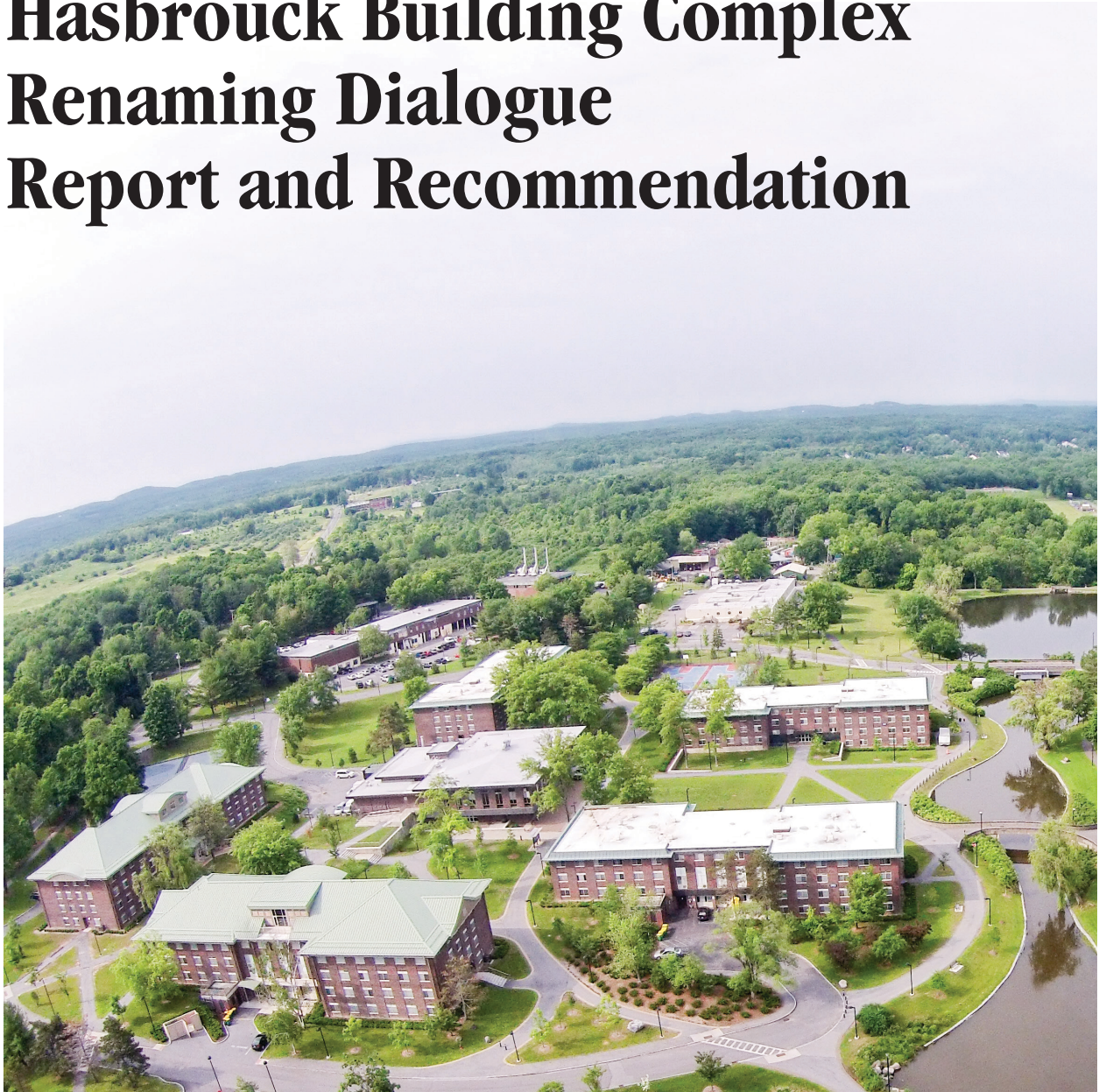




Hasbrouck Building Complex Renaming Dialogue Report and Recommendation



Submitted May 1, 2018

By the Members of the Diversity and Inclusion Council



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Diversity and Inclusion Council

Hasbrouck Building Complex Renaming Dialogue Report and Recommendation

Members of the Diversity and Inclusion Council

Tanhena Pacheco Dunn, Assoc. VP for Human Resources, Chief Diversity Officer (co-chair)
Reynolds Scott-Childress, Assistant Professor, Department of History (co-chair)

LaTasha Brown, Assistant Professor, Digital Media and Journalism*
Robin Cohen-LaValle, Dean of Students
Mark Colvson, Dean, Sojourner Truth Library
Tyrell Connor, Assistant Professor, Sociology
Joseph Geidel, Student, History*
Ken Goldstein, Professor, Chair, Theatre
Deborah Gould, Assistant Provost, Academic Affairs
Lisa Jones, Dean of Admissions
Ron Law, '74 Alumnus, College Council Member*
Christina Lorper, Student, History*
Julieta Majak, Assistant Vice President, Administration and Finance
Emma Morcone, LGBTQ Coordinator, Deputy Title IX Coordinator
Amanda Norton, Complex Director, Residence Life
Ken Nystrom, Associate Professor, Chair, Department of Anthropology
Jessica Pabón, Assistant Professor, Women, Gender and Sexuality Studies
Jessica Purcell, Advisor, Educational Opportunity Program
Melissa Yang Rock, Assistant Professor, Geography
Jean Vizvary, Director, Disability Resource Center
Shelly Wright, Chief of Staff and VP for Communication*

** Those who were invited by President Christian to participate in the Council this year for this special charge.*

Special Thanks

A special thanks to Mary Etta Schneider, Board Chair and President of Historic Huguenot Street (HHS), the staff and board members of HHS and the descendants of Huguenot families who participated in this process and offered insight for this special charge.

“As a public institution of higher education, The State University of New York at New Paltz is committed to providing high-quality educational experiences and opportunities for academic success for all students. Our commitments include remediating past and current inequities while establishing and maintaining practices and values of inclusion of all groups and individuals, particularly those who have been disadvantaged and excluded. The College aims to forever change the way access and opportunity are provided to underserved groups and to create a community built on the values of inclusion, diversity, and equity, while fostering a community grounded in justice, civility, and respect. The College is committed to providing a range of opportunities for its community to learn about how individual contributions to diversity and inclusion strengthen the learning and working environment for all.”

—SUNY New Paltz Diversity and Inclusion Mission Statement

The SUNY New Paltz community is committed to the values and practices of diversity and inclusion. This commitment requires a dynamic process of hearing the myriad perspectives and experiences of our community members and finding ways to provide varied opportunities for expression, learning, and relating to one another. This approach was integral in our process for exploring the history of the Hasbrouck Complex building names and the range of viewpoints from all invested parties in the campus and larger community.

SUMMARY OF SPECIAL CHARGE TO THE DIVERSITY & INCLUSION COUNCIL

“What stories about SUNY New Paltz are we telling by the names on our buildings?”

Earlier this year SUNY New Paltz President Donald Christian presented the campus with a purposeful, albeit challenging, undertaking: “initiating a community dialogue about names of the Hasbrouck Dining Hall and residence halls in that complex. Some view these building names as perpetuating the legacy of slavery, and I am aware that some students, particularly students of color, have expressed their discomfort about living in halls with these names. These issues have not been addressed fully and openly by our community to ensure that the visible symbolism of building names is culturally consistent with our values. Now is the right time to do so, when our nation is engaged in discourse about removing Confederate statues or changing building names that commemorate or memorialize the era of slavery in America. This is also a time that we are embarking on a series of diversity and inclusion goals to make SUNY New Paltz an even better place to learn, work, and live... I am asking the Diversity and Inclusion Council to lead this process as a priority of its work this year, issuing a report of its activities, findings and recommendations by April 15, 2018. That lengthy timeline reflects my intention that we give this topic the full attention it deserves, and ensures we will have an opportunity to examine multiple perspectives.” (See Appendices for full charge.)

Executive Summary

After extensive research, data review, and conversations with students, faculty, staff, community members, representatives of Historic Huguenot Street, descendants of Huguenot families, and alumni, the SUNY New Paltz Diversity and Inclusion Council has determined that the Hasbrouck Complex buildings should be renamed.

This decision was widely supported by the members of the Council but it was not unanimous. The Council embodies a range of perspectives regarding documenting, interpreting, and commemorating histories. Our diversity is indicative of the complexity of our charge. There was consensus, however, that the current names have a deep impact on the lives of students who reside, eat, and create community in the Hasbrouck Complex buildings. There was also consensus that SUNY New Paltz's mission as an educational institution places upon us a duty to give expression to previously marginalized histories, to approach history through a lens of critical inquiry, and to understand our past in all its rich diversity without simply replacing one history with another.

Experiences at Other Institutions

The question of historical commemoration and building names is national in scope. The SUNY New Paltz Diversity and Inclusion Council was fortunate to be able to take advantage of the work of other colleges and universities that have considered changing legacy names on campus buildings or programs. Drawing upon a range of work undertaken at Brown, Princeton, Yale, and other universities, the Council has been guided by the following considerations:

The Context of Educational Institutions

There has been much recent public debate over the question of whether municipalities, states, and other governmental jurisdictions should continue to maintain certain statues, monuments, and commemorative names, particularly those related to the history of enslavement and racialized segregation. But our educational institution has a distinct mission and particular values that call for a different engagement with such questions.

- We are a vibrant living/learning community that is diverse and invites participation from all voices.
 - We value diversity and inclusion.
 - We not only work and study here; our students live here. The names of buildings where our students eat, sleep, and engage in community can deeply affect those students in ways that go beyond the standard modes of interacting with public statues and monuments.
- We are an academic community whose members value intellectual rigor and nurture critical thinking about and engagement with complex and difficult subjects:
 - As an academic institution that embraces our past, engages our present, and seeks to prepare for the future, the regular review of our values and practices in light of new learning and thinking is intrinsic to our mission.

- o Colleges are inherently changeful institutions. The campus community is renewed at least every four years, for example, with an entirely new population of students. While historical commemorations can be vital to maintain a sense of identity and purpose in such a situation, we must also be acutely aware of the dynamic relationship between tradition and evolving contexts. It is thus incumbent on campus members to negotiate this relationship and consistently seek out a suitable balance between remembered past and lived present.

The Distinct Historical Problem of Slavery

The values of equality and individual freedom are foundational to the American republic. The United States fought a horribly destructive civil war to eradicate the mockery of those values by the use of enslaved labor in large parts of the country. The Thirteenth Amendment to the Constitution abolished slavery in the United States and the Fourteenth Amendment created a capacious and inclusive definition of American citizenship.

- SUNY New Paltz prizes inclusivity and diversity. These values are predicated on tolerance of divergent views and negotiation among sometimes contentious differences. But tolerance must have limits—otherwise, tolerance invites its own destruction.
- Slavery is, in the United States, the sin qua non of intolerance, of unfreedom, of inequality.
- We recognize the complicated nature of individuals from our past, particularly those who lived in the era of slavery and practiced it, even as they declared that all men are created equal.
- Before naming a building after such an individual, a university must carefully consider the counterweight of any redeeming principles or historical significance he or she signifies.

SUNY's Commitment to Remediating Underrepresentation

The founding of the SUNY system was predicated on the ideals of diversity and equity.

- The purpose of organizing the SUNY system was to serve students who had been turned away from private institutions because of race, ethnicity, and/or religion. SUNY's mission statement specifically declares that the system's educational services will be provided with the "broadest possible access, fully representative of all segments of the population..."¹
- SUNY as a whole has been somewhat successful in increasing its enrollment of students from underrepresented minority groups, with an increase over the past decade from 14.7 of the total number of students to 23.8 percent.² SUNY New Paltz currently boasts an enrollment that is 34 percent students of color.³
- Recruiting, serving, and retaining underrepresented students entails two mutual practices. We must provide effective access to the spaces of educational

opportunity located on our campus. We must also cultivate nurturing living and learning spaces that encourage our students to become active campus-community members and engaged alumni.

Naming without Erasing

As the American Historical Association Statement on Confederate Monuments (August 2017) states: Removing monuments does not erase or change history. “What changes is what we consider worthy of civic honor.”

- We are a public educational institution that serves a range of constituencies with an array of voices. Our commitment to diversity and inclusion inspires us to be true to the entire chorus of those voices.
- We do not assume that these voices will always be in harmony. There will be disagreements and struggles. But we are resolved to always work toward common goals and greater understanding.
- We value transparency and the rigorous undertaking of complex and difficult discussions, as evidenced by this present discussion of building names. We are committed to telling our stories fully and honestly, confident that our commitment to the truth will remain consistent even if our interpretations should change.
- In a world in which politics is too often undertaken as an all-or-nothing enterprise, we hope that our commitment to frank discussion and the difficult work of building community can empower other institutions as they grapple with the momentous questions of how to memorialize their fundamental values.

The Changing Institution

Our university is not the institution it once was. SUNY New Paltz experienced significant changes over its long history. The school has evolved from the New Paltz Classical School founded in the early nineteenth century on North Front Street and relocated five years later along the banks of the Wallkill River. The school moved again, after two fires, to the present-day site on Harcourt Hill, where the Old Main Building stands. The very nature of the institution is change, as we welcome a new student body every academic year, as students move into the dorms and out, graduate and make room for another wave of incoming students. The nature and purpose of the school has changed, from a preparatory school, to a teachers' college, to a liberal arts university. And our name has changed. We have gone from the Classical School to the New Paltz Academy (in 1832) to the State Normal School (in 1885) to the State University Teachers College at New Paltz (in 1948) to SUNY College of Liberal Arts and Science (in 1961) and finally to the State University of New York at New Paltz (in 1994). Such change is natural and fitting for an institution whose central mission is to teach new generations about advances in knowledge, the great variety of human cultures, innovations in the arts, and reinterpretations of history.

ENSLAVED PERSONS IN COLONIAL AND EARLY REPUBLIC NEW PALTZ

Slave labor was an integral aspect of colonial New York life virtually from its founding in the early seventeenth century. The Dutch settlers who arrived in 1624 quickly turned to slave labor to further their economic ambitions. They imported a “parcel” of eleven enslaved black males in 1626.⁴ Enslaved persons of African descent under the Dutch certainly experienced the ignominy and harsh labor of other enslaved Americans, but their lot was more akin to that of indentured servants than to the stereotype of Southern cotton-plantation slavery.⁵ The Dutch of New Amsterdam generally found the buying and selling of humans to be distasteful and they understood slavery neither as a permanent institution nor as a sign of a lesser humanity.⁶ They provided various ways the enslaved Africans could throw off their status as property, from relatively loose manumission requirements to the option for the enslaved to purchase their own freedom. Once free, persons of African descent in the Dutch colony possessed many of the rights of Dutchmen.⁷ Some persons of African descent in New Amsterdam established themselves as solid citizens, becoming farmers, carpenters, blacksmiths, and barber/surgeons.⁸

Dutch settlers moved into the rural hinterlands north of Manhattan through the mid-1600s. Requiring agricultural laborers, they brought their enslaved workers with them. By the time the Dutch turned over New Holland to the British in 1664, there were between 700 and 850 enslaved persons of African descent in the colony. Some 400 of them were scattered between Albany and Manhattan.⁹

British authorities significantly altered the possibilities for freedom among enslaved peoples in what they now called the New York colony. They enacted laws that severely restricted enslaved persons' freedom of movement and assembly, property rights, use of alcohol, and other activities that had been established under Dutch practices. They also imposed punishments that were harsher than the already cruel practices standard for the day. The new legal code, however, did not give slave masters total power over their human property. It provided for certain minimal protections, particularly against mutilation, dismemberment, and other types of physical brutality by slave masters.¹⁰

This stricter regime of the British slavery system is what the Huguenot settlers entered into when they arrived in the Wallkill River Valley in the spring of 1677. They were certainly aware of the nature of slavery and its uses by the time they purchased their 40,000 acres from the Esopus Munsee and founded the town of New Paltz. Slavery was already integral to the economy of the area before they arrived.¹¹ But it is unclear how central slave labor was to the twelve patentees in the first years of settlement.

At least one Huguenot settler entered the slave trade before settling in New Paltz. Louis Dubois purchased two enslaved persons at a public auction in Kingston in 1674, well before he and his fellow patentees settled New Paltz.¹² Another original patentee, Christian Deyo, purchased an enslaved laborer in 1680.¹³ When he died, he willed at least partial title to one enslaved person (whether the one he procured in 1680 or another is unclear) to his son-in-law Abraham Dubois. Deyo's son Pierre, another of the original patentees, purchased this individual from Dubois in 1689 for a price of fifty-five bushels of wheat.¹⁴ Deyo then purchased “une petite Negresse appelez Betty” for thirty-five pistoles from James Barre in August of 1694.¹⁵ By 1700, then, the ownership of human property was integral to the economy of Huguenot New Paltz. As the population of New Paltz grew by the Huguenots' natural increase and the in-migration of Dutch and English settlers, the use of slave labor also increased.

The number of enslaved persons in Ulster County and in New York State increased through the eighteenth century. To a great extent, this was because of the difficulty Hudson Valley farmers had in coaxing free laborers to work their land and perform vital services. As the historian William Smith wrote in 1757, “The province being thus poorly inhabited, the price of labor became so enormously enhanced, that we have been constrained to import negroes [*sic*] from Africa, who are employed in all kinds of servitude and trades.”¹⁶ In the decade after 1700, the population of enslaved individuals increased 390 percent, from 145 in 1703 to 566 in 1713. This number would almost double in the next three decades. It sharply rose again in the second half of the eighteenth century by almost 300 percent to a total of 2,906 in 1790. Much of this increase was due to the importation of slaves from the Caribbean and Africa—over 6,800 persons between 1700 and 1764.¹⁷ The similar steep rise in the free settler population of the Hudson Valley during the Revolutionary Era led to increased demands for labor and a corresponding rapid increase in the enslaved population.¹⁸ Correspondingly, this increase in the number of people of European descent moving into Ulster County led to a decrease in the percentage of enslaved persons in the total population. From a high of over 20 percent in the middle of the eighteenth century, the percentage of enslaved persons in Ulster County fell to slightly below 10 percent in 1790.¹⁹ This figure was still relatively high. It was more than in most counties of New York beyond Manhattan, about double the number in counties such as Albany, Dutchess, and Orange. In New York as a whole, by the time of the Revolutionary War, the black population of the colony was the largest of any colony north of the Mason-Dixon line—almost equaling the number of enslaved persons in the state of Georgia.²⁰

These cold numbers, while they suggest important historical changes, say little to nothing about the actual experiences of the enslaved New Paltzians. Due to the paucity of historical sources, it is difficult to say with any specificity what life was like for them. It is possible, however, to extrapolate a general outline of that life by examining the experiences of enslaved persons in nearby parts of Ulster County. What is most evident is that the life of enslaved New Paltzians bore little resemblance to the more familiar conditions of the stereotypical plantations of the antebellum South. Slave masters in Ulster County possessed few slaves. Through the middle of the 1700s, none ever owned more

than seven human beings. Most owned only one or two.²¹ Because there were no vast plantations, there were also no detached slave quarters. Enslaved persons usually lived in the master’s home, sometimes above stairs and sometimes in the basement. This meant daily and close contact between the Huguenot settlers and their human property.²²

Huguenot enslavers held significant power over their human property. They controlled work regimens, choice of marriage partners, and even choice of owner. They enforced their rights as holders of human property—although whether they branded or cropped the ears of their chattel, as slaveholders in other Ulster County towns such as Marlborough, is unknown.²³ They also managed the life of the enslaved at a deep demographic level: Ulster County farmers preferred male laborers and so imported more men than women. There were almost twice as many males of African descent as women at the beginning of the eighteenth century.²⁴ This put pressure on males of African descent, beyond the difficulties imposed by slave masters, in trying to create families of their own. This ratio remained seriously askew in the 1770s and did not even out—largely due to natural increase—until a century later.²⁵ Despite this demographic change, the marital and family relations among persons of African descent would continue to be severely affected by the decisions of masters. Masters had the right to tear apart the families of enslaved persons, force them to move to distant new masters, and prevent unwanted coital or conjugal liaisons. Even benevolent masters—understood as relatively benevolent within the immoral system of chattel slavery—could not guarantee the unity of enslaved families. Business concerns, deaths of owners, and other pressures led them all to sunder the sanctity of family life for their chattels.

The most palpable sign of the difference between the lives of enslaved Africans and European settlers can be seen in the harsher punishment of enslaved persons convicted of crimes. Punishment in the colonial era was brutal. The Huguenots had a terrifying example of their co-religionist Jean Calas who was tortured mercilessly—stretched on the wheel, waterboarded, bones crushed while hanging on an x-shaped cross, battered with an iron rod—by Catholic officials in 1762 for a crime he had not committed.²⁶ The Huguenots' voyage across the ocean did not alter the horrors of criminal punishment. Excruciating physical torment was common in colonial New York criminal justice—from branding with a hot poker to the cropping of ears to whipping to grisly forms of capital punishment. But as harsh as abuses that British authorities visited upon criminals of European descent, they were often more harsh with those of African descent. A 1705 New York law condemned any slave found forty miles north of Albany to be put to death on assumption that he or she was escaping to Canada.²⁷ A 1712 New York law held that enslaved persons could be put to death not just for the usual capital crimes of murder and rape, but also for conspiracy, for any act of arson, and for maliciously injuring any of the colony’s non-slaves.²⁸ A 1730 New York law required towns to appoint a “Common whipper” to mete out justice for particular slave offenses. The worst whipping consisted of forty lashes to be laid on for enslaved persons convicted of unlawfully assembling in a group of four or more. This was nine more lashes than any such punishment regarding criminal infractions by nonslaves.²⁹ Justices of the peace found ways to increase these punishments beyond the legal limit when it came to enslaved lawbreakers. Dutchess County authorities effectively doubled the legal punishment for a man named Quacko, convicted of attempted rape, by condemning him to thirty-nine lashes in Poughkeepsie and then forty-eight more in Rhinebeck. An enslaved man named Jack was condemned “to be burnt at the stake... until he is dead, and after that to ashes” by Ulster County authorities for the crime of torching a barn and a shed containing wheat.³⁰ In a palpable example of disproportionate punishment, Isaac Hasbrouck of New Paltz and an enslaved

man named Pierro were both convicted on September 3, 1707, in Kingston of virtually the same charge of assault. But whereas the Huguenot was fined 20 shillings, the African was sentenced by the court to be “publicly whipped ten times upon the naked back at every corner of the Town of Kingston” and to pay all court costs.³¹

Beyond the more intense punishment, there was a psychological dimension accorded any chastisement of enslaved persons that the Huguenot, Dutch, or English settlers would not have known—the continual reminders of their lack of freedom and their denial of basic civil rights. There were, too, the continual reminders of how the enslavers disturbingly objectified their human chattel. The 1795 estate inventory for Roelof J. Elting demonstrates the inhumanity of such a property status in one section where an African woman is listed as merely a household item with a set monetary value:

	£	S	d
One Churn	-	8	-
One Large Dutch Bible	2	-	-
One [Ditto Ditto] Sermon book	-	6-	-
Two Milch Cows	10	-	-
Four Sheep	1	12	-
One Negro Wench named Bett with her bed & bedding	50		
Nine Sheets	2	14	-
Nine pair Pillow Cases	-	18	

For that matter, there was an entire realm of crime directed at enslaved persons of African descent alone: no persons of European descent were threatened with death for conspiracy against European enslavers. Whether the Huguenots of colonial New Paltz practiced the harsh punishments of their enslaved laborers documented in other parts of Ulster County and the Hudson River Valley, it is clear that the people of African descent in the town experienced a harsh existence.

The Huguenots continued to enslave people of African descent down through the colonial and Early Republic generations. They were joined in the ownership and trading of human property by the Dutch settlers, such as the Eltings and the Hardenburghs. By the middle of the 1700s, Solomon Dubois owned seven slaves, as did Abraham Hardenburgh, and Simon Dubois owned six.³² At his death in May 1759, the executors of Solomon Dubois’s estate auctioned off his enslaved person Horrie to Hendricus Dubois for £81, James to Isack Dubois for £78, Coffie to Abraham Hasbrouck for £100, and Sesor to Jacob Hasbrouck £37.³³ An Elting descendant purchased human chattel from Aaron Burr during the Revolutionary War in 1778. Mathusalem DuBois sold enslaved persons to Peter LeFevre and the Cantine family sold others to Daniel LeFevre during the Revolutionary War era. Johannis Freer sold an enslaved person in 1787. Jonathan LeFevre purchased an enslaved person in 1796.³⁴ Huguenot and Dutch enslavers also passed their human property to other family members in their wills. Margaret Bevier, for example, bequeathed to her daughter Catherine, wife of Mathusalem DuBois, “my wench Jane” in her 1806 will.³⁵ The first census taken by the federal government in 1790 shows that there were some 300 enslaved persons in New Paltz, among 344 households.³⁶ By 1800 there were 301 enslaved persons in New Paltz, owned or superintended by 90 residents of Huguenot or Dutch descent.³⁷ Relations between enslaved and enslaver continued to be fraught. The

slavery laws of New York State and the local practices of Huguenot, Dutch, and English settlers continued to generate hostility among the enslaved persons of New Paltz—and fear, often furious fear, among those of European descent.

The threat of rebellion or escape by enslaved persons of African descent was ever present in New Paltz through the eighteenth century. The Huguenot settlers no doubt heard with concern the rumors of slave conspiracies in New York City in 1712 and 1741.³⁸ They may have experienced ambivalence during the debates over American independence with the high-blown talk of freedom and equality. There is no doubt that the ideals forged in the war and then enshrined in the Constitution inspired new hopes among the enslaved and deepened the worries of enslavers. British policies during the war encouraged enslaved persons to steal away from their owners and join the Loyalist forces in return for permanent freedom. If no enslaved New Paltzians took advantage of this opportunity, the Huguenot and Dutch enslavers had relatives in Ulster County who saw their human property disappear behind the British lines.

The enslavers of New Paltz also saw their worst fears come to life in 1795 when John Schoonmaker of Kingston claimed that he overheard his enslaved man York plotting with another named Joe, property of a Johannes Schoonmaker. Young Schoonmaker perceived the two men to be discussing large amounts of gun powder and shot. He reported to the authorities in Kingston that enslaved persons from that city as well as Hurley and Keyserek were in on the plans to fire the houses of enslavers and “stand by the doors to receive the people as they come out”—presumably to murder them. Though unstated, it seems that the alleged plotters were then going to set out for freedom in Canada.³⁹

The descendants of the eighteenth-century enslavers continued the practice in the nineteenth century. That they also continued to struggle to quell their enslaved laborers’ desires for freedom is clear by their formation in 1810 of a vigilante gang to track down some thirteen enslaved Africans who had escaped their bondage in New Paltz. Twelve New Paltz enslavers formed the “Society of Negroes Unsettled,” and then chose four of their members to go after their runaway property. These four were each to be paid \$14 per day for their service within sixty miles of New Paltz, \$16 per day for travel beyond that limit, and a bounty of \$30 for each escapee returned to his “rightful” owner.⁴⁰ The Society apparently was not very successful. For the following year four New Paltz enslavers offered bounties to Jacob J. Hasbrouck and Isa Hasbrouck if they could track down their runaways Tom, Harry, Sime, and Caesar.⁴¹

Within this context of oppression and forced labor, enslaved Hudson Valley residents were much more than helpless victims of the masters’ whims. They had some power over their lives—power granted to some degree by the ambivalence of New York State citizens over the institution of enslavement, and to another degree by their own efforts to expand their control over their own lives. The work regimen of enslaved Hudson Valley residents who performed agricultural labor was known as “the task system.” In this system, enslaved rural laborers’ daily routine was determined by a specific task or set of tasks. If they completed this work efficiently and quickly, they could spend the rest of the day tending their own gardens, engaging in social interactions, or in some cases hiring themselves out if they possessed craft skills. Indeed, numerous enslaved persons learned and practiced valuable skills such as carpentry, masonry, caulking, lumbering, barrel-making, iron-working, and blacksmithing.⁴² They could turn these crafts to their own profit, although they would most likely have had to share a significant percentage of any earnings with their enslavers. With any monies earned in such endeavors, they could purchase anything from small commercial goods up to, if they raised the required funds, their own freedom or that of loved ones.

