INITIATIVES AT PEER INSTITUTIONS

TO ADDRESS THE HISTORY OF SLAVERY AT A LOCAL LEVEL

Aggregated by the University and Community Action for Racial Equity

In Preparation for Conversation with President Teresa Sullivan

Spring 2012
Introduction:

The University of Virginia is one of the nation’s premier academic institutions, and is rich with historic and cultural traditions. The first-rate reputation and impeccable architecture, though, were initially realized in large part due to the efforts of enslaved laborers. It is the formidable task of the University’s modern heirs to decide what this means. Whether it is appropriate to take responsibility for history is debated; the form of reparations, if any at all, is not self-evident; however what is undeniable is that it is the responsibility of the modern representatives of the University of Virginia to make these decisions with the aid of extensive research and thoughtful, constructive dialogue.

One aspect of making these informed decisions is considering the endeavors of other universities with similar historical connections to slavery, and to identify the discourse and methodology, and to evaluate the subsequent successes and failures of these pursuits, in the process of formulating a strategy of address – and potentially redress – specific to the culture and history of the University of Virginia and the surrounding Charlottesville/Albemarle communities.

The following pages investigate the problems and solutions identified and enacted by peer institutions confronting their own history of slavery, and are intended to give insight on potential solutions that could be enacted by the University of Virginia for its own purpose of duly addressing the legacy of slavery at the University. Both for reasons of historical inquiry and for modern-day respect and repair, the issue of slavery must be at the forefront of constructive action on the part of members of the University community.
Brown University:

Brown University’s relationship with slavery is slightly different than that of the University of Virginia. The Brown family, the generous benefactors after whom the University was re-named, came upon their family’s fortune by way of slave trade between Rhode Island and West Africa. The significance of the difference between the financial backing of a university being underwritten by slave trade, and the physical structures of a university being built with the manpower of enslaved laborers is debatable, but in 2003, President Ruth Simmons of Brown University took charge of recognizing the school’s historical involvement with the institution of slavery and slave trade, and took initiative to acknowledge this fact.

President Simmons’ action took the form of two distinct, and independently significant steps. First was the task of investigating and gaining an understanding of the University’s role in slave trade, and the recognition that this involvement in human exploitation, while uncomfortable to discuss, is a critical and undeniable piece of the University’s history. After this historical pursuit, the president assembled a steering committee to take on the task of deciding how to act as possessors of this historical knowledge. The committee did not take this task lightly, and recognized that discussion on the topic of reparations was not something that they expected everyone to agree upon. The president noted that the goal of the steering committee, rather, was “to provide factual information and critical perspectives to deepen understanding” as a way to channel emotional upheaval into constructive dialogue.

The committee facilitated this dialogue in a variety of mediums, including a series of over thirty events open to the public, which included lectures, discussions, panels, film screenings, and two international conferences. These events brought the voices of over a hundred renowned speakers to Brown. Additionally, the steering committee partnered with the Watson Institute for International Studies in order to create a high school curriculum focused around issues of slavery.
and race, entitled “A Forgotten History: The Slave Trade and Slavery in New England.” President Simmons subsequently sponsored an initiative to donate the curriculum to every history class in Rhode Island.

In addition to academic pursuits, the steering committee found ways to expand their efforts on race relations and local history into the surrounding community. An accompaniment to the public forums and lectures were workshops designed explicitly for local students and teachers, addressing the historical findings of the steering committee’s research into Rhode Island’s involvement with slavery. A group of undergraduate students collaborated with the steering committee to develop a museum exhibition about the Sally, the slaving ship owned by the Brown family. Entitled “Navigating the Past: The Voyage of the Slave Ship Sally, 1764-1765,” the exhibition was installed in different public libraries in Rhode Island, the John Brown House, and in St. John’s at the Museum of Antigua and Barbuda, which was a site that bore historical relevance to the captives of the slaving ship itself. Additionally, a memorial to enslaved laborers is being designed and constructed.

