



The college campus on Clinton Avenue in Trenton (1855-1931)

THE COLLEGE OF NEW JERSEY ADVISORY COMMISSION ON SOCIAL JUSTICE



PRESENTED TO
R. BARBARA GITENSTEIN, PRESIDENT
JUNE 30, 2017

INTRODUCTION

On February 13, 2017, President R. Barbara Gitenstein announced the formation of the Advisory Commission on Social Justice (the Commission) and charged it with examining race and educational attainment. The precipitating issue was the challenge of having the name of an individual with verifiable ties to racial segregation in the city of Trenton, Dr. Paul D. Loser Sr., on The College New Jersey's (TCNJ) Admissions and Nursing, Health, and Exercise Science building, but President Gitenstein believed the controversy was an opportunity to explore the larger question of whether TCNJ lived up to its vision as a welcoming and inclusive community. President Gitenstein established the Commission to investigate TCNJ's progress toward meeting its values and principles, and identified the cities of Trenton and Ewing as priorities for TCNJ efforts outside the campus. As President Gitenstein stated in her announcement, "This work will result in a report which will provide advisory recommendations to the president regarding programs, actions, and initiatives that seek to remediate instances of inequality and prejudice, including ways in which the institution can have a positive impact on race relations and social justice in the present and in the future."

The Commission represented the full complement of TCNJ stakeholders, as well as members of the Trenton and Ewing community. The members of the Commission included:

Mr. John P. Donohue, co-chair, Vice President for College Advancement, TCNJ
Dr. Christopher T. Fisher, co-chair, Associate Professor, Department of History, TCNJ
Mr. James "Butter" Allen, Trenton State College (TSC) alumnus and Trenton resident
Ms. Sarah Bennett, TCNJ student
Mr. Walter Chambers, former trustee, TSC/TCNJ
Dr. Tabitha Dell'Angelo, Associate Professor, Department of Urban Education, TCNJ
Ms. Lynette Harris, Assistant Director, Career Center, TCNJ
Mrs. Adrienne Hayling, Trenton resident
Ms. Victoria Guerra, TCNJ student
Ms. Cassandra Kriegel, TCNJ student
Ms. Jeannine LaRue, Trenton resident
Dr. Robert McGreevey, Associate Professor, Department of History, TCNJ
Mr. Kevin Moncayo, TCNJ student
Dr. Michael Nordquist, Executive Director, Center for Community Engaged Learning and Research, TCNJ
Mr. Joseph O'Brien, Director, Information Technology, TCNJ
Ms. Kim Pearson, Associate Professor, Department of Journalism and Professional Writing, TCNJ
Mrs. Kerri Thompson-Tillett, Associate Vice President and Chief Diversity Officer, TCNJ
Ms. Nelida Valentin, Trenton resident

At the outset, the Commission resolved that President Gitenstein's charge (see Appendix A) spoke most immediately to questions of equity, inclusion, and access at TCNJ, but carried an additional expectation to address such existential issues as place, history, and identity. At the Commission's first formal meeting on February 22, 2017, the members agreed to link the dialogue about race and educational attainment to an open, frank, and honest discussion of TCNJ's past, most notably its connection with the city of Trenton and the place racial minorities occupy on campus.

While the controversy involving the name of TCNJ’s Admissions and Nursing, Health, and Exercise Science building was a priority, the Commission determined it was a manifestation of larger issues, and that enduring and sustainable change would result from addressing race and educational attainment in a holistic, systemic manner, rather than piecemeal. Likewise, the Commission was keen to respect the parameters of President Gitenstein’s charge, which framed the final recommendations within the resources, capability, and mission of TCNJ.

From these considerations, the Commission opened dialogue with TCNJ’s different stakeholders. Over the span of three months, the Commission held eight fora with faculty, community members, staff, students, alumni, Sodexo employees, and the campus at large, to get testimony and input on the questions of race, inclusion, history, identity, and possible remedies. The fora produced passionate, thoughtful, honest, and productive feedback, much of which extended beyond the scope of the Commission’s charge. Nevertheless, the Commission endeavored to incorporate as much of the feedback it could, and as many of the suggestions from fora participants as was possible, within the framework of TCNJ resources, capabilities, and mission.

MEETINGS OF THE COMMISSION

February 22, 2017	May 1, 2017
March 29, 2017	June 14, 2017
April 29, 2017	June 28, 2017

MEETINGS WITH TCNJ STAKEHOLDERS

Forum	Date/Location
TCNJ Faculty Forum	March 8, 2017 (TCNJ Science Complex)
TCNJ Staff Forum	March 17, 2017 (TCNJ Library auditorium)
Trenton/Ewing Community Forum	March 25, 2017 (Trenton YMCA)
TCNJ Student Forum	April 13, 2017 (TCNJ Library auditorium)
TCNJ/TSC Alumni Forum	April 18, 2017 (Trenton Hall, formerly Paul Loser Hall)
TCNJ/TSC Alumni Forum	April 29, 2017 (Education Building)
TCNJ Campuswide Special Forum	May 9, 2017 (Brower Student Center)
TCNJ Sodexo Employees Forum	May 12, 2017 (Library conference room)

ABOUT THE RECOMMENDATIONS

The Commission organized the recommendations by the three core constituencies at the college: 1) Trenton/Ewing students and residents; 2) TCNJ students; and 3) TCNJ community (faculty, staff, administrators, and alumni). For each constituency, the Commission offers recommendations, paired with suggested projects for their implementation. The suggested projects scaffold from immediate projects that TCNJ can put into action within a year; to intermediate projects that may require up to three years; to long-range projects that are resource intensive, administratively complex, or require new relationships with Trenton and Ewing. The Commission envisions a five-year time frame for long-range projects, but that estimate is conservative. Ultimately, which of the suggested projects are pursued will be determined by an implementation committee.

PROSPECTIVE TRENTON/EWING STUDENTS

RECOMMENDATION 1:

Increase the number of students from Trenton and Ewing public schools who are deemed college ready to successfully apply to and graduate from The College of New Jersey.

Immediate Projects (Within a Year)

- Develop support and student success programs designed for Trenton/Ewing students.
- Institute purposeful dialogue with Trenton K-12 leadership and influencers to identify barriers and opportunities to increase educational attainment levels and the pipeline of students who are college ready.
- Actively seek resources to provide scholarships and other forms of financial support for Trenton and Ewing students, including the dedication of existing institutional funds for Trenton and Ewing students as well as soliciting donors/funders for scholarships dedicated to Trenton and Ewing students.
- Align and build on existing priorities of Trenton's master plan, Trenton 250.

Intermediate Projects (3 Years)

- Develop a detailed multi-year strategy to increase TCNJ's presence in Trenton and Ewing schools.
- Provide opportunities throughout the year for students from Trenton and the surrounding communities to experience the TCNJ campus.
- Ascertain the degree of participation by current and aspiring Trenton and Ewing educators in existing professional development programs housed at TCNJ.

Long-Range Projects (5 Years)

- Establish an admissions pilot program for admitting a cohort of students from Trenton utilizing non-cognitive variables for determining admittance.
- Explore ways of expanding opportunities for adult learners, in both formal and informal settings.

TCNJ STUDENTS

RECOMMENDATION 2:

Increase the awareness of, and engagement with, cities of Trenton and Ewing among TCNJ undergraduates for a deeper sense of community, history, and institutional identity.

