External Report for *JMU’s Legacy of Exclusion: Confronting our Past and Creating a Culture of Inclusion* Dialogue

Convener: JMU’s History & Context Committee of the JMU Task Force on Diversity and Inclusion



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**Executive Summary**

 This external report details James Madison University’s history and context committee’s dialogue on the university’s legacy of race, diversity, and inclusion issues. Throughout, we highlight the thematic significance of this conversation along with the mechanisms used to achieve and expand the purposes of the dialogue.

The report first explains the processes in developing the plan for the dialogue and identifying its role in the overarching narrative of today’s socio-cultural context. Here we illustrate the contemporary importance and appropriateness of this conversation among university peers, faculty, and administration – as a community. We then offer details of the dialogue and how it occurred. Here we capture participant feedback.

In closing, we emphasize the contributions of this conversation and its impact in shaping the trajectory of the university. We hope that this report supports the benefits, relevance and appropriateness of encouraging dialogue about these issues at James Madison University.

**Introduction**

James Madison University’s (hereafter, JMU) history and context committee is part of the JMU Task Force on Diversity and Inclusion created by President Alger in response to the Charlottesville, Virginia 2017 riots. The committee focuses on creating a more inclusive community through research and education about JMU’s past – it acknowledges that the university acts within socio-political contexts of its surrounding environments. This committee is composed of several JMU faculty and staff dedicated to its mission of inclusion and justice: Margaret Mulrooney, associate vice provost for university programs; Eric Fife, co-chair of the history and context committee; David Owusu-Ansah, co-chair of the history and context committee; and many others.

In moving forward with its work, the committee identified a need to discuss issues of inclusion, diversity, and race with the JMU student population to both gauge students’ perspectives and guide the university’s trajectory on these topics; a communication studies class, led by Lori Britt, was tasked with developing a dialogue for this. Specifically, a team of five students collaborated closely with the history and context committee to craft a facilitation plan over the course of a semester.

 Dr. Britt’s class was introduced to JMU’s “unofficial” history by Dr. Mulrooney through an in-depth presentation that discussed the active, structural, and cultural racism inherent in the university’s history. Here, the five-person student team (hereafter, JMU Legacy Facilitation Team) began their immersion into the context of this dialogue. We delved into yearbooks, photographs, and other statistical material to begin crafting the details of the dialogue using coursework we examined over the semester. Through countless meetings and emails with the committee, we created a facilitation plan appropriate for the dialogue’s goals (Appendix A). Specifically, we approached the conversation with value-based inquiries purposed to reflect on the university’s holistic history, empathize with that history’s impacts, and envision a collaborative path from that knowledge.

**Participants In the Forum**

There were roughly 80 participants. Invitations went out to organizations such as Center for Multicultural Student Services, Student Government, Student Ambassadors, History majors, and Honors students. To ensure attendance, extra credit was also given to some participants in Dr. Fife and Dr. Britt’s communication classes. Some challenges with invitations and the timing of the event resulted in having more students than expected attending for extra credit.

 In collaboration with the history and context committee, we help create methods of identifying and inviting participants for the dialogue. We targeted specific groups with considerable stakes and relationships with the university and issues of race, diversity, and inclusion (i.e., members of Student Government Association, Center for Multicultural Student Services, Honors students, etc.); this was done to include a diverse set of voices in the dialogue and to advance the reach of the committee through impacting such influential students. One obstacle we encountered was that the approach itself felt exclusive in its constrained selectivity. This was justified with the small size of the room (i.e., fitting a maximum of 100 people), the influence of the targeted groups, and the projection that this was only the committee’s first dialogue of many. In short, though we sought specific groups for this dialogue, it is the hope in the future to include all students in this conversation.

 At the evening of the dialogue, there were about 80 participants and 20 facilitators. Initially, we planned to make contact with our desired groups weeks prior to the dialogue to secure reservations; due to constraints, to reach the desired number of participants we resorted to extend the invitation of the dialogue to classrooms of committee professors for course extra credit. Additionally, we snowballed participants through our own social circles. Participants of the dialogue mostly were part of the population attending for course extra credit or individuals the class personally knew. This may have skewed the results of the facilitation, but this is not to omit present representatives of populations we targeted or the utility of – for the lack of a better term – the conventional student.