While enslaved persons of African descent might find no equality in the town of New Paltz, the Huguenots at least conceived the possibility of a fraternity before their God. The Dutch Reformed Church of New Paltz recognized Christianized Africans, allowed them to be baptized, married, and buried by the Church. They also could receive religious instruction mingled with the descendants of the Huguenots and Dutch settlers of the village.⁴³

If masters mistreated their enslaved workers, these workers had a variety of ways to protest: feigning illness, slowing the pace of work, damaging tools, or running away. The many ads for runaway slaves that appeared in area newspapers demonstrate the considerable tension between master and chattel.⁴⁴ Sojourner Truth, recalling her years of enslavement, called the feeling brought on by the continual suffering and degradations of slavery “the misery.”

Free New Yorkers began to rethink the state’s commitment to enslaved labor in the wake of the ratification of the U.S. Constitution. Increasing numbers of enslavers manumitted their human chattels—though it does not appear that this sentiment took hold in New Paltz. Many New York legislators wanted to follow other northern states and abolish slavery altogether. But concerns regarding black citizenship and future social relations among descendants of Europe and of Africa sank a 1785 emancipation bill. These anxieties were greatly allayed over the next decade as other states successfully experimented with abolition. By the end of the eighteenth century, the chief sticking point to abolition in New York was the question of how to compensate slave owners for the loss of their “property.”

New York State legislators resolved this dilemma in 1799 by passing “An Act for the Gradual Abolition of Slavery.” The act mandated that all enslaved children born after July 4, 1799, would be freed in early adulthood: at age 28 for males and 25 for females. This, the legislators reasoned, would allow enslavers to recoup their financial losses by guaranteeing some labor from these children before they gained their freedom. The act barred enslavers from selling enslaved children out of state to prevent abuse of the plan. The act also mandated a system of organized “abandonment” in which enslavers registered their enslaved children as wards of the state. This meant many of these children spent their youths in poor houses before returning to their enslavers as young adults to work.⁴⁵ An 1810 law sought to prepare enslaved children for freedom by requiring enslavers to provide a rudimentary education or risk an early emancipation. The state approved legislation in 1817 to totally abolish slavery as of July 4, 1827.

This gesture toward freedom and equality was undercut, however, in two crucial ways. First, the representatives at the state’s 1821 constitutional convention voted to virtually disfranchise all black men. For even as the delegates approved provisions for universal white manhood suffrage, they imposed a requirement of \$250 in net worth on any black man who sought to vote. A mere handful of the descendants of African slavers met that test at the time.⁴⁶ Second, an enslaved child born at any date before July 4, 1827, was subject to enslavement for the prescribed term. This loophole meant that enslaved persons could be legally bound to an enslaver’s service into the 1840s. John Wynkoop of New Paltz may have suffered such a fate. He was born on June 27th, 1827, a mere week before the date when the general abolition law was to take effect.⁴⁷ No evidence exists to clarify just when he made freedom.

The outcome of emancipation was hardly a boon for the descendants of enslaved New Paltzians. Numerous barriers blocked their pathways to economic stability. The stilted

process of manumission wreaked havoc among black families, as husbands, wives, mothers, fathers, and children gained their freedom at different times.⁴⁸ The outmigration of the descendants of enslaved Africans diminished the resources necessary to create a black New Paltz community. The practice of remanding black children to the county poor house, built outside of New Paltz in the late 1820s, consigned some of them to lives of destitution. This was particularly true for the second-generation of emancipated persons. Richard Pine, for example, and his sister Sarah were first abandoned to the poor house as children in 1844. Richard spent the rest of his life leaving and returning to the dour site until his death from consumption there in 1887. By 1861 the conditions at the poor house were so horrible that Ulster County officials decided to build a new “house for colored paupers” to separate them from the “insane and lunatics” also living there. Their aim was less to protect the mental health of the black inmates than it was to segregate them from the poor and mad whites.⁴⁹ The disinterest of white New Paltzians regarding their black neighbors was vividly evident in the outcome in the town of a statewide referendum that would extend suffrage to all black men. The measure failed in New Paltz 204 against to 32 in favor.⁵⁰

Some formerly enslaved persons were able to achieve a stable, even comfortable life. John Hasbrouck, once possessed by Josiah Hasbrouck (a member of the U.S. Congress for two terms), became a successful farmer after gaining his freedom. He amassed enough property to earn the right to vote (though it is unclear if he ever did).⁵¹ He devised sophisticated account books, built up his estate, and took out insurance on his farm for \$650.00.⁵² He was a successful man for his day.⁵³ An enslaved girl named Isabella also met with some success—but of a very different sort. Sold three times by various New Paltz enslavers in her youth, she was purchased in her middle teens by John J. Dumont of New Paltz in 1810. She labored for Dumont for sixteen years on his property in that part of the original New Paltz patent along the Hudson River. Conflict over the time and circumstances of her manumission caused her to flee Dumont in 1826 and take up with the neighboring Van Wagenen family. In gratitude for their protection, she adopted their last name as her own.⁵⁴ It was under this name that she became the first woman of African descent to bring a lawsuit in a New York court. In 1827, the owner of her son Peter had illegally sold him to an Alabama enslaver. Van Wagenen successfully forced Peter’s return with the help of her lawyer, Abraham Bruyn Hasbrouck of Kingston, who took the case pro bono. Van Wagenen would go on to adopt a different name after she became a leading figure in the national abolition movement. Dedicating her remaining years to ending “the misery” she and so many others of African descent had struggled through, she became Sojourner Truth.

HUGUENOTS’ COMMITMENT TO EDUCATION, RACIAL HISTORY, AND THE STATE UNIVERSITY OF NEW YORK AT NEW PALTZ

The Huguenot patentees of New Paltz realized early on the need for formal education of their children. Their Protestantism, rooted in the fundamental expectation that individuals experience the Bible for themselves, required them to teach literacy and provide instruction in the catechisms. Their commitment is powerfully illustrated in their generous payment to attract and keep their first school master. In 1689, the “Duzine”—the governors of the Village—deeded a small house on a plot of land to Jean Cottin in return for his commitment to teach their children. He remained in the position for over a decade before selling the land the Duzine had granted him and moving to Kingston to become a merchant.⁵⁵ Sometime toward the end of his tenure the proprietors hired a second school master, Jean Tebenin (also spelled Theuvenin), who appears to have

provided an education to the youth of New Paltz off and on for several decades.⁵⁶ Their classes were in French.⁵⁷ Existing records indicate only one dedicated school teacher through most of the eighteenth century after Tebenin's death around 1730.⁵⁸ No doubt, the French-speaking descendants of the patentees had difficulty finding a countryman to teach in their native tongue—a dilemma exacerbated by the increasing numbers of Dutch and later English immigrants to the Village. But documents of various sorts demonstrate that local residents were at least minimally educated in basic literacy, arithmetic, and penmanship.⁵⁹ It would be almost a century before the leaders of the town would build a dedicated public school building.

The state of New York was the first in the U.S. to establish a state-wide system to promote public education. The legislature instituted the Board of Regents in 1787 and then set aside state funds to support new schools across the state. Likely as a result of the 1812 “Act for the Establishment of Common Schools,” the descendants of the early Huguenot and Dutch settlers founded a primary school and constructed a stone house to house it on North Front Street. Certainly most of the children in the town took classes there.⁶⁰ But it is not clear if, in the wake of the 1810 law requiring enslavers to educate their enslaved children, school authorities admitted black children to the new school. There was an integrated school in the Jenkinstown area a couple of miles south of New Paltz village—which may have been the school John Hasbrouck attended.⁶¹ Nonetheless, the school was open to all the children of the town. When they took their places in the classroom, they studied the same subjects as before but now also “common, vulgar, and decimal arithmetic... English grammar and Geography.” These new subjects suggest the influence of more recent settlers and a decided drift away from the religious objectives of the earlier Village schools.

The members of the Duzine saw the many promising opportunities in the market revolution of the early nineteenth century and so decided to extend the education of Village children with a new school. Citizens of the Village met at the home of Benjamin Van Wagenen on April 19, 1828, and set forth the plan for the New Paltz Classical School. Twenty-eight residents, mostly descendants of the original patentees, were quick to support the school through subscriptions. Jacob Wurts contributed the greatest amount at \$60, followed by William Bogardus and Peter Elting at \$40 apiece, Jacob J. Hasbrouck, at \$30, and a whole host of DuBoises, Eltings, Deyos, LeFevres—and others, including, in a sign of cultural change, several individuals with British surnames.⁶² The school trustees' ambitions were furthered by charging students tuition and through obtaining economic assistance from the state.⁶³ Here, children studied Latin and Greek as well reading, writing, arithmetic, and religion.⁶⁴ The success of the school required its trustees to expand the facilities.

The founders of the new school raised over \$2,000 through subscriptions. With this financial infusion they erected a new school building in 1832 on the banks of the Wallkill River on a patch of land known as Kill Bogard or Creek Orchard. Several local luminaries took their places as the trustees of the new school: the Rev. Douw Van O'Linda, Jacob J. Hasbrouck, Dr. John Bogardus, Benjamin Van Wagenen, Levi Hasbrouck, Solomon E. Elting, Peter Eltinge [*sic*], Josiah DuBois, and Jesse Elting.⁶⁵ The New York State Legislature approved the trustees' application for incorporation and provided additional funding. The new building allowed the trustees to board students from afar. They instituted a course of liberal education, and to signify these significant changes, they rechristened the school as the New Paltz Academy.⁶⁶ The trustees added a second “English” curriculum for students who did not want the classical education. The English course provided, besides the basic lessons in reading, writing, and arithmetic,

courses in English grammar, French, bookkeeping, and elocution.⁶⁷ Attendance must have been brisk, as school officials enlarged the building in 1840.⁶⁸ The school faced a number of struggles over the next forty years. Rebecca Elting opened a competing private “Select School” in 1840 that remained in business for over a decade.⁶⁹ The Trustees sometimes struggled to raise the funds necessary to maintain the school building or to prevent steady turnover of school principals. But through it all, the Trustees found ways to keep the school going. They raised tuition fees at times, and in 1871 sold part of the Academy land to the Wallkill Railroad for a new line of tracks.⁷⁰ The Board of Trustees, selected from the eminent families in the Village, remained committed to the school and rarely resigned their membership.⁷¹

Significant change occurred in the middle 1880s. First, fire destroyed the New Paltz Academy building. The school’s trustees—intrepid descendants of the original patentees—moved quickly to rebuild on the same location. Second, they also took the opportunity of change to shift the mission of the school. Their original plan was to continue the same path they had followed since the Academy’s founding. But the Trustees over-extended their finances in reconstructing the school building. They appointed Ralph LeFevre, editor of the *New Paltz Independent*, and the principal of the school to explore saving the school by transforming it into a state normal school for the teaching of future teachers. Struggling against competition from the cities of Kingston in Ulster County and Liberty in Sullivan County, as well as overcoming administrative disfavor in Albany, LeFevre successfully obtained a new charter for the school and secured much-needed funds for its survival.⁷² Thus was born the State Normal School at New Paltz. The school’s trustees renewed their commitment to higher education: They raised over \$2,500 through subscriptions sold in the community and then the fourteen Trustees underwrote a note for \$3,500 that, combined with funds from the state, allowed them to construct a new building for the school.⁷³

The school’s new status as both a locally and state-supported institution resulted in a geographically expanded Board of Trustees. New members included Alton B. Parker of Esopus, Jacob Wurts and General George Sharpe of Kingston, and Albert Smiley of Lake Mohonk. The transition meant some political strife. Certain key New Paltz members of the old Academy board, most surprisingly Ralph LeFevre, did not win appointment as Trustee.⁷⁴ The first classes under the new regime as a state-operated institution took place on February 15, 1886. There were ten teachers and eighty-nine students under the direction of Dr. Eugene Bouton, a graduate of Yale with a PhD from Syracuse. Two years later the enrollment had almost doubled to 171, and faculty too, now at eighteen teachers. By the turn of the century, total enrollment at the school was just shy of 600.⁷⁵

The Normal School survived for twenty years on the banks of the Wallkill. But in 1906 disaster struck again. Another fire burned down the school. The ensuing dislocation led a decline in student enrollment. State officials considered removing the Normal School to a different city. Officials in Kingston made a bid to be the new location. But as in past crises, local citizens rallied to the school’s defense. Chairman Albert Smiley, and members such as Judge G.D.B. Hasbrouck, Frank J. LeFevre, and Bruyn Hasbrouck doggedly fought to convince Albany officials of the necessity to rebuild in New Paltz. They won over State legislators who appropriated \$125,000 for a new school. This time school officials not only rebuilt the structures of the school, they also relocated. In a deal with local fruit farmer Charles Harcourt, and new member of the Board of Trustees, they in essence traded the old school property by the Wallkill for a plot of land on higher ground known as Harcourt Hill—at the current site of the University, particularly the area of Old Main, the Quad, and adjacent areas.⁷⁶ Construction began on May 22, 1907. Due to a concurrent conference at Mohonk Mountain House, Trustee Smiley was able to invite some of the eminent educators

of the day to the ground-breaking: President Nicholas Murray Butler of Columbia University, President Charles W. Eliot of Harvard, the Reverend Lyman W. Abbott editor of the widely read magazine *The Outlook*, and Elmer Brown, the United States Commissioner of Education.⁷⁷

In the ensuing decades, State involvement in the school decreased local control over the institution. The descendants of the Huguenots and Dutch continued to serve in advisory roles on the Board of Trustees, but they had less and less involvement with curriculum and operation of the school. Eventually they had little representation on the Board of Trustees. In the forty years after 1920, only four of twenty-one new members appointed to the board were from New Paltz. The other seventeen came from places far away: Poughkeepsie, North Chatham, Nanuet, Scarsdale, Bronxville, New York City.⁷⁸ Principals and professors came from distant locales, bearing post-graduate degrees, and little if any relationship to the Huguenot heritage of New Paltz. Changes in the practice and theory of teacher training led school officials to rechristen the school as “State Teachers College” in 1938. A decade later as part of reorganization of state institutions of higher learning, the school became a founding member of the State University of New York system in 1948.

The Cold War–era was a time of major expansion of American universities. The nation’s institutions of higher learning became centers of research, development, and liberal education. Colleges sought out an increasingly diverse student body. They also sought to construct new learning and living facilities on campus—the College at New Paltz had relied on private living situations for its students for over a century. The construction of new facilities required the consideration of appropriate naming practices.⁷⁹ Central to this process was the commemoration of historical figures.

Americans conceived of their history in the mid-twentieth century in a heroic mode. They sought to create larger-than-life heroes who brooked no tragic flaws, nor moral qualms, nor personal shortcomings. Their cultural work was to represent the idealized individual over against the purportedly enslaved Soviet masses. Thus, when SUNY officials looked for fitting individuals to commemorate when naming new buildings in the 1950s, they looked at the local history of New Paltz and found what they believed to be heroic figures in the Village’s past.

Few of the histories of New Paltz available to the administration of the period mentioned the stain of slavery in the town’s past. Instead, they presented the original patentees as quintessential pioneers on the errand of civilization into the wilderness. The casual observer could be forgiven for believing that the Huguenot settlers of New Paltz forged a tolerant, freedom-loving community. Philip H. Smith, in his 1887 *Legends of the Shawangunk*, for example, hailed the Huguenot settlers of New Paltz as being “celebrated for their love of liberty....”⁸⁰ He mentioned nothing about how the enslaved persons of African descent might have argued the claim.⁸¹ If authors of these earlier works mentioned slavery at all it was often done sheepishly and in a sort of backward manner. In the rare occasions when they mentioned slavery, they did so by avoiding the era when the patentees and their descendants possessed human chattel, and spoke instead about former slaves or emancipated slaves. John N. Vanderlyn, in Alphonso Clearwater’s 1907 history of Ulster County, reported rather enigmatically “At the beginning of the nineteenth century there were about eighty slaves belonging to the families of New Paltz. They were manumitted gradually.”⁸² His passive voice construction and refusal to mention the manumission laws imposed by the state government—not to mention the fact that his estimate of the number of enslaved persons was off by about 220—suggests the discomfort he had with the Village’s slave past.⁸³

Thus, when officials at the State University Teachers College at New Paltz sought in 1951 to name the buildings in a new dorm complex, they turned to local history. The complex was to be built on the north side of campus across from Old Main and facing Plattekill Avenue. On July 9, 1951, the College's Board of Visitors unanimously voted to name the six new dormitory units after the original patentees—while there were twelve men, there were only six family names, hence there were no individual first names added to the buildings. So, for example, the report on the naming choices explained that “Unit 2 is named for Louis DuBois, Isaac DuBois and Abraham DuBois, The DuBois House.”⁸⁴ The bulletin announcing the opening of the complex explicitly stated that “[t]he six units of the new dormitory have been named for the original patentees of the Village of New Paltz....” The bulletin presented them in full heroic fashion. The Huguenots left France, the document noted, due to “[r]eligious and political persecution....” The individual biographies focused on their travels from the Old World to the New and their taking possession of land in the Wallkill Valley.⁸⁵ There was no mention whatsoever of the enslaved persons they brought with them nor the ones they purchased to labor for them. Jay LeFevre, the Secretary of the Board of Visitors, underscored the heroic history that inspired the choice of building names. “[T]hese pioneers,” he told the alumni at the dedication luncheon, “came to America because they wanted peace and liberty.” Avoiding the obvious evidence to the contrary, he used the patentees purchase of the land from the Esopus as proof of their love of fair play. He told his audience that the Huguenot settlers “paid considerably more for the New Paltz grant than those who purchased the Island of Manhattan from the Indians”⁸⁵—a joke that demonstrated little interest in patentees’ abuses of the Esopus, not to mention complete silence regarding the patentees’ enslaved laborers.⁸⁶

The roaring post–World War II economy, the significant investments of New York State in its higher education system, and increasing enrollments meant a continuing build-up of the New Paltz campus. More buildings meant the consideration of more honorific names. On October 29, 1958, a committee of the College Advisory Council recommended to the SUNY Board of Trustees to name several new buildings after people who had made significant contributions to the school in the past. These included four dormitories to be named in honor of the first four principals of the Normal School: Eugene Bouton (principal from 1886-1888), Frank S. Capen (1888-1899), Myron T. Scudder (1899-1907), and John C. Bliss (1908-1923). In addition, the committee recommended naming two other new buildings to commemorate local figures: the fine arts building in honor of the Smiley family, several members of whom had served as members of the College's Board of Visitors, and the Health and Physical Education Building in honor of the Elting family, various members of whom, the committee noted, “have rendered great service to the institution in earlier years.”⁸⁷

The building boom continued at New Paltz in the early 1960s. The College Council, concerned that the application of the individual patentees’ names on mere “halls” of the College Hall complex was not a suitable commemoration, directed that the names of the founding patentees be transferred to the five new dormitory buildings and the new dining hall going up in the southeast corner of the campus. The Council considered these names to be still those of the founding patentees, not family names referring to the generations of the patentees’ descendants.⁸⁸

The Council was clearly not considering this move in terms of the momentous events of the Civil Rights Movement of the day. The previous August, Martin Luther King had given his “I Have a Dream Speech.” The following month white supremacists blew up a church in Birmingham, Alabama, killing four young African American girls.

Days after the Council's decision to transfer the slave-holding patentees' names to new buildings, Malcolm X gave his "Ballot or the Bullet" speech and founded his black nationalist political party. That summer of 1964 college students from around the nation converged on Mississippi to help enroll black citizens there to vote. Three of those volunteers, James Chaney, Andrew Goodman, and Michael Schwerner were murdered by white supremacists. And in July, Lyndon Johnson signed the Civil Rights Act of 1964. In historical hindsight, the naming of new buildings on the New Paltz College campus after slaveholders signaled a blind spot in the College Council's political and moral vision.

John Neumaier became president of the College in September of 1968. He was determined to eliminate any such blind spots. By then the political situation in the U.S. had become tenuous than it had been in 1964. Martin Luther King, Jr., had been assassinated in April 1968. Robert F. Kennedy had been assassinated in June. The Civil Rights movement had splintered, giving rise to the black power movement. Opposition to the Vietnam War led to larger and larger protests.

The Neumaier administration's first response to concerns over providing a welcoming environment to students of color and other traditionally marginalized students was to complete the proactive recruitment process known as Project A. This program was a local model for what would later become the statewide Educational Opportunity Program (EOP). When admitted students of color advocated for more courses that concentrated on black culture and history, the Neumaier administration backed the idea.⁸⁹ But other factions on campus were highly critical. Fearing that the formation of any such department was faddish, potentially separatist, or politically militant, they were no doubt deeply concerned over the campus strife involved in the founding of the nation's first Black Studies Department at San Francisco State in 1968.⁹⁰ Neumaier's strategy was twofold: propose a full department based on the same rigorous standards as all other humanities departments at New Paltz and involve students in its creation. Neumaier also insisted that the chair of the department be a black scholar. A search committee comprised of both students and faculty failed, after some apparently sharp internal disagreement, to agree on a candidate from beyond the New Paltz campus. President Neumaier then turned to Dr. Marjorie Butler of the Psychology Department, one of only five black faculty at the time, to take on the position. The faculty, however, were deeply divided over whether to approve the department. At a tense meeting of the full faculty in May 1969, opponents of the department, which included the presiding officer, argued that any vote should be put off for further discussion because the topic required more time for consideration. President Neumaier countered "the discussion... has gone on at least three hundred years..." and praised the students and faculty who had worked to establish the department. The vote took place that day and won approval. The Black Studies Department offered its first classes the following semester in fall 1969. The founding of the department did not, however, allay the demands of students of color for even greater support from the College.⁹¹

Over the next few years, the Neumaier administration struggled to create a more significant place for students of color at the College. Despite President Neumaier's support, debates over appropriate steps were strident and multifaceted. One controversial initiative called for establishing a campus living environment geared toward black students. Opponents argued that such "special interest living options" amounted to black segregation. Some students of color demanded exactly that—a separate dormitory. Neumaier and his administrators were careful to include students in all discussions of the issue. They held a series of campus-community meetings, which sometimes drew as many as 400 participants. They conducted a survey of all students about their interest in

developing not only a black-student living option but others as well. The survey revealed that the only group on campus in favor of the special-interest option was “students with an interest in Third World Studies.”⁹² In the end, the Neumaier administration decided to set aside a residence hall that students of color could opt into. More than just a dormitory, however, the hall was a place where students could, as Newlin put it, “learn about experiences, lifestyles, the arts, the music and written art that is characterized by Third World people.”⁹³ But the hall was not to be limited solely to students of color. Any student, whether black or not, could choose to live there. Rufus Newlin, the Associate Dean of Students, believed that this approach would satisfy both those who wanted a residence hall dedicated to “Third World Culture” and those who feared that it would become a walled-off black community. But he admitted that, while residency in the hall was open to all students, the emphasis was placed on “admit[ing] mostly Black, brown and yellow people...” On the tenth anniversary of the hall’s repurposing, the building director noted the important role it played for students of color:

The Village of New Paltz has no indigenous black community of significant size outside the black community found on campus. There are no black churches, soul-food restaurants, social clubs or any form of outlet for the minority population to identify with, as Jewish and Italian students, for example, might find right here in the village. Minority students are thereby confined to the campus where all their needs must be met.⁹⁴

To emphasize the residence hall’s new embodiment of African American culture, the College Council approved renaming it “Shango Hall” in honor of the Yoruban god of thunder, symbolizing qualities of strength and perseverance.⁹⁵

In a further act of commemorating African American culture, the College Council proposed to name a new library for the area’s most famous person of African descent: Sojourner Truth. World Study Center librarian Alvin Thiessen and Associate Librarian Lillian Connors, in particular, pushed for the name.⁹⁶ The College Council voted unanimously to take this action on October 24, 1969.⁹⁷ Eighteen months later, College officials formally dedicated the Sojourner Truth Library.

Such significant gestures, however, could not diminish the fact that several buildings on campus were still named after slaveholders. The issue flared up in 1997. A coalition of students argued that the names of the original patentees on the Hasbrouck Complex buildings “connotes the prolonged persecution of an entire race.” One student, Laura Burr, argued that “[i]t is time to stop immortalizing people who were slave owners.” Responding to then President Roger Bowen’s plans for beautifying the campus, Burr retorted that “[t]he best way to beautify this campus is to take out the evils of people who attempted genocide.” Others on campus disagreed with such claims. Then staff member Bruce Du Bois, an eleventh-generation descendent of one of the patentees, countered that—according to the campus newspaper reporter—the buildings had been “named after benefactors, donors, and faculty members.” (Du Bois was partially correct—he seems to have mistakenly believed that the 1958 proposal for names honoring past New Paltz Normal School educators referred also to the earlier decision to name the College Hall complex after the original, slaveholding patentees.) Professor A.J. Williams-Myers of the Black Studies Department suggested that more students would agree with the protest coalition if they understood the history of Hasbrouck Complex building names. He believed that greater awareness of that history would reduce tensions on campus, saying that “[m]any students don’t know the buildings they are living in are named after former slave owners”; and the “only way to improve race relations is to heighten our awareness.”

He fully supported the coalition's efforts to have the names changed: "It begins on this campus with students like Burr, who are making others aware of a grievous act committed against humanity." Williams-Myers criticized the leaders of the University for inaction: "Unfortunately, this is an administration which always talks about diversity, but does not act out diversity."⁹⁸ Whether in response to such criticism or other motivations, University officials named two new dorms opened in 2001 and 2004 after local indigenous groups, Esopus and Lenape respectively.

Again, such significant gestures did not directly address the criticism over the names of the Hasbrouck Complex buildings. In the wake of disturbing racist incidents on campus in 2013, students Jordan Taylor and Luana Horry included the naming controversy in a list of ways they argued students of color were disrespected at the University. They articulated the hurt caused "simply in the naming of Hasbrouck Dining Hall, Dubois Hall and Deyo Hall. As we are aware, the Hasbrouck, Dubois and Deyo families were prominent slave-owning families in this area."⁹⁹ Their critique did not lead to a concerted effort to change the names.

Four years later, however, a series of events—both local and national—led to a determined effort to consider renaming buildings on campus named for slaveholders from the area's past. George Zimmerman killed Trayvon Martin, an unarmed black youth in 2012 in Florida. This was followed by a highly publicized string of killings of unarmed black men by white terrorists in some cases or white police in others. These victims include Michael Brown, Eric Garner, Terence Crutcher, Alton Sterling, nine black worshippers at a Charleston, S.C., church, Jamar Clark, Jeremy McDole, William Chapman II, Walter Scott, Freddie Gray, Sam DuBose, Eric Harris, and Tamir Rice. These killings have led to protests, the formation of social action organizations, deep political tensions—and a movement to remove memorials across the nation dedicated to defenders and proponents of American slavery.

