



# Final Evaluation Report

Stockton: The Next 50 Years &  
Beyond Task Force

May 1, 2024



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# Stockton: The Next 50 Years & Beyond Task Force



## Executive Summary

On November 12, 2021, the Faculty Senate of Stockton University announced the initiation of Stockton: The Next Fifty Years and Beyond Task Force, which was charged with determining “whether a location-based name of the University, consistent with our founders’ original intentions, should be pursued.”<sup>1</sup>

During the first week of the task force’s establishment, a [website](#) was developed for the task force members to access resources and shared files; a list of [167](#) reference items was generated for recommended readings and for composing the literature review of the final report;<sup>2</sup> and an [open forum](#) was created to provide a space for everyone in the Stockton University community to engage in conversations and share feedback through a group email address.

Between spring 2022 and fall 2023, some Task Force members volunteered to work with one or more subcommittees to review Stockton University’s renaming history, gather and analyze data, conduct financial analysis, and/or strategize on how to identify all possible responses in addition to or apart from name change. Section 7 (Appendices) of this report includes the works of the History Subcommittee, the Survey Subcommittee, the Finance Subcommittee, and the Other-Responses Subcommittee. In the same time frame, the task force attempted to fulfill the task of “facilitating discussions among as many constituent groups as possible,” first with a focus group approach, later with a public forums initiative,

<sup>1</sup> Faculty Senate Task Force on Stockton: The Next 50 Years and Beyond. (2021, April 16). <https://sites.google.com/stockton.edu/fs-stockton-next-50-years/home>

<sup>2</sup> A part of the references list was included in the Thematic Bibliography of the History Subcommittee report. Some references from the list were also used for writing the report on nationwide responses to renaming schools.

but both plans were aborted for reasons that are fully explained in Section 6, "Summary of Subcommittees' Accomplishments." The unpublished press release created to launch the planned university-wide forums is labeled as Appendix E in this report.

An overview of the renaming movement titled "A Report on Nationwide Responses to Renaming Schools" is in Section 4 of the report, followed by "Task Force Self-Study" in Section 5, which summarizes the lessons we have learned from the experience of working on this task force. Section 3 of the report, "A Proposal for Establishing Principles on Renaming," calls for clearly articulated policies that are essential for guiding the renaming process. A summary statement in Section 2, "Recommendations and Conclusion," encapsulates the views of the task force members and reflects the collective thought process behind the evaluation of the Faculty Senate's charge.

The task force began with 30 members in fall 2021 and ended with fewer than 20 members who chose to stay until the completion of the mission in spring 2024. "Task Force Rosters (2021-2024)" are attached as Section 9 to record how long each member has served or served on the task force. For continued discussion on a potential name change, Section 8 provides the steps for posting comments or share messages on the [Open Forum](#).

In spring 2023, Task Force co-chair Robert Gregg composed a retrospective essay "Stockton & the Bust," elaborating on the contentious renaming history of Stockton University. The manuscript was reviewed by several task force members who provided thoughtful feedback and/or content editing suggestions. The final version of the essay is now posted on a [landing page](#) of the Task Force website as a point of departure for Stockton University's future renaming debates.

The final evaluation report of the task force was compiled in April 2024. All the documents included in the report had been previously reviewed by some members of the task force and endorsed by the task force co-chairs. After additional rounds of editing and proofreading, the draft was finalized on May 1, 2024, for submission to the Faculty Senate of Stockton University.

## **Recommendations and Conclusion**

The Faculty Senate Task Force "Stockton: The Next 50 Years and Beyond" was charged with exploring the possibility of a name change and assessing its potential implications. This included considerations such as financial sustainability, faculty and student recruitment, perceived valuation of Stockton degrees, and student, alumni, and community relations. The task force conducted institutional-wide surveys to gather input from faculty, staff, administrators, alumni, and students. Additionally, the task force examined the financial implications of a name change, Stockton community perceptions, and overall support. Based on the findings, the task force presents the following statement.

The task force was not charged with making decisions on whether Richard Stockton's past as an owner of enslaved people warranted having his name removed from the University. The Task Force report points to three areas of consideration: 1) the need to establish procedures for naming and renaming at the institution; 2) the importance of continuing to consider the issue of Stockton's name, both in terms of whether it should be changed and/or whether other forms of response should be contemplated; and 3), whether the task force would have been able to produce evidence about different communities' sentiments on the issue of the name, had the institution committed itself to supporting its work.

### **1. Policies and Procedures for Denaming and Renaming**

The Task Force and Stockton at large, should not make any specific denaming or renaming recommendations without having first been guided by a set of clearly articulated principles on renaming that should include well-established guidelines and policies for the renaming procedures and processes.

Following on from the previous point, the Stockton University President should consider creating a committee to articulate principles on denaming and renaming. Finally, in its future denaming and renaming projects, Stockton University should adopt a two-tiered approach, with one committee laying out guiding principles on renaming and another making recommendations for renaming.

### **2. Further Consideration of the Name and Other Alternative Responses**

Once procedures for naming are established, we believe that the University should undertake a serious consideration of its name and the implications of having spent fifty

years honoring an enslaver who is also associated with the contentious accusation of being a traitor. To explore the name change effectively, several steps will need to be implemented. These include investigating potential new names and assessing their financial and perceptual implications; engaging stakeholders in discussions and gathering feedback on proposed name changes; developing a comprehensive plan for transitioning to a new name, including rebranding efforts and communication strategies.

Additionally, other responses should be considered regardless of whether or not the institution is renamed. These may include, but are not limited to: issuing a formal statement denouncing slavery and its legacies; acknowledging the error of naming the school after an enslaver; clearly articulating the naming policies and processes that will guide future decisions and ensure alignment with institutional values; integrating programming that educates and raises awareness about the institution's historical context and commitment to diversity and inclusion; and, establishing an academic center dedicated to studying race relations in South Jersey and New Jersey as a whole.

Given that the current task force's deliberations have been inconclusive regarding supporting or opposing a name change, external review will be necessary to assist in future deliberations. This will entail hiring independent external reviewers to conduct a thorough analysis of the issues surrounding the current name and potential implications of a name change, and to lead focus groups and other means of ascertaining community sentiment. The findings of the external review will be utilized to inform future decision-making processes and potential actions regarding the institution's name.

### **3. Other Points for Consideration**

Results from the survey of faculty, staff, and students suggested that opinion is divided over the name of our university. Moving towards a more conclusive result, therefore, would require carrying out focus groups. These groups would allow people to gain a greater appreciation of community members' opinions and facilitate further education on the issues at hand. Many of those who the survey results suggested felt most clearly the need for a change, also feel disaffected in other ways (as shown in the climate survey and "The Other Stockton"). Those who feel this way have come to expect that these issues will not be considered seriously. Consequently, they would not commit to a task force of this nature believing that a lot of work would be undertaken, and the results would be shelved and ignored. This sentiment was shown to be fairly accurate when the former President of the University announced in a local newspaper article that the name would not be changed. From that point on, the belief that this work was an exercise in futility likely affected

participation and commitment. In short, if a task force is created in the future, it should receive the support of the administration so that it can do its job unencumbered by external influences.

## A Proposal for Establishing Guiding Principles on Renaming

This Task Force proposes that the Faculty Senate request the Stockton University president to consider creating a committee to articulate principles on renaming that will serve as the guidelines for Stockton University's future "denaming" and "renaming" processes. Below is an introduction to the background of the proposal along with our recommendations.

### Background

As a growing number of colleges and universities face calls to remove controversial names from campus, some higher education institutions have developed relevant policies to guide the process and determine when it is appropriate to remove the names or representations of controversial historical figures.

#### Harvard University

On October 26, 2020, Harvard University formed a [Committee to Articulate Principles on Renaming](#) to "help guide consideration of questions about renaming campus buildings, spaces, programs, professorships, and other objects in view of their association with historical figures whose advocacy or support of activities would today be found abhorrent by members of the Harvard community."<sup>1,2</sup>

The committee has [sixteen members](#): eleven faculty members (one of whom serves as chair), one graduate student, one alumnus or alumna of the University, the President of American Academy of Arts and Sciences and member of Harvard University Board of Trustees, the Vice president for Campus Services of the University, and the Chief Diversity and Inclusion Officer of the University. The chair of the committee is Drew Gilpin Faust, President Emeritus and the Arthur Kingsley Porter University Professor of Harvard University.

On December 9, 2021, the committee released its [final report](#), laying out rigorous principles and processes for "denaming" or "renaming," and processes for deciding such

<sup>1</sup> Rosenberg, J. S. (2020, October 26). Harvard forms committee on renaming principles (para. 1).

*Harvard Magazine*. <https://www.harvardmagazine.com/2020/10/harvard-forms-renaming-principles-committee#:~:text=Bacow%20today%20announced%20formation%20of,with%20historical%20figures%20whose%20advocacy>

<sup>2</sup> Griffin, K. J. (2021, December 10). Committee sets framework for renaming controversial Harvard buildings, titles. *The Harvard Crimson*. <https://www.thecrimson.com/article/2021/12/10/renaming-framework/>



cases. The report, which was “informed by history and by the experiences of other institutions,” was “not intended to and will not directly result in” the actions of “denaming” or “renaming,” as stated in a Harvard Magazine [article](#) covering the release of the report.<sup>3</sup> The committee made it clear that at Harvard University, removing names from buildings or other objects should be an extraordinary occurrence. They drew on Yale and Princeton’s denaming and renaming experiences.

### Yale University

On August 1, 2016, Yale University constituted its [Committee to Establish Principles on Renaming](#) after more than a year of controversy on its campus over the name of Calhoun College, and after two years of conversation about the names of two new colleges.<sup>4</sup> The committee reviewed the experience at Yale and in other institutions and communities that had dealt with renaming issues. They also sought advice from experts, engaged with universities tackling similar challenges, and worked with other Yale groups responsible for related tasks, such as the Committee on Art in Public Spaces.<sup>5</sup>

The committee has [twelve members](#), six faculty members (one of whom serves as chair, one of whom serves as advisor), one staff person, one undergraduate student, one graduate student, and three alumni of the University. The committee chair is John Fabian Witt, Yale College ’94, ’99 J.D., ’00 Ph.D., Allen H. Duffy Class of 1960, Professor of Law and Professor of History of Yale University. The committee advisor is David Blight, Class of 1954 Professor of History, professor of African American Studies and American Studies, and the director of the Gilder Lehrman Center for the Study of Slavery, Resistance, and Abolition. The committee’s webpage provides a [link](#) that opens to the members’ bios.

<sup>3</sup> Rosenberg, J. S. (2021, December 9). Harvard articulates principles for “denaming” (para. 1). *Harvard Magazine*.

<https://www.harvardmagazine.com/2021/12/harvard-denaming-principles#:~:text=Faust%2Dled%20committee%20addresses%20building,profoundly%20antithetical%E2%80%9D%20to%20present%20values.&text=The%20Committee%20to%20Articulate%20Principles,appointed%20by%20President%20Lawrence%20S.>

<sup>4</sup> Procedure for consideration of renaming requests. Yale University. <https://docs.google.com/document/d/1qmpzpWJbrbnkgspH7t6pOoIGnITDReQ3A/edit>

<sup>5</sup> Committee to Establish Principles on Renaming (para. 3). Yale University | Office of the President. <https://president.yale.edu/committees-programs/presidents-committees/committee-establish-principles-renaming#:~:text=The%20charge%20of%20the%20Committee,than%20specific%20to%20particular%20controversies.>

The committee released its [final report](#) on November 21, 2016. The report begins with an explication of the University's values and priorities, followed by an elaborate discussion of the trials and errors pertaining to the Calhoun naming question and the committee's work. The section on names and renaming devotes most of its space to describing what the committee had learned about the case of John C. Calhoun at Yale and beyond. The last section of the report articulates three guiding principles and a list of factors that serve to guide the University's decision-making. The report was approved by the Yale Corporation on November 28, 2016, and was disseminated by President Salovey on December 2, 2016.

### Princeton University

On September 2, 2020, Princeton University President Christopher L. Eisgruber announced to the Princeton University Community the initiation of the [Ad Hoc Committee on Principles to Govern Renaming and Changes to Campus Iconography](#).<sup>6</sup> The committee has [ten members](#): four faculty members (one of whom serves as chair), two undergraduates, one graduate student, one staff person, one alumnus or alumna of the University, and the Secretary of the University. The Vice President for Advancement sits with the committee. The chair of the committee is Beth Lewis-Williams, Professor of History of Princeton University.

To fulfill its [charge](#), the committee broadly sought feedback within and beyond the University community. It launched a series of listening sessions during the second week of December 2020, along with a [website](#) where Princetonians could [share feedback](#) and learn more about the committee's work, which continued throughout the 2020-21 academic year.<sup>7</sup>

On March 29, 2021, the committee issued its [final report](#), which laid out five overarching principles with the third principle including four criteria to help guide specific decisions about naming, renaming and changing campus iconography. The committee's report and recommendations were approved by the Board of Trustees in April 2021.

<sup>6</sup> The Office of Communications. (2020, September 2). Letter from President Eisgruber on the University's efforts to combat systemic racism. Yale University. <https://www.princeton.edu/news/2020/09/02/letter-president-eisgruber-universitys-efforts-combat-systemic-racism>

<sup>7</sup> Denise, V. (2020, December 7). Committee on Principles to Govern Renaming and Changes to Campus Iconography seeks community input. Princeton University | Office of Communications. <https://www.princeton.edu/news/2020/12/07/committee-principles-govern-renaming-and-changes-campus-iconography-seeks-community>

## Recommendations

Drawing on the renaming experiences of Stockton University and the renaming policies of other institutions, the Task Force has the following list of suggestions for the proposed committee to consider.

1. Establish policies mandating the clear articulation of the primary reason, along with justifications and explanations, for proposing a name change.

See examples of different primary reasons below:

- Removing the stigma associated with a controversial namesake is an imperative action against systemic racism.
- Using a location-based name is more consistent with the University's commitment to DEI and social justice than using the name of a controversial namesake.

The controversy over the primary reason for renaming the former Dixie State University (DSU):

- After many decades of debate over its institutional identity, Dixie State University officially [changed its name](#) to Utah Tech University on July 1, 2022, to "move past its controversial name and forge ahead with a new tech-savvy mission."<sup>8</sup>

However, a few months before the name change took place, the debate over renaming DSU led to public and uncivil verbal attacks on the University's students, school employees, administration members, trustees, and various businesses. It was therefore no surprise that in its official statement, the University didn't mention removing the controversial word "Dixie" as the primary reason for the name change.

See excerpt of the statement below:

"The legislature's vote to change the institution's name to Utah Tech University provides us with a reputable name that highlights who we are as a comprehensive polytechnic university and helps set us up for continued success."<sup>9</sup>

<sup>8</sup> Tanner, C. (2021, November 10). Dixie State gets final approval from Utah lawmakers to drop contentious name (para. 1). *The Salt Lake Tribune*. <https://www.sltrib.com/news/education/2021/11/10/dixie-state-university/><https://www.sltrib.com/news/education/2021/11/10/dixie-state-university/>

<sup>9</sup> Armstrong, K. (2021, November 10). *Dixie State name change passes through Utah Senate*. ABC4.com. <https://www.abc4.com/news/dixie-state-name-change-heads-to-the-senate/>

In response to the chaos that had continued up until the last votes on renaming DSU, The Editorial Board of *Deseret News* made the following statement, revealing the complexities of the politically sensitive issue.<sup>10</sup>

“As we have said before, we support a name change for Dixie State University. Language is fluid. Meanings change, as do sensitivities. Removing “Dixie” from the school’s name would not be a surrender to political correctness. It would not be a nod to cancel culture. Instead, it would recognize the powerful meaning words have.”

For a detailed discussion of the Dixie University’s case, please read “A Report on Nationwide Response to Renaming Schools” in the Task Force Final Report.

2. Conduct an unbiased evaluation of Richard Stockton’s life and legacy.
  - To see opposing views on the subject, please read the following references:
    - TF Co-Chair Robert Gregg’s essay “[Stockton and the Bust](#)”
    - Star Ledger Columnist Paul Mulshine’s opinion column “[Simple theories on Stockton legacy go bust](#)”
  - It may be necessary to consult experts from other universities and research institutes for a well-informed and balanced understanding of the subject matter.
3. Evaluate and determine whether a principal legacy of the namesake fundamentally is at odds with the mission of the University.
4. Evaluate and determine whether the relevant principal legacy was significantly contested in the time and place in which the namesake lived.
5. Develop a thorough and accurate understanding of Stockton University’s naming and renaming history, which is essential for providing a clear context for articulating renaming principles.
6. Evaluate and determine whether the University, at the time of a naming, honored a namesake for reasons that are fundamentally at odds with the mission of the University.
7. Review the renaming debates at Stockton University and at other institutions.
8. Read scholarship on the history and theory of naming and renaming.
9. Conceive of the task as developing a reasoned answer, not necessarily the most popular answer.

<sup>10</sup> The Deseret News Editorial Board. (2021, May 25). Changing Dixie State University’s name is a necessity, not a surrender to political correctness (para. 5). *Deseret News*. <https://www.deseret.com/opinion/2021/5/25/22453798/dixie-state-university-name-change-political-correctness-utah-board-higher-education-cancel-culture>

10. Consider that renaming decisions must be grounded in the University's mission and core values.
11. Consider that renaming decisions complement and supplement other initiatives to achieve equity and inclusivity.
12. Model the sort of process that might be employed in any future application of the principles the committee will articulate in its final report.

#### Limits on the Authority of the Proposed Committee

1. The committee should not be given the power to recommend that a controversial name be changed.
2. The committee should not be charged with developing a new name for any such controversial name.

#### **Publicly Accessible Naming Policies<sup>11</sup>**

According to the data collected by a team of Canadian researchers and presented on the [StoryMap](#) website, as of 2020, about 58.5% of Canadian colleges and universities had publicly accessible naming policies, whereas only 25.9% of colleges and universities in the United States had publicly accessible naming policies.<sup>12</sup> Among these U.S. institutions are Harvard University, Yale University, Princeton University, University of Pennsylvania, Brown University, University of Minnesota, University of Richmond, University of St. Thomas, Northan Michigan University, Rutgers University, William & Mary, Davidson College, and Maine's public universities. Stockton University should adopt the best practices by creating well-articulated naming policies and keeping these policies publicly accessible.

<sup>11</sup> As indicated in the full citation in footnote 12, the term "naming policies," used in a generic sense, was cited from the research project titled "The Contested Politics of Renaming Places on Colleges and University Campuses." In this context, the term mainly refers to renaming policies that were created in response to the movement of removing controversial names from college and university campuses.

For clarification, Stockton University's "Committee to Establish Principles on Renaming" proposed in Section 3 of the Final Report should focus only on creating denaming and renaming policies for dealing with a controversial name.

<sup>12</sup> StoryMap. (2020). Memory politics: *The contested politics of renaming places on colleges and university campuses (online exhibit)*. Critical Geographies Research Lab. <https://storymaps.arcgis.com/stories/baaa29f0b861439984df7792191810be>

A Report on Nationwide Responses to  
Renaming Schools

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## Removing Symbols of Systemic Racism

As anti-racist protests surged across the nation after the death of George Floyd, hundreds of confederate monuments fell nationwide. Nearly 100 confederate statues were eliminated in 2020.<sup>1</sup> The incident triggered a new wave of student activism at colleges and universities that has targeted names, mascots, statues, and other symbols of historical figures with questionable legacies. Student activists argue that the symbols should be removed as offensive reminders of hatred and violence. They have found support among faculty members who were prompted by Black Lives Matter protests to re-examine history through a racial lens. Erika Wilson, a professor of law and chair of public policy at the University of North Carolina School of Law, says that refusing to remove the names of white supremacists can influence the recruitment, enrollment and retention of Black students and athletes and affect institutions' bottom line.<sup>2</sup>

Many school officials acknowledge the historical complexities of controversial names and embrace the demands for changes, but they tend to argue that a better approach would be to teach students about the morally questionable acts of the past.<sup>3</sup> In a December 2018 interview with *The Harvard Crimson*, Drew G. Faust, the 28th president of Harvard University, said that Harvard should not begin renaming its buildings or titles en masse. Faust, a Civil War historian, believed that changing names or symbols amounts to falsely negating historical truths and legacies, and that the people and culture behind these names and titles should be historically understood and contextualized. "I feel quite strongly that we should not be trying to erase our history of names," Faust said. "I think we're all going to be facing these questions, and the case that I would make is...about the importance of sustaining our history, not erasing it."<sup>4</sup>

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<sup>1</sup> Wong, A., & Hagen N. (2022, November 10). 82 schools have removed their racist namesakes since 2020. Dozens now honor people of color. *USA Today*.  
<https://www.usatoday.com/story/news/education/2022/11/10/confederate-school-names-changed-civil-rights-icons-george-floyd/10605309002/?qnt-cfr=1>

<sup>2</sup> Anderson, G. (2020, July 6). Campuses reckon with racist past. *Inside Higher Ed*.  
<https://www.insidehighered.com/news/2020/07/06/campuses-remove-monuments-and-building-names-legacies-racism>

<sup>3</sup> Chan, S. (2016, January 29). Historical figures, campus controversies. *The New York Times*.  
<https://www.nytimes.com/interactive/2016/01/29/education/college-symbol-controversies.html>

<sup>4</sup> Duehren, A. M. & Thompson, D. C. (2016, January 19). In debate over names, history and race relations collide Harvard grapples with titles and symbols associated with the legacy of slavery. (para. 6). *The Harvard Crimson*. <https://www.thecrimson.com/article/2016/1/19/faust-name-title-changes/>



On December 9, 2021, Harvard University's Committee to Articulate Principles on Renaming issued its [final report](#), which called for the related process for making renaming decisions to be "careful, painstaking, and laborious" and grounded "in history."<sup>5</sup>

At many schools, the renaming process started with student advocacy, followed by the formation of a faculty task force responsible for generating an evaluation report and making recommendations. The school's board of trustees or board of regents would review the report and vote on the recommendations. Some schools adopted a two-tiered approach, with one committee laying out guiding principles on renaming and another making recommendations for renaming, mirroring Yale University's approach to renaming a residential college named after former U.S. Vice President John C. Calhoun.<sup>6</sup> The process would take several years to complete.

