Report:
Data from Faculty Workshops on the Disposition of the Confederate Statue

Compiled by the Office of Faculty Governance
October 26, 2018

*Format revised on November 2, 2018*
Faculty Workshops on the Disposition of the Confederate Statue

Background: Chancellor Folt attended the September 24, 2018 Faculty Executive Committee meeting, in which she asked the committee for help in getting faculty input on the disposition of the Confederate statue that had been taken down by protesters and subsequently moved to storage by the university on 8/20/18. The committee considered several options for faculty input and decided that a series of workshops held at various points on campus might be an effective way to have faculty generate ideas together.

11 workshops were held from October 3-10, 2018. Each 90-minute workshop was facilitated by a member of the Faculty Executive Committee or Chancellor’s Advisory Committee with logistical support from the Office of Faculty Governance and Chancellor’s Fellows. Approximately 120-125 faculty attended the workshops, which were held in various locations across campus.

The workshops were structured around a collaborative process model suggested by Trustee (and alumnus) Lowry Caudill that is also being used by the senior leadership and Board of Trustees. A survey sent to all UNC staff was also based on this model. The Office of Faculty Governance worked with a process consultant to design an easily replicable workshop structure. The structure can be discerned from the workshop slides, which are at the end of this report.

Report Contents

- Sample Agenda
- Collaborative process model
- “Goal” as stated in BOG Resolution
- Collated Ideas (from all sessions)
- Collated Principles (from all sessions)
- Collated Obstacles (from all sessions)
- Voiced comments (from all sessions)
- Feedback by session
- Workshop slides
- Workshop evaluations
Faculty Workshop on Disposition of Confederate Statue
Facilitated by “Faculty Executive Committee member”
“Location”
“Date”
“Time [90 minutes]”

Agenda

Part 1: Welcome and Introductions (15 minutes)
  - Facilitator Welcome
  - Introductions – Facilitator/team/participants
  - Purpose – Faculty Input to Plan
  - The Collaborative Process
  - Ground Rules

Part 2: Participant Input Generation (70 minutes)
  - Obstacles and Principles (25 minutes)
  - Ideas (35 minutes)
  - Summaries (10 minutes)

Part 3: Conclusion (5 minutes)
  - Next steps
  - Questions?
  - Today’s experience?
# The Collaborative Process

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<td>What is the core problem we are here to talk about? Define carefully; discuss exhaustively.</td>
<td>What are the obstacles that stand between us and our goal? Tangible AND intangible. List, don’t debate and don’t solve. Verify the list is complete.</td>
<td>How can we judge the effectiveness of our solution once it is proposed? What are the criteria or principles we can agree on? Define and verify.</td>
<td>What might we do? Gather and document a wide range of possibilities. Ensure exhaustion. Encourage strangers. One third of your list must be overtly nuts. Add new ideas.</td>
<td>What shall we propose? What ideas do we keep? How do we combine them? What is effective? What is acceptable? How can we move toward smooth and successful execution?</td>
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Developed by Robert Reinheimer, PhD
Goal (for The Collaborative Process)

. . . explore options regarding the Confederate Monument; and

WHEREAS Chancellor Folt and the Board of Trustees expect to be in a position to provide a plan for a lawful and lasting path that protects public safety, preserves the monument and its history, and allows the University to focus on its core mission of education, research, economic stimulation, and creating the next generation of leaders.

… develop and present to the Board of Governors a plan for the monument’s disposition and preservation

From BOG Resolution 8/28/18
Ideas generated from faculty brainstorming workshops on the disposition of the Confederate statue known as Silent Sam

Comments on timeframe to reach solution
Many faculty commented on and expressed alarm about the short time period designated by the BOG for the Chancellor, BOT, and campus stakeholders to give input on and come up with a feasible solution. Frequently voiced comments include:

- Slow the clock, emotions are raw
- Quick timeline is not good idea, there’s no time for consensus
- A cooling off period is needed

The responses have been organized into the major themes that emerged:

Remove the statue from campus
Ways to exhibit the statue
On-campus locations, if returned
Suggestions for the pedestal
Messaging, framing, and engagement
Other considerations

COLLATED IDEAS

Remove the statue from campus

Deal with the 2015 “monuments law”

- Clarify the statute/interpret the law; provoke a lawsuit
- Legal challenges to state law—explore possibilities
- Oppose/question the law; UNC shouldn’t be limited by the current law, use this opportunity to change it
- Petition legislature to repeal the 2015 “objects of remembrance” law

Auction the statue

- Reinvest the money
- Use proceeds for research assistantships
- Use proceeds for scholarships (for African American students)

Bury the statue

- Find a tree that was used for lynching, then bury the statue under it.
- In a cemetery
- In a deep NC tradition, bury the statue head-down in an undisclosed location on campus. This is actually a longstanding “solution” in the South for despised artifacts
• “In a process that never ends”
• In an undisclosed location
• In a similar manner as the Terracotta Army soldiers
• Hold a respectful wake and burial service for the statue (after holding a truth and reconciliation process). The burial could be actual or virtual
• Where it stood on McCorkle Place

Move to an off-campus location

Many participants favored moving the statue to an off-campus location, with some comments:

- We have an open campus (including buildings). For this reason and for safety, Silent Sam has to be removed from campus.
- Cannot move it back to its place on campus. Doing so would condone history.

Suggested locations (those in **bold** were suggested numerous times)

• **Bennett Place in Durham** – where it can be explained in an appropriate context
• BOG or BOT boardroom
• Return to descendants of Julian Carr
• Civil Rights museum
• **Civil war battlefield or other site**
• Civil War Museum
  - Museum of the Confederacy in Richmond
• **Confederate or Civil War cemetery** (such as Oakwood in Raleigh)
• **Return to the United Daughters of the Confederacy**
• General Assembly Building
• **NC Museum of History (Raleigh)**
• Smithsonian Institution
• A place where it would be difficult to hold White supremacist rallies (e.g., Museum of American History in Washington, DC)
• Art museum in an exhibit that explores what statues are, why they are created, why they are destroyed; include context of other monuments being destroyed around the world
• Museum with other monuments and artifacts from the era (Jim Crow)
• Offer to President Trump
• Off-campus museum. Public university is no place for a symbol like this one
• Old Capitol Building (Raleigh)
• Another city [none specified]
• Southern Historical Society
• State archives
• State capitol, where it can be buried
• State historical society for placement alongside other memorials
• A swamp—mirroring how soldiers suffered during the war
• Theme park—all funds raised would be donated to HBCUs
• UNC Chancellor’s or UNC President’s residence/lawn

**Change the form of the statue**

**Melt or otherwise recycle, repurpose or destroy the statue**

- Melt statue for scientific and creative research
- Melt the sculpture to create new artwork(s)
  - A new sculpture honoring the work of enslaved people in building the university. Place new statue on existing pedestal with extra contextual information included on plaques
  - A more affirmative monument/work of art
  - A new monument that better represents Carolina now
  - Must include proper contextualization of Silent Sam with the display
- A redefinition of “preservation” is required
- Melt to a lump of metal and put in an art gallery with the history and both sides of the [current] argument
  - Give lump of metal to Elon Musk and Space X and let someone else do something with it
- Commission artist Danh Vo to chop it up and make a new artwork from it
- Make something useful
  - Use for rivets/hardware for solar farm at the airport
- Destroy the monument (pedestal and statue) entirely; in its place, recreate an extension of Peace and Justice Plaza. Include a documentation center with photos, history, and full context. Could use the location to display art on a rotating basis
- Melt down and create commemorative coins/medallions or figurines (symbolize transformation)
  - Could include a date of birth and death of Silent Sam
  - Proceeds from sales could be used to raise money for African American student scholarships or for research assistantships
  - Give to graduates as reminder of transformative process of education
  - Make mini Silent Sam statues, if it’s meaningful to you, then you can own one for $9.95
- Destroy statue
  - Sell tickets of S3 dollars each for a change for a blow with a sledgehammer to hit Silent Sam, then sell the resulting bits to raise money for reparation scholarships for NC African American students

**Ways to exhibit the statue**

**Commission new art in place of the statue and/or base**

- Juried competition on what to do with the entire monument: statue, pedestal, and plaques involving those with expertise on what to do
- Monolithic block like the Vietnam War memorial (Washington, DC)
- Erect a new monument representing
  - Peace (created by local artists)
  - Symbol of hope
  - Diversity and inclusion (racial and sexual diversity)
The history of the African American people, underscoring that the Civil War was about white supremacy and keeping Black people down
An aspect of Southern culture that is not polarizing (e.g., biscuits, sweet tea)
An acknowledgement that people from NC fought in Union army as well as Confederate “fallen” students in general, not just war dead. Emphasis around race and inclusion

- Commission artists of color to create new artwork or monument (that explains black history) to be displayed on the pedestal in its current location
- Outsource preservation to an artist or artists, especially prominent African American artists—may open up interpretations of the word “preservation”
- Turn into public art project
- Curate the pedestal and treat it as a living thing; every year, a different artist rotates with a selection that has relevance and meaning
  - speaks to things not having to be permanent
- Create a graffiti wall (like one at Duke) at the current site with clear rules as to how long graffiti will stay up
- Create a hologram/avatar of the statue
  - Changeable; digitized artwork; mobile application for smart phone
  - Could allow people to choose which statue they want to see on the site
  - Keeps the statue secluded from public access

Create a new context (if the statue is returned to McCorkle Place)

NOTE: no one voiced support of returning the statue to its original location
- Contextualization is required that tells the full story of the statue from its inception to the present.
- Add another monument(s) the same size and stature (or larger) that memorialize(s) those who helped build campus and/or suffered due to racism and slavery
- Commission artists to create works reflecting/representing Civil Rights, Jim Crow, etc. and include Silent Sam in that context
- Erect another statue nearby to counter Silent Sam (if returned)
- Face it off against larger statues of viable moral leaders, heroic/admirable African American leaders/artists/scientists/etc. affiliated with UNC. Make it so that the Confederate statue is in darkness with warnings about the past, while the new statues are in light and include inspirational personal histories
- Have the statue represent shame — “Garden of Regret”
- Keep statue off pedestal; size gives it power
- Recast the statue in a new context—have Silent Sam be defending our larger ideals (e.g., Fearless Girl and the Bull statue on Wall St.)
- Rope kudzu over monument

Create a museum of UNC History and/or Civil Rights (on or off campus)
- Build or designate a campus museum to include the monument (e.g., Carolina Hall) for its display and interpretation that encompasses the statue’s full story as well as other UNC history
Include a very deliberate presentation of the issues—why this [statue] has divided our community, the history of the statue, and a clear description of how UNC has grown in its understanding and dedication to diversity and inclusion.

Be sure to include why the monument was installed, the speech that accompanied its installation, why it was torn down, why it was not reinstalled.

Include the protests that resulted in its removal (e.g., Univ. of Texas at Austin).

We have campus experts to do it right.

Do so without impacting pre-existing infrastructure or staff.

DO NOT put it in a university library.

- Civil Rights Museum on campus that would highlight good and bad history of Chapel Hill and UNC.
- Create a “significant destination” at UNC highlighting history, architecture, and education through a partnership with Duke, NC State, other local institutions—a story told over five campuses—(e.g., Berlin Holocaust museum).
- Create a public space, not central to campus, but not far off campus, that reflects the Confederacy as part of North Carolina’s and UNC’s heritage; the statue could be on display here.
- Create museum of UNC’s 225-year history that includes not just the Civil War and Jim Crow eras, but also its scientific/social advances, cultural advances (women, LGBTQ, immigrants) how UNC contributes to the world; include the monument and its history.
  - Remember that Silent Sam is only one part of a vast story, but not the sole focus; leave space to add new exhibits to extend UNC’s history into the future.
- Present Silent Sam indoors in a museum context, presenting the history of the monument, including a newly created place on- or off-campus that’s constructed for the purpose of housing it that would fully tell its story as well as a new story, and to contextualize it in order to educate NC residents and UNC students.

**Create a travelling exhibit**

- Collaborate with other institutions that have similar artifacts to create traveling exhibit that contextualizes the Jim Crow era.
- If the statue must remain in its current form, then commission scholars to write a grant that allows them to create a traveling exhibit that tells the monument’s story in a global context.
- Use pieces of the statue in an exhibit that travels around North Carolina that invites the public to confront these issues and commemorate progress.

**Create a virtual exhibit**

- Create a digital museum of the Civil Rights era and UNC-Chapel Hill; do not keep the statue physically on campus, but make it virtually available.
- Create a digital repository of spoken word, art, etc. of what the statue has meant to people over time (similar to StoryCorps concept).
  - Public can engage/reflect – say what it means to them as they experience the exhibit.
  - Share academically for research, public access, etc.
  - Similar to 9/11 museum.
- Create a virtual museum exhibit that shows history and evolution of Silent Sam; online content.
- Keep a digital version of the statue in an archive in Wilson Library that includes proper historical context.
- Use digital formats as preservation tactic.
On-campus locations, if returned

If the statue needs to be on-campus, then

- Have a huge funeral and bury the monument at cemetery at Raleigh and South Road
- Leave the statue face down where it fell, encased in Plexiglas or bullet-proof glass, with contextualizing plaques and/or history etched on the glass
  - Display toppled statue as a toppled statue
- If the pedestal and statue are kept together, consider the statue’s position – position the soldier:
  - lying down where he fell
  - standing on the ground instead of up high on the pedestal
  - in an open hole in the ground
- If the statue is returned, create a required walking tour for incoming students, faculty, staff
- Put it up, and then take it down [for a final time]. For example
  - Put it back and hold an educational symposium in the fall
  - In the spring, remove it and hold a celebration and educational opportunity
- If [must be] on campus, then teach history of racism and not mistake the statue’s presence as UNC’s support for it. Place statue in a secluded area (indoors is easier to control) that no one has to pass on the way to work or class
  - Create other statues around it that obscure it and give it new meaning
  - Create a tomb for it: “Here lies racism”
  - Webcam is the only way to see it (have to seek it deliberately)
- Smith Center or Kenan Stadium
  - Put in the center of Dean Dome and play around it until everyone gets sick of it
  - Move monument outside of Kenan Stadium with explanatory plaque
- Sink in University Lake
- House in a university museum and treat the statue as an artifact, as we do at research labs
- Erect a new statue dedicated to role of enslaved African Americans who contributed to building the university and who were harmed in or by the Civil War (as soldiers or civilians)
- Relocate to outside of the Carolina Inn and have it hold a platter for serving cookies
- Move to another part of campus, not at entry point, or off main campus (e.g., Carolina North)
- Identify a place (e.g., Gerrard Hall) to house a variety of monuments that gives the context of history and protests; collect and include artifacts that reflect the complex past
  - Don’t just solve Silent Sam
  - Wherever it’s placed, there needs to be context continuation to show variety of sides and to address race relations (e.g., Harriett Tubman papers)
- Locations on campus that lend themselves to contextualization, e.g., Love House or Carolina Hall
- Create a space (e.g., at Ackland, Stone Center, Wilson) dedicated to the racialized history of UNC and include a statue (not necessarily “the” statue) with video monitor or a plaque to contextualize its full history
- Place in Chancellor’s office or elsewhere in South Building (as reminder of troubled history)
- Place on top of a building
• Place in Rotunda of Visitor Center (with contextualization):
  o Away from visible spot, but still accessible; locked in evenings; easy to surround with historical panels; near the original site; respectful; together with other problematic university artifacts (e.g., Polk statue)
• Create a monument garden somewhere on campus that represents UNC history

Memorial Hall
• Connect to existing war memorial that is located at Memorial Hall; or make the one at Memorial Hall more prominent in place of Silent Sam
• Relocate the plaques that are currently on the pedestal to Memorial Hall
• Move statue near memorial for other students who have fought in wars

Storage
• It preserves it and keeps it on campus, but not on display
• Will be accessible to scholars—perhaps as part of University Archives
• Preserve [somewhere] as a primary source
• Locate within a public archive on white supremacy

Suggestions for the pedestal
Pedestal: *If leaving*
• Add notations that honor the struggle of those who have fought for civil rights and to have the statue removed.
  o A tombstone for a dying era/mindset
• Repurpose the pedestal for public art (perhaps changing periodically) (like [Fourth] pedestal in Trafalgar Square, London)
• Leave an empty pedestal
• Turn in to something that promotes reconciliation, unity and humility of belief
  o Confederate soldiers believed in their cause and vandals believe in theirs
• Since “Silent Sam” is an unusual name, if pedestal stays, “Make Sam speak” by offering voices about Civil War, etc.