**The Process:**

 The night of the event, there were nine groups of facilitators with two in each group, and in some groups there were three facilitators. Participants did not have assigned seats, rather they got a name tag and sat wherever they liked. The facilitation groups consisted of ten chairs in each group, with all the chairs facing each other in a circle. This was done to promote conversation within a safe space. Dr. Meg Mulrooney began the night by giving a brief, fifteen minute synopsis of JMU’s history of exclusion, then the conversation shifted to each individual group.

During these small group discussions, there were three rounds to help focus participants on conversation. The first round centered on JMU’s history, which asked participants questions such as if they were surprised to hear this information or if they already knew this history, and if this information makes them think of JMU differently. Based on the seat notes, it appears that most participants were unaware, with the exception of Dr. Mulrooney’s students and some students who learned about the building name controversy in their classes, but even so a minority of participants said they knew the full extent. In response to this, participants said they were shocked to hear this information, but still felt comfortable in the JMU environment.

The second round of the facilitation focused on JMU’s values and what participants think those values are. Some students said JMU prides itself on being safe thanks to organizations such as Safe Rides and the blue lights all over campus. Other mentioned that JMU tries to promote inclusivity, but this isn’t always plausible. They stated JMU tries to make its students feel comfortable in their environment, but it’s not always possible to include everyone. Some students stated that JMU tokenizes diversity, in particular the images JMU portrays on their website. They often post photos of diverse students, but this isn’t what one may see on a typical day on campus as JMU is a predominantly white institution. On top of this, JMU consists of a majority female population, which also isn’t accurately shown on the website unless you look for statistics.

The final round allowed participants to discuss what JMU is striving for in regards to inclusivity. During this round, participants were given statistics on how JMU’s diversity has grown based on students’ ethnic backgrounds. Some noted that the numbers have risen since the beginning of the diversity process, but in comparison to other schools these numbers are drastically low. Based on how JMU tries to present itself as being diverse, some students were shocked to see the actual numbers and how large the gap is between white and diverse students. Bringing this back to the thought of JMU tokenizing diversity, some students said that based on these numbers, the way that JMU presents itself is “inauthentic” and “false advertising” since they have diverse students in just about every picture representing JMU. One student in particular said “JMU’s media shows diversity and representation, however the campus does not.”

**Analysis/Summary of the Discussion:**

When participants were asked what is one change that could be made on campus to make JMU more inclusive, a key theme was educating the students and visitors on JMU’s past, including the building names that have ties to Confederate soldiers but also JMU’s past in general, which includes minstrel shows and the lack of diverse representation. Some students suggested a general education discussion-based class about JMU history, while others suggested bringing this information to light and noting that this is our past, but this is not what JMU stands for now. It was also brought up that there are many groups on campus focused on minorities, however there are not many opportunities for minority groups to mingle with each other or with other students, which promotes exclusivity within the JMU community. Through this, it was also mentioned that not all students are aware of the different minority groups. Though many different suggestions were made, an education of the student body along with potential students and staff members was an overarching theme.

 When it came to participants reflecting on what they specifically could do to make JMU a place that values diversity and inclusion, one theme was listening. One student said that those who have a privilege should recognize that and be an active ally, which can only happen through listening to others. This experience is not one that can be understood by all, but can be listened to by all. Many students also mentioned getting more involved with events on campus. Some students hoped to see more events like this facilitation in the future, and said they wanted to be involved in this discussion once more. Along with this, students said they need to stay up to date with current issues so they can be a part of this discussion and have something meaningful to say if necessary, or just be an “empathetic member” of the JMU community.

**Conclusion:**

 Overall, JMU’s history and context committee’s dialogue, *JMU’s Legacy of Exclusion: Confronting our Past and Creating a Culture of Inclusion*, was a successful breakthrough conversation that has opened doors to several avenues of influence. Much concern within the conversation revolved around efforts to both create spaces for these conversations as well as finding ways to make salient the university’s exclusive, inherited structures (see appendix B). We observed the varying degrees of concerns in the room as well as how very real and legitimate students’ perspectives were when addressing the issue of inclusion, diversity, and race in JMU. In short, we conclude that these conversations are valuable for JMU students and they will, with the appropriate resources and efforts, support the committee’s mission and work.