### *Renaming Dixie State University*

On November 10, 2021, the Utah Senate passed a bill to change the name of Dixie State University to Utah Tech University in a 17-12 vote. Dixie State University said in a statement: "The legislature's vote to change the institution's name to Utah Tech University provides us with a reputable name that highlights who we are as a comprehensive polytechnic university and helps set us up for continued success."<sup>7</sup> The statement didn't mention that removing the controversial word "Dixie" was the primary reason for the name change. Five months before the bill's passage, the debate over renaming the university led to public and uncivil verbal attacks on students, school employees, administration members, trustees and various businesses, with one person on suicide watch after being targeted by a Facebook group, according to a May 26, 2021 editorial by the *Deseret News* Editorial Board titled "Changing Dixie State University's name is a necessity, not a surrender to political correctness."<sup>8</sup>

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<sup>5</sup> Harvard Office of the President. (2019, September 9). Committee to Articulate Principles on Renaming. <https://www.harvard.edu/president/news-and-statements-by-president-bacow/2021/committee-to-articulate-principles-on-renaming/>

<sup>6</sup> Macalus, A. & Steinberg, J. (2019, May 5). Reckoning with history: How the university's efforts to rename buildings failed. *The Minnesota Daily*. <https://mndaily.com/225969/news/adfinalrenaming/>

<sup>7</sup> Armstrong, K. (2021, November 10). *Dixie State name change passes through Utah Senate*. ABC4.com. <https://www.abc4.com/news/dixie-state-name-change-heads-to-the-senate/>

<sup>8</sup> The Deseret News Editorial Board. (2021, May 25). Changing Dixie State University's name is a necessity, not a surrender to political correctness. *Deseret News*. <https://www.deseret.com/opinion/2021/5/25/22453798/dixie-state-university-name-change-political-correctness-utah-board-higher-education-cancel-culture>

A November 11, 2021 report from ABC4 Utah reveals that at the earlier stage of the renaming process, communication from the school stated it wouldn't change the name "if the Dixie name wasn't negatively affecting students' success or the University's ability to continue to recruit students." But data from a study by Salt Lake City-based consulting firm, Cicero Group, showed that 22% of alumni had issues with "Dixie" being on their resumes and 42% of respondents in the school's recruiting region indicated the name having an impact on their interest in the school. Below are the other factors that impacted the final renaming decision: <sup>9</sup>

1. The name was an unwelcome and confusing distraction for those alumni and faculty who were looking to share their education and work in academics throughout the country.
2. Utah was not a part of the 11 states that comprised the Confederacy during the Civil War. And it isn't even very close to the area that most of the country would know as "Dixieland."
3. The Dixie name became a major obstacle in the university's efforts to brand its growing athletics program. An unnamed national retailer would not carry or sell any of its merchandise due to the Dixie name.<sup>10</sup>

### *Removing Controversial Building Names*

In recent years, many universities and colleges have worked to align their statements against racial injustice with action by removing controversial building names honoring people with racist legacies. On June 27, 2020, Princeton University's Board of Trustees voted to remove Woodrow Wilson's name from the University's School of Public and International Affairs, which is now known as the Princeton School of Public and International Affairs.<sup>11,12</sup>

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<sup>9</sup> Facer, A. (2021, November 11). *Why Dixie State's name change to Utah Tech University matters*. abc4.com. <https://www.abc4.com/news/local-news/why-dixie-states-name-change-to-utah-tech-university-matters/>

<sup>10</sup> See footnote 9.

Wilson, the president who oversaw the segregation of the federal Civil Service, was Princeton University's president before becoming governor of New Jersey.<sup>13</sup> The renaming decision was made to address the concerns over "racist thinking and policies" the former U.S. president had championed. Trustees noted in a letter that Wilson's history of supporting segregationist policies was not fitting a school geared toward public service.<sup>14</sup> In addition, Wilson College was renamed "First College" in recognition of its status as the first of the residential colleges at Princeton.<sup>15</sup>

In August 2020, Columbia University announced its decision to remove the name of a slave owner, Samuel Bard, from a clinical student dorm, Bard Hall, on its Manhattan medical campus.<sup>16</sup> In June 2020, Monmouth University in New Jersey said it would remove Woodrow Wilson's name from an elaborate 1929 mansion that is the campus's crown jewel.<sup>17</sup> In November 2020, UC Berkeley's campus officials announced that the names of the school's LeConte Hall and Barrows Hall would be removed. The decision was made in response to growing awareness of the controversial legacies of the halls' namesakes that clash with UC Berkeley's mission and values.<sup>18</sup> In 2017, Georgetown University in Washington, D.C., renamed campus buildings named after Jesuits who supervised the sale of slaves.<sup>19</sup>

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<sup>11</sup> The Office of Communications. (2020, June 27). *Board of Trustees' decision on removing Woodrow Wilson's name from public policy school and residential college*. Princeton University. <https://www.princeton.edu/news/2020/06/27/board-trustees-decision-removing-woodrow-wilsons-name-public-policy-school-and#:~:text=By%20the%20Office%20of%20Communications,%2C%202020%2C%2012%3A29%20p.m.&text=The%20Princeton%20University%20Board%20of,of%20Public%20and%20International%20Affairs>.

<sup>12</sup> Slotkin, J. (2020, June 27). Princeton to remove Woodrow Wilson's name from public policy school. *NPR*. <https://www.npr.org/sections/live-updates-protests-for-racial-justice/2020/06/27/884310403/princeton-to-remove-woodrow-wilsons-name-from-public-policy-school>

<sup>13</sup> Carew, S. (2020, June 28). Princeton to drop Woodrow Wilson's name from school. *Reuters*. <https://www.reuters.com/article/idUSKBN23Z061/#:~:text=Wilson%20College%20will%20instead%20be,colleges%20that%20are%20being%20built>.

<sup>15</sup> Fazio, M. (2020, October 10). Princeton to name residential college after black alumna. *The New York Times*. <https://www.nytimes.com/2020/10/10/us/melody-hobson-woodrow-wilson-princeton.html>

<sup>16</sup> Andone, D. & Simko-Bednarski, E. (2020, August 31). Columbia University will remove slave owner's name from dormitory. *CNN*. <https://www.cnn.com/2020/08/30/us/columbia-university-slave-owner-dorm-name-trnd/index.html>

<sup>17</sup> Levenson, M. (2020, June 21). Monmouth university to remove Woodrow Wilson's name from building. *New York Times*. <https://www.nytimes.com/2020/06/21/nyregion/monmouth-university-woodrow-wilson.html>

However, not all schools have been equally successful in deciding to remove controversial building names. In 2019 the University of Minnesota failed to rename four buildings despite more than a year of student advocacy, a faculty task force report, and President Eric Kaler's recommendations.<sup>20,21,22</sup> Among the reasons for the abortive effort are: (1) The University of Minnesota had not renamed a building on campus since its founding in 1851; (2) The University's attempt to rename four buildings all at one time was unique in higher education; (3) The University sought to redress discrimination by University administrators in the 1930s and '40s. (4) Participants in the discussion could not agree on several pieces of the University's history. (5). Several regents sharply criticized the task force's 125-page report. One regent cited misleading quotes in the report; another regent accused the task force of having intentionally omitted evidence. This diverted discussion about whether to rename buildings into quarrels over faculty's work.<sup>23</sup>

### The Complexities of Addressing Controversial Namesakes

Changing a name can be costly, complex, and controversial, since it involves sifting through divided opinions, following the legal rules, and handling a wide range of nuances. A good understanding of these complexities can help a task force to complete an effective evaluation of a renaming proposal.

### *Divided Opinions, Laws, and Nuances*

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<sup>18</sup> Kell, G. (2020, November 18). UC Berkeley's LeConte and Barrows halls lose their names. *Berkeley News*. <https://news.berkeley.edu/2020/11/18/uc-berkeleys-leconte-and-barrows-halls-lose-their-names/>

<sup>19</sup> Burke, D. (2017, April 20,). In emotional service, Jesuits and Georgetown repent for slave trading. CNN. <https://www.cnn.com/2017/04/18/living/georgetown-slavery-service/index.html>

<sup>20</sup> Macalus, A. & Steinberg, J. (2019, May 5). Reckoning with history: How the University's efforts to rename buildings failed. *The Minnesota Daily*. <https://mndaily.com/225969/news/adfinalrenaming/>

<sup>21</sup> Koumpilova, M. (2019, April 26). University regents slated to reject changing campus building names. *StarTribune*. <https://www.startribune.com/university-regents-slated-to-reject-changing-campus-building-names/509084582/>

<sup>22</sup> Holson, L. M. (2019, May 23). When the names on campus buildings evoke a racist past. *The New York Times*. <https://www.nytimes.com/2019/05/23/us/task-force-university-racism.html>

<sup>23</sup> See footnotes 20 & 21.

According to an October 2020 article from Stateline, an initiative of the Pew Charitable Trusts, the push to remove racist names draws both support and backlash.<sup>24</sup> Jim Grossman, executive director of the American Historical Association, suggests putting names of buildings and streets up for reconsideration every 25 years. He said in an interview that changing demographics and community values should prompt people to reconsider who should be honored. But critics say renaming can go too far. At the end of August 2020, a Washington, D.C. government task force recommended renaming, relocating, or adding context to dozens of monuments, schools, parks, and buildings in the city because of the namesakes’ legacies of slavery and racism. In addition to some federal memorials including the Washington Monument and the Jefferson Memorial, the review by the task force cited a Benjamin Franklin statue, which is federal property, and a school named for Franklin. But the issue is, while Franklin enslaved people at one point in his life, he later became an outspoken abolitionist. The inclusion of Franklin in the review highlighted the complexities of the issue of addressing controversial names. Moreover, the city of Washington, D.C. does not have jurisdiction over federal monuments. Grossman said that removing monuments to Confederates “is a no brainer,” and that they can be relocated to museums. “The issue of individuals who owned slaves but were memorialized for meaningful accomplishments in their lives,” Grossman said, “is a far more complicated issue and should be addressed by conversations with historical experts and relevant communities.”<sup>25</sup>

Amid a nationwide racial reckoning, debate over renaming schools remains intense, with proponents saying the racially offensive names are intolerable and opponents arguing removing controversial names are attacks on their history and culture. In a March 2021 article for NBC News, Gisele Lamarre presented the main arguments from both sides of the debate as listed below:<sup>26</sup>

Pros	Cons
<p>Changing a school’s name is a highly visible way to mark the end of the status quo at institutions that often have a profound effect on young people.</p>	<p>Changing a school’s name is an easy substitute for the hard work of tackling systemic racism.</p>

<sup>24</sup> Mercer, M. (2020, October 23). *Push to remove racist names draws support — and backlash*. Stateline, an initiative of The Pew Charitable Trusts. <https://www.route-fifty.com/management/2020/10/push-remove-racist-names-draws-support-backlash/169539/>

<sup>25</sup> See footnote 24 (para. 17).

<sup>26</sup> Lamarre, G. (2021, March 14) Debate over renaming schools remains impassioned almost a year after George Floyd's death. *NBC News*. <https://www.nbcnews.com/news/us-news/debate-over-renaming-schools-remains-impassioned-almost-year-after-george-n1259849>

<p>For Senya Scott who started her freshman year at Woodrow Wilson High School in Portland, Oregon, getting involved in the renaming of Woodrow Wilson High School was a critical part of her student experience and to know she will graduate in the first class at Ida B. Wells-Barnett High is a source of pride. Scott said she feels represented by Wells-Barnett and proud of her own role in honoring the investigative journalist.</p> <p>She hopes to encourage incoming students of color to join together to push for lasting change.</p> <p>“A lot of people in the community were patting themselves on the back, and it seemed a little like performative activism — look at this cool thing we did,” Scott said. “At the end of the day, it’s important to see that real change follows name change. I don’t want this to be the be-all, end- all in their activism.”</p>	<p>Artasia Parks, a Black student in her senior year at Robert E. Lee High School in Montgomery, Alabama, said she doesn’t think the name should be changed nor should the statue come down because they serve as benchmarks for accomplishment in her community. That Black students now have the right to attend a school that once kept them out is one such accomplishment, she said.</p> <p>“They shouldn’t take out the statue, it’s a part of our history,” she said. “They shouldn’t erase our history.”</p>
	<p>For Joey Stevens, who graduated from Robert E. Lee High School in Jacksonville, Florida in 1984, the renaming effort is a challenge from outsiders to the region’s history and culture.</p>

Lauren Duncan, a psychology professor at Smith College in Massachusetts, provided a more balanced view on the issue. She said: “Renaming a school is the low-hanging fruit of activism. It doesn’t cost anything to the people who support it. Signing a petition may be the only action a person ever takes, but that doesn’t make it meaningless. Representation is a powerful thing.”<sup>27</sup> Duncan, who studies what makes people become politically active, also said studies show that images and symbols have a direct impact on the self-esteem of students and their motivation to succeed.

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<sup>27</sup> See footnote 26 (para. 7-8).

*Renaming Issues for Public Schools*

A June 2020 article from *Education Week* reported that approximately 350 schools in 21 states and the District of Columbia were bearing the names of Confederate figures.<sup>28</sup> A November 2022 article from *USA Today* reported the repercussions of dropping controversial namesakes among elementary and high schools. According to the article, 82 public schools across the United States have removed their racist namesakes since 2020.

Nearly half of these schools now honor people of color, 27 honor women. However, many of these renaming efforts faced lots of public backlash as listed below:<sup>29</sup>

1. In the summer of 2020, the school board overseeing Virginia’s Shenandoah County Public Schools renamed Ashby-Lee Elementary and Stonewall Jackson High to Honey Run Elementary and Mountain View High. It was a quick decision in response to grassroots advocacy efforts and a letter requesting renaming schools honoring Confederate leaders from then-Virginia Gov. Ralph Northam, a democrat.
  - a. In 2022, thousands of community members, including alumni, signed a petition demanding a return to the old names. They described the name changes as “elitist” and “creepy.”
  - b. The school board entertained the demands but ultimately voted to keep the new names.
  - c. Observers worry that more such confrontations will emerge as more schools are renamed.
2. In the spring of 2021, the San Francisco school board retracted a highly controversial plan to rename 44 schools honoring figures with questionable legacies, from George Washington to Paul Revere to Dianne Feinstein.
3. More and more school boards opt for generic names like Honey Run and Mountain View.
  - a. Nearly half of schools that abandoned controversial namesakes chose new names that don’t honor a person but instead reflect geographic markers or other generic features.
  - b. Jay Greene, a senior research fellow at the right-leaning Heritage Foundation’s Center for Education Policy told *USA Today*: “What we’re seeing are more schools with vague nature names that sound more like herbal teas or day spas.”

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<sup>28</sup> Mitchell, C. (2020, June 17). The schools named after confederate figures. *Education Week*. <https://www.edweek.org/leadership/data-the-schools-named-after-confederate-figures/2020/06>

<sup>29</sup> See footnote 1.

More than a decade ago Greene wrote a report for another conservative think tank documenting a steep decline in the number of schools being named after presidents and people in general. Greene said he supports renaming efforts that strive to honor another person rather than resorting to something more innocuous and generic.

1. In cities including Wilmington, North Carolina, school board officials have passed policies that ban naming schools for people.
2. In Alabama and South Carolina, state laws restrict the renaming of public schools named for Confederate leaders and the removal of statues erected in their honor.<sup>30</sup>

### *Honesty and Transparency*

Some schools have been criticized for lack of honesty and transparency in the renaming process. For example, some students at the University of Mississippi were disappointed that their school's stadium stick ban (mainly targeting stick-mounted flags) was purportedly about safety, rather than denouncing the Confederate flag. They were also concerned that the school's ban on Confederate 'anthem' Dixie and the removal of Colonel Reb, the mascot, were couched as efforts to make pregame more inclusive. They wanted to hear their university leaders say, "No matter how much it costs or how much we lose, it's wrong and we're going to take it down."<sup>31</sup>

### The Schools that Keep Controversial Names

As the debate continues on many campuses over whether to drop a racist namesake, some universities have opted to keep their name despite the namesake's ties to slavery. Among them are Rutgers University, Washington and Lee University, Baylor University, Yale University and Tulane University. Below is a summary of how each of these universities reckoned with the school's historical ties to slavery and how the administration responded to the renaming requests.

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<sup>30</sup> See footnote 28.

<sup>31</sup> McLaughlin, E. C. (2020, July 27). The Battle over Ole Miss: Why a flagship university has stood behind a nickname with a racist past. (para. 70). *CNN*. <https://www.cnn.com/2020/07/27/us/ole-miss-university-mississippi-name-controversy/index.html>



### *Rutgers University*

Chartered in 1766 as Queen's College, the school was renamed Rutgers College in 1825 in honor of Colonel Henry Rutgers, a trustee, and Revolutionary War veteran.<sup>32</sup> On the website of Rutgers University Libraries, Henry Rutgers is introduced as a benevolent patriot.<sup>33</sup>

According to a June 2020 report from *News 12 New Jersey*, there had been some suggestions that the university should change its name because its namesake was a slave owner.<sup>34</sup> The issue was first brought up by the school's Scarlet and Black Project whose mission is to explore the experiences of Blacks and Native Americans at Rutgers.<sup>35</sup> The Scarlet and Black Project has produced a three-volume publication that examines the history of race at Rutgers from slavery to Black Lives Matter. The first volume, "Scarlet and Black, Slavery and Dispossession in Rutgers History," published by Rutgers University Press in 2016, reveals how the institution and its colonial-era founders benefited from the slave economy, and the crucial role that the enslaved played in the construction of the institution.

The Scarlet and Black Project was born out of the Committee on Enslaved and Disenfranchised Populations in Rutgers History. Established on November 10, 2015 and charged with recommending how Rutgers can best acknowledge the influence of disadvantaged populations in the university's history, the Committee issued a set of Recommendations in November 2016. The first recommendation in the list is to place historical markers around campus that would serve the following purposes: (1) To help disseminate some of the material in *Scarlet and Black*; (2) To commemorate people such as Will, the slave who helped build Old Queens, and Sojourner Truth, whose parents were owned by the Hardenberghs;<sup>36</sup> (3) To serve as reminders in some of the buildings named after Rutgers

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<sup>32</sup> *Revolutionary for 250 years*. (n.d.). Rutgers 250. <https://ucmweb.rutgers.edu/250/our-history.htm#:~:text=Our%20Secular%20Heritage,in%20Perth%20Amboy%2C%20New%20Jers%20ey>.

<sup>33</sup> Fowler, D.J. (n.d.). *Benevolent patriot: Henry Rutgers, 1745-1830*. Rutgers University Libraries. <https://www.libraries.rutgers.edu/new-brunswick/visit-study/locations/special-collections-university-archives/divisions-collections/university-archives/rutgers-history/benevolent-patriot-henry-rutgers-1745-1830>

<sup>34</sup> News 12 Staff. (2020, June 30). *Name change suggested for Rutgers due to namesake's history as a slave owner*. News 12 New Jersey. <https://newjersey.news12.com/name-change-suggested-for-rutgers-due-to-namesakes-history-as-a-slave-owner-42312144>

<sup>35</sup> Rutgers confronts its history of slavery, with mixed results. (2021, December 3). *WNYC News*. <https://www.wnyc.org/story/rutgers-confronts-its-history-slavery-mixed-results/>

<sup>36</sup> Benton, N. (2017, July 4). *Sojourner Truth – Identifying her family and owners*. New York Slavery Records Index. [https://nyslavery.commons.gc.cuny.edu/2017/07/04/sojourner-truth-identifying-her\\_family-and-slave-owners/](https://nyslavery.commons.gc.cuny.edu/2017/07/04/sojourner-truth-identifying-her_family-and-slave-owners/)

leaders with ties to slavery; and (4) To give some of the history of the founder's connection to slavery, the slave trade, and African Americans.

Since then, Rutgers has taken steps to fulfill these recommendations. In 2017, the school named a residence hall for Sojourner Truth and a library for James Dickson Carr, Rutgers' first Black graduate. In the spring of 2019, an athletic field was named after Frederick Douglass, a 19th century civil rights pioneer.<sup>37, 38</sup>

During a press conference on Rutgers' New Brunswick campus on July 6, 2020, President Jonathan Holloway, the first Black president of Rutgers University, noted that the ties to "blood money" and those who owned slaves are not specific to Rutgers, and solving these problems will require the school "to embark on a long road that includes far more reform than renaming buildings."<sup>39</sup> Holloway, an expert in African American Studies and an elected member of the American Academy of Arts and Sciences and the Society of American Historians, took office as the 21st president of Rutgers on July 1, 2020.<sup>40,41</sup> He says that the university will not change its name during his tenure despite Henry Rutgers' ties to slavery.

"Names have value that exceed someone's existence," Holloway said. "So, in the case of the namesake...where are we going to find names, if we go back historically speaking, that

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<sup>37</sup> Hoover, A. (2020, July 7). *Rutgers is named for a slave owner, but school's first Black president says the name will stay*. NJ Advance Media for NJ.com. <https://www.nj.com/education/2020/07/rutgers-is-named-for-a-slave-owner-but-schools-first-black-president-says-the-name-will-stay.html>

<sup>38</sup> Cater, B. (2019, April 19). *The father of civil rights was in N.J. in 1849. His great-great-great grandson just came back*. NJ Advance Media for NJ.com. <https://www.nj.com/essex/2019/04/the-father-of-civil-rights-was-in-nj-in-1849-his-great-great-great-grandson-just-came-back.html>

<sup>39</sup> O'Donnell, C. (2020, June 16). *Rutgers, named for a slave owner, will keep its name, says university's first Black president*. Rutgers University. <https://www.tapinto.net/towns/new-brunswick/sections/rutgers-university/articles/rutgers-named-for-a-slave-owner-will-keep-its-name-says-university-s-first-black-president#:~:text=%22We're%20not%20going%20to,consider%20renaming%20buildings%2C%20Holloway%20said.>

<sup>40</sup> Neelakantan, S. (2020, January 20). *Dr. Jonathan Holloway appointed first black president of Rutgers University*. *Diverse Issues in Higher Education*. <https://www.diverseeducation.com/demographics/african-american/article/15106105/dr-jonathan-holloway-appointed-first-black-president-of-rutgers-university#:~:text=Jan%2020%2C%202020-Dr.,as%20president%20on%20July%201>

<sup>41</sup> *About President Holloway*. (n.d.) Rutgers, The State University of New Jersey. <https://www.rutgers.edu/president/about-president-holloway>

don't have blood money associated to them?" But he did emphasize that the topic of systemic racism and history should always be discussed.<sup>42</sup>

Rutgers celebrated its 250th anniversary on November 10, 2016. The Scarlet and Black Project, launched in the same year to mark the occasion, seemed to have been gradually forgotten just five years after its debut. According to a December 2021 report from *WNYC News*, "Many Rutgers students are unaware of the work, or their school's history."<sup>43</sup>

### *Washington and Lee University*

"Our university's name recognizes the pivotal roles of George Washington and Robert E. Lee in the institution's history — Washington for his gift that rescued the struggling school in the 18th century and Lee for his transformative presidency of Washington College from 1865 to 1870," says W&L's "Our Name" webpage.