Arguments for leaving the pedestal
• Leave base in place as marker of statue’s absence
• Leave empty pedestal and contextualize with plaque about the monument’s full history and circumstances of its removal
• Leave pedestal and contextualize it, but keep monument away
  o Add an assemblage of pedestals that contextualize our inability to capture our ideals
• Use mirrors so the pedestal reflects the unsung heroes memorial
• Create an empty pedestal [where the current one stands] that features recent works of art on a rotating basis
  o could be original or new pedestal; latter should be without the Confederate plaques
• Keep pedestal and have a public space on campus, show that this one monument is not isolated in UNC’s broader history
• Use pedestal for free speech
• Keep the pedestal and use it for other art
  o Commission another civil war memorial
• Add another monument to honor soldiers somewhere else on campus

Arguments for removing the pedestal permanently
• Remove it, then have a ceremony to rededicate the space with a five-year plan of rotating art exhibits to provide education (not just one replacement)
• Repurpose the pedestal—don’t leave it as a haunting reminder of what used to be there; use it for contemporary art installations/sculptures
• Add a new statue dedicated to students (and others from campus community) who have served UNC/public interests in times of war and peace
• Plant a garden or a tree, or re-seed the lawn. Include contextualizing information about the former monument
• Create a plaque on McCorkle Place to educate that is a dynamic, educational, and personal
• Demolish the entire monument and erect a plaque describing its erection and demolition

Messaging, framing, and engagement

Extremely important to most faculty

Comments
• Drop charges against those who toppled the statue; valorize them and others who organized against the monument
• Find a way to transcend multiple darknesses that it represents
• Frame iconoclasm as positive
• Re-think goal statement; the current goal is incompatible with what most people on campus want
• The statue needs [to] be a part of the university and preserved. It needs to be part of our history and we need to make it part of our education. The issues surrounding the statue need to be met head on and discussed.
• Concern that if it’s in any sort of public place, white supremacists will be able to rally around it
• Understand how any solution may affect alumni donations. Any discussion about alumni donations should be put in the context of previous scandals (e.g., when UNC was integrated, when men’s basketball was integrated), and those donations lost due to the presence of the monument on campus
• Revive the Tar Heel Bus Tour to engage faculty with the state
• Vote—change makeup of legislature
• Connect with or use Equal Justice Initiative as a model
• Consideration of other statues/memorials on campus
  o Come up with a plan for other statues on campus (e.g., Polk)
Consider whether we should abolish all memorials on campus and embrace anti-memorialization, living history, etc.

**Importance of contextualization and using expertise on campus**

There are faculty and other researchers on this campus who have studied these issues for a long time

- Curation of monument (what it means to different people) at an indoor location
- Framing ideas: Examining values of humanity and dignity, and where we’ve gone wrong. Acknowledge, contextualize, apologize for, understand, and conciliate the wrong (of the monument and the white supremacy it stands for)
  - Publicly repudiate Julian Carr’s statement (he made at statue dedication)
- Help campus tour guides come up with more talking points, place something at the location (where statue has stood)
- Engage broader public. Partner with the community to communicate a message
- Research and disseminate full history of the monument and its contexts
- Signage about history, presence of history on campus, more transparency
- Write an honest public history
- Write obituary of Silent Sam, and notify his next of kin
- Any contextualization needs to include information on white supremacy and its roles
- Clearly acknowledge the racism that statue represents, and that university does NOT endorse it and will fight against it
  - Clearly acknowledge the racism of the university
- Consider Southern culture—how to honor it on campus with or without the statue
- Contextualize statue if it remains – work with artists
- Rebuild the history taskforce to be more inclusive, transparent, and representative, e.g., issues of public reporting
- Appoint committee of experts to contextualize materials and have another committee composed of all stakeholders at UNC (task force) who review contextual materials
- Ask (UNC) historians to give public presentations on the relationships between the Confederacy, its commemorative (public) artifacts, and past and present white supremacy
- Center the expertise we have on campus by including research on history, monuments, etc. (lots of UNC scholars know about these histories)
- Make a brief history of the university public that discusses the history of the monument, racial tension/racism on campus, and the history of diversity and inclusion on campus

**Educational value of the statue/monument**

- Do not destroy the statue—use it as the university’s greatest opportunity to education the people of N.C.
- Make an excellent documentary film about the monument’s significance: what it means to various people and why it’s become so important. Also, show that past injustices can be recognized and changed
Leadership issues

- Develop decision-making principles (about issues of systematic oppressions and discrimination) for UNC administration AND use these principles to guide and PUBLICLY justify decision-making
- Encourage decision-makers to stand up to do what is right and to stand up for faculty and students and remember their place in history
- Ensure that there is a 2-stage process of evaluating what happens to the statue that involves experts and stakeholders
- Somebody (chancellor or BOT member) needs to make a speech--get out in front of people--explaining why the statue doesn’t represent our university’s mission, and stating that it doesn’t belong on campus
- Those with a special interest in the disposition of the statue, including faculty (especially Black faculty), graduate students, and historians should be able to provide input on any decisions

Provide special attention to people of color

- African American staff feel like they have very little voice in process, harmed as well
- UNC should issue a formal apology (particularly directed to faculty and students of color) with a statement from Board about the statue having no place on campus
- Listen to African-American faculty and staff. If moving toward some kind of compromise, by which the statue will end up on campus somewhere, serious repair-work will need to be done with African American faculty, which, as a group, feels condescended to. If the statue is kept on campus, African American faculty are going to feel that way again. The ONLY way to make progress, is for the chancellor to sit down with African American faculty members and find out what needs to be done to make them feel more welcome on campus, and then they might be willing to sign on to a solution that comes up

Engagement: Hold Conference(s)/Symposia/Workshops

- Series of workshops on importance of civil disobedience and its role
- Convene (annual, regular) conference on a day of significant to monument (e.g., its dedication, when it was toppled) to reflect upon history, white supremacy, race relations and ongoing issues
- Institutionalize annual reconciliation and listening sessions (similar to University Day)
- Hold an annual conference/meeting/celebration to talk about history and paths forward
- Community Day: have a discussion and activities that include people from both sides [various viewpoints] to encourage discussion

Importance and need for Truth and Reconciliation process

*Mentioned and underscored frequently*

- Bonfire with a truth and reconciliation process, highlighting fire as a symbol and encouraging in-depth and continued dialogue about the meaning of the statue
- Create a race and reconciliation task force
- Recreate reconciliation and restitution process
- Truth and reconciliation process very important [at UNC and throughout the state of NC]; erect new monument to memorialize that process.
Other considerations

Consider what have others done (there are experts on campus who can advise)

- Look at Germany’s history and how they dealt with the Nazi past and its monuments:
  - Topography of terror, Berlin
  - Documentation center at the Nazi party rally grounds in Nuremburg
- Examine approaches done by other countries after civil and world wars, approach models that have been successful in keeping communities safe
  - Anti-revisionist approach. Such as in Germany at camp in Dachau, it shows what happened, to let people know what it was really like
  - Look at other national examples: Duke, Louisiana, Richmond, UT Austin

Consideration of other statues/memorials on campus

- Come up with a plan for other statues on campus (e.g., Polk)
- Consider whether we should abolish all memorials on campus and embrace anti-memorialization and living history, etc.
- Enhance the current slave memorial

Safety

- Consider public safety
- Fear that a threat will exist wherever the statue is physically located

The soldier’s story

Some faculty were interested in the soldier’s story (actual statue or the idea of a Civil War soldier from North Carolina)

- More information about the story of the soldier statue, such as its background, reactions to it when created/erected and now; photos; statements
- Memorialize soldier’s suffering -- Contextualize the notion of Silent Sam as a victim in society where he didn’t have a lot of control (due to his youth, social expectations, etc.)
- Find rationale for being a soldier. Honor people who have lost their lives. That aspect of statue is recognized, but context in which it was replaced makes it “ill.” It has now been contextualized with violence. Took away reverence. Blacks fought in Civil War too.
- If people feel the need to further memorialize the war dead, create a new memorial to lost soldier(s) of all wars: past, present, future. Could include a bit of the statue (or material from it)
**Principles**

In the collaborative process model used for these workshops, “Principles” are used to measure the effectiveness of a solution once it’s proposed. Participants were asked to consider the criteria and principles as part of the idea-generating process.

The responses have been organized into the major themes that emerged, in order of reported frequency:

- **Stakeholders**, including **Leadership**
- **History, contextualization, and education**
- **Safety**
- **Ethics**
- **Reputation**
- **Resources**
- **Other considerations**

**COLLATED PRINCIPLES**

**STAKEHOLDERS**

The majority of principles were related to the various stakeholders, including those in leadership.

- Effective solution has buy-in from key stakeholders
- Alignment among stakeholders: Does the BOG accept the Chancellor’s recommendation and does Chancellor accept faculty’s recommendations?
- The loudest voices are not always the most equitable: everyone should be heard—this is not a popularity contest
- Key stakeholders have felt heard, like they have a voice
- Respectful of multiple views on the meaning of the monument
- Open door for constructive conversations
- Solution can be quantified and measured
  - A lot will come down to community and how you measure belonging—if sense of belonging increases
- Effective solution shouldn’t subordinate any members of the community
- Community belonging would be increased
- Campus is satisfied, because our security is at stake
- All faculty, students, and staff should be satisfied with the solution, particularly (all) minority stakeholders
• Does the student body understand and appreciate the solution?

• Don’t make assumptions of how minorities feel about statue. African Americans and other minority people have different views about the statue. Let’s not make assumptions that the impact is as great as we think it is for African Americans
  o Minorities who have lived in this area have experienced much worse [terror] than passing by that statue

• Faculty, students, and staff of color feel more seen, heard, and respected

• Special attention to most vulnerable and to work toward campus on which African Americans feel more welcome, as well as others on campus
  o Is Chancellor Folt among the most vulnerable? I think so. I hope we will support our chancellor through this difficult period where her campus colleagues and her supervisors strongly favor different outcomes

• Campus community feels listened to, feels its concerns have been heard and respected

• Consider how it affects teachers and the community

• Faculty would continue to engage with issues on campus and have a stronger voice

• Do not impose the statue on any campus entity (museum, library, research center) whose main occupants do not want it

• Having all stakeholders understand the full history of the statue and how it’s affecting life on campus

• Should be inclusive of wide range of perspectives and marginalized groups; “marginalized groups” should include anyone who feels marginalized by this issue, not just certain groups

• Measure reactions of stakeholders and non-stakeholders

• Individual sensitivities (local, regional, and national)

• Climate measures (climate on campus and in state)

• Effective solution is respectful of the wishes of our host town

• Ensure the welfare of current population of NC and generations to come

• Does the solution respect the welfare of the current and future population of NC?

• How is any solution affected by the make-up of boards (BOT and BOG)?

• Political backlash or legislative support

• Solution should not be driven by politics

Leadership issues are part of stakeholder concerns

• Decision-makers should be able to articulate who the decision is supposed to serve and ensure the solution does that

• Fully transparent and inclusive process to find a solution

• Ideally, the administration would listen to what most people on campus are saying
It’s specifically important to listen to African American and other minority faculty and students. No way of knowing how other people feel. At one point does an administrator reach out to African American groups about safety concerns and how individuals from that group feel about the statue? Important for senior administration to show concern for marginalized groups? It hasn’t been done yet.

- Solution should be reached honestly and in good faith
- Solve the problem, don’t just pretend to listen—could be achieved through a sustained truth and reconciliation process that acknowledges that we are a wounded community, but desire to be part of an intellectual community a proud and progressive history
- Communication of solutions (clear evolution of decision – transparency)

HISTORY, CONTEXTUALIZATION, AND EDUCATION

An effective solution should:

- have historic value
- offer continued means to understand the full history and accurate contexts of the monument, as well as the experience of what to do with it, that future generations will be able to learn from
  - capture historical context for how/why the statue was erected,
  - preserve American history,
  - acknowledge that history and people make mistakes,
  - help people understand the state’s and UNC’s roles in the Civil War
- consider what the statue originally represented and what it has come to represent, including the sexual dynamics of Silent Sam, and feeling threatened on campus
- preserve the history of the area
- include the university’s history as a site and sometimes agent in the perpetration of racial injustice should not be ignored, overlooked, or whitewashed
- acknowledge the full history, current and present threat [posed by the statue and what it represents]
- ensure that we have a full/accurate historical context for what remains of the monument
- be accurate and clear. Acknowledge the racialized history of the statue. Clearly state that white supremacists erected it during the Jim Crow era and used it to terrorize Black people
- preserve and acknowledge the entire historical context
- historicize the monument and tell the complete story
  - Lots and lots of expertise already available on campus
  - Enlarge the effort to include histories of the experiences of Black and Native peoples
- provide a historical context to assist students, staff, faculty and visitors with the interpretation of monuments, facilities, and memorials
• eliminate the false narrative that the monument currently promotes and have it contextualized
• consider the role of public space and context
• address the hostile environment caused by the presence of the statue
• use the narrative principle (consider what version of the story is being told)
• be useful as an educational tool for students
• have educational value now and going forward
• allow UNC to focus on its core educational mission in a positive way
• investigate the roles of objects of remembrance and what is being remembered
• allow UNC to make use of its role in research and education to help educate citizenry of NC about Confederate monuments
• Recognize that the monument is not an isolated issue, there are many memorials on campus about our troubled past. No censorship and no moratorium – those things will not advance us.
  o In relation to the moratorium, want to involve community and state. Even though full agreement may not be possible

SAFETY
Safety issues came up repeatedly.
An effective solution will ensure:
• public safety, including students, faculty, staff, town residents, and visitors
• that campus feels safer and more comfortable for all
• an end to the violence and the re-education of the police
• that faculty, students, and staff of color feel safe on campus
• that student of color and student activists on campus wouldn’t be afraid of being harmed any more
• that students of all backgrounds and identities should feel safe and welcome on campus
• that questions of access are considered, such as, who can access parts of campus. How will the solution affect different parts of campus (including learning spaces)? Recognize that the solution may have an effect on access.
• That access to learning spaces is not prohibited/inhibited

ETHICS
An effective solution will
• avoid condoning or honoring a culture that condoned slavery, racism or any value we do not share at Carolina
• be consistent with our commitment to diversity and inclusion
• be based on articulable reasons, not political compromise
• be driven by strong principles and concerns, such as the principles of democracy
• consider how a university behaves when there is disagreement about what is right, just, and honest
  o Trying to satisfy all constituents at least minimally, doesn’t seem to lead to satisfactory solution for anyone
  o What is our principle of how to behave?
• consider that we are creating the next generation of leaders, and, as such, ensure that the process models democratic norms and transparency
• consider the university’s ethical stance
  o Perceptions, both internal and external
• doesn’t promote or condone white supremacy or racism
  o Who determines this? HOW DO YOU DO IT?
• follow the commitments to Servant Leadership Principles (of Ella Baker, Robert L. Greenleaf, and other anti-racist activists)
  o Listening: Have the least powerful been heard? Not only heard, but have their opinions been valued? Tilt the decision-making power toward the most powerless
  o Does the solution make us freer and more capable of serving (fulfilling mission of the university)?
  o Does the solution acknowledge the violence the statue represents?
  o Does the solution acknowledge the histories behind the monument? (including that which people want to “preserve?”)
• help us when we get stuck: show how we can move to a higher principle
• lead to healing and resolution
• promote reconciliation and peace among and within the university community
  o Reconciliation is an outcome, but reckoning is a process of truth telling
• represent ethical courage: be an ethical decision vs legal compliance: represent ethical courage
• represent ideals of the university, promote opportunities for civil discussion, and promote hope
  o The Blueprint for Next offers values about welcoming environment where people can thrive that may relate
• support the university’s stated mission, vision, and goals, including its commitment to diversity and inclusion
• underscore our commitment to diversity and inclusion
  o UNC must repeatedly repudiate white supremacy. Building names, have buildings and fellowships in honor of other people
  o Need for an ongoing plan for other building and spaces
REPUTATION OF THE UNIVERSITY AND ITS POTENTIAL TO SERVE AS A MODEL