 We hope that the committee will see value in this type of dialogue and seek to continue this conversation through other dialogues and communication with the JMU population.

**Appendices**

Appendix A: Final Facilitation Guide

**JMU’s Legacy of Exclusion: Confronting our Past and Creating a Culture of Inclusion**

**November 13 (7-9pm), Madison Hall 1001**

Facilitation Team: Celia Marsh, Jacob Ivers, Daniel Hirschhorn, John David Mirambel, Georgina Hanigan

And other students in SCOM 447

**GOAL:** To help educate students about JMU’s history regarding race and issues of diversity and inclusion. Understanding our past will help us understand structures and practices that we may have inherited that keep us from being as diverse and inclusive as we would like to be.

|  |  |
| --- | --- |
| **6:45-6:55 pm** | **Arrival, Food, and Pre-Talk**● Participants will be greeted by students and told to grab a nametag● Name tags will have a dot sticker on them so participants will be randomly assigned to different colored groups (blue/red/green etc.)● Pizza available in hallway● Facilitators will welcome & prime engagement by participants while participants eat in the hallway● Ask about their expectations of the evening Participants will start to sit in the large group (in room) – small groups of chairs will be arranged and people should join one of those clusters |
| **6:55-7:15 pm** | **Welcome and Presentation****David Owusu-Ansah from the History and Context Committee will welcome people, talk about the History and Context committee and their goal. He will then introduce Meg Mulrooney.**Presentation of JMU’s History regarding inclusion and diversity, particularly race in the context of Virginia and desegregation (Live presentation based largely on Meg Mulrooney’s research into the JMU archives) \*We will videotape this for possible inclusion on a website for educational purposesa. Presentation will offer some of JMU’s history regarding race and efforts to integrate and be more inclusive (Based largely on Meg Mulrooney’s research)b. After presentations facilitators will introduce themselves to the roomc. Introduce the process to the groups and goal of the conversation. Go over the ground rules as well. |
| **7:15-7:20 pm** | **Small group Discussion Process and Ground Rules**1. Introduce yourself to the group and then have the group introduce themselves. Maybe ask: **Briefly share your name and what brought you to this conversation this evening?**2. Facilitators will review some suggested collective agreements* Assume best intentions, make this a brave space
* Be respectful and patient with one another.
* If you feel uncomfortable at any time, you may leave the conversation.
* Listen to learn about other people’s perspectives, not to critique them.
* Think before you speak.
* Make room for other people who want to speak.

Speak from the “I” perspectiveAsk participants within their groups what other agreements they want to add● Add to the agreements to your group sheet. Place it on the floor in the center of the group as a reminder● Ask everyone to make a personal commitment to these agreements |
| **7:20-7:45 pm**Start with quote:***"Life can only be understood backwards; but it must be lived forwards."***Soren Kierkegaard | **Round One: Confronting History**Facilitators will ask:● Are you surprised to learn about some of JMU’s history?● Now that you have seen these images and have learned this new information, maybe for the first time, how does this make you think differently about how you experience this campus, how others experience this campus? (Goal is to encourage seeing campus from other’s positionalities – empathy)**\*\* Participants may bring up the recent blackface incident in Harrisonburg****If so, let them process their feelings, acknowledge these***“What about the incident is most disturbing to you, the incident, others responses, his apology, etc.”**“Did JMU’s response match our values of being a diverse and inclusive community?”*This incident represents a legacy of attitudes and a lack of education about racism. *How might JMU do better on this front?* |
| **7:45-8:10 pm** | **Second Round: Considering Our Values**Facilitators will ask questions such as:● What do you think are JMU’s values?● How do you recognize these values in behaviors, structures and symbols?● Has this information changed your view on those values?● In what ways do you think this history may impact our efforts to be diverse and inclusive in ways that may not be overt?● What might be some structures or symbols that we may have inherited that do not support our values of inclusion and diversity?○ One example might be the Mr. and Miss Madison which is now less exclusive. |
| **8:10-8:40 pm** | **Final Round: Modeling an Inclusive Future****Pass out handouts on Diversity and Inclusion efforts at JMU**Facilitators will ask questions such as:● What is JMU doing well to model the kind of inclusive community we want to become? ( For instance, symbols, practices, attitudes, education, support, etc,)● What strides has JMU made in terms of diversity?● How do you think JMU can best acknowledge that our history is both good and bad so we can understand who we are and become who we want to be?  |