The steering committee compiled their extensive historical findings, along with discussions about the social, ethical, and legal sides of dialogues of reparation, notes about actions taken by the University as a result of the steering committee, and finally, a list of recommendations to address the issue of slavery at Brown University, into a hundred-page report entitled “Slavery and Justice.” The broad recommendations made by the steering committee found within the report are as follows, and are accompanied by extensive explanation and subdivision within the report:

1. Acknowledgement.
2. Tell the truth in all its complexity.
3. Memorialize and acknowledge the history through a “living site of memory, inviting fresh discovery without provoking paralysis or shame.”
4. Create a center for continuing research on slavery and justice.
5. Maintain high ethical standards in investments and gifts.
6. Expand opportunities at Brown for those disadvantaged by the legacies of slavery and the slave trade.
7. Use resources of the University to help ensure a “quality education” for the children of Rhode Island.
8. Appoint a committee to monitor the implementation of these recommendations.

Brown University published a response in 2007 to the steering committee’s report, allowing for both positive and negative reflections on the report, and further delineated a specific plan of action for the University, as follows:

Memorials and Commemorations
1. Statement on the history of Brown University
2. Dissemination of the report
3. Retention and preservation of archival material
4. Memorials

Academic Initiatives
5. Center for Slavery and Justice
6. Africana studies
7. The Brown-Tougaloo exchange program
8. Historically Black Colleges and Universities initiative

Community Initiatives
9. Endowment for the education of the children of Providence
10. Urban education fellows
11. Continuing programs in support of the schools
12. Evaluation of Brown’s support

Additionally, Brown University has created an Office of Institutional Diversity, which addresses many of these goals and concerns. The office focuses efforts on actively recruiting
faculty, students, and staff from underrepresented groups. The “Diversity Action Plan” outlines goals directed at the Office of the Provost. While there is no apparent connection between the Office of Institutional Diversity and the Slavery and Justice committee, the two institutions within Brown serve the compatible functions of contextualizing local history, and making dialogue on race a relevant and accessible endeavor for the University community.

Sources:
1. Steering Committee on Slavery and Justice: http://brown.edu/Research/Slavery_Justice
4. Information regarding the memorial: http://news.brown.edu/pressreleases/2009/03/memorial
5. Office of Institutional Diversity:
http://www.brown.edu/Administration/diversity/reports/index.php
Emory University:

Emory University has recently been thrown into issues of race in relation to the University, the greater community, and the country as a whole. A series of insensitive occurrences led Emory University to turn its attention toward issues of race and ultimately resulted in the creation of *The Transforming Community Project* (TCP). This series of racially offensive events, one of which included community members attending a college party in blackface, was a vivid reminder of Emory’s history in slavery. A product of its time, Emory University was founded on a dependency on slave labor, and remained segregated into the 20th century. While Emory University was the first private school to accept black students, and it is still statistically diverse, difficulties of racial acceptance remain apparent in the university community, particularly when looking at how much more racially diverse the staff is than the faculty and students. The *Transforming Community Project* focuses on the concept that communities are constantly evolving and they aim to use group deliberation rather than group debate, allowing for a greater range of ideas.

The Project stemmed from heated debates over the University’s responsibilities with regard to race and reconciliation, which followed the unfortunate events. Emory’s president, James Wagner led the creation of the University’s first vision statement to confirm Emory’s commitment to diversity. President Wagner and provost Earl Lewis have continually encouraged the program, including the provision of significant financial support. Lewis also endorsed a new position at the rank of vice provost, which exists entirely to ensure diversity on campus.

The *Transforming Community Project* is a five-year program that aims to deliberate about the university’s long history with race, the effects of that history, how to react to the effects of the University’s growing diversity, and addressing Emory’s ability to openly discuss racial issues. It intentionally spans a five-year period to allow for a wide range of students and participants to filtrate ideas into the project.
The most popular part of the project has been the community dialogues where people openly talk about racial beliefs, histories, and experiences. They have created incentives for participants to get involved, one of which allows for any dialogue participants to apply for a $300 grant to create a new event, and one of which resulted in an enlightening artistic display. Originally, participants primarily consisted of individuals involved in the construction of the project, but participation is large and diverse now that invitations go out through an “All-Emory” email, reaching anyone with an Emory-generated email account. Within days of sending such emails, there have been historically between 200 and 300 registrations received.

The final step of the project involved the researching of Emory’s history, in light of the productive dialogues that had taken place. The University’s racial history was researched through varying means including but not limited to, undergraduate and honors theses, summer research projects with stipends and housing sponsored by Undergraduate Education’s Summer Research Program, and financial incentives for faculty research.