These national issues took on a local focus in August 2017 when long-time Hasbrouck Dining Hall employee Darold Thompson died at his home. Thompson was not only an employee of SUNY New Paltz, he was an alumnus as well, graduating in 1991 with a degree in Black Studies. While he greatly prized his long connections to the campus and the many warm friendships he had developed, he also could not forget painful memories that marked his experiences as a black man on campus. "It took coming to New Paltz," recalled the Brooklyn native, "to learn the meaning of the word racism."¹⁰⁰ Thompson would go on to tell of an incident that occurred on July 29, 1989.¹⁰¹ Thompson had joined eight to ten fellow students of color, among others, hanging out in Hasbrouck Dining Hall. They were upset because a Food Service manager had removed a television the students enjoyed watching on previous nights. The manager claimed that the students were turning up the volume beyond acceptable levels. The students had asked for its return, but when the manager was not forthcoming, the students began listening to music and spoken-word recordings on a large, portable tape-player. The students were frustrated not just because of the Food Service manager's actions but also because of a series of events earlier in July that suggested to them that some Campus officials were in "denial of the situation"—that is, a climate of racism at the College.¹⁰² So, when a campus safety officer responded to the Food Service manager's complaint that the students were playing loud music and disturbing other patrons, they refused to cooperate. The officer demanded they turn down the volume, they claimed it was not unusually loud. Officer and students later disagreed over many of the details of the ensuing events. Each side accused the other of rude, aggressive, and offensive behavior. The situation escalated, the first safety officer called for backup. The situation escalated further, and the Campus officers called in New

Paltz Village police. The students locked arms to thwart the police action. The Village police handcuffed four of the students, including Darold Thompson, and arrested them for their refusal to leave. The police forcibly removed the students and transported them to the police station. Some members of the campus community applauded the arrests. Others criticized the action as a damaging overreaction to a simple moment of youthful intransigence. Yet others condemned the action as an example of racial injustice.¹⁰³ Thompson was clearly scarred by the event. But he was also committed to SUNY New Paltz—he accepted a position with the Campus’s food service in 2000 and became an integral member of the campus community over the ensuing years.

When Thompson died unexpectedly in August 2017, students circulated an online petition requesting that the name of the dining hall be changed to honor him for his years of dedicated service. Some commentators on the petition asserted that it would be appropriate to change the name for another reason as well: to replace the commemoration of a long-dead slaveholder with the name of a person of color who had dedicated himself to improving the lives of contemporary students in a vital way.

These commentaries demonstrate that the issue of the names has not receded from class after class of New Paltz students. It may have been more apparent at certain times—the 1997 controversy, the 2013 editorial—but the ignominy that many in the Campus community feel about the names of the original slaveholding patentees has continued to burn for over a half century. Until the names are changed, say these critics, the buildings they designate will stand as disturbing memorials to a terrible history. The descendants of the early Huguenot settlers dedicated themselves, after the abolition of slavery in New York, to the forging of progressive educational institutions in New Paltz. They bear the proud names of families who have, over the past century and a half, understood the power of education both to enable individuals to fulfill their natural potential and to establish foundations for community prosperity. Our campus can honor their significant contributions to the development of SUNY New Paltz in meaningful ways, as noted below in the recommendations of this report.

FOOTNOTES

- ¹ SUNY Diversity Data Brief, August 2015, p. 2. [https://www.suny.edu/media/suny/content-assets/documents/institutional-research/Diversity-Data-Brief-Aug2015.pdf]
- ² SUNY Diversity Data Brief, August 2015, p. 1. [https://www.suny.edu/media/suny/content-assets/documents/institutional-research/Diversity-Data-Brief-Aug2015.pdf]
- ³ At a Glance, Fall 2017. [https://www.newpaltz.edu/about/glance.html]
- ⁴ Thomas J. Davis, “New York’s Long Black Line: A Note on the Growing Slave Population, 1626-1790,” *Afro-Americans in New York Life and History* 2 (January 1978): 41.
- ⁵ Historians, while maintaining slavery was immoral in all its manifestations, nonetheless pay close attention to all the distinctions among those manifestations. Otherwise, the institution of slavery would appear as a static, ahistorical socioeconomic structure and render both enslaved and enslaver as unidimensional human characters—in short, as a cruel stereotype. Historian Stanley Elkins, in his 1959 book *Slavery: A Problem in American Institutional and Intellectual Life*, received stinging criticism for producing history along these lines that depicted enslaved persons of African descent as little more than brutalized automatons. Among the first works to argue against such history in favor of taking great care to understand the many different formations of slavery in mainland North America was Ira Berlin, “Time, Space, and the Evolution of Afro-American Society on British Mainland North America,” *American Historical Review* 85.1 (1980): 44–78.
- ⁶ Russell Shorto, *The Island at the Center of the World* (New York: Vintage, 2005), 273.
- ⁷ Eric J. Roth, “‘The Society of Negroes Unsettled’: A History of Slavery in New Paltz, NY,” *Afro-Americans in New York Life and History* 27.1 (January 2003): 44; Shorto, *Island at the Center of the World*, 273.
- ⁸ Shorto, *Island at the Center of the World*, 83.
- ⁹ Philip H. Smith, *Legends of the Shawangunk (Shon-Gum) and its environs...* (Pawling, N.Y.: Smith & Company, 1887), 24; A.J. Williams-Myers, *Long Hammering* (Trenton, N.J.: Africa World Press, 1994), 6; Shorto, *Island at the Center of the World*, 273.
- ¹⁰ Roth, “Society of Negroes Unsettled,” 44.
- ¹¹ Williams-Myers, *Long Hammering*, 20.
- ¹² Joan Hollister and Sally M. Schultz, “From Emancipation to Representation: John Hasbrouck and His Account Books,” *Hudson Valley Review* (Spring 2004): 5.
- ¹³ Deyo Family Papers, Historic Huguenot Street Archives.
- ¹⁴ Pierre Deyo Receipt for Slave of Slave, 1689, Hudson River Valley Heritage, <http://www.hrvh.org/cdm/ref/collection/hhs/id/58>. [https://www.hrvh.org/cdm/ref/collection/hhs/id/58]
- ¹⁵ Deyo Family Papers, Historic Huguenot Street Archives.
- ¹⁶ William Smith, *The History of the Province of New-York (1757)*, *A Library of American Literature from the Earliest Settlement to the Present*, vol. 2, ed. by Edmund Clarence Stedman and Ellen Mackay Hutchinson (New York: Charles L. Webster, 1889), 485.
- ¹⁷ Williams-Myers, *Long Hammering*, 21.
- ¹⁸ D. Kobrin, *The Black Minority in Early New York* (Albany, N.Y.: New York State Education Department, Office of State History, 1971), 9.
- ¹⁹ Davis, “New York’s Long Black Line,” 46-51.

²⁰ Williams-Myers, *Long Hammering*, 21.

²¹ Williams-Myers, *Long Hammering*, 23; Edgar J. McManus, *A History of Negro Slavery in New York* (Syracuse: Syracuse University Press, 1966), 45-46. In the entire colony, in 1755, only seven slaveholders owned more than ten, while 1,048 owned fewer than five.

²² Such close quarters with enslavers could be a relative blessing or a more-bitter curse than the forms of slavery increasingly practiced in other American slave regimes. As Nell Irvin Painter has argued, enslaved persons who lived among relatively few persons of African descent and scattered among white households had few chances to forge cultural and social ties with kin and countrymen. Enslaved persons who lived on larger plantations in the South that housed scores and hundreds of enslaved persons were able to develop a syncretized network of associations that provided some solace amid the horrors of forced labor. However, as Edward Baptist has amply demonstrated, the violence of the gang system of cotton-plantation labor amounted to nothing short of torture. While the two situations were distinct in certain ways, both created immoral physical and mental hardships. See Nell Irvin Painter, *Creating Black Americans: African-American History and Its Meanings, 1619 to the Present* (New York: Oxford, 2006); and Edward Baptist, *The Half Has Never Been Told: Slavery and the Making of American Capitalism* (New York: Basic, 2014).

²³ Charles H. Cochrane, *The History of the Town of Marlborough, Ulster County, New York: From the First Settlement in 1712, by Capt. Wm. Bond to 1887* (Poughkeepsie, N.Y.: W.F. Boshart, 1887), 85.

²⁴ Davis, "New York's Long Black Line," Table 5.

²⁵ For example, there were 1,091 "Negro" males and 863 "Negro" females in Ulster County in 1771, yet this ratio had righted to virtually 50:50 by 1786. McManus, *History of Negro Slavery in New York*, 199-200.

²⁶ This infamous case of torture led the French philosopher Voltaire to condemn torture and became a foundational moment in the articulation of the modern concept of human rights. See Lynn Hunt, *Inventing Human Rights: A History* (New York: Norton, 2007), 72.

²⁷ *The Colonial Laws of New York from the Year 1664 to the Revolution...*, vol. 1 (Albany: James B. Lyon 1894), 583.

²⁸ *Colonial Laws of New York ...*, vol. 1, 766.

²⁹ *The Colonial Laws of New York from the Year 1664 to the Revolution...*, vol. 2 (Albany: James B. Lyon 1894), 656. In fact he only other punishment that merited whipping was for vagrants who returned into the province after having been banished. *Colonial Laws of New York ...*, vol. 2, 58.

³⁰ Minutes of the Ulster County Justices of the Peace, Kingston, New York, 28-29 August 1730; *Colonial Laws of New York ...*, vol. 2, 763. It is unclear whether the sentence was carried out—the case was used in the law as an example of the problem of finding and adequately paying executioners. An order of the Justices remanded Jack to "the executioner London, negro man of Johannis Low," to carry out the sentence. And see Williams-Myers, *Long Hammering*, 4, 46.

³¹ Ulster County Archives.

³² Williams-Myers, *Long Hammering*, 3 citing Carl Nordstrom, "Slavery in a New York County: Rockland County 1686-1827," *Afro-Americans in New York Life and History* 1 (July 1977): 156; McManus, *History of Negro Slavery in New York*, 45.

³³ Hendricus Dubois Papers, Historic Huguenot Street Archives.

³⁴ Roelof J. and Ezekiel Elting Family Papers, Historic Huguenot Street Archives; Wilhelmus and Moses Hasbrouck Family Papers, Historic Huguenot Street Archives; Peter and Josiah P. LeFevre Family Papers: "The Bontecoe LeFevres," Historic Huguenot Street Archives; Gerrit Freer Papers, Historic Huguenot Street Archives.

- ³⁵ Hendricus DuBois Family Papers, Historic Huguenot Street Archives.
- ³⁶ *Heads of Families at the First Census of the United States Taken in the Year 1790: New York* (Washington: U.S. Government Printing House, 1908), 179-80.
- ³⁷ New Paltz Tax Assessment 1798, Historic Huguenot Street Archives.
- ³⁸ Kenneth Scott, "The Slave Insurrection in New York in 1712," *New York Historical Society Quarterly* 45 (January 1961): 43-74; Daniel Horsmanden, *The New York Conspiracy, or A History of the Negro Plot...* (New York: Southwick and Pelsue, 1810).
- ³⁹ "Kingston Slave Conspiracy," *Weekly Mercury*, 6 March 1795 [full transcript available online at <https://www.hrvh.org/cdm/ref/collection/hhs/id/446>; Kobrin, *Black Minority in Early New York*, 36; Williams-Myers, *Long Hammering*, 167.
- ⁴⁰ Roelof J. and Ezekiel Elting Family Papers, Historic Huguenot Street Archives.
- ⁴¹ Roelof J. and Ezekiel Elting Family Papers, Historic Huguenot Street Archives.
- ⁴² Williams-Myers, *Long Hammering*, 7, 23; Samuel McKee, Jr., *Labor in Colonial New York, 1667-1776* (Port Washington, N.Y., 1963), 114, Roth, "Society of Negroes Unsettled," 31.
- ⁴³ Hollister and Schultz, "From Emancipation to Representation," 3
- ⁴⁴ Michael E. Groth, "Laboring for Freedom in Dutchess County," in *Mighty Change, Tall Within: Black Identity in the Hudson Valley*, edited by Myra B. Young Armstead (Albany: State University of New York Press, 2003), 58-79; *ibid.*, *Slavery and Freedom in the Mid-Hudson Valley* (Albany: State University of New York Press, 2017); and Susan Stessin-Cohn and Ashley Hurlburt-Biagini, *In Defiance: Runaways from Slavery in New York's Hudson River Valley, 1735-1831* (Delmar, N.Y.: Black Dome, 2016).
- ⁴⁵ David N. Gellman and David Quigley, *Jim Crow New York: A Documentary History of Race and Citizenship, 1777-1877* (New York: New York University Press, 2003), 52-55. See also the "Register of Slaves (1799-1825)" which displays the owner of a child, the child's birth date, and the date of "disbandment"—the date on which the enslaver "abandoned" the infant to the local poor house. The register is available online at <https://www.hrvh.org/cdm/ref/collection/hhs/id/417> and see the description of the work in the context of the history of slavery in New Paltz at <https://omeka.hrvh.org/exhibits/show/missing-chapter/register-of-slaves>.
- ⁴⁶ *Reports of the Proceedings and Debates of the Convention of 1821* (Albany: Hosford, 1821).
- ⁴⁷ <https://omeka.hrvh.org/exhibits/show/missing-chapter/people/john-wynkoop>.
- ⁴⁸ Roth, "Society of Negroes Unsettled," 48.
- ⁴⁹ "Should Be Done at Once," *New Paltz Times*, 18 January 1861: 2; Roth, "Society of Negroes Unsettled," 46-47.
- ⁵⁰ Heidgard, William, *Black History of New Paltz*, part 2 (New Paltz: Haviland-Heidgard Historical Collection, Elting Memorial Library, 1986), 17.
- ⁵¹ Hollister and Schultz, "From Emancipation to Representation," 9; Roth, "Society of Negroes Unsettled," 47.
- ⁵² Hollister and Schultz, "From Emancipation to Representation," 20.
- ⁵³ His descendants, however, do not seem to have fared well. They sold the Hasbrouck farm within five years of his death and appear to have moved away from the area. Roth, "Society of Negroes Unsettled," 47-48

- ⁵⁴ Myra B. Young Armstead, "A Geography of Slavery and Freedom in Antebellum Ulster County and New York City: Isabella Van Wagenen and Her Family," in *Mighty Change, Tall Within: Black Identity in the Hudson Valley*, edited by Myra B. Young Armstead (Albany: State University of New York Press, 2003), 81.
- ⁵⁵ Paula Wheeler Carlo, *The Huguenots of Colonial New Paltz and New Rochelle: A Social and Religious History* (PhD Dissertation: City University of New York, 2001), 114-15. On the changing languages of education in New Paltz during the colonial period, see Kenneth Shefsiek, *Set in Stone: Creating and Commemorating a Hudson Valley Culture* (Albany: SUNY Press, 2017), 124-26.
- ⁵⁶ Elizabeth Lang and Robert Lang, *In a Valley Fair: A History of the State University College of Education at New Paltz* (New Paltz, 1960), 5-6; Carlo, *The Huguenots of Colonial New Paltz*, 115.
- ⁵⁷ Lang and Lang, *Valley Fair*, 5.
- ⁵⁸ This was the Dutch-speaking Joseph Coddington, who did not received the generous terms of his predecessors. He drew a small salary that he augmented with services rendered to the Village's Dutch Reformed Church. See Lang and Lang, *Valley Fair*, 7.
- ⁵⁹ Carlo, *Huguenots of Colonial New Paltz*, 116-17.
- ⁶⁰ Lang and Lang, *Valley Fair*, 7-8. Town leaders had apparently intended to build a school on the same site as early 1773 when they transported stones from a former church to the site.
- ⁶¹ According to the recollections of a county historian, "it would appear from letters written by both Blacks & Whites that the teachers of that school must have been very proficient in their occupation. Reading, writing, and grammar were instilled in the pupil's mind." Heidgerd, "Black History of New Paltz," 15. There were also separate schools for black children in Kingston and Stone Ridge. Carlton Mabee, "First Black Schools in New York State," *Afro-Americans in New York Life and History* 2.2 (July 1978): 11-13. Other works on the early history of education in New Paltz are silent on the subject.
- ⁶² Ralph LeFevre, *History of New Paltz, New York and Its Old families (from 1678 to 1820)*... (Albany, N.Y.: Fort Orange Press, 1903), 166-67.
- ⁶³ Edward Lewis Klotzberger, *The Growth and Development of State Teachers College, New Paltz, State University of New York with Implications of Education in the State of New York* (PhD Dissertation, University of Connecticut, 1958), 8; Lang and Lang, *Valley Fair*, 9.
- ⁶⁴ Klotzberger, *Growth and Development of State Teachers College* 10.
- ⁶⁵ Lefevre, *History of New Paltz*, 168.
- ⁶⁶ Lang and Lang, *Valley Fair*, 10.
- ⁶⁷ Lang and Lang, *Valley Fair*, 13.
- ⁶⁸ Lang and Lang, *Valley Fair*, 10.
- ⁶⁹ Lefevre, *History of New Paltz*, 164.
- ⁷⁰ Lang and Lang, *Valley Fair*, 21.
- ⁷¹ Klotzberger, *Growth and Development of State Teachers College*, 10.
- ⁷² Lang and Lang, *Valley Fair*, 22-25.
- ⁷³ Lang and Lang, *Valley Fair*, 26.
- ⁷⁴ Lang and Lang, *Valley Fair*, 31-32.
- ⁷⁵ Klotzberger, *Growth and Development of State Teachers College*, 28, 43.

⁷⁶ *Laws of the State of New York, Passed at the One Hundred and Thirtieth Session of the Legislature*, vol. 1 (Albany, J.B. Lyon, 1907), 231-33; Lang and Lang, *Valley Fair*, 67-69.

⁷⁷ Lang and Lang, *Valley Fair*, 70.

⁷⁸ Lang and Lang, *Valley Fair*, Appendix, 199-200. Officers of the Board tended, however, to be chosen from residents of New Paltz or Mohonk Lake, at least into the 1950s.

⁷⁹ On the post-World War II era expansion of the College, see Lang and Lang, *Valley Fair*, -135-40.

⁸⁰ *Legends of the Shawangunk*, 154. This has remained a dominant motif of local New Paltz history. An author in the 1990s still sought to represent the founders of New Paltz as independent pioneers, claiming that “[t]he Deyos were quiet, hard working people, determined to ask no favors. They were and are usually able to take care of themselves.” See Kenneth Edward Hasbrouck, “How New Paltz Evolved from Kingston, N.Y., Massacres,” in *Huguenot Refugees in the Settling of Colonial America* (New York: Huguenot Society of America, 1993), 202. Such claims disingenuously deny the vast and instrumental labor performed for the founders of New Paltz by enslaved person of African descent.

⁸¹ Smith referred to slaves three times, but only in the figurative sense of persons of European descent bound to some unwanted labor—an English/Walloon tenant on a Hudson Valley manor, a debtor Irishman, and a Dutch girl captured by Indians (15, 46, 135).

⁸² John N. Vanderlyn, “New Paltz,” in *The History of Ulster County, New York*, edited by Alphonso T. Clearwater (Kingston, N. Y.: W. J. Van Deusen, 1907), 317. LeFevre’s *History of New Paltz* is little better, with just a handful of references to enslaved persons scattered through the book.

⁸³ This shameful evasion of the history of slavery in New Paltz continues to the present day. Two recent works, written after A.J. Williams-Myers’s foundational work on the history of the descendants of enslaved Africans in the Hudson River Valley, continue the tradition of neglect. Thomas S. Wermuth’s *Rip Van Winkle’s Neighbors: The Transformation of Rural Society in the Hudson River Valley, 1720-1850* (Albany: SUNY Press, 2001) mentions enslaved persons in only one paragraph (p. 50), leaving the impression that Hudson Valley farmers were independent and relied almost solely on family resources to work their lands. In his discussion of the settling of New Paltz (pp. 15-16), Wermuth mentions French, Dutch, and English settlers—but not a word about the Africans forced to settle there by their enslavers. An even more-recent history of New Paltz brushes aside any consideration of the enslaved population of the town by claiming—inaccurately—that evidence about the enslaved Africans among the Huguenots “simply does not exist” (Shefsiek, *Set in Stone*, 14). The claim suggests the author’s disinterest rather than any truth about the evidence. Moreover, the author’s erasure of those the Huguenots enslaved prevents him from adequately considering the culture of his subjects.

⁸⁴ There was a seventh name “Frere” or “Freer” but since Hugo Freer was the last to arrive and was not mentioned in documents prior to the purchase, the Board decided to use his name at a future date. The board made a similar decision with the name of “Elting.”

⁸⁵ “State University Teachers College, New Paltz, New York, Alumni Luncheon Dedication of Residence Halls and College Union,” May 24, 1952 (Privately Printed), n.p.

⁸⁶ “The Honorable Jay Le Fevre Gives Names of Patentees to Six College Dormitory Units,” 27 May 1952—clipping, Sojourner Truth Library Archives.

⁸⁷ The Elting Gym officially opened in 1964. The council also recommended naming future buildings after Charles M. Harcourt, the farmer who had sold the Hasbrouck Hill site to the College as well as serving on the Board of Visitors, and Hugo Freer, the one patentee left out of the 1952 naming. But these recommendations were apparently never considered by SUNY officials.

⁸⁸ College Council, “Minutes of Meeting, March 21, 1964,” 2-3.

⁸⁹ Karen L. Pennington, *Three Presidencies: Academic Leadership in Changing Times—A History of the State University of New York the College at New Paltz, 1948-1979* (PhD Diss., State University of New York at Albany, 1994), 265.

⁹⁰ On these conflicts, see Fabio Rojas, *From Black Power to Black Studies: How a Radical Social Movement Became an Academic Discipline* (Baltimore: Johns Hopkins University Press, 2007); and Oba T'Shaka, "Africana Studies Department History: San Francisco University," *The Journal of Pan African Studies* 5.7 (October 2012): 13-32. For an example of contemporary opposition to such departments, see John H. Bunzel, "Black Studies at San Francisco State," *The Public Interest* 13 (1968): 22-38.

⁹¹ Pennington, *Three Presidencies*, 266-73.

⁹² Pennington, *Three Presidencies*, 239-45.

⁹³ Rufus Newlin, Associate Dean of Students, quoted in *The Oracle* 42.28, 20 May 20 1971: 3.

⁹⁴ Pennington, *Three Presidencies*, 247-48.

⁹⁵ Pennington, *Three Presidencies*, 245.

⁹⁶ "Dedication of the Sojourner Truth Library," *Current* 6.3 (March 1971): 1.

⁹⁷ Minutes of the Meeting of the College Council, 24 October 1969.

⁹⁸ Jesi Pierce, "Students Seek Socially Diverse Building Names," *Oracle* (20 February 1997): 1, 3. Alice Chandler had been succeeded by Roger Bowen as President of the University in 1996, so it seems that Williams-Myers was referring broadly to the University administration rather than a particular president.

⁹⁹ Jordan Taylor and Luana Horry, "The State of the Black Campus," *New Paltz Oracle*, 24 October 2013: <http://oracle.newpaltz.edu/the-state-of-the-black-campus-an-op-ed-by-jordan-taylor-and-luana-horry/>.

¹⁰⁰ Shrien Alshabasy, "The Man Behind the Register."

¹⁰¹ The following account is largely based on the "Report of the Chancellor's Independent Committee Reviewing the Events of July 28 and 29, 1989, at SUNY New Paltz Which Led to the Arrest of Eight New Paltz Students" (September 1989).

¹⁰² "Report," 8.

¹⁰³ "Teaching the Youth Truth," *Indianapolis Recorder*, 4 November 1989: 2; "New Paltz 8' Member Guilty in Non-Jury Trial," *Poughkeepsie Journal*, 21 February 1991: 2B; Pennington, *Three Presidencies*, 174. Contrary to some popular claims, the authors of this history could find no evidence that the members of the Hasbrouck Eight made the name of the facility an issue in their altercation with Campus and Village police.

Current Campus Building Naming Policy and History of Naming Policy in SUNY and at New Paltz

SUNY's policy (#9521) for naming opportunities on State University Campuses was originally established in November 1950. Over the years, it has been amended five times, most recently in January 2005. The main elements of the policy include:

- The naming of a physical or non-physical asset of the University is appropriate when a significant gift is received for the benefit of the University, directly or through a campus-related foundation, and to honor the character, service or other positive merits of the donor or the donor's honoree.
- The naming of a physical or non-physical asset in recognition of a donor or a donor's honoree implies a promise to that donor that asset will be permanently maintained or, if change is unavoidable, that an alternative means of recognizing the donor or honoree will be found.
- Buildings, campus grounds or other physical facilities will not be named for individuals currently employed by the University or the State of New York, unless a donor other than the honoree provides a sufficient gift (as per the campus' approved naming guidelines) in honor of that individual.

It is important to note that the corresponding procedure (#9252) associated with carrying out the policy states that all naming opportunities that involve gifts of \$1 million or more shall be approved by the Chancellor and the State University Board of Trustees as well as the campus president and college council. Naming opportunities that involve gifts of \$1 million or less are approved by the campus president and the college council and/or campus foundation, as appropriate.

In support of the campus (only) approval process, the SUNY New Paltz Foundation has recently developed guidelines for space (i.e.: a laboratory, a classroom, an institute, etc) naming opportunities to recognize gifts under \$1 million. This is a local process that has been approved by the SUNY New Paltz Foundation Board and the College Council. All SUNY campuses are required to provide an updated local campus policy and procedures on naming every five years. (See Appendices for complete campus guidelines and SUNY naming policy.)

Policy:

https://www.suny.edu/sunypp/documents.cfm?doc_id=81&CFID=2728092&CFTOKEN=99112e5758b5984c-D9309E5A-B74D-FEF8-E14AC48EB72CCA89

Procedure:

https://www.suny.edu/sunypp/documents.cfm?doc_id=149&CFID=2728092&CFTOKEN=99112e5758b5984c-D9309E5A-B74D-FEF8-E14AC48EB72CCA89

Process of Campus and Community Engagement

The Council began its process by developing guiding questions to 1) understand why earlier University administrations applied Huguenot family names to the Hasbrouck Complex buildings and 2) collect an extensive array of contemporary reactions to the continuing use of the names. Those questions were originally outlined on the website for public consideration.

Notably missing from our engagement process were first-hand accounts from Native American representatives and descendants of slaves. We sought to counter this lack by consulting closely with officials at Historic Huguenot Street, researching primary source documents and other historical sources, as well as endeavoring to be ever mindful of the experiences of those with whom we could not speak directly.

As posted at (<http://www.newpaltz.edu/diversity/hasbrouck-dialogue/overview/> on Oct. 3, 2017:

Our work is underway, and the Council will begin by seeking answers to a few questions:

- a. Who are the buildings actually named for?
- b. What was the context of their naming?
 - i. When? Who did the naming?
 - ii. What were the qualifications/determining factors?
- c. How has this question of the names been dealt with in the past when raised by community members?
- d. What is the best way to engage with the Community on this issue?
 - i. National trends
 - ii. Current students, staff, faculty, and administration
 - iii. Alumni
 - iv. Local community
 - v. Family and descendants of the families
- e. What is the best way to insure that the Council is effectively communicating their findings to the decision making entities?