Immediate Projects

- Establish a gallery of TCNJ history in Trenton Hall lobby.
- Encourage Student Affairs to work with the Trenton community to create walking and riding tours of Trenton for new students.
- Support and build on work that is already being done to welcome local students into the TCNJ community.

Intermediate Projects

- Incorporate the history of Trenton and Ewing into the TCNJ curriculum and the undergraduate experience.
- Create courses and academic initiatives within the curriculum designed to integrate Trenton and Ewing into the college's larger academic enterprise.

Long-Range Projects

- Expand internship opportunities and support for TCNJ student internships within Trenton and Ewing.
- Restructure the Community Engaged Learning (CEL) requirement in the Liberal Learning program to foster more variety, depth, and flexibility for TCNJ students.

Since CEL combines academic and student life, the Commission recognizes that the Steering Governance and Center for Community Engaged Learning and Research (CELR) would be the appropriate bodies for carrying out the proposed modifications. This action item is intended to aid the steering in that process.

COLLEGE COMMUNITY

RECOMMENDATION 3:

Promote a community, curriculum, and culture that is more inclusive among faculty, administrators, and staff.

Immediate Projects

- Complete an inventory and comprehensive review of programs, projects, and initiatives, between TCNJ and the Trenton and Ewing community.
- Engage in dialogue with TCNJ staff regarding educational attainment opportunities. Engage in dialogue with facilities staff, Campus Police, and Sodexo employees about professional development.

Intermediate Projects

- Establish a Trenton/Ewing Fellow in Residence program at TCNJ.

Long-Range Projects

- Incorporate the history of TCNJ and its relationship to Trenton into TCNJ's faculty and staff orientation.
- Establish an archive for the collection of TCNJ history, and Trenton and Ewing resources pertinent to TCNJ's past.

RECOMMENDATION 4:

Identify an office or individual to oversee the implementation of all accepted recommendations.

CAMPUS COMMUNITY

RECOMMENDATION 5:

Rename Paul D. Loser Hall (action taken on May 24, 2017)

- In light of what TCNJ has learned about Dr. Paul D. Loser Sr.'s stand on segregation and the impact that his decisions have had on the disparities in Trenton, the Commission recommends that TCNJ remove Dr. Loser's name from the Admissions building.
- TCNJ should develop a formal process for naming and renaming institutional landmarks, buildings, and spaces to prevent future conflicts.
- A new name for the Admissions building should help to reestablish ties with the Trenton community and pays tribute to the rich history and relationship TCNJ and TSC has had with the communities of Trenton and Ewing.

PROSPECTIVE TRENTON/EWING STUDENTS AND COLLEGE PREPAREDNESS

RECOMMENDATION 1:

Increase the number of students from Trenton and Ewing public schools who are deemed college ready and successfully apply to and graduate from The College of New Jersey.

In June 2016, Trenton's largest public high school, Trenton Central, graduated 316 students (data was unavailable for Trenton West, Daylight/Twilight, charters, and private schools). Of those who graduated, 50 applied to TCNJ, seven were accepted, and four enrolled. Looking back at available data from 2009 to the present, the review revealed that of the 249 students from Trenton Central High School that applied to TCNJ, 38 were accepted, and 27 enrolled. On average, 3.4 Trenton Central graduates enrolled each year during this time period. The six-year graduation total for the cohorts entering between 2009 and 2012 is 11 graduates.

During the same time period, 260 Ewing High School graduates applied to TCNJ with 118 being accepted and 63 enrolling for an average of 7.9 enrollees each year. The six-year graduation total for the cohorts entering between 2009 and 2012 is 24 graduates. It is important to note that Trenton Central has on average more than twice as many seniors as Ewing in any given year. Students from Ewing High School and those from private and charter schools in Trenton and Ewing fared slightly better than Trenton public high school students. These statistics strongly suggest that there are breakdowns at each stage of the student's journey.

At the community forum held on March 25, 2017, educators, clergy, parents, and education advocates reported that a major impediment to educational attainment is language arts comprehension at the elementary and middle school levels, which remains well below the state average. Just 26 percent of Trenton third graders scored proficient on the NJ ASK test in the 2010–11 school year, compared to the state average of 56 percent. Scores among middle school students were even worse, with just 20 percent of seventh graders scoring proficient in language arts. They also noted that the number of guidance counselors has been reduced and much of their time is being directed to addressing disciplinary matters rather than helping students prepare for and apply to college. Finally, and perhaps most importantly, the community leaders expressed their strongly held belief that Trenton cannot be treated as a charity, and for any institution to simply prescribe remedies absent substantial input from the community and school leadership, would be an egregious error.

Through the meetings with TCNJ admissions staff, the Commission learned that a significant number of students from Trenton public schools begin the application process but fail to complete it. They struggle to navigate both the college application and the Free Application for Federal Financial Aid (FAFSA).

Trenton residents who currently attend or have attended TCNJ said they do not feel comfortable at TCNJ. In their view, faculty view them as underprepared and other students view them as likely being special admits. One student noted that while TCNJ is the closest college to Trenton residents by proximity, many saw it as the furthest away psychologically when it came to applying. They reported that they did not feel a sense of belonging at TCNJ, and that the support systems that could help them have the same experience as other students—most notably majority students—were either insufficient or lacking altogether.

The insights the Commission gained from the various fora indicate that students from the Trenton public school system in particular are at significant risk of having their academic progress halted at every stage of their academic journey. While targeted efforts such as early intervention with students in elementary and middle school were often cited as having the greatest potential for achieving positive results, those alone were deemed unlikely to produce sustainable gains in the number of students who make it to and through college from Trenton and Ewing public schools.

Among the most commonly cited pipeline impediments facing students during their academic journey were:

- Trenton public school students, in general, are not prepared for the rigor of the academic curriculum at institutions such as The College of New Jersey;
- Trenton public school students believe a college degree is out of their reach;
- College is viewed as unaffordable;
- Students do not know how to apply for college and often fail to complete the application process;
- Guidance counselors spend more time addressing disciplinary matters than guiding students to the best postsecondary education options for them; and
- For students from Trenton and other urban communities who do attend TCNJ, the support systems needed to help them feel welcome and succeed are perceived as either inadequate or nonexistent.

As disturbing as the findings are, everyone is resolute in their commitment to fostering change. TCNJ is viewed as a powerful partner for addressing the challenges that exist toward creating a sustainable system and pipeline for student success in postsecondary education.

The Commission also reviewed recent research projects including Trenton 250 and the Mercer County Partnership for Educational Attainment. Coordination of efforts with these bodies should be pursued to the degree possible to leverage the work of one another and to avoid duplication of efforts.

Intermediate Projects

TCNJ should move quickly on two fronts related to the pipeline issues that were revealed through the work of the Commission. First and foremost, TCNJ has an obligation to provide Trenton and Ewing students currently enrolled at the college with an educational experience that is consistent with what it aspires to provide all its students. Secondly, the college should assemble an outreach team to initiate meaningful and sustained discussions with Trenton school leadership to identify the most impactful ways to partner with them to improve college readiness and position TCNJ as the college of choice for those aspiring to secure a four-year degree.

Action Item 1

Develop support and student success programs designed for Trenton/Ewing students.