The solution should consider student, staff and faculty recruitment, retention and well-being by:

- assessing applications to UNC (trends of quantities and breakdown by ethnicity and other diversity considerations) and retention by UNC
- assessing its effect on admissions
- facilitating the hiring and retention of highly qualified and diverse faculty, staff and students
- measuring success (in regard to core educational principles):
  - Application rates of students/groups who feel excluded
  - Retention rates for faculty, students and staff
  - Measure undergrad to post-graduate employment rates
  - Health outcomes for faculty, students and staff

In terms of UNC-CH’s reputation, an effective solution will:

- distinguish our university as a welcoming community to current and prospective faculty, students, and staff
- enhance UNC’s reputation and not detract from it
  - This is UNC-CH’s greatest opportunity to educate the people who pay our salaries. Education must be a goal of this controversy
- enhance a welcoming and inclusive town and campus
- allow the University to recover quickly from the damage it has sustained by the response (or lack thereof) of the administration
- be concerned about the university’s reputation
- be viable for the long-term
  - Will our grandchildren be proud of it?
- will allow UNC to receive positive national attention and to serve as a model for other universities/institutions
- be something the university would feel proud of standing out on at national level
- instill pride in the university community
- give communities with similar issues model
- give our campus a model we could use for other sensitive issues
- allow us to use this incident as a catalyst for change, not just as an institution, but also as a leader for other institutions. We can use this opportunity to work towards/celebrate better inclusivity and to stand out as true promoters and champions for diversity

RESOURCES
An effective solution should:

- consider its monetary value
- consider its effect on economic activity
- consider the financial and time impacts of this issue
- be mindful of the use of public funds
- be sustainable with resources that can be made available, BUT not from UNC's existing resources. The Legislature must pay.
- be feasible in terms of cost
- be sustainable for the long-term

OTHER CONSIDERATIONS

“Goal” for the collaborative process:

- The principles listed in the “goal” are problematic
- “Whereas” principles [in stated goal]: how well are these requirements met? How well do they need to be met? Do not prioritize one over the other

Law:

- Observing the law or getting it changed?

Logistics:

- If the statue is to be on campus, where in the world will it be?
- Is the statue still a flashpoint that needs to guarded? (If returned to a place on campus)
- Monument must not be on campus
Obstacles

In the collaborative process model used for these workshops, “Obstacles” are considered before generating principles or ideas for a solution. Participants were asked to think of all possible obstacles (both tangible and intangible) that stand in the way of the goal. They were encouraged to list obstacles and not debate them.

The responses have been organized into the major themes that emerged, in order of reported frequency:

- **Stakeholders**
- **Leadership and mistrust**
- **The law**
- **Safety and fear**
- **History and contextualization**
- **Resources: Costs and funding**
- **Timeframe**
- **Practical considerations**

**Other obstacles:**
- The meaning of the charge from the BOG
- Workshop process
- Ethics and values
- Possible negative consequences
- Communication issues

**COLLATED OBSTACLES**

**STAKEHOLDERS**

*The multitude of stakeholders and their divergent, often opposing, views on the disposition and role of the statue were mentioned repeatedly in every session. In addition, the power dynamics of stakeholders was noted as well as the need to honor the culture of the campus and those who are on it every day.*

**General obstacles regarding stakeholders**

- Stakeholder divide on where it should go
- Disagreement over the original intent, purpose, message of the statue
- Complexity around the context
- Multidimensional
- No matter what, some people will not be happy due to diversity in opinions
- Failure to build consensus
  - If there’s no consensus, then how do you build support?
• Lots of outside pressures (Board of Governors, town, stakeholders, state) on the chancellor and Board of Trustees

• Stakeholders – making sure we’ve thought of everyone

• There is meaning determined by everyone person who interacts with the monument

• Public pressure, Legislature pressure

• Not one-dimensional, lots of different sides, hence divergent solutions. Plus, a power differential exists.

• Engaged individuals who are entrenched and talk past each other

• Pro-Confederate citizens of NC
  - Alt Right
  - People with ancestors who fought for the Confederacy

• Lack of alignment among various stakeholders on goal of what to do with the statue

• People don’t agree with goal of preserving monument, hard to

• White supremacists are controlling the university and this process

• Voices not heard

• The hardening of positions among various stakeholders and the false sense that all sides need to be represented, and that there is something called “balance”

• Varying opinions among stakeholders

• Objections from the student body

• Is it possible to appease everyone?

• Core mission is what we should be doing at our core. Outside forces may be at odds with core, such as an anti-education sentiment in NC government

• Highly charged landscape; divisiveness of the debate on a national scale
  - Balance between historical content and the present

• Many stakeholders, power differentials.

• Balancing the mission of the university with power sources: Since UNC is state-supported, we have a BOG, BOT, and legislature. Conflict is created by the matrix of stakeholders that Chancellor Folt has to report to

• Issues around being a public university—reconciling what NC citizens think with what the campus community (faculty, students, staff) think

• Pressure to maintain statue on campus in place of prominence is likely not palatable to students, staff, and faculty

• Little room for compromise, either statue stays or goes. Binary

• “There is no longer currency in compromise” in the current political climate (at the national as well as local levels)
Issues have been construed as win-lose

- Polarized environment
- Divisions between state (NC Legislature and some citizens) and campus
- Divisions on campus
- Partisan nature of the problem, the NC legislature is partisan
- Inability to find middle ground—only extremes are represented—that may not be possible and may create new political problems
- Unwillingness of both sides to confer legitimacy of the other group’s view. Lack of consensus
- Find a way for the two groups to talk together productively

Some stakeholder attitudes

- Anger at how the statue was taken down
- Does the statue distract from other critical areas of progress (women, LGBTQ, immigrants, wealth inequality)?
- Nostalgia
- Difficulty talking about these issues, because white supremacy = silence
- Removal alone isn’t enough to provide healing—there should be a positive outcome, not just the absence of a negative

Beyond local stakeholders, politics at the state and national levels

- Context and politics at state and at national levels
- General polarization of the nation
- Polarized political climate at state and national levels; mistrust
- Politics (legislative oversight)
- Trying to align campus politics as well as legislation with what we believe is right for our students and our community.
- Upcoming elections

Stakeholders and the reputation of the university

- Making the University welcoming amidst the statue
- Public opinions: different perceptions of the meaning of the statue, whether it honors or intimidates
- Threat to UNC reputation if UNC is seen as overly liberal
LEADERSHIP AND ISSUES OF MISTRUST

Board of Governors
- Board of Governors are considered an obstacles
- Decision rests with BOG
- Legislature and BOG are a threat to UNC’s ability to self-determination and independence
- Principles of BOG and faculty may not be in sync
  - Feelings of alienation from the BOG
- Solution [determined by BOG] could be a threat to UNC’s independence

Campus leadership
- Chancellor stands too alone – need for solidarity
- Juxtaposition for chancellor in reporting to “two bosses”: BOG and campus
- Lack of clarity and transparency on the decision making process; who is ultimately responsible and who should have a voice?
- Lack of leadership on campus
- Lack of moral and intellectual leadership at UNC; lack of understanding that the law and morality are not equivalent
- Loss of confidence in the chancellor’s leadership
- Perception that UNC leadership was supportive of the monument’s destruction
  - Perception that UNC’s leaders did not care (endorsed) the racism the statue represented
  - Be transparent on what happened and who is responsible
  - Uncertainty about who the chancellor represents

Mistrust
- Administration overcoming a lack of trust
- Climate of distrust that developed between the chancellor and University community; her attention is divided among different constituents (including those not on campus) and politics
- Lack of trust in the process—this input gathering may just be screen
- Mistrust of motivations:
  - Workshop process
  - Administration (senior leadership who are worried about the impact on donors and dollars into UNC)
  - BOT
  - BOG
  - Republican-dominated legislature
THE LAW

- Historical monuments law was mentioned as an obstacle in every session
- Clarity on what is meant by “lawful” in the charge from the BOG
  - The monument law is not widely understood, uncertainty about what it means to come up with a lawful solution
  - The monument law seems purposefully opaque—makes it hard to find a lawful and lasting solution
- Current law is an obstacle to a solution that would allow the university to focus on its core mission, and in creating and welcoming the next generation of leaders
- Chancellor and Board of Trustees must be willing to push well beyond the current envelope of “allowed” options. It’s most important to do what is right and not simply value what is palatable or “politically acceptable”
- Understanding the law. Open it up to interpretation
- Will the 2015 law be challenged?

SAFETY AND FEAR

Safety

- Concerns about protests and potential violence; now, during the process and after
- Danger and safety issues
- Easy access to campus by outsiders
- How to protect those who take a moral stand
- Lack of ability to maintain safety (physical and intellectual) on campus for staff, students, and the public
- No assurance that public safety will be protected if the statue stays on campus
- Safety in community (especially students and staff)
- Safety overall, alignments and perceptions from community are divisive—not going to come up with a solution that everyone will agree on
  - Don’t make it so that students have to risk their safety to do what is right
- Toxic atmosphere that will forever surround the statue that makes it a safety issue for it to remain on campus (should not be returned)
- Violence
- Willingness of both sides to take illegal actions (vandalism, violence) to achieve their aims

Fear

- Of additional protests
• Of retaliation
• Of finding solutions without alienating people.
  o Perception that any solution might not be accepted
  o That any solution will be divisive

HISTORY AND CONTEXTUALIZATION

The history of race relations and racism on campus (and the town and state) is a vital issue

• Can’t “preserve” history
• Contextualization is a complex process that can only imperfectly reflect a multitude of views.
• Inadequate recognition of the role of race, slavery, and white supremacy in the erection and removal of Silent Sam
• Intellectual dishonesty: statue is celebration of confederate rebellion. Being forced to be part of process that is disingenuous
• History of race relations on campus (e.g., neglect of spaces on campus, such as the historically black segment of cemetery)
• Institutional racism runs deeper than statue (rooted in long history)
• Interpersonal racism from public figures
• It’s hard to talk about race and issues related to it
• There seems to be broad willingness to ignore the people traumatized by the history of monument, not sure they’re getting enough of a voice
• Lack of thorough knowledge of relevant history among stakeholders
  o Ignorance about what the statue represents
• Multidimensional and complex history

RESOURCES: COSTS AND FUNDING

• Costs in general
• Funding, cost of the solution, and also loss of funding, if we go against legislature and some alumni
• Funding:
  o Need enough to fund the solution
  o Potential retaliation from state, alumni and donors
  o Being mindful that we live with fixed budgets and that any appropriation in one direction then removes funding for something else; this is termed “balancing” measures in quality improvement
• Security, Financial, Infrastructure
• Future impact on alumni donations, school reputation and enrollment
  o Faculty could consider putting forth a resolution stating that while it supports the removal of the statue, it does not approve of the manner in which it is happened
• Pressure from donors to maintain statue in current location or place of prominence—Possible that nothing short of celebration/evoking visibility will be satisfying to that group
• Replacement of statue based on monetary donations
• Resources required to relocate the monument
• UNC is in the middle of a fundraising campaign, resulting in a conflict of interest between raising money and standing by our values
  o It's not good to be criticized in the middle of such a campaign
  o Clarity in fundraising—conflict of interest between raising money and our values, especially with different (often opposing) views held by alumni (and other donors)

TIMEFRAME
• The amount of time the BOG has given leadership to propose a solution
• Time constraint (Nov. 15 deadline)
• Time – process has been rushed
• Timeframe is too condensed
• Safety issues and timing: constraints of getting out a safe solution in a short period of time. Time is critical; the rush is an obstacle
  o The rush to “fix”— need time for processing and reflection
  o Disagreement about the safety issue and the history of it has not been contextualized

PRACTICAL CONSIDERATIONS
• Current location is prominent – would it be the right place for a replacement?
• Difficulties in integrating teaching moments about the experience of the monument both on campus and beyond
• Finding a department/unit/group to take the statue
• Lack of a visible plan of action
  o Make decisions using evidence-based and research-driven idea from social sciences and humanities
  o Change the narrative away from protecting the statue towards protecting people
  o Explain the plan of action
• Location: what are the alternatives to McCorkle Place/campus in general?
• Physical fact of the monument: do we replace, move it only, retain statue only, pedestal only, both, neither?

OTHER OBSTACLES

The meaning of the charge from the BOG
• How do you define preserving monument and its history—how to get to generalized consensus?
• Uncertainty about what “preservation” and “lasting” mean—different interpretations of those terms
  o The monument is two pieces – statue and plinth
• Vagueness in instructions (charge from BOG)
• What constitutes the “monument” (base versus statue or both)?
• Words and charge to faculty: framing of the problem, which assumes “preservation”

Workshop process/ways faculty are being engaged
Some faculty, whether they participated or specifically declined to participate, viewed the workshop process as an obstacle
• This process is an obstacle; it’s ultimately a question of should the statue be on campus or not
• Process of this workshop in general
• Incompatibility of the charge (“goal”) with the strong history of constituencies
• Premise in the charge to the faculty is unethical. It raises ethical ideas about the tension between history education and ethics education

Ethics and values
• Appeasement may not be the answer, if we stand for a moral outcome and what is just
• Charge to faculty doesn’t represent global view and debate about Silent Sam
• Those in power lack a moral and ethical will
• Core of what we need to do: if we are controlled by white supremacy in any of those domains, then that’s an obstacle
• Reconciling with the mission of a university, especially being a university “for all” with a symbol (the statue) that is quite divisive
• What do we stand for as a university and what are our core values in terms of our mission of teaching and learning?
• The focus is only on Silent Same and not future ideas of public commemoration on campus
  o Weak track record for public art and commemoration on campus
• Where to draw the line between this monument and other monuments, buildings, etc. (How will this process extend to building names?)
• The future; these issues will continue to surface

Possible negative consequences (other than those related to safety)
• Difficulties with recruitment and retention (of students, faculty and staff)
• Drop in applications
• Placing statue anywhere on campus is likely a deterrent to potential students, faculty, staff

Communication issues
• Managing the message
• Social media (instant, not always accurate)
• Transparency
Voiced comments

From all faculty workshops, October 3-10, 2018 (in chronological order)

_The recorder attempted to capture these comments, which fell outside of the structure of the workshops, as accurately as possible. Since recording devices were not used, these are not direct quotes._

So far it’s been more about a political process than an intellectual process.

Thanks for being part of this process and creating culture in which the chancellor is relying on faculty to help. Important to convey that faculty will support her. Bring out better instincts.

Broader culture of collaboration and trust

Conversation about the need for a truth and reconciliation process speaks to a hunger on campus to really work on these issues.

This is an opportunity that we have to move forward, debate and find way to come together.

What’s the type of University we can trust and believe in?

Light and liberty as supposed ideals that we want UNC to reflect and stand for instead of having the Silent Sam statue symbolize us.

Some colleagues don’t come to these workshops, which feel too constrained...