Shortly thereafter, the Diversity and Inclusion Council met to formulate a process of engaging the Campus Community ensuring that the broadest audience would be reached and included. The Council invited responses from students and alumni, faculty, staff and the administration, and the greater New Paltz Community—particularly those with a personal connection to local history, descendants of local patentees and Historic Huguenot Street. The council used numerous methods of outreach. We expanded our website to notify interested individuals of the multiple ways of engaging with the information gathering process. Outreach included emails inviting participation in a survey, invitations to town forums, programming and events supporting dialogue around inclusion and representation, residential hall forums as well as printed literature and informational postcards that were distributed widely throughout the process.

The methods of gathering input included, but were not limited to:

- Surveys
- Outreach to Student Association
- Town Hall Forums
- Residential Hall Forums
- Council Members visit to Historic Huguenot Street
- Programming
- Website

Methods

Surveys (fall/spring 2017-18)

DIVERSITY AND INCLUSION COUNCIL SURVEY INSTRUMENT AND SUMMARY OF RESULTS - FALL 2018

- A. The Diversity and Inclusion Council administered a survey to all students, employees, alumni and, in cooperation with Historic Huguenot Street, the survey was offered to their membership, which includes descendants of Huguenot families. A copy of the survey instrument and a summary of the results are below.
- B. The survey simply asked:
“The Diversity and Inclusion Council would like to know any questions, concerns, or ideas you would want the council to consider as it undertakes its work this year.”
- C. The survey data was reviewed by the Council membership.
Some questions for the forums were culled from the survey results and were shared in advance of the events on the website.

SURVEY QUESTIONS:

We want to hear from you!

As President Christian has announced, the Diversity and Inclusion Council has been asked to lead this year's planned dialogue about the names of the Hasbrouck Complex Buildings. The scope of this task is broad, and the Council will do its best to keep the campus community and other interested parties regularly informed.

The Council will try to provide a variety of ways in which the community can interact with this process. The Council is not a decision making body but the information gained through this survey and other venues will help us in developing recommendations for consideration initially by President Christian and thereafter the College Council and ultimately the Board of Trustees.

Individual responses will be kept confidential and anonymous but aggregated data may be shared more broadly.

Q1 Primary Affiliation:

- Student
- Staff
- Faculty
- Faculty Emeriti
- Alumni
- Descendants of Huguenot families
- Community Member

Q2 The Diversity and Inclusion Council would like to know any questions, concerns or ideas you would want the council to consider as it undertakes its work this year.

Q3 What ways do you prefer to receive information from the council?
Email/listserves
Hard copy communication (postcards, flyers, posters)
Informational meetings
Other

Q4 Please provide an email if you wish to be contacted by the council as this project continues.

Q5 What other methods would you prefer to receive information from the council beyond those indicated on the previous page?

RESPONDENT AFFILIATION [Q1]:

As of March 1, 2018 there were a total of 991 responses to the survey. The table below shows the number of responses in each group.

AFFILIATION	PERCENT	NUMBER
Student	26%	253
Staff	12%	121
Faculty	9%	91
Faculty Emeriti	1%	8
Alumni	47%	463
Descendants of Huguenot Families	1%	12
Community Member	4%	43
TOTAL	100%	991

NOTE:

Some respondents found the first question to be non-inclusive. A few wanted to check-off more than one option.

EMAIL IS THE PREFERRED METHOD OF COMMUNICATION FOR ALL GROUPS [Q3].

PREFERRED METHOD OF COMMUNICATION (NO. OF RESPONSES)	STUDENT	STAFF	FACULTY	FACULTY EMERITI	ALUMNI	DESCENDANTS OF HUGUENOT FAMILIES	COMMUNITY MEMBER
Email/listserves	206	113	78	7	399	8	32
Hard copy communication	30	9	5	0	33	1	3
Informational meetings	30	21	24	1	12	3	6
Other	16	1	5	0	16	1	6
TOTAL	282	144	112	8	460	13	47

PREFERRED METHOD OF COMMUNICATION (% OF RESPONSES)	STUDENT	STAFF	FACULTY	FACULTY EMERITI	ALUMNI	DESCENDANTS OF HUGUENOT FAMILIES	COMMUNITY MEMBER
Email/listserves	73%	78%	70%	88%	87%	62%	68%
Informational meetings	11%	15%	21%	13%	3%	23%	13%
Hard copy communication	11%	6%	4%	0%	7%	8%	6%
Other	6%	1%	4%	0%	3%	8%	13%
TOTAL	282	144	112	8	460	13	47

SUMMARY OF COMMENTS:

The table below shows how many comments came from each group.

The column of percentages should be interpreted as follows: 44% of the comments are from alumni. 24% of the comments are from students, 11% are from faculty, etc.

AFFILIATION	NUMBER WHO LEFT A COMMENT	BREAKDOWN OF COMMENTS BY AFFILIATION
Alumni	143	44%
Community Member	25	8%
Descendants of Huguenot families	7	2%
Faculty	37	11%
Faculty Emeriti	4	1%
Staff	31	10%
Student	79	24%
GRAND TOTAL	326	100%

The number of comments stating an opinion on whether the building names should be changed:

AFFILIATION	IN FAVOR OF RENAMING BUILDINGS	IN FAVOR OF LEAVING BUILDING NAMES AS THEY ARE	WILL STOP DONATIONS TO NEW PALTZ IF BUILDINGS ARE RENAMED
Alumni	22 (15% of all alumni comments)	62 (43% of all alumni comments)	7
Community Member	14 (56% of all community member comments)	5 (20% of all community member comments)	
Descendants of Huguenot families		5	1
Faculty	3	4	
Faculty Emeriti	1	1	
Staff	2	7	
Student	27 (34% of all student comments)	14 (18% of all student comments)	
GRAND TOTAL	69	98	8

The number of comments expressing a desire to learn more about the history or a hope that we would use this opportunity as a teachable moment:

AFFILIATION	EXPRESSED A DESIRE TO LEARN MORE ABOUT THE HISTORY OR A HOPE THAT WE WOULD USE THIS OPPORTUNITY AS A TEACHABLE MOMENT
Alumni	16
Community Member	2
Descendants of Huguenot families	
Faculty	1
Faculty Emeriti	
Staff	2
Student	1
GRAND TOTAL	22

The number of comments expressing a concern about the current campus climate:

AFFILIATION	EXPRESSED CONCERN ABOUT THE CURRENT CAMPUS CLIMATE
Alumni	8
Community Member	
Descendants of Huguenot families	
Faculty	14
Faculty Emeriti	
Staff	5
Student	19
GRAND TOTAL	46

Concerns about the current campus climate covered a wide range of topics including free speech, campus accessibility, inclusion in the academic classroom, and lack of diversity among academic faculty.

Other comments:

There were 28 comments related to the process. Common themes were:

- Importance of communication
- Research and understand the history
- Inclusive dialog – how do we make sure we connect with all stakeholders, hear all voices
- Evaluate the impact of your activities
- A need for balance
- Establish and document transparent policies for future naming of buildings
- Have student conversations during the mandatory All Hall meetings and with student leaders
- Have smaller focus groups

6 respondents conveyed praise and thanks for the work of the Council and 4 had concerns about the council.

General Recommendations and Questions for the Council

27 comments had some kind of recommendation or request for the council.

- Need more communication about the role of the Council and what they are doing
- More training for faculty and staff
- Provide a safe space for the voices of the minority, the disenfranchised
- Many requested consideration for a particular group or topic
- Develop a multi-cultural event

STUDENT ASSOCIATION SURVEY - MARCH 2018

Additionally, the Student Association, administered its own survey to all students in the spring of 2018.

SURVEY QUESTIONS:

- Q1** Are you familiar with the controversy surrounding the historical backgrounds of the names of the Hasbrouck Complex?
- Q2** Have you attended any of the Hasbrouck Complex name change forums?
- Q3** Do you feel this campus is a safe space for these conversations to happen?
- Q4** Do you believe the names on the Hasbrouck Complex buildings on campus should be changed (Names)?
- Q5** Are you aware that there is a Diversity and Inclusion council developing a recommendation on this topic?

The results can be summarized as follows:

Of the 407 respondents to the Student Association survey, 78.77% responded yes to the question of “Are you familiar with the controversy surrounding the historical backgrounds of the names of the Hasbrouck Complex?” indicating that information regarding the charge and the communitywide dialogue was well known to the student body. [Q1]

In response to the question “Have you attended any of the Hasbrouck Complex name change forums, only 11.85% responded that they had attended. [Q2]

When asked “Do you feel this campus is a safe space for these conversations to happen?” 68.47% responded yes, 28.33% responded neutral and 3.2% responded no. [Q3]

Finally, when asked “Do you believe the names on the Hasbrouck Complex buildings on campus should be changed (Names)?” 40.89% indicated that the names should be changed, 33.74% were neutral and 25.12% said the names should not be changed. This seems to reflect the diversity of views and the complexity of the issues around the naming of these buildings. (Please see the Appendices for comments associated with this question of the survey. The Council received these results on May 2.) [Q4]

(See Appendices for the complete student survey.)

Outreach to Student Association

Council member Robin Cohen-LaValle, Dean of Students, met with the Student Senate on November 15, 2017, to outline the overall goals and process of the Diversity and Inclusion Council for the special charge regarding the Hasbrouck building naming dialogue. Student feedback from that meeting included:

Regarding the survey process, they suggested the Council post the link to Blackboard and on my.newpaltz.edu because senators say that students don't read all-stu emails.

Additional suggestions included:

- having one of the 'listening tour' meetings dedicated to the Senate as one group
- wanting to know if they will be invited to hear descendants of families
- wanting to know if descendants of slaves who worked for Huguenot families will be invited to the open forums
- one male member is an older alum (now a grad student) who is frustrated that alumni were not sent the survey, and wanted local papers to invite local community members across the board to forums (Footnote: The survey did go to alumni after it was sent to all students and employees and open forums took place for community input.)

Robin reported that her impression from that evening's meeting was that the majority of students present want the 'slave owner' names to be removed.

Town Hall Forums

Open to All (January 25 and January 26, 2018)

- A. Two Town Hall Forums were held: Thursday, January 25, 2018, from 6:00 p.m. - 7:30 p.m. in Lecture Center (LC) 102 and Friday, January 26, 2018, from 12:30 p.m. - 2:00 p.m. in the Multi-Purpose Room (MPR) of the Student Union Building.
- B. The sessions, facilitated by members of the Diversity and Inclusion Council, began with a brief presentation of a historical timeline that contextualized the history of the building naming and the families. Members of the Council consulted Historic Huguenot Street, SUNY and campus documents, newspaper articles and primary historical sources in creating this timeline to inform the membership and community about the events. (See Appendices for timeline.)
- C. Individuals were given two minutes to articulate their perspectives, and notes were taken by Council Members to catalog the information. Additionally, individuals were reminded that the Council email address was available to submit additional thoughts or responses after the forum was over.
- D. In total, there were approximately 250 attendees at the forums.

Residential Hall Forums

Open to Students

- A. Tuesday, February 20, from 8:30 - 10 p.m. in Bouton Hall (8 attendees)
- B. Thursday, February 22, from 8:30 - 10 p.m. in Ridgeview Hall (30 attendees)
- C. Wednesday, February 28, from 8:30 - 10 p.m. in Lefevre Hall (35-40 attendees)
- D. Individuals were given time to articulate their perspectives, and notes were taken by Council Members to catalog the information. Index cards were available for students to write thoughts or ideas that they might not have wanted to articulate out loud. Additionally, individuals were reminded that the Council email address was available to submit additional thoughts or responses after the forum was over.

Council Member Visit to HHS

March 1, 2018

Nine members of the Council spent time with the staff and director discussing Historic Huguenot Street's efforts to make their tours and programming inclusive of enslaved Africans, women, and the indigenous peoples of the Hudson Valley.

Programming

See Appendices.

Website

A place to keep updates available for the Community
[<https://www.newpaltz.edu/diversity/hasbrouck-dialogue/overview/>]

- A. Overview and Process Timeline
- B. Committee Charge
- C. Event information
- D. Frequently Asked Questions
- E. Survey Invitation
- F. Videos of Town Hall Forums

Themes from Campus and Community Voices

All methods of collecting data such as these have both benefits and drawbacks. Fundamentally, the key difficulty associated with all of the following methods is ensuring a representative sample of respondents. For example, while Town Hall forums provided the opportunity for Council members to actually hear the voices and viewpoints of students and community members, attendance at such events is necessarily limited to individuals that live in the more immediate vicinity of New Paltz. At the Town Halls, in an attempt to provide some structure to the process while also ensuring that everyone had an opportunity to speak, people were given two minutes to articulate their perspectives. Participants were also reminded that they could email additional thoughts or responses after the forum was over to the Council. Ultimately, attendance at the Town Halls was 250 total.

A similar format was used in the Residential Hall forums; students were given time to express their opinions and perspective. Index cards were also made available for students to write thoughts or ideas that they might not have wanted to articulate out loud. They were also reminded that they could email additional thoughts to the Council.

Although online surveys have the benefit of reaching many people, they do not always translate into an equally high response rate. In this case, the online survey reached 40,096 alumni; as of April 15, 2018, the Council had received 463 responses. As we sifted through more than one thousand comments from the surveys, public-forum comments, written comments, three overarching themes became clear. Despite participants often taking polar-opposite positions (particularly at the beginning of the process), a great many of them 1) agreed about the role of SUNY New Paltz in unearthing the area's history, 2) experienced a deep emotional resonance with the power of commemoration, and 3) use-value of history in shaping our communal values.

Respondents across all groups clearly valued the University's role in teaching about the Huguenots and others who influenced the historical development of both the village of New Paltz and the University. There was wide interest in the "stories that have never been told." Indeed, the emotional responses to the renaming question suggested the high regard in which participants held the role of the University.

Respondents across all groups felt deep emotions about the topic of renaming. The most-repeated student response reflected the belief that no one should be asked to live, sleep, and eat in buildings named for people who enslaved others. At the same time, students directly acknowledged the Huguenot family members' distress over the tarnishing of their family legacies. A frequent response from others was that "you can't change history," that removing the names of the patentees would erase their rightful place in the history of the area. While the proponents of these differing views often ended up on opposite sides of the renaming issue, their readiness to engage the question revealed their emotional intensity.

The wide engagement with the renaming question also demonstrated a fervent belief throughout the New Paltz community that the way we remember the past plays a vital role in how we live in the present. History was crucial for articulating the values we hold dear and for conceptualizing the relation between those values and our everyday practices.

Reflecting on these common themes led Council members to carefully consider the proper foundations for our deliberations and the appropriate framework for making our recommendations. Throughout, Council members remained keenly aware of the importance of maintaining an open, inclusive, and impartial process as well as hewing closely to high professional and ethical standards. In undertaking this potentially highly controversial project, we sought to establish a sound model on which later action on our recommendations might be based.

One key moment suggests the value of an inclusive process that encourages a diversity of contributions. The first speaker at our Friday noontime forum was adamantly against renaming the Hasbrouck Complex buildings. “Don’t take things down or change names,” he exclaimed, “We need to keep names, appreciate the history, not erase it.” Throughout the forum, however, he listened to speaker after speaker. He weighed their opinions, considered their arguments. Toward the end of the forum, he spoke again. Hearing differing points of view, he admitted, led him to change his mind. “If we don’t learn from the past,” he reflected, “we will repeat it.” He had been moved by a young woman who related the pain of having to eat in a facility named for someone who had once enslaved her ancestors. “If [the name] makes people feel that bad,” he urged, “then maybe we *should* change it.”

One of our goals as a Council, then, reflecting our mission as an educational institution, is to push value to the role of educating our students and to fill in the blanks, as many as possible, in our history. This is only the beginning of that process.

All of us involved in the renaming discussions have had experiences that force us to think beyond our initially held beliefs. The importance of face-to-face dialogue in understanding the emotions resonating from the discussion has emerged from our work and engagement. We need to model and describe a way to continue this kind of communication. If we link the experiences from all “sides” of the renaming issue in this common frame of emotional experience, it changes the conversation. It allows us to articulate the value of “a willingness to listen” and can transform strident opposition to dialogue that builds shared understanding even if there is no change to any one position.

Recommendation Frames

Framing the discussion around these commonalities will provide a solid foundation for building community. This approach does not dismiss or fail to recognize difference but instead invites the differences to be explored within an aspirational shared value of inclusion. We therefore propose the following:

- That the buildings included for review in the original charge should be renamed because their purpose as residences and dining spaces compel a qualitatively different consideration of their names than memorials in other types of places. We honor the experience of the students who have to live there.
- That, as an educational institution, we must fulfill our responsibility to provide engaging opportunities to interpret and critically engage the history and experiences that have shaped our past and continue to shape our present. (We acknowledge that the campus has more work to do in researching and sharing the history of the indigenous peoples of the Hudson Valley.)

- That, because we believe the University must undertake the task of naming campus facilities with humility, we must accept that the values we express in our naming practices today may not be those of future generations.
- That we commit to a rigorous, thoughtful naming review to be undertaken a) by request of significant campus stakeholders and/or b) as part of institutional planning every fifteen to twenty years.

The commitment to acknowledging all the facets of our history can be expressed in numerous ways—in pop-up or existing spaces, in discussions and performances, in formal and informal settings. We should take this opportunity to realize how stories of the past inform our understanding of the present. This is a unique and exciting opportunity to create greater bonds among students, faculty, staff, and community members by developing such history-in-the-present spaces. We should consider specific ways to infuse the history of New Paltz into our daily experiences through

- adding units about New Paltz history and culture into a variety of courses
- erecting campus-wide displays or wayside panels that detail the area's past
- introducing aspects of our history into our introductory materials and campus tours
- focusing on raising funds for historical projects in the University's capital campaigns.

These suggestions are not exhaustive. They are meant to serve as a starting point for greater considerations.

Additional Recommendations

The Diversity and Inclusion Council offers the following additional recommendations of ways to honor and commemorate the Hasbrouck Complex names. The Diversity and Inclusion Council believes these recommendations would speak to our community values and commemorate our institutional history.

- Establish a Historical Center on campus.
- Erect plaques to educate campus community throughout the campus.
- Set aside a contemplative space that includes historical information and invites community gathering and reflection.
- Sell bricks to commemorate the families, their names, and their specific contributions to the establishment of the College.
- Incorporate the history of the patentee families on campus tours to alert prospective students, employees, and visitors to the compelling stories of our past.
- Provide more historical background at new student orientation.

- Include these topics in class discussion and other areas of curriculum.
- Partner with local historians and the Historic Huguenot Street to bring programming and general awareness events to the campus as well as to involve more students with the rich historical resources of the Village.
- Organize a "New Paltz Day" to promote general awareness about the complex and rich history of these family names as well as the history of the indigenous peoples of the region.

The Diversity and Inclusion Council remains committed to the ongoing work of exploring our institutional history and to supporting institutional efforts that educate and foster community awareness and dialogue regarding inclusion, equity, and diverse representation. The Council hopes to be included in the steps that may be undertaken in response to our work on this charge.

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Appendix

Committee Charge

Members of the Diversity and Inclusion Council:

I write to convey my charge about your leadership of this year's planned dialogue about names of Hasbrouck Complex buildings. I look forward to responding to any questions you may have when I meet with you on September 21. I will be sharing the charge with the campus community later today as well.

"We tell stories about who we are by the names we put on buildings." What stories about SUNY New Paltz are we telling by the names on our buildings? How do we think about the history of the Huguenot families in New Paltz, the historical trajectory of our campus when the buildings were named, and our present values of diversity, equity, and inclusion that differ from previous eras? How do we convey our history openly and honestly so that it informs our understanding, both historical and contemporary?

These are the kinds of questions that should guide our dialogue this year. As I wrote previously, this charge is not within the normal scope of responsibility that we envisioned for the Council. But you are best positioned to guide this discussion, when we are embarking on a series of diversity and inclusion goals to make SUNY New Paltz an even better place to learn, work, and live. The very process we are undertaking should foster frank and open discussion about slavery, race, and contemporary issues of diversity and inclusion. Both the process and the outcomes are at the core of the Council's purpose, and support and align with the year's organizing theme of "citizenship."

I am asking you to foster a transparent, open, respectful community dialogue. Implications of the Hasbrouck Complex building names have been raised over many years, sometimes during student protests but with no follow-up, and discussed (mostly quietly and behind-the-scenes), but we have not addressed this issue openly, honestly, and transparently **as a community**. The time is right for us to do so. I repeat the following from an earlier message: **It would be naïve to think that these discussions will not be difficult. They will require the empathy and careful listening that I have written about before. We need to be aware at the outset that this discussion will draw attention from audiences beyond the university, and that others will be watching our process and its outcome. We have an opportunity to model problem-solving and community building that is sadly elusive in much of contemporary society.**

In recent weeks, I have heard from members of our community with opposing, solidified views about what the outcome of this process should be. I do not have a preconceived notion of the outcome, and hope that you can adopt such an open-minded view as you approach this work, applying the principle that careful speaking and listening must come before you formulate recommendations.

Your overall charge:

- To analyze and build understanding of historical and contemporary issues surrounding our building names, including northern slavery and its legacies;
- Building on the results of that educational and information-gathering process, develop carefully articulated pros and cons of either retaining or replacing those names, each with supporting evidence and arguments;
- Formulate a recommendation for my consideration that best reflects the shared understanding of your work.
- The scope of your charge does not include considering or recommending alternative names. I do not want particular alternatives to steer the discussion away from core matters. If the Council's work results in a recommendation to change one or more names, we will engage a separate deliberative, consultative process to develop new names to recommend to the College Council and Board of Trustees. Any changes must be consistent with Board of Trustees policies (link provided below, as these policies are part of the broader framework for your work).
- To provide me with a report of your activities, findings and recommendations by April 15, 2018. That lengthy timeline reflects my intention that we give this topic the full attention it deserves, and ensures we will have an opportunity to examine multiple perspectives.

Here are the elements of the process I expect you to incorporate in your work:

- To lead a process that is inclusive, drawing on the voices and perspectives of all members of the campus and broader New Paltz communities, including current students, faculty and staff, alumni, members of the College Council (who have authority to approve building names before they are presented to the Board of Trustees), New Paltz and Hudson Valley residents, and community partners.
- To engage with Historic Huguenot Street (HHS) in New Paltz. HHS has agreed to be a close partner in these discussions, and has already undertaken programming – such as the recent “Slave-Dwelling Project” – to educate about this history and its contemporary consequences, including reckoning with slave ownership by early Huguenots. Dr. LaTasha Brown, Digital Media and Journalism, serves on the Program Committee at HHS and will provide an important scholarly/academic link between HHS and our campus initiative; she has agreed to my request to serve as a formal member of the Council for this project. Two members of the HHS Board, Dr. A.J. Williams-Myers, emeritus professor of Black Studies, and Veronica Claypool Butler, New Paltz resident and daughter-in-law of Dr. Marjorie Butler, who founded the Black Studies Department, have met with me about this endeavor and stand ready to participate. They, along with Board Chair Mary Etta Schneider, will help you connect with members of the Huguenot families and their family organizations; they clearly have a stake in our process and its outcome and must be provided opportunities to contribute their views.
- To develop a strong scholarly foundation for your work. As you listen to views on this topic, it will be essential that thoughtful, evidence-based arguments weigh more heavily in your assessments than opinion or emotional response. In support

of this work I have asked Council member Dr. Reynolds Scott-Childress to join Tanhena Pacheco Dunn as co-Chairs of the Council this year because of his scholarly interests that include the history of race in America, and because of his curricular and other experiences. Dr. Williams-Myers, a scholar of slavery, the slave trade, and African-American history, and Dr. Brown, whose scholarship focuses on social memory, popular culture, and the Black Caribbean diaspora, will lend further important scholarly perspective, as will other faculty and local historians.

- To welcome members of an expanded council that will temporarily include: two undergraduate history students who have conducted research on Huguenot family names on campus buildings; Ron Law, a member of the College Council and a New Paltz alumnus; and Vice President for Communication Shelly Wright, who will support institutional messaging and communication as this process unfolds.
- To develop multiple avenues of soliciting input. Other institutions undertaking such processes have organized discussion groups, web-based surveys, town-hall open forums, and consultation with scholars. It will be essential at the outset to establish clear parameters for respectful, civil, informed input.
- To include multiple student discussions in the residence halls, as well as opportunities for off-campus and commuter students to provide input. I have briefed student leaders in Residence Hall Student Association and Student Association and they have agreed to help organize student events. Dr. Anne Balant, Presiding Officer of the Faculty, has agreed to help support faculty/staff forums.
- To ensure that open forums or other events that may attract public interest are coordinated in advance with Richard Winters, Director of Community and Government Relations, for appropriate institutional planning, safety and order. Staff in the Office of Communication and Marketing as well as Institutional Research stand ready to assist with communication and information-gathering needs throughout this process.
- To draw on the work and experiences of other colleges and universities that have evaluated legacy names on campus buildings or programs. The resources appended below include examples of processes or reports from three institutions. I have not done an exhaustive search and am certain that more, similar resources are available. I've included an 8-minute YouTube video of comments from members of a review committee at Yale University that I found to provide an especially valuable framework to explore these issues (and the source of the opening quote above!), and an example of how Harvard Law handled such a matter.

I thank you in advance for your dedication to this important process. I expect to receive regular reports from Tanhena Pacheco Dunn in her and my regular meetings, and, of course, stand ready if I can assist with matters of process or principle.

Sincerely,
Donald P. Christian
President

Attachment (1)

ADDENDUM:

Resources for the Diversity and Inclusion Council Dialogue on Hasbrouck Complex Building Names

Processes at Other UniversitiesUniversity of Michigan:

<http://president.umich.edu/wp-content/uploads/sites/3/2017/01/PACOUH-memo-on-naming-1-13-17.pdf>

Princeton University:

<https://www.princeton.edu/sites/default/files/documents/2017/08/Wilson-Committee-Report-Final.pdf>

Yale University:

<https://news.yale.edu/2016/12/02/report-outlines-principles-renaming-campus-buildings>
<https://www.youtube.com/watch?v=h1Srt2U14-s&feature=youtu.be>

Other:Chronicle of Higher Education: How Should We Memorialize Slavery? (August 29, 2017)

<http://www.chronicle.com/article/How-Should-We-Memorialize/241043>

American Historical Association statement on confederate monuments, endorsed by the Organization of American Historians

<https://www.historians.org/news-and-advocacy/statements-and-resolutions-of-support-and-protest/aha-statement-on-confederate-monuments>

SUNY Policy on Naming

https://www.suny.edu/sunypp/documents.cfm?doc_id=81

What Should We Do About Our comments

(9/7/17 Inside Higher Ed article about possible change in “comments” policies). This may guide Council thinking about civil input you will consider):

https://www.insidehighered.com/views/2017/09/07/inside-higher-ed-asks-readers-comments-about-its-comments-section-essay?utm_source=Inside+Higher+Ed&utm_campaign=b64cd21f52-DNU20170907&utm_medium=email&utm_term=0_1fcbc04421-b64cd21f52-198560037&mc_cid=b64cd21f52&mc_eid=0720480b32

A thoughtful article (and plaque image) of Harvard Law School’s efforts to portray its historical linkages to slavery:

<http://www.smithsonianmag.com/smart-news/harvard-law-school-marks-ties-slavery-new-plaque-180964784/#gocRPg6ZuT1wUczx.03>

Appendix

Campus Communications

GROUP	MAILINGS SENT	TOTAL RECIPIENTS
All-FS	10	1838
All-STU	7	10932
Alumni	5	40096

Survey links and announcement of public forums were included in my.newpaltz.edu and Blackboard, per Student Association request early in the process.