Trenton and Ewing students attending TCNJ, as well as those who have graduated, reported feeling alone as though they were outsiders during their time on campus. They perceived that they were viewed differently by faculty, staff, and students, and felt as though they did not belong. That feeling of loneliness and lack of acceptance negatively impacted their overall college experience including, for some, a decision to discontinue their pursuit of a college degree. The Commission recommends establishing a task force composed of key academic and student affairs leaders as well as current and past Trenton TCNJ students to further explore, recommend, and enact programming specifically directed at promoting inclusion in the success of current and future students coming from Trenton schools. As a way to aid the task force in its efforts to support existing programs, the Commission offers the following examples:

- The formation of a support outlet and network (i.e., an affinity group) for Trenton and Ewing students and students from other distressed and underperforming school districts to share their undergraduate experience and collaborate on healthy responses to challenges.
- Seek current students and recent alumni from Trenton and Ewing to identify the needs (academic, social, mental, financial) of students from those cities.
- Provide resources and compensation for faculty and staff to closely monitor and mentor Trenton/Ewing students.

Action Item 2

Institute purposeful dialogue with Trenton K-12 leadership and influencers to identify barriers and opportunities to increase educational attainment levels and the pipeline of students who are college ready.

Gene Bouie, president of the Trenton Public Schools Board of Education, was an active participant in the community forum held on March 25, 2017 and encouraged the college to engage in discussions with district leadership to identify opportunities for the college to assist in improving the performance of Trenton school children. Since that date, the district selected Dr. Frederick McDowell to serve as the superintendent of schools effective July 1, 2017. The Commission suggests that TCNJ assemble a team comprising academic leadership, admissions staff, and others deemed appropriate to meet with Dr. McDowell and his staff to initiate ongoing dialogue leading to an actionable plan to work in and with K-12 educators in the Trenton public schools. A one-day professional development seminar funded by TCNJ for guidance counselors (10 in total) held on campus might be an immediate step. The agenda could be driven by the interests of the superintendent, as well as presentations on how the college can work with the counselors to interest more Trenton graduates in applying.

Action Item 3

Increase scholarships and other forms of financial aid designated to the recruitment and retention of Trenton and Ewing students by dedicating a portion of existing institutional funds and securing additional private funding from donors.

One of the obstacles to a TCNJ education for Trenton and Ewing students is the ever-rising cost of higher education. In order to have more Trenton and Ewing students attend TCNJ, funding dedicated for these students will be necessary. Efforts should be taken to ensure that all Trenton and Ewing students enrolled at TCNJ have the resources they need to complete their degree on time. In the short term, a portion of the institutional aid made available annually by the college should be earmarked for students from Trenton and Ewing, and additional Educational Opportunity Fund (EOF) funding from private sources could be pursued. Additionally, select scholarships should be awarded in the name of prominent historical figures from Trenton and Ewing as a way to incentivize awardees to remain steadfast in their commitment to earning a degree.

Action Item 4

Align and build on existing priorities of Trenton's master plan, Trenton 250.

The Trenton 250 strategic plan identifies three priorities with respect to education: strengthen and diversify its K-12 offerings, expand workforce development opportunities for adult learners, and provide more opportunities for lifelong learning. In the fora, various stakeholders urged TCNJ to find ways to improve educational attainment for Trenton and Ewing residents. Faculty and admissions staff voiced concerns about ways of helping more local students become college ready, including support for the college planning process.

These recommendations consider ways that TCNJ might best leverage its institutional strength in response to these concerns. Where possible, the Commission has identified current TCNJ programs that might be adapted or expanded to admit greater participation by Trenton and Ewing faculty, staff, and students.

Intermediate Projects

Increasing the pipeline of potential Trenton and Ewing applicants to the college is of great importance. Throughout the work of the Commission, it was evident that many middle and high school students from these communities are not familiar with the college, its offerings, or its commitment to student success. Occasional engagement with school system leadership and students is not sufficient. Purposeful planning, strategic partnerships, and continuity of effort are required in order to ensure that the outcomes meet the goal of increasing the number of students from the target areas who come to and graduate from TCNJ. Exposure to the campus and college life can be powerful motivators to a student.

Action Item 1

Develop a detailed multi-year strategy to increase TCNJ's presence in Trenton schools.

Since 2009, and likely before, the application, acceptance, and enrollment rate of students from the Trenton area has been extremely low. While the TCNJ Office of Admissions has conducted outreach and worked to recruit students from Trenton, the Commission recommends that a formal, detailed, written multi-year plan be developed, and that specific enrollment goals be established. The multi-year plan should coordinate with other efforts on campus among faculty, staff, and student organizations, and it should be done in consultation with the Trenton and Ewing communities. The development of the plan should include input and buy-in from Trenton public school leadership (elementary, middle, and high school). Elements of the plan should include active recruitment, including Trenton Days on campus when the college provides transportation to the campus for students and their families and targeted programming including application and financial aid counseling. Trenton and Ewing students should be actively recruited to serve as ambassadors and convey to prospective students that not only is TCNJ within reach, it is a campus that is eager to have them.

Action Item 2

Provide opportunities throughout the year for students from Trenton and Ewing to experience the TCNJ campus.

Fora participants noted on numerous occasions that Trenton middle and high school students did not view TCNJ as a college that was attainable for them. Most have never visited the college nor do they have a clear understanding of where it is located. As noted previously, one student said that while TCNJ was the closest college in proximity it was also viewed as the furthest away. The Commission recommends that TCNJ identify and actively promote opportunities for Trenton area K-12 students to visit the campus. The activities may range from sporting events and camps, to cultural and arts programming, to academic programs that can be delivered specifically to Trenton-area students during the summer months. The college has previously conducted similar on-campus programs, such as the interactive journalism program for seventh and eighth graders. This one-week program attracted a significant number of students and not only provided them with important summer programming, but introduced them to the college and what life on a college campus is like¹. Both of these are viewed as essential in helping students imagine themselves one day being in college. Assisting students and their families with access to the on-campus events is critical. Advertising and promotion within the community, combined with transportation, and complimentary ticketing or scholarships, should be provided.

Possibilities include:

- Hosting Trenton and Ewing AP courses on campus to provide campus exposure and experience.
- Developing a scaffolded and structured series of opportunities for Trenton/Ewing K-12 students to visit and attend events on campus repeatedly (i.e., 3rd, 6th, 9th, 11th grades).

¹More on the Interactive Journalism Institute for Middle Schoolers at <http://www.tcnj.edu/~ijims>. This program operated from 2007–10 with support from the National Science Foundation, in partnership with Fisher Middle School. Teachers and parents at the school continued many aspects of the program after funding ended.

Action Item 3

Ascertain participation by current and aspiring Trenton and Ewing educators in existing professional development programs housed at TCNJ.

TCNJ has two well-established programs for K-12 educators that draw participants across the state of New Jersey. The Office of Continuing and Professional Education offers professional development for New Jersey educators and the School of Education offers the Teachers as Scholars Seminar.

It also has an established program for high school students considering careers in urban education, the Urban Teachers Academy. It is important that current and aspiring educators from Trenton be well-represented in these programs.

Long-Range Projects

Action Item 1

Establish an admissions pilot program for admitting a cohort of students from Trenton utilizing non-cognitive variables for determining admittance.