Facilitators for research and dialogues were chosen from the previous year’s participants. Annual surveys were conducted to keep the program on track and improving. It is important to note that these dialogues provided a forum for community and university members to meet and discuss ideas with individuals that they would have otherwise never have met. The Transforming Community Project has created a sense of shared history and was modeled after organizations such as Richmond’s Hope in the Cities, Tulsa Race Riot Commission, and Southern Truth and Reconciliation Commission. One mini-grant proposal for an artistic rendering summarized the movement with the words, “It takes all of us to make it work.”

Last February, Emory held a one-of-a-kind national conference entitled “Slavery and the University” that directly faced the issue of histories of slavery at their University. It was the “first-
ever conference examining the history and legacy of slavery’s role in higher education.” Nationally recognized and widely attended, it was an important step forward for all southern universities.

Other resources for education and discussion about race- and slavery-related issues are the Center for Ethics; the Office of Multicultural Programs; The Office of Community and Diversity, which contains the Center for Women, Equal Opportunity Programs, Access/Disability Services and Resources, and University-Community Partnership

Sources:
2. Center for Ethics: http://ethics.emory.edu/index.html
3. Emory in the Community:
4. Office of Multicultural Programs: http://www.emory.edu/MULTICULTURAL
5. Office of Community and Diversity: Center for Women: http://www.womenscenter.emory.edu
6. Equal Opportunity Programs: http://www.eop.emory.edu
7. Access, Disability Services and Resources:  http://www.ods.emory.edu/about.htm
The University of Georgia:

The University of Georgia sponsors an interesting program called the “Unsung Foot Soldiers.” This project focuses on the history of the Civil Rights Movement, and works to identify and highlight figures in the Civil Rights Movement who have historically been unrecognized for their work in the movement. Members of the University of Georgia community have worked to conduct interviews and collect oral histories related to these figures, and have aggregated the collected information into several documentary films. These films celebrate the Georgia trailblazers in the Civil Rights Movement and strive to carry the history and lessons forward.

Source:

1. http://footsoldier.uga.edu
Harvard University:

While Harvard University’s initial investigation to its own history of slavery was inspired by the endeavors initiated by President Ruth Simmons of Brown University, the form of Harvard’s research on slavery as it relates to the University and the surrounding area of Cambridge took a different form than that of Brown’s. Whereas Brown’s work was conducted by a steering committee commissioned by the president, and was focused around public academic lectures, forums, and seminars, students at Harvard approached the problem by way of designing a seminar course around the investigation of the institution’s relationship to slavery. The University of Pennsylvania used a similar model of engaging students through coursework; however, Harvard’s courses sought to conduct historical research on the use of enslaved labor, while Penn’s courses centered around service learning: an act of remediation with the surrounding community over racial and socioeconomic inequalities.

One project that stemmed from student and faculty research at Harvard was the production of a lengthy document entitled “Harvard and Slavery: Seeking a Forgotten History,” similar to Brown’s “Slavery and Justice” report. Harvard’s report is largely concerned with its own history of slavery during different periods, including the colonial era, the antebellum era, and extant buildings that bear historical connection to slavery. Unlike Brown’s report, the Harvard report lacks extensive debate about whether or not reparations are appropriate, and if so, what form they should take. Also lacking are specific recommendations or plans for action on the part of the University. In the case of Brown University, proposed actions are clearly separated from discussion of reparation; the notion that modern institutions and individuals can hold history in their heads while acting in response to a current situation, recognizing space for improvement and working out of recognition of available resources and optimism for the future rather than historical guilt is a powerful distinction to make.
In addition to the extensive research document produced by several faculty and graduate students with the assistance in research of undergraduate students, part of the Harvard initiative to address its history with slavery has been to archive student research papers produced as a result of the aforementioned seminars. The titles of these student papers are showcased as an appendix to the formal research document, and the topics of which are all historically based. One such student paper is entitled “The Forging of a University: How Harvard Benefited from the Slave-Economy, 1800–1850,” which assumes a very different pedagogical role than the student research papers resulting from the University of Pennsylvania’s academically based community service courses, which deal with present-day concerns like nutrition and access to education. The difference in the focus of courses taught on community and race relations at Harvard and at the University of Pennsylvania highlight two approaches, perhaps equally effective, to the question of the role of the university in relation to its own history and to the surrounding community.