Campus News Stories

- 8/31/17: President Christian calls for community dialogue about Hasbrouck Complex building names (August 31, 2017)
[<https://sites.newpaltz.edu/news/2017/08/president-christian-calls-for-community-dialogue-about-hasbrouck-complex-building-names/>]
- 1/31/18: Campus News Story about Diversity and Inclusion Council forums on Hasbrouck Complex Naming Dialogue (January 31, 2018)
[<https://sites.newpaltz.edu/news/2018/01/diversity-inclusion-council-convenes-forums-for-hasbrouck-complex-naming-dialogue/>]

President's Faculty Reports

- 11/15/17: Update on Hasbrouck Complex Naming Dialogue
[<https://sites.newpaltz.edu/news/2017/11/presidents-report-to-the-academic-and-professional-faculty/#has>]
- 1/19/18: Update on Hasbrouck Complex Naming Dialogue
[<https://sites.newpaltz.edu/news/2018/01/presidents-report-to-the-academic-and-professional-faculty-3/#hasbrouck>]
- 3/6/18: Update on Hasbrouck Complex Naming Dialogue
[<https://sites.newpaltz.edu/news/2018/03/presidents-report-to-the-academic-and-professional-faculty-5/#has>]

Communication to the Campus Community

- 8/27/17: Notification of Death of Hasbrouck Dining Hall Sodexo employee
- 8/31/17: President's call for a dialogue
- 9/14/17: President's Charge to the D & I Council
- 11/13/17: D&I Council Survey invitation
- 11/16/17: D&I Council Survey reminder
- 1/18/18: D&I Council Update on Process and Invitation to Town Hall Forums
- 1/20/18: D&I Council Town Hall Invitation Reminder
- 1/23/18: D&I Council Town Hall Invitation Reminder
- 1/25/18: D&I Council Town Hall Invitation Reminder
- 1/26/18: D&I Council Town Hall Invitation Reminder
- 4/12/18: President's Update on D&I Council Report and Deadline Extension

Communication to Alumni

- 8/31/17: Hasbrouck Complex Building Names: A Call for Community Dialogue
(from Shana Circe)
- 12/1/17: Alumni News: SUNY New Paltz Connect: "The Diversity and Inclusion Council wants to hear from you about the Hasbrouck Complex Building dialogue. Visit this link to complete a short survey and to view the committee charge"
(from OCM)
- 1/18/18: Diversity & Inclusion Council offers update on Hasbrouck dialogue
(from D&I Council)
- 1/23/18: REMINDER: Hasbrouck Buildings Community Dialogue – RSVP
(from D&I Council)
- 4/12/18: Update on Hasbrouck Building Complex Naming Dialogue
(from President Christian)

Pdfs of the above listed communications follow in chronological order.

[all-fs] Sad News of Sodexo Employee Death

all-fs <all-fs-bounces@newpaltz.edu> on behalf of
Office of the President <presidentsoffice@newpaltz.edu>

Sun 8/27/2017 11:39 AM

To: all-fs <all-fs@newpaltz.edu>;

📎 1 attachments (310 bytes)

ATT00001.txt;



Dear New Paltz Students, Faculty, and Staff:

I write to share the sad news that longtime Sodexo employee and SUNY New Paltz alumnus Darold Thompson, 49, of New Paltz passed away August 22 at home.

Darold received a Bachelor of Arts degree from the College in 1999 with a major in Black Studies. He worked on campus for 17 years as a cashier in the Hasbrouck Dining Hall and was well-known and popular with many current students and alumni.

Our heartfelt condolences go out to Darold's family and to the Sodexo employees, students, faculty, and staff on campus who knew him.

The Counseling Center staff is welcoming those students who may feel the need to talk to someone and work through their personal feelings of loss. The Counseling Center can be reached at 257-2920. If you know of students who have been affected by this news, please make them aware of this service.

For those employees who are interested in speaking with someone, the Employee Assistance Program (EAP) is available at 257-2886

We will share information about services once it becomes available.

Donald P. Christian, President

Steve Deutsch, Executive Director, Campus Auxiliary Services

[all-fs] Hasbrouck Complex Building Names: A Call for Community Dialogue

all-fs <all-fs-bounces@newpaltz.edu> on behalf of
Office of the President <presidentsoffice@newpaltz.edu>

Thu 8/31/2017 12:52 PM

To: all-fs <all-fs@newpaltz.edu>;

📎 1 attachments (310 bytes)

ATT00001.txt;



Hasbrouck Complex Building Names: A Call for Community Dialogue

Members of the SUNY New Paltz Community:

I write for two purposes and ask that you read the entirety of this letter:

- I am responding to a change.org petition asking that the College rename Hasbrouck Dining Hall; and
- I am introducing a process we will undertake to evaluate the current names of buildings in the Hasbrouck Complex.

The petition asks that Hasbrouck Dining Hall, in whole or in part, be renamed to honor the memory of Darold Thompson, a New Paltz alumnus and long-term Sodexo food service employee who passed away recently. It is clear from the petition comments that Darold was a friend and inspiration to many students during his 17 years as a Hasbrouck employee. I enjoyed my interactions with him when we met on campus or now-and-then at the gym. He will be missed by many.

I am moved by the outpouring of support for a member of our community who embodied much of the spirit of New Paltz, from people who interacted with him daily over many years. Despite my appreciation for that sentiment, I am unable to honor the request to rename Hasbrouck Dining Hall in this way, as this request is not consistent with longstanding practice and current Board of Trustees policy. More recently, when a beloved member of our community has passed away, friends, family, or colleagues have worked with our Foundation to raise funds to memorialize that individual through a

tree, bench, or plaque. The campus is considering alternative ways to honor Darold, and more information will be shared shortly about how those interested may contribute to that effort.

This brings me to my second purpose for writing. This worthy effort to honor a longtime employee brings immediacy to a matter I have been thinking about for some time: initiating a community dialogue about names of the Hasbrouck Dining Hall and residence halls in that complex. Some view these building names as perpetuating the legacy of slavery, and I am aware that some students, particularly students of color, have expressed their discomfort about living in halls with these names. These issues have not been addressed fully and openly by our community to ensure that the visible symbolism of building names is culturally consistent with our values. Now is the right time to do so, when our nation is engaged in discourse about removing Confederate statues or changing building names that commemorate or memorialize the era of slavery in America. This is also a time that we are embarking on a series of diversity and inclusion goals to make SUNY New Paltz an even better place to learn, work, and live.

Accordingly, over this academic year we will foster a transparent, open, respectful dialogue to 1) analyze and build awareness and understanding of historical and contemporary issues surrounding these names and northern slavery, with the help of scholars including our own faculty members; and 2) develop a consensus view about both the pros and cons of either retaining or replacing those names. **We undertake this process with no preconceived notion of the outcome, and with the understanding that careful speaking and listening must come before conclusions are drawn.**

This process will be inclusive, drawing on the voices and perspectives of all members of the campus and broader New Paltz communities. We will also learn from the experiences of other colleges and universities that have evaluated names attached to statues or buildings recognizing individuals whose actions promoted or supported slavery or racial discrimination.

It would be naïve to think that these discussions will not be difficult. They will require the empathy and careful listening that I have written about before. We need to be aware at the outset that this discussion will draw attention from audiences beyond the university, and that others will be watching our process and its outcome. We have an opportunity to model problem-solving and community building that is sadly elusive in much of contemporary society.

I am asking the Diversity and Inclusion Council to lead this process as a priority of its work this year, issuing a report of its activities, findings and recommendations by April 15, 2018. That lengthy timeline reflects my intention that we give this topic the full attention it deserves, and ensures we will have an opportunity to examine multiple perspectives.

This charge is beyond the normal scope of responsibility that we envisioned when forming the Council, but I see this group as best positioned to lead our community through this discussion, with the care and attention it deserves. The Council will provide multiple forums to invite broad input from current students, alumni, faculty and staff, members of the College Council, Historic Huguenot Street and other community partners.

The detailed charge to the Diversity and Inclusion Council will be communicated to the campus after Labor Day. My charge directs the Council to determine whether to retain or replace these building names, not to debate alternative names. If the Council's work results in a recommendation to change one or more names, we will engage a further deliberative, consultative process to develop new names to recommend to the Board of Trustees; any changes must be consistent with Board of Trustees policies.

Here is a brief summary of relevant background, which will be a platform for launching this dialogue.

Buildings in the Hasbrouck Complex are named after Huguenot families – Bevier, Crispell, Deyo, DuBois, Hasbrouck, and Lefevre - that were the original settlers of New Paltz, and that have more than three centuries of history in the United States. These buildings were named explicitly to recognize these families, not individual family members, and not specifically the founding members.

There is no question that each of these families owned slaves during the period of slavery in New York. This is a shameful and painful legacy that we must acknowledge and portray openly and honestly. We must recognize that the legacy of the building names has a very different, painful impact for African-American members of our campus community than for others. Historic Huguenot Street (HHS) in New Paltz maintains historic buildings dating back to the earliest European settlement of this community, and engages in educational programming about Huguenot history. HHS has agreed to be a partner in these discussions, and has already undertaken programming – such as the recent “Slave-Dwelling Project” – to educate about this history and its contemporary consequences, including reckoning with slave ownership by early Huguenots. We will welcome the expertise and viewpoints from HHS members, among them emeritus professor of black studies, A.J. Williams-Myers, who serves on the HHS board. You will hear more soon about an upcoming event co-sponsored by HHS, SUNY New Paltz, and other organizations that will inform thinking about this legacy of slavery.

The Hasbrouck buildings were built and named in the 1960s, about 130 years after slaves were emancipated in New York, and about 100 years after the end of the Civil War. Current prominent citizens in the Hudson Valley and beyond, white and black, are further descendants who carry these family names. Those families and their influence on higher education opportunities in New Paltz are a key part of the College’s deep roots in this community.

This is the complex history that we must understand and translate into meaning -- about the names we attach to campus buildings, the history behind those names, and what they convey about our values. SUNY New Paltz has a longstanding reputation as an inclusive, welcoming and diverse learning community dedicated to providing a path to a better life for New York citizens. We are proud of our work over many decades to advance that goal. Our purpose in this effort is to evaluate and embrace what we stand for, in order to ensure rich learning opportunities for future generations of citizens.

We will provide frequent communication to the community about this effort.

Sincerely,

Donald P. Christian
President

President Christian calls for community dialogue about Hasbrouck Complex building names

Posted on [August 31, 2017](#)

SUNY New Paltz President Donald P. Christian called on the campus community on Thursday, Aug. 31, to engage in a dialogue this year about the names of the Hasbrouck Complex buildings (Bevier Hall, Crispell Hall, Deyo Hall, DuBois Hall, Hasbrouck Dining Hall and Lefevre Hall).

These six Hasbrouck Complex buildings are named for six Huguenot families who were the first European settlers in New Paltz in 1678. The earliest generations of these families in America owned slaves during the period of slavery in New York State.

“Some view these building names as perpetuating the legacy of slavery, and I am aware that some students, particularly students of color, have expressed their discomfort about living in halls with these names,” Christian said.

“These issues have not been addressed fully and openly by our community to ensure that the visible symbolism of building names is culturally consistent with our values. Now is the right time to do so, when our nation is engaged in discourse about removing Confederate statues or changing building names that commemorate or memorialize the era of slavery in America. This is also a time that we are

embarking on a series of diversity and inclusion goals to make SUNY New Paltz an even better place to learn, work, and live.”

He asked college community members to participate in a transparent, inclusive and respectful dialogue to “1) analyze and build awareness and understanding of historical and contemporary issues surrounding these names and northern slavery, with the help of scholars including our own faculty members; and 2) develop a consensus view about both the pros and cons of either retaining or replacing those names.”

That process will be led by the Diversity and Inclusion Council, which will be asked to report on its activities, findings and recommendations by April 15, 2018. More detail about the charge to the Council will be communicated later in September 2017. The conversation will include faculty, staff, students, alumni, College Council members, Historic Huguenot Street and other community partners.

“It would be naïve to think that these discussions will not be difficult,” President Christian said. “They will require the empathy and careful listening that I have written about before. We need to be aware at the outset that this discussion will draw attention from audiences beyond the university, and that others will be watching our process and its outcome. We have an opportunity to model problem-solving and community building that is sadly elusive in much of contemporary society.”

President Christian also responded in his message to a petition to rename Hasbrouck Dining Hall for an alumnus and Sodexo food service employee, Darold Thompson '99 (Black Studies), who died on Aug. 22. Thompson was a friend and inspiration to many students during his 17 years of service to New Paltz. President Christian explained in his campus message that current Board of Trustees policy does not allow him to honor the petition, however, plans are under way to memorialize Mr. Thompson’s service.

[Use this link to read the full text of President Christian’s Aug. 31 message to the campus community.](#)

[Read more about the guidelines for the permanent “naming of things” on SUNY campuses, here.](#)

[Alumni / Community Engagement / Diversity, Equity and Inclusion / Featured News / Institutional / News Releases](#)

August 31, 2017



Dear SUNY New Paltz Alumni,

I write to share the following statement from President Christian, sent today to students, faculty and staff. Because you are important members of our campus community, I want to be sure you're aware of this initiative, which will generate substantial interest on campus and beyond.

We welcome your support for this dialogue, irrespective of your particular views about this issue. As we move forward, we will communicate with you about ways to share your thoughts about this issue with the Diversity and Inclusion Council.

Shana Circe '02 '08g
Director of Alumni Relations

Hasbrouck Complex Building Names: A Call for Community Dialogue

Members of the SUNY New Paltz Community:

I write for two purposes and ask that you read the entirety of this letter:

- I am responding to a change.org petition asking that the College rename Hasbrouck Dining Hall; and
- I am introducing a process we will undertake to evaluate the current names of buildings in the Hasbrouck Complex.

The petition asks that Hasbrouck Dining Hall, in whole or in part, be renamed to honor the memory of Darold Thompson, a New Paltz alumnus and long-term Sodexo food service employee who passed away recently. It is clear from the petition comments that Darold was a friend and inspiration to many students during his 17 years as a Hasbrouck employee. I enjoyed my interactions with him when we met on campus or now-and-then at the gym. He will be missed by many.

I am moved by the outpouring of support for a member of our community who embodied much of the spirit of New Paltz, from people who interacted with him daily over many years. Despite my appreciation for that sentiment, I am unable to honor the request to rename Hasbrouck Dining Hall in this way, as this request is not consistent with longstanding practice and current Board of Trustees policy. More recently, when a beloved member of our community has passed away, friends, family, or colleagues have worked with our Foundation to raise funds to memorialize that individual through a tree, bench, or plaque. The campus is considering alternative ways to honor Darold, and more information will be shared shortly about how those interested may contribute to that effort.

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“Slave-Dwelling Project” – to educate about this history and its contemporary consequences, including reckoning with slave ownership by early Huguenots. We will welcome the expertise and viewpoints from HHS members, among them emeritus professor of black studies, A.J. Williams-Myers, who serves on the HHS board. You will hear more soon about an upcoming event co-sponsored by HHS, SUNY New Paltz, and other organizations that will inform thinking about this legacy of slavery.

The Hasbrouck buildings were built and named in the 1960s, about 130 years after slaves were emancipated in New York, and about 100 years after the end of the Civil War. Current prominent citizens in the Hudson Valley and beyond, white and black, are further descendants who carry these family names. Those families and their influence on higher education opportunities in New Paltz are a key part of the College’s deep roots in this community.

This is the complex history that we must understand and translate into meaning -- about the names we attach to campus buildings, the history behind those names, and what they convey about our values. SUNY New Paltz has a longstanding reputation as an inclusive, welcoming and diverse learning community dedicated to providing a path to a better life for New York citizens. We are proud of our work over many decades to advance that goal. Our purpose in this effort is to evaluate and embrace what we stand for, in order to ensure rich learning opportunities for future generations of citizens.

We will provide frequent communication to the community about this effort.

Sincerely,

Donald P. Christian
President

[Unsubscribe from all future emails from the SUNY New Paltz Alumni Association](#)

[all-fs] Charge to the Diversity & Inclusion Council for the Hasbrouck Complex Dialogue

all-fs <all-fs-bounces@newpaltz.edu> on behalf of
Office of the President <presidentsoffice@newpaltz.edu>

Thu 9/14/2017 11:47 AM

To: all-fs <all-fs@newpaltz.edu>;

📎 1 attachments (310 bytes)

ATT00001.txt;



Dear Members of the Campus Community:

I write to apprise you of the next steps in the campus dialogue about the names on the Hasbrouck Complex buildings. See my original message to the community announcing this call to action on August 31, 2017, [here](#).

[Click here](#) to read my charge to the Diversity and Inclusion Council for carrying out this important conversation during this academic year.

Donald P. Christian
President

[all-fs] The Diversity and Inclusion Council wants to hear from you!

all-fs <all-fs-bounces@newpaltz.edu> on behalf of
Campus Update <campusupdate@newpaltz.edu>

Mon 11/13/2017 1:46 PM

To: all-fs <all-fs@newpaltz.edu>;

📎 1 attachments (310 bytes)

ATT00001.txt;



The Diversity and Inclusion Council wants to hear from you!

As President Christian has announced, the Diversity and Inclusion Council has been asked to lead this year's planned dialogue about the names of the Hasbrouck Complex Buildings. The scope of this task is broad, and the Council will do its best to keep the campus community and other interested parties regularly informed. To learn more about the committee's charge and the process, [click here](#).

The Council will try to provide a variety of ways in which the community can interact with this process. The Council is not a decision-making body but the information gained through this survey and other venues will help us in developing recommendations for consideration initially by President Christian and thereafter the College Council and ultimately the Board of Trustees.

Thank you for participating. Click the link below to begin the short survey, which should take about one minute. This survey will close on Tuesday, November 21.

[Complete the Survey](#)

Tanhena Pacheco Dunn and Reynolds Scott-Childress,
Co-chairs, The Diversity and Inclusion Council

[all-fs] President's November 2017 Faculty Report

all-fs <all-fs-bounces@newpaltz.edu> on behalf of
Office of the President <presidentsoffice@newpaltz.edu>

Wed 11/15/2017 1:25 PM

To: all-fs <all-fs@newpaltz.edu>;

📎 1 attachments (310 bytes)

ATT00001.txt;

Office of the President



President's Report to the Academic and Professional Faculty November 15, 2017

I have reflected on the opening to my November 2016 report, sent at the end of last year's election week. Some of my comments then seem fully relevant a year later: the ongoing challenges to our abilities to live with ambiguity and change, the need for patience and tolerance with each other, and the continuing shared commitment to our educational mission and the academic and human values at the core of our work. I have been impressed with the strong sense of community I witness daily among students, faculty, and staff, and applaud your collective efforts to sustain a vibrant living and learning community in difficult and distracting times.

Here, I am sharing several updates and news items about our continuing progress, and wish everyone well for continued success this semester.

Table of Contents

Fall Open House – Thank you to all who contributed to making this critical student-recruitment event so meaningful for prospective students and their parents.

Chancellor Visit and Engineering Hub Ground-Breaking – Chancellor Kristina Johnson participated in ground-breaking for the Engineering Innovation Hub and toured campus on October 31.

Heinz Meng Memorial -- The College celebrated the late Dr. Heinz Meng, Professor Emeritus of Biology, November 2 and established the **Dr. Heinz K. Meng Environmental and Conservation Education Fund**.

Hasbrouck Complex Building Names – Diversity and Inclusion Council invites input from campus community about the process.

Hot Chocolate with the President – My regular meetings with students in the residence halls continue, provide valuable insights into student experience.

Web and Instructional Material Accessibility – U.S. Department of Education Office of Civil Rights mandates compliance with online accessibility of information and instructional materials.

Downtown Revitalization Initiative-Kingston – I have been appointed to serve on the local committee helping plan the most effective investment of a \$10 million award to the City of Kingston.

Holiday Reception – Save the date for December 2 academic and professional faculty reception at President's residence and December 15 for Classified Holiday Luncheon.

Fall Open House. I will add my thanks to the recent note of gratitude from Lisa Jones to faculty and staff who contributed to a successful Open House for prospective students and parents on October 28. This is a key event in our student recruitment efforts. Your work to prepare for the day, welcome

students and parents, and help them learn about the many opportunities at New Paltz contributed to a great experience. Thank you!

Many of you saw the “What Can I Do With This Major?” fact sheets that were “rapid-prototyped” to be available at Open House. A collaboration of the Career Resource Center, Admissions, and the Office of Communication and Marketing, these materials were designed to highlight special features of New Paltz programs, and share the vast array of career and advanced-education paths that graduates with particular majors often follow – questions very much on the minds of students and parents. These will be refined over time with further input from faculty, and made accessible on department webpages for current and prospective students.

Chancellor Visit and Engineering Hub Ground-Breaking. SUNY

Chancellor Kristina Johnson (who joined SUNY on September 5) visited campus for the first time to participate in the ground-breaking ceremony for the Engineering Innovation Hub on October 31. This event was attended by students, faculty and staff; members of the community; representatives of contracting, architectural, and engineering firms; elected officials; and representatives from the offices of Governor Cuomo, State Senator John Bonacic and Assemblymember Kevin Cahill. Speakers included the Chancellor, legislative representatives, and mechanical engineering student Garrett Noach of Brewster, N.Y. The engineering building is scheduled for completion in 2019 and is funded largely by a competitive award from the Governor’s NYSUNY 2020 program and his Consolidated Funding Application process, both programs designed to advance economic development.

I had an opportunity to spend additional time with Chancellor Johnson, sharing highlights of strengths at SUNY New Paltz and giving her a brief tour of campus. She seemed especially taken by the level of afternoon activity in the Sojourner Truth Library, and the DASH Lab! I learned about some of her priorities, which include increasing extramural research funding, increasing the number of full-time faculty, and partnering with campuses to increase philanthropic success. She shared her general idea of seeking state funding to expand renewable energy resources on campuses, with savings in energy costs accruing to campus budgets. At her request, I have shared data and analyses documenting the tremendous positive impact that financial support from our “emergency funds” has on student retention and graduation – one of her fund-raising interests.

Heinz Meng Memorial. The College honored the late Dr. Heinz Meng, Professor Emeritus of Biology, at a special celebration on November 2 that included a plaque dedication, screening of a wonderful short film “The Legacy of Heinz Meng” produced by two recent graduates, and a special lecture by

alumna Susan Cardillo '94, Central Park Zoo Animal Curator. The College also announced the establishment of the **Dr. Heinz K. Meng Environmental and Conservation Education Fund** at SUNY New Paltz to continue his legacy of connecting students and the wider Hudson Valley community with the natural world.

Dr. Meng, who died in 2016, was a beloved teacher, and pioneered work to breed peregrine falcons in captivity for successful release into the wild. That species had virtually disappeared from eastern North America in the 1960s, and was placed on the Endangered Species List in 1970. Its subsequent recovery and eventual removal from the list in 1999 is regarded as “one of the most dramatic success stories of the Endangered Species Act” – made possible by Dr. Meng’s research. In recognition of this work, he was named by National Audubon Society as one of the 20th century’s “100 Champions of Conservation.”

Hasbrouck Complex Building Names. The Diversity and Inclusion Council wrote earlier this week to update you about the process underway to engage in a dialogue about the names on Hasbrouck Complex buildings, [solicit your early input](#) and ways you would like to receive information, and outline a general timetable for this process. I encourage you to participate in this important process, the outcome of which will be recommendations initially for my consideration, and eventually by the College Council and the Board of Trustees if name changes are recommended. The D&I Council has also posted information about the process, my initial charge, and key guiding questions on the Diversity and Inclusion website.

“Hot Chocolate with the President.” I continue this series (nearly 50 sessions since winter 2012!) of meetings with students in the residence hall complexes three or four evenings each semester; sometimes a vice president joins me. These conversations give me an opportunity to connect with students, gain insights into their experiences at SUNY New Paltz, and remain grounded in our core mission of educating students. I usually speak for a few minutes about topics of interest to students: major initiatives underway (like divestment, the Hasbrouck Complex building names discussion, other diversity and inclusion efforts), budget, updates on construction and renovation (always with the reminder that the bonded monies that support major projects cannot be used for operations, salaries, scholarships, etc.), or our rankings. I hear from students how much they learn from these conversations.

I then respond to student questions that touch on a diverse array of topics about the College and our operations, broader issues in higher education, my professional path and what it’s like to be a president, and others.

When students' questions slow, I flip things around and ask "What do you like best about being a student at New Paltz?" I am deeply rewarded by their thoughtful responses. I always hear about knowledgeable, caring professors who are interested in students and their learning, in and out of the classroom, and staff who do so much, often going the extra mile, to support students. I hear about the many opportunities the College provides to learn and grow, how fun the village is, and the rich outdoor recreational options. Students always speak about how easy it is to make friends here, the positive way that people treat each other, their sense of safety on the campus, and the opportunity to learn from people from different backgrounds. Frequently I hear about valued programs like SMP, EOP, and Honors. Students sometimes draw extremely favorable comparisons with the experiences of friends or siblings who attend other colleges and universities. The perceptions of our students strongly mirror our institutional values and priorities, and reinforce my pride in our collective work.

Web and Instructional Material Accessibility. Consistent with our campus commitment to ensure that people with disabilities have an opportunity equal to that of non-disabled peers to participate in our programs, benefits, and services, including those delivered through electronic and information technology, we are embarking on a campus-wide compliance effort, mandated by the U.S. Department of Education Office of Civil Rights (OCR). This compliance mandate has grown out of a recent major advocacy effort resulting in formal action by OCR about ADA accessibility of online materials. Similar efforts are underway at colleges and universities across the nation. SUNY, including New Paltz, is included in the OCR complaint. Working with legal counsel, we have agreed to create a policy, audit existing content, propose a collective action plan, remediate materials (including materials on Blackboard and all other third-party sources of online content), and train employees within a set time frame for how to create accessible online materials. We will also place public notices about how to notify the campus about inaccessible material on our site.

Downtown Revitalization Initiative (DRI) – Kingston. I have been appointed by New York Secretary of State Rosanna Rosado to serve on the Local Planning Committee for the City of Kingston Downtown Revitalization Initiative. The DRI program, established by Governor Cuomo to help revitalize neighborhoods across the state, provides a competitive \$10 million award to one community in each of the state's ten economic development regions. Kingston is this year's awardee in the second year of this program, selected from more than 25 proposals submitted from communities in the seven-county Mid-Hudson region. The committee will provide input into strategic planning for the best investment of these funds.

My service on this committee is an extension of my work as a voting member of the Mid-Hudson Region Economic Development Council that solicits, reviews, and recommends proposals for state economic development funding. My involvement in these efforts supports our institutional goal of engaging with and supporting the region. Supporting the growth of our nearby city, our county seat, is certainly in the College's long-term interests and consistent with our mission. Many of our employees and alumni live in Kingston, and many are aware of Kingston's wonderful growth trajectory in the arts, technology, the film industry, and other areas that relate closely to some of the College's academic strengths. We certainly want to be sure that well-qualified Kingston students are aware of the outstanding opportunities at SUNY New Paltz, either to join us as first-year students or as transfers from SUNY Ulster and other regional community colleges.

Holiday Party. Please save the date for the annual Holiday Reception for all Academic and Professional Faculty, Retired Faculty, and M/C employees at the President's residence, Saturday, December 2, 2:00-4:00 and 4:30-6:30 p.m. Our Classified Staff Appreciation and Recognition Holiday Luncheon begins at noon on Friday, December 15, in the Student Union Multi-Purpose Room. Sandy and I hope that you will take time out during this busy season to join us and your colleagues for fellowship and conversation.

