchill: conducted a tour and overview of space for meetings and small gatherings. Discussed implications for partnerships and Black tourism.
- Working with the Virginia Historical Society on expanding the Center's role in research and presentation of Charlottesville's Black History.
- Supported Chihamba of Dancescapes for support of grant application for the African American Cultural Festival. And the possibility of hosting a local and or State-wide conference on the status of African American Arts and Artists.
- Met with Ronnie Price on establishing a satellite space of the center in the School of Engineering and co-sponsorship of the Black Inventors exhibit and speaker for Community Learning Week.

## Community Outreach

- Worked on University Committee on Community especially of the issues of violence and race relations in the University community.
- Advertised the African American History month programs extensively in the local media. Also encouraged students to contact and solicit support from the local business community. With the support of Ruby Boston and some well placed phone calls this was very successful. (see attached)
- During the African American History month I participated in programs at the following locations: Union Ridge Baptist Church, Gordon Avenue Library, Charlottesville High, Johnson, Greenbrier and Venable Elementary Schools, Preservation Piedmont and Mount Zion Baptist Church.
- For Preservation Piedmont at Mt. Zion Baptist Church Brenda Brown Grooms and I presented a historical interpretation of African American life in Charlottesville.

## PROGRAM NEEDS

### MANAGEMENT STATEMENTS

These management statements are noted in four frames or domains. They are structural, human resources, political and symbolic. This concept of articulating frames for issue is developed by Deal's in the *"Reframing Education."*

### STRUCTURAL

There is an ongoing pressing need is for space. Some evenings I have felt like a traffic manager literally ushering groups in and out at their appointed times. The acquisition of the entire #2 Dawson's Row would provide some of the needed space. As previously mentioned, this space could become a multipurpose resource center. The context for planning for this facility should be linked to the relative needs that could arise from currently unidentified, but predictable, increased needs and the displacement of services during the Newcomb Hall renovation.

### HUMAN RESOURCES

The previous director raised an eloquent and rationale discussion for an assistant director for the LPJCC. However, given the current resources and political climate that shape allocations and staffing, this prospect is limited. As the

#### MANAGEMENT STATEMENTS cont.

programming initiatives increase relative to the demand, the answer is to increase the number and quality of the volunteers. Students can be trained and given the experience to make them competent programmers, thus becoming major stakeholders in the Center's operation. This investment in student talent should not be viewed as a replacement to the professional coordinator or assistant director.

#### POLITICAL

The two critical issues relative to the political agenda are the allocation of resources and the Center's position in the emerging "multicultural paradigm" at the University. The organizational development processes of the Center indicate that there is funding for the programs. The critical point is to engage, research, negotiate and begin the process or issue management. Once this phase is accomplished the remaining strategy is to implement a long term fundraising plan and strengthen the relative position of the Center. It is my impression that the LPJCC will remain viable for the University if it can demonstrate a cultural role close to the curriculum (such as the OAAA Graduate Program) and ultimately become more self sustaining. The LPJCC can become an a central component of the "multicultural paradigm." The lessons, operating procedures, issues and history of the cultural Center should serve as benchmarks for the development of other cultural models at the University.

#### SYMBOLISM

The LPJCC should remain grounded in the Afrocentric domain. However, the opportunity to demonstrate the natural relationship/ linkage of this domain to other cultures as an aesthetic and pedagogical paradigm of Americana should be sought. Practically, there may be opportunities to present this relationship through by supporting, presenting the aesthetics, symbols, artifacts image of other cultures and ethnic groups. This collaborative modeling will serve to authenticate the range of offerings, expand the multicultural rubric while maintaining the primary focus -- of nurturing young minds in a diverse community.

## **PLAN FOR ADVANCEMENT**

The plan for the advancement of the LPJCC and the Dubois Complex include three primary areas of focus: the structural development; the financial development and the student development.

### **THE STRUCTURAL DEVELOPMENT**

- Paint the Center this summer
- Completion of the expansion of the mini-gallery in #3 Dawson's Row.
- Expand the concept of the cultural aesthetic throughout the complex.
- Develop a comprehensive landscaping plan
- Begin planning for a major cultural conference of 1997.

### **THE FINANCIAL DEVELOPMENT**

- Clarify the position of the Center in the capital campaign of or other major fund raising at the University
- Clarify the Office of African American Affairs' leadership in fundraising
- Implement a program of donor research particularly amongst alumnae and in relationship to the Ridley Fund and the Woodson Institute.
- Continue to seek and expand support through grants
- In their funding notification for 1994-95, the Parent's fund have indicated that they would entertain a proposal for the refinement of the mini-gallery.
- Expand support from agencies, donors and other sources
- Increase the level of funding by 3%-5% over the next triannium

### **THE STUDENT DEVELOPMENT**

- Expand the advisory relationships, linkages to; support from and collaboration with student organizations.
- Implement a student leadership development program. Beginning with emerging leadership and student organizations
- Expand the role of volunteers in the Center.
- Expansion of the role of the advisor is essential in providing wisdom, research and service.