If people fundamentally don’t believe that protecting and preserving the monument is a good goal, then we should restate the “goal.”

Concern about the reputation of our university (as an alum) and a shame and reluctance felt to invite others to study here, come to work here.

Loss of confidence in the university leadership (BOG, BOT, and Chancellor) as a result of how the process has unfolded.

Before now, the leadership has not tapped the immense expertise on campus; the process has not been research-based. Many scholars on campus have studied the narratives held by various stakeholders. The chancellor met with the Daughters of the Confederacy, which makes it appear as if the leadership views the toppled statue as a PR problem instead of the an issue of engagement and reputation. What are we trying to do in the state and region? Lots of experts on campus who understand what is felt by many. Now we’re faced with a deadline crisis. Historians here on campus are doing this work, and being ignored.

Brand and reputation of the university is at risk. It this issue is not handled right, then there will be big impacts on donations and enrollment.

By not making a decision, now we find ourselves in a place with no great options.
Distrust on both sides: those who supported removal of the statue and those who wanted it to stay or at least didn’t want it removed unlawfully. It’s obvious that we’re not in a great place due to lack of leadership.

Sympathy for chancellor’s position, as there is little transparency in context of the law.

Chancellor needs some way to distinguish herself from the BOG leadership; it could help gain allies. One has to follow the process closely to pick up on her position. She needs to be more obvious that she’s an advocate for the faculty’s interest.

- Advocate for faculty’s interest or institution’s interest?

Reality that funding comes from state and private donations

- Also from grants, which come through our faculty

We have a unique **Opportunity**: the world is watching; would love to see us be courageous and bold in this process.

There’s a problem with faculty giving input vs faculty being involved with decision-making. The faculty will still be here when BOT has retired and the chancellor has left. Faculty are stakeholders who are charged with the stewardship of the university. Faculty should ask themselves: Why are we doing what we’re asked to do instead of what we should do?

There are structured processes of shared governance that can be used to solve this problem.

Administration’s attempts to involve faculty, structure that might be generative.

For the record, one faculty members stated: System has been compromised, and there has been no accountability to faculty.

Three points:

1. Symptomatic, no African American faculty in this session
2. I have become sensitive in last month. In the past, when I saw the statue, it pissed me off; but when African Americans walked by it, they felt threatened. Ideas [generated at the session] fail to recognize that the statue was a threat—of a piece with a story about a person reaching for their wallet who gets shot since the cop thinks it’s a gun
3. **Problem with process as it evolved.** For the sake of being inclusive, we came up with ideas. There’s no way of knowing which ideas are deemed good and which are deemed bad. We gave ideas, like good students. The process is not fair or realistic.

One participants expressed the emotional difficulty of seeing Black students put nooses around their necks to get attention. She hopes to help find a solution where students feel heard and safe, and do not feel compelled to put nooses around their necks.

Think about the different things we can do as a faculty.

No confidence vote, if the administration decides to return statue to campus.

Serious campus climate problem. Worse than many other public university campuses.
Pragmatic comment: what if we’re successful in getting what we want (removal). Find out who our boss is. The BOG decides who our chancellor will be. Hopes faculty won’t put chancellor in a position where the BOG will need to pick a new chancellor—win the battle and lose the war.

Chancellor is in a difficult position.

Some attendees don’t see how the campus climate around this issue could get any worse.

We have been playing amelioration game for many years (since Bruce Davis was hired to be Football couch). Hoping that BOG would recognize that faculty are willing to work with them.

Amelioration game will only reinforce what the BOG wants.

Let the contradictions become apparent, let history happen.

If this process is not a good process. Is there something we can suggest to the Chancellor moving forward? How to get these to run better and be more effective?

Slow the clock—not necessary to rush under the law.

Seek declaratory judgement under the law.

Improve this process by weighting better ideas.

A segment of faculty doesn’t speak up due to fear, because they are not tenured.

This process is phase one of brainstorming. Would like to see phase 2.

Experts on campus on data collection.

Maintain a workplace that is not hostile and unjust.

The Civil War has never been reconciled--one reason we are dealing with the statue issue in this way.

The Center for the Study of the American South will be holding a competition for how to deal with the context of memorialization. They will make the lawn in front of Love House available to show what artists would erect I place of Silent Sam.

Emphasize the development of rigorous and coordinated public scholarship projects throughout the state so the university is more of a presence in people’s lives (building on what is already going on) and that encourages dialogue as well as presentation of what we do and or resources.

Keep the dialogue on difficult issues going. Don’t limit it to moments of crisis.

Change the narrative and call it what it is. Instead of celebrating heritage, acknowledge that the Civil War was an act of treason against the US and that the Confederates were traitors, and they lost. Interpretations of history.
One attendee walked in to the session feeling angry, but left feeling inspired after hearing lots of different ideas.

A program called “Monumental history” will be held on Oct 24, 4:30-6 in Global Education Building. More details to come.

Some faculty are organizing an event on academic freedom.

The 2015 law that appeared out of nowhere and could disappear just as easily (at the will of legislature).

The law does not compel a particular conclusion, it’s up to the Legislature to change it or interpret it.

As a university, we need to learn from our own history, such as the speaker ban issue. Trustees and chancellor didn’t like it until a court case that showed its problems.

All symptomatic that this country has never had a reconciliation about race and slavery. Issues will repeat until we attempt a truth and reconciliation process, such as attempted in South Africa.

Look at what’s been done in the past: UNC libraries created a virtual museum of UNC-CH history: museum.unc.edu under the Moeser administration.

Due to divisiveness, people find themselves talking at each other, instead of to each other.

There were many concerns voiced about the actual efficacy of this workshop process, such as whether whatever solution gets proposed to the BOG will it be informed by this process.

In the campus lore of my era at Carolina (80’s), the common understanding was that he was “silent” because he was supposed to fire his gun every time a virgin walked past. This kind of legend was attached to many memorials on many campuses throughout the country. I’m sure over time even at Carolina there have been many variations.

Many young people of all gender orientations come to campus with a lot of confusion and fear about their sexual orientation, experiences (or lack thereof), and what might be expected of them. Fear and peer pressure mixed with substance abuse leads many to pressure others or themselves to do things they later come to regret, and may even provoke some to acts of sexual violence. In the era of Me Too, Justice Kavanaugh, etc., ignoring Sam’s role in the sexual politics and culture of a college/university seems like an oversight.

Sam has had many contexts. Sexuality may not have the moral weight of slavery, racism and civil war, but it is something every individual deals with, often most intensely at university.
Faculty Workshop: Session 1
October 3, 2018
10:30 a.m.—12:00 p.m.

20 participants
2 guests: Rumay Alexander, Mal Watlington (Process Consultant)

NOTES

Obstacles

- Vagueness in instruction (charge from BOG)
- Replacement of statue based on monetary donors
- Stakeholder divide on where it should go
- What constitutes the “monument” (base versus statue or both)?
- Administration overcoming a lack of trust
- Making the University welcoming amidst the statue
- Current law – obstacle to a solution that allows the University to focus on core mission and creating and welcoming the next generation of leaders
- Security, Financial, Infrastructure
- Finding a department/unit to take the statue
- Nostalgia
- Really difficult to talk about this stuff (white supremacy = silence)
- Disagreement over the original intent, purpose, message of the statue

Principles

- Measure reactions of stakeholders and non-stakeholders
- Media coverage
- Metrics of safety
- Assessing applications to UNC (trends of quantities and breakdown by ethnicity and other diversity considerations) and retention by UNC
- Make up of Boards (Trustees and Governors)
- Political backlash or legislative support
- Communication of solutions (clear evolution of decision – transparency)
- Financial and time impacts of this issue
- How it affects teachers and the community

Ideas

- Relocate to NC Museum of history
- Relocate to confederate cemetery
- Clarify the statute/Interpret the law - provoke a lawsuit
- Oppose/question the law
- Place in South Building
- Melt down and make into small figurines
• Outside of the Carolina Inn and have a platter for cookies to be served
• Build a campus museum for monument (example: Carolina Hall)
• Curation of monument (what it means to different people) at an indoor location
• Have a huge funeral and bury the monument at cemetery at Raleigh and South Road
• Leave the base (or replace) to mark the monument and add another monument to honor soldiers somewhere else
• Create a plaque on McCorkle Place to educate that is a dynamic, educational, and personal
• Store away for preservation
• Place at the Bennet Historical Site in Durham
• Remove from campus
• If leaving the base, add notations that honor the struggle of those who have fought for civil rights and to have the statue removed
• Repurpose the plinth – don’t leave it as a haunting reminder of what used to be there; use it for contemporary art installations/sculptures
• We have an open campus (including buildings). For this reason and for safety, Silent Sam has to be removed from campus
Faculty Workshop, Session 2
October 3, 2018  Kerr Hall 2001
2:30 p.m.–4:00 p.m.  Facilitated by Joy Renner

5 participants
2 guests: Chuck Duckett (BOT member), Jim Hirschfield (faculty observer)

Notes

Obstacles

• Complexity around the context
• Multidimensional
• Safety in community (especially students and staff)
• Fear (of additional protests)
• Highly charged landscape; divisiveness of the debate on a national scale
  o Balance between historical content and the present
• Reconciling with the mission of a university, especially being a university “for all” with a symbol that is quite divisive
  o What do we stand for as a university and what are our core values – in terms of our mission: teaching and learning
• Current law regarding objects of remembrance
• Politics (legislative oversight)
• Climate of distrust that developed between the chancellor and University community; her attention is divided among different constituents (including those not on campus) and politics
• The focus is only on Silent Same and not future ideas of public commemoration on campus
  o Weak track record for public art and commemoration on campus
• History of race relations on campus (e.g., neglect of spaces on campus, such as the historically black segment of cemetery)

Principles

• Historic value
• Monetary value
• Individual sensitivities (local, regional, and national)
• University’s ethical stance
  o Perceptions, both internal and external
• Admissions
• Media coverage
• Economic activity
• Climate measures (climate on campus and in state)
• Safety measures
• Narrative principle (what version of the story is being told?)
• Access: who can access parts of campus? How will the solution affect different parts of campus (including learning spaces)? Recognize that the solution may have an effect on access.
• What are objects of remembrance and what is being remembered?
• Public space and context
• Campus community feels listened to, feels its concerns have been heard and respected
• UNC makes use of its role in research and education to help educate citizenry of NC about Confederate monuments

Ideas
• Turn it into a museum piece in a museum with broader cultural heritage
  o Restore as it was
  o Reinstate with added historical context
  o Put in storage
  o Auction it
  o Recycle it into a new monument with a different message
• Create new space on or near campus without the baggage of pre-existing context--no existing infrastructure
• Move it to a Confederate cemetery. Bury it in a cemetery or vault
• Move to another part of campus, not at entry point or off main campus (e.g., Carolina North)
• Leave base in place as marker of statue’s absence
• Create a virtual museum exhibit that shows history and evolution of Silent Sam
• Petition legislature to repeal the 2015 “objects of remembrance” law
• Ask (UNC) historians to give public presentations on the relationships between the Confederacy, its commemorative (public) artifacts, and past and present white supremacy
• Present Silent Sam indoors in a museum context, presenting the history of the monument, including the protests that resulted in its removal (e.g., Univ. of Texas at Austin)
• Create public space, not central to campus, but not far off campus, that reflects the Confederate as part of North Carolina’s and UNC’s heritage; the statue would be on display here
• Remove Silent Same from campus
  o Create hologram in its place
• Repurpose the pedestal for public art (perhaps changing periodically) (such as the [Fourth] plinth in Trafalgar Square, London)
• Partner with the community to communicate a message
• Put Silent Sam in storage (not on display), accessible to scholars—perhaps as part of University Archives
• Identify a place (e.g., Gerrard Hall) to house a variety of monuments that gives the context of history and protests; collect and include artifacts that reflect the complex past
  o Don’t just solve Silent Sam
  o Wherever it’s placed, there needs to be context continuation to show variety of sides and to address race relations (e.g., Harriett Tubman papers)
• Erect a monument representing peace (created by local artists)
Faculty Workshop, Session 3
October 4, 2018
Van Hecke-Wettach Hall, School of Law
2:00 p.m.–3:30 p.m.
Facilitated by Eric Muller

9 participants
2 guests: Carol Folt, Jim Hirschfield (faculty observer)

Notes

Obstacles
- No matter what, some people will not be happy due to diversity in opinions
- Failure to build consensus
  - If there’s no consensus, then how do you build support?
- Lots of outside pressures (Board of Governors, town, stakeholders, state) on the chancellor and Board of Trustees
- UNC is in the middle of a fundraising campaign, resulting in a conflict of interest between raising money and standing by our values
  - It’s not good to be criticized in the middle of such a campaign
  - Clarity in fundraising—conflict of interest between raising money and our values, especially with different (often opposing) views held by alumni (and other donors)
- Historical monument law
- Upcoming elections
- It’s hard to talk about race
- Time constraint (Nov. 15 deadline)
- Multidimensional history
- Uncertainty about what “preservation” and “lasting” mean—different interpretations of those terms
  - The monument is two pieces – statue and plinth
- Concerns about protests and potential violence; now, during the process and after
- Social media
- Manage the message
- Nostalgia

Principles
- Decision-makers should be able to articulate who the decision is supposed to serve and ensure the solution does that
- Other communities with similar issues should be able to use our solution as a model
- UNC should be able to focus on core educational mission in a positive way
- The solution should offer continued mean to understand the full history and accurate contexts of the monument, as well as the experience of what to do with it, that future generations will be able to learn from
- Solution shouldn’t subordinate any members of the community
- Solution should foster a sense of inclusion and ensure that people feel heard/respected
- Metrics for measuring success (in regard to core educational principles):
Application rates of students/groups who feel excluded
Retention rates for faculty, students and staff
Measure undergrad to post-graduate employment rates
Health outcomes for faculty, students and staff

Ideas

- Framing ideas: Examining values of humanity and dignity, and where we’ve gone wrong. Acknowledge, contextualize, apologize for, understand, and conciliate the wrong (of the monument and the white supremacy it stands for)
  - repudiate Julian Carr’s statement (at statue dedication)
- Remove entire monument – move to museum with other monuments from the era and contextualize (Jim Crow era)
- Do something similar with other statues on campus (Polk)
- Bonfire with a truth and reconciliation process, highlighting fire as a symbol and encouraging in-depth and continued dialogue about the meaning of the statue
- Leave empty plinth and contextualize with plaque about the monument’s full history and circumstances of its removal
- If statue stays on campus, then erect a new statue dedicated to role of enslaved African Americans who contributed to building the university and who were harmed in or by the Civil War (as soldiers or civilians)
- Move monument outside of Kenan Stadium with explanatory plaque
- Remove plinth; then add new statue dedicated to students (and others from campus community) who have served UNC/public interests in times of war and peace, serving the university, state and society
- Collaborate with other institutions that have similar artifacts to create traveling exhibit that contextualizes the Jim Crow era
- Commission artists of color to create new artwork or monument (that explains black history) to be displayed on the plinth in its current location
- Remove plinth entirely; plant garden and add contextualizing material about the former monument
- Curate the plinth and treat it as a living thing; every year, a different artist rotates with a selection that has relevance and meaning
- If the plinth and statue are kept together, consider the statue’s position – position the soldier lying down where he fell
- If the plinth and statue are separate, move statue to another location – Old Chapel Hill Cemetery, General Assembly building, Carolina Hall (if has to be on campus), Bennett Place, Raleigh (Old Capital)
- Create “significant destination” at UNC highlighting architecture, history and education through a partnership with Duke, NC State—story told over five campuses (Berlin Holocaust museum was mentioned as an example)
- Online content – virtual exhibit
- Convene (annual, regular) conference on day significant to monument (its dedication, when it was toppled, etc.) to reflect on history, white supremacy, race relations and ongoing issues
- Consider Southern culture—how to honor it on campus with or without the statue
• Want to know more about the story of the soldier – its background, reactions then and now, photos, statements
• Rotated curated art speaks to things not having to be permanent
Faculty Workshop: Session 4
October 5, 2018
8:00–9:00 a.m.
6004 Marsico Hall
Facilitated by Nancy Fisher