In June 2021 the Board of Trustees at Washington and Lee University voted (22 to 6) not to change the institution's name. The decision was made after several years of conversation, pushback, and debate. In its announcement, the board presented the opposing views on the issue: "The association with our namesakes can be painful to those who continue to experience racism, especially to African Americans, and is seen by some as an impediment to our efforts to attract and support a diverse community. For others, our name is an appropriate recognition of the specific and significant contributions each man made directly to our institution."<sup>44</sup>

President William Dudley wrote in a message to campus: "The name 'Washington and Lee' does not define us. We define it. While the name has been unchanged for more than 150 years, the institution has been utterly transformed over that span by integration, coeducation, and sustained innovation."<sup>45</sup>

<sup>42</sup> News 12 Staff. (2020, July 7). Rutgers president: University won't change name despite namesake's ties to slavery (para. 3). *News 12 Bronx*. <https://bronx.news12.com/rutgers-president-university-wont-change-name-despite-namesakes-ties-to-slavery-42341981>

<sup>43</sup> Rutgers confronts its history of slavery, with mixed results (para. 6). (2021, December 1). *WNYC News*. <https://www.wnyc.org/story/rutgers-confronts-its-history-slavery-mixed-results/>

<sup>44</sup> Burke, L. (2021, June 7). Retaining its name (para.5). *Inside Higher Ed*. <https://www.insidehighered.com/news/2021/06/07/washington-and-lee-maintain-name-face-opposition>

<sup>45</sup> Mamon, G. (2021, June 4). W &L will not drop Lee from university name, but Lee Chapel will be renamed. *the ring-tum phi*. <https://ringtumphi.net/6309/news/wl-will-not-drop-lee-from-university-name-but-lee-chapel-will-be-renamed/#:~:text=%E2%80%9CThe%20name%20'Washington%20and%20Lee,coeducation%2C%20and%20sustained%20innovation.%E2%80%9D>

While the school's name will remain, the following changes will be made:<sup>46</sup>

1. Raise \$160 million to achieve need-blind admissions.
2. Lee Chapel will be renamed University Chapel and altered to separate the auditorium from the crypt and a memorial sculpture of Lee.
3. Images of Lee and George Washington will be removed from university diplomas.
4. Discontinue Founders' Day, a holiday celebrated on Lee's birthday.
5. Establish an academic center for the study of Southern race relations.

There were mixed reactions to the BOT's decision of not going for a name change:<sup>47</sup>

- It was widely criticized by those who had advocated for a name change.
- Faculty overwhelmingly voted to support a change.
- In 2021, students organized two projects around name change and campus climate.
- Some alumni who had advocated for the change were disappointed by the decision.
- The alumni group Generals Redoubt applauded the board's decision. The group had advocated for retaining the name through letter-writing campaigns and other efforts. Generals Redoubt objected to many of the other changes the board committed to.
- In 2021 more than 200 university parents endorsed a letter to the board arguing against a name change. But they instructed the board to keep their names confidential.

### *Baylor University*

According to Baylor University's webpage "[The Naming of Baylor](#)," on February 1, 1845, Republic of Texas President Anson Jones signed the Act of Congress, officially chartering the school as Baylor University in honor of Judge R. E. B. Baylor at the request of petitioners.

In March 2021, Baylor University released a report prepared by a commission that recommends renaming buildings and relocating statues honoring former slave owners. But the commission gave a pass to the school's founder Judge R.E.B. Baylor who also owned slaves.<sup>48</sup>

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<sup>46</sup> See footnote 44.

<sup>47</sup> See footnote 44.

<sup>48</sup> McGee, K. (2021, March 23). Baylor University report recommends changing buildings and statues honoring slave owners but gives a pass to school's founder. *Texas Tribune*. <https://www.texastribune.org/2021/03/23/baylor-university-statues-slavery/>

The webpage "[The Naming of Baylor](#)" says: "During his residence in Texas, Baylor owned slaves, predominantly women, including 33 enslaved people in 1860. Being a slaveholder formed a significant portion of his wealth, which totaled \$24,000 in real estate and \$35,000 in personal estate in 1860 — sums that made him among the wealthiest residents of Washington County at the time." <sup>49</sup>

In a letter to the university community, Mark Rountree, chair of the Baylor Board of Regents, wrote: "Judge Baylor was not a perfect man. With our university, Judge Baylor established the foundation for hundreds of thousands of students — which now include all races and creeds — to receive a unique educational experience that combines academic excellence and a Christian commitment. We will continue to recognize Judge Baylor for the founding of Baylor University, just as we commit to presenting a more complete history of the university." <sup>50</sup>

The board of regents charged university leaders with developing an action plan based on the suggestions of the commission. Other recommendations from the committee are:

1. The phrase on Baylor's statue that read, "He exemplified in his life the motto of Baylor University Pro Ecclesia/Pro Texana," should be removed or further explained.
2. Make other changes to two other statues on campus representing William Milton Tryon and James Huckins. Move the statues of the two men closer together to make room for an additional monument dedicated to the "unknown enslaved" people who were owned by these founders and helped build the university.
3. Rename Burleson Quadrangle to Baylor Family Quadrangle and relocate a statue of former Baylor University President Rufus Burleson to a "less prominent location."
  - a. Burleson not only owned slaves and served in the Confederate Army as a chaplain, but promoted an idea known as the "Lost Cause" theory that said slavery was justified and moral and honored antebellum whiteness.
  - b. Add placards in the quad celebrating the first Baylor graduates from different racial groups, prominent women and Black athletes and alumni, among others.

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<sup>49</sup> *The Naming of Baylor* (para. 6) (n.d.). Baylor University. <https://about.web.baylor.edu/heritage/history/naming-baylor#:~:text=Just%20before%20the%20final%20vote,chartering%20it%20as%20Baylor%20University.>

<sup>50</sup> See footnote 48 (para. 3).

4. Relocate university bells, which were used to note the workday of enslaved people.
5. The university should consider retiring the University Mace, which is a gold-handled sword and two walking canes that's brought out during commencement as university's "ceremonial symbol of authority."
  - a. Pieces of the mace were owned by multiple slaveholders.
6. The university should commission a new mace that can be used at future Baylor graduation ceremonies.
7. The university should consider renaming Carroll Library, which was named after another slaveholder.
8. Add "quick response" codes to all historic representations on campus so people can scan the codes on their smartphones and learn a more balanced story about the people celebrated throughout campus.

In addition, the university will erect new statues of Rev. Robert Gilbert and Barbara Walker, two of Baylor's first Black graduates who helped to integrate the school.

A junior at Baylor who had pushed for racial equality measures was disappointed that there was no recommendation to remove the Baylor statue. A student leader who served on the commission said the report is a step in the right direction, but there should be a final group to address such issues as removing the Baylor statue. Overall, she's proud of the report and hopes people will consider it with "an open heart and open mind."<sup>51</sup>

### *Yale University*

Yale was founded in 1701 as the Collegiate School. It was renamed Yale College in 1718 after receiving donations from Elihu Yale, a British merchant and official of the East India Company. In 1745 it became Yale University.<sup>52</sup>

Valerie Pavilonis of *Yale Daily News* reported that on June 25, 2020, Yale University president Peter Salovey told the News the University was not considering changing its name.<sup>53</sup>

According to Pavilonis, Yale College Council President Kahlil Greene wrote an email to the News that the idea to rename Yale was noted in the 91-page final report by the Committee to Establish Principles on Renaming, chaired by Head of Davenport College John Witt.<sup>54</sup> In

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<sup>51</sup> See footnote 48 (para. 20).

<sup>52</sup> Rutgers, A. (2020, July 10). Alma Rutgers: Movement to change Yale's name a misdirection from the real issues. Greenwich Time. <https://www.greenwichtime.com/news/article/Alma-Rutgers-Movement-to-change-Yale-s-name-a-15398877.php>

<sup>53</sup> Pavilonis, V. (2020, June 28). "Cancel Yale"? Not likely. *Yale Times*. <https://yaledailynews.com/blog/2020/06/28/cancel-yale-not-likely/>

2016 the committee recommended that a formal process be adopted to address requests to reconsider a historical building name. "The resulting procedures allow requests to withdraw a historical name to be submitted in a detailed and well-documented application." After consultation with members of the University Cabinet, President Salovey made the decision to apply the principles to the question of the name of Calhoun College. The decision led to removing John Calhoun's name from a residential college with the rationale that Calhoun advocated for slavery as "a positive good," and that Calhoun's enthusiastic support for slavery ran contrary to Yale's values. The renaming took effect on July 1, 2017.

In an email to the News, Witt listed the committee's three principles for evaluating a renaming request: (1) Principal legacy, (2) Standards of the time, and (3) Reasons for the naming. He wrote that each principle validated renaming Calhoun College, but none of the principles justify renaming Yale. Witt told the News that Elihu Yale's main legacy is Yale as the education institution and that the name "Yale" was applied to the current university to honor Yale's initial donation that helped found the institution.

However, Yale's legacy has been hotly contested within the Yale community, which shows strong disagreement over Elihu Yale's involvement in the slave trade. Pavilonis cited Steven Pincus, a former Yale professor of history and current professor at the University of Chicago, who testified that Yale was never a slave trader and never owned slaves. Some Yale alumni backed up this claim in their published works respectively. Though Pincus added that Yale joined a London-based religious group in his retirement that began to advocate very pro-slavery views exactly at the time of his joining. In an August 2016 *Wall Street Journal* op-ed, "The College Formerly Known as Yale," Roger Kimball, Chair of the William F. Buckley, Jr. Program in New Haven, wrote that as an administrator in India, Elihu Yale was "deeply involved" in the slave trade and ensured that all ships leaving for Europe from his jurisdiction "carried at least 10 slaves."<sup>55</sup> Greene, the first Black student body president at Yale, wrote in an op-ed for *The Yale Daily News* that Yale was named after a slave trader and colonist, founded upon brutality and racial violence, and funded by slave labor.<sup>56</sup>

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<sup>54</sup> Yale University. (2016) *Report of the Committee to Establish Principles on Renaming* (para. 5). <https://president.yale.edu/president/statements/report-committee-establish-principles-renaming>

<sup>55</sup> Kimball, R. (2016, August 8). The college formerly known as Yale. *Wall Street Journal*. <https://www.wsj.com/articles/the-college-formerly-known-as-yale-1470698364>

<sup>56</sup> Greene, K. (2020, June 9). Green: Yale, together. *Yale Daily News*. <https://yaledailynews.com/blog/2020/06/09/greene-yale-together/>

The debate over renaming Yale has also been covered extensively by the media. Yale Law School visiting lecturer Sean O'Brien penned a June 26, 2020 op-ed, "Yale Must Change its Name" for *The New Haven Independent*. O'Brien wrote, "Renaming Yale is a small but required step in the right direction." He accused Yale of "fighting to preserve the namesake of slavery's most ardent defender at every step."<sup>57</sup> On July 1, 2020, Yale political science lecturer Graeme Wood had an article published in *The Atlantic*, "Yale Doesn't Need to Change Its Name." Arguing against the name change, Wood wrote that the university's name "has long been divorced in meaning from the life of Elihu Yale. No one was venerating him; no one was trying to live up to his ideals. The name Yale does not belong to Elihu, but to the university, with its faults and virtues, not his."<sup>58</sup> Wood also emphasized that the same cannot be said for Woodrow Wilson, Robert E. Lee, or John C. Calhoun.

### The #CancelYale Campaign

On June 20, 2020, the hashtag #CancelYale started trending nationwide on Twitter. Identified as a right-wing trolling initiative, the #CancelYale campaign on Twitter largely consisted of conservative commentators and their followers. Jesse Kelly, a Marine Corps combat veteran and former GOP congressional candidate in Arizona, spearheaded the effort with a flurry of tweets demanding that Yale University be canceled.<sup>59</sup> Below is one of his first tweets:

Yale University was named for Elihu Yale. Not just a man who had slaves. An actual slave trader. I call on @Yale to change its name immediately and strip the name of Yale from every building, piece of paper, and merchandise. Otherwise, they hate black people.  
#CancelYale

— Jesse Kelly (@JesseKellyDC) June 20, 2020

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<sup>57</sup> O'Brien, S. (2020, June 26). Yale must change its name. (para. 9; para. 12). *New Haven Independent*. <https://www.newhavenindependent.org/article/yale-must-change-its-name>

<sup>58</sup> Wood, G. (2020, July 1). Yale doesn't need to change its name. (para. 3). *The Atlantic*. <https://www.theatlantic.com/ideas/archive/2020/07/troll-campaign-rename-yale/613684/>

<sup>59</sup> Copeland, M. (2022, June 22). *Conservatives troll leftists wth '#CancelYale.'* Campus Reform. <https://www.campusreform.org/article?id=15088>

<sup>60</sup> Jones, C. (2020, June 21). #CancelYale exposed the hypocrisy of the left. *The Post Millennial (PM)*. <https://thepostmillennial.com/cancel-yale-exposed-the-hypocrisy-of-the-left>

<sup>61</sup> Coulter, A. (June 17, 2020). Ann Coulter: *Yale has to go!* Breitbart. <https://www.breitbart.com/politics/2020/06/17/ann-coulter-yale-has-to-go/>



The hashtag exploded from that point on with Kelly's tweets becoming more and more aggressive and offensive later that day.<sup>60</sup> Yale disabled comments on its tweets on the same day. Earlier that week, far-right media pundit Ann Coulter wrote in a June 17, 2020 op-ed that "Yale has to go!" because Yale's namesake Elihu Yale was a slave owner and slave trader.<sup>61</sup> Kimball, who is also known as a conservative social commentator, suggested canceling Yale and renaming it "Dummer University" (after Jeremiah Dummer) in a June 22, 2020 American Greatness column "Canceling Yale." Kimball wrote that the task of Salovey's committee "was to find a way to wipe away Calhoun College while simultaneously immunizing other institutions at Yale from politicized rebaptism."<sup>62</sup> The column, under the headline Rename Yale Now, appeared in *The New York Times* as a full-page ad for American Greatness on July 2, 2020. In a July 2, 2020 post for Power Line, an American right-leaning blog, Scott Johnson accused Kimball's column as a "merciless mockery of a sacred cause." He demanded that the publisher of *The New York Times* be "cashiered and humiliated" for failing to reject it.

Mark Branch, an editor of the *Yale Alumni Magazine*, called #CancelYale "a sustained and committed campaign to expose the university that had renamed Calhoun College to charges of hypocrisy."<sup>63,64</sup> Yale law school alumnus Nathan Robinson wrote in the article for *Current Affairs*, "Going after Yale specifically is a satisfying poke at liberal elites who want justice as long as it comes at no cost to themselves."<sup>65</sup> Collin Jones of *The Post Millennial*, a conservative Canadian online news magazine, described the #CancelYale campaign as a superbly effective trolling effort, which "revealed that not all racists, slave owners, and slave-traders are treated equally in the eyes of the far left."<sup>66</sup>

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<sup>62</sup> Kimball, R. (2020, June 22). *Canceling Yale*. (para. 9). American Greatness. <https://amgreatness.com/2020/06/22/canceling-yale/>

<sup>63</sup> Motley, D., & Hodgman, L. (2022, February 14). Five years after contentious name change, Grace Hopper community reflects on Calhoun legacy. *Yale Daily News*. <https://yaledailynews.com/blog/2022/02/14/five-years-after-contentious-name-change-grace-hopper-community-reflects-on-calhoun-legacy/#:~:text=Feb.,the%20new%20namesake%2C%20others%20remain.>

(Note: In 2022, Calhoun College was renamed after United States Navy Rear Admiral and computer scientist Grace Hopper GRD '34.)

<sup>64</sup> Branch, M. A. (2020, September/October) A renaming question very close to home: Elihu Yale's role in the slave trade inspires an ironic campaign. (para. 4). *Yale Alumni Magazine*. <https://yalealumnimagazine.org/articles/5216-a-renaming-question-very-close-to-home>

<sup>65</sup> Robinson, N. J. (2020, June 23). "Cancel Yale" is silly—Or is it? (para. 7). *Current Affairs*. <https://www.currentaffairs.org/2020/06/cancel-yale-is-silly-or-is-it>

<sup>66</sup> See footnote 60 (para. 16-17).

*Tulane University*

According to the website of Tulane University's Office of Undergraduate Admission, Tulane became a private university in 1884 when the public University of Louisiana was reorganized and renamed Tulane University in honor of benefactor Paul Tulane who made a one-million-dollar transformative donation "for the promotion and encouragement of intellectual, moral and industrial education."

In an October 2019 article for *The Tulane Hullabaloo*, Jackson Faulkner wrote that the original wealth of the Tulane family "was derived from the violent exploitation of African and African-descended people enslaved in the then-French colony of Saint-Domingue," and that the wealth was used to help privatize Tulane University to avoid integration during Reconstruction.<sup>67</sup> In a December 15, 2021 opinion column "Tulane should address its namesake, Paul Tulane" for *The Tulane Hullabaloo*, Robert Becker criticized the administration for glossing over Paul Tulane instead of recognizing the complicated past of its namesake.<sup>68</sup> Becker started a petition on Change.org to rename Tulane University.<sup>69</sup> So far 168 people have signed the petition. The administration of Tulane Universities hasn't responded to the request.

On November 28, 2017, Tulane University's Undergraduate Student Government passed a resolution to rename Hebert Hall, named after Tulane Class of 1924 alum F. Edward Hebert, a self-identified supporter of the "war against Civil Rights," and an advocate for the Southern Manifesto.<sup>70</sup> On June 20, 2020, History and Latin American Studies faculty at Tulane University unofficially renamed the F. Edward Hebert Hall as the Gwendolyn Midlo Hall Building.<sup>71</sup> In a letter dated June 25, 2020 to the Tulane community, Tulane President Michael Fitts asked the school's new Building Naming Task Force to examine Hébert Hall.

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<sup>67</sup> Faulkner, J. (2019, October 23). Tulane cannot ignore its historical roots to slavery. (para.3). *The Tulane Hullabaloo*. <https://tulanehullabaloo.com/50267/views/tulane-cannot-ignore-its-historical-roots-to-slavery/>

<sup>68</sup> Becker, R. (2021, December 15). Tulane should address its namesake, Paul Tulane. *The Tulane Hullabaloo*. <https://tulanehullabaloo.com/58600/views/opinion-tulane-should-address-its-namesake-paul-tulane/>

<sup>69</sup> The starting date of this petition is unknown and unavailable.

<sup>70</sup> Underwood, A. (2017, November 29). USG confronts racism, resolves to rename Hebert Hall. *The Tulane Hullabaloo*. <https://tulanehullabaloo.com/34363/news/usg-confronts-racism-resolves-rename-hebert-hall/>

<sup>71</sup> Soares, H. (2020, June 20). Tulane's Hebert Hall takes on new name in face of controversy. *The Tulane Hullabaloo*. <https://tulanehullabaloo.com/53478/news/tulanes-hebert-hall-takes-on-a-new-name-in-face-of-controversy/>

However, according to a November 2, 2022 report from *Louisiana Illuminator*, Fitts admitted, in an email to Tulane's students and faculty, that the university was abandoning efforts to rename F. Edward Hébert Hall despite a recommendation from Tulane's Building Naming Task Force.<sup>72</sup> Fitts wrote, Tulane "was unable to reach an agreement to modify the legal requirement that Hébert's name remain on the building." The agreement between Tulane and the Hébert Foundation required the school to name the building after Hébert "in perpetuity," according to a letter from a representative of the foundation to the university's president in 1979.

### *Other Schools and School Systems*

In November 2021, the regents of Georgia's public university system voted not to rename any of the 75 buildings or colleges associated with slavery, segregation, or mistreatment of American Indians despite the recommendations from an internal committee. The regents said in a statement: "History can teach us important lessons, lessons that if understood and applied make Georgia and its people stronger. Going forward, the board is committed to naming actions that reflect the strength and energy of Georgia's diversity."<sup>73</sup> Many rebuked the decision saying it is a sign of approval of social injustices.

Georgia passed a law in 2019 prohibiting state and local agencies from renaming any buildings named after a "historical entity" or removing any historical monuments. Many of the system's regents were appointed by Republican Gov. Brian Kemp, who supported the 2019 law.<sup>74</sup>

### Summary of Naming Policies & Processes

As of 2020, it is estimated that only 25.9% of colleges and universities in the United States had publicly accessible naming policies.<sup>75</sup> In a November 2022 article for Inside

<sup>72</sup> Liu, M. (Verite). (2022, November 2). Despite campus pressures, Tulane keeps segregationist's name on building. *Louisiana Illuminator*. <https://lailuminator.com/2022/11/02/despite-campus-pressures-tulane-keeps-segregationists-name-on-building/>

<sup>73</sup> Messmer, A. (2021, November 23). Georgia regents cite lessons from history as they decide not to rename any buildings. (para. 3-4). *Newsweek*. <https://www.newsweek.com/georgia-regents-cite-lessons-history-they-decide-not-rename-any-buildings-1652579>

<sup>74</sup> USA TODAY Network and wire reports. (2021, November 24). Indigenous food, boycott anniversary, herring disaster: News from around our 50 states. *USA Today*. <https://www.usatoday.com/story/news/50-states/2021/11/24/indigenous-food-boycott-anniversary-herring-disaster-news-around-states/49431999/>

<sup>75</sup> StoryMap. (2020). Memory politics: *The contested politics of renaming places on colleges and university campuses (online exhibit)*. Critical Geographies Research Lab. <https://storymaps.arcgis.com/stories/baaa29f0b861439984df7792191810be>

Higher Ed,<sup>76</sup> Johanna Alonso summarized the similarities of the naming policies of several universities since the summer of 2020. She found the chief similarity among them was “a stipulation that buildings should be denamed very rarely and only when necessary.” Some policies recommend using contextualization plaques rather than simply removing building names outright.

To balance the competing demands of the university’s constituents, North Carolina State University’s name-removal policies apply only to honorary namings, which don’t include namings that result from gifts to the institution. Johns Hopkins University and Ohio State University both require weighing philanthropic donations as part of the broader evaluation of a potential name change.

