For any of the suggestions that follow to be plausible, we cannot stress the need for immediate attention to infrastructure. If this kind of work is to be kept going, it needs to live beyond service commissions, task forces, and small (both temporary and application-based) programs. If this work is to have a lasting impact, it cannot be addressed in piecemeal fashion, spread across different divisions without a singular point of oversight. As well, sustained staffing will be necessary to ensure the completion of any of these recommendations and to nimbly address future concerns and recommendations.

Education/curriculum:

1. Mandatory module/training on racism
2. Mandatory class on UVA’s history of enslavement and racism and impact in local community. This is particularly important for those areas that have high participation with local community.
3. There have been long-standing calls by student groups for a mandatory course and some mandatory training during summer or fall orientation on this material. I’m definitely supportive of the concept and glad to help implement either, but think that there may be another path to work on here (that also involves a change in policy and curriculum). What if the material on race/racism at UVA were woven into the curriculum across the disciplines? What if there were dozens of courses offered every semester and in not just the humanities and social sciences but also the hard sciences? What if those classes also counted toward requirements? This would require infrastructure to support faculty training and ensure classes across schools/disciplines (far beyond what the Teaching Race at UVA initiative has done to date), resources to incentivize departments to offer these courses, and curricular modification in each school to commit to this.
4. PCSU developed a curriculum, PCUAS has already expanded it. Two-semester course on UVA’s history offered in American Studies (two 60-student classes, Slavery and its Legacies at UVA, and the Aftermath of Slavery at UVA) and a Pavilion Seminar for students to do a deeper dive on a relevant research topic of their choice, as well as publicizing the many existing courses on slavery, race, and racism already on the books across the disciplines. Right now, Kirt teaches 3 times as many courses yearly as his contract requires—this is to keep these running. He does so without TA or grader support.
5. PCSU and PCUAS already have educational outreach:
   1. Cornerstone Summer Institute—summer camp for HS students. Kirt run it without pay for 5 years and made it work by limiting scholarships and having a combination of free student and temporary student interns help with it. It needs actual support to run/administer it, and a significant increase in scholarship funding (it has none now). Institutionalizing and supporting this camp is actually low-cost annually. The summer learning experience came directly from community conversations—reach out to school children in middle school or HS, show them that UVA/college might be for them, teach white secondary students the history, get all of them to see the world differently. It works.
   2. Create infrastructure to work with regional schools and local educational agency partners on teacher training (make something like JSAAHC’s Embracing Our Narrative program an ongoing UVA-supported program).
6. Also note that while anti-black racism is a central feature of UVA’s history, it is not the only one. This work will have to expand to include Native Americans, LGBTQ, Asians and Asian-Americans, and so on. Their stories of marginalization are not separate—they are part of the white supremacist thread that runs through UVA’s and Virginia’s history.

Scholarships:

1. PCSU report is pretty clear on this—the institution needs to figure out how to expand and publicize scholarship opportunities for African American students and descendants of the enslaved.

Changes to Grounds:

1. Create a process NOW that has clear principles and a process for considering the renaming, removal, or recontextualization of buildings, spaces, and monuments on UVA property.
   1. WE HAVE a Memorialization and Mission document that does just that—I believe Jim is sharing it with you today.
   2. We also have a list of buildings, spaces, and monuments that merit immediate consideration:
      1. GRC monument
      2. Confederate cemetery standing soldier
      3. Alderman Library
      4. Hume memorial fountain/whispering wall
      5. Maury Hall
2. Continue the PCSU-initiated process of adding interpretive panels and spaces across Grounds that make the lives and labor of the enslaved more visible. Concentration in this area would also address expanding and publicizing student publication—students could be involved in interpretive process. Such a class could be housed in art/art history:
   1. Turn McGuffey Cottage into an interpretive/arts center focused on the history of slavery and racism at the University AND make it visible and connected directly to Lawn.
   2. Convert an East Lawn basement space into a sort of Poe room-style interpreted space.
   3. Take a Garden space or two and reinterpret it as it would have looked circa 1850.
   4. Further dispersed memorialization around Grounds
   5. Interpretive panels at Anatomical Theater
   6. Clear signage and interpretive materials at UVA cemetery that highlight the enslaved cemetery.
3. Recontextualize Jefferson—this one’s easy, there’s 30+ years of scholarship on this, much of it produced by UVA faculty, that we can turn to. He has been recontextualized in the classrooms here for nearly as long. We can look both to Monticello and Montpelier for examples of how to confront their complicated legacies. This doesn’t have to mean tearing down statues or only talking about slavery, but the full breadth of his ideas, practices, and contradictions needs to be forthrightly included.
4. Create, fund, and support a series of annual meaningful rituals of remembrance as community events—the on-Grounds UVA community AND the local community. These could include Freedom and Liberation Day, an annual memorial libation service at the enslaved cemetery, and something at convocation that signals to new students that this history and the lessons we have learned from it are sacred to the UVA community.

OUTREACH:

1. Build lasting connections with community history and educational agencies—JSAAHC, Preservers of the Daughters of Zion, Central Virginia Historic Researchers, etc.—support their work and build lasting bridges between UVA and them—(again, commit resources).
2. Institutionalize and support Universities Studying Slavery (USS). This is a UVA-created and led consortium of 70+ schools in five countries, and growing. Membership is significantly comprised of institutions coming to terms with slavery and racism in institutional pasts and seeking ways to redress in the present, but also includes HBCUs (as by-products of slavery and racism) as partner schools. We have been the leader here—we’d like to see UVA continue in its leadership role with that work, embrace that role, and see USS as an opportunity to create an participate in multi-institution pilot repair initiatives. It has operated out of Kirt’s (and since beginning of 2019, PCUAS Program Officer Ashley Schmidt’s) email inbox since 2016 (when he took it over, changed name, formalized membership, and began real efforts to bring more schools to the table). If we do not claim it soon, the membership is ready to have it move to another school—a real missed opportunity for us if that were to happen.
3. Commit to engagement with descendants of the enslaved as an ongoing process (the President’s Office has just committed to extending the descendant outreach/research position for up to another 4 years. This a great step in this direction, but descendants and the community are asking for more than that—the commitment to equity demands that we do it and think more broadly. The position began as one that was simply about helping descendants trace their lineage, but there’s much more that’s possible here.
4. Publicity/branding—the university needs to lean in to the work of truth-telling and education about the past and its own past. The institution has framed this to date as a deficit model (see, for instance, the 2007 plaque at Rotunda)—we have something shameful and terrible we’ve neglected, we will uncomfortably discuss it and acknowledge for a time while also searching for change agents and positive stories to balance it with (a sort of “good and bad” framework that’s quite reductive). We propose rethinking this entirely. Prioritize and publicize continuing research, education, and truth-telling as something that a research university committed to knowledge production and education proudly does. We should be unafraid to turn the microscope on ourselves and we should be unafraid to publicize what we learn.

Reparative Justice:

1. EQUITY—as we have recently done with the living wage, make substantial strides in addressing housing, educational, and wage equity in Central Virginia. Do so in conversation with the community and be unafraid to commit university resources to community-identified projects that are then community-led and administered. Equity Center is positioned to do this and has begun this important work, but commission/truth-telling project and center are siloed structurally and in terms of how UVA fails to publicly connect them. Make that connection clear.