8 participants
1 guest: Julia Grumbles (BOT member)

NOTES

Obstacles
- Where to draw the line between this monument and other monuments, buildings, etc. (How will this process extend to building names?)
- Threat to UNC reputation if UNC is seen as overly liberal
- Legislature and BOG: threat to UNC’s ability to self-determination and independence
- Does the statue distract from other critical areas of progress (women, LGBTQ, immigrants, wealth inequality)?
- Fear of retaliation/protests
- Funding:
  - Need enough to fund the solution
  - Potential retaliation from state, alumni and donors
  - Being mindful that we live with fixed budgets and that any appropriation in one direction then removes funding for something else; this is termed “balancing” measures in quality improvement
- Current location is prominent – would it be the right place for a replacement?
- Solution [determined by BOG] could be a threat to UNC’s independence
- Stakeholders – making sure we’ve thought of everyone
- Anger at how it was taken down
- “There is no longer currency in compromise” in the current political climate (at the national as well as local levels)
  - Issues have been construed as win-lose
- There is meaning determined by everyone person who interacts with the monument
- The future; these issues will continue to surface
- Time – process has been rushed
- Objections from the student body
- Drop in applications

Principles
- Solution should: capture historical context for how/why the statue was erected, preserve American history, acknowledge that history and people make mistakes, help people understand the state’s and UNC’s roles in the Civil War
- Should be inclusive of wide range of perspectives and marginalized groups; “marginalized groups” should include anyone who feels marginalized by this issue, not just certain groups
- Should represent ideals of the University, promote opportunities for civil discussion, and promote hope
The Blueprint for Next offers values about welcoming environment where people can thrive that may relate

- Should consider what the statue originally represented and what it has come to represent, including the sexual dynamics of Silent Sam, and feeling threatened on campus
- Avoids condoning to honoring a culture that condoned slavery, racism or any value we do not share at Carolina
- Preserves the history of the area
- Our process could be used as a model for other issues
- Should be useful as an educational tool for students
- Campus feels safer and more comfortable for all

Ideas

- Recast the statue in a new context – have Silent Sam be defending our larger ideals (e.g., Fearless Girl and the Bull statue on Wall St.)
- Have the statue represent shame – “Garden of Regret”
- Put statue in a hole (so that it is below, rather than towering above)
- Rope kudzu over monument
- Move plaques to Memorial Hall
- Leave plinth and contextualize it, but keep monument away
  - Add an assemblage of plinths that contextualize our inability to capture our ideals
- Not on campus
  - Move to history museum, Bennett’s Place, or a Civil War battlefield where it can be truly described and contextualized
  - Move the statue to a swamp—mirroring how soldiers suffered during the war
  - Use mirrors so the plinth reflects the unsung heroes memorial
  - Connect to existing war memorial that is located at Memorial Hall; or make the one at Memorial Hall more prominent in place of Silent Sam
    - Move plaques currently on the plinth to Memorial Hall
  - Institutionalize reconciliation and listening sessions (similar to University Day)
- Memorialize soldier’s suffering -- Contextualize the notion of Silent Sam as a victim in society where he didn’t have a lot of control (due to his youth, social status, etc.)
- Commission artists to create work reflecting/representing Civil Rights, Jim Crow, etc. and include Silent Sam in that context
- Take statue off plinth; size gives it power
- Move statue near memorial for other students who have fought in wars
- Hologram/avatar that is changeable; digitized artwork; mobile application for smart phone
  - Could allow people to choose which statue they want to see on the site
- Help tour guides come up with more talking points, put something at that location
- Put in closet/storage
- Put in BOG or BOT boardroom
- Melt down, combine with other materials, and create commemorative coin
- Create a digital repository of spoken word, art, etc. of what the statue has meant to people over time (similar to StoryCorps concept)
  - Public can engage/reflect – say what it means to them as they experience the exhibit
o Share academically for research, public access, etc.
o Similar to 9/11 museum

- Create museum of UNC’s 225-year history that includes not just the Civil War and Jim Crow eras, but also its scientific/social advances, cultural advances (women, LGTBQ, immigrants) how UNC contributes to the world; include monument and its history
  o Sam is only one part of that vast story, but not the sole focus; leave space to add new exhibits to extend UNC’s history into the future
- Move to the statue to an art museum – explore what statues are, why they are created, why they are destroyed; include context of other monuments being destroyed around the world
- Move to a Confederate battlefield or NC History Museum
- Move to museum with education about why it was installed, the speech that accompanied its installation, why it was torn down, why it was not reinstalled
Faculty Workshop: Session 5
October 5, 2018
12:00–1:30 p.m. Hitchcock Multipurpose Room, Stone Center Facilitated by Jennifer Larson

8 participants
1 guest: Julia Grumbles (BOT member)

NOTES

Obstacles
- Board of Governors
- Inability to find middle ground—only extremes are represented—that may not be possible and may create new political problems
- Cost
- Historical monuments law
- Public pressure, legislature pressure
- Partisan nature of the problem, the NC legislature is partisan
- Removal alone isn’t enough to provide healing—there should be a positive, not just the absence of a negative
- Institutional racism runs deeper than statue (rooted in long history)
- Lack of moral and intellectual leadership in UNC; lack of understanding that the law and morality are not equivalent
- Chancellor stands too alone – need for solidarity
- Interpersonal racism from public figures
- How to protect those who take a moral stand

Principles
- Solution should support the University’s stated mission, vision, and goals, including its commitment to diversity and inclusion
- Students of all backgrounds and identities should feel safe and welcome on campus
- Solution should be reached honestly and in good faith
- Solve the problem, don’t just pretend to listen—could be achieved through a sustained truth and reconciliation process that acknowledges that we are a wounded community, but desire to be part of an intellectual community a proud and progressive history
- The university’s history as a site and sometimes agent in the perpetration of racial injustice should not be ignored, overlooked, or whitewashed
- A historical context should be provided to assist students, staff, faculty and visitors with the interpretation of monuments, facilities, and memorials
- Something the university would feel proud of standing out on at national level

Ideas
- Truth and reconciliation process very important [at UNC and throughout the state of NC]; erect new monument to memorialize that process.
  - Truth and reconciliation process would build on campus and expand to the BOG and the Legislature
• Respectful wake and burial service for the statue (after holding a truth and reconciliation process)—burial could be actual or virtual
• Return statue to the Daughters of the Confederacy (or the state historical society for placement alongside other memorials)
• Keep a digital version of the statues in archive in Wilson Library that includes proper historical context
• Recycle, melt down or otherwise transform the statue; could sell to raise scholarship money
• Face it off against larger statues of viable moral leaders, heroic/admirable African American leaders/artists/scientists/etc. affiliated with UNC and make it so that the Confederate statue is in darkness with warnings about the past, while the new statues are in light and include inspirational personal histories
• Write obituary of Silent Sam, and notify his next of kin
• Create an empty plinth [where the current one stands] that features recent works of art on a rotating basis
  o could be original or new plinth; latter should be without the Confederate plaques
• Center the expertise we have on campus by including research on history, monuments, etc. (lots of UNC scholars know about these histories)
• Engage broader public
• Write honest public history
• Connect with or use Equal Justice Initiative as a model
• Drop charges against those who toppled the statue; valorize them and others who organized against the monument
• Consider public safety
• Contextualize statue if it remains – work with artists
• Use pieces of the statue in an exhibit around North Carolina that invites public/entities to confront these issues and commemorate progress
• Don’t bring it back to campus
• Preserve [somewhere] as a primary source
• Place statue in a museum or a cemetery
Faculty Workshop: Session 6
October 8, 2018
9:00–10:30 a.m.
McColl Building 2350, Kenan-Flagler
Facilitated by Leslie Parise

7 participants
1 guest: Julia Grumbles (BOT member)

NOTES

Obstacles
- Unwillingness of both sides to confer legitimacy of the other group’s view. Lack of consensus
  o Find a way for the two groups to talk together productively
- Lack of ability to maintain safety (physical and intellectual) on campus for staff, students and the public
- Resources required to relocate the monument
- Lack of a visible plan of action
  o Make decisions using evidence-based and research-driven idea from social sciences and humanities
  o Change the narrative away from protecting the statue towards protecting people
  o Explain the plan of action
- Principles of BOG and faculty may not be in sync
  o Feelings of alienation from the BOG
- Lack of trust in the process—this input gathering may just be screen
- Loss of confidence in the chancellor’s leadership
- Willingness of both sides to take illegal actions (vandalism, violence) to achieve their aims
- Perception that UNC leadership was supportive of the monument’s destruction
  o Perception that UNC’s leaders did not care (endorsed) the racism the statue represented
  o Be transparent on what happened and who is responsible
- Future impact on alumni donations, school reputation and enrollment
  o Faculty resolution stating that while is supports the removal of the statue, it does not approve of the manner in which is happened
- Little room for compromise, either statue stays or goes. Binary.
- Inadequate recognition of the role of race, slavery, and white supremacy in the erection and removal of Silent Sam

Principles
- Effective solution has buy-in from key stakeholders
- Effective solution instills pride in the university community
- Key stakeholders have felt heard, like they have a voice
- Effective solution will distinguish our university as a welcoming community to current and prospective faculty, students, and staff
- Historicizes the monument and tells the complete story
  o Lots and lots of expertise already available on campus
  o Enlarge the effort to include histories of the experiences of Black and Native peoples
Session 6

- Effective solution promotes reconciliation and peace among and within the university community
  - Reconciliation is an outcome, but reckoning is a process of truth telling
- Effective solution is respectful of the wishes of our host town
- Provides access to learning spaces (does not prohibit/inhibit)
- Mindful of the use of public funds
- Protects public safety, including students, faculty, staff and town residents

Ideas

- Rebuild the history taskforce to be more inclusive, transparent, and representative, e.g., issues of public reporting
- Clearly acknowledge the racism that statue represents, and that university does NOT endorse it and will fight against it
  - Clearly acknowledge the racism of the university
- Pedestal: Turn in to something that promotes reconciliation, unity and humility of belief (Confederate soldiers believed in their cause and vandals believe in theirs)
- Donate statue to the Smithsonian and explain its history
- Build museum to contextualize it, we have experts to do it right
- House in a University museum and treat the statue as an artifact, as we do at research labs
- Create a race and reconciliation task force
  - Revive the tar heel bus tour to engage faculty with the state
- Series of workshops on importance of civil disobedience and its role
- If the statue is returned, create a required walking tour for incoming students, faculty, staff
- Move the statue:
  - Place in civil war battlefield
  - To a newly created place on- or off-campus that’s constructed for the purpose of housing it that would fully tell its story as well as a new story, and to contextualize it in order to educate NC residents and UNC students. Do so without impacting pre-existing infrastructure or staff
- Demolish the monument and erect a plaque describing its erection and demolition
Faculty Workshop: Session 7
October 8, 2018
12:30–2:00 p.m.
Toy Lounge, Dey Hall
Facilitated by Cary Levine

19 participants
1 guest: Julia Grumbles (BOT member)

NOTES

OBSTACLES
- Safety overall, alignments and perception from community are divisive—not going to come up with a solution that everyone will agree on
  - Don’t make it so that students have to risk their safety to do what is right
- Not one-dimensional, lots of different sides, hence divergent solutions. Plus, a power differential exists.
- Trying to align campus politics as well as legislation with what we believe is right for our students and our community.
- The monument law is not widely understood, uncertainty about what it means to come up with a lawful solution
  - Feel that law is purposefully opaque—hard to find lawful and lasting solution
- There seems to be broad willingness to ignore the people traumatized by the history of monument, not sure they’re getting enough of a voice.
- Funding, cost of the solution, and also loss of funding, if we go against legislature and some alumni
- Words and charge to faculty: framing of the problem, which assumes preservation
- Premise in the charge to the faculty is unethical. It raises ethical ideas about the tension between history education and ethics education
- Many stakeholders, power differentials.
- Polarized political climate at state and national level; mistrust
- Safety issue and timing: constraints of getting out a safe solution in a short period of time. Time is critical; the rush is an obstacle
  - The rush to “fix” — need time for processing and reflection
  - Disagreement about the safety issue and the history of it has not been contextualized
- Appeasement may not be the answer, if we stand for a moral outcome and what is just
- Charge to faculty doesn’t represent global view and debate about Silent Sam
- Law: understanding the law. Open to interpretation

PRINCIPLES
- A solution that leads to healing and resolution
- Preserve and acknowledge the entire historical context
- Ensure the welfare of current population of NC and generations to come
- Long-term view: Will our grandchildren be proud of it?
- Will it enhance UNC’s reputation and not detract?
  - This is UNC-CH’s greatest opportunity to educate the people who pay our salaries. Education must be a goal of this controversy
- Will the solution enhance a welcoming and inclusive town and campus?
• Will the solution facilitate the hiring and retention of highly qualified and diverse faculty, staff and students?
• Does the student body understand and appreciate the solution?
• Does the solution respect the welfare of the current and future population of NC?
• Alignment among stakeholders: Does the BOG accept the Chancellor’s recommendation and does Chancellor accept faculty’s recommendations?
• Acknowledge the full history, current and present threat [posed by the statue and what it represents]
• Understanding to all stakeholders to understand the full history of the statue and how it’s affecting life on campus
• Special attention to most vulnerable and to work toward campus on which African Americans feel more welcome, as well as others on campus
  • Is Chancellor Folt among the most vulnerable? I think so. I hope we will support our chancellor through this difficult period where her campus colleagues and her supervisors strongly favor different outcomes
• Final decision should be based on articulable reasons, not political compromise
  • Ethical decision vs legal compliance: Represent ethical courage
• Fully transparent and inclusive process to find a solution
• Recognize that the monument is not an isolated issue, there are many memorials on campus about our troubled past. No censorship and no moratorium – those things will not advance us
  • In relation to the moratorium, want to involve community and state. Even though full agreement may not be possible

**IDEAS**
• Melt it down and make a new sculpture, with proper contextualization (about Silent Sam) on display
• Locate within a public archive on white supremacy
• NC Museum of History
• Monument garden on campus that represents history
• In a deep NC tradition, bury the statue head-down in an undisclosed location on campus. This is actually a longstanding “solution” in the South for despised artifacts
• Keep pedestal and have a public space on campus, show that this one monument is not isolated in UNC’s broader history
  • Use pedestal for free speech
• Bury it in an undisclosed location
• Put statue on display in a theme park; all funds raised would go to HBCUs
• Offer to President Trump
• Put in Chancellor’s office as reminder of troubled history
• Auction it off
• Legal challenges to state law—explore possibilities
• Listen to African-American faculty and staff. If moving toward some kind of compromise, by which it will end up on campus somewhere, serious repair-work will need to be done with African American faculty, which, as a group, feels condescended to. If statue is kept on campus, African American
faculty are going to feel that way again. The ONLY way to make progress, is for the chancellor to sit down with African American faculty members and find out what needs to be done to make them feel more welcome on campus, and then they might be willing to sign on to a solution that comes up

- African American staff feel like they have very little voice in process, harmed as well

- Move it
  - Off-campus
  - Bennett Place—can be explained in context
  - Several places on campus, such as Love House, Carolina Hall
  - Chancellor’s office
  - Rotunda of Visitor Center
    - Pros to Visitor Center rotunda:
      Away from visible spot, but still accessible; locked in evenings; easy to surround with historical panels; near the original site; respectful; together with other problematic university artifacts
  - NC Museum of History
  - Move to a Confederate museum
  - Southern Historical Society
  - State archives
  - Smith Center or Kenan Stadium
  - Place on campus where students don’t go/pass by
  - A museum with history of campus

- DO NOT put in a university library
- Leave pedestal empty
- Enhance the current slave memorial
- Make an excellent documentary film about the monument’s significance: what it means to various people and why it’s become so important. Also, show that past injustices can be recognized and changed
- Understand how solution affect alumni donations. Any discussion about alumni donations should be put in the context of previous scandals (e.g., when UNC was integrated, when men’s basketball was integrated), and those donations lost due to the presence of the monument on campus
- Look at Germany’s history and how they dealt with the Nazi past and its monuments:
  - Topography of terror, Berlin
  - Documentation center at the Nazi party rally grounds in Nuremburg
- Destroy the monument entirely, and in its place recreate an extension of Peace and Justice Plaza. Include a documentation center with photos, history and full context. Maybe include art from rotating artists
- Do not destroy the statue—use it as the university’s greatest opportunity to education the people of N.C.
- Melt statue for scientific and creative research
- Outsource preservation to an artist or artists, especially prominent African American artists—may open up interpretations of the word “preservation”
- Return to Daughters of Confederacy
- Recreate reconciliation and restitution process
- Slow the clock, emotions are raw
- Replace with symbol of hope
- Balance: NC citizens also fought on Union side. New monument to honor all who fought in the Civil War
- If has to come back:
  - Encase with bullet-proof glass case with its history etched on the glass
  - Put it on the ground, not on a pedestal
  - Put it up, and then take it down [for a final time]
    - If put back, then hold a symposium in the fall; in the spring, remove it and hold a celebration and educational opportunity
Faculty Workshop: Session 8
October 9, 2018
9:00–10:30 a.m.