Best wishes to each of you as you approach the end of another busy academic semester. I look forward to seeing you at Friday's faculty meeting, where I will respond to questions.

Sincerely,

Donald P. Christian
President



[all-fs] The Diversity and Inclusion Council wants to hear from you!

all-fs <all-fs-bounces@newpaltz.edu> on behalf of
Campus Update <campusupdate@newpaltz.edu>

Thu 11/16/2017 9:15 AM

To: all-fs <all-fs@newpaltz.edu>;

📎 1 attachments (310 bytes)

ATT00001.txt;



The Diversity and Inclusion Council wants to hear from you!

As President Christian has announced, the Diversity and Inclusion Council has been asked to lead this year's planned dialogue about the names of the Hasbrouck Complex Buildings. The scope of this task is broad, and the Council will do its best to keep the campus community and other interested parties regularly informed. To learn more about the committee's charge and the process, [click here](#).

The Council will try to provide a variety of ways in which the community can interact with this process. The Council is not a decision-making body but the information gained through this survey and other venues will help us in developing recommendations for consideration initially by President Christian and thereafter the College Council and ultimately the Board of Trustees.

Thank you for participating. Click the link below to begin the short survey, which should take about one minute. This survey will close on Tuesday, November 21.

[Complete the Survey](#)

Tanhena Pacheco Dunn and Reynolds Scott-Childress,
Co-chairs, The Diversity and Inclusion Council

[all-fs] Alumni News: SUNY New Paltz Connect

all-fs <all-fs-bounces@newpaltz.edu> on behalf of
Campus Update <campusupdate@newpaltz.edu>

Fri 12/1/2017 4:35 PM

To: all-fs <all-fs@newpaltz.edu>;

📎 1 attachments (310 bytes)

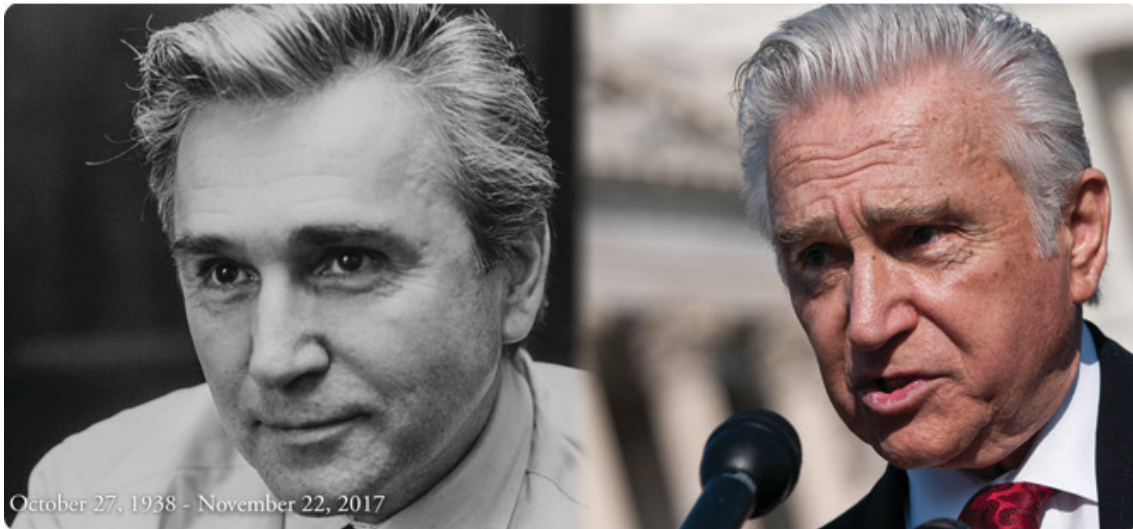
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December 2017 | [Campus Home](#) | [News](#) | [Magazine](#) | [Alumni Association](#) | [New Paltz Alumni](#)



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[A tribute to alumnus and former Congressman Maurice Hinchey '68 '70g, 1938 - 2017](#)



New Kyncl Scholarship will support underrepresented students in computer science and engineering

Namesakes Robert Kyncl '95 and Luz Avila Kyncl '96 give back to New Paltz



The Diversity and Inclusion Council wants to hear from you about the Hasbrouck Complex Building dialogue

Visit this link to complete a short survey and to view the committee charge



Fourth annual Veterans Day Dining In

SUNY New Paltz experiences biggest turnout to date

Shopping on Amazon?



Increase your support to the SUNY New Paltz Foundation through AmazonSmile

FEATURED EVENTS



Take a Break with Alumni
Dec. 19 & 20, 2017 - [Details](#)

Visit Sojourner Truth Library during finals week to provide students with study break refreshments and words of encouragement



Alumni Networking Mixer in New York City
Jan. 16, 2018 - [Details](#)

Join the SUNY New Paltz Office of Alumni Relations and the Career Resource Center for a multi-generational alumni reception in New York City



Alumni Gatherings in Florida
Feb. 15-18, 2018 - [Details](#)

Join alumni in The Villages, Boca Raton, Cape Coral or Sarasota

[all-fs] Diversity & Inclusion Council offers update on Hasbrouck dialogue

all-fs <all-fs-bounces@newpaltz.edu> on behalf of
Campus Update <campusupdate@newpaltz.edu>

Thu 1/18/2018 8:30 AM

To:all-fs <all-fs@newpaltz.edu>;

📎 1 attachments (310 bytes)

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Dear Members of the Campus Community,

On behalf of the Diversity & Inclusion Council, we write to offer an update on our work to date, specifically with respect to the special charge to lead a dialogue about the naming of the [Hasbrouck Complex buildings](#). As you may know, beginning September 2017, the Diversity & Inclusion Council has been engaged in shaping community education and dialogue around some of the campus buildings that bear the names of Huguenot and Dutch families, the early European settlers of the region.

A Diversity & Inclusion website:

If you have not already taken a look, please visit <http://www.newpaltz.edu/diversity/>. We offer information about the Diversity & Inclusion Council, events and information that support our work, [an FAQ page](#), and the special charge from President Christian. Updates and event announcements will also appear here.

We asked you what you think:

In October, November and December, surveys were sent to Alumni, Students, Faculty and Staff to understand what our community would like the Council to consider as it undertakes the special charge. Over 900 responses were received and the council learned a great deal about the range of opinions, concerns and questions among our constituents. This is important as we continue to encourage campus dialogue and offer educational and informative programming. The FAQ will provide responses to some of the most common questions raised in the survey.

We are pleased that Historic Huguenot Street (HHS) is engaging in this work with the Council. Leaders within HHS will send the survey to its Board Members, employees and supporters as well as descendants of Huguenot families to invite their views and participation. We are so grateful for the support of HHS during this project. To learn more about HHS and their work, please visit <https://www.huguenotstreet.org/>

Community Dialogue- SAVE THE DATE:

The Diversity & Inclusion Council will host [two campus community forums](#) for discussion about the Hasbrouck Complex naming dialogue. The sessions will begin with a brief presentation about the history of the building namings and the families.

- **Thursday, January 25, 2018 from 6:00 p.m. - 7:30 p.m. in Lecture Center (LC) 102**
- **Friday, January 26, 2018 from 12:30 p.m. - 2:00 p.m. in the Multi-Purpose Room (MPR) in the Student Union Building**

***Release time is granted for those who choose to attend.**

We ask that you [RSVP here](#). We are not collecting names. Our intent is to gather your affiliations (e.g., student, faculty member, Huguenot descendant, alumnus/a. Please check all that apply.) for inclusion in the Council's final report

RSVP Today

Future Steps:

February: Members of the Diversity & Inclusion Council will be meeting with various campus departments and residential students for informational and dialogue sessions for those who are not able to participate in the above forums.

February: The Diversity & Inclusion Council will also host two film screenings around issues of race and identity in America - stay tuned for dates and times.

March: The Council will begin drafting a report and recommendations to be submitted to President Christian by April 15, 2018. President Christian will review this report and determine an appropriate path forward.

We will continue to provide updates about the Council's work throughout the spring semester.

Tanhena Pacheco Dunn

Co-chair, Diversity & Inclusion Council

January 18, 2018



Dear Alumni,

On behalf of the Diversity & Inclusion Council, we write to offer an update on our work to date, specifically with respect to the special charge to lead a dialogue about the naming of the [Hasbrouck Complex buildings](#). As you may know, beginning September 2017, the Diversity & Inclusion Council has been engaged in shaping community education and dialogue around some of the campus buildings that bear the names of Huguenot and Dutch families, the early European settlers of the region.

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Tanhena Pacheco Dunn

Co-chair, Diversity & Inclusion Council

[Unsubscribe from all future emails from the SUNY New Paltz Alumni Association](#)

[all-fs] President's January 2018 Faculty Report

all-fs <all-fs-bounces@newpaltz.edu> on behalf of
Office of the President <presidentsoffice@newpaltz.edu>

Fri 1/19/2018 10:14 AM

To: all-fs <all-fs@newpaltz.edu>;

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Office of the President



President's Report to the Academic and Professional Faculty January 19, 2018

Welcome to the start of what I hope will be a rewarding and productive spring semester for each of you. Below, I share news and updates since my December report. Before that, I want to say that I am proud of how this community has continued to navigate troubled, rapidly moving waters that I referenced in my State of the College address. We've continued our progress - as a community (another theme of that address) - despite the many challenges that we and the rest of higher education face. I appreciate that we have sustained our commitment to the day-to-day work of educating students and pursuing and sharing new knowledge, and to the higher societal purpose

of that work. I know that academic and professional faculty have done so despite working without a new contract and all the attendant uncertainties and strains. We should take heart in the ample and compelling evidence that many people continue to think that higher education is necessary and worthwhile, despite some contrary voices and warning signs in public opinion surveys that we cannot ignore.

Seizing opportunities to forcefully counter perceptions that Americans doubt the value of college generally should be part of our roles as educators, as we interact with friends, neighbors, students and others. Such messages may dampen the impact of those who would cut funding or other support for higher education. Focusing on the value we provide to students, employers, alumni, and the region is the most powerful advocacy message we can advance. I certainly frame my interactions with legislators, business and civic leaders, and donors in those veins. It is particularly important that we help our students understand the meaning that a degree and an education will have for their lives and futures. It's worth reminding them and others that most people who say "not everybody should go to college" are still sending their children to college, and it's not typically vocational school. And, those who advance such arguments often think that it's "other" people who shouldn't go to college.

Several reports I share below provide substance for you to use in such discussions.

Table of Contents

Hasbrouck Building Names – I encourage faculty and staff to participate in community forums about the Hasbrouck Complex building names (Thursday, January 25, 6:00 -7:30 p.m. [LC 102] and Friday, January 26, 12:30-2:00 p.m. [SUB MPR]) hosted by the Diversity & Inclusion Council.

Student Achievement Measure (SAM) – An alternative measure that reflects student mobility; most recent data show that at least 85% of students who began their studies at New Paltz earned a bachelor's degree.

Economic Impact Analysis – The largest employer in Ulster County, SUNY New Paltz contributes more than \$359 million to the Hudson Valley economy and nearly \$416 million to the New York economy. Employee volunteerism is far beyond national averages.

Rankings – SUNY New Paltz is in the top 3% of 1,363 colleges and

universities in a ranking that measures how well we influence the socioeconomic mobility of our graduates, and #76 in “best value” among public institutions nationwide by Kiplinger’s Personal Finance.

Federal Tax Law – Impacts of federal “Tax Cuts and Jobs Act” on higher education are expected to be significant, not fully understood at present. I am concerned about impact on employee financial well-being.

Ban the Box – Prior felony convictions are no longer considered in admission decisions, beginning this semester. As required, new policies and practices guide student access to campus housing, participation in clinical or field experiences, internships, or study abroad programs, and conditions on such access.

Spring Semester Speakers – Announcing a repeat presentation (“Know When It’s Time to Leave the Plantation”) by 1967 alumna Janus Adams; the inaugural presentation in the Dr. Gary King ’80 Lecture Program focused on quantitative social sciences; a speaker series titled “Whose Free Speech?”; and a Distinguished Speaker Series presentation on climate change.

Hasbrouck Building Names. The Diversity & Inclusion Council is hosting two community forums as part of the process to evaluate names of buildings in the Hasbrouck Complex. Council members will share information about the history of the building names and of the Huguenot families, and lead a dialogue about these topics. The goals are to increase understanding of issues surrounding these building names and to gather community input and perspective. This process is being undertaken in consultation with Historic Huguenot Street. HHS has invited descendants of Huguenot families, HHS Board Members, employees and supporters to participate in these forums as well. We are grateful to HHS for their support of and participation in this process. To learn more about HHS and their work, please visit <https://www.huguenotstreet.org/>

I hope that you will consider joining one or both of these forums, which will be held on Thursday, January 25, 6:00 -7:30 p.m. (LC 102) and Friday, January 26, 12:30-2:00 p.m. (SUB MPR). I encourage you to participate, and to read in advance the FAQ about the Council’s work and a brief history about the Huguenot families available on the College’s Diversity, Equity and Inclusion [webpage](#).

Student Achievement Measure (SAM). An alternative to the standard graduation rates that we often share is the Student Achievement Measure

(SAM). SAM tracks student movement across postsecondary institutions to provide a more complete picture of undergraduate student progress and completion within the higher education system, compared with the standard “first-time, full-time” rate. For example, on top of our latest 6-year graduation rate of 72% (as I reported last month), an additional 13% of students graduated from another institution after starting at New Paltz. A further 6% were still enrolled either here or at another institution. Only 9% of students in that cohort were of unknown status, probably not continuing their studies. Thus, the SAM measure shows that minimally 85% of students in that cohort earned a bachelor’s degree, with potentially more than 90% doing so. For full-time transfer students, 79% graduated from New Paltz within 6 years, and another 6% graduated from another institution – an 85% overall graduation rate.

This is an important completion measure, because graduation rates are used by policy makers and the public for judging not only individual institutions but also the entire enterprise of higher education. It’s good for us to understand the differences between the standard federal rate and measures like SAM, as we speak with others and advocate with policy makers for the value of what we do.

Economic Impact Analysis. We measure our regional and statewide economic impact every three years, and share these results widely. In the course of fulfilling our primary mission – education -- we have a major positive economic impact. SUNY New Paltz is the largest employer in Ulster County, with a workforce of 1,707 full- and part-time employees (excluding student workers).

Our economic impact underscores the College’s centrality to the well-being of the Hudson Valley, and our key role in creating and retaining jobs today while educating the workforce and citizenry of tomorrow. This is another data point you can share with neighbors, friends and family when talking about our value to society.

Indeed, our impact has increased. The College contributes \$359.2 million in overall economic activity and 3,439 jobs annually in the Hudson Valley (Ulster, Dutchess, Orange, Sullivan, Rockland, Putnam, and Westchester Counties) and \$415.9 million and 4,100 jobs to the New York State economy. These are increases of \$23 million in economic activity and 178 jobs in the Hudson Valley since 2011-12.

Our latest analysis is based on data from the 2014-15 fiscal year and uses a standard methodology. These analyses measure the economic impact of direct expenditures by the College and our students and visitors, and the indirect economic impacts as those dollars “flow through” the economy. Here are some additional highlights:

- Our salaries totaled \$75.9 million, 91% to Hudson Valley residents and 99% paid in New York.
- SUNY New Paltz also stimulates the New York State economy through non-employee spending – the money paid to vendors and contractors to support campus construction, maintain campus facilities, and purchase new technologies to provide the best possible learning environment to students. The College’s expenditures totaled \$56.1 million, which generated 135 jobs in the Hudson Valley and 341 in New York State.
- Our 7,692 students spent \$115.4 million (exclusive of tuition), which generated 1,399 jobs in the Hudson Valley and 1,619 in New York State; visitors (estimated at almost 26,000) spent an estimated \$4.3 million on lodging, meals, recreation, transportation, and shopping, generating an additional 68 jobs.
- We have about 52,000 alumni of working age, 42% residing in the Hudson Valley and 71% in New York State. They generated nearly \$1.1 billion in value-added earnings, beyond what they would earn with a high school degree; \$450 million of that was earned in the Hudson Valley, about \$765 million in New York State.
- SUNY New Paltz employees volunteered about 158,000 hours in the region, generated more than \$4.3 million in economic impact. A 2017 Benjamin Center survey found that 89 percent of our employees had volunteered their time during the previous 12 months – significantly higher than the national average of 25 percent.
- The College supports local emergency services and transportation providers by donating more than 8,700 gallons of fuel to the New Paltz Fire Department, the New Paltz Rescue Squad and the Town of New Paltz/Ulster County Area Transit LOOP Bus.

Rankings. *Kiplinger’s*: SUNY New Paltz received high marks in the 2018 edition of the Kiplinger’s Personal Finance “*Best College Values*” list, ranking #76 among public colleges nationwide, and #240 overall among all public and private colleges and universities. The Kiplinger’s list is drawn from an assessment of nearly 1,200 public and private colleges and universities, and recognizes schools that perform well on objective measures of academic quality (such as admission and retention rates, student-faculty ratios and four-year graduation rates), as well as measures of affordability (such as cost of attendance and average debt at graduation). SUNY New Paltz has been included in the Kiplinger’s rankings for several years running.

Social Mobility Index. This year, we ranked in the top 3% of institutions nationwide in this data-driven ranking system (by CollegeNET) that measures how well schools improve socioeconomic mobility by providing affordable, high-quality education. We ranked #45 among 1,363 institutions included in the ranking, joining four other SUNY campuses in the top 50 ranked institutions and seven others in the top 100. Last year, we ranked #72 of 918

schools included in the ranking, up from #88 among more than 900 public and private institutions the year before.

This recognition is a strong testimony to our impact and effectiveness as a public university committed to improving the lives and futures of our students and graduates.

Federal Tax Law. The Tax Cuts and Jobs Act approved by Congress and signed by President Trump last month carries significant implications for higher education. Some of the impacts will be felt gradually over time and are not fully known. The new law is projected to add more than \$1 trillion to the federal deficit over the next decade, posing a potential threat to federal funding for higher education. The bill makes changes to state and local tax deductions that are likely to impact state budgets and state investment in higher education, especially in high-tax states like New York. I also am aware of and concerned about impacts of these changes on the financial well-being of College employees. The bill also changes the standard deduction in ways that are expected to reduce the use of the charitable deduction, with projected loss of charitable and philanthropic gifts that will affect all nonprofit institutions including colleges and universities and our foundations. The SUNY New Paltz Foundation is planning to reinforce in its messaging the importance of our mission, as we are reminded that most donors give primarily to support students and programs. New York Governor Andrew Cuomo, in his recent State of the State address, outlined New York's intention to pursue legal action against the constitutionality of this bill as well as other paths to lessen its impact on state finances. It is too early to know how and when those efforts will happen.

The President of ACE, the American Council on Education, wrote recently that even though a number of harmful proposals were not included in the final legislation, "this bill will make higher education more expensive and less accessible at a time when postsecondary degrees have never been more important to individuals and the nation."

As they become known, we will make every effort to keep the campus community informed of the implications of these and other federal actions and impacts on the New York State and SUNY budget for the coming years. We are also tracking and continuing to advocate through our national organizations for positive outcomes on DACA and other immigration-related legislation and on the Higher Education Re-Authorization Act, which was last renewed in 2008.

Ban the Box. Last year's action by the SUNY Board of Trustees to bar consideration of prior felony convictions in admission decisions becomes effective with students matriculating this semester. New Paltz faculty and student governance leaders were instrumental in advocacy for this new policy. Under this policy, admitted students are required to disclose whether they

have a felony conviction, and campuses are required to develop policies and practices to consider whether individuals with felony convictions may be permitted access to campus housing, clinical or field experiences, internships or study abroad programs, and any conditions on such access. Such judgments require careful evaluation of the relevance of an individual's previous felony convictions to the activities/services requested, to be consistent with the legal standards articulated in the New York State Corrections Law. Students may not be prohibited from pursuing a particular course of study; however, campuses are obligated to advise students that a prior felony conviction may create significant challenges in completing the requirements of some academic programs or achieving licensure in certain professions.

Based on guidelines and parameters provided by SUNY, our policies and procedures are in place. The College has formed a committee to review and evaluate felony conviction records of admitted students, and make recommendations to the Vice President for Student Affairs. It is not known at this time whether any newly admitted students qualify. These are new policies and practices that no doubt will evolve as we determine the best way to provide educational opportunity for these students.

Spring Semester Speakers. We have a full agenda of speakers coming to campus this spring, including:

- Janus Adams, a 1967 alumna, Emmy Award-winning journalist, and author, will return to campus on February 13 (7 p.m., College Terrace) to repeat her spring 2017 Distinguished Speaker Series Presentation titled "Know When It's Time To Leave the Plantation." This presentation is sponsored by the Diversity and Inclusion Council, the SUNY New Paltz Foundation, and the President's Office.
- Ariel White, Assistant Professor of Political Science at MIT, will be the inaugural speaker in the Dr. Gary King '80 Lecture Program on March 15 (further information forthcoming), hosted by the Benjamin Center. Dr. White studies voting and voting rights, race, the criminal justice system, and bureaucratic behavior, using large data sets. This program was created through the generosity of Political Science alumnus Dr. Gary King, Weatherhead University Professor and Director of the Institute for Quantitative Social Science at Harvard University. It is fitting that Dr. White was a doctoral student of Dr. King's at Harvard, and with another co-author recently published a paper in the journal *Science* on the impact of non-mainstream media.
- I have agreed to support a proposal by the Women of Color Network for Faculty and Staff and allies to bring three scholars to campus this spring to speak about free speech issues in a series titled "Whose Free Speech?" These speakers and their topics are (locations TBA):

- Dr. Dana L. Cloud, Professor of Communication and Rhetorical Studies at Syracuse University: "Putting Struggles over 'Free Speech' and 'Academic Freedom' in Historical and Material Context," February 22, 5:30 p.m.
- Dr. Farhana Sultana, Associate Professor of Geography, Syracuse University: "Decolonizing Academia: On Responsibility, Accountability, and Ethics in Academic Publishing," March 30, 4 p.m.
- Dr. Kade Crockford, Director, Technology for Liberty Program, ACLU Massachusetts: "Surveillance, Repression, and White Supremacy in the Age of Artificial Intelligence," April 18, 5:30 p.m.
- Our 2018 Spring Distinguished Speaker Series will feature Dr. Henry Pollack, Professor Emeritus of Geophysics at University of Michigan. He will speak on "Confronting Climate Change: What Are the Challenges?" on April 5, at 7:30 p.m. Dr. Pollack was a contributing author to the 2007 Intergovernmental Panel on Climate Change (IPCC) Assessment Report. He and IPCC colleagues shared the 2007 Nobel Peace Prize with former Vice-President Al Gore. He created and led an international research consortium that has reconstructed the past 500 years of Earth's climate history, primarily through measurement of subsurface temperatures around the world. Dr. Pollack has worked on seven continents, published widely, and earned a reputation for explaining complex scientific ideas simply and clearly to general audiences. He currently is a science advisor to Al Gore's Climate Reality Project.

Again, best wishes for a successful spring semester. I will respond to your questions and comments about this and my February report at the inaugural meeting of the Faculty Senate on February 7.

Donald P. Christian
President



[all-fs] REMINDER: Hasbrouck Buildings Community Dialogue – RSVP

all-fs <all-fs-bounces@newpaltz.edu> on behalf of
Campus Update <campusupdate@newpaltz.edu>

Sat 1/20/2018 2:06 PM

To: all-fs <all-fs@newpaltz.edu>;

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- **Thursday, January 25, 2018 from 6:00 p.m. - 7:30 p.m. in Lecture Center (LC) 102**
- **Friday, January 26, 2018 from 12:30 p.m. - 2:00 p.m. in the Multi-Purpose Room (MPR) in the Student Union Building**

*Release time is granted for those who choose to attend.

We ask that you [RSVP here](#). We are not collecting names. Our intent is to gather your affiliations (e.g., student, faculty member, Huguenot descendant, alumnus/a. Please check all that apply.) for inclusion in the Council's final report

RSVP Today

[all-fs] REMINDER: Hasbrouck Buildings Community Dialogue – RSVP

all-fs <all-fs-bounces@newpaltz.edu> on behalf of
Campus Update <campusupdate@newpaltz.edu>

Tue 1/23/2018 10:41 AM

To: all-fs <all-fs@newpaltz.edu>;

📎 1 attachments (310 bytes)

ATT00001.txt;



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RSVP Today

If you have not already taken a look, please visit <http://www.newpaltz.edu/diversity/>. We offer information about the Diversity & Inclusion Council, events and information that support our work, an [FAQ page](#), a [historic timeline of events](#), and the [special charge from President Christian](#). Updates and event announcements will also appear here.

January 23, 2018



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If you are unable to attend, recordings of the community forums will be available on the Diversity & Inclusion website. We also encourage you to complete the [survey](#) if you would like to add your voice to the dialogue.

[RSVP Today](#)

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[Unsubscribe from all future emails from the SUNY New Paltz Alumni Association](#)

[all-fs] REMINDER: Hasbrouck Buildings Community Dialogue – RSVP

all-fs <all-fs-bounces@newpaltz.edu> on behalf of
Campus Update <campusupdate@newpaltz.edu>

Thu 1/25/2018 7:49 AM

To:all-fs <all-fs@newpaltz.edu>;

📎 1 attachments (310 bytes)

ATT00001.txt;



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A sign language interpreter will be present at both sessions.

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all-fs <all-fs-bounces@newpaltz.edu> on behalf of
Campus Update <campusupdate@newpaltz.edu>

Fri 1/26/2018 8:04 AM

To: all-fs <all-fs@newpaltz.edu>;

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Diversity & Inclusion Council convenes forums for Hasbrouck Complex naming dialogue

Posted on [January 31, 2018](#)

A broad cross-section of SUNY New Paltz stakeholders, including current students, alumni, faculty, local residents, descendants of Huguenot families and representatives of Historic Huguenot Street, took advantage of an opportunity to have their voices heard at one of two Hasbrouck Complex community forums on Jan. 25 and 26.

The forums were hosted by the College's [Diversity & Inclusion Council](#). President Donald P. Christian has charged the Council with leading a campus dialogue about buildings named for the Huguenot families who bought land from the Esopus-Munsee indigenous peoples and founded the Village of New Paltz. Some members of those families owned enslaved persons during the period when slavery was legal in New York State.

Each of the forums began with an introduction to the history of SUNY New Paltz that touched on the role that the Huguenot families played in establishing, supporting and financing the educational institutions that later became SUNY New Paltz.

The introduction also addressed the history of the buildings in question and their naming, some points about current SUNY naming policies.

The final decisions about naming or changing the names of buildings do not rest with the Diversity & Inclusion Council or anyone else at the campus level. However, these forums are instrumental to the Council's

goal of fostering an inclusive dialogue that informs the final report, and helps educate the community about the College's history and contemporary approaches to understanding that history.

"This discussion will draw attention from audiences beyond our university, and others will be watching our process and its outcome," said Diversity & Inclusion Council member, EOP Advisor and New Paltz alumna Jessica Purcell '04 (Psychology) '09g (Mental Health Counseling).

"We have an opportunity here to be a model for how these discussions take place, and how these issues are addressed across the country and throughout the world."

The Council then ceded the floor so that audience members could share thoughts about the buildings and their names. Speakers were allotted two opportunities to speak uninterrupted for up to two minutes at a time, with audience commentary making up more than one hour of each 90-minute forum.

Dozens of speakers registered their opinions over the course of the two forums. Their comments were filmed and the videos will soon be posted on the College's [Diversity & Inclusion](#) website.