It is imperative to ensure that the direction the college pursues to increase the number of enrollees and graduates from Trenton public schools is a sustainable one. Under new leadership in the Trenton public schools, efforts are underway to improve the entire pipeline of students in the school system. Even with the best of intentions and programs, a significant increase in the number of Trenton High School graduates who test ready to enter TCNJ, is likely to take years. While attracting the best and brightest in Trenton is one approach, ensuring that the college lives up to its mission of serving the broader community requires more than just attracting the top one percent of the current graduating classes. Just as the college has developed innovative pathways to matriculation such as the provisional admittance program and the deferred admittance program, the Commission recommends a program specifically targeted to Trenton and Ewing public school students. Furthermore, the Commission recommends that the college pilot a program to admit Trenton High School students using non-cognitive variables such as those found in the highly successful Gates Millennium Scholars Program. Non-cognitive is used here to refer to variables relating to adjustment, motivation, and student perceptions, rather than the traditional verbal and quantitative (often called cognitive) areas typically measured by standardized tests (Sedlacek, 1998a,b; 2004a). While non-cognitive variables are useful for all students, they are particularly critical for non-traditional students, since standardized tests and prior grades may provide only a limited view of their potential.

Action Item 2

Explore ways of expanding opportunities for adult learners, in both formal and informal settings.

According to the City Profile on the Trenton 250 website, 56.6 percent of Trenton residents had a high school diploma or some college education in 2011, up from 49.4 percent in 2010. Expanding lifelong learning opportunities for the city's adult population is a stated goal of the Trenton 250, strategic plan. The report states:

“More robust opportunities for personal enrichment will not only allow Trentonians to equip themselves to find new jobs or entrepreneurial opportunities, but will also encourage more arts and cultural activities, and make Trenton's downtown and neighborhoods more attractive to residents.”

Supporting the development of adult learners in Trenton indirectly improves the learning environment for K-12 learners. While adult education is not central to TCNJ's mission, there are several ways the college might leverage its institutional strengths in support of the city's goal:

- Explore ways in which relevant academic departments and institutional affiliates might support the city's effort to expand internet access. TCNJ's engineering, technological studies, computer science, and interactive multi-media departments have or have had various experiments and initiatives related to this issue. The city has listed the expansion of Internet access as an important element in ensuring access to lifelong learning opportunities.
- Consider ways of expanding opportunities for local adult learners to take TCNJ courses on a non-matriculant basis. One possibility might be to develop advanced CEL courses in which TCNJ students study alongside community residents and collaborate on a community problem. The community residents would be enrolled on a non-matriculant basis. One challenge in implementing this program is that non-matriculant students are not eligible for financial aid. This might be an opportunity for targeted fundraising.

TCNJ STUDENTS

RECOMMENDATION 2:

Increase the awareness of, and engagement with, cities of Trenton and Ewing among TCNJ undergraduates for a deeper sense of community, history, and institutional identity.

As the Commission sought community-wide input on the issue of social justice in educational attainment, it faced repeated questions about the general interests in, and commitment to, the topic among TCNJ students. There was a sense in each fora that the majority of TCNJ students, who come from comparatively well-off white New Jersey families, are apathetic to questions of social justice and equity in education. Forum participants, specifically the fora held on campus, had the impression that TCNJ students display their indifference through their indifference to Liberal Learning initiatives on campus, detachment from the cities of Trenton and Ewing, and lack of awareness that TCNJ's origin rests in working-class Trenton. The consensus among students, staff, alumni, and faculty who participated in the fora was that these deficiencies undermined TCNJ students' ability to have a coherent sense of the community and institutional identity, form deep and lasting bonds with TCNJ, develop the traits that define effective leadership in the 21st century, and embody the institutional values TCNJ believes are the hallmarks of "a vibrant, collaborative, and inclusive community of learners who will make a distinct mark on the world."

In the first forum with faculty, held on March 17, 2017, the audience inquired about how TCNJ teaches its undergraduates about its history. Faculty noted a distinct detachment of undergraduates from the institutional identity and associated that dislocation with the students' lack of institutional awareness and empathy for the condition of others. The prevailing sentiment was that many TCNJ students have a transactional relationship with the institution that emphasizes the product of their studies and training. This perspective makes TCNJ a means to an end and diminishes the institution's goal of creating

transformative leaders committed to TCNJ's values. Faculty wondered what role they should play in creating strong connections between TCNJ students, the institutional goals and values, and responsible leadership. Some faculty questioned whether they adequately prepare TCNJ students for difficult conversations and whether that might start with a formal and honest interrogation of TCNJ's past in relation to Trenton and Ewing.

The issue reemerged during the April 13, 2017 student forum. TCNJ students asked pointed questions about how the college engages undergraduates in the institution's values and mission. Prominent among their concerns was how to get students who feel unaffected by social issues, whether because they are in the normative majority or because their major does not touch upon social justice issues. Currently, TCNJ's Liberal Learning academic program serves as the medium for engaging the entire student body in the larger discussion about responsible citizenship and effective leadership. However, some students in the hard sciences and business, see the requirements as a burden and fail to make the connection to their professional and civic development at TCNJ. Forum participants argued that the Liberal Learning requirements should be deeper and extend over the undergraduate experience; students were particularly keen on the following:

- A campus-wide dialogue on the meaning and purpose of undergraduate education, reimagining the Community Engaged Learning (CEL) component of Liberal Learning.
- An institutional requirement to know TCNJ's history to foster closer ties to institutional values and identity.

The action items listed in this section address the question of the awareness and engagement of TCNJ students with Trenton and Ewing. The action items start with resources presently at hand and initiatives currently underway, and they build progressively toward long-range goals that foster an intentional and explicit commitment to social justice among TCNJ students.

Intermediate Projects

To address the issue of undergraduate engagement with and awareness of Trenton and Ewing, and TCNJ's connection to both, TCNJ is fortunate to have resources it can readily deploy to get the process underway. The Commission recommends focusing on the college's point of entry for students, staff, faculty, and visitors; facilitating opportunities for student organizations to visit and become active in Trenton and Ewing; and utilizing residential life programs to introduce TCNJ students to the surrounding communities.

Action Item 1

Establish a gallery of TCNJ history in Trenton Hall lobby.

The decision to rename TCNJ's admissions building Trenton Hall following the revelations of Dr. Paul D. Loser Sr.'s role in maintaining a segregated educational system in Trenton, long after it was unconstitutional to do so, shed light on the visibility and importance of TCNJ's history and the admissions building as the gateway to the campus. The Commission suggests rededicating the lobby area of Trenton Hall to the history of Trenton Normal School, Trenton State College, and The College of New Jersey. Taking this step would place TCNJ's history at the campus point of origin, foster a campuswide dialogue on what items and information should fill the space, involve TCNJ students in the process of designing the space, and supplement the resource available to college ambassadors and recruiters. Additionally, TCNJ could create narrated histories of the college and a guided tour app that explains the items in the gallery, important campus sites, and significant places in Trenton and Ewing.

Action Item 2

Encourage Student Affairs to work with the Trenton community to create walking and riding tours of Trenton for new students.

This could include historic places, great restaurants, places of worship, places to shop, and the like. There is a model that exists where high school students create walking tours of their own neighborhoods and every new teacher or staff member at the school is required to learn about the students by going on the tour with them. TCNJ might be able to partner with Trenton and Ewing High School to have high school students work collaboratively with us to create the tours; likewise, TCNJ can invite Trenton and Ewing businesses and local volunteers to serve in a similar capacity. That would have the added benefit of exposing Trenton and Ewing High School students to TCNJ in a meaningful way.