Another pursuit of students at Harvard within one slavery-focused seminar course was the production of a compelling series of videos documenting significant sites in the Cambridge area in understanding the local history of slavery surrounding Harvard. As a means for disseminating their research efforts, undergraduate students identified the sites of significance, and then filmed themselves at the site, speaking for a few minutes about its historical connection to slavery. The end result of this project is an electronic map of Cambridge, with red flags marking the site of each short video. Visitors to the site can click on the flags and watch the videos as a means for graphically connecting their understanding of Cambridge’s history with the visual information of the site itself. The variety of methods of presentation of student work in Harvard’s research endeavors is an important model for other universities to bear in mind: the aggregation of information is the initial step in the process of research on the university’s relationship to slavery; equally as significant are the decisions made in the dissemination and showcasing of the knowledge gathered. Harvard’s
strategies included student research paper archiving and the creation of an interactive map of informational videos, both Harvard and Brown authored extensive academic reports on their respective local histories, Brown and Emory facilitated copious forums and lectures, and Brown created a museum exhibition that traveled to local libraries and historical sites.

In addition to academic pursuits at Harvard, the University also worked to address a modern issue specific to the community of North Allston. In 2004 the Boston Redevelopment Authority (BRA) completed a strategic planning process in the North Allston Neighborhood. The planning process grew out of an agreement with Harvard University to engage the community in a planning effort to address the future of North Allston as it relates to land use, housing, economic development, transportation, and open space. The goal of the plan was to articulate a consensus-based, attainable vision for the North Allston neighborhood, including Harvard-owned properties.

Sources:
3. North Allston Strategic Plan:
http://www.bostonredevelopmentauthority.org/planning/PlanningInititsIndividual.asp?action=ViewInit&InitID=34
The University of Maryland:

The University of Maryland has formally recognized the role that African American slavery has played in its history. The document, “Knowing Our History” is a synopsis of this recognition, which was released by the students of History 429, a history class that played an integral role in the University’s reconciliation with African American slavery. History 429, “Knowing Our History: Slavery and the University of Maryland,” was founded by Ira Berlin and Herbert Brewer with full support and encouragement from the President, C.D. Mote, Jr. This course's purpose was to study the historical correlation between slavery and Maryland Agricultural College, the predecessor to the modern University of Maryland. Much of the spurred interest in the school’s history stemmed from The University of Maryland’s 150th anniversary, and the fact that the event included no mention of the school’s historical relationship with slavery. An overarching theme in this document and an important understanding that the students of the History 429 gained is stated early on, that “[t]heir work was built on the work of others.”

History 429 began as a result of community concerns about the lack of addressing the historical relationship between the school and slavery. C.D. Mote, Jr. reacted to concerns by turning the University’s dark history with slavery into a teaching moment by approving the creation of a research team. This research team, led by Berlin and Herbert, was a two-semester undergraduate course, the ultimate goal of which was to release “Know Our History,” a document that was presented the university community.

The course was highly advertised and had lofty demand with 60 applicants, 28 of which were accepted into the class. The class was separated into committees devoted to creating a report that would be released upon completion. An important question that the students of 429 were determined to answer was what will this report could accomplish. This question is valid and immensely important to any schools doing research on this topic. The students came up with a
series of responses. They decided that knowing their history was important in addressing the issues, and sharing the history of African slavery can fight racism and ignorance, and that knowing better the history of the University was a common interest in the community.

Similar to The University of Virginia, Maryland Agricultural College was founded by a prominent slave owner, Charles Calvert. Calvert had gained wealth through generations of farming with slave labor, and started the College in response to an agricultural crisis. Benjamin Hallowell was appointed as the first president by a slave-owning board of trustees despite his public opposition to slavery. Due to Hallowell’s insistence, no slave use was permitted on campus. This was certainly an improvement, but the opposing sides did not address the issue of slavery under the context of the new College, which ironically dealt with the agricultural issues of that time.