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| **8:40-9:00 pm** | **Large Group and Takeaways**Participants will be given 4 notecards with titles: ● What did you learn from this discussion?● What questions does this discussion raise for you that you would like know more about?● What is one change you think could be made on campus that would move us toward the more inclusive future we desire?● What is one thing YOU can do to actively make JMU a place that values diversity and inclusion? Have students post these on four large posters on the way out. (We will get photos of them posting and then compile this data.) David Owusu will talk about next steps or what other discussions/efforts are also happening on campus. |

Appendix B: Participant Responses

**What is one change you think could be made on campus that would move us toward the more inclusive future we desire?**

* Students should be informed of the history of JMU in Gen Ed classes and faculty should also be required to attend a discussion on the topic.
* If these events were more publicized I feel like more people would want to get involved and talk about it. I also would like to see JMU offer more classes that talk about culture/diversity.
* We could better our community by proving the names of five buildings do not defy us.
* We should better educate our students, visitors and we should learn from what our students think.
* Having the higher up boards who make decisions speak with the people of color directly on what they think the best way of going about change.
* All faculty should be educating themselves about diversity and inclusion.
* Personally, I think direct outreach to people who have been affected by this
* Having more knowledge about turning points in JMU’s history. Having it displayed across campus.
* Actually practice what you preach and hold rapists accountable
* We get tickets for parking but a rapist gets to be an OPA…
* Practice the views you tell students to practice respect (inclusiveness, etc.)
* Normalize progressive changes, rather than announcing it
* Renaming Ashby, Jackson, Maury
* Direct outreach to those affected/ who identify with experiencing lack of inclusivity
* Not just admitting people of different skin colors but of different experiences and backgrounds.
* Changing the names of buildings names after people who are offensive to some groups on campus
* I think the modules we discussed in our group for freshmen to take about JMU’s history and values today would be a good idea
* Minorities in leadership positions.
* Let the students know of our past and how we are going to grow from it now & in the future.
* One change I would make is inform the student body more about Jackson Halls confederate name, Ashby, etc.
* I think more communication between administration and students would be helpful about budget and other initiatives that are in progress.
* Implementing JMU history & diversity awareness in orientation among other programs
* Encourage faculty to know and share JMU’s history with their students
* Class/education to educate students create awareness
* Offer opportunities to emphasize inclusion within the classroom/JMU environment
* More diversity and inclusivity classes
* More talk about JMU history
* Stop sugarcoating or hiding certain situations just for JMU’s reputation
* A required class that forces all students to participate in these deep discussions
* Involving more people in the conversation
* Having more diversity of people at the table that makes key decisions for the university
* Encourage all rates to embrace their culture that doesn’t cause harm to others right to practice their culture
* I think possibly getting different cultures/ethnicities of people together, we are always with people that we are comfortable and we should step out of our comfort zone
* Having no minority specific groups...there should be a group for minorities to feel at “home”
* Implement plaques or informative pieces/monuments around campus that educates students on the history of the buildings’ names. Also plaques that draw emphasis on the history behind the first African American students.
* I think if administration/people in charge at JMU listened to student’s voices and used them to create change like ACTUALLY create change rather than focusing on reputation, the campus would be much more inclusive and feel a lot safer and welcoming.
* To talk more about diversity and why diversity is important in a community.
* I think including conversations such as the one we had tonight would help move the JMU community to be more inclusive.
* Add more diversity. Maybe require a GenEd course on diversity,
* Having CMSS orgs at the front of this work - they are the front line for diversity and inclusion on campus.
* To stop talking so much about how JMU “is diverse” and actually become diverse.
* Definitely having more of these conversations within the classroom!
* Incorporate a course on diversity into the GenEd program - some people come to college completely unaware of their implicit bias / how to promote inclusivity + a required course could help.
* Continue the conversation that we had tonight as knowledge is power.
* Exhibit / museum!!! Good & bad history. Work to inform everyone about diverse organizations aforementioned at “We Are JMU” FROG week event.
* Outreach and promotion of minority outreach programs such as SMO, CMSS.
* More exposure to inclusive opportunities like during FROG week having a day where students can go and experience clubs etc.
* Incorporating more discussions; incorporate the history of JMU into FROG week or tours, provide more clubs / organizations that get people to feel more comfortable.
* Allow students to have direct action with the people of higher authority and better informing the students through seminars or possible class
* Better allocate our money towards more scholarship and diversity programs to allow more minorities groups here
* Memorialized marginalized individuals who were oppressed and help found James Madison University
* Create an exhibition about JMU’s history and past GOOD AND BAD history
* Become more transparent about our diversity efforts and have a senior leadership ensure that minorities voices are being heard directly
* JMU Museum- Have a museum about JMU & Harrisonburg history
* Organizations coming together instead of communicating inside
* Changing hall names that were named after Confederate soldiers
* Discussions like this one that all students must participate in.
* Change the quad building names.
* Changing the names of the buildings and explaining why this change reflects JMU’s current values.
* More conversations about diversity like this one!
* A required class about diversity.
* Have some kind of class that teaches the history and culture of JMU, and have more of these discussions
* Inclusion of a class on the schools history and presentations on what we are doing to fix it could make everyone feel more inclusive.
* Accept more students from different ethnicities.
* Display the true history of JMU and not hide the reasons behind certain things.