Action Item 3

Support and build on work that is already being done to welcome local students into the TCNJ community.

TCNJ student organizations are currently engaged in volunteer efforts in Trenton and Ewing. The Commission recommends supporting those initiatives and finding creative ways to involve Trentonians among the undergraduate body to participate in these endeavors. During the campus fora, Trentonians in the current student body, and Trentonian alum, expressed feelings of alienation on campus. Involving TCNJ Trentonians in the undergraduate initiatives would be a natural way to build bridges with the Trenton community.

Intermediate Projects

TCNJ's mission includes such high-reaching ideals as the "transformative power of education to develop critical thinkers." It is a vision that promises an education to "make a distinct mark on the world," and the Commission believes a curriculum that is grounded in an examination of, and engagement with, the local community offers an opportunity to realize that potential for TCNJ students. Research shows that active learners respond neurologically when there is an affective connection between themselves and the subject of inquiry (Willingham, 2004²). Stories and experiences that have deep personal relevance become "psychologically privileged" in the individual, which supports better comprehension and retention. Moreover, looking closely at communities like Trenton may help students think about ways in which they might recognize and respond to inequities in other contexts. Using the local community as an anchor for study has far reaching benefits.

Action Item 1

Incorporate the history of Trenton and Ewing into the TCNJ curriculum and the undergraduate experience.

The Commission recommends that TCNJ explore ways to introduce newly admitted and current students to the institution's history at the earliest commitment to the college. A natural and unobtrusive way to accomplish this would be to add informative materials in the orientation packet about TCNJ's history and highlights to acquaint them with the institution. The Commission also suggests that the college follow up with an online orientation module to gauge the students' knowledge and retention of the materials. Peer counselors could encourage incoming students to complete the module and work with them to take a personal interest in TCNJ's history.

²Willingham, D. T. (2004). Ask the Cognitive Scientist: The Privileged Status of Story. *American Educator* 28, 43-45.

Action Item 2

Create courses and other academic initiatives within the curriculum designed to integrate each community into the college's larger academic enterprise.

To build a more sustained connection between TCNJ students, Trenton, and Ewing, the Commission suggests the college create courses within the curriculum designed to integrate each community into the college's larger academic enterprise. TCNJ excels at deciphering the physical, conceptual, and social conditions of the world; rooting out the flaws that undermine equity, ethics, and efficiency; and applying the lessons to promote effective and responsible citizenship. A significant portion of students already complete an Advanced CEL course that partners with a local or regional organization to support their missions and provide an applied learning experience for students. Between 500 and 700 students each year complete one of these courses in a broad range of schools and disciplines. Building on these existing courses and creating additional courses and curricular tracks (concentrations, minors, and certificates) within academic programs dedicated to directing TCNJ's substantial skills and resources to understand and in some cases inform Trenton and Ewing, would be a way to deepen the undergraduate awareness and experience in neighboring communities, while remaining true to the mission and focus of the college. The following are examples of how those courses or academic initiative might look:

- Professor Kim Pearson has proposed a hybrid course comprised of TCNJ students and members from the Trenton and Ewing communities that would cover a topic and discipline that could highlight a pressing journalistic issue. (See Appendix B)
- TCNJ could support faculty in the development of curricular content, including CEL components of Freshmen Seminar Program (FSP) course that focus on the historical, social, environmental, or economic conditions of Trenton and Ewing. A small portion of existing FSPs highlight local issues and conditions, particularly around environmental and historical questions. Expanding these offerings could include:
 - A course investigating the history of a building that is at least 50 years old and through that investigation analyzing the social, political, and economic changes of the community.
 - A course using GIS mapping tools to examine geographic data related to health, population, housing, and other variables in the Trenton and Ewing. (Sociology)
 - A course working with a community agency in Trenton and Ewing to solve a problem or improve systems and operations. (Business)
 - A course examining art and architecture in Trenton and Ewing. (Art, History)
 - A course studying the prevalence and remediation of lead in water, soil, or environment more generally. (Nursing, Science)
- TCNJ could offer a minor in Trenton, Central Jersey, or New Jersey Studies that focuses on the unique conditions that have shaped the history of the region. This could build on many existing courses, and would provide a coordinating structure for a systemic Trenton/regional curriculum.

Long-Range Projects

Among its programs that foster responsible citizenship, TCNJ cultivates an understanding of its history, values, and expectations through the Liberal Learning academic program, Community Engaged Learning, student-initiated activities through undergraduate organizations, and Freshman Seminar Program. Working within the existing framework, the Commission believes there are opportunities to build long-term connections between TCNJ students and the neighboring communities of Trenton and Ewing. The following long-range projects build upon the immediate and intermediate-range suggestions, but they take into account the resource commitments the recommendations might involve and the role college governance might play in the implementation of the recommendation.

Action Item 1

Expand internship opportunities and support for TCNJ student internships within Trenton and Ewing.

Building on the existing community-based academic internship program housed in the CELR Center, the Commission recommends expanding support and promotion of internship opportunities in Trenton- and Ewing-based organizations and agencies (beyond state government and legislature internships). Currently, the community-based academic internship program matches between 30 and 40 students each semester with community-based organizations in the region for academic credit and/or applied experience. Overall, the college is very successful at locating internships and volunteering opportunities for TCNJ undergraduates throughout the state and at the national level. Trenton and Ewing represent fertile environments for TCNJ students to apply the lessons on campus to communities with a broad range of challenges. These internship opportunities will provide TCNJ students a chance to move from theory to practice while simultaneously engaging in responsible citizenship. In addition to the existing community-based academic internship program listed above, the School of Education and Nursing, Health, and Exercise Science currently provides quasi-internship opportunities to TCNJ students through student teaching and the Smart Nutrition Activity and Conditioning in Kids (SNACK) program. The Commission recommends studying what works well in these initiatives, expanding them to additional community partners, and encouraging TCNJ students to participate.

Action Item 2

Restructure the Community Engaged Learning requirement in the Liberal Learning program to foster more variety, depth, and flexibility for TCNJ students.

The Center for Community Engaged Learning and Research (CELR) has created a well-designed and effective apparatus for promoting an integrative community experience for undergraduates that combines the first-year CEL requirement with Bonner Community Scholars and a community engagement component. The Commission believes CELR's model can be a means for meeting the goal of fostering "increased awareness of, and engagement with, the communities of Trenton and Ewing among TCNJ undergraduates for a deeper sense of community, history, and institutional identity."

The CELR program that the Commission believes is best suited to achieve its goal is the Community Engaged Learning component of the Liberal Learning requirement. Since the Community Engaged Learning requirement involves all TCNJ students, it would have the greatest transformative effect. Currently, TCNJ requires first-year students to complete a community-engaged learning experience that is administered by the CELR, coordinated through the students' FSP section, and either integrated into the

structure of their FSP (45 percent) or completed through a one-date experience (55 percent). To translate this recommendation into the existing CELR structure, the Commission suggests providing more variety to the existing CELR apparatus that could include:

- For experiences not attached to an existing FSP course, traditional CEL work in the community with a short reflection paper or creative product connecting the experience to one or two of TCNJ's institutional values (most FSP course-based CEL experiences have an integrated reflective assignment already that builds on course learning goals and broader questions of community engagement and social justice).
- Students could have an option to link their reflection to an academic paper that is assigned for a course. This would allow for application of what they have learned and not feel like an "extra" burden. This would also require all faculty to be plugged in so that if a student asked for permission to incorporate this into a paper the faculty member would know.
- Faculty or staff led, one day workshops on social justice topics that result in a short reflection paper or creative product that connects the session and topic to one or more of TCNJ's institutional values.
- Publication of student CEL work and creative productions in a student-led periodical or physical venue. This might be an online bank of essays, a gallery in the student center, or a TCNJ journal about community engagement.