It has been determined that slave labor created the wealth that afforded the Maryland Agricultural College to be built and slave labor physically built the college itself. The University of Maryland has an interesting history, considering the students of History 429 traced its origins to three founders: a slave owner, an abolitionist, and a slave. History 429 simply wanted to better inform the community, faculty, staff, and students about the university’s history and let them decide how to react.

Source:

1. “Knowing Our History: African American Slavery and the University of Maryland”
The University of Michigan:

Similar in intent to an initiative undertaken by the University of Pennsylvania, the University of Michigan sponsors a youth mentoring program, reaching out to the surrounding community of Ann Arbor. The UMHS Youth Mentoring Program, in partnership with the Ann Arbor Public Schools is an initiative between UMHHC and the community to help students achieve academic success, graduate from high school and be prepared for employment or post-secondary education. UMHHC receives approximately 20 students per year, starting in the 9th grade through 12th, interested in this mentoring program. The program has offered career exploration both inside and outside the health care field. Students participate in shadowing individuals whose jobs they may be interested in pursuing and attend career workshops in the health system. There are also internships, summer and part-time jobs and potential post-graduation job placement.

Different from the University of Pennsylvania’s programs intended to serve the local community, however, is the program’s method of deployment of services. Whereas the University of Pennsylvania structures its program to qualify as coursework for students, the initiative at the University of Michigan is further removed from the classroom. The differing strategies of these two institutions can be debated – the merits of incentivizing community service by structuring it as formal coursework – might effectively involve students who would otherwise be reluctant to engage in extra-university affairs, or it might undermine the mission of the program by soliciting students with more interest in a grade than in the work itself. The two approaches should be considered with equal attention, and awareness of these risks and benefits.

The University of Michigan also contains an office of Recruiting and Employment Services, whose structural program details a six-step process for recruiting and maintaining a diverse staff, including resources and tool-kits for each step of the way. Another initiative is the University’s “Diversity Matters at Michigan” program. The website for the program acts as an information hub,
providing a list of programs and people that support and advance diversity at the University. The Minority Health Research Program works to address public health disparities, and community health issues, focusing particularly on both serving and training minority groups, and facilitating research and health instruction and advising in the community. The program is advised by a Community Advisory Board comprised of community members and is funded by both an NIH grant and the medical school Dean’s office.

Sources:
1. http://hr.umich.edu/emperv/diversity/assess2.html
2. Recruiting and Employment Services: http://hr.umich.edu/emperv/diversity
4. Minority Health Research Program:
   http://www.med.umich.edu/medschool/diversity/mhrp.html
The University of North Carolina, Chapel Hill:

One of the ways the University of North Carolina at Chapel Hill has opted to address the use of enslaved laborers in the early history of the University was to create a physical exhibit to be displayed in the manuscripts department. A large component of the exhibition was a digital endeavor, entitled “Slavery and the Making of the University,” which introduced materials that recognized and documented the contributions of slaves, college servants and free persons of color, primarily during the university's antebellum period.

The Office of Diversity and Multicultural Affairs at UNC produces an annual report on the programs and initiatives that address diversity undertaken by the various schools and units. The report provides a summary of some examples of activities campus entities engage in to further and enhance diversity on campus and to support the University Diversity Goals. In addition, the Office of Diversity and Multicultural Affairs provides leadership for a Diversity Assessment, the first of which was conducted in 2005.

Beginning in 2005, UNC-Chapel Hill increased research and reporting to focus on the state of diversity at the University. Diversity and Multicultural Affairs has led a process that will help shape the state of diversity at UNC now and in the future. In the years following, the University created a concurring Diversity Plan. They investigate general faculty and tenure breakdowns by gender and ethnicity, staff applicants versus hires by the same measure, and student diversity among many others. It also includes the plan goals and research broken down by school along with overall analysis, commentary and suggestions.
Sources:

1. “Slavery and the Making of the University” Exhibition:
   http://www.lib.unc.edu/mss/exhibits/slavery/index.html

2. Office of Diversity and Multicultural Affairs: http://www.unc.edu/diversity,

3. Office of Diversity and Multicultural Affairs, Research, Assessments, and Reports:
   http://www.unc.edu/diversity/rar.htm

Northeastern University:

One pursuit of Northeastern University has been the design and construction of Davenport Commons. The Davenport Commons is a housing complex built for both college students and local residents, and was conceived as a result of a partnership between the city, Northeastern University and neighborhood community development organizations. The plan called for two six-story buildings to be built to house 610 student beds, and 60 affordable townhouses to be built and sold to members of the neighborhood.