University Room, Hyde Hall
Facilitated by Barbara Entwisle

11 participants
2 guests: Rumay Alexander; Laurie Mesibov (Omsbuds Office)

NOTES

OBSTACLES
- Public opinions: different perceptions of the meaning of the statue, whether it honors or intimidates
- Mistrust of motivations:
  - Process
  - Administration (senior leadership who are worried about the impact on donors and dollars into UNC)
  - BOT
  - BOG
  - Republican-dominated legislature
- Engaged individuals who are entrenched and talk past each other
- Pro-Confederate citizens of NC
  - Alt Right
  - People with ancestors who fought for the Confederacy
- Lack of thorough knowledge of relevant history
- Incompatibility of the charge (“goal”) with the strong history of constituencies
- Can’t preserve history
- Law
  - Chancellor and Board of Trustees must be willing to push well beyond the current envelope of “allowed” options. It’s most important to do what is right and not simply value what is palatable or “politically acceptable”
- Those in power lack a moral and ethical will
- Toxic atmosphere that will forever surround the statue that makes it a safety issue for it to remain on campus
- Contextualization is a complex process that can only imperfectly reflect a multitude of views.

PRINCIPLES
- This incident is a catalyst for change, not just as an institution, but also as a leader for other institutions.
  We can use this opportunity to work towards/celebrate better inclusivity and to stand out as true promoters and champions for diversity
- The loudest voices are not always most equitable: everyone should be heard, This is not a popularity contest
- If preserved, then eliminate false narrative it currently promotes and have it contextualized
- Do not impose the statue on any campus entity (museum, library, research center) whose main occupants do not want it
• Follow the commitments to Servant Leadership principles (of Ella Baker and other anti-racist activists, and Robert L. Greenleaf)
  - Listening: Have the least powerful been heard? Not only heard, but have their opinions been valued? Tilt the decision-making power toward the most powerless
  - Does the solution make us freer and more capable of serving (fulfilling mission of the university)?
  - Does the solution acknowledge the violence the statue represents?
  - Does the solution acknowledge the histories behind the monument? (including that which people want to “preserve?”)

IDEAS
• Require redefinition of “preservation” to include melt it down to make new work of art OR hardware for solar farm at the airport
• If it must remain in its current form, then commission scholars to write a grant that allows them to create a traveling exhibit that tells the monument’s story in a global context
• Create or designate a history museum for UNC that encompasses the statue’s full story
• Donate statue to an organization or place that’s already been working on contextualization, e.g., Bennett Place
• Give back to Daughters of the Confederacy
• Auction the statue (funds raised to be used for scholarships)
• Bury statue in a process that never ends
• Frame iconoclasm as positive
• Place in Chancellor’s driveway
• Sink in University Lake (if we own it)
• Put in the center of Dean Dome and play around it until everyone gets sick of it
• Work to change in law
• Melt and turn into more affirmative monument/work of art
• Chopping it up and creating new artwork(s)
  - Commission Danh Vo to chop it up and make a new artwork from it
• Bury statue where it stood or in a cemetery
• Erect a statue for Union Soldiers in its place
• Bury in similar form as terra cotta soldiers
• Move to off-campus museum. Public university is no place for a symbol like this one
• Consider whether we should abolish all memorials on campus and embrace anti-memorialization, living history, etc.
• Bury it
• Create a graffiti wall (like the one at Duke) around the current site with clear rules as to how long graffiti will stay up
• Juried competition on what to do with the entire monument: statue, pedestal, and plaques involving those with expertise on what to do
• Ensure that there is a 2-stage process of evaluating what happens to the statue that involves experts and stakeholders
• Appoint committee of experts to contextualize materials and have another committee composed of all stakeholders at UNC (task force) who review contextual materials
• Ship it to the daughters of the Confederacy
• Create a space (e.g., at Ackland, Stone Center, Wilson Library) to dedicate it to racialized history of UNC and include a statue with monitor or plaque to contextualize its history
• Melt it down and make something else
• Leave face down where it fell, encased in Plexiglas, with contextualizing plaques
• Erect another statue nearby to counter Silent Sam (if returned)
• Find a way to transcend multiple darknesses that it represents
• Put it in the UNC president’s residence and contextualize it with a plaque
• Auction and provide scholarships for African American students
• Melt and make medallions (with a date of birth and death of Silent Sam) for sale to raise money for African American student scholarships
• Sell tickets of $3 dollars a blow with a sledgehammer to hit Silent Sam and then sell the resulting bits to raise money for reparation scholarships for NC African American students
• Move the statue to a Confederate cemetery, there is one in Raleigh, Oakwood
Faculty Workshop: Session 9
October 9, 2018
12:30–2:00 p.m.
Room 527, Health Sciences Library
Facilitated by Meg Zomorodi

10 participants
1 guest: Julia Grumbles (BOT member)

NOTES

OBSTACLES
• Will the 2015 law be challenged?
• Clarity on what is lawful
• No assurance that public safety will be protected if the statue stays on campus
• Lack of alignment among various stakeholders on goal of what to do with the statue
• Ignorance about what the statue represents
• General polarization of the nation
• Easy access to campus by outsiders
• People don’t agree with goal of preserving monument, hard to
• White supremacists are controlling the university and this process
• Issues around being a public university--reconciling what NC citizens think with what the campus community (faculty, students, staff) think
• Balancing the mission of the university with power sources: Since UNC is state-supported, we have a BOG, BOT, and legislature. Conflict is created by the matrix of stakeholders that Chancellor Folt has to report to.
• Core of what we need to do: if we are controlled by white supremacy in any of those domains, then that’s an obstacle
• Intellectual dishonesty: statue is celebration of confederate rebellion. Being forced to be part of process that is disingenuous
• Core mission is what we should be doing at our core. Outside forces may be at odds with core, such as an anti-education sentiment in NC government

PRINCIPLES
• Faculty, students, and staff should be satisfied with the solution, particularly (all) minority stakeholders
• Safety
• Faculty, student and staff of color should feel safe on campus
• The solution should not spur more protests or violence
• Public safety is protected for residents and visitors
• Any solution should be sustainable for the long-term
• Contextualization of the statue must be accurate and clear. Acknowledge the racialized history of the statue. Clearly state that white supremacists erected it during the Jim Crow era and used it to terrorize Black people
• Don’t make assumptions of how minorities feel about statue. African Americans and other minority people have different views about the statue. Let’s not make assumptions that the impact is as great as we think it is for African Americans
  o Minorities who have lived in this area have experienced much worse [terror] than passing by that statue
• Will the University will recover quickly from the damage it has sustained by the response (or lack thereof) of the administration
• Monument must be gone
• Something is confusing: How does a university behave when there is agreement about what is right, just, and honest?
  o Try to satisfy all constituents at least minimally, doesn’t seem satisfactory
  o What is our principle of how to behave?
• The solution doesn’t promote or condone white supremacy or racism
  o Who determines this? HOW DO YOU DO IT?
• Ideally, the administration would listen to what most people on campus are saying
  o It’s specifically important to listen to African American and other minority faculty and students. No way of knowing how other people feel. At one point does an administrator reach out to African American groups about safety concerns and how individuals from that group feel about the statue? Important for senior administration to show concern for marginalized groups? It hasn’t been done yet.
• When we get stuck, how do we move to a higher principle?

IDEAS
• Get rid of statue from campus
• Destroy statue
• Place in museum elsewhere
  o Needs to be elsewhere
• Vote – change makeup of legislature
• Encourage decision-makers to stand up to do what is right and to stand up for faculty and students and remember their place in history
• Research history and disseminate history of the monument and its context
• Develop decision-making principles (about issues of systematic oppressions and discrimination) for UNC administration AND use these principles to guide and PUBLICLY justify decision-making
• Place in cemetery or battlefield (if really intended as memorial to the dead)
• Use digital format for preservation tactic
• Put in museum where the history is clearly stated, i.e., Jim Crow era, etc.
• Destroy statue and the pedestal
• Re-think goal statement; the current goal is incompatible with what most people on campus want
• Return statue to the Carr family
• Melt to a lump of metal and put in an art gallery with the history and both sides of the [current] argument
- Give lump of metal to Elon Musk and Space X and let someone else do something with it
- Issue a formal apology (particularly directed to faculty and students of color) from the University and a statement from the BOT about the statue having no place on campus
- Put statue and pedestal in Museum of the Confederacy in Richmond
- Put statue and pedestal in chancellor’s house
- Auction statue
- In place of statue put a new one that represents peace, diversity and inclusion.
- In place of statue, put something that recognizes the history of the African American people, and that the Civil War was about white supremacy and keeping Black people down
- Melt it and sell to raise money (for student scholarships)
- The Goal, as written, seems to be a product of white supremacy-dominated thinking and seems very incompatible with the University’s core mission
- Change the narrative and call the Confederacy what it is: an act of treason that should not be celebrated
- Regardless of the outcome, UNC needs to hold ongoing, honest, campus-wide, multi-year conversations, workshops, readings, etc. about slavery, Jim Crow, white supremacy. E.g., The New Jim Crow, Blood Done Sign My Name
  The work to end racism and white supremacy on campus has to happen, and happen continuously and be ongoing
Faculty Workshop: Session 10
October 10, 2018
1:30–3:00 p.m.
University Room, Hyde Hall
Facilitated by Deb Aikat

17 participants
1 guest: Jim Hirschfield (faculty observer)

NOTES

OBSTACLES

- Timeframe is too condensed
- Lack of clarity and transparency on the decision making process; who is ultimately responsible and who should have a voice?
- Decision rests with BOG
- Voices not heard
- Divisions between state (NC Legislature and some citizens) and campus
- Divisions on campus
- The hardening of positions among various stakeholders and the false sense that all sides need to be represented, and that there is something called “balance”
- Violence
- Context and politics at state and at national levels
- Basic location: what are the alternatives to McCorkle Place/campus in general?
- Difficulties in integrating teaching moments about the experience of the monument both on campus and beyond
- This process is an obstacle; it’s ultimately a question of should the statue be on campus or not
- Lack of leadership on campus
- Uncertainty about who the chancellor represents
- Process of this workshop
- Pressure to maintain statue on campus in place of prominence is likely not palatable to students, staff, and faculty.
- Pressure from donors to maintain statue in current location or place of prominence—Possible that nothing short of celebration/elevating visibility will be satisfying to that group
- Placing statue anywhere on campus is likely a deterrent to potential students, faculty, staff

PRINCIPLES

- Observing the law or getting it changed
- Is the statue still a flashpoint that needs to guarded?
- Respectful of multiple views on the meaning of the monument
- Do we have a full/accurate historical context for what remains of the monument?
- Ending violence and re-educating police
- Campus is satisfied, because our security is at stake
• Sustainable solution with resources that can be made available BUT not from our existing resources. Legislature must pay.
• Does the solution have educational value now and going forward?
• Does the solution underscore our commitment to diversity and inclusion?
  o UNC must repeatedly repudiate white supremacy. Building names, have buildings and fellowships in honor of other people
  o Ongoing plan for other building and spaces
• In creating the next generation of leaders, ensure that the process models democratic norms and transparency
• Public safety—is it a safe solution?
• Is it consistent with diversity and inclusion?
• Is it feasible—consider the cost
• Logistics, if on campus, where in the world?
• Address hostile environment caused by presence of statue
• Solution should not be driven by politics
• Solution should be driven by other principles and concerns—principles of democracy
• Principles listed in the “goal” are problematic

IDEAS
• Move off-campus
  o NC history museum
  o Bury at state capitol
  o Daughters of the Confederacy office
  o Chancellor’s front lawn
  o Cemetery (without the pedestal)
  o Battlefield
  o Bennett Place
  o In a museum or library collection, where the statue can be made accessible, but not on display
  o another city
• If [must be] on campus, then teach history of racism and not mistake the statue’s presence as UNC’s support for it. Place statue in a secluded area (indoors is easier to control) that no one has to pass on the way to work or class
  o Display toppled statue as a toppled statue
  o Place in South Building
  o University Lake
  o Create other statues around it that obscure it and give it new meaning (e.g., surrounded with statues of those who suffered, such as lynching victims)
  o Create a tomb for it: here lies racism
  o Chancellor’s office
- On top of a building
- Morehead rotunda with President Polk (and contextualization)
- Create a small museum of UNC history and put it there, full contextualized

Keep the pedestal and use it for other art
- Commission another civil war memorial
- Replace with artwork that acknowledges racial and sexual diversity

- Those with special interest (faculty (especially Black faculty), graduate students, historians) should be able to provide input on any decisions
- Remove base, then have ceremony to rededicate the space with a five-year plan of rotating art exhibits to provide education (not just one replacement)
- Scan and create a holographic image secluded from public access
- Melt it down and make commemorative medals
- Since “Silent Sam” is an unusual name, if pedestal stays, “Make Sam speak” by offering voices about Civil War, etc.
- Quick timeline not good idea, no time for consensus. Cooling off period is needed.
- Make brief history of the university public that discusses the history of the monument, racial tension/racism on campus, and the history of diversity and inclusion on campus
- Somebody (chancellor or BOT member) needs to make a speech--get out in front of people--explaining why the statue doesn’t represent our university’s mission, and stating that it doesn’t belong on campus
- Forums for discussion led by politicians
- Create museum of UNC history that includes the positive as well as the negative—racially-tinged, little-discussed
- Signage about history, presence of history on campus, more transparency
- Shouldn’t be limited by current law, use this opportunity to change it
- Come up with a place where we can put Silent Sam where people have to make an effort to visit it, e.g., in a cemetery without its pedestal or at a battlefield
- Cannot move it back to its place on campus. Condone history by returning it.
- Part of exhibit and educational program that describes context of its history
- Create new positive statues
- Remove permanently
- Put in some context, where it came from, why it exists
- Melt and make small Silent Sam statues, if meaningful to you, then you can own one for $9.95
- Turn in to public art project
- Auction off and use $$ for research assistantships
Faculty Workshop: Session 11
October 10, 2018
5:30–7:00pm
Room G-030, Bondurant Hall
Facilitated by Julie Byerley