Since CEL combines academic and student engagement, the Commission recognizes that the Steering Governance and CELR would be the appropriate bodies for carrying out the proposed modifications. This action item is intended to aid steering in that process.

COLLEGE COMMUNITY

RECOMMENDATION 3:

To promote a community, curriculum, and culture that is more inclusive among faculty, administrators, and staff.

A recurring question in the Commission's efforts to gather community-wide input on the issue of race and educational attainment, was how TCNJ's plans related to faculty, administrators, and staff. TCNJ strives to have a community whose commitment to academic excellence is matched by its diversity and inclusiveness. Oftentimes, however, that vision of inclusiveness is limited to the undergraduate population, with occasional references to diversity among the faculty. Omitted in that discussion, particularly regarding educational attainment, are the administrative and maintenance staff. The institution takes a very narrow definition that reduces its community to the students and faculty. In a different forum, the Commission heard from community members who lamented this oversight, and pushed for a response that was tailored to the concerns and needs of administration, staff, and faculty.

This recommendation, and its attending action items, responds to the community's concerns, but it does so with a full appreciation of the complexities associated with meeting the distinct needs of each institutional constituent on their own terms. Among the staff, the Commission is particularly attuned to the cases of facilities service and Sodexo staff. A recurring theme at the fora was that more attention and care should be paid to facilities services and Sodexo employees. Another issue participants discussed was whether facilities

staff had full access to the benefits (tuition remission, adult learning opportunities, continuing education courses, among other things) that are available to faculty and administrative staff. The consensus was that the college should do more to resolve these differences because they speak to the notion of inclusion in the college community. TCNJ's facilities staff and Sodexo contracted staff consist largely of African-American employees from Trenton and Ewing. Finally, the inequity is also apparent in their role on campus—service and maintenance staff have the most frequent contact with everyone on campus, particularly students, which amplifies their exclusion from the benefits of the college.

Notwithstanding this concern, there was an acknowledgment that some progress has been made toward making the campus inclusive, and the action items listed build upon these efforts. The Commission feels strongly that the action items listed in this section also address the question of the awareness and engagement of TCNJ students with Trenton and Ewing.

Intermediate Projects

Action Item 1

Complete an inventory and comprehensive review of programs, projects, and initiatives, between TCNJ and the Trenton and Ewing community.

In response to the question of what has the college done to date, the Commission recommends that TCNJ undertake a comprehensive inventory of programs, projects, and initiatives with the Trenton/Ewing communities. This will provide a framework for future activity. It will also foster closer coordination between departments, programs, and Student Affairs offices, which will result in more efficient and effective use of TCNJ resources. Finally, a comprehensive inventory will allow TCNJ to assess its ability to meet its institutional values as concrete goals. Taking this self-reflective step will also help the college to tell its story, affirm its identity, and provide baseline data for progress benchmarks regarding Trenton and Ewing engagement.

Action Item 2

Engage in dialogue with facilities staff, Campus Police, and Sodexo employees about educational opportunities and professional development.

Another immediate action item is to stay in dialogue with facilities staff (IFPTE union) and Campus Police regarding access to campus learning opportunities. The college should explore ways to provide access to a TCNJ education for not only its employees but also their families. Doing so will promote equity between employees and increase morale. Additionally, this will help advance the college's commitment to Goal 1 of its strategic plan, TCNJ 2021: Bolder, Better, Brighter, which makes attracting and retaining talented students, faculty, and staff into a diverse, inclusive and healthy campus a priority.

The Commission also recommends sustained conversations with Sodexo employees to assess their needs and concerns. Taking this step will help them feel connected to TCNJ and potentially improve their morale.

Intermediate Projects

Action Item 1

Create continuing education and adult learning opportunities for Trenton/Ewing residents, employed by TCNJ.

TCNJ offers a range of professional, continuing education, and non-credit opportunities. The School of Education and School of Nursing, Health, and Exercise Science have taken the lead in providing these resources to the broader community, and TCNJ has invested in targeted graduate-training programs. On the whole, however, these initiatives are selective and rarely meet the needs of TCNJ's professional and maintenance staff, many of whom are from Trenton and Ewing. As an institution of higher education, TCNJ is in a position to provide all of its staff with opportunities for self improvement. In addition to TCNJ's regular course offerings, GED, computer skills, and ESL study may be of value to staff members. These courses can be taught at night or in a blended format to increase access for staff who work during business hours. Non-credit bearing workshops on par with teacher training and mentoring from departments, programs, and the professional schools may also prove valuable. Finally, TCNJ should consider how Human Resources might facilitate and oversee professional development and continuing education of staff, particularly as it relates to coordinating with Academic Affairs. The Commission recognizes that access to opportunity requires a commensurate level of institutional support to increase the likelihood of success.

Action Item 2

Establish a Trenton/Ewing Fellow in Residence program at TCNJ.

On March 25, 2017, the Commission heard from members of the Trenton/Ewing community. From this group, the Commission heard that Trentonians often feel that the city is perceived as a charity case. They stressed the importance of meaningful and sustained relationships and exchanges, rather than one-off service projects. Earlier, at the faculty open forum on March 8, 2017, the Commission learned about ongoing collaborations with the Trenton community. For example, the School of the Arts and Communication engages Trenton artists in the Trenton Makes Music program. The Commission believes the college should build on the success of programs like the Trenton Makes Music program to connect local talent to the expertise of TCNJ's faculty and staff and cultivate a platform for shared innovation.

The Trenton/Ewing Fellow in Residence program would recruit a scholar, artist, or community activist from Trenton or Ewing each year. Following the model established at Stockton University's Activist in Residence program, the fellow would be provided financial support and other resources to facilitate a year-long project and programming potentially tied to the annual intellectual theme selected by CICPC. The fellow will be responsible for sharing his or her expertise with the college community through a series of public talks, performances, or exhibits, as well as classroom visits. The fellow will also work with CELR staff to deepen collaborations between TCNJ, Trenton, and Ewing. The Trenton/Ewing Fellow in Residence program will help showcase the talent of Trenton and Ewing at TCNJ and develop an appreciation on campus for the rich cultural heritage of these communities.

Long-Range Projects

TCNJ's Strategic Plan, Priority III is to promote the college's distinctive identity to enhance institutional and program recognition at the local, regional, and national level. The Office of Communications, Marketing, and Brand Management has advocated for, and carried out, a great deal of work on this priority. Among the internal stakeholders of the institution (students, faculty, and staff), knowledge of TCNJ's history is the foundation for embracing the institution's identity. Furthermore, with the institution's roots in Trenton,

New Jersey's capital, its history is tied to TCNJ's history in a long historical relationship between the college and the city.

Action Item 1

Incorporate the history of TCNJ and its relationship to Trenton into TCNJ's faculty/staff orientation.