Source:
1. Davenport Commons: http://www.dhkinc.com/Housing/affordable/9703.asp
The University of Pennsylvania:

The University of Pennsylvania approaches the discourse of race relations from a modern perspective. Through the founding of the *Barbara and Edward Netter Center for Community Partnerships* in 1992, the University recognizes as part of its core mission the need to interweave socially and geographically with the community of West Philadelphia. The *Netter Center for Community Partnerships* acts as a hub for a variety of different methods of engaging with the community, including academically based courses on community service, a bi-annual journal discussing the establishment of informal “community schools,” an annual report entitled “Engage, Empower, Educate,” a number of initiatives focused on specific community issues, and a site for the collection of academic and student-written publications on race and community relations.

Penn’s community service courses engage with the idea of university-community partnership in an interesting way. The courses promote active learning, and also reflection on the role of the experience of service. The University has offered more than 160 “academically based community service courses” in the history of the program, and in the 2011-2012 academic year, almost 60 different courses were offered through this program. Course topics are by nature interdisciplinary, and include attention to nutrition, public health, access to education, public policy, and urban music. Many of the courses are full-year commitments spanning both the fall and spring semesters, allowing for a more meaningful, long-term engagement with members of the community. Certainly, common downfalls and criticisms of student engagement in the area surrounding the university are concerns with the structural stability and adequate commitment to a community cause or institution; creating courses as ways for pre-service education and post-service reflection to contextualize and solidify the relationships forged between members of the university and the surrounding community.

The *Netter Center’s* archive of student-written papers, many of which are the direct result of Penn’s academically based community service courses, engage topics as diverse as the courses
themselves. One paper, entitled *A Community Approach to Literacy Programs: Involving Adults in the School-Learning Process of Urban Revitalization*, seems representative of the degree of synthesis between academic pursuits and community concerns found in these student papers. The archiving of these papers and the display of their titles on the Center's website alone is compelling: from this act of collecting and showcasing student initiatives, the University of Pennsylvania sets the precedent for incoming students and students from other universities to take action in community engagement in a similar fashion.

In addition to service-learning courses, the Netter Center serves as a central location for involvement with other community-focused initiatives, ranging from programs of nutrition and fitness to partnerships with local schools. Inherent in the Center's mission and functional operation is the University's responsibility to address social, racial, and economic disparities between the University and the community that surrounds it. It is important to view the Netter Center not as a locus for acts of charity, but rather as a collection of initiatives directed at addressing the University's responsibility to the community of which it seeks to act as a respectful part.

Source:

Syracuse University:

Chancellor Cantor has taken Syracuse University to a new place with her Scholarship in Action vision for the school. His vision was enacted with the theme: “University as Public Good: Exploring the Soul of Syracuse,” and invited all University stakeholders, from students and alumni to staff and community members, to give input on the strengths of and future aspirations for Syracuse. A year of this feedback revealed two focal points: first, universities today must connect more tangibly with their communities, and second, Syracuse University in particular is remarkably well-positioned to do so.

Syracuse sees itself as an “anchor institution” capable of making bold and sustained engagements with its community partners locally and abroad. Key projects include the Near West Site Initiative and the South Side Innovation Center. The mission of the Near West Side Initiative (NWSI) is to combine the power of art, technology and innovation with neighborhood values and culture to revitalize Syracuse's Near West Side neighborhood. The South Side Innovation Center (SSIC) is a business incubator and project of the Whitman School at Syracuse University. It provides a range of services and facilities to new and current entrepreneurs, including office space and equipment, intensive hands-on training and counseling, roundtables, networking, classroom courses, business plan development, access to loans, marketing assistance, and help in opening markets.