To take precautionary measures, some institutions directly address the potential legal repercussions of removing a name. For example, in October 2022 University of California Hastings College of the Law was involved in a lawsuit for attempting to change its name that had previously been promised to remain in use in perpetuity.<sup>77</sup>

To pre-empt controversies, some universities choose to narrowly define the characteristics that would disqualify a namesake. The University of Richmond and the University of Minnesota both have created very specific criteria for making renaming decisions.<sup>78</sup>

In a case study of Oregon State University’s building names evaluation process, Natalia Fernandez introduced the four components of the school’s naming process, which included developing evaluation criteria, providing historical research assistance to scholars, designing a community engagement plan, and implementing a renaming process.<sup>79</sup>

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<sup>76</sup> Alonso, J. (2022, November 17). A building by any other name. *Inside Higher Ed*. <https://www.insidehighered.com/news/2022/11/18/new-policies-guide-removal-controversial-building-names>

<sup>77</sup> Sloan, K. (2022, October 4). UC Hastings law school sued by namesake's heirs over name change. *Reuters*. <https://www.reuters.com/legal/litigation/uc-hastings-law-school-sued-by-namesakes-heirs-over-name-change-2022-10-04/>

<sup>78</sup> See footnote 76.

<sup>79</sup> Fernández, N. (2019). When building namesakes have ties to White supremacy: A case study of Oregon State University’s building names evaluation process. *Journal of Western Archives*, 10(1). DOI: <https://doi.org/10.26077/b38e-e3dd>

## Task Force Self-study

### Introduction

The 50 Years and Beyond Task Force encountered a series of challenges over the two-year period of its operation, which prompted the formation of a self-study on the task force itself. While the self-study emerged more recently as a specific objective, the discourse that prompted it spans the entire life cycle of the task force. As such, the goal of this self-study is to report what the task force learned from this process and offer recommendations for subsequent university related studies. It is hoped that the challenges and the recommendations derived from the self-study will assist future senate operations for task force development and guidance.

#### Major Challenges:

1. The actual charges of the task force were ambitious and required specific expertise.
2. The size of the task force was very large.
3. The initial nomination of co-chairs presented challenges.
4. Inconsistent membership and participation.
5. Some objectives could not be completed because skills and resources were limited.
6. Co-chairing leadership responsibilities proved challenging.
7. Lack of clarity on resources that would be available to the task force to complete the charges.
8. Lack of student involvement and difficulty recruiting students.
9. The lack of the previous administration's support for this task force.
10. The change in university administration leadership affected approval for completing all task force charges.

### Table of Recommendations

	<b>Task Force Issues</b>	<b>Task Force Recommendations</b>
<b>1.</b>	<b>Be Intentional when establishing a task force</b>	When determining the need for a task force, be clear about the purpose, the intent, the charges, available support, and potential time commitment. Notify members they have been selected to serve in a timely manner. A task force is not necessary for every problem that arises, on the other hand, some issues are too big for a task force to solve.

2.	<b>Size of Task Force</b>	The 50 Years Task Force was originally comprised of 30 members. Limit the size of future task forces to 8 to 15 members. It is very difficult to coordinate schedules of 30 individuals.
3.	<b>Nomination of Co-Chairs</b>	The task force should have begun by nominating three co-chairs instead of two. A lead co-chair, who has expertise on the charge and the skills for leadership roles, should have been nominated by the Faculty Senate in the first place. The initial self-nominated two-chair leadership structure of this task force was inherently problematic as it caused unnecessary delay, confusion, and stress. When the two co-chairs couldn't reach an agreement on how to set the task force agenda, resignation became the only option given by the Faculty Senate.
4.	<b>Inconsistent Membership and Participation</b>	Future task forces may want to set guidelines for membership and participation, establishing expectations early.
5.	<b>Expertise of Members</b>	Consider the goals of a task force when recruiting members. Specific skills may be needed to accomplish task force tasks and objectives and it would be helpful if individuals with those skills would be those first approached to join a task force.
6.	<b>Chairing</b>	<p>Co-chairing proved challenging in the onset of the task force. Establish a Senate Task Force liaison, a Senator not currently serving on the Task Force to serve as the conduit to the Senate Exec should issues arise within the Task Force.</p> <p>There was no guidance as to where to seek assistance when task force issues arose. Issues could be anything from access to resources to interpersonal issues.</p>
7.	<b>Lack of Clarity on Resources</b>	<p>The task force mandate should include a clear outline of resources that might be required. Accessing students for the institution wide survey was near impossible.</p> <p>Create a task force resource guide. The guide may not cover everything, but for instance, explain the best resources for distributing surveys; maintaining documents/minutes, communicating with members, reporting the Senate, etc.</p>
8.	<b>Student Recruitment</b>	Create a liaison between the faculty, staff, and student senates so when future task forces are created, the connection is currently in place to engage students. Student participation was very difficult to obtain on this task force.

<p><b>9.</b></p>	<p><b>Administrative Support</b></p>	<p>It was very clear the previous Stockton administration did not support the 50 Years &amp; Beyond task force. Public display of lack of administrative support was demoralizing for this task force. Administrative support needs to be clearly identified before any future task forces are launched. This does not mean that administrative support is needed for every task force, although a task force is more likely to succeed when administrative support exists; but if a group of individuals volunteer for a task force, they should know in advance where the support lies for the task force and where it does not.</p>
<p><b>10.</b></p>	<p><b>Change in Administrative Leadership</b></p>	<p>The task force lacked clarity in the limitations of its scope and, as a result, spent significant time developing strategies for carrying out the charges that could not be achieved.</p>

## **Stockton: The Next 50 Years & Beyond Task Force**

### **Summary of Subcommittees' Accomplishments**

The 50 Years & Beyond Task Force was originally a significantly large Task Force with 30 members consisting of faculty, staff, and students from across the university. Strategically, subcommittees were created to address targeted objectives to achieve the goals of the Task Force as charged by the Faculty Senate in 2021. The charge and goals included,

*Conduct self-study, lead a faculty discussion and exploration of the institution's name change as a strategic institutional endeavor envisioning the next fifty years and beyond. This task force will facilitate discussions among as many constituent groups as possible and inform itself through research.*

*The [Task Force](#) shall consider potential gains and losses associated with this change including, but not limited to: financial sustainability, faculty and student recruitment and retention, perceived valuation of Stockton degrees, student and alumni relations. Further review of this task force may constitute the following:*

- 1. Conduct institutional-wide survey to determine whether Stockton should consider a name change with the following groups: faculty, staff, administrators, students, and alumni.*
- 2. Conduct focus groups to explore social-cultural implications from diverse constituent stakeholders.*
- 3. Examine financial implications of name-change transition (e.g., impact on donor base), community perceptions and overall community support.*
- 4. Conduct comprehensive financial analysis of the name change exercise (signage, web development, online presence, stationary etc.). (Stockton University Faculty Senate Task Forces, n.d., <https://stockton.edu/faculty-senate/task-forces.html>).*

Task Force members volunteered to serve on one or more subcommittees and each subcommittee selected a chair. The subcommittees and their respective objectives were identified and charged as follows:



**Subcommittee #1:** Review history of institutional name change and offer opportunities for constituents to gain background knowledge.

**Subcommittee #2:** Conduct an institutional-wide survey to determine whether Stockton should consider a name change with the following groups: Faculty, staff, administrators, students, and alumni.

**Subcommittee #3:** Conduct focus groups to explore social-cultural implications from diverse constituent stakeholders.

**Subcommittee #4:** Examine financial implications of name-change transition (e.g., impact on donor base).

**Subcommittee #5:** Examine community perceptions and overall community support for or against a name change.

**Subcommittee #6:** Consider other the responses that should occur in response to this issue, whether a name change happens.

A seventh subcommittee, "*Conduct comprehensive financial analysis of the name change exercise (signage, web development, online presence, stationary etc.)*," charged with conducting a comprehensive financial analysis of a name changed, was originally conceptualized to follow the decision to recommend a name change. However, that committee was later merged with Subcommittee #4, *Examine the Financial Implications of Name-Change*, for two reasons: 1. The Task Force was never assigned the responsibility to recommend a name change; and 2. The limited number of volunteers on both committees.

**Summary of Findings of Subcommittee # 1: Review History of Institutional Name Change.** The Subcommittee on the History of Naming of Stockton University collaborated on compiling the research on the history of Richard Stockton and the Stockton family creating the document titled, *Stockton, Naming, and the Politics of Memory* (See Appendix A). The purpose of this document is/was to provide the background information on the original naming and previous renamings of the university, and the current considerations regarding the university's name. *Stockton, Naming, and the Politics of Memory* was vetted and approved by the full Task Force prior to its inclusion as a link in the email invitation to the entire Stockton community to participate in the institution wide survey. It was also included as appendix in the 50 Years & Beyond Task Force report to the Faculty Senate in May 2023. Since this document was published twice for the University at large, there have been some additional concerns raised, hence, an addendum was added to the original document to address these concerns.

**Summary of Findings of Subcommittee # 2: Institutional-wide Survey to Determine Whether Stockton Should Consider a Name Change.** This subcommittee worked through the fall of 2022 and early 2023 to create the institution wide survey using

the survey from the 2015 renaming as a template, but the current survey was built using Qualtrics. The survey was designed to maximize student access but maximizing student access also meant that limiting responses from the same IP address would preclude this. The Task Force was aware that it would be possible for the same individual to respond to the survey multiple times from the same address just as it was also possible the same individual could respond using multiple IP addresses. There was no way to control this and we relied on good faith requesting that participants complete the survey once. The survey went through several iterations and was vetted and approved by the full Task Force before it was distributed along with *Stockton, Naming, and the Politics of Memory*, on March 9, 2023, to faculty, staff, alumni, and administrators. The intent was to distribute the survey to students at the same time but obtaining access to students proved difficult. However, with persistence, the Office of the Vice President for Student Affairs distributed the survey to students on April 3, 2023. Data were collected from March 9, 2023, through April 17, 2023, yielding 2,393 responses. Data were cleaned in the fall of 2023 and results were reported at the October full Task Force meeting. For a description of the survey and survey results, please see Appendix B.

**Summary of Findings of Subcommittee # 3: Conduct Focus Groups to Explore Social-cultural Implications.** The original plan generated by this subcommittee was to wait for the results of the data analysis from the institution wide survey and use the results to craft questions for the focus groups and conduct the focus groups in the fall of 2023. In the summer of 2023, while waiting for the quantitative data analysis, members from this subcommittee conducted the preliminary analysis of the qualitative data generated from the institutional wide survey.

Throughout the spring and summer of 2023, this subcommittee struggled with devising the structure for the focus groups. The questions pondered were numerous and included, how many focus groups are necessary? Should we create homogeneous or heterogeneous groups? How will we recruit participants? We recognized the volume of work and time that would be required to conduct focus groups and analyze the data. Despite the struggle, we were able to isolate a main question from the qualitative data analysis to ask, should the University decide not to change its name, what alternative steps should the University take? The chair of this subcommittee withdrew from the Task Force in the summer of 2023.

In place of the focus groups, in the fall of 2023, a subcommittee of Task Force members met and planned to conduct forums (Forums Subcommittee), like those conducted for the 2015 name change initiative. The intent of the subcommittee was to issue a public

statement to invite Stockton groups or organizations to join an open discussion on considerations for a potential name change. The forums would focus on the question regarding alternative options should Stockton not decide to change its name. We did not receive the Faculty Senate Executives' approval to conduct the Forums. Lacking this approval while also lacking the resources and time to conduct the focus groups, the Forums and focus groups were abandoned in February of 2024 after discussion with the full Task Force. The February 2024 Task Force meeting concluded with the decision to finalize the Task Force and recommend the University hire an external agency to conduct focus groups for additional qualitative data to assist in deciding on a potential name change.

**Summary of Findings of Subcommittee #4: Financial Implications of Name-change Transition/Comprehensive Financial Analysis of the Name Change.**

The reader is directed to Appendix C for the report submitted by this subcommittee. Briefly, the accumulative cost of a name change over 3-5 years is between 3 and 7 million.

We do not know if a name change would attract or detract donors. We do not know if or how changing our name would affect enrollment and retention. We do not know if changing the name will affect our ability to hire and retain faculty and staff of color, and how that may or may not also affect student enrollment and retention. Regardless, the current financial state of the University will be a factor in determining a name change at this time.

**Summary of Findings of Subcommittee # 5: Community Perceptions and Overall Community Support.** The work of this subcommittee was to follow the work done by subcommittees #1 through #4 from the opinions and perspectives gathered from Stockton students, faculty, staff, administrators, and alumni. Due to the inability of the task force to complete all charges, there are no results to report from this subcommittee.

**Summary of Findings of Subcommittee # 6: Other Responses.** The subcommittee on other responses has generated a list of suggestions Stockton may want to consider if a name change is rejected (Appendix D). The alternatives include issuing a formal statement denouncing slavery and the errors made in the original and subsequent naming decisions; establish a Naming Policy based upon best practices outlined by schools like Harvard and Yale; develop and offer an education program on the history of the name and the issues surrounding the Stockton name; issue scholarships for students of color, specifically Black students; and more. There is much, much more the University could do beyond removing a bust and dropping a first name, but something needs to be done.

### Summary of the Summaries

The importance of this Task Force and the work it was able to do should not be underestimated. Although this Task Force struggled from the beginning, and it was unable to fully complete all the charges, the information learned can be used as a guide for initial steps in the consideration of a name change. *Stockton Naming and the Politics of Memory* provides background information on the history of the name as well as the contentious history of Richard Stockton. The results of the institution-wide survey offer the Stockton community's perspective on a name change. The financial report is helpful in identifying not only the concerns about dollars and cents, but equally important are the unquantifiable considerations presented. While the Task Force was not charged with determining if the University should change its name, we encourage the University to reflect deeply on its purpose and its future in relationship to the current name. Those who wish a deeper exploration into why Stockton may want to consider a name change are invited to read, [Stockton and the Bust](#). Regardless of the decision, the University could benefit from a naming policy. Names are important. If they were not, the names of enslaved peoples would not have been replaced when they lost their freedom.

# Appendices

**Appendix A****Stockton, Naming, and the Politics of Memory**

- Stockton’s founders wanted to honor Richard Stockton (1730-1781) because he was a well-known lawyer and judge who signed the Declaration of Independence. He was also a graduate and trustee of the College of New Jersey (later Princeton University).
- All previous institutional names refer to Stockton, including Richard Stockton State College (1969), Richard Stockton College of New Jersey (1993), and Stockton University (2015).
- After signing the Declaration of Independence, Richard Stockton twice switched positions. He signed an Oath of Loyalty to the Crown, but then pledged allegiance to the fledgling new state of New Jersey. Scholars continue to debate if he was a patriot, traitor, or neutral.
- Stockton enslaved people (at least six), as did his descendants.
- Since the 1990s, institutions have explored connections with slavery and how to make reparations.
- Stockton’s last name change cost roughly \$1 million.
- Research indicates that symbolic (i.e. name changes) without systemic modifications have little impact on racially marginalized groups.

Stockton University is on its third official name. In 1969, the first Board of Trustees originally selected a geographically based name: South Jersey State College. Then, not to discount other South Jersey institutions of higher education, President Richard E. Bjork and the New Jersey Board of Higher Education convinced the Board to call the institution Richard Stockton State College instead. With its first formal name, they wanted to honor Stockton, who they knew as a New Jersey signer of the Declaration of Independence and whose family was associated with Princeton University and higher education. The Board rejected a suggestion to hire a consultant to assist in the naming process. They did little research on Richard the Signer.<sup>1</sup>

In 1993, then President Vera King Farris initiated the institution’s renaming to The Richard Stockton College of New Jersey. She wanted to clarify that the institution was in New Jersey and not Pomona College in Stockton, California.<sup>2</sup> Stockton College received its third, official name in 2015 — Stockton University — to reflect its new designation as a regional comprehensive university. There was no formal explanation as to why Richard’s name was dropped. Ongoing questions surrounding Richard Stockton as a historical figure

instigated a resolution from the Board of Trustees in June 2020. The following April, the Faculty Senate charged a task force to “consider establishing a committee to determine whether a location-based name of the University, consistent with our founders’ original intentions, should be pursued.”<sup>3</sup>

All official iterations of the institution’s name refer to the Stockton family or its members. Although the college was founded during the civil rights movement, it was named after Richard Stockton (1730-1781), a wealthy and prominent lawyer and judge who was one of five New Jerseyans to sign the Declaration of Independence at the Second Continental Congress in July 1776 (memorialized on campus at Independence Plaza with the country’s largest display of the Declaration of Independence). The following year, Stockton was the only signer of the Declaration to recant when he signed an Oath of Loyalty to the Crown. According to undocumented secondary literature, he was imprisoned and tortured before switching his position in exchange for parole. Eye-witness accounts corroborating this account are sparse and conflicting. On December 22, 1777, Stockton switched positions again. He signed an Oath of Abjuration and Allegiance, renouncing his allegiance to the King and swearing his loyalty to the Continental Congress. The conditions causing him to flip his position from patriot to loyalist back to patriot remain unclear. Scholars continue to debate if he was a partisan, traitor, or neutral.<sup>4</sup>

Richard Stockton, like most of the signers of the Declaration of Independence, also enslaved people. Tax records document that on his 5,500-acre family farm, Morven, near Princeton, New Jersey Stockton enslaved three men in 1779 and, one year later, two men. Such records, however, underestimate the total, since they only count men who were able to work. In addition, Richard and his wife Annis, a well-known poet, mentioned three female slaves in their letters: Fan, Batty, and Susan. Richard promised to free those he enslaved on his death, but instead bequeathed at least one of them to his wife.<sup>5</sup>

Slavery and freedom not only co-existed during the Revolutionary period, but the very concept of freedom developed in opposition to the experiences of nearly twenty percent of the population, which was enslaved. It was not until February 15, 1804, that New Jersey enacted gradual abolition for children born into slavery after that July 4, only freeing the females when they turned twenty-one and the males when they became twenty-five. Average life expectancy at the time was forty. New Jersey was the last northern state to end slavery. It maintained the system until 1866, five years into the Civil War, three years after Abraham Lincoln's Emancipation Proclamation, and one year after refusing to ratify the Thirteenth Amendment, which abolished the system nationally.<sup>6</sup>

Several generations of Stocktons remained enslavers. Commodore Robert Field

Stockton (1795- 1866), for example, enslaved 108 people in Georgia, actively selling them to planters on Georgia's Sea Isles. He further advocated colonization, helping to purchase the 130- by 40-mile-long swath that would later become Liberia, a colony for freed slaves.<sup>7</sup> Another Stockton descendent, also named Richard (1816-1836) died defending slavery at the Battle of the Alamo in 1836.<sup>8</sup> Also identifying with the name was Betsey Stockton (ca 1798-1865), who was given as part of a dowry to Ashbel Green, a president of the College of New Jersey (now Princeton University). Although many freed slaves discarded associations with their enslavers, when Green emancipated her when she was roughly twenty-year-old, Betsey chose to maintain the Stockton name. She served as a missionary and teacher in Hawaii, created Philadelphia's first "Colored Infant School," and founded and taught at a Black Presbyterian Church in Princeton, which became a "source of community resistance" for abolition and against colonization.<sup>9</sup>

Research to investigate the legacy of slavery and the slave trade in institutions of higher learning began in the late 1990s. At the time, scholars questioned how the unpaid labor of African Americans fueled the industrial revolution and shaped not only the South, but also the Northern United States. In 2003, Brown University's then-president Ruth Simmons, the first African American president of an Ivy League school, appointed a Steering Committee on Slavery and Justice to investigate Brown's slavery connections. Such scholarship has only expanded.<sup>10</sup> Today, many institutions are considering how they should acknowledge and compensate for past wrongs. This is particularly true when the schools themselves enslaved people and benefited from their labor or sale.<sup>11</sup> Although Stockton University has been named after an enslaver from its inception, the institution was founded well after slavery and never enslaved people, nor directly benefited from their labor.

Efforts to rename institutions and topple memorials exploded following the emergence of the Black Lives Matter Movement in 2013. They continued to grow four summers later, when deadly violence resulted from a Unite the Right rally protesting the removal of monuments to Confederate generals Robert E. Lee and Stonewall Jackson. Since then, educators, student activists, and even some school boards from New Brunswick to San Francisco have called for the elimination of statues and murals and for the renaming of awards, rooms, and institutions honoring people whose values do not align with contemporaries.<sup>12</sup> Some institutions, like the University of Michigan, have expanded their research to study the diversity of students, faculty, and staff at the institution.<sup>13</sup> Reparations have taken the form of public ceremonies, the creation of new memorials, exhibits, awards, scholarships, the renaming of mascots, rooms, schools, and institutions,



and other investments in Diversity Equity and Inclusion (DEI) initiatives.<sup>14</sup>

Since Stockton's first name changed, some have advocated dropping Stockton's name. In the context of the fatal 2017 rally in Charlottesville, VA, demands for change have grown. That summer President Harvey Kesselman had the bust of Richard Stockton removed to the University's archive from where it was on display in the lobby of the Richard E. Bjork Library. An inquiry into who Stockton was and the history of the institution's name resulted in the collection of relevant primary sources from various archives, and the creation of an initial exhibit by faculty, staff, administrators, and students.<sup>15</sup> Our task force continues those investigations.

Names and symbols matter, particularly when connected with the built environment. When an institution, a library, or even a room is named after someone it is intended to honor the memory of that person. Names signal identification, who belongs in them, and whom they exclude. We want institutions to be named after those we admire. Historical figures, however, like present day ones, are complicated. People who many within one generation saw as heroic -- for example Christopher Columbus, George Washington, Abraham Lincoln, Woodrow Wilson, and even Martin Luther King -- become problematic as we recognize and learn more about the perspectives of previously underrepresented people, including people of color, those who are LBGBTQ+, and/or women.<sup>16</sup>

When the legacies of historical figures conflict with modern values, controversy ensues. Some people see changing a name as essential to creating a more equitable environment, particularly if the person is associated with racism, slavery, or sexism. They understand such change as a community selecting which historical aspects to honor and commemorate publicly. But others equate such action with erasing history, silencing free speech, removing books from a library, and controlling what faculty can teach. For them, efforts to rename institutions illustrate "cancel culture," meaning the withdrawal of support from individuals for doing or saying something objectionable — or whitewashing — literally, painting over dissent. They might argue that, instead, contentious figures should be contextualized or that funds spent to rebrand an institution would be better spent elsewhere.<sup>17</sup> Some research indicates that symbolic university policies to address legacies of racism, such as name changes, have little impact on those who are racially marginalized, particularly if they are not reinforced by structural and material changes for underrepresented peoples.<sup>18</sup>

The expense of changing an institution's name is also relevant and includes developing a new logo and rebranding (think: new signs, jerseys, business cards, etc.).<sup>19</sup> The last time Stockton University changed its name from Richard Stockton College of New

Jersey, it cost roughly one million dollars.<sup>20</sup> On the other hand, relatively little research has been done on the impact of institutional name changes. What has been written focuses on changes from college to university or building name changes.<sup>21</sup> Strategic renaming, however, *could possibly* increase enrollment, attract higher-aptitude students, diversify the body of students and faculty attracted to the school, and aid in fundraising.