**What is one thing YOU can do to actively make JMU a place that values diversity and inclusion?**

 **Listening**

 **Being Open Minded**

 **Getting Involved**

* Help create ways to influence diversity
* I can make sure I realize that others don’t feel as included or welcomed as my school and try to help them feel better
* LISTEN! Recognize the privilege you hold and be an active ally. That comes from listening! You may not understand the minority experience but listening allows you to be a better ally to minority communities.
* Be a source of contact for people to have open honest discussion about intersectionality and inclusion.
* Keep informing people! Create an open space for these things to be talked about
* Become more aware by obtaining knowledge about situations like this I will start to view things differently and become more knowledgeable
* Being open minded when it comes to topics like this and to students and staff in the future
* Speak up more about my culture and make people more aware about our similarities and differences
* I can go to more of these events to get more involved to help this university grow
* Join clubs and attend discussions such as this one that talk about these values and how to become more inclusive college
* Be kind and inform individuals about problems that will better JMU with diversity and inclusion
* Make more friendships with people of different culture than me
* Make sure everyone never feels left out or looked down on. Be friendly, open minded and accepting of all people
* Spread the word
* Attend inclusive events such as this one and events that inform on diversity and encourage others to attend as well
* Always make sure I am putting myself in other people’s shoes
* Include and empower. Allow for differing opinion and treat people based on their merit, not their skin color, sexual orientation, etc.
* I need to bring up our issues of diversity more and get the word out about our effort and ensure that everyone feel as their voices are being heard
* I think putting JMU out there and just talking about issues but also solutions to help
* Become aware of JMU’s history and current issues regarding access, diversity, and inclusion in order to become a more engaged and empathetic member of the community
* Live through example, be involved and promote diversity and inclusion to draw attention towards the topic
* I am currently in the DEEP Impact class, where my goal is to become a diversity educator. I want to be able to lead dialogues encompassing these conversations
* Listen to everyone, have everyone’s opinion be heard and considered
* Expression of what we think JMU’s values are or what values are or what values are interested so people can come together and emphasize those values
* Make people aware that JMU wants to be more diverse and doesn't want to have anyone feel un-included.
* Expression of what we think JMU’s values are or what values are represented so people can come together and emphasize those values
* Make people that are different than me feel welcomed
* Be open-minded to other races and identities through approaching them through conversations
* Treating everyone the same, and educating more people on what I learned today
* Help people within our campus recognize our descent and how far we have come over the years recognizing everyone’s values
* Educate yourself and actively listen to others’ perspectives on these important topics
* Reaching and getting involved with communities/organizations outside of the ones I am already familiar with
* Start talking and taking action with our plans
* Have more uncomfortable discussions
* Encourage people from different backgrounds to apply here
* Push for an increase in the amount of non-white students accepted
* Accept diversity from more than just race
* Inform, inform, and inform others
* Get a conversation going
* Make a movement
* Spread the word
* Be accepting of everyone you meet and be encouraging and supportive to all
* Educate people on the thoughts and struggles of minorities on campus
* Help others feel more included and welcomed
* Encourage awareness and participation in inclusion and diversity
* Encourage faculty to highlight JMU’s history and implement innovation
* Make others aware!
* Be a person that people can always talk to without judgement
* Actively try to talk about issues like diversity in a successful way
* Be open to new ideas and be an active listener
* I think that I personally can reach out to study abroad students in my classes and try to help them feel more comfortable here
* I can spread the word on programs/discussions similar to this one
* Be an ally and continue to make strides myself to be inclusive. Ensure that you are constantly being respectful to everyone
* Encourage people to TALK about their differences
* Include people that might feel isolated at the school.
* Share what I have learned with others
* Talk, make people aware, create more dialogue with other students
* Be a more proactive participant in conversations on JMU past, present, and future in regards to diversity and inclusiveness
* I can bring what I learned today back to my dorm and have deep discussions with my peers
* Continue to be open minded and inclusive of every culture. From my point of view, inform others of the info that I have learned. Direct those who are interested towards other things such as minority things
* Being open minded about who I am with members of the community because I bring diversity not commonly seen on this campus