7 attendees
0 guests

NOTES

OBSTACLES
• Metaphysical
• Juxtaposition for chancellor in reporting to “two bosses”: BOG and campus
• Varying opinions among stakeholders
• Is it possible to appease everyone?
• Danger and safety issues
• How do you define preserving monument and its history—how to get to generalized consensus?
• Polarized environment
• Physical fact of the monument: do we replace, move it only, retain statue only, pedestal only, both, neither?
• Cost. Resources
• Fear of finding solutions without alienating people.
• Perception that any solution might not be accepted.
• Fear that any solution will be divisive

PRINCIPLES
• Safety on campus
• Student of color and student activists on campus wouldn’t be afraid of being harmed any more
• Students of color would feel more seen and heard
• Open door for constructive conversations
• UNC would receive positive national attention, and could serve as a model for other universities/institutions
• Faculty would continue to engage with issues on campus and have a stronger voice
• Community belonging would be increased
• We also have a process doing this that can be used for other sensitive issues going forward
• Should be concerned about reputation
• Solution can be quantified and measured
  o A lot will come down to community and how you measure belonging—if sense of belonging increases
• “Whereas” principles [in stated goal] how well are these requirements met? Do not prioritize one over the other
• Faculty of color would feel heard
IDEAS
- Have a big [going-away] party and give it back to the Daughters of the Confederacy
- Repurpose, melt and recycle into
  - a new monument that better represents Carolina now
  - something useful
  - commemorative coins that symbolize transformation and/or could be used to raise funds
    - give to graduates as reminder of transformative process of education
- Melting idea: if it continues to exist, it will cause problems
  - What’s argument for not melting?
    - Historical purposes and to show respect for those who revere it.
    - Once it’s done, it’s melted, and people’s unhappy feelings will pass
- Auction and reinvest the money
- Civil Rights Museum on campus that would highlight good and bad history of Chapel Hill
- Donate to a museum placed some place where it would be difficult to have White supremacist rallies (e.g., Museum of American History in Washington, DC)
  - If it’s in any sort of public place, white supremacists will be able to rally around it
  - Make it harder to access
- Create a digital museum of the Civil Rights era and UNC-Chapel Hill, do not keep the statue physically on campus, but make it virtually available
- Keep pedestal and add plaque with story and contextualization (why is was there and why it was removed)
- Remove pedestal and reseed lawn, could include a plaque
- Move to a Civil War site
- Launch into space
- Crate a hologram of the statue
- Fear that wherever it is physically that there will be a threat
- Keep in storage
- Webcam only way to see it
- Remove and replace with something like a tree, but include educational component
- Hold an annual conference/meeting/celebration to talk about history and paths forward
  - Community Day: have a discussion and activities that include people from both sides [various viewpoints] to encourage discussion
- IF it were returned, the statue would have to be contextualized, but then another monument would have to be built of same size and stature that memorializes those who helped build campus
- Examine approaches done by other countries after civil and world wars, approach models that have been successful in keeping communities safe
  - Anti-revisionist approach. Such as in Germany at camp in Dachau, it shows what happened, to let people know what it was really like
  - Look at other examples: Duke, Louisiana, Richmond
- Any contextualization needs to include information on white supremacy and its roles
- Place another monument to go in its place that is non-polarizing that all southerners could relate to (sweet tea or biscuits)
- Find rationale for being a soldier. Honor people who have lost their lives. That aspect of statue is recognized, but context in which it was replaced makes it “ill.” It has now been contextualized with violence. Took away reverence. Blacks fought in Civil War too.
- New memorial to lost soldier that for all wars: past, present, future. Could include a bit of Sam
- Could include fallen students in general. Especially around race and inclusion. Different kinds of wars. (If people feel the need to respect the war dead)
- Monolithic block like the Vietnam memorial
- Permanent storage
Voiced comments

From all faculty workshops, October 3-10, 2018 (in chronological order)

The recorder attempted to capture these comments, which fell outside of the structure of the workshops, as accurately as possible. Since recording devices were not used, these are not direct quotes.

So far it’s been more about a political process than an intellectual process.

Thanks for being part of this process and creating culture in which the chancellor is relying on faculty to help. Important to convey that faculty will support her. Bring out better instincts.

Broader culture of collaboration and trust

Conversation about the need for a truth and reconciliation process speaks to a hunger on campus to really work on these issues.

This is an opportunity that we have to move forward, debate and find way to come together.

What’s the type of University we can trust and believe in?

Light and liberty as supposed ideals that we want UNC to reflect and stand for instead of having the Silent Sam statue symbolize us.

Some colleagues don’t come to these workshops, which feel too constrained...

If people fundamentally don’t believe that protecting and preserving the monument is a good goal, then we should restate the “goal.”

Concern about the reputation of our university (as an alum) and a shame and reluctance felt to invite others to study here, come to work here.

Loss of confidence in the university leadership (BOG, BOT, and Chancellor) as a result of how the process has unfolded.

Before now, the leadership has not tapped the immense expertise on campus; the process has not been research-based. Many scholars on campus have studied the narratives held by various stakeholders

The chancellor met with the Daughters of the Confederacy, which makes it appear as if the leadership views the toppled statue as a PR problem instead of the an issue of engagement and reputation. What are we trying to do in the state and region? Lots of experts on campus who understand what is felt by many. Now we’re faced with a deadline crisis. Historians here on campus are doing this work, and being ignored.

Brand and reputation of the university is at risk. It this issue is not handled right, then there will be big impacts on donations and enrollment.

By not making a decision, now we find ourselves in a place with no great options.
Distrust on both sides: those who supported removal of the statue and those who wanted it to stay or at least didn’t want it removed unlawfully. It’s obvious that we’re not in a great place due to lack of leadership.

Sympathy for chancellor’s position, as there is little transparency in context of the law.

Chancellor needs some way to distinguish herself from the BOG leadership; it could help gain allies. One has to follow the process closely to pick up on her position. She needs to be more obvious that she’s an advocate for the faculty’s interest.
  • Advocate for faculty’s interest or institution’s interest?

Reality that funding comes from state and private donations
  • Also from grants, which come through our faculty

We have a unique **Opportunity**: the world is watching; would love to see us be courageous and bold in this process.

There’s a problem with faculty giving input vs faculty being involved with decision-making. The faculty will still be here when BOT has retired and the chancellor has left. Faculty are stakeholders who are charged with the stewardship of the university. Faculty should ask themselves: Why are we doing what we’re asked to do instead of what we should do?

There are structured processes of shared governance that can be used to solve this problem.

Administration’s attempts to involve faculty, structure that might be generative.

For the record, one faculty members stated: System has been compromised, and there has been no accountability to faculty.

Three points:
  1. **Symptomatic, no African American faculty in this session**
  2. I have become sensitive in last month. In the past, when I saw the statue, it pissed me off; but when African Americans walked by it, they felt threatened. Ideas [generated at the session] fail to recognize that the statue was a threat—of a piece with a story about a person reaching for their wallet who gets shot since the cop thinks it’s a gun
  3. **Problem with process as it evolved.** For the sake of being inclusive, we came up with ideas. There’s no way of knowing which ideas are deemed good and which are deemed bad. We gave ideas, like good students. The process is not fair or realistic.

One participants expressed the emotional difficulty of seeing Black students put nooses around their necks to get attention. She hopes to help find a solution where students feel heard and safe, and do not feel compelled to put nooses around their necks.

Think about the different things we can do as a faculty.

**No confidence vote, if the administration decides to return statue to campus.**

**Serious campus climate problem. Worse than many other public university campuses.**
Pragmatic comment: what if we’re successful in getting what we want (removal). Find out who our boss is. The BOG decides who our chancellor will be. Hopes faculty won’t put chancellor in a position where the BOG will need to pick a new chancellor—win the battle and lose the war.

Chancellor is in a difficult position.

Some attendees don’t see how the campus climate around this issue could get any worse.

We have been playing amelioration game for many years (since Bruce Davis was hired to be Football couch). Hoping that BOG would recognize that faculty are willing to work with them.

Amelioration game will only reinforce what the BOG wants.

Let the contradictions become apparent, let history happen.

If this process is not a good process. Is there something we can suggest to the Chancellor moving forward? How to get these to run better and be more effective?

Slow the clock—not necessary to rush under the law.

Seek declaratory judgement under the law.

Improve this process by weighting better ideas.

A segment of faculty doesn’t speak up due to fear, because they are not tenured.

This process is phase one of brainstorming. Would like to see phase 2.

Experts on campus on data collection.

Maintain a workplace that is not hostile and unjust.

The Civil War has never been reconciled--one reason we are dealing with the statue issue in this way.

The Center for the Study of the American South will be holding a competition for how to deal with the context of memorialization. They will make the lawn in front of Love House available to show what artists would erect I place of Silent Sam.

Emphasize the development of rigorous and coordinated public scholarship projects throughout the state so the university is more of a presence in people’s lives (building on what is already going on) and that encourages dialogue as well as presentation of what we do and or resources.

Keep the dialogue on difficult issues going. Don’t limit it to moments of crisis.

Change the narrative and call it what it is. Instead of celebrating heritage, acknowledge that the Civil War was an act of treason against the US and that the Confederates were traitors, and they lost.

Interpretations of history.
One attendee walked in to the session feeling angry, but left feeling inspired after hearing lots of different ideas.

A program called “Monumental history” will be held on Oct 24, 4:30-6 in Global Education Building. More details to come.

Some faculty are organizing an event on academic freedom.

The 2015 law that appeared out of nowhere and could disappear just as easily (at the will of legislature).

The law does not compel a particular conclusion, it’s up to the Legislature to change it or interpret it.

As a university, we need to learn from our own history, such as the speaker ban issue. Trustees and chancellor didn’t like it until a court case that showed its problems.

All symptomatic that this country has never had a reconciliation about race and slavery. Issues will repeat until we attempt a truth and reconciliation process, such as attempted in South Africa.

Look at what’s been done in the past: UNC libraries created a virtual museum of UNC-CH history: museum.unc.edu under the Moeser administration.

Due to divisiveness, people find themselves talking at each other, instead of to each other.

There were many concerns voiced about the actual efficacy of this workshop process, such as whether whatever solution gets proposed to the BOG will it be informed by this process.
Workshop Slides

In order to give more context, the slides from the workshops show how the sessions were structured and the amount of time allocated for each part.
Faculty Workshop

Future plans for the Confederate statue

Session 11: October 10, 2018
Facilitated by Julie S. Byerley, MD
Workshop
Introductions, Overview and Expectations

1. Welcome
2. Introductions – Facilitator/team/participants
3. Purpose – Faculty Input to Plan
4. The Collaborative Process
5. Ground Rules
6. Participant Input Generation
7. Next steps
8. Questions?
9. Today’s experience?

90 Minutes Total

15 Minutes
70 Minutes
5 Minutes
Goal (for The Collaborative Process)

... explore options regarding the Confederate Monument; and

WHEREAS Chancellor Folt and the Board of Trustees expect to be in a position to provide a plan for a lawful and lasting path that protects public safety, preserves the monument and its history, and allows the University to focus on its core mission of education, research, economic stimulation, and creating the next generation of leaders.

... develop and present to the Board of Governors a plan for the monument’s disposition and preservation

From BOG Resolution 8/28/18
Workshop

The Collaborative Process

Workshops will employ The Collaborative Process*

- **Goal**: Provided in the BOG resolution
- **Obstacles**: What are the obstacles that stand between us and our Goal (tangible and intangible)?
- **Principles**: How can we judge the effectiveness of the Solution once it is proposed?
- **Ideas**: What can we do? Gather & document a wide range of possibilities. No idea too wild.
- **Solution**: TBD as a plan, using our input, and the input of others.

* Developed by Robert Reinheimer, PhD
The Collaborative Process

<table>
<thead>
<tr>
<th>Goal</th>
<th>Obstacles</th>
<th>Principles</th>
<th>Ideas</th>
<th>Solution</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the core problem we are here to talk about? Define carefully; discuss exhaustively. Transform that problem statement into a goal. Trust but verify.</td>
<td>What are the obstacles that stand between us and our goal? Tangible AND intangible. List, don’t debate and don’t solve. Verify the list is complete.</td>
<td>How can we judge the effectiveness of our solution once it is proposed? What are the criteria or principles we can agree on? Define and verify.</td>
<td>What might we do? Gather and document a wide range of possibilities. Ensure exhaustion. Encourage strangers. One third of your list must be overtly nuts. Add new ideas.</td>
<td>What shall we propose? What ideas do we keep? How do we combine them? What is effective? What is acceptable? How can we move toward smooth and successful execution?</td>
</tr>
</tbody>
</table>
Workshop Flow

Ground Rules

• Participation is limited to faculty
• Brainstorming only – no critiques or wordsmithing
• Make it safe to present unpopular ideas
• No one’s comments can be attributed to them by others outside of the workshop
• Accept that there are no crazy ideas
• One conversation at a time (no sidebars)
• Be fully present (e.g. mobile phones off)
• Help keep the process on time
• No cameras or recording devices
• Identity of any guests made known to participants
Workshop - Process
Generate lists of Obstacles & Principles – 25 Minutes

Table A

Obstacles
What are the obstacles that stand between us and our Goal (tangible and intangible)?

Table B

Principles
How can we judge the effectiveness of the Solution once it is Proposed?

Ideas

Tables A & B work on different tasks at the same time.

- **Table A** participants individually list all the obstacles that they believe must be overcome to achieve our Goal (5 min.)

- **Table B** participants individually list all the principles we need to follow or criteria we need to judge the effectiveness of any Solution. (5 min.)

- At each table, share individual lists. Eliminate duplicates (5 min.)

- **Table A & Table B** each have one person report their shared lists to the whole room. (15 min.)
Generate list of Ideas – 35 Minutes

- At Tables A & B, individually list all the ideas you have to realize the Goal. Consider a wide range of possibilities. Stretch your imagination. No idea is too crazy. (5 min.)
- Share your list with those at your table. Eliminate duplicates, but resist editing or censorship. (10 min.)
- Have one person at your table report out your findings (20 min.)

What can we do? Gather & document a wide range of possibilities. No idea too wild.
Workshop Flow (Details) - Process

Summary and Further Input – 10 Minutes

- Leave your tables and take time to review what you have developed today.

- Share your thoughts with the whole room.

- If you would like to provide a helpful addition to something that has been posted on a flipchart, write it on a Post-It note, and place it next to the obstacle, principle or idea to which it applies.

- If you have something that you’d like to share with the Chancellor on this topic that did not fall within the Collaborative Process, write and leave with the Recorder.
Workshop
Next Steps

1. Once all workshops have been completed, the input will be consolidated by Office of Faculty Governance staff and put into a report for the Chancellor. Compiled data will be delivered to the Chancellor ASAP after the workshops.

2. Although input will be summarized/consolidated, the raw outputs of the Workshops will be forwarded as an attachment to the report.

3. The Chancellor and Board of Trustees will gather input from additional sources.
Workshop
Issues and Questions
Workshop
Today’s Experience

What worked today?  What could we improve?

Please share your feedback on this workshop
Thank you!

If you have any questions about this process or its results, please contact the Office of Faculty Governance at facgov@unc.edu. Suggestions can also be sent to the dedicated email address created by the Chancellor’s Office and Board of Trustees: uncmonument@unc.edu
Workshop Evaluations

At the end of each workshop, participants were asked to provide their feedback on the session by answering two question: “What worked today” and “What could we improve?”