How can Stockton University address its namesake's legacy of slavery? What will best counter inequities and promote diversity, inclusion, and belonging at Stockton? The perspectives of diverse stakeholders, including students, faculty, staff, administrators, alumni, and community members, is needed to determine what Stockton should do next.<sup>22</sup> What do you think?<sup>23</sup>

Readings from various perspectives can be found in the [Thematic Bibliography](#):

<sup>1</sup> "[Minutes](#)," Stockton University Board of Trustees, 2 July 1969.

<sup>2</sup> S. Bittle, "[Et Tu, Stockton State? College to Be Renamed](#)," *The Press of Atlantic City*, April 22, 1993, Heather Perez and Courtney Stewart, "A 'Teachable Moment': Using Archives to Re-Examine a New University's Identity," *Comma* (January 28, 2020): 60-61; [supporting documents](#) from the Stockton University Archives.

<sup>3</sup> Stockton University Board of Trustees, "Resolution: Commitment to Diversity, Equity, Inclusion, and Social Justice at Stockton," July 15, 2020; "Faculty Senate Task Force on Stockton: The Next 50 Years," April 16, 2021. <sup>4</sup> John Sanderson, *Biography of the Signers of the Declaration of Independence* vol. III (Philadelphia: R.W. Pomeroy, 1825), 101-103. Larry R. Gerlach, 10-11. For an excellent discussion of the issues, see Christian McBurney, "[Was Richard Stockton a Hero?](#)" *Journal of the American Revolution*, July 18, 2016. Available primary and secondary source literature can be found [here](#).

<sup>5</sup> "[The Stocktons as Enslavers](#)" and "[Slavery at Morton](#)," Morven Museum & Garden. The male slaves were called Samuel Tucker and Houghton. [Marcus Marsh](#) was born enslaved in 1765 and freed in 1781.

<sup>6</sup> "[The Price of Silence: The Forgotten Story of New Jersey's Enslaved People and The Lasting Impact of Slavery in New Jersey](#)," documentary, PBS, parts 1 and 2, September 16, 2022.

<sup>7</sup> R. John Brockman, *Commodore Robert F. Stockton, 1795-1866*, (NY: Cambria Press, 2009), 74.

<sup>8</sup> Amelia Williams, "[A Critical Study of the Siege of the Alamo and of the Personnel of Its Defenders: V. Historical Problems Relating to the Alamo](#)," *The Southwestern Historical Quarterly*, vol. 37., no. 4 (April 1934): 274; Bryan Burrough, et. al, *Forget the Alamo: The Rise and Fall of an American Myth* (NY: Penguin Random House, 2022).

<sup>9</sup> Gregory Nobles, *The Education of Betsey Stockton: An Odyssey of Slavery and Freedom* (Chicago: University of Chicago Press, 2022), 48, 163, 165; Margaret Williamson, "Slave Names and Naming in the Anglophone Atlantic, Oxford bibliographies, April 22, 2020 (last reviewed August 21, 2019), DOI: 10.1093/OBO/9780199730414-0291. Daniels, "[Protest and Participation](#)," 239–65.

<sup>10</sup> Report of the Brown University Steering Committee on Slavery and Justice, "[Slavery and Justice](#)," 2006, accessed December 30, 2022.

<sup>11</sup> "[On These Grounds: Slavery and the University](#)," Andrew Mellon Foundation; Alex Carp, "[Slavery and the American University](#)," *The New York Review*, Feb. 7, 2018; Ryan Brooks, "[Renaming University Buildings with Racist Namesakes Is an Uphill Battle](#)," February 14, 2017.

<sup>12</sup> The Notebook, "[Advocates Seek to Change School Names with Racist Histories](#)," August 5, 2020, *Chalkbeat Philadelphia*; S. Weissman, "[What's in a Name? After Years of Student Activism, Universities Rename Campus Buildings](#)." *Diverse Issues in Higher Education*, July 16, 2020.

<sup>13</sup> University of Michigan, "[Inclusive History Project](#)."

<sup>14</sup> For examples of what other schools have done, see here: Critical Geographies Research Lab, "[Memory Politics: The Contested Politics of Renaming Places on Colleges and University Campuses](#)," 2020 (online exhibit); Brown University Steering Committee on Slavery and Justice, *Slavery and Justice*, 2006, VanJessica Gladney, "[A Bare and Open Truth: The Penn Slavery Project and the Public](#)," *Perspectives on History*, Oct. 19, 2022, American Historical Association ; Shass Communications, "[MIT and the Legacy of Slavery](#)," May 15, 2018; "[MIT Slavery: An Ongoing Undergraduate Research Project](#)"; University of Virginia, "[President's Commission on Slavery and the University](#)"; [Columbia University and Slavery](#); Duke University Commission on Memory and History. (N.d.). *Report*; "[Slavery, Memory, and Reconciliation](#)," Georgetown University; Sven Beckert, "[Harvard and Slavery](#)," 2011; "[Princeton and Slavery](#)"; M. Fuentes & D.G. White, eds., *Scarlet and Black: Slavery and Dispossession in Rutgers History* (Rutgers University Press, 2016); "[Slavery and the Making of the University](#)," University of North Carolina; "[Slavery](#)," William Livingston's World, Kean University.

<sup>15</sup> "[Stockton Exhibition Project](#)," 2017.

<sup>16</sup> Lauren Lumpkin, "[George Washington University to Consider Shedding Controversial Colonials Moniker](#)," *The Washington Post*, July 22, 2020.

<sup>17</sup> A. Hoover, "[Rutgers is Named for a Slave Owner, But School's First Black President Says the Name Will Stay](#)," NJ Advance Media, *NJ.com*, July 7, 2020.

<sup>18</sup> A. A. Tichavakunda, "[A Critical Race Analysis of University Acts of Racial "Redress": The Limited Potential of Racial Symbols](#)," *Educational Policy*, vol. 35, no. 2 (2021): 304–322.

<sup>19</sup> "Marketplace Contributor, "[If Higher Ed Institutions Change Names, There's a Cost](#)," October 6, 2015; For detailed information on the steps involved in a name change, see Diana L. Haytko, "[Changing the Name of a Major University: A Case Study and How-to Guide](#)," *Journal of Marketing for Higher Education*, vol. 18 (2) 2008: 171- 185.

<sup>20</sup> D. D'Amico, "[Stockton's name change won't be cheap: Altering signs, logos, etc. will cost up to \\$1M](#)," *The Press of Atlantic City*, February 17, 2015.

<sup>21</sup> For example, this article is one of the few addressing the topic, but it is nearly three decades old. Paul Sergius Koku, "What Is in a Name? The Impact of Strategic Name Change on Student Enrollment in Colleges and Universities," *Journal of Marketing for Higher Education*, vol. 8 (2) 1997.

<sup>22</sup> Research indicates the importance of faculty involvement in a university's name change. We believe that all stakeholders should have a say. C. Moorer Jr, "[University Name Change: Significance of Faculty Involvement](#)," *Journal of Marketing for Higher Education*, vol. 17, no. 1 (2007): 117–145.

<sup>23</sup> For criterion used by Yale University in changing the name of Calhoun College, see "[Report of the Committee to Establish Principles on Renaming](#)," November 21, 2016.

#### Addendum to Stockton Naming and the Politics of Memory

This document, Stockton Naming and the Politics of Memory was vetted by the full Task Force prior to its inclusion as a source document linked in the invitation to participate in the university wide survey in March of 2023. It was also included as an appendix to the 2023 Task Force report to the Faculty Senate in May of 2023. Since that time, Task Force members have reviewed the document again, questioning some of the information included and suggesting edits. Rather than edit a previously vetted and reported document, this addendum will attempt to address noted concerns, recommendations, or questions.

The first comment challenges the term, "well-known" in the first bullet, "*Stockton's founders wanted to honor Richard Stockton (1730-1781) because he was a well-known lawyer and judge who signed the Declaration of Independence.*" The historical documents cited and referenced indicate that Richard Stockton was unknown to the university's founders; however, when one reads and peruses historical documents regarding Richard Stockton, the man was well-known in New Jersey at that time. The first bullet could be considered a contextual statement regarding when and to whom Richard Stockton was well known.

The second concern is regarding the 6th bullet, the “roughly 1 million dollar” cost to the 2015 name change. The research that has been done since *Stockton Naming and the Politics of Memory*, found the evidence to quantify the cost of the 2015 name change “is difficult to capture as it involves multiple sources” (Minutes from the Task Force Finance Committee meeting with Jennifer Potter, January 25, 2024).

The request for a citation regarding the last bullet stating that symbolic name changes without simultaneous structural changes having little impact on marginalized groups, the reader is directed to footnote #18 (Tichavakunda, 2021) in the last sentence in the third to the last paragraph. No other bulleted statements in this section of the document are cited, so this bullet will remain consistent with previous bulleted statements.

There is a challenge to the statement in the first paragraph regarding Stockton’s first president, Richard Bjork’s support of the Stockton name with a link to the [Naming the college –Timeline](#). In reviewing the Timeline, it is not clear from the reference to Board minutes the identities of members opposed or members supporting suggested names until October 2, 1969, with Hayward and Alton listed as voting against the name Richard Stockton College of New Jersey. The evidence indicating that Bjork did support the name, Richard Stockton College of New Jersey can be found on pages 60-61 (Perez & Stewart, 2018). Archivist Perez and graduate research student Stewart, documented that two oral histories and records dated 1969 from the State Board of Higher Education, indicate that Bjork suggested the name, Richard Stockton State College and rejected South Jersey State College.

The first statement in the third paragraph, “All official iterations of the institution’s name refer to the Stockton family or its members,” is indicated as unclear or redundant in relationship to previously discussed content. The purpose of the statement is unclear as written but because of its location in the document may serve as a lead to introduce the reader to the subsequent background information regarding Stockton family members, those who were enslavers, as well as individuals with the Stockton name who were enslaved by the Stockton’s.

The inclusion of King’s name among enslavers’ names in the 10th paragraph is insensitive when considering the inhumanity of slavery. King’s name was included to demonstrate that perspectives on heroes may change as times change.

There was a request for a citation and reference for the following statements: *“But others equate such action with erasing history, silencing free speech, removing books from a library, and controlling what faculty can teach. For them, efforts to rename institutions illustrate “cancel culture,” meaning the withdrawal of support from individuals for doing or*

*saying something objectionable — or whitewashing — literally, painting over dissent.” For perspectives on cancel culture supporting these two statements, read the May 19, 2021 [article](#) by Vogels et al., for *Pew Research Center: Americans and ‘cancel culture’: Where some see calls for accountability, others see censorship, punishment. Pew Research Center.**

*“Strategic renaming, however, might increase enrollment, attract higher-aptitude students, diversify the body of students and faculty attracted to the school, and aid in fundraising.”* Several Task Force members believe this statement cannot be supported with evidence and suggested eliminating it or exchanging “might” with “could possibly.” My suggestion is to state that *“Strategic renaming may or may not increase enrollment, ....,”* simply because strategic renaming may or may not have an impact on any of these things.

It is suggested not to include the question in the last line, *“What do you think?”* This question is cited and referenced to Yale’s (Witt et al., 2016) *Letter of the Committee to Establish Principles on Renaming*. It is an invitation to the reader to consider the questions Yale pondered. The statement in the letter to Yale President Salovey regarding the myriad of opinions and diverse views on renaming, resonates with those of us on the 50 Years and Beyond Task Force, *“In this respect, every suggestion made us better students of the issues involved.”*

A link to a thematic bibliography is included at the end of the document and below that link there is a list of six readings. There is a question as to the purpose of this list of six readings. This list matches the first six readings included in the Thematic Bibliography. If Task Force members prefer to remove the list, it would not be an issue as long as the link to the Thematic Bibliography remains in the document.

## References

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- Vogels, E.A.; Anderson, M.; Porteus, M.; Baronavski, C.; Atske, S. McClain, C.; Auxier, B.; perrin, A. W.; Ramshankar, M. (May 19, 2021). Americans and ‘cancel culture’: Where some see calls for accountability, others see censorship, punishment. *Pew Research Center*. <https://www.pewresearch.org/internet/2021/05/19/americans-and-cancel-culture-where-some-see-calls-for-accountability-others-see-censorship-punishment/>
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[https://president.yale.edu/sites/default/files/files/CEPR\\_FINAL\\_12-2-16.pdf](https://president.yale.edu/sites/default/files/files/CEPR_FINAL_12-2-16.pdf) or see the website:  
<https://president.yale.edu/committees-programs/presidents-committees/committee-establish-principles-renaming>

## Appendix B

### University Survey

This section of the Task Force report will provide a summary analysis of the quantitative section of the university- wide community survey that was circulated in late Spring 2023. This portion of the Task force charge was delegated to Subcommittee #2.

#### Methods

The survey measure was developed by the members of Subcommittee #2, by asking committee members to contribute questions. The questions were then reviewed and agreed upon by the members of the subcommittee who participated. It is worth noting that engagement by subcommittee members was sporadic and inconsistent, so not all committee members participated in all steps of the process of the survey design, administration, or analysis. The survey was vetted by the full Task Force before distribution.

The logic function in Qualtrics was used to collect demographic data specific to each category of respondent, student, faculty, staff, alumni, or administrator. Faculty were asked to identify their rank, tenure, full, part-time, or adjunct status. Faculty, staff, and administrators were asked the length of employment at Stockton in years. Students were asked their academic status, if enrolled full or part-time, and if they were a transfer student. Alumni were asked to identify the degree obtained and the year of the most recent degree obtained. In addition to the demographic questions, all participants received one matrix-style question regarding perception of the impact of a potential name change, four visual analogues, one multiple-choice, and two open-ended questions. The visual analogue, multiple-choice, and open-ended questions focused on awareness of the history of Richard Stockton, opinions on a name change or a location-based name, and if Richard Stockton was undeserving as the namesake. One of the two open-ended questions asked for a suggested name and the second asked for any additional information the participant wished to share. Alumni also received the question regarding the impact of the name change on potential donations. The University wide survey was sent via email to all faculty, staff, administrators, students, and alumni of Stockton. Summarized data are reported here. The raw data reported over 2,000 responses, however not all surveys were completed.

The survey was distributed through the Provost's office for University wide distribution. The survey was first sent to the faculty and administrators, and then later disseminated to students. There was a delay between the initial survey distribution and that



which occurred for students. The timeline was at the discretion of the Provost's office and was not under the purview of the subcommittee members.

The survey was opened on March 9th, 2023, and closed on April 17th, 2023. After the press releases from the former President on April 5th, approximately 941 responses were registered, a total of 44% of all survey responses. When comparing the responses before and after the press releases, we were unable to detect any obvious patterns in the changes of response types but resolve that there is likely to have been some effect.

### External Events

Between the distribution of the survey to faculty and administrators and the days surrounding the distribution to students, the former President of the Institution was contacted by local press agencies and made statements contradicting the charge of the Senate task force, and the resolution endorsed by the Board of Trustees to explore a name change. This was both surprising and confusing to the task force members. There is some concern that this historical event may have created an external threat to the validity of the survey results. Links to three media releases are below.

April 5th (New Jersey 101.5)

[Stockton University Researches "Location Based" Name Change](#)

April 6th (NJ.com)

[Should N.J. university change its name? Faculty task force surveys students for ideas.](#)

April 7th (WPJ Talk Radio)

[Stockton University President Reaffirms Name Will Not Change](#)

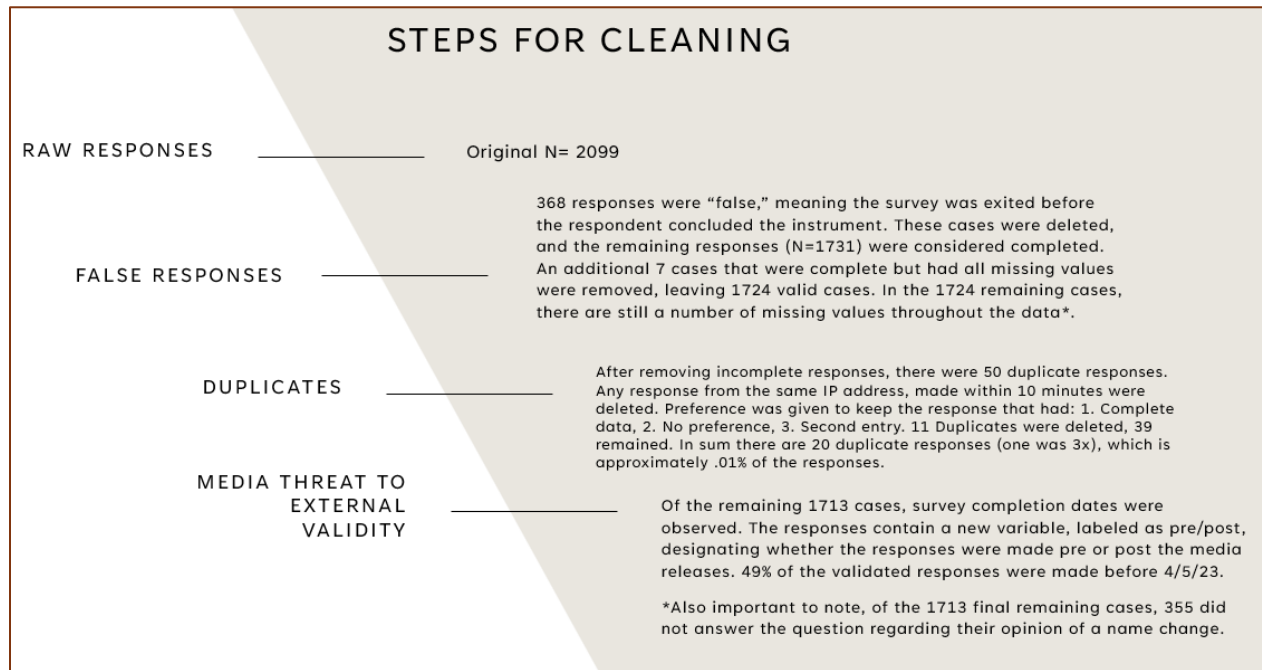
The survey was opened on March 9<sup>th</sup>, 2023, and closed on April 17th, 2023. After the press releases from the former President on April 5th, approximately 941 responses were registered, a total of 44% of all survey responses. When comparing the responses before and after the press releases, we were unable to detect any obvious patterns in the changes of response types but believe that there is likely to have been some effect.

DIFFERENCES PRE-POST EVENT (USING CROSS TABS, CALCULATING CHI SQUARE CORRELATION COEFFICIENTS)(THE PRESS/MEDIA RELEASES CONSTITUTE A THREAT TO EXTERNAL VALIDITY BASED ON HISTORY.

- No difference by Race/Ethnicity in pre-post media date responses. The distribution of responses by race/ethnicity was similar before and after the events.
- There was a difference in respondents pre/post event. Nearly 3x as many alumni responded post event.
- There was no difference in the favor/opposition variable with pre/post event responses.

## Data Analysis

Committee Members/Survey designers met to develop consensus on data cleaning strategies. Rules were created by which cases would be included and excluded.



## Findings

The summary findings of the survey question regarding respondents’ overall position regarding the name change can be described as resembling a sort of suspension bridge. This is the overall response to the question from all respondents, from all roles in the University Community.

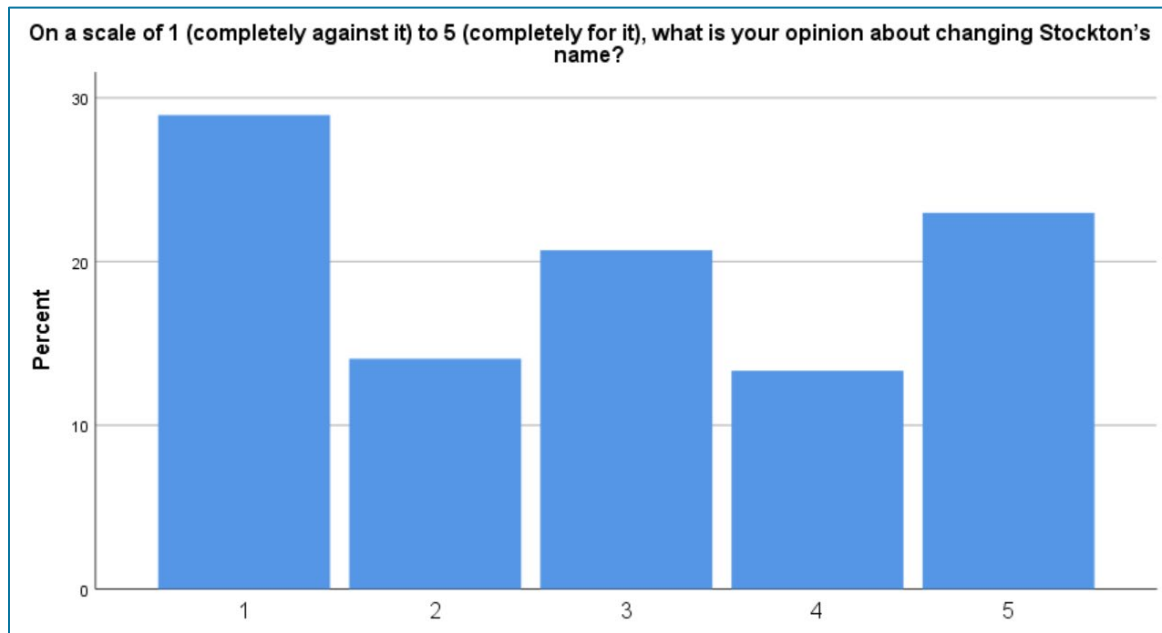


Figure 1. Aggregate responses regarding opinions on a name change

It is important to note the demographics of the overall sample included a 65% majority identifying as White, along with the majority of respondents (78.3%) identifying as students, as seen in Figure 2 and Figure 3.