**WHAT DID YOU LEARN FROM THIS DISCUSSION?:**

* I learned a lot about the schools past that I really never knew until how halfway through my senior years
* JMU is a lot more segregated than we may preserve it be
* I learned a lot about JMU’s past, and about the buildings names and history about those, and the racism behind it
* History of JMU
* Perspective of freshmen and other members of organizations
* That when you see the number 75 percent on paper and only 25 percent white it does not look too pretty and reflects negatively on JMU
* JMU has come far to diversity but still has lots of room for improvement
* JMU’s history is still present and deep rooted
* Being an active ally is so important
* Lack of inclusivity in campus history
* JMU is making a lot of efforts to expand diversity
* I learned that the history of JMU needs to be talked about more because many of us were unaware of a lot of history
* I learned a lot about JMU’s history that i was not aware of before and feel like many JMU students don't know about the hidden past and it is important for them to know but also know how far this school has come.
* The importance of diversity on JMU’s campus as well as all the different components diversity is about
* Ashby, Jackson and Maury halls were named after confederate generals
* They used to put on shows where they colored their skin black
* Literally 23 American Indian students go here
* That JMU is on the right path toward a better environment for all students
* That history has a continual impact on people buildings are named after confederate soldiers
* JMU is diverse
* I learned the other perspectives of different backgrounds that are different than mine
* I learned about the diversity stats of JMU and what others think about the topics
* The racial history of JMU
* I learned more about the active efforts that JMU takes and has taken to be a more inclusive community
* I learned about the history of JMU
* I learned some interesting facts about JMU history and about some of the ways and perspectives that people have regarding the topics
* That JMU treats diversity as a trophy prize
* At least JMU is taking strides to make things better
* Majority of the students here have a lack of awareness
* It was amazing to hear other people’s perspectives on all the topics we discussed. Diverse discussions allowed us all to delve deeper into ideas we had for JMU’s inclusivity moving forward.
* I learned how to value and understand people more who feel “lesser” here @ this university because of their differences
* I learned more about the hidden history of JMU. Obviously these aren’t our brightest moments in history, but often these topics are excluded from discussions of American history here at JMU. Say the names of those first minority students because they played a crucial role in laying the foundation for who we are today.
* I learned more about JMU’s history. I also learned more about some clubs on campus. I was able to learn about others perspectives on the school life.
* I learned more about our history; also learned the things JMU has done to make this a more diverse place and the perspective of others.
* JMU has 3% African American Faculty compared to the 80% of white faculty.
* I learned a lot about what my peers thought about diversity and rare that I never thought of before. I also learned about what JMU is actually doing about this topics.
* That so many people come to one experience with so many others. (preconceived notions, stereotypes, marginalized ideals) However, personal narratives are so powerful and can unite different groups of people.
* Whether JMU likes it or not, this information has been shared with hundreds of students and word travels fast. If JMU does not do something and release a statement and/or plan of action, it could be more detrimental if news spreads via public word of mouth.
* JMU values its name of being majority white.
* I learned that JMU has come a very long way from the history of racism here.
* We need to start talking because it can inspire change in anyone/everyone.
* That JMU may be advertising that they are diverse, however, the campus and classroom illustrates otherwise. I learned about the buildings that are named after confederates and the ways in which these buildings may be offensive to some students.
* I learned that JMU is starting to move forward progressively. I really thought the hand out was a good source to see the movement forward.
* To think about our community as a whole from a different perspective
* I learned how to be open to someone else's opinion without judgement
* I learned about the different perspectives that exist among the younger populations as a senior
* JMU has a long history of racism that parallels that of our community
* The university is moving in a positive direction towards university
* I learned about the lengths that JMU has already gone to improve the university
* JMU history is very important to talk about so we can move forward
* JMU has a dark and racist history, in addition to buildings named after confederate leaders. I also learned different perspectives of people from different aspects of life
* Most people are unaware of our school’s history
* Sheary A. Darcus was the first person of color to attend JMU.
* Don’t live in the past, keep moving forward and learn from precious history/mistakes.
* African-American alumni are sending their children to this school… this will lead to a projected increase in ethnic groups.
* Ashby, Jackson, and Maury were all named after Confederate Generals
* I learned a lot about the history and prevalent issues that I would’ve never heard of if I didn’t attend this discussion
* Learned how to view questions/answers from multiple perspectives
* Diversity is not dependent on the past, but the future
* I learned that, although JMU makes an effort to include everyone and even if I feel like I found my place, there is probably a large percentage of students that feel uncomfortable and unwelcome
* JMU is in the effort to make equality evident and persistent
* The level of diversity at our school
* JMU’s history
* The many actions we should take to increase awareness/create the inclusiveness here
* JMU has come a long way, but still has a long way to go
* Different people’s viewpoints to a lot of questions
* I learned a lot about the history of JMU and was disappointed with how JMU handled people find out this info
* I learned that everyone else my not experience JMU the same way I do but we all agree that change in diversity needs to happen
* I learned a lot more about JMU’s history that I don’t think I would ever be taught otherwise such as the extremely racist activity that used to take place here
* JMU has let people down in several different aspects of causing people to believe they value their reputation more than the lives of the students.
* Many people had no idea about JMU’s diversity efforts and that these conversations don’t happen
* There are issues within the name of JMU