Community members who were unable to attend one of the forums are invited to send written feedback before Feb. 28 to dandicouncil@newpaltz.edu. This commentary will help inform the on-going work of the Diversity & Inclusion Council as they continue gathering information and public opinion about the building names.

The Council has planned a number of additional events this semester, including conversations in residence halls, a group visit to Historic Huguenot Street, and a Black History Month speaker and film screenings.

In March, Council members will begin synthesizing their findings into a report on the Hasbrouck Complex building names, which is due to President Christian by April 16, 2018.

More information about the Hasbrouck Complex community dialogue, including President Christian's charge to the Council and detailed event information, can be accessed at <http://www.newpaltz.edu/diversity/hasbrouck-dialogue/overview/>.

 [Alumni](#) / [Community Engagement](#) / [Diversity, Equity and Inclusion](#) / [Events](#) / [Faculty/Staff News](#) / [Featured News](#) / [Institutional](#) / [Student News](#)

[all-fs] President's March 2018 Faculty Report

all-fs <all-fs-bounces@newpaltz.edu> on behalf of
Office of the President <presidentsoffice@newpaltz.edu>

Tue 3/6/2018 2:19 PM

To: all-fs <all-fs@newpaltz.edu>;

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ATT00001.txt;

Office of the President



President's Report to the Academic and Professional Faculty March 6, 2018

Table of Contents

Governor's Events – We hosted a recent public forum of the New York State Council on Women and Girls. Governor Cuomo was here on February 27 for a regional forum on “Harmful Algal Blooms.”

Gun Violence – Steps we take to prepare for responding to an active shooter, useful resources, and March 14 rally and panel.

Legislative Advocacy – We continue to advocate with legislators for increased support for SUNY.

Enrollment Update – Fall enrollment projections remain very strong.

Middle States Reaccreditation – We've begun assembling Self-Study Committee for 2020-21 reaccreditation review.

Hasbrouck Complex Building Names – Update on recent forums, reflections on the process.

Governor's Office Events. The College hosted two recent events for the Governor's Office, including a public forum of the Council on Women and Girls on February 2; Dr. Cruz Bueno of Black Studies was a panelist in that discussion. On February 27, Governor Cuomo was on campus to launch the first of four regional forums on "Harmful Algal Blooms," a key issue threatening water quality across New York. Dr. David Richardson of Biology is part of the planning group for this region's work on that issue. Hosting events like these serves our mission of supporting information exchange and dialogue about important issues; brings civic, business, and government leaders to our campus; showcases the expertise of our faculty; and provides additional learning opportunities for our students. I am grateful to the many offices – including UPD, Facilities, Student Activities and Union Services, Conference Services, and Communication and Marketing -- who work quickly to assist the Governor's staff in planning such successful events, and to the faculty, staff, and students who turned out for these events to represent our campus community so well.

Gun Violence and Our Efforts. The engagement of high school students across the country in demonstrations and political action to reduce or prevent gun violence has been impressive. Last week, we joined a national effort to assure college and university applicants for admission that their engagement in such activities and any resulting disciplinary action will not be viewed unfavorably in our admissions process. Our statement applies to demonstrations or protests of all sorts, not merely related to gun violence, and is consistent with our long tradition of supporting student activism, free speech, and peaceful, lawful protest.

I want to reinforce key elements of the February 27 message from University Police Department (UPD) Chief David Dugatkin about our campus preparedness to prevent or respond to a shooter. He highlighted the constant training of UPD officers to address such situations, and the agreements that we have with other law-enforcement agencies to assist each other as a need

might arise. Chef Dugatkin also drew attention to a full page of information and instructions on how to deal with an armed intruder on campus here, including a video, “Crisis on Campus: Shots Fired,” made a few year ago by UPD together with our faculty and students. That video summarizes recommended steps in the event of an armed intruder on our campus.

You may be aware that in October 2017 we conducted a small-scale “lockdown” drill in Wooster Hall that tested the college’s response to a hypothetical active shooter. That drill gave us valuable data that will allow us to prepare and train for a full-scale campus lockdown drill scheduled for September 2018. You can read more about the drill here. Earlier this week, we conducted a regular test of our emergency mass notification system. We are also identifying the highest priorities for ongoing improvements in our readiness to respond to such emergencies.

UPD will be rescheduling an active shooter awareness training class originally scheduled for Wednesday, March 7, 2018 for students, staff and faculty. Any employee may attend this training as part of their workday, so please make every effort to attend. If you are interested in attending, please communicate with your supervisor regarding your participation. Release time should be granted for those who choose to attend. Safety programs are continually offered on campus and are updated [here](#). Programming for departments or groups is available upon request to UPD.

Stay tuned for information about events being planned by several faculty and student groups for March 14 in connection with the National School Walkout Against Gun Violence, including a rally at 4 p.m. (outside Coykendall Science Hall) and a panel discussion at 5 p.m. in Coykendall Auditorium. I am grateful to the faculty and students who have taken the lead in developing these events.

Legislative Advocacy. We continue to meet with area legislators to advocate for increased support for SUNY and for public higher education in New York, in an era of significant fiscal challenges to the state. Our key messages include sharing the many successes and growing reputation and profile of the College; the need for relief from stagnant salaries for hard-working faculty and staff; sustaining or increasing affordability for low-income students; and capital funding to help address our ongoing space shortage, renovate aging facilities, and improve energy efficiency.

Enrollment Update. Projections for fall semester enrollment and tuition revenue remain very positive, according to Enrollment Management Vice President David Eaton. The number of paid deposits for first-year admission is nearly 30% above last year at this date, and transfer numbers are on par with last year. The number of first-year applications from underrepresented minority students is up by 12%, the number of acceptances up by 11%, and

the number of paid deposits is 33% ahead of last year. Graduate program applications and acceptances are 41% and 36%, respectively, ahead of last year, with increases in both domestic and international applications and acceptances, across a broad array of graduate programs.

Middle States Reaccreditation. We are beginning work on our next institutional reaccreditation review by the Middle States Commission on Higher Education – our regional accrediting body - in 2020-21. While it may appear to be a long way off, those who have participated in our previous reviews know the extensive discussion, analysis, organization, and writing required to adequately reflect our strengths and accomplishments and secure full reaccreditation. We have begun to assemble the Self-Study Committee by appointing co-chairs for each of the seven accreditation standards by which we are measured, and by identifying those who will provide administrative support for each standard working group. We will continue to appoint other members of the committee as this work proceeds. Recall that our accreditation was reaffirmed in 2016 in a mid-term “periodic review” that followed our previous decennial review in 2010-11.

The development of our “Self Study” will require considerable effort and attention as we work toward a complete draft by November 2020, in preparation for a site visit by the review team during spring 2021.

The standards by which we are measured include I. Mission and Goals; II. Ethics and Integrity; III. Design and Delivery of the Student Learning Experience; IV. Support of the Student Experience; V. Educational Effectiveness Assessment; VI. Planning, Resources, and Institutional Improvement; and VII. Governance, Leadership, and Administration.

Hasbrouck Building Names. The Diversity & Inclusion (D&I) Council hosted two community forums in late January about building names and what they mean, involving students, faculty, staff, and community members including members of Historic Huguenot Street (HHS) and of the Huguenot families. The Council recently held three forums for students in the residence halls. All of the forums have included summary presentations of Huguenot history in New Paltz, the history of these building names, and reflections on the meanings that building names should carry. The Council used results of its January survey to inform how the forums were structured, as well as to develop an FAQ to respond to common questions that helped inform forum participants. As part of its ongoing collaboration with HHS, nine members of the D & I Council visited Historic Huguenot Street on March 1 to learn more about the inclusive programming the museum provides about the Native American and slave experience and hear from museum staff how they wrestle with this complex history and are committed to bringing it to their visitors.

I have attended all forums, and have been pleased and impressed with the respectful, thoughtful expression of diverse viewpoints in these discussions. It has been rewarding to hear how much our students value being part of this discussion, and how proud they are that the College is taking on this topic.

At the same time, I am humbled by the varied and complex views that the D&I Council must wrestle with as it develops its report/recommendation (due to me on April 15), and the challenge that I will face in reaching a sound decision to keep the names, change them, or pursue a “hybrid” strategy. Those views and sentiments include those of students of color who live and dine in buildings that carry names of families that include former slave owners; alumni who have lived in these buildings; Huguenot descendants; those who argue we must not “erase history.” I consider my own thoughts about not contributing to the amnesia that white America has about the legacy of slavery, our knowledge of the extensive contributions that the Huguenot families made to education in New Paltz, and how any decision made in 2018 will be viewed by future generations.

While there has been thoughtful discussion that has made many in our community think beyond one particular position, I know others would like to see the issue of name change brought to a vote. However, I intentionally structured the charge to avoid reducing this important decision to a vote for a particular position. The framing of this charge was designed to create opportunities to educate one another, better understand our institutional history, and think about both the historical and contemporary issues of slavery, race and community. I am aware that the Student Association is considering a resolution based on the assumption that a majority of students favor changing the names. That resolution, if passed and if accompanied by thoughtful deliberation of the issues involved, would be among the many factors that inform next steps in the process.

After I receive the D&I Council's report, I intend to take time to consider it thoughtfully, and consult with others, including other campus leaders, members of HHS and our College Council, and leadership of the SUNY Board of Trustees (which must approve any name change). I do not anticipate finalizing my thinking to be able to bring this matter to the College Council before the end of the semester. Any decision to pursue changing one or more names will be brought to the campus community for further input and discussion, probably early in the fall semester.

I will respond to your questions and comments about this and my previous two reports (given cancellation of the February 7 and March 7 Faculty Senate meetings) at the inaugural meeting of the Faculty Senate now scheduled for April 4!

- - -

Sincerely,

Donald P. Christian

President



[all-fs] Update on Hasbrouck Building Complex Naming Dialogue

all-fs <all-fs-bounces@newpaltz.edu> on behalf of
Office of the President <presidentsoffice@newpaltz.edu>

Thu 4/12/2018 2:00 PM

To: all-fs <all-fs@newpaltz.edu>;

📎 1 attachments (310 bytes)

ATT00001.txt;



Office of the President



Dear Members of the Campus Community,

Regarding the Hasbrouck Building Complex Naming Dialogue, the Diversity and Inclusion Council has been working diligently to explore all points of view offered and to really understand the range of considerations and sentiments that have been expressed by members of the SUNY New Paltz community, including its alumni, as well as the surrounding community and representatives of Historic Huguenot Street. The Council wants to make sure that the final report reflects the thoughtfulness that

they have worked very hard to provide throughout the entire process. Therefore, I am granting the D&I Council's request to extend the deadline for submission of the report to May 1.

As I have written before, I will consider the analysis and recommendations of the Council carefully and consult with others, and anticipate finalizing my thinking on this complex issue during the summer for further discussion with the campus community in the fall.

Sincerely,
Donald P. Christian
President

More information about the Hasbrouck Complex community dialogue, the Diversity and Inclusion Council, and detailed event information, can be accessed at <http://www.newpaltz.edu/diversity/hasbrouck-dialogue/overview/>.

April 12, 2018



Office of the President



Dear Alumni,

Regarding the Hasbrouck Building Complex Naming Dialogue, the Diversity and Inclusion Council has been working diligently to explore all points of view offered and to really understand the range of considerations and sentiments that have been expressed by members of the SUNY New Paltz community, including its alumni, as well as the surrounding community and representatives of Historic Huguenot Street. The Council wants to make sure that the final report reflects the thoughtfulness that they have worked very hard to provide throughout the entire process. Therefore, I am granting the D&I Council's request to extend the deadline for submission of the report to May 1.

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President

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[Unsubscribe from all future emails from the office of Alumni Relations at SUNY New Paltz](#)

Appendix

Campus - Programming

Diversity & Inclusion Council

Kick-off Breakfast

September 13, 2017

Co-sponsored with Historic Huguenot Street:

"Reclaiming Our Time"

September 16, 2017

Distinguished Speaker Series Encore featuring Janus Adams '67

"Know When to Leave the Plantation"

February 13, 2018

Diversity & Inclusion Council

February events

Diversity & Inclusion Council

March events

Diversity & Inclusion Council

April events

Diversity & Inclusion Council

"Little White Lie"

April 23, 2018

Pdfs of the communications related to the above listed programs follow in chronological order.

From: Emma Morcone <morconee@newpaltz.edu>
Sent: Friday, August 25, 2017 4:57 PM
To: Emma Morcone
Subject: Breakfast Invitation from the Diversity and Inclusion Council



Diversity and Inclusion Council

Dear Fellow Citizens of the Campus Community,

President Christian recently called on all of us to work together to build an inclusive, equitable, and diverse campus and that work is even more critical in light of recent events in Charlottesville and in other national conversations. To accelerate this work in earnest, the Diversity and Inclusion Council invites you to breakfast!

Please join the council and other members of the campus community in a casual conversation on citizenship. How do we connect to the places and spaces we occupy? How do we work with one another no matter our different ways of self identifying? How are we citizens of our campus, as well as of our state and nation?

Let's talk! Come share your thoughts, your opinions, and your experiences in a judgment-free zone. We want to engage in conversations that can help cultivate a more inclusive and welcoming campus.

Your knowledge and insights will not only help the Council gain an understanding of some of the issues impacting our community members, but will also shape the council's efforts moving forward. This is the first of many conversations around citizenship that will occur this year and is by invitation only.



The breakfast will be held on Wednesday, September 13th at 9:00am at the College Terrace.

Please RSVP to Lauren Basciani at basciani@newpaltz.edu no later than **Tuesday, August 29th.**

Please consider attending. And did we mention the breakfast buffet is free?

Sincerely,

The Diversity and Inclusion Council



[all-fs] College co-sponsors Huguenot Street event responding to history of slavery

all-fs <all-fs-bounces@newpaltz.edu> on behalf of
Campus Update <campusupdate@newpaltz.edu>

Thu 9/7/2017 10:14 AM

To:all-fs <all-fs@newpaltz.edu>;

1 attachments (310 bytes)

ATT00001.txt;

Campus Update



Dear Colleagues,

We're happy to share that SUNY New Paltz is a co-sponsor of "Reclaiming Our Time," a new program coming to Historic Huguenot Street on Saturday, Sept. 16, which brings together a collective of writers sharing narratives of their own encounters with the history of slavery in the Hudson Valley.

The event takes place at 7:30 p.m. at the Reformed Church of New Paltz

(92 Huguenot St.). It will feature six writers presenting work inspired by their experiences in Huguenot Street lodgings once occupied by the slaves of New Paltz's early European settlers.

Up to 50 SUNY New Paltz students are invited to attend “Reclaiming Our Time” free of charge, through the College’s event sponsorship.

This represents a unique opportunity for students to deepen their understanding of the history of New Paltz, and the lived realities of enslaved persons during the 17th and 18th centuries.

It will also prepare students to engage productively in this year’s dialogue about the Hasbrouck Complex building names, [as announced by President Donald P. Christian on Aug. 31](#). Those buildings on campus are named for Huguenot Street families that once owned slaves.

Please consider letting your students know of this opportunity to participate in this unique learning experience. **Tickets can be claimed at the Welcome Center front desk in the Haggerty Administration Building.** They will be distributed on a first-come, first-served basis.

“Reclaiming Our Time” is presented by Historic Huguenot Street (HHS) in partnership with the [Slave Dwelling Project](#) and [TMI Project](#). The program seeks to raise awareness of and inspire people to take action around issues of inequality and injustice through authentic storytelling.

This event is sponsored by SUNY New Paltz, a Humanities New York Action Grant, the DuBois Family Association and the Reformed Church of New Paltz.



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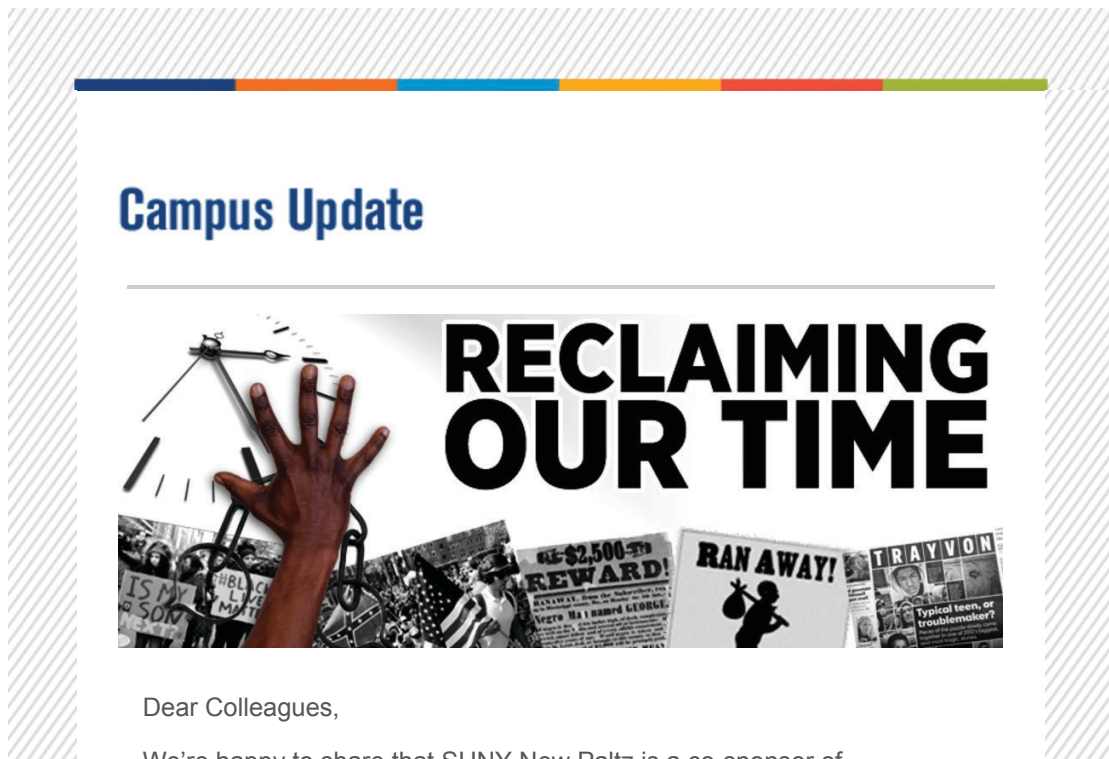
all-fs <all-fs-bounces@newpaltz.edu> on behalf of
Campus Update <campusupdate@newpaltz.edu>

Thu 9/14/2017 11:31 AM

To:all-fs <all-fs@newpaltz.edu>;

📎 1 attachments (310 bytes)

ATT00001.txt;



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Faculty and staff are welcome to attend this event, too. Cost is \$10 for general admission, and [tickets can be reserved on the Historic Huguenot Street website.](#)”

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[facstaf-l] Our First Ever Distinguished Speaker Series Encore

facstaf-l <facstaf-l-bounces@newpaltz.edu> on behalf of
Campus Update <campusupdate@newpaltz.edu>

Mon 1/29/2018 12:02 PM

To: facstaf-l <facstaf-l@newpaltz.edu>;

📎 1 attachments (386 bytes)

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SPECIAL DISTINGUISHED SPEAKER SERIES ENCORE FEATURING JANUS ADAMS '67

The SUNY New Paltz Foundation, Inc. and the Diversity & Inclusion Council warmly invite you to meet Emmy Award-winning journalist, historian, and bestselling author of eleven books, Janus Adams. Janus is also the host and executive producer of the The Janus Adams Show, the National Public Radio

(NPR) show and podcast.

KNOW WHEN TO LEAVE THE PLANTATION

As a student at SUNY New Paltz in the tumultuous sixties, Janus Adams sought solace from the pressures of a segregated society in walks from campus to historic Huguenot Street. As the North was, at the time, still in denial about its ties to the history of slavery in the U.S., little did she know she was following in the footsteps of the legendary abolitionist Sojourner Truth.

In one telling incident, she was made aware of the vestiges of slavery and the suppression of women's rights driving American society. To her rescue came her grand-uncle's mantra: "Know when to leave the plantation."

On the occasion of her class's recent fiftieth reunion, Adams—Emmy Award-winning journalist, author, historian, member of the class of '67—returns to campus, inspired by passions nurtured here and informed by her latest project, STEAL AWAY: Escape to Freedom on the Underground Railroad. In this discussion, she mines the wisdom of the Underground Railroad, extracting its power to rescue the freedom-seekers of today.

Full Bio

Tuesday, February 13, 2018

7:00 P.M.

The College Terrace, SUNY New Paltz

Refreshments served, **limited seating**

RSVP Required: sandickl@newpaltz.edu or ext. 3972

* **Snow Date:** Tuesday, February, 27, 2018

Faculty/Staff - \$10.00 suggested donation
supports the Diversity and Inclusion Fund

**SUNY NEW PALTZ
STUDENTS**
One FREE ticket with
New Paltz ID at
Parker Theatre Box Office
or at the door.
LIMITED QUANTITY!



[all-fs] Diversity & Inclusion Council Shares Upcoming Events

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DIVERSITY & INCLUSION UPCOMING EVENTS

FEBRUARY 8

SOLIDARITY THURSDAY

Letter-Writing Phonebanking Community-Building

A monthly event that includes education on issues impacting LGBTQ communities and opportunities to take action for LGBTQ justice.

Food, activism and conversation. Materials and information provided.

Presented by The Hudson Valley LGBTQ Community Center, Office of Human Resources, Diversity & Inclusion, and New Paltz Pride.

Student Union 100S • 8 – 10 PM

FEBRUARY 10

THE EVERY 28 HOURS PLAYS

Praxis Series | Readings

The play is a national partnership inspired by our current Civil Rights Movement. It focuses on the widely shared and contested statistic that every 28 hours in America, a black person is killed by the police, vigilante, or security guard.

Tickets are free at the door one hour prior to each performance. Limited quantity: first come, first served.

Presented by the School of Fine & Performing Arts, Department of Theatre Arts.

McKenna Theatre • 7 PM

TALKBACK TO FOLLOW • February 11, 2 pm

FEBRUARY 22

WHOSE FREE SPEECH?

Putting Struggles Over “Free Speech” and “Academic Freedom” in Historical and Material Context

A speaker series on free speech in relation to systems of privilege and oppression.

Speaker: Dr. Dana L. Cloud

Co-sponsored by the Women of Color Network, Women’s, Gender, and Sexuality Studies, and the Office of the President.

Lecture Center 100 • 5:30 PM

MARCH 6

SOJOURNER TRUTH DAY

The Truth About Sojourner and Slavery in Ulster County

Join us for a discussion about Sojourner Truth’s significance to the Ulster County area. The panel will explore the ways in which scholars, students and members from local communities can assist SUNY New Paltz in legitimizing Truth’s legacy.

Moderator: Mark Colvson, Dean of the Library

Panelists:

Nicole Carr, Assistant Professor, Black Studies

A.J. Williams-Meyers, Professor Emeritus, Black Studies

Greer Smith, Director, TRANSART and Cultural Services
Susan Stessin-Cohn, New Paltz Town Historian

Coykendall Science Building Auditorium

4PM Refreshments

4:30–6 PM

MARCH 30

WHOSE FREE SPEECH?

On Responsibility, Accountability and Ethics in Academic Publishing

A speaker series on free speech in relation to systems of privilege and oppression.

Speaker: Dr. Farhana Sultana

Co-sponsored by the Women of Color Network, Women's, Gender, and Sexuality Studies, and the Office of the President.

Lecture Center 100 • 4 PM

APRIL 18

WHOSE FREE SPEECH?

Surveillance, Repression and White Supremacy in the Age of Artificial Intelligence

A speaker series on free speech in relation to systems of privilege and oppression.

Speaker: Dr. Farhana Sultana

Co-sponsored by the Women of Color Network, Women's, Gender, and Sexuality Studies, and the Office of the President.

Lecture Center 100 • 4 PM

WORKSHOPS

LGBTQ+ ALLIES TRAINING WORKSHOPS

The New Paltz LGBTQ+ Allies are a network of faculty, staff and students who offer support, communication, and dialogue on issues surrounding sexual orientation and gender identities.

Interested in becoming an LGBTQ+ Ally? Register online for our upcoming training workshops at www.newpaltz.edu/lgbtq/allies.html

February 15, 3–5 PM • Student Union 402

February 26, 12–2 PM • Faculty Development Center

(Teaching Faculty only)

March 14, 11 AM–1 PM • Student Union 402

**For more information about additional
upcoming events, visit**

www.newpaltz.edu/diversity/events



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all-fs <all-fs-bounces@newpaltz.edu> on behalf of
Campus Update <campusupdate@newpaltz.edu>

Thu 2/8/2018 3:11 PM

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Greer Smith, Director, TRANSART and Cultural Services

Susan Stessin-Cohn, New Paltz Town Historian

Coykendall Science Building Auditorium

4PM Refreshments

4:30–6 PM

MARCH 28

WHOSE FREE SPEECH?

Surveillance, Repression and White Supremacy in the Age of Artificial Intelligence

A speaker series on free speech in relation to systems of privilege and oppression.

Speaker: Kade Crockford, ACLU

Co-sponsored by the Women of Color Network, Women's, Gender, and Sexuality Studies, and the Office of the President.

Coykendall Science Building Auditorium • 5:30 PM

APRIL 20

WHOSE FREE SPEECH?

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Speaker: Dr. Farhana Sultana

Co-sponsored by the Women of Color Network, Women's, Gender, and Sexuality Studies, and the Office of the President.

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MARCH 29

AFTER #PULSE

Making and Claiming LGBTQ Space as Artists and Performers

This event brings community members from the Pulse Nightclub in Orlando to New Paltz. The night features drag and burlesque performance, poetry, and a conversation about visibility and claiming space. Please join us, and please promote this to your students! (it's free, there will be food). Sponsored by Rivera House and a grant from the SUNY Office of Diversity, Equity, and Inclusion.

Parker Theatre • 7–9 PM

APRIL 6

XY(T)

By Kestryl Cael Lowery

"A poignant journey through the complicated world of gender transformation and testosterone injections"

Parker Theatre • 7 PM

APRIL 7

A KIND SHOT

By Terri Mateer

A one-woman show about Terri Mateer, a pro basketball star in France, raised by a single, hippie mom, and how an African American surrogate father stepped in and taught her to play basketball. The play explores her life playing ball, modeling, stripping, designing Michael Jordan's headboard, and taking lots of shots at life. It addresses sexual harassment and what anyone can do about it.

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APRIL 23

LITTLE WHITE LIE

A film by Lacey Schwartz

Q&A With Lacey Schwartz following the film

What defines our identity, our family of origin or the family that raises us? How do we come to terms with the sins and mistakes of our parents? Lacey Schwartz discovers that answering those questions means understanding her

parents' own stories as well as her own. She pieces together her family history and the story of her dual identity using home videos, archival footage, interviews, and episodes from her own life. *Little White Lie* is a personal documentary about the legacy of family secrets, denial, and the power of telling the truth.

Lecture Center 102 • 5:30 PM

MAY 1

THE CONVERSATION

A Personal History of the Gay Civil Rights Movement

With Randy Florke; conducted by Gwen Walz

Lecture Center 102 • 6 PM

**For more information about additional
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Campus Update <campusupdate@newpaltz.edu>

Mon 4/2/2018 10:02 AM

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[facstaf-l] Film screening of "Little White Lie" - April 23

facstaf-l <facstaf-l-bounces@newpaltz.edu> on behalf of
Office of Diversity, Equity, & Inclusion <campusupdate@newpaltz.edu>

Tue 4/10/2018 1:09 PM

To:facstaf-l <facstaf-l@newpaltz.edu>;

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Office of Diversity, Equity, & Inclusion



APRIL 23

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A film by Lacey Schwartz

Lecture Center 102 • 5:30 PM

Q&A with Lacey Schwartz following the film.