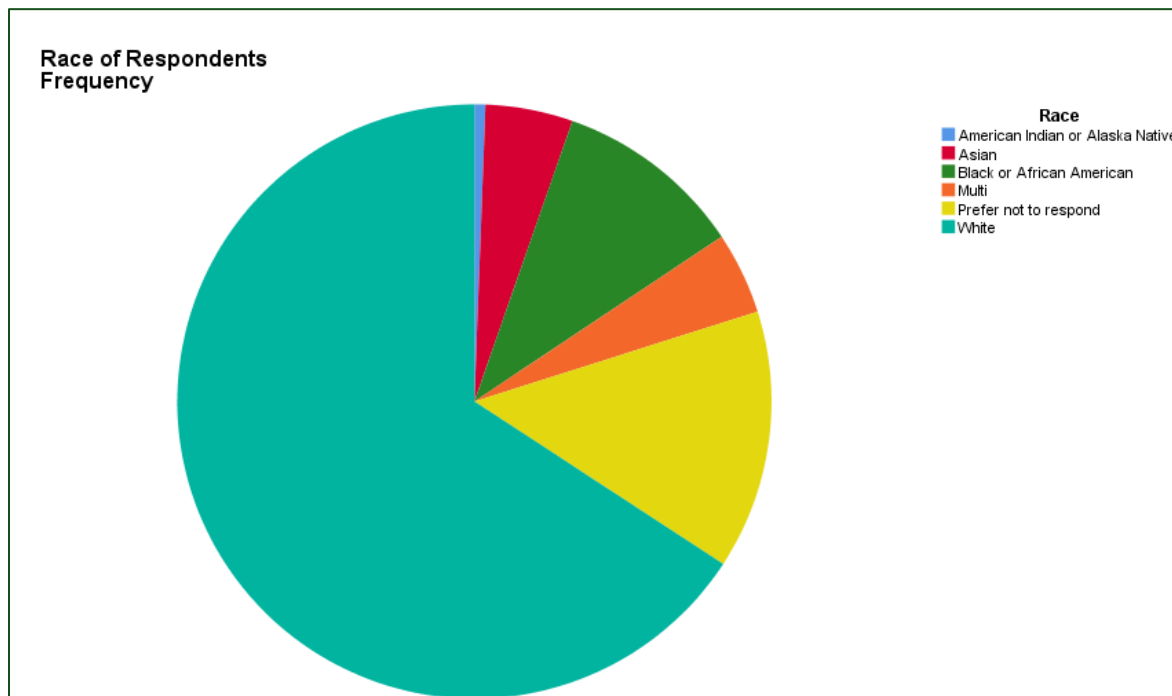


Figure 2. Racial composition of name change survey respondents

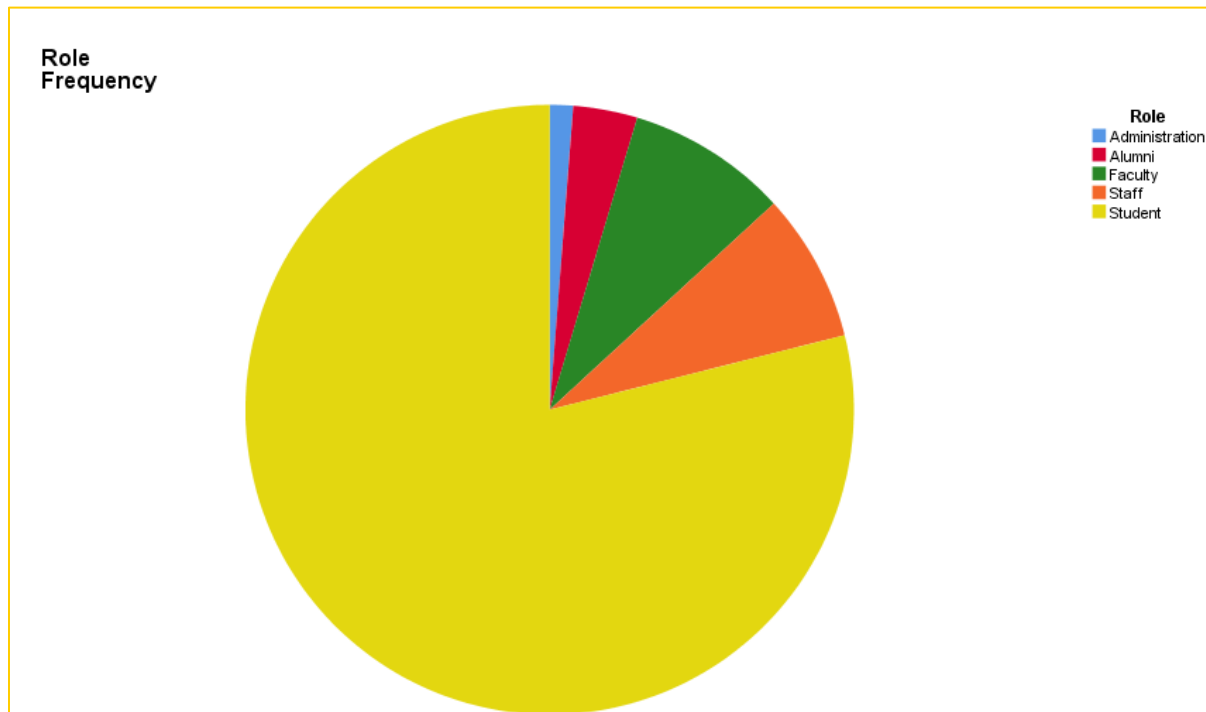


Figure3. Self-identified roles of name change survey respondents.

It is imperative to assess the differences in perspectives across University roles and different racial groups, to adequately address the charge of the task force with a focus on diversity, equity and social justice, rather than maintain and perpetuate the legacy of a White majority rule.

Table 1. describes the findings across the various roles and races of the 1358 respondents who answered the question regarding their position on a name change.

<b>Table 1</b>						
<i>Disposition on Name Change by Roles and Race (%)</i>						
Role	Completely Against (1)	(2)	(3)	(4)	Completely in Favor (5)	Total n
Administrators	16.7	16.7	38.9	22.2	5.6	18
Black		20	<b>40</b>	<b>40</b>		5
White	25	8	41.6	16.6	8	12
Prefer not to answer		100				1
Alumni	47.5	12.5	12.5	12.5	14	40
Black	33.3			16.6	<b>50</b>	6
Asian		100				1
AIAN	50			50		2
White	47.8	13	17.3	8.6	13	23
Prefer not to answer	62.5	12.5	12.5	12.5		8
Faculty	20.8	13.3	16.7	19.2	30	120
Black				18.1	<b>81.8</b>	11
Asian	16.6		16.6	33.3	33.3	6
AIAN				100		1
White	15.3	12.8	20.5	20.5	30.7	78
Prefer not to answer	50	25	12.5	4.1	8.3	24
Staff	30.6	10.8	21.6	20.7	16.2	111
Black	10		10	<b>40</b>	<b>40</b>	10
AIAN					100	1
White	32.4	10.3	24.6	18.1	14.2	77
Multi	50			50		2
Prefer not to answer	33.3	19	19	19	9.5	21
Student	29.2	14.5	21.1	11.7	23.5	1068
Black	20.3	4.2	15.2	11	<b>49.1</b>	118
Asian	11.6	8.3	23.3	18.3	38.3	60
AIAN	20		40	10	30	10
White	29.7	16.5	23.1	11.9	18.8	697
Multi	26.3	12.2	17.5	14	22.8	57
Prefer not to answer	42	18.2	14.2	7.1	18.2	126
Total N	393	191	281	181	312	1358
* American Indian or Alaskan Native (AIAN)						

Table 1 helps to delineate the opinions from across the various roles and racial groups of respondents. For example, we can see that a total of 18 respondents identified themselves as administrators, and among all administrators, 38.9% responded with a 3, representing neutrality about the name change. However, when the administrators are parsed according to race, we see that while 40% of Black respondents indicated neutrality, an equal amount

indicated (4) that they are in favor of a name change, which is greater than white administrators, or those who preferred not to answer regarding race. This pattern emerges among all the separate groups from administrators, alumni, faculty, staff, and students.

In Figure 4, we collapse the responses into two categories, with responses of 4 or 5 suggesting a vote in favor of the name change, and responses of 1 or 2 as a vote against. This presents the clearest distinction of the consensus among BILPOC members of our community for a name change.

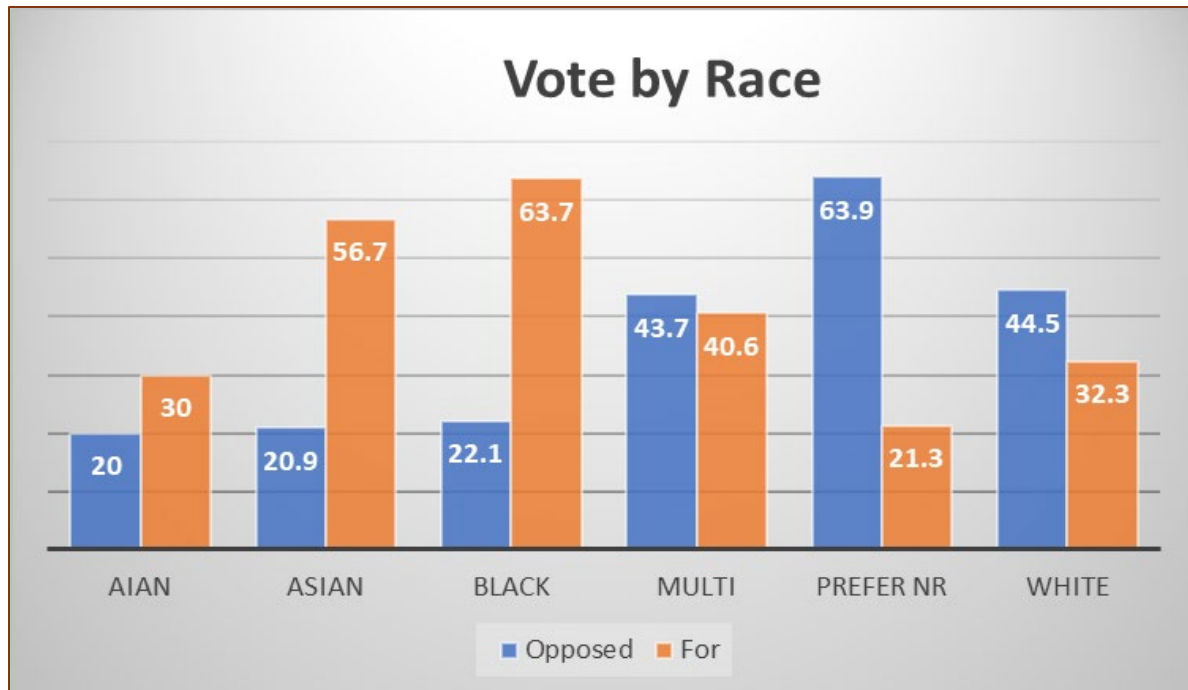


Figure 4. Collapsed responses by race

## Discussion

We know that Black, Indigenous, Latin@s, and other People of Color are underrepresented at our institution, and as such, White positionality frequently monopolizes decision-making. Decentering the White majority voice in this analysis reveals that administrators, alumni, faculty, staff and students' responses reveal a trend in favor of a name change.

## Analysis of Qualitative Data from Two Open Response Questions

The data from the open-ended questions were initially analyzed during the summer of 2023 by two task force members with experience in qualitative data analysis. A second analysis that included one task force member from the summer analysis and two new analysts took place in the fall of 2023.

The first open-ended question asked for suggested names, other than a location-based name. Stockton was the most popular response to this request, followed by a

derivative of South Jersey University or University of Southern New Jersey, then Pinelands or some derivative, and Vera King Farris was the fourth most popular name suggested. There were 18 suggestions to name the school after a celebrity or famous person. The names suggested were Danny DiVito, Frank Sinatra, Kevin Bacon, Bruce Willis, Whitney Houston, Springsteen, Marsha P. Johnson, Lauryn Hill, Shaquille O’Neal, James Gandolfini, Kyrie Irving, Jon Bon Jovi, Jay Marchese, Latifa, Pesci, and Liota. Other suggested names included civil rights advocates such as Fannie Lou Hammer and Paul Robeson. Suggested names varied from Osprey to Lake Fred, to Buzz Aldrin, to Tony Soprano. See Table 2 for the *Most Frequently 10 Suggested Names*.

**Table 2***Most Frequently Suggested Names*

<b>Name</b>	<b>Frequency</b>
Stockton	181
University of Southern NJ/South Jersey University/South Jersey State	59
Pinelands or some derivative	53
Vera King Farris	38
Jersey Shore University/Shore University/Southern Jersey Shore	20
Native American derivative – Algonquin, Lenni-Lenape, Unilachtigo	18
Galloway	15
University of NJ/NJ State University	12
Garden State University	10
University of Atlantic City/Atlantic City University	10
Osprey University	10
Betsey Stockton	10

The second open-ended question asked, “*Please include any additional comments or any other information regarding a possible name change that you would like the University to consider.*” There were over 1,000 responses to this question. Although responses were varied and included suggested names, the comments fell into four general categories. The four categories were those opposed to a name change, those in favor of a name change, those who offered a suggestion for an alternative response to a name change, and those who were indifferent or offered a response other than the categories identified above. There was some overlap in some categories. For instance, some statements were clear as to not supporting a name change but offered thoughtful alternatives. Likewise, some statements supporting a name change also recognized that changing the name would not change the culture and stressed that measures were needed to increase inclusiveness. There were comments that the cost of a name change would be better spent on strategies to increase diversity, equity, and inclusiveness. See Table 3 for *Four Categories of Additional Comments with Sample Quotes* to illustrate each.

**Table 3**

*Four Categories of Additional Comments with Sample Quotes*

<p><b>1. Quotes Opposing a Name Change</b></p>
<p>1.1-“Not to change the name at all because it is both 1. Original and 2. Everyone knows of the school for it. You can’t change the past and I think if we continue to change things that had different meanings just because of negative background aspects, that’ll send us into a decline.”</p> <p>1.2-“Don't change the name. The name was already changed to just "stockton" within the last 5 years and it already cost a small fortune to do so. If it was that concerning, it should have been done right the first time. It would also make the initial name change a complete waste of funds to do so again. There are so many better things to spend that money on.”</p> <p>1.3 “This name change is just pointless, I've been around many other students from all different backgrounds and everybody seems to have the same opinion, nobody sees the point in changing the name now, especially after so long. A good example of this is that even George Washington owned slaves, yet he is still on the \$1 bill.”</p> <p>1.4 “Changing the name of Stockton would destroy the community that US the students have created and defined as our own. Changing the name would concede our loss of identity to the identity of a single man. Stockton is not just a name, it’s a community. Changing the name would draw unwanted attention and create a cloud over the university that would define Stockton in a negative manner. Things should not be changed.”</p>
<p><b>2. Quotes in Favor of a Name Change</b></p>
<p>2.1“Look honestly the whole asking peoples opinion thing is ridiculous. It makes sense why the university was named what it was. And it makes sense why we’d want to change it now. This isn’t a matter of public debate anymore. People feel uncomfortable that such a great institution would WANT to carry on the legacy of some old dude who was actually a slave owner. You shouldn’t do this bc the public has opinions, the school should understand that as a progressive institution that we don’t really need to honor some fucking loser that 0 students actually know who they are. They’re here for the pinelands, they’re here for the beach. This is a south Jersey institution. Not a fucking Alamo generals institution. The name should serve the people who keep the lights on. It should change and it should serve the community it services. Thanks!”</p> <p>2.2“I have been at this university for 18 years and this has been discussed almost that entire time. It is time for us to move forward and make clear our commitment to diversity, equity and social justice. Changing the name would be an important step in the right direction.”</p> <p>2.3 “The location-based name would be more appropriate but will have to consider the history of the land and the history of Indigenous people. The renaming is not a chase for the perfect name that would make everyone happy, as all of the options will be in need of carefully constructed context and recognition of the complexities of history. However, renaming is needed as such aspects of history as slave ownership can not be honored.”</p> <p>2.4 “I think that the questions regarding Stockton’s marketability based upon name change is highly dependent upon the name it is changed to. For example, if it were changed to DeVito University, applications would SKYROCKET and my answer to every question would be “Very Positive”. Consider: since Danny DeVito is a highly famous and unproblematic figure (see his political activism), we could totally be known internationally</p>



for being named after THE Danny DeVito. He represents all of what Jersey is about and I would personally feel VERY excited to tell everyone at every possible chance that I go to DeVito University (named after a very cool guy (good)) rather than Stockton University (named after a slaveowner (bad)). Other candidates include Lauryn Hill, one of the greatest artists of all time) and Marsha P. Johnson (one of the most influential women of all time whose praises I have are waaay too long to put here but she would also be great because then Stockton would be known as embracing diversity and inclusion, plus, what other colleges are named after LGBTQ+ people? Wouldn't it be cool and historical if Stockton were the first?)"

### 3. Quotes Offering an Alternative to a Name Change

3.1 "I think a name change for the sake of "Richard Stockton owned slaves" is absurd. As an alumni and having studied history for most of my adult life, changing the name will be disregarding many of the great things that Richard Stockton contributed to the founding of this country and would not be benefitting anyone. While owning slaves is, and always has been abhorrent, you cannot judge a person's actions from the 18th century with 21st century values. The changing of the name would be, in a sense, not addressing the wrong doings of our beloved university's namesake. By keeping the name, and honoring him for the positives, acknowledging his wrong doings, and striving to do better than the previous generations, it will live up to the ideals that Stockton University is striving to instill in their students. Many universities, most notably Rutgers in New Jersey, also has a history of slavery within the school. We cannot erase the history of our school's namesake, but we can use the name to strive to do better. If we were to look into the lives of the majority of our founding fathers of this country and other notable political figures during the time period, they would have some sort of ties to slavery due to the culture of the times. While this is not an excuse, or condoning slavery, it is simply an explanation of that time period. Changing the name from Stockton would contribute to the school losing its notoriety that it has gained over the last 50 years. With Stockton's expansions over multiple locations over South Jersey, it would be difficult to come up with a name that recognizes the various areas that Stockton is reaching."

3.2 "I understand the concern with the past actions of who the university is named after. I appreciate the efforts to promote DEI by considering a name change however I believe that the university as a whole with its past efforts has truly shown immense improvements in DEI throughout the several areas of campus life, opportunities, and academics. I feel that by changing the name, it will erase all of these efforts and the amazing progress Stockton has made as an academic institution as it will alter Stockton's reputation to all- Stockton is known as Stockton so changing its name could truly hinder its future success and undermine all the hard work, effort, and progress that has been put in. I believe that Stockton University is so much more than the actions of who it is named after and truly showcases what good can come out of something negative. By focusing DEI efforts on changing the name, we are taking time and efforts away from more profound improvements that could be happening on campus and to some outsiders, this may come across as a reach and be interpreted as "Oh Stockton just wants to seem politically correct"- although these are not the intentions of the university, it can come across like this and hinder future interest in the school. Keeping the name can also be used as a valuable lesson towards all involved at Stockton University of past wrong doings, but to reiterate we can use this lesson as a way to continuously think of how we can promote DEI in today's society and learn from past mistakes. Again, Stockton University's name should be regarded with pride in the sense of how far the institution has come in so many aspects and really celebrate its progress and successes- it is not about the person behind the name, but the people who represent the name now and how

they have made it into something so much greater and more positive than ever imagined.”

3.4 “As much as I can understand the negative associations with Richard Stockton, context matters. Slave ownership is the darkest stain on this country, but he was not alone. Many of the "Founding Fathers" owned slaves, including 8 presidents, and that history cannot be erased. Richard Stockton's treasonous action are also highly debated and again need to be considered in context. Stockton University has built a brand which is vital to attract students and quality faculty/staff in a highly competitive industry, and the cost needed to change that brand might be better served through investments in our communities and our students, particularly in the area of social justice. I respect the desire to relinquish the honor of naming our institution after Stockton, but I believe in taking actions to use history as a means to better our future. I would rather use the name for good rather than try to erase it from history simply because he isn't "deserving".

3.4 “I feel as though changing the name of the university just erases the mistakes made in the past. No one should be a racist or treat others in a derogatory way but if we get rid of mistakes completely no one can learn from what was erased. Stockton is a diverse school with requirements teaching their students how inappropriate and immoral racism is, but the name of the school doesn't effect it, in my opinion i don't even tie the school to richard stockton, i barely knew he was a person till i looked it up on the gps on how to get here for the first time.”

#### **4. Indifferent Quotes or Other Response**

4.1 “I am both staff and an alumna (95) (I was only able to select one) Truthfully, I would hate for the name to change but I can understand the why. From a work standpoint: it would be an enormous undertaking, as was going to University. What is the financial impact of such an undertaking? Is that smart right now? what are the optics of that? My only other worry is just as it seems we are doing well, more recognition, accolades etc., is now the time to rebrand UGH...I just don't know. My last thought is whatever the name is please don't have it be something ridiculously long, un-cool, or anything referencing the Pines or "Piney".... ;) haha”

4.2 “Who. Cares. Just because someone has done one bad thing doesn't immediately make that person a bad person. Judging any historical figure based on the morals of today is outright insane. Things change. Back in the 1770s, it was normal to own a slave in the colonies regardless of where you were. Even the kingdoms of Africa and Asia had slavery. The western world was among the first to end slavery and ended it world wide through colonization and imperialism throughout the later half of the 1800s. After decolonization in the 1950s and '60s, slavery made an even bigger comeback than before. And even besides that, keeping his name will stand as a symbol that just because someone has committed a wrong does not mean they are an evil or bad person. It will show that we can see the good inside of people.”

4.3 “I think that it is not that large of an issue changing Stockton’s name, it is not read as “Richard Stockton” anymore and I don’t think people realize it is named after a person since the change to just “Stockton University”. Also it is worth mentioning that there are various locations named after bad people I do not think it will majorly affect the university as a whole; however, I am also not a minority affected by people like Richard Stockton’s actions so take that what you will.”

4.4 “if there is a name change of the school, will there be substitutions or swapping of clothing for students who invested money into school apparel?”

## Limitations

There were ample limitations to the survey and data collection. The inability to limit one response per IP address to maximize student response does lend one to question the reliability of the results. Although efforts were employed to identify multiple responses from the same IP address within 10 minutes, there is no way to determine if a single participant responded multiple times from multiple IP addresses.