**What questions does this discussion raise for you that you would like to know more about?**

* Why aren’t we getting students perspectives who have concerns about this topic?
* I’d like to know more about the diverse organizations on campus
* What had JMU done to show their history?
* What does JMU plan to do to have an actually diverse school?
* Does JMU plan on changing their school building names?
* Do more students see JMU’s diversity efforts as a token symbol and fake?
* What efforts are those in the diversity committee and other related task forces doing to engage with diverse organizations and make their voices heard?
* How will JMU take a step forward in promoting diversity?
* I would like to know more about how JMU approaches minorities on just even applying to JMU
* I would like to know how the board makes decisions on how they are going to adjust numbers and have higher percentages for people who are not white
* The acceptance rates of different minorities compared to white people and how they’ve changed over the year.
* How many minorities apply to JMU?
* What is the acceptance rate for minority vs. minority?
* What JMU is actively doing now in regards to diversity and how it connects to the institutions past?
* How could we go about changing the names of the buildings?
* Where can I find more information on JMU’s lesser known history?
* What is the true history of JMU?
* What does JMU define as diversity?
* Why do progressive actions need to be announced and elaborated rather than integrated as just the societal normal standard?
* What is JMU’s history?
* How can we increase the diversity here?
* What are the common thoughts on diversity at JMU?
* What other perspectives are out there on this issue?
* “I would want to know more about the history and more about what happened from the early 1900s to now.”
* What does JMU’s past look like?
* What efforts will JMU be making to diversify their school further?
* Why are the percentages of white women actually so high? Is it because of the % of white women that apply or are they trying to keep JMU the way they have always been?
* “I would like to know more about the history of JMU. I did not know any of the history until now. I think people should obtain this knowledge to be more aware about the university we attend.”
* What will JMU do in the future to implement more diversity? Will JMU open an exhibit to discuss the history of diversity at JMU & buildings named after confederate soldiers?
* How can JMU think about providing more scholarships for different socioeconomic statuses out of state-Tell us more about JMU history
* When will those higher up on the JMU rank actually reach out to those who can personally relate to these issues (ex: CMSS orgs)
* Now that I have seen all of JMU’s efforts for improving diversity I would definitely like to know more in depth about them because they seem so beneficial
* Raises questions about JMU’s values and priorities. I would like to learn more about JMU’s past
* I would like to see the yearbook to get a better idea of the history and educate myself to feel less ignorant
* Is JMU working towards being more transparent with our campus history
* Why has JMU hidden this information?
* What about socio-economic status diversity?
* What other changes will be made to help this?
* Why hasn’t JMU exposed more about their history?
* How do others feel about their diversity?
* What can JMU do to promote a diversity to incoming students?
* This raises many questions for me such as:
	+ Why does JMU not acknowledge their buildings being named after confederate soldiers?
	+ Why is JMU 74.6% white caucasian? What percentage of other ethnicities apply to this university?
* What are people higher up doing to promote diversity instead of just advertising it?
* When will JMU speak up for the people who don’t have a voice?
* How people of different marginalized groups feel about specific aspects of the community?
* How can JMU advertise its’ friendly nature, yet still in inform individuals of past, racial misconduct?
* How is JMU going to use the different ideas brought up in this discussion to make changes when it comes to diversity?
* How does JMU plan to make the student body more aware of the diversity actions they are taking?
* Is JMU wanting to make their history more known?
* How can we best confront / challenge individuals with “good intentions” but problematic ideas / belief systems?
* What is the ultimate goal of this subcommittee?
* How do JMU staff and administration feel about the JMU past?
* What’s happening behind closed doors at JMU?
* What President Alger is actually able to accomplish on the future?
* How will the university move to inclusivity and promote true diversity that fosters a sense of community, support, and resources for all races and minorities?
* How will JMU support the undoing of wrongful history before someone is upset?
* How will you show why these actions/events were wrong?
* More information on the history of JMU and where it has been and where it planning on going.
* I would like to know more about JMU’s history and more about the organizations on campus that are inspiring our university to be more diverse.
* What do more students think is wrong with this school?
* What can JMU do to really emphasize the history of the school so we can learn and move forward?
* Why does JMU feel it is okay to have buildings on the quad named after confederate Generals/Admirals?
* How JMU plans to address diversity and inclusion in a way that’s memorable and effective?
* Why are the non-white student population numbers so low?
* Why does JMU not change the names of the halls?
* Why does JMU pretend to be diverse?
* What does the future hold for JMU?
* How diverse are the applicants that apply to JMU?
* Where else can I learn more about the history of JMU?
* What does the rest of the JMU student body think about the building names and their history?
* Black face?
* Percentage of blacks who apply
* What does JMU do specifically to inform students about the university’s background/history?
* Are there efforts/initiatives sponsored or formed by JMU to emphasize/encourage diversity?
* Why are so many students so unaware of the issue of inclusivity and JMU’s racial history?
* Why does JMU focus on inclusion figuratively but not implement it in -everything-?
* How does JMU plan to make presenting this idea of diversity as real and authentic rather than as a staged act to make themselves look better?
* Why isn't this talked about more?
* Why can't there be a GenEd on Diversity & Inclusion etc.?
* Why aren't professors required to take a class to become more socially/culturally aware?
* The university likes to say be the change, but what are concrete changes that the university plans to make in the future, in terms of diversity and inclusion. Too often I feel like they rely on us to prompt changes but they could also lead by example.
* What exact programs are there that inform/aware students of the diversity that is present or lacking at JMU?

Appendix C: Facilitator Seat Notes