<table>
<thead>
<tr>
<th>What worked today?</th>
<th>What could we improve?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1</strong></td>
<td></td>
</tr>
<tr>
<td>Facilitated process</td>
<td>Clarity on law or limitations as a result of the law—otherwise ideas can’t be genuine or crazy</td>
</tr>
<tr>
<td>Process allowed all to participate and have thoughts heard—no one person or table could dominate the conversation</td>
<td>The “idea” exercise within the context of the 2015 law constraints is problematic. It’s unclear whether the actual resolution will follow these parameters, and ideas within those narrow confines will be quite limited</td>
</tr>
<tr>
<td>Good structure</td>
<td>The business with the law not being clear, and the real need to push the limits of the law (to produce a lawsuit)</td>
</tr>
<tr>
<td>Good time management</td>
<td>If possible, it would be nice to know just what really is possible/impossible because it seems like we are needing a reasonable solution</td>
</tr>
<tr>
<td>The conversation at the table was very valuable</td>
<td>Have a copy of the law available</td>
</tr>
<tr>
<td>It was great to hear what other faculty think</td>
<td>Clarifying the working assumptions. Are we operating under the assumption that the monument will be back on campus? Or are we operating under the assumption that it can be replaced outside the university campus?</td>
</tr>
<tr>
<td>Breaking into smaller groups which gives everyone a chance to weigh in</td>
<td>1. Asking us to generate ideas, even “crazy” ideas and then telling us the ideas need to be lawful felt very frustrating</td>
</tr>
<tr>
<td>Open, honest dialogue</td>
<td>2. Say at beginning that BOT and Chancellor asked Faculty Council to gather input</td>
</tr>
<tr>
<td>Clarity of today’s process</td>
<td>3. Too cold in room!</td>
</tr>
<tr>
<td>The facilitator did a very good job</td>
<td>Clear info on</td>
</tr>
<tr>
<td>Really appreciate honesty of the facilitator—it’s a tough job</td>
<td>• Law</td>
</tr>
<tr>
<td>Small table work combined with call-outs, altogether</td>
<td>• Legal options (including changing the law)</td>
</tr>
<tr>
<td>Great community of concerned, smart colleagues</td>
<td>• Plan moving forward</td>
</tr>
<tr>
<td>The collaborative model</td>
<td>o Will there be quantitative consolidation of frequency &amp; priority of input</td>
</tr>
<tr>
<td>Good facilitator (Kelly) and support staff</td>
<td>Too little time</td>
</tr>
<tr>
<td>Handouts/worksheets</td>
<td>Unclear if our ideas should try to adhere to 2015 monuments law</td>
</tr>
<tr>
<td>The collaborative process worked very well</td>
<td></td>
</tr>
<tr>
<td>A chance to think through the process so thoroughly</td>
<td></td>
</tr>
<tr>
<td>Small group discussions</td>
<td></td>
</tr>
</tbody>
</table>
You don’t need to talk about the law—Governor Cooper says she is within the law to [unclear handwriting, probably “remove”] it, but Folt and University legal team has said that it cannot be removed.

Having more information about transparency of the process. How will the results of the sessions be included and reported out.

Really clarifying the extent to which the law (as it currently stands) will dictate the outcome.

Not sure, at first, what “principles” meant. Clarify definitions.

### Session 2

- Getting people to propose a wide variety of principles and ideas, making all participants award of the variety
- Non-judgmental atmosphere
- The ground rules worked well
- Collaborative process enhances productivity
- The structure made it comfortable to share ideas
- The facilitator did a good job
- I am glad a member of the Board of Trustees took time to sit and listen

More attention to coming to a set of consensuses on the questions.

Spokesperson add-libs the points individuals contributed

- in small groups, may be better for each to present own ideas

We didn’t have an opportunity to present reasons for our ideas or to discuss pros/cons of ideas suggested

The role of scribe in small groups is cumbersome, given the time restraints.

### Session 3

- Personal outreach to encourage people to attend (Eric emailed to SOG)
- Structured conversation
- Worksheets
- Connect ideas to obstacles and principles
- Good time management
- Moved beyond law issue
- Some interplay between groups
- Small groups and discussion was good
- Breaking into 2 groups was good
- Groups discussions
- Groundrules

Would have liked more interaction between faculty, but that may be outside the purpose of the sessions.

More detailed info on next steps, especially how input will be used.

More time for obstacles and principles.

Went okay. Hope it leads somewhere.

Transparency—still not clear how much any of this will matter to the final decision

Fewer workshops to increase attendance.

Reconsider “faculty only” format. Having diverse set of folks doing this exercise could improve substantive conversations.
### Adding thoughts (yellow post it) during the session

- Don’t take time to write ideas verbatim on flip chart—just pick up written materials from each group
- Would like to do workshops with some students in the room

### Session 4

<table>
<thead>
<tr>
<th>Open discussion</th>
<th>More of these:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Well organized</td>
<td>• encouraging a wider range of voices in the discussion</td>
</tr>
<tr>
<td>Comfortable (in a good way—all ideas welcome)</td>
<td>• reduce issues of hierarchy in the conversations</td>
</tr>
<tr>
<td>Thoughtful and creative participants</td>
<td>• in one discussion: faculty, staff, students</td>
</tr>
<tr>
<td>Not sure yet—Depends on outcome!</td>
<td>Any possible way to include more diverse presenters?</td>
</tr>
<tr>
<td>Overall structure was great</td>
<td>Need water!</td>
</tr>
<tr>
<td>Effective structure</td>
<td>Need to have expansive parallel process for students and staff</td>
</tr>
<tr>
<td>Multiple opinions</td>
<td>Need assurance that this process/input matters</td>
</tr>
<tr>
<td>An opportunity to work as an individual, then a small group then to a large group</td>
<td>More time</td>
</tr>
<tr>
<td>Starting with obstacles and principles</td>
<td></td>
</tr>
</tbody>
</table>

### Session 5

| Small group work, | Eliminate the BOG Resolution as the “Goal.” It muddles the objective of defining obstacles and feels like it constrains the process from the start |
| Small group discussion | Allow goal to be revised |
| Sincere, engaged participants | A few more minutes to finish discussing/collating individuals’ ideas |
| Clear and effective leadership by conversation facilitator | Nothing. Thanks! |
| Multiple mechanisms for capturing/recording ideas | Facilitator talked a bit much but kept us on track |
| Conversations | If somebody from the BOT comes to a workshop like this one, it would be helpful for that person to stay longer |
| Well organized | Re-center “goals” |
| The invitation to participate in the process is appreciated | More time for colleagues to understand each other subjectively |
| It was helpful to hear all the voices | Replace “Our” with “The Chancellor’s” in the goal |
| Listening to each other as process | Hard to get started because of “Our” Goal handout—avoidable |
| Opportunity for collaboration | |
| The facilitator sometimes talked a bit much, shortening our time to talk, but she generally as very patient and kept us on track | |
### Session 6

<table>
<thead>
<tr>
<th>Effective scribes</th>
<th>Hot drinks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Safe space</td>
<td>Use a professional facilitator</td>
</tr>
<tr>
<td>Thoughtful process</td>
<td>Include a slide to remind participants that we should not focus on the word “lawful”</td>
</tr>
<tr>
<td>hyper-structured</td>
<td>More time to share thoughts (more generally)</td>
</tr>
<tr>
<td>Workshop-style approach</td>
<td>The time didn’t allow for it, but there is [a need for] another opportunity to understand how the 2015 law plays into the decision moving forward</td>
</tr>
<tr>
<td>Open dialogue (talking “with/to” not “at”)</td>
<td>More time to share between groups</td>
</tr>
<tr>
<td>Enjoyed the collaborative framework—glad for flexibility</td>
<td>The view of the faculty are mostly uniform and not necessarily in synch with BOG and many in the state (not sure you can do anything about it)</td>
</tr>
<tr>
<td>Really helpful tone—great stakeholders present</td>
<td>The goal that was presented to us may not be shared by all as the goal</td>
</tr>
<tr>
<td>Time management</td>
<td>At least recognize/mention this</td>
</tr>
<tr>
<td>Clear articulation of steps</td>
<td></td>
</tr>
<tr>
<td>Well structured</td>
<td></td>
</tr>
<tr>
<td>Great facilitation by Leslie</td>
<td></td>
</tr>
<tr>
<td>Well organized (thanks to the team!)</td>
<td></td>
</tr>
<tr>
<td>Good process</td>
<td></td>
</tr>
</tbody>
</table>

### Session 7

<table>
<thead>
<tr>
<th>Four people was a good size for a group</th>
<th>Ideas worked better than Goals and Principles</th>
</tr>
</thead>
<tbody>
<tr>
<td>A few impressive comments helped me understand even more the complexity of the situations</td>
<td>Longer sessions</td>
</tr>
<tr>
<td>Great to hear other’s ideas</td>
<td>No chance to discuss/debate/rank/endorse ideas generated</td>
</tr>
<tr>
<td>Open and honest- many ideas</td>
<td>Get more time for the process</td>
</tr>
<tr>
<td>Understanding of zeitgeist, but the administration should already have known this!</td>
<td>Have the faculty devise the “input” process</td>
</tr>
<tr>
<td>You did a great job, Cary!</td>
<td>Allow groups time to prioritize the ideas for the statue’s final disposition</td>
</tr>
<tr>
<td>Facilitator; recorders</td>
<td>Way too managed and way too late!</td>
</tr>
<tr>
<td>Appreciated a structured discussion; no one monopolized the discussion. Lots of peaceful dialogue</td>
<td>Provide opportunity for faculty discussion and opinion, not just isolated ideas and no indication of support</td>
</tr>
<tr>
<td>Nice to hear from other faculty</td>
<td>The overall process to include the faculty needs much greater transparency as to what is being done with the input. But there should be more decision-making by the faculty, not just the input. Especially from the African-American faculty. And not begin the process that the statue is likely to return back to UNC.</td>
</tr>
<tr>
<td>Cary Levine</td>
<td></td>
</tr>
</tbody>
</table>

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More transparency—recording of these meetings should be more accountable—are voices being transmitted properly and without bias? How do we know? What if the report does not reflect what happened?

Change the assumption and framing of the Goal and problem. Silent Sam is not a “monument.” It should not be “preserved.” (MELT IT!)

The “consultation” process
Proper inclusion of faculty and students
More time at the end for free form discussion (not all need to stay)
Not sure frequency of prevalence within a “table” and whole group is captured in notes or endorsement
Diversity of participants?
Consensus? Add phase 2 - beyond brainstorming
Feels like we are shouting into a void. No one seems to care what we think. It is tiring.
General campus climate for faculty and staff—that survey was sobering!

**Session 8**

<table>
<thead>
<tr>
<th>Listening to each other</th>
<th>More time for initial exchange of views</th>
</tr>
</thead>
<tbody>
<tr>
<td>People got to talk in small groups and hear ideas and concerns</td>
<td>Make more open-ended</td>
</tr>
<tr>
<td>Collaborating and sharing</td>
<td>Hard to say–there were several at my table who seemed highly critical of the process, but I think things worked well for the most part</td>
</tr>
<tr>
<td>Learning creative ideas</td>
<td>Wanted more time to share ideas at our tables</td>
</tr>
<tr>
<td>Ground rules</td>
<td>Felt rushed, need more time for table discussion and less for wrap-up</td>
</tr>
<tr>
<td>Structure for discussion</td>
<td>Confusion about what Principles are</td>
</tr>
<tr>
<td>Clean timekeeping</td>
<td>This experience does not feel as if it will have any impact whatsoever</td>
</tr>
<tr>
<td>Conversation at tables</td>
<td>More opportunities for open dialogue</td>
</tr>
<tr>
<td>Facilitator was very good</td>
<td>This exercise does not feel as if it will have any impact whatsoever</td>
</tr>
<tr>
<td>Senior-level attendance and attention</td>
<td>I have no faith that this process will be evaluated justly and equitably, and in the words of</td>
</tr>
<tr>
<td>Good to be among like-minded individuals</td>
<td>the REPORT: Page 88 of 91</td>
</tr>
</tbody>
</table>
I appreciated hearing from faculty from departments very different from my own. The free ranging discussion was really interesting, and I heard ideas that were new to me and very thought provoking. Another colleague at the workshop, tilted to give weight and value to the voices of the powerless.

**Session 9**

<table>
<thead>
<tr>
<th>Discussing topics</th>
<th>Take the emotion out of the discussion</th>
</tr>
</thead>
<tbody>
<tr>
<td>I enjoyed the opportunity to express an opinion in a safe environment</td>
<td>I felt a little threatened by our member at the table</td>
</tr>
<tr>
<td>The staff and facilitator are wonderful</td>
<td>Nothing</td>
</tr>
<tr>
<td>Opinion discussion</td>
<td>Not sure</td>
</tr>
<tr>
<td>The process</td>
<td>Did not like the notion of having a member of the Board of Trustees in attendance</td>
</tr>
<tr>
<td>Individual idea generation plus sharing</td>
<td>Did not feel safe having “visitors” in this space – especially Board of Trustees</td>
</tr>
<tr>
<td>Framing the process</td>
<td>Not enough time to discuss portions of agenda</td>
</tr>
<tr>
<td></td>
<td>Unclear reporting out process</td>
</tr>
<tr>
<td></td>
<td>Stronger note taker for reporting out process</td>
</tr>
<tr>
<td></td>
<td>Better facilitation explanations</td>
</tr>
<tr>
<td></td>
<td>Clarify that details don’t all need to be reflected on flip chart pages – [because] someone else was capturing more detail</td>
</tr>
<tr>
<td></td>
<td>Use computer instead of poster boards for note taking – it would be much faster</td>
</tr>
<tr>
<td></td>
<td>More practical in the sense that I did not hear anyone who wants to the statue on campus</td>
</tr>
<tr>
<td></td>
<td>• why not boil [the conversation] down to keep on campus vs. move off campus</td>
</tr>
<tr>
<td></td>
<td>How much will our input count?</td>
</tr>
</tbody>
</table>

**Session 10**

People shared ideas quite openly around the table and at least once said “I’m starting to like your idea better than mine!” In other words, we progressed to and changed in our thinking. The process itself – hard to know whether this kind of structured format really goes deep enough.
The format made it easy for all participants to feel comfortable to express their views/ideas
The structure—made the workshop productive
Collaborating
Great opportunity to hear from faculty who hold great ideas about moving forward
Amazing colleagues
Sharing of ideas
Focused discussion
Thoughtful colleagues
Attempt to communicate ideas from the faculty in a forum that allows for all points of view is important
Productive to share ideas with fellow faculty members
Giving time for quiet/individual brainstorming was a useful pause in the midst of many discussions – otherwise we would just repeat what we already had thought
Working with others with diverse ideas
Timekeeper
Many good ideas presented, that were duplicated by multiple people (showing some agreement)
The structure worked well
Good agenda/time-keeping
Great that faculty came out from all parts of campus

| What exactly was the “goal” we were starting with? Was it one we all actually shared? Do we own this process, or does someone else – who? Do not begin with what can be interpreted as a pre-defined outcome Clarity of overall process could be made more clear Have faculty organize and develop workshops for faculty Center voices of people of color More interaction with leadership Many of us felt that the process is being rushed for such an important moment It is unclear how this forum will impact the decision-making process. Who really has a voice and an opinion that will matter in what happens ultimately How democratic is this process? Frustrating that the process of which this is part is not transparent. Will voices of faculty, students and staff outweigh those of outsiders? At least clarify. Introduction was longer than needed Moderator needs to familiarize themselves with the process before explaining it Provide law we are supposed to brainstorm about Ask to brainstorm in advance |
|---|---|
| Session 11 |
| Good conversation | Not enough time to debrief in groups |
| Chance to hear from people across campus | Get more people to attend! |

**Session 11**

Good conversation
Chance to hear from people across campus

**Show chancellor is listening, have her present**

Shut down unhelpful discussion/complaints during time allocated for tasks
Explain rationale for format/process so people push back less
More on transparency/inputs to BOT/chancellor decision-making
| This was very useful – I would love to see it as a model for future ways of solving problems on campus of all sorts  |
| The process for idea generation was great  |
| Structure worked well  |
| The collaborative approach  |
| Working on issues separately  |
| The amount of time  |
| I enjoyed listening to others ideas and brainstorming for solutions  |
| At the end – an opportunity to pick top takeaways and preferences for ideas  |
| Ensure input from staff, students and alumni as well  |