Next, the race variable included a *prefer not to answer* option, which resulted in a significant number of responses which cannot be attributed to any group, leaving the likelihood of error. Additionally, with the analysis of categorical variables, it is difficult to layer the separate variable of Hispanic descent with race to detect any distinctions. In a rudimentary analysis, modest differences appeared between White and nonwhite Hispanics, but without recoding the variables completely, it is inconclusive. Some additional graphics in the appendix of this section offer a glimpse of the combination. Depictions of the aggregate data are included in Addendum A.

The use of the slider when responding to survey questions on a cell phone may not capture participant responses consistently and accurately. Since designing this survey, one author has learned from a quantitative researcher that the ability to capture responses to survey questions via the visual analog (slider scale) is inconsistent when using a cell phone (Personal communication with Dr. Zori Kalibatseva, September 2023). This may have contributed to the omission of responses to some questions when capturing others from the same participant. Using a scale of 0 to 100 rather than 1 to 5 on the slider would have provided a stronger numeric response but would not have improved the ability to capture responses.

The negatively phrased question, *to what extent does Richard Stockton's history of enslaving people and wavering loyalty to the American revolution make him undeserving of having the university named after him*, was problematic. There were many comments/complaints about that question on the open-ended responses on the survey. Participants found the question difficult to interpret and this difficulty may have affected the response to that question and explain the raw mean response of 3.13 similar to the raw mean response (2.95) to the question, *to what extent does Richard Stockton's status as one of New Jersey's signatories of the Declaration of Independence and related political service make him deserving of having the university named after him?*

As discussed in the beginning of this section, external threats to validity were created with several media releases and were addressed by the former President. It cannot

be determined if this event influenced these results by increasing or decreasing potential responses or biased responses submitted after the public statement was made. Regardless, one must consider this potential impact when reviewing the survey results.

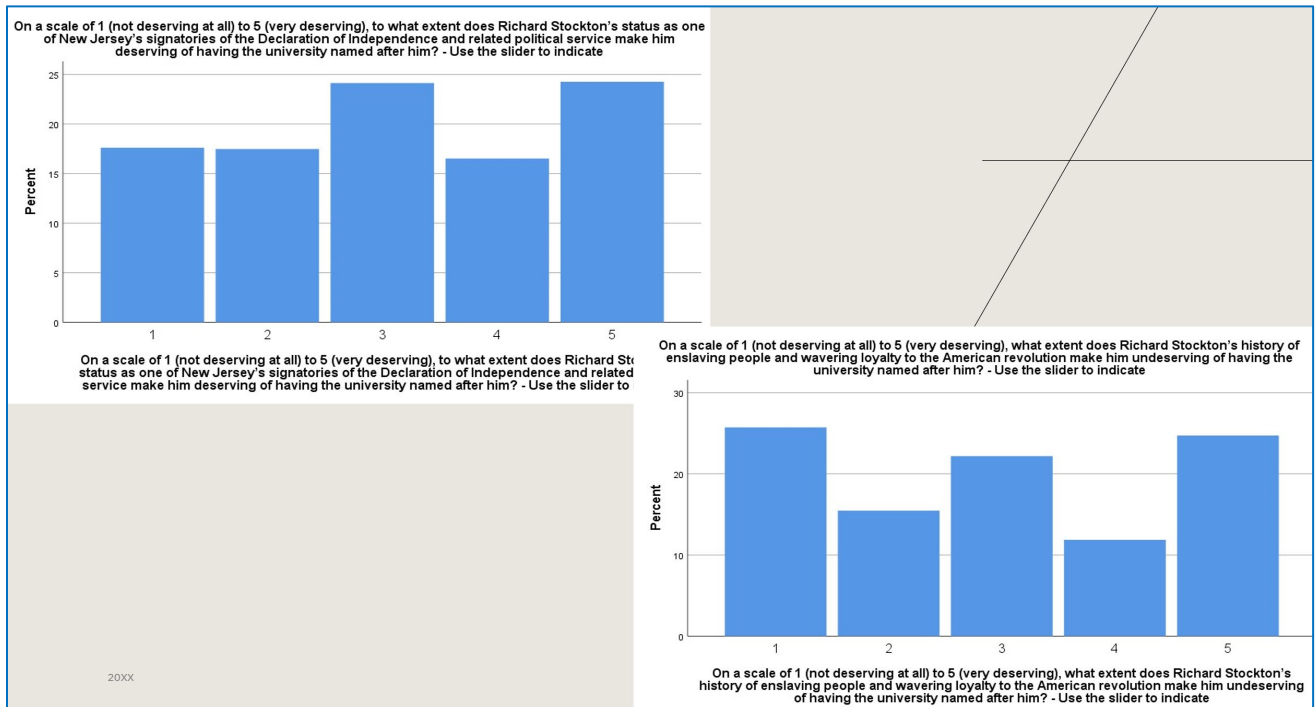
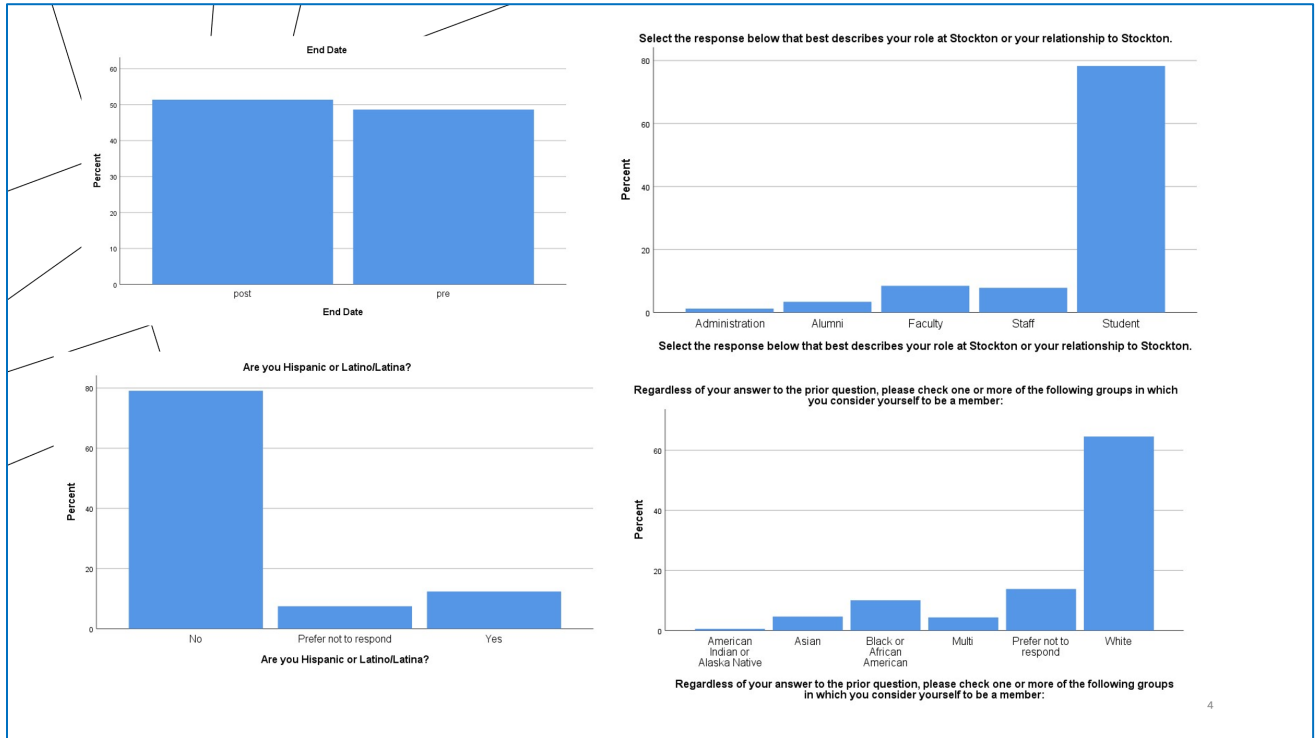
### **Conclusions**

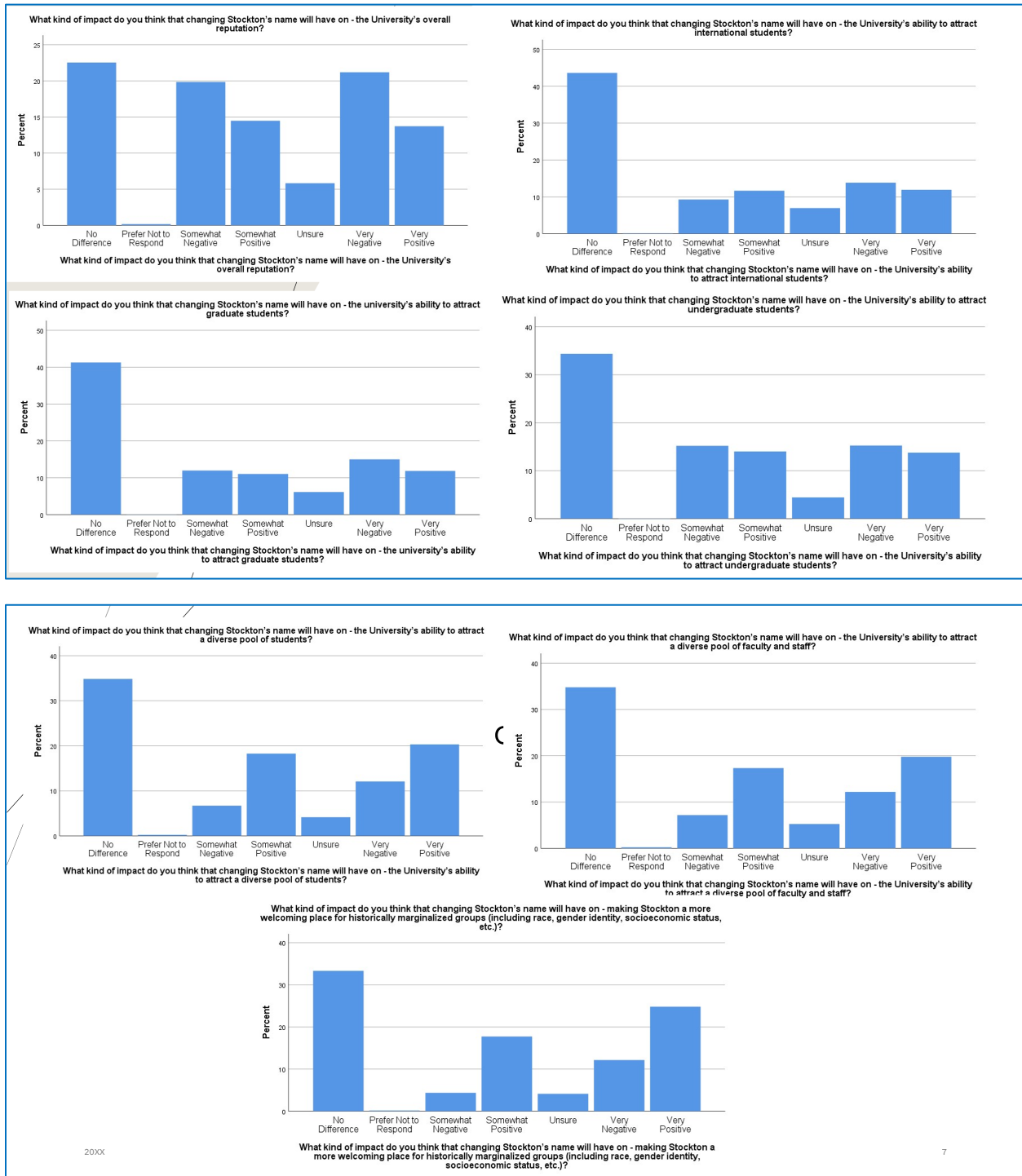
When considering the debate over a name change for Stockton University, it is clear there are many elements to consider, including uplifting the sentiments that are rarely represented in the aggregate majority, especially when the aggregate majority at Stockton has historically been centered as a predominantly White institution (PWI). The data reveals that even the aggregate responses regarding the name change demonstrate a community torn by the idea of the potential change, as depicted in the suspension bridge like pattern in Figure 1. However, when we disaggregate the data by roles and race, we see a much more distinct division in opinions. The question to Stockton will be what will we do with this knowledge, is there sufficient appetite to address the question of equity and justice, and how will we carve out the legacy of this institution for the next 50 years?

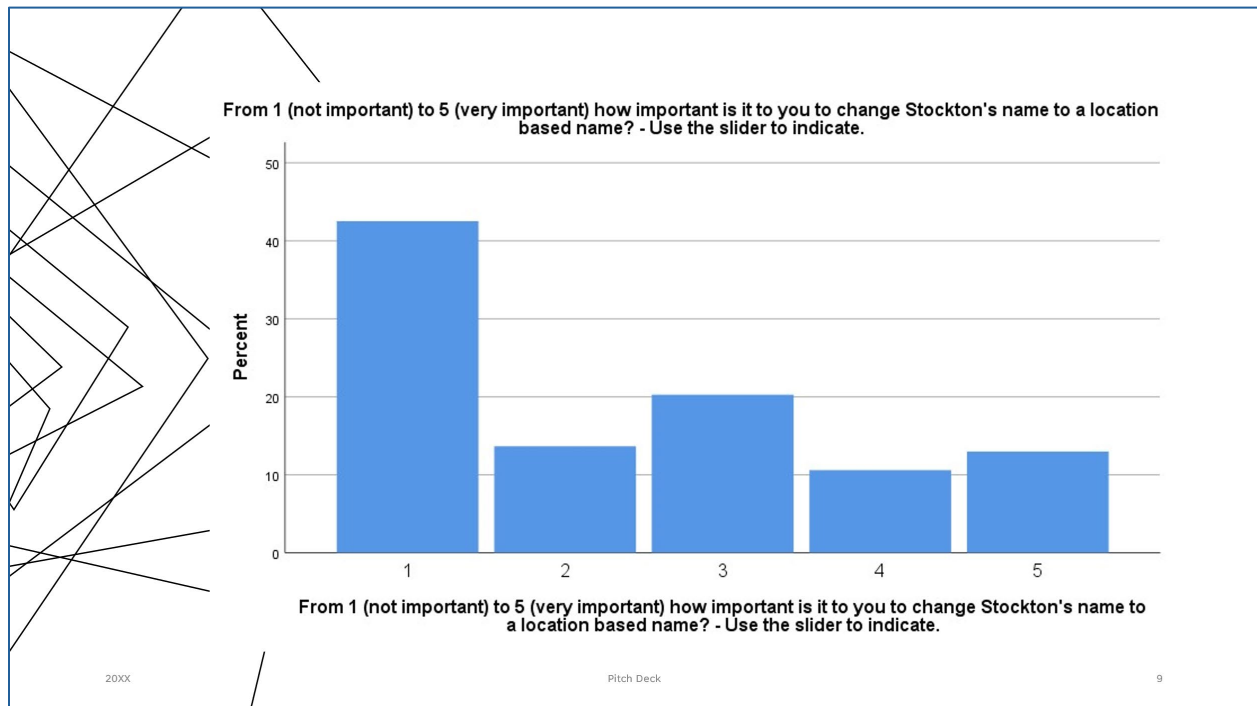
The issues and limitations with the survey and data collection have been explained. Nevertheless, overall, the survey results did provide an initial picture of faculty, staff, administrator, alumni, and student opinions regarding a potential name change. The open-ended questions provided participants the opportunity to express their thoughts, to provide suggestions for names, and to provide alternative strategies to a name change. Additional information is needed to determine Stockton's best response to a name change if a name change is considered. The Task Force would like to thank the students, faculty, staff, alumni, and administrators that took the time to respond to the survey. The feedback is appreciated, and it is hoped that participant thoughts and opinions will be considered in Stockton's response.

**Addendum A**

Additional analyses







**DIFFERENCES BY ROLE (USING CROSS TABS, CALCULATING CHI SQUARE CORRELATION COEFFICIENTS)\*\***

Select the response below that best describes your role at Stockton or your relationship to Stockton. \* On a scale of 1 (completely against it) to 5 (completely for it), what is your opinion about changing Stockton's name? - Use the slider to indicate. Crosstabulation

Count

On a scale of 1 (completely against it) to 5 (completely for it), what is your opinion about changing Stockton's name? - Use the slider to indicate.

		1	2	3	4	5	Total
Select the response below that best describes your role at Stockton or your relationship to Stockton.	Administration	0	0	0	1	0	1
	Alumni	3	3	7	4	1	18
	Faculty	19	5	5	5	6	40
	Staff	25	16	20	23	36	120
	Student	34	12	24	23	18	111
<b>Total</b>		<b>312</b>	<b>155</b>	<b>225</b>	<b>125</b>	<b>251</b>	<b>1068</b>
<b>Total</b>		<b>393</b>	<b>191</b>	<b>281</b>	<b>181</b>	<b>312</b>	<b>1358</b>

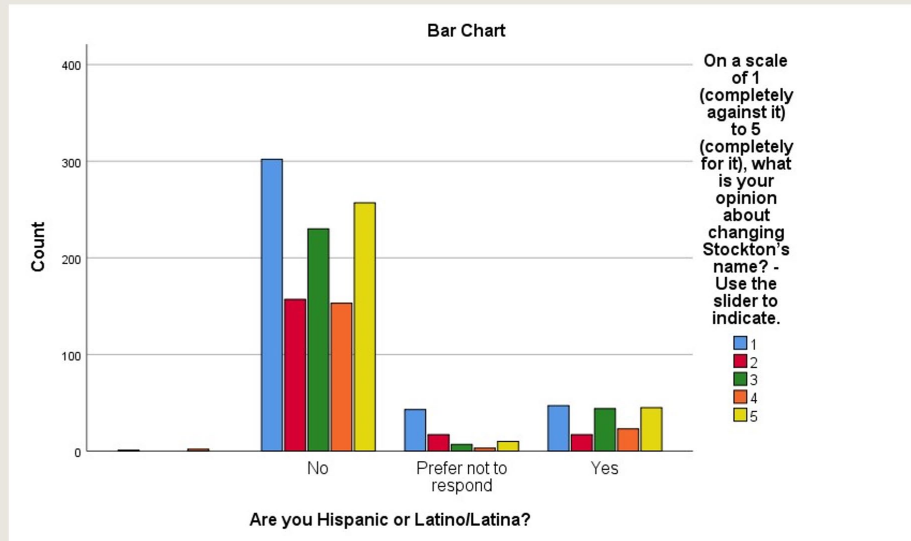
**Chi-Square Tests**

	Value	df	Asymptotic Significance (2-sided)
Pearson Chi-Square	40.711 <sup>a</sup>	20	.004
Likelihood Ratio	37.792	20	.009
N of Valid Cases	1358		

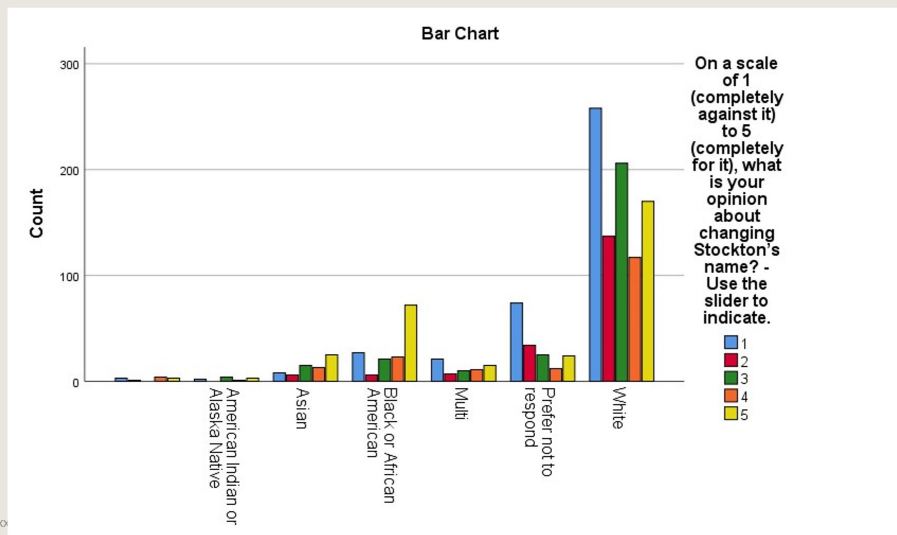
a. 9 cells (30.0%) have expected count less than 5. The minimum expected count is .13.

Would a Spearman's Rho yield a stronger correlation since these are categorical variables?

**DIFFERENCES BY RACE/ETHNICITY** (USING CROSS TABS, CALCULATING CHI SQUARE CORRELATION COEFFICIENTS)\*\*\*



**DIFFERENCES BY RACE/ETHNICITY** (USING CROSS TABS, CALCULATING CHI SQUARE CORRELATION COEFFICIENTS)\*\*\*





**On a scale of 1 (completely against it) to 5 (completely for it), what is your opinion about changing Stockton's name? \*\*\***

		<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>total</b>
American Indian or Alaska Native	Count	2 <sub>a</sub>	0 <sub>a</sub>	4 <sub>a</sub>	1 <sub>a</sub>	3 <sub>a</sub>	10
	%	20.0%	0.0%	40.0%	10.0%	30.0%	100.0%
Asian	Count	8 <sub>a</sub>	6 <sub>a, b</sub>	15 <sub>b, c</sub>	13 <sub>b, c</sub>	25 <sub>c</sub>	67
	%	11.9%	9.0%	22.4%	19.4%	37.3%	100.0%
Black or African American	Count	27 <sub>a, b</sub>	6 <sub>b</sub>	21 <sub>a, c</sub>	23 <sub>c</sub>	72 <sub>d</sub>	149
	%	18.1%	4.0%	14.1%	15.4%	48.3%	100.0%
Multi	Count	21 <sub>a</sub>	7 <sub>a</sub>	10 <sub>a</sub>	11 <sub>a</sub>	15 <sub>a</sub>	64
	%	32.8%	10.9%	15.6%	17.2%	23.4%	100.0%
Prefer not to respond	Count	74 <sub>a</sub>	34 <sub>a</sub>	25 <sub>b</sub>	12 <sub>b</sub>	24 <sub>b</sub>	169
	%	43.8%	20.1%	14.8%	7.1%	14.2%	100.0%
White	Count	258 <sub>a</sub>	137 <sub>a, b</sub>	206 <sub>b</sub>	117 <sub>a</sub>	170 <sub>c</sub>	888
	%	29.1%	15.4%	23.2%	13.2%	19.1%	100.0%
Total	Count	393	191	281	181	312	1358
	%	28.9%	14.1%	20.7%	13.3%	23.0%	100.0%

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## Appendix C

### The Financial Implications of a Name Change

#### Introduction

Financial costs or restraints are often important factors to be weighed in the decision-making process when a college or university considers a name change. In considering the financial implications of such a change there are at least four financial topics that should be considered:

1. The actual costs of a name change.
2. The present state of the University's finances.
3. Where the money to pay the costs would come from, and how they would be borne.
4. The effects of a name change on alumni and public donations.