TCNJ is not only proud to recruit exceptional students, but also a talented and increasingly diverse body of faculty and staff. Including the history of TCNJ and its relationship to Trenton in faculty and staff orientation promotes a sense of identity as one community. Learning history is a critical tool: It provides the background on the college's founding; explains the importance of and relationship with Trenton; provides a narrative on the changes of the institution through the years; and gives purpose to planning and development as the college moves forward in advancing its mission. TCNJ faculty and staff orientation is completed through the Division of Human Resources and a history module can be included in the orientation process.

Currently, in a partnership between the CELR Center and the Center for Excellence in Teaching and Learning, new faculty are provided an overview of local and regional history and context during their pre-semester orientation. This includes coverage of the history of TCNJ and its name changes, the context behind them, and the changing relationships between Ewing, Trenton, and the institution. A three-hour driving tour through Trenton is included as well. The history module could be shared with Human Resources to be provided for all staff.

Action Item 2

Establish an archive for the collection of TCNJ history, and Trenton/Ewing resources pertinent to TCNJ's past.

A topic that emerged at the faculty, community, staff and campuswide fora was the absence of archival materials to capture, preserve, and catalogue the evidence relevant to TCNJ's past. The revelations of Dr. Loser's role in maintaining Trenton's system of segregation impressed upon the participants the importance of a functioning archive to remain in constant dialogue with the past. The Commission recommends coordinating the resources and space to make an archive. TCNJ can station the archive in the Library or Roscoe L. West Hall. TCNJ can also offer funding for faculty or the proposed Trenton/Ewing Fellow in Residence recipient to begin gathering materials for the TCNJ archive.

RECOMMENDATION 4:

Identify an office or individual to oversee the implementation of all accepted recommendations.

Action Item 1

The recommendations and action items put forth for consideration are complex and span the full range of academic and administrative departments. Ensuring that those that are deemed appropriate to pursue are faithfully acted upon will require the committed attention of the individuals or office charged with executing the recommendation. The Commission recommends that an overall project manager, reporting to the Office of the President, be appointed to monitor, document, and report on progress toward the full implementation of the recommendations that have been approved by the president.

RECOMMENDATION 5: Rename Paul D. Loser Hall (action taken on May 24, 2017)

Action Item 1

In light of what TCNJ has learned about Dr. Paul D. Loser Sr.'s stand on segregation and the impact that his decisions have had on the disparities in Trenton, the Commission recommends that TCNJ remove Dr. Loser's name from the Admissions building (Appendix C).

Action Item 2

TCNJ should develop a formal process for naming and renaming institutional landmarks, buildings, and spaces to prevent future conflicts.

Action Item 3

A new name for the Admissions building should help to reestablish ties with the Trenton community and pays tribute to the rich history and relationship TCNJ and TSC has had with the communities of Trenton and Ewing.

CONCLUSION

The Commission thanks the students, alumni, staff, faculty, and citizens of Trenton and Ewing for their candid input, helpful suggestions, and willingness to participate in the community dialogue. As a process, social justice initiatives can get lodged in the bitterness of the past and its legacies in the present, and as a goal, they can seek easy remedies that mute history and clear the conscience. The community's unflinching approach to TCNJ's past and the deficiencies of its present demonstrate the power of acting together. Likewise, the Commission would like to thank these individuals who were instrumental in acquiring the resources to better understand the condition of race and educational attainment at TCNJ: Mosen Auryan, Marie Tuscano, Grecia Montero, Amanda Norvell, Matthew Middleton, Sam Frisby, and Patricia Coleman-Boatright. With dedicated members of the community willing to share their resources to answer the difficult questions, TCNJ has the framework to make real and sustained progress.

APPENDICES **APPENDIX A**

Charge to the TCNJ Advisory Commission on Social Justice: Race and Educational Attainment

The TCNJ Advisory Commission on Social Justice: Race and Educational Attainment (the Commission) is charged with the responsibility of examining The College of New Jersey's history within the State of New Jersey with regard to race relations and social justice. Particular attention should be paid to the College's current and former relationships with Trenton and Ewing, and should include the legacy of Dr. Paul D. Loser as Superintendent of the Trenton Public Schools. This work should include the solicitation of input from scholars and those who lived the history, as well as an examination of how other institutions have explored similar issues in the past. The report of the Commission shall also include a reflection on how the research of the history has an impact on our current understanding of the complex issues and questions related to race relations and social justice, and educational attainment.

In addition, the Commission should provide advisory recommendations to the President that seek to address not just the history of those relationships but also programs, actions, and initiatives that seek to remediate instances of inequality and prejudice, including ways in which the institution can have a positive impact on race relations and social justice in the days moving forward. These recommendations must be sustainable and may include academic events, activities and programs as well as support programs for students and prospective students. The Commission's report should be shared, at key points in the Commission's work, with the College and Trenton/Ewing communities, fully and honestly.

R. Barbara Gitenstein, President

APPENDIX B

Sample TCNJ/Trenton Hybrid Course Proposal

Kim Pearson

Associate Professor

Journalism and Professional Writing

Overview

This proposal recommends the establishment of a mechanism for creating for-credit classes at TCNJ that would be open to members of the Trenton and Ewing communities who would study alongside TCNJ students. These classes would ideally be offered at a location in Trenton, and would be designed as Advanced Community Engaged Learning courses, thus allowing TCNJ students and community members to collaborate on addressing a community need. Local residents would be enrolled on a non-matriculant basis. In accordance with TCNJ's policies, residents would be allowed to take up to three courses, after which they would need to apply to for regular admission in order to continue taking our classes. Although financial aid is not normally available for non-matriculant students, we would pursue funding to subsidize the cost of tuition and materials, as needed. A draft syllabus for a pilot course, The Elements of Journalism, is included in this proposal.

Background

One of the persistent messages emerging from forms held by the Commission this semester is that TCNJ needs to establish a physical presence in Trenton. Another persistent request is for the College to do more to augment the educational experiences available to community residents. This proposal offers an initial way to address both of those concerns.

According to Census Data cited in the Trenton 250 City Profile, just under 16 percent of Trenton residents have an associate's degree or higher¹. The City's strategic plan calls for expanded adult education opportunities both for workforce development and for personal enrichment.² Thus, a curricular model that makes free or low-cost classes available to adult learners in the Trenton community supports the City's goals.

TCNJ already has a successful model for offering classes that are open to non-students — its Institute for Prison Teaching and Outreach³. The Institute offers regular classes taught by TCNJ faculty at local correctional facilities, and supported by donations and modest grant funding. This proposal would adapt the Institute curricular model to a community setting.

Program details

The TSC program would offer undergraduate ACEL courses taught by regular faculty. To ensure the course's financial viability, 10 TCNJ students must be enrolled in order for the course to be offered. The number of non-TCNJ students enrolled would depend upon the nature of the course - as few as five for a studio or lab course; as many as 10 for a seminar or lecture class. Where possible, the class would be offered in the Trenton community. Where that is not possible, transportation assistance would be offered.

Criteria and procedures for enrollment by this particular group of non-matriculating students would be worked out with the TCNJ Admissions office. The current guidelines are here: <https://admissions.tcnj.edu/resources-for/other-applicants/>.