Sources:

1. Vision/mission of Syracuse University: http://www.syr.edu/about/vision.html
2. Near West Site Initiative: http://saltdistrict.com
3. South Side Innovation Center: http://www.southsideinnovation.org
The College of William and Mary:

The College of William and Mary has officially acknowledged its history in relation to its reliance on slave labor and is taking action with the reconciliation that needs to follow. The College has stated its deep regret to the Williamsburg African American community for its ownership of slaves and promotion of slavery though the time of the Civil War. The College is now involved in efforts to reveal racial injustices that are ongoing and to research the school’s history with racial wrongdoing. The Lemon Project has been created as “A Journey of Reconciliation.” The Lemon Project was established to examine the school’s past, acknowledge the College’s use of slaves, and to recognize the school’s continuation of practices of segregation through the age of the Jim Crow laws. The Lemon Project is funded and supported by the Provost’s office and the College of William and Mary.

The project’s name, the Lemon Project, is symbolically named after an individual who was enslaved by William and Mary, and represents the many efforts that African American slaves had in moving the college forward. A committee made up of faculty, staff, and community members keeps a range of diverse ideas flowing through the project.

The project encourages research with regard to the history of African Americans both in the College and the local community. The Lemon Project works to make this research and its findings available to everyone and to help in the publication of important research. Possibly the most important role that the Lemon Project plays is the promotion of an open dialogue between and within the College and community.

The Lemon Project has led to many proposals and strides in William and Mary’s reconciliation with its historical use of enslaved labor. With funding from the provost and the school, there have been fellowships, memorials for racial discrimination, research projects on the lasting impact of race and slavery, online historical archives, grants for related research, and finally, a symposium.
recognizing the best research on race and slavery in the school and surrounding region. The ultimate goal of the _Lemon Project_ is to inform individuals and promote change and reconciliation.

Source:

1. http://www.wm.edu/sites/lemonproject
Tangible Solutions of Universities:

History/Research

- Acknowledgement/statemnt of history, ex. extensive formal report (Brown, Harvard, Maryland, Penn)
- Africana studies (Brown)
- Center for continuing research on slavery (Brown)
- Faculty research incentives/fellowships (Emory, Penn, William and Mary)
- Grant for new research/events (Emory, William and Mary)
- Oral history collection (Georgia)
- Preservation of archival material – physical and digital (Brown, William and Mary)
- Summer research funding (Emory)
- Undergraduate honors theses/research papers (Emory, Harvard, Penn, William and Mary)
- Undergraduate seminar courses (Harvard, Maryland, Penn)

Physical Initiatives

- Museum exhibition (Brown, UNC)
- Neighborhood revitalization (Harvard, Syracuse)
- Physical memorial (Brown, William and Mary)
- Site-specific video clips with interactive electronic map (Harvard)
- University/community combined residential complex (Northeastern)

Administrative Implementation

- Committee to monitor implementation (Brown)
- Diversity action plan – plan for Provost Office (Brown)
- Diversity report, annual (UNC)
- Minority recruiting/employment (Michigan)
- Steering committee (Brown, William and Mary)
- Vice Provost for Diversity, new position (Emory)
- Vision statement on diversity (Emory, Penn)

Community Outreach

- Access to education for local community/youth mentoring (ex. developing high school curriculum) (Brown, Michigan, Penn)
- Community workshops (Brown, Penn, Syracuse)
- Lectures, discussions, panels, film screenings (Brown, Emory, William and Mary)
- Opportunities for those disadvantaged by legacies of slavery (Brown, Syracuse)
- Public health outreach (Michigan, Penn)

Extended Outreach

- African exchange programs (Brown)
- National/international conferences (Brown, Emory, William and Mary)
- Outreach to historically black colleges and universities (Brown)
Stakeholder Involvement

- High standards for investments and gifts (Brown)
- Strategic community planning, involving university buildings (Harvard)

Conclusion and Recommendations:

The University of Virginia has made great progress in the recent decades in the acknowledgement of its historical reliance on the labor of enslaved persons, and has made great strides in the realms of discussion and initiative regarding ways to reconcile its current mission and priorities with its rich, but also troublesome past. The tangible examples of the initiatives of other universities in dealing with this same situation should act as inspiration for future actions on the part of the University of Virginia. Certainly, specific cultural, historical, and geographical context will ultimately determine the relevance and applicability of these options for the University of Virginia, but the pursuits of Virginia’s peer institutions should act as a reminder of the necessity for action on the subject of historic use of slavery and modern-day socioeconomic and racial relations.