#### 1. The Actual Costs of a Name Change

Estimates of the total cost of a name change range from \$2,500,000 (2.5 million dollars) to \$7,000,000 (7 million dollars). The minimum and maximum estimates come from looking at the cost of the last name change, inflation, and new costs as well as considering the reported total costs of other colleges and universities who completed a name change.

The University has undergone two name changes in the past. The first was from Stockton State College to the Richard Stockton College of New Jersey. There are no records of the cost of the initial change in the 1990's. The cost of changing the University's name from The Richard Stockton College of New Jersey to Stockton University in 2018 was approximately \$1,900,000 (1.9 million dollars), however the Task Force was unable to verify this information. Adjusting for inflation and additional signage for the Atlantic City Phase II residential hall, the cost today is estimated to be approximately \$2,500,000 (2.5 million dollars). This is clearly a lower limit. The estimated cost of \$2.5M does not include costs such as salaries and fringe benefits of employees managing this effort, and it does not account for the potential impact on brand recognition, donations from alumni, the public, and the State's support of Stockton University.

Several universities and colleges have reported on the cost of changing the name of the university or college.

- Dixie State University to Utah Tech University (2022) \$2,700,00
- Georgia Regents University to Augusta University (2012) \$4,000,000

## 2. The Present State of the University's Finances

The University anticipates adopting a balanced budget each fiscal year. That means the University hopes to generate enough revenue to cover operating expenses. The preliminary budget for FY2024 currently assumes a 2% tuition and fee increase, flat enrollment, State Appropriation of \$37.2M, a housing and meal plan increase of 2.0%, salary and wage increase of 6.0%, non-salary increase of 6.0% (due to inflation), and approximately \$3.0M in new budget requests. For more information on Stockton University's FY 2024 Operating and Capital Budget, see the document [here](#).

It is estimated that there will not be similar surpluses at the end of each fiscal year moving forward. If expenses were to increase by \$5.0M to cover the cost of a university name change, revenues would need to increase, or expenses would need to decrease to offset this cost and maintain a balanced budget.

In a recent (January 2024) update from the Office of Administration and Finance, the estimate due to the inflation rate in higher education, and accounting for higher ed inflation rates, the cost of a name change today could be as low as 5 million or as high as 7 million. It takes several years for an institution to change its name, so cost would most likely be spread over several years. If we consider the higher cost of \$7 million over 5 years, versus the lower cost of 5 million over 3 years, the yearly cost could range from 1.4 to 1.7 million per year.

## 3. The Potential Cost of Changing the Name of Stockton University

The cost of changing the name of Stockton University is significant and would be a financial burden to Stockton University. It is unclear where the University would acquire the amount of revenue required to undertake a name change. The current state of the Stockton University finances (as of January 2024) is that Stockton has a projected deficit of 8 million, and we will need to draw on our cash account to cover it. There are concerns for next year due to declining enrollment and retention, and a reduced state appropriation of 2.3 million. This concern is coupled by increased expenses due to the new contracts, and the recent double digit increases in insurance and utilities costs that possibly increase again this year. As such, the University is undertaking cost saving measures, and seeking new revenue generating opportunities.

There are several possible options for covering this cost:

- Use the interest earnings from Stockton Investment Fund

- Seek a donor, or group of donors, who are willing to support the name change.

The interest earnings from Stockton's Investment Fund is considered a reserve fund to fall back on in times of need. Interest gains and losses to this fund vary from year to year. This is meant to be an emergency cash reserve for Stockton University. Currently we have over \$100 million in this investment fund.

The use of Stockton's Investment Fund has many concerns. Using these funds would depend upon the current financial state of the University when the decision is made, and the amount of time the University would allocate to address the name change. It is also possible that a donor, or group of donors, can fund the name change. For example, Rowan University was Glassboro State College until it was renamed Rowan College of New Jersey in 1992 after Henry Rowan and his wife Betty gave the school \$100 million.

#### **4. The Effects of a Name Change on Alumni and Public Donations**

The effects on donations to Stockton University due to a name change are hard to determine. Looking back at the last name change from the Richard Stockton College of New Jersey to Stockton University, there seemed to be little if any effect on donations. If anything, the change from a college to a university may have increased the public's perception of Stockton University. The proposal to change the name to a location-based name may lead to decreased donations from some donors, and increased donations from others, or potentially drawing new donors. Those who object to the name change on political grounds, may protest by withdrawing their support; those who support it, may by the same token increase their giving. We do not know and cannot predict if a name change would attract donors and we do not know if a name change would deter donors.

Even though the effects on donations are hard to predict or estimate, the fact that donations are important to Stockton University's students is unquestionable. In FY2023, the Stockton University Foundation awarded more than \$1.1M scholarships to Stockton students. Additionally, the Foundation provided almost \$750K to support the University for academics and facilities expansion. The funding the University receives from donors is a vital source of support for the University. Of the 74 alumni that responded to the institution wide survey, 38 responded to the question about the effect of a name change would have on their donations. The visual analog scale was used to rank the effect of a name change on donations with 1 indicating "donations would decrease" and 5 as "donations would increase." The mean response on this question was 2.11 with a standard deviation of 1.17,

indicating that donations would likely decrease at least from these 38 alumni if Stockton’s name was changed.

Listed below are the other important considerations that cannot be quantified regardless of the decision:

- We do not know and cannot predict if or how changing our name would affect enrollment and retention.
- We do not know and cannot predict if changing the name will affect our ability to hire and retain faculty and staff of color, and how that may or may not also affect student enrollment and retention.

Possibly an anonymous poll of the public could help answer these questions. However, these questions were asked on the institution wide survey. Of 1669 responses from the raw data reported, 43.73% ( $n = 730$ ) believed that changing Stockton’s name would have a somewhat positive to very positive effect on making Stockton a more welcoming place for historically marginalized groups with 34.21% ( $n = 571$ ) believing changing the name would make no difference. A small percentage (17.35%,  $n = 290$ ) believed that changing the name would have a very negative to somewhat negative effect for marginalized groups.

*What impact do you think changing Stockton’s name will have on the university’s ability making Stockton a more welcoming place for historically marginalized groups (including, race, gender identity, socioeconomic status, etc.?)*

Very Negative		Somewhat Negative		No Difference		Somewhat Positive		Very Positive		Unsure		Prefer Not to Respond		N
%	n	%	n	%	n	%	n	%	n	%	n	%	n	
12.86	215	4.49	75	34.21	571	18.33	306	25.40	424	4.43	74	0.24	4	1669

Likewise, responses regarding the impact of a name change on attracting diverse students, faculty and staff were slightly more positive at 37% to 38%, 36% neutral, the remaining 18% to 20% negative, with 5% to 6% unsure or preferring not to respond. The following range of responses were received on these two matrix style questions asked on the University-wide survey.

*What impact do you think changing Stockton’s name will have on the University’s ability to attract a diverse pool of students?*

Very Negative		Somewhat Negative		No Difference		Somewhat Positive		Very Positive		Unsure		Prefer Not to Respond		<i>N</i>
%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	
12.79	213	6.97	116	35.86	597	18.86	314	20.9	348	4.38	73	0.24	4	1665

*What impact do you think changing Stockton’s name will have on the university’s ability to attract a diverse pool of faculty and staff?*

Very Negative		Somewhat Negative		No Difference		Somewhat Positive		Very Positive		Unsure		Prefer Not to Respond		<i>N</i>
%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	
13	217	7.55	126	35.65	595	17.80	297	20.25	338	5.51	92	0.24	4	1669

**Summary**

This report has attempted to answer the questions regarding the cost of previous name changes, the potential cost of a current or future name change, the impact of a potential name change, while still considering the Universities current financial status. Attempts to learn the itemized cost of prior name changes were not fruitful. The potential cost of another name change is estimated at 3 to 7 million and most likely taking place over three to five years was substantiated by Jennifer Potter, Stockton’s Chief Financial Officer. Stockton’s investment fund could be a financial source to cover the cost of another name change, but due to the current financial state of the University, donors might be another consideration. The Stockton community was asked what they thought about the potential impact of a name change. A small number of alumni (*n* = 38) indicated their donations would likely decrease if Stockton’s name changed. However, almost half of faculty, staff, students, and administrators (44%) believe that a name change would make Stockton a more welcoming place to marginalized groups. Of that same population, the greater percentage of responses (37-38%) also indicated that a name change would make a positive impact on increasing diversity at Stockton versus 36% indicating no impact, and 20% a negative impact.

**Appendix D**

**Other Responses Subcommittee:**

**Ideas Apart from Renaming**

<i>New Responses to Consider</i>	<i>Existing Responses to Bolster</i>	<i>Low-hanging Fruit to Start</i>
<p>A statement of recognition</p> <ul style="list-style-type: none"> <li>- <i>A formal statement denouncing slavery and its legacies, as well as recognizing the error of naming the school after an enslaver.</i></li> </ul>	<p>Scholarships for students in Africana Studies, LACS, and others. Scholarship for any descendant of those enslaved by the Stockton family/ies.</p>	<p>Name Housing 2 dorm after Stockton’s only African American founder.</p> <p>Housing 2 dorms are collectively called “Founders Hall” with 5 of the buildings named for original members of the Board of Trustees, but there were 9 original BOT members, including Frank Lindsey, a Black man, from Cumberland Co. who was the Director of SCOPE a career counseling program. (Other original 1969 BOT members not named in Founders Hall: Dr. Robert A. Brooks, Franklin H. Berry, William C. Koeneke.)</p>
<p>Establish naming policies and processes.</p> <ul style="list-style-type: none"> <li>- <i>Stockton Foundation is already working on this, from the perspective of donors. Faculty Senate should also be involved in drafting this?</i></li> </ul>	<p>Raise awareness of Richard Stockton’s history as a slave owner.</p> <ul style="list-style-type: none"> <li>- <i>Lecture series (not just about Richard, but about many different members of the Stockton family)</i></li> <li>- <i>Exhibit</i></li> </ul>	<p>Recognize those enslaved by the Stockton family (identify them as much as possible).</p> <ul style="list-style-type: none"> <li>- <i>Morven Estate has done much research on this, including creating an exhibit. Partner with them?</i></li> </ul>
<p>Develop programming to teach/integrate the</p>	<p>Enhance programming in the Multicultural Center</p>	<p>Develop naming guidelines for university buildings,</p>

<p>institution’s recognition of this history and position.</p> <ul style="list-style-type: none"> <li>- <i>Required orientation session for all students that teaches university history.</i></li> </ul>		<p>spaces, roads, etc., to reflect both honorifics (those proposed) and donation-based considerations.</p>
<p>Establish an academic center for the study of South Jersey/NJ race relations.</p> <ul style="list-style-type: none"> <li>- <i>Work with/within AC population for meaningful change.</i></li> </ul>	<p>Provide more support for cultural-based student groups and clubs.</p>	
	<p>Hiring and retention of more employees of color</p>	



## Appendix E

### Unpublished Press Release for Launching University-Wide Forums

FOR IMMEDIATE RELEASE

Stockton University Faculty Senate Task Force on  
Stockton: The Next 50 Years and Beyond  
Launches University-Wide Forums in January 2024

GALLOWAY, N.J., November 29--The Stockton University Faculty Senate Task Force on Stockton: The Next 50 Years and Beyond will run university-wide forums on considerations for a potential University name change during January and February of 2024.

Task Force members will meet face-to-face or via Zoom with members of different constituent groups to share the findings of the spring 2023 University-wide survey and to seek additional feedback on the feasibility of the institution's name change. Stockton University's constituent groups include but are not limited to students, faculty, research and administrative staff, administrators, donors, alumni, and community partners.

"The Task Force sincerely invites all the constituent groups of Stockton University to actively participate in the upcoming forums," Task Force Co-Chair Dr. Mary L. Padden-Denmead said. "Your feedback will contribute to a successful representative deliberative process that will provide the conditions for the Task Force to make a well-balanced recommendation to the Faculty Senate."

On April 16, 2021, Stockton University's Faculty Senate drafted the charge for the Task Force with the opening paragraph stating: "Stockton University has been at the forefront of life-long learning, adaptability, and social justice in an interdependent world. Following Faculty Assembly resolution in June 2020, Stockton Board of Trustees (BOT) passed a resolution titled, 'Commitment to Diversity, Equity, Inclusion, and Social Justice at Stockton,' requesting the University President to 'consider establishing a committee to determine whether a location-based name of the University, consistent with our founders' original intentions should be pursued.'"

On November 12, 2021, the Faculty Senate announced the establishment of the Task Force, whose mission was "to conduct self-study and lead a faculty discussion and exploration of the institution's name change as a strategic institutional endeavor envisioning the next fifty years and beyond." This task force was charged with "facilitating discussions among as many constituent groups as possible and informing itself through research."

Now the Task Force needs the support of all the constituent groups for completing its mission.

"The discussions of Stockton University's potential name change have far-reaching significance," (Add full name and title of either Faculty Senate Chair or the University President after getting their permission.) said. "I hope the Task Force and the constituent groups will work closely together to make sure that all the representatives get their voices heard."

If any constituent group would like to meet face-to-face or on Zoom with a representative from the Task Force, please email Dr. Jongbok Yi, the Forums Subcommittee Chair of the Task Force, at [50yearsandbeyond@stockton.edu](mailto:50yearsandbeyond@stockton.edu) with a list of two or more available dates, times, and locations by January 19, 2024. For more information about the Task Force,

please contact the Task Force Co-Chairs Kemeika Murphy, Mary Padden-Denmead, and Robert Gregg at [50yearsandbeyond@stockton.edu](mailto:50yearsandbeyond@stockton.edu).

The Task Force has created an Open Forum to facilitate the University-wide exchange of ideas. Anyone who wants to make a post on the Open Forum can email the message to [stknext50years@googlegroups.com](mailto:stknext50years@googlegroups.com). Anyone who wants to view posts on the Open Forum can click or copy+paste the following link: <https://groups.google.com/g/stknext50years>.

Media Contact:

Jongbok Yi, Task Force Forums Subcommittee Chair  
[50yearsandbeyond@stockton.edu](mailto:50yearsandbeyond@stockton.edu)

Suya Yin, Task Force Member  
[Suya.Yin@stockton.edu](mailto:Suya.Yin@stockton.edu)

### Access to Open Forum for Continued Discussion

For continued discussion on renaming and denaming, Stockton University's faculty, staff, and students can share their thoughts and comments through an Open Forum, a Google Group that's configured to allow anyone at Stockton University to post comments to the group via email.

How to join the conversation through the [Open Forum](#):

Faculty & Staff:

1. Go to [Open Forum](#).
2. Click **New Conversation**.
3. Select from the dropdown menu [stknnext50years@googlegroups.com](mailto:stknnext50years@googlegroups.com) as the sender of the message.
4. Create the subject line, compose your message, and send.

Students:

1. Log in your personal Gmail account. (Your Stockton go portal account won't work for this forum.)
2. Click **Compose**.
3. Use [stknnext50years@googlegroups.com](mailto:stknnext50years@googlegroups.com) as the sender of the message.
4. Create the subject line, compose your message, and send.
5. To view other peoples' comments/posts, go to [Open Forum](#).

**Stockton: The Next 50 Years & Beyond Task Force Members  
2021-2024**

**AY 2023-24 Members**

AY 2023-24 Members (Spring)		AY 2023-24 Members (Fall)	
1. Robert Gregg (co-chair)	Dean, School of General Studies & Graduate Education & Tenured Professor of History	1. Robert Gregg (co-chair)	Dean, School of General Studies & Graduate Education & Tenured Professor of History
2. Kameika Murphy (co-chair)	Associate Professor of Atlantic History	2. Kameika Murphy (co-chair)	Associate Professor of Atlantic History
3. Mary Padden- Denmead (co-chair)	Associate Professor of Nursing	3. Mary Padden- Denmead (co-chair)	Associate Professor of Nursing
4. Mariah Duffey	Assistant Director, Office of Continuing Studies and Adult Education	4. Mariah Duffey	Assistant Director, Office of Continuing Studies and Adult Education
5. Christian Ehiobuche	Assistant Professor of Business Administration,	5. Christian Ehiobuche	Assistant Professor of Business Administration
6. Diane L. Garrison	Executive Director of Budget, Financial Planning & Campus Services	6. Sarah Gray	Assistant Professor of Chemistry
7. Sarah Gray	Assistant Professor of Chemistry	7. Robin Hernandez- Mekonnen	Associate Professor of Social Work
8. Robin Hernandez- Mekonnen	Associate Professor of Social Work	8. Manish Madan	Associate Professor of Criminal Justice
9. Manish Madan	Associate Professor of Criminal Justice	9. Russ Manson	Professor of Physics
10. Amit Mukherjee	Professor of Business Administration, Marketing	10. Lindsay Minotti	COMM Studies Major

11. Sharon Musher	Associate Professor of History	11. Amit Mukherjee	Professor of Business Administration, Marketing
12. Naz Onel	Associate Professor of Business Administration, Marketing	12. Steve Nagiewicz	Adjunct Faculty
13. Heather Perez	Special Collections Librarian 2/Assistant Professor in the Library	13. Naz Onel	Associate Professor of Business Administration, Marketing
14. Mariana Smith	Associate Professor of Art (Printmaking)	14. Heather Perez	Special Collections Librarian 2/Assistant Professor in the Library
15. Joseph J. Trout	Professor of Physics	15. Alexander Roman	COMM Studies Major
16. Dan Tulino	Assistant Professor of Education	16. Andrey Rusnak	COMM Studies Major
17. Duo (Helen) Wei	Associate Professor of Computer Science	17. Francisco Javier Sánchez	Professor of Spanish
18. Kerrin Wolf	Associate Professor of Business Administration, Public Law	18. Mariana Smith	Associate Professor of Art (Printmaking)
19. Jongbok Yi	Associate Professor of Asian Philosophy	19. Shanyce Smith	COMM Studies Major
20. Suya Yin	Associate Professor of COMM Studies	20. Joseph J. Trout	Professor of Physics
		21. Dan Tulino	Assistant Professor of Education
		22. Duo (Helen) Wei	Associate Professor of Computer Science
		23. Kerrin Wolf	Associate Professor of Business Administration, Public Law

		24. Jongbok Yi	Associate Professor of Asian Philosophy
		25. Suya Yin	Associate Professor of Communication Studies

**AY 2021-23 Members**

AY 2022-23 Members (Spring & Fall)		AY 2021-22 Members (Fall)	
1. Robert Gregg (co-chair)	Dean, School of General Studies & Graduate Education & Tenured Professor of History	1. Brianna Bracey	Criminal Justice Major
2. Kameika Murphy (co-chair)	Associate Professor of Atlantic History	2. Chrissy Easton	Case Management Specialist
3. Mary Padden- Denmead (co- chair)	Associate Professor of Nursing	3. Vineyard Ekwe	Criminal Justice Major
4. Brianna Bracey	Criminal Justice Major	4. Mariah Duffey	Assistant Director, Office of Continuing Studies and Adult Education
5. Mariah Duffey	Assistant Director, Office of Continuing Studies and Adult Education	5. Christian Ehiobuche	Assistant Professor of Business Administration, Management Healthcare Administration
6. Christian Ehiobuche	Assistant Professor of Business Administration, Management Healthcare Administration	6. Diane L. Garrison	Executive Director of Budget, Financial Planning & Campus Services
7. Sarah Gray	Assistant Professor of Chemistry	7. Sarah Gray	Assistant Professor of Chemistry
8. Regina Green	Assistant Professor of Nursing	8. Regina Green	Assistant Professor of Nursing
9. Robin Hernandez- Mekonnen	Associate Professor of Social Work	9. Robert Gregg	Dean, School of General Studies & Graduate Education & Tenured Professor of History

10. Manish Madan	Associate Professor of Criminal Justice	10. Flora GriffinHall	Student Success Coach
11. Sharon Musher	Associate Professor of History	11. Robin Hernandez-Mekonnen	Associate Professor of Social Work
12. Steve Nagiewicz	Adjunct Faculty	12. Naveen Jain	Assistant Professor of Business Administration
13. Kory Olson	Professor of French	13. Manish Madan	Associate Professor of Criminal Justice
14. Naz Onel	Associate Professor of Business Administration, Marketing	14. Sharon Musher	Associate Professor of History
15. Heather Perez	Special Collections Librarian 2/Assistant Professor in the Library	15. Steve Nagiewicz	Adjunct Faculty
16. Mariana Smith	Associate Professor of Art (Printmaking)	16. Naz Onel	Associate Professor of Business Administration, Marketing
17. Thierry Saintine	Associate Professor of Mathematics & First Year Studies	17. Kory Olson	Professor of French
18. Francisco Javier Sánchez	Professor of Spanish	18. Mary Padden-Denmead	Associate Professor of Nursing
19. Joseph J. Trout	Professor of Physics	19. Heather Perez	Special Collections Librarian 2/Assistant Professor in the Library
20. Dan Tulino	Assistant Professor of Education	20. Floral Ruli	Student Success Coach, Education Opportunity Fund—Atlantic City



21. Duo (Helen) Wei	Associate Professor of Computer Science	21. Francisco Javier Sánchez	Professor of Spanish
22. Kerrin Wolf	Associate Professor of Business Administration, Public Law	22. Thierry Saintine	Associate Professor of Mathematics & First Year Studies
23. Jongbok Yi	Associate Professor of Asian Philosophy	23. Mariana Smith	Associate Professor of Art (Printmaking)
24. Suyu Yin	Associate Professor of COMM Studies	24. Carmine Tagliatella	Adjunct Faculty
		25. Joseph J. Trout	Professor of Physics
		26. Lisa Warnock	Coordinator of Event Services
		27. Duo (Helen) Wei	Associate Professor of Computer Science
		28. Kerrin Wolf	Associate Professor of Business Administration, Public Law
		29. Jongbok Yi	Associate Professor of Asian Philosophy
		30. Suyu Yin	Associate Professor of Communication Studies