Outstanding issues and questions include:

1. Is there sufficient community demand to make this model viable?
2. Would the Bonner Center and Tutoring Center have the capacity to support the program.
3. Anticipated expenses:
 - a. Tuition
 - b. Supplied (for the pilot course, I estimate \$200 per student for books and a hard drive)
 - c. Rental costs for the Trenton location (Conservatory Mansion costs \$100/hour)
estimated costs for a semester = \$4200
 - d. Transportation for TCNJ students to Trenton

¹ <http://www.trenton250.org/learn/city-profile/education/>

² <http://www.trenton250.org/wordcms/wp-content/uploads/2016/07/Education-Report-Brief.pdf>

³ <http://ipto.pages.tcnj.edu/donations/>

APPENDIX C

Recommendation to the President on the Renaming of Paul D. Loser Hall (May 15, 2017)

On 13 February 2017, President Barbara Gitenstein formed the Advisory Commission on Social Justice: Race and Educational Attainment (the Commission) and charged it with examining The College of New Jersey's (TCNJ) history of race relations and social justice. The charge placed particular emphasis on the legacy of Dr. Paul D. Loser Sr.'s leadership as superintendent of Trenton Public Schools, Dr. Loser's connection to TCNJ, and TCNJ's relationship with the communities of Trenton and Ewing. President Gitenstein tasked the Commission with providing advisory recommendations aimed at addressing not just the history of those relationships but also programs, actions, and initiatives that might remediate instances of inequality and prejudice. President Gitenstein expected these recommendations to include practical ways for TCNJ to serve as a regional exemplar on matters of race relations, educational attainment, and social justice, with the goal of having a positive impact on the surrounding community.

Over the past three months, the Commission convened open fora with faculty, staff, students, alumni, and community representatives. The fora revealed strongly held feelings and beliefs regarding The College's steady disassociation with the Trenton community and its 1987 decision to name the building that currently houses the Admissions office and the School of Nursing, Health and Exercise Science after Dr. Loser.

Archival research conducted by TCNJ students revealed that Dr. Loser, as superintendent of Trenton schools from 1932-1955, supported and maintained a segregated school system that shaped the prospects for opportunity for generations of Trentonians. Although the Commission's charge is to submit a comprehensive report by 30 June 2017, the campus and community reaction to these revelations have made it difficult to fulfill the larger task. As such, it has become evident that addressing the matter of Dr. Loser's name on the Admissions building is paramount to the Commission's ability to move forward with the larger objective of attending to longer-term sustainable programmatic recommendations to deepen the existing connections between The College, Trenton, and Ewing and expand access to quality education among local residents.

The Commission has heard testimony not only from its various constituents but also examined how other premier institutions of higher learning have addressed similar questions and experiences and developed processes to remediate contentious issues. The Commission found parallels between the question of Paul Loser Sr.'s name on TCNJ's Admissions building and the controversies at Georgetown and Princeton Universities, but saw the closest affinity in Yale University's decision to rename John C. Calhoun College. From its debates, Yale University established guidelines for renaming institutional landmarks, buildings, and spaces that are pertinent to TCNJ. As TCNJ considers the Calhoun controversy as a model, it should be mindful to tailor Yale's guidelines to reflect TCNJ's condition with the objective of meeting its specific institutional needs. The Yale guidelines are:

- Is a principal legacy of the namesake fundamentally at odds with the mission of the university?
- Was the relevant principal legacy significantly contested in the time and place in which the namesake lived?

- Did the university, at the time of a naming, honor a namesake for reasons that are fundamentally at odds with the mission of the university?
- Does a building whose namesake has a principal legacy fundamentally at odds with the university's mission, or which was named for reasons fundamentally at odds with the university's mission, play a substantial role in forming community at the university?

A decision to rename a building or space is one that should not be taken lightly. It must take into consideration not only points of view that are held in the present, but should also consider historical significance of the original decision to incorporate the name, as well as its alignment with the institution's core values.

In the case of Dr. Loser, the Commission found that the naming in 1987 was at the urging of institutional leaders who sought to recognize the generous contribution of Mr. and Mrs. Thomas Loser to The College. The Losers chose rather than having their own name placed on the building, to have Tom's father, Dr. Paul Loser Sr., recognized. It is important to note Thomas and Carol Loser as well as Tom's brother Pete, were strong advocates for education and Trenton State College (TSC), as well as being generous and supportive of many organizations throughout Central Jersey and Pennsylvania.

Recommendation: In light of what TCNJ has learned about Dr. Paul Loser Sr.'s stand on segregation and the impact that his decisions have had on the disparities in Trenton, the Commission recommends that TCNJ remove Dr. Loser's name from the Admissions building.

In addition to testimony from institutional stakeholders, the Commission looked to the widely-heralded guidelines established by Yale University for this recommendation. For the guidelines stated above, the Commission finds that questions 1, 2, and 4 in the Yale report are relevant to our recommendation to rename the Admissions building.

Guideline #1 – TNCJ strives to be a diverse and inclusive community. Maintaining a name on a building of someone we now know was openly and actively promoting segregation is inconsistent with our mission and values.

Guideline #2 – In 1881, a New Jersey statute was enacted that prohibited segregated schooling based on race, one of the very first such laws in the nation. Despite this, in 1944 and in violation of state law, Dr. Paul Loser Sr. advocated for and practiced the segregation of students based on color in the Trenton school system.

Guideline #4 – While some constituents expressed concern that removal of the name is an effort to erase history and would result in forgetting the significance of this moment in righting a wrong and reestablishing the college's relationship with Trenton, the overwhelming finding is that keeping the name on the building will be an impediment to building community among our many constituents. Moreover, renaming comes with the obligation to preserve and reflect on the history that produced such an extraordinary action.

The Commission further recommends that TCNJ develop a formal process for naming and renaming institutional landmarks, buildings, and spaces to prevent future conflicts. Finally, the Commission recommends that any name placed on the Admissions building helps to reestablish ties with the Trenton

community and pays tribute to the rich history and relationship TCNJ and TSC has had with the cities of Trenton and Ewing. In every forum the Commission heard the themes of reconnection and remembrance, and taking this step will help heal old wounds and serve as a reminder to the entire TCNJ/TSC community of its past. Therefore, we suggest names such as the following:

- Trenton Hall
- Trenton State Hall
- Trenton State College Hall
- TSC Hall
- Hedgepeth and Williams Hall
- Admissions Hall
- Robert Queen Hall
- Lions Hall
- Legacy Hall
- Heritage Hall

The Commission's work is far from complete. We will continue to meet with constituents and develop the remainder of our recommendations on the timeline that was established at the onset of the Commission's work.

Respectfully submitted,

John P. Donohue, co-chair

Christopher T. Fisher, co-chair

APPENDIX D

Resources

TCNJ Advisory Commission on Social Justice: Race and Educational Attainment website.

Report of the Brown University Steering Committee on Slavery and Justice (October 2006).

Report of the Working Group on Slavery, Memory and Reconciliation to the President of Georgetown University (Summer 2016).

Report of the Trustee Committee on Woodrow Wilson's Legacy at Princeton (November 2015).

<https://www.princeton.edu/vpsec/trustees/Wilson-Committee-Report-Final.pdf>

Yale University Committee to Establish Principles on Renaming (November 2016).

University of Michigan defines principles, process for building renaming requests (January 2017).

The Mercer County Partnership for Educational Attainment Blue Ribbon Commission Report (March 2017).

Trenton 250 (February 2017).