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Appendix

Media Coverage

- SUNY New Paltz considers renaming buildings named for slave owners (*Times Herald-Record*, 8/31/17)
- New Paltz's founding families were slaveholders; should their names be stricken from college buildings? (*New Paltz Times*, 8/31/17)
- SUNY New Paltz considers renaming buildings that bear the names of slave-owning families (*Daily Freeman*, 8/31/17)
- Building a New Legacy at SUNY New Paltz (*New Paltz Oracle*, 9/7/17)
- SUNY New Paltz: Discussion set on buildings named for slave-owning families (*Poughkeepsie Journal*, 1/23/18)
- SUNY New Paltz: Buildings named for slave owners spark debate (*Poughkeepsie Journal*, 1/26/18)
- SUNY New Paltz debates buildings named for slaveholding families (*New Paltz Times*, 2/1/18)
- The Conversation for Name Change Continues (*New Paltz Oracle*, 2/1/18)
- Slavery's Hidden History in the Hudson Valley Coming to Light (*Poughkeepsie Journal*, 4/25/2018)

Appendix

Local Campus Protocol for Naming of Buildings, Facilities, and Grounds



Development of Gift Naming Opportunities

SUNY System is currently reviewing its guidelines for naming opportunity policies and gift acceptance procedures for state-operated campuses. SUNY New Paltz and SUNY New Paltz Foundation policies and procedures will be adjusted accordingly.

Current SUNY policies and procedures for naming buildings, facilities, and grounds are followed at this time.

Sequence and Protocol for Naming Buildings, Facilities, and Grounds:

- Procedures were developed and communicated by SUNY. Reference SUNY.gov (“Naming Opportunities on State University Campuses”). Effective date: March 23, 2010.
- Adhering to SUNY’s guidelines, the SUNY New Paltz Foundation developed comprehensive gift acceptance policies and procedures. After a review by the Foundation’s counsel, these policies and procedures were approved by the College President’s Cabinet and by the SUNY New Paltz Foundation Board of Directors (August 20, 2015). The New Paltz Foundation Board updated, revised, and approved their policies May 24, 2016.
- As we continue to grow our fundraising successes, the Foundation’s Governance & Nominating Committee will review its own gift acceptance policy to ensure that all aspects of gift opportunities and fulfillment remain in full compliance with currently accepted SUNY and national standards.

Guiding Principles for Naming Buildings, Facilities, and Grounds:

- Any gift of \$1 million or more requires approval by the Chancellor and the SUNY Board of Trustees. All building and grounds naming requires the same approval.

- Naming facilities (for example rooms, labs, interior spaces) up to \$1 million are reviewed and approved by the College President and Cabinet. SUNY gives the President authority to decide whether to seek approval from College Council or from the Foundation Board.
- The Foundation Board ensures that all gifts are in line with its gift acceptance policy. This includes but is not limited to transparency of process, review of the donor's background and history, and proper gift documentation, including reserving the right to remove the name in the event of any variety of circumstances that may have negative implications for New Paltz.
- For new construction or major renovations, the naming gift for the facility itself should, in general, equal at least half its fair market value. The naming gift for a physical asset will be set at a level that contemplates the value of the facility or cost of the project.
- Older existing facilities (more than 10 years) built using State resources should be named only in exchange for gift commitments of at least 20% to 35% of the building's current value or replacement cost.
- The name's duration and purpose should be discussed with donors to assure that they understand that their gift is associated with the existing or planned facility. If at some point in the future the facility's use is significantly altered, the institution reserves the right to solicit additional naming gifts.

Process for Drafting Current List of Facilities Naming Opportunities:

Naming opportunities raise donors' sights and encourage transformational support. Embarking on the capital campaign presents the ideal opportunity to develop new ways that generosity can be recognized and stewarded. Named gifts inspire support from others and educate the College community about the role and impact of philanthropy in the educational enterprise.

At New Paltz, most facilities-related naming opportunities are for State-funded buildings, so the donor's gift is guided towards support of a program or facility housed in that building.

The proposed named gift levels were developed as follows:

- Six buildings were selected for initial review. As new construction or renovations garner attention, appeal, excitement, and opportunity for students and faculty, we began with a selection of these.
- The projected or actual costs of construction or renovation, as well as floor plans, were obtained from Assistant Vice President of Facilities Management John Shupe.
- Numerous building walk-throughs were generously provided by Mr. Shupe, Sara J. Pasti, the Neil C. Trager Director of the Samuel Dorsky Museum of Art, and Stuart Robinson, Director of Athletics, Wellness and Recreation, to Foundation staff members and Campaign Counsel Theresa Shubeck.

- Additional research was conducted and consideration given to the following:
 - o Adherence to philanthropic best practices for naming
 - o Cost estimates for various sizes, types and functions of space publicly provided by the United States Department of the Interior and the College Planning & Management's Annual College Construction Report
 - o Naming opportunity levels for other institutions, in order to place the level within a comparable and competitive range
 - o Relative size (square footage) and overall cost of the building
 - o Purpose and function of the room
 - o Visibility, use and relative location of the room, including identification of individuals or groups that would use the room (e.g. students, faculty, broader community organizations, etc.)
 - o Outfitting of the room: special materials, technology, equipment
 - o Future naming opportunities, both near and long-term, and their relative prominence
 - o The current level of SUNY New Paltz major gift support, recognizing the fact that considerable time and attention is still required to garner leadership gift support from constituents whose cultivation and purposeful communication is emerging.

- Finally, it should be noted that in addition to the naming of buildings, facilities and grounds through gifts, the following endowed fund levels were previously reviewed and approved by the SUNY New Paltz Foundation Board (May 26, 4016):

o Named Endowed Chair	\$2 million
o Named Professorship, Artist or Scholar in Residence	\$500,000
o Named Lecture Series	\$100,000
o Named Margin of Excellence Fund	\$100,000
o Named Department or Program Fund	\$ 50,000

Approved by the College Council on March 13, 2018.

Appendix

SUNY Policy on Naming Opportunities on State University Campuses


 <p>Category: Philanthropy</p> <p>Responsible Office: University Counsel</p>	<p>Policy Title: Naming Opportunities on State University Campuses, Policy</p> <p>Document Number: 9251</p> <p>Effective Date: March 23, 2010</p> <p>This policy item applies to: State-Operated Campuses</p>
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Summary

This policy establishes general guidelines for the permanent “naming of things” on campuses of the State University of New York (University).

Policy

General Guidelines

1. The naming of a physical or non-physical asset of the University is appropriate when a significant gift is received for the benefit of the University, directly or through a campus-related foundation, and to honor the character, service or other positive merits of the donor or the donor’s honoree.
2. A physical or non-physical asset may be named on behalf of an individual or legal entity.
3. The naming of a physical or non-physical asset in recognition of a donor or a donor’s honoree implies a promise to that donor that asset will be permanently maintained or, if change is unavoidable, that an alternative means of recognizing the donor or honoree will be found.
4. All combinations of gifts, pledges, and irrevocable deferred gift arrangements are acceptable forms of philanthropy to support naming commitments. With respect to deferred gifts, while the naming commitment may be immediate, the required amount may be set higher because of the delay in the campus foundation receiving the gift.
5. Buildings, campus grounds or other physical facilities will not be named for individuals currently employed by the University or the State of New York, unless a donor other than the honoree provides a sufficient gift (as per the campus’ approved naming guidelines) in honor of that individual.
6. To support the naming of a non-physical asset (e.g. center, institute, program, academic unit) through the establishment of an endowment, the amount of the endowed gift should be sufficient to generate annual earnings (at a rate not less than 5%) that would be necessary to sustain the non-physical asset on a permanent basis.

7. To support the naming of annual term funds for faculty support, financial aid or other funding priorities, the donor should commit to providing an annual gift at least equivalent to the income from an endowment fund required to sustain the non-physical asset for a fixed period, typically three to five years.

Definitions

There are no definitions relevant to this policy.

Other Related Information

In support of this policy, the following links and/or references to additional resources for related information are included:

[Fundraising Reporting Instructions](#)

[Foundations Guidelines, Campus-Related](#)

Procedures

[Naming Opportunities on State University Campuses](#)

[Gift Acceptance Procedures](#)

Forms

There are no forms relevant to this policy.

Authority

Where applicable, this section contains links and/or references to the authority governing this policy:

State University of New York Board of Trustees Resolution 2010-022, adopted March 23, 2010, which repeals Board of Trustees Resolution 2005-21.

History

This section contains links and/or references to the history relevant to this policy:

Memo to presidents from the office of University counsel dated June 1, 2005 regarding “Establishment of Administrative Guidelines” for naming opportunities on State University of New York campuses issued by the chancellor on May 26, 2005.

Amended – January 25, 2005:

- State University Board of Trustees Resolution 2005-24 expanded naming opportunities authorized the Chancellor to promulgate more specific implementation administrative guidelines and recommendations at the administrative level. In addition, the Chancellor was authorized to approve naming guidelines for a campus which differ from the naming policy in order to address specific needs or circumstances of the campus.
-

Effective: March 23, 2010

Page 2 of 3

9251 - Naming Opportunities on State University Campuses, Policy

Memo to presidents from the chancellor dated December 19, 2002 provided guidelines for naming opportunities on campuses of the University while encouraging increased philanthropic support.

Amended – January 28, 1997:

- State University Board of Trustees Resolution 97-18 provided that buildings or grounds be named after prominent persons either living or deceased who have made a significant contribution for the benefit of the University either direct or through a campus-related foundation

Amended – January 23, 1980:

- State University Board of Trustees Resolution 80-8 allowed the Board of Trustees to consider requests for exceptions to the naming policy in the event that a local council deems it appropriate to honor a living local or state person or organization responsible for a substantial gift made for the benefit of the University either directly or through a campus related foundation.

Repealed - July 10, 1969:

- State University Board of Trustees Resolution 69-222 repealed Board of Trustees Resolution 50-122 and allowed the Board of Trustees, upon local Council request, to name buildings and grounds after living local or state persons who have made a substantial gift to the University.

Established – November 2, 1950:

- State University Board of Trustees Resolution 50-122 established comprehensive plan for the renaming of state-operated institutions of the University after deceased local or state persons in accordance with standard nomenclature.

Appendices

There are no appendices relevant to this policy.

Appendix

Historic Timeline



HASBROUCK COMPLEX DIALOGUE

HISTORICAL CONTEXT

1677 – Huguenot immigrants purchased approximately 40,000 acres of land along the Wallkill River in what is now New Paltz from the local Esopus Munsee tribe, and a land patent confirming the sale was issued by the new English Governor of New York, Sir Edmund Andros.

1799 – Manumission Act of 1799: Gradual Emancipation Act of NY State. The law would not provide freedom to most slaves for years, even decades. The 1799 Act bound children of enslaved adults to their owner for 28 years for males, and 25 years for females. Provisions in the legislation did allow those who owned slaves to sell or abandon an enslaved child, which resulted in the child becoming a ward of the State through the Poor House system. Subsequently, slave owners could reclaim the child (with a State subsidy) while the child worked for them.

1810 – A law required that children of those enslaved be taught to read or write, or their owner had to emancipate the enslaved child by the age of 21.

1817 – NY passed a new emancipation act that legally abolished slavery for most in the state, effective July 4, 1827.

1827 – July 4, 1827: All those who remained enslaved in NY at that time were to be freed (as legislated by the Emancipation Act of 1817).

1828 – The New Paltz Classical School founded on North Front Street (direct predecessor of SUNY New Paltz).

1833 – The New Paltz Academy was founded, succeeding the Classical School.

1865 – Thirteenth Amendment: Slavery is abolished at the federal level.

AMENDMENT XIII

Section 1.

Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction.

Section 2.

Congress shall have power to enforce this article by appropriate legislation.

1884 – New Paltz Academy burned to the ground. It was rebuilt in the same location, eventually becoming a State Normal School in 1886, whose primary mission was to train and educate teachers for New York State schools.

1906 – Another fire burnt down the New Paltz Normal School. At this time it was rebuilt on a hilltop a mile away on what now is the current campus (the present-day “Old Main”).

1938 – “State Teachers College” founded at New Paltz

1948 – New Paltz was one of the founding schools in the SUNY system.

1951 – A newly constructed complex of dorms were named after the original Patentees of New Paltz (Crispell, DuBois, Deyo, Bevier, Hasbrouck, and LeFevre)

1962 – **College Council names** new gymnasium under construction for the Eltings, in recognition of this local family (descendants of the early Dutch immigrants who also enslaved Africans) for their service on Board of Visitors of the New Paltz Normal School.

1964/1968 - College Council approves transfer of Huguenot family names in 1964 from the dorms constructed in 1951 to the new dorms and dining hall that will become the Hasbrouck Complex. Construction is completed and the complex is dedicated in 1968. The College Council minutes reflect that these six names constitute names of patentees of the Village of New Paltz.

1967/1968 – College formalizes proactive recruitment process for attracting underrepresented minority students to New Paltz. Known as Project A, the program was a local precursor to the current statewide Educational Opportunity Program (EOP) which provides academic and financial support to New York State residents with a high school diploma, or its equivalent, and who do not meet general admission criteria, but have the academic potential to earn a college degree.

1969 – College Council names new library under construction for Sojourner Truth, a former slave, orator, abolitionist and women’s rights advocate, who was born in Ulster County, NY.

1971 – Portions of the original 1951 dormitories are renamed Shango (alternatively Chango) Hall, a derivative of the Swahili name for the Yuruban god of thunder. Shango symbolizes the qualities of strength and determination, and designated as special interest housing open to all students who would “learn about experiences, lifestyles, the arts, the music and written art that is characterized by Third World people.” (Rufus Newlin, Associate Dean of Students, quoted in *The Oracle* (Vol.XLII, No. 28, May 20, 1971, p. 3)

1971 – New Sojourner Truth Library opens

1997 – Oracle article indicates student frustration with Building names. What follows is a quote from Professor A.J. Williams-Myers:

“Many students don’t know the buildings they are living in are named after former slave owners. [The]...only way to improve race relations is to heighten our awareness. It begins on this campus with students...who are making others aware of a grievous act committed against humanity. Unfortunately, this is an administration which always talks about diversity, but does not act out diversity.”

2001 – New residence hall opens; College Council names it Esopus Hall for a local indigenous tribe.

2004 – New residence hall opens; College Council names it Lenape Hall for a local indigenous tribe.

2017 – Longtime Hasbrouck Dining Hall employee and alumnus Darold Thompson passes away and a petition asks President Christian to rename the Dining Hall after Thompson.

2017 – In light of a national conversation about campus monuments and building names linked to slavery and its legacy, President Christian charges the Diversity & Inclusion Council with researching the names of the campus buildings in the Hasbrouck Complex, and engaging the campus and broader community in discussion of the meaning of these names in the context of this complex history.

Created January 2018

Appendix

Town Hall Forum PowerPoint


**Hasbrouck Complex Dialogue
Community Forum**



January 25 and January 26, 2018


WELCOME

Diversity & Inclusion Council
and
Participants from Historic Huguenot Street



PURPOSE


- Hear a range of perspectives from different members of the community and stakeholders in this process.
- Foster a setting where we can hear and learn from each other.



ACTIVITY

Think of and share **3 words** you would use in thinking about the project of naming of the buildings.

You have 3 minutes.




Diversity & Inclusion Council

- Formed at the invitation and appointment of President Christian.
- Co-chaired by the Chief Diversity Officer and a member of the faculty.
- Includes individuals who hold a variety of perspectives, experiences and expertise and have pursued or are engaged in inclusion work in their professional and personal pursuits.



Diversity & Inclusion Council

- Supports and/or carries out diversity and inclusion objectives outlined in the [Diversity & Inclusion Plan](#).
- Helps shape campus education, action, dialogue and engagement with inclusion work.



Diversity & Inclusion Council

- Serves as a listening body for community concerns around diversity, equity and inclusion.
- Helps advise campus leadership on ways to better support an equitably minded culture and a sense of community for all members of SUNY New Paltz campus.



Naming Process at SUNY New Paltz

- Decision of what to name a building does not rest at the campus level.
- In 2010, SUNY policy outlined the criteria and process for how naming occurs. Policy available on diversity website.



SUNY Policy for naming buildings

- Honorific naming is only appropriate when a significant gift is received.
- No honorific naming has been allowed in the last 25 years without a monetary gift.
- No SUNY New Paltz buildings have been named after an individual for at least 25 years.



HISTORICAL CONTEXT



- In our research, we learned about the critical role that Huguenot families played in founding the community of New Paltz and establishing, supporting and financing the educational institutions that later became SUNY New Paltz.
- The Huguenot families who founded New Paltz, the Patentees, clearly includes those who enslaved other people. This includes the original settlers and their descendants up to emancipation in 1827.



1677

Huguenot immigrants purchase land along Walkkill River from Esopus-Munsee and the new English Governor issues a patent.



1799

Manumission Act outlines conditions for gradual emancipation of slaves, although freedom was years, even decades, away for most.



1817

New York passes a new emancipation act to abolish slavery by July 4, 1827.



1828

New Paltz Classical School founded.
(located on N. Front St.)

New Paltz Academy founded 1833.
(located on Huguenot St. along the Walkill River)



1865

Thirteenth Amendment abolishes slavery at the federal level.



1884

New Paltz Academy burns to the ground, and is rebuilt on the same location in 1886 as New Paltz Normal.



1884

Trustees (descendants of patentees) were critical to rebuilding after the fire and transformation of the Academy into the Normal School.



1906

New Paltz Normal burns to the ground,
and is rebuilt on a hilltop a mile away.
(present day "Old Main")



1938

State Teachers college founded.

1948

New Paltz becomes one of the
founding schools of SUNY.



1951

New complex of dorms named after the
original New Paltz patentees.
(present day College Hall)



1962

College Council names new
gymnasium after local family for their
service to the Normal School.
(Elting Gymnasium)



1964/1968

College Council approves transfer of
Huguenot family names from 1951
dorms to new Hasbrouck Complex.



1967/1968

College formalizes proactive
recruitment process for attracting
underrepresented minority students.
(“Project A” – precursor to EOP)



1969

College Council names new library under construction for local former slave, orator, abolitionist and women's rights advocate, Sojourner Truth.



1971

Recognizing the need to build a sense of community and reflect a growing diverse student population, a portion of original 1951 dorms renamed Shango (Chango).



Shango is a derivative of the Swahili name for the Yuruban god of thunder, a symbol of strength and determination.



1997

Article in New Paltz Oracle speaks to campus community frustration with building names.



2001-2004

College Council names new residence hall for Esopus and Lenape indigenous peoples.
(Esopus Hall and Lenape Hall)



2017

Petition received by President Christian to rename Hasbrouck Dining Hall after deceased employee and alumnus, Darold Thompson.



2017

At the same time a national conversation about monuments and building names linked to slavery and its legacy is occurring...



...President Christian charges the Diversity & Inclusion Council to engage the campus and broader community in discussion of these names in the context of the complex history.



GROUND RULES

- Please turn off cell phones or set to silence.
- This event is being recorded for archiving and to allow those who could not attend to listen to our deliberations.



GROUND RULES

- The Council is not making a decision on the naming. Our charge is to foster an inclusive dialogue.
- You were invited today, as members of our community, to assist us in listening and gathering information.



GROUND RULES

- Even if you came to this meeting with a firm position about this topic, we ask you to make an effort to listen well and keep open minds so that we may all learn as we exchange viewpoints today.



GROUND RULES

- Limit comments to 2 minutes so we can hear from as many people as possible.
- You will have 2 opportunities to speak to ensure we have as many voices heard as possible.
- Council members will bring you a microphone.



GROUND RULES

- We recognize this topic can bring on emotional and passionate responses. Anyone feeling that they need to speak privately or need support to process the experience can feel free to walk to the back of the room where a council member will be happy to speak with you.



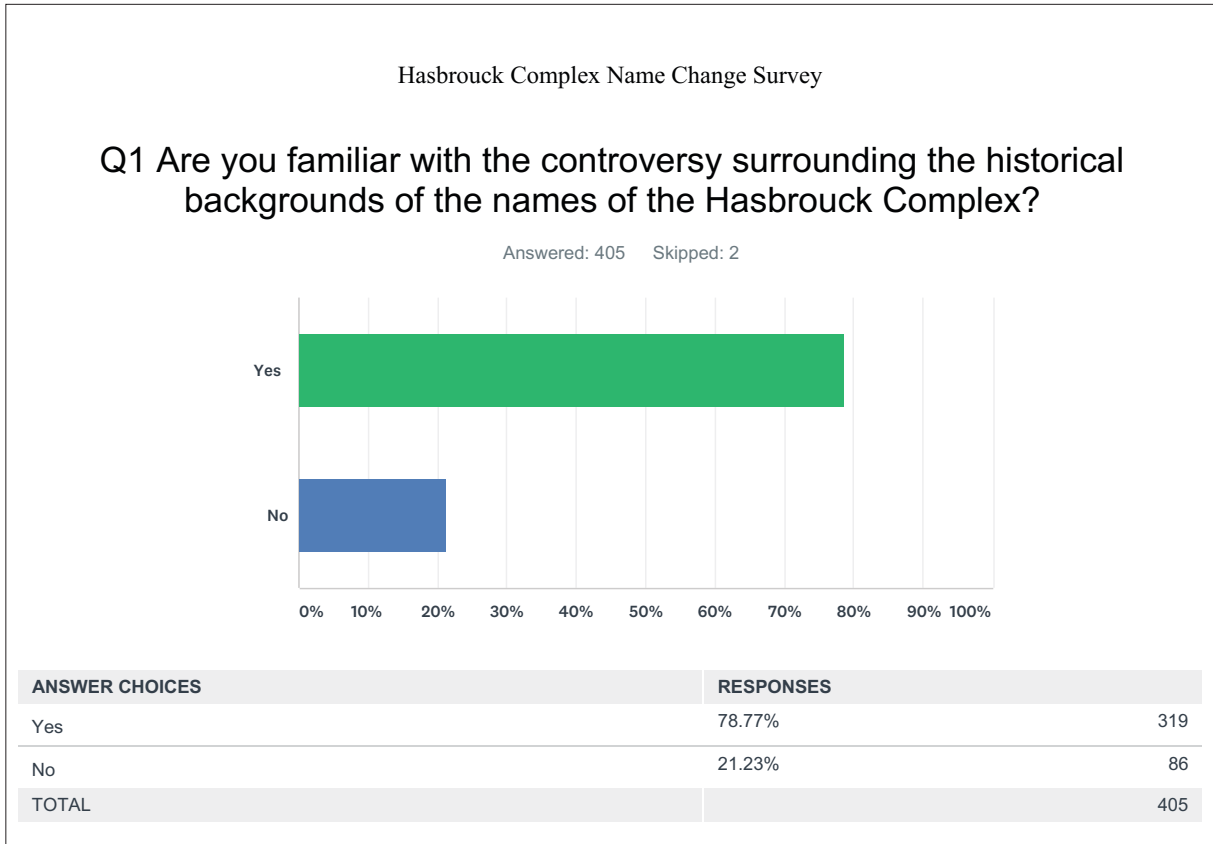
NEXT STEPS

- Recording the sessions, post on the D&I website when ready.
- More listening sessions, including visit to HHS.
- Survey still open.
- Index cards available tonight to comment.
- February – more events stay tuned.
- March – write report, submit to President Christian April 15.



Appendix

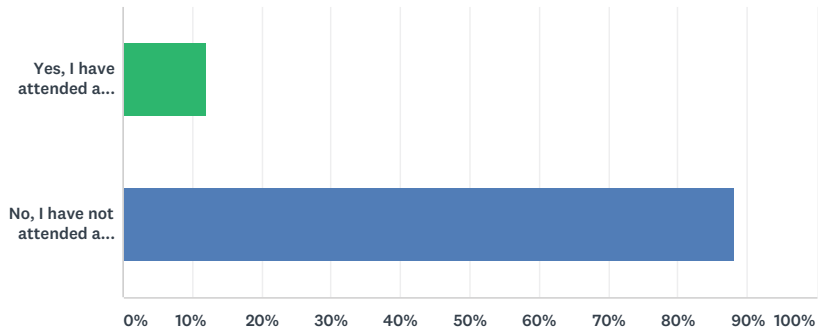
Student Association Survey of Students Spring 2018



Hasbrouck Complex Name Change Survey

Q2 Have you attended any of the Hasbrouck Complex name change forums?

Answered: 405 Skipped: 2

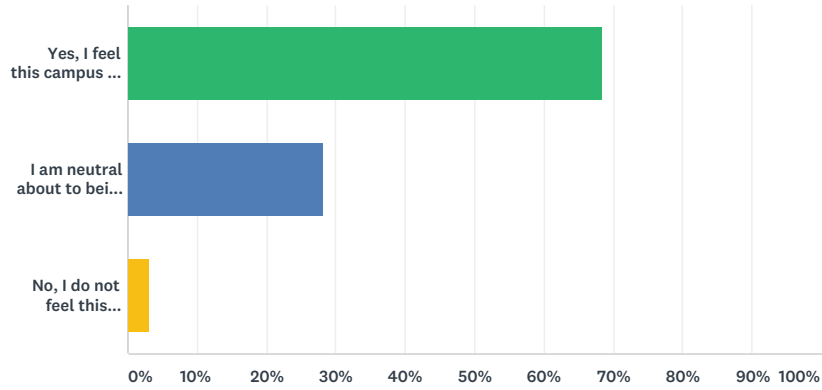


ANSWER CHOICES	RESPONSES	
Yes, I have attended a Hasbrouck Complex name change forum	11.85%	48
No, I have not attended a Hasbrouck Complex name change forum	88.15%	357
TOTAL		405

Hasbrouck Complex Name Change Survey

Q3 Do you feel this campus is a safe space for these conversations to happen?

Answered: 406 Skipped: 1

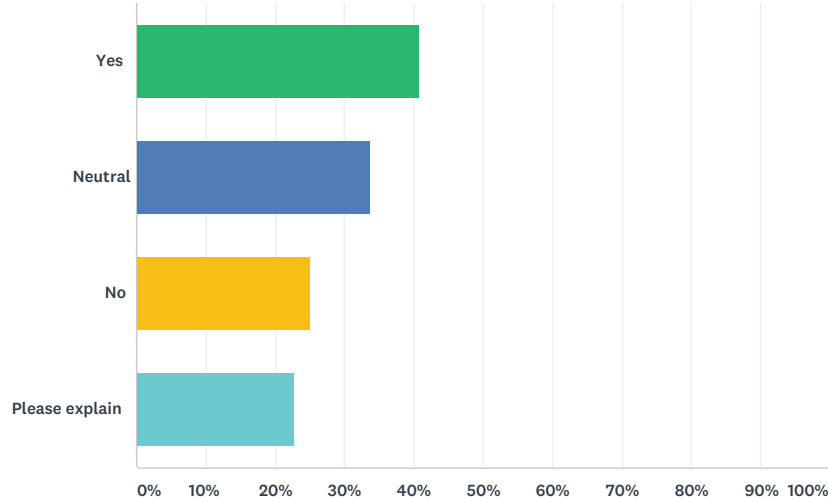


ANSWER CHOICES	RESPONSES	
Yes, I feel this campus is a safe for this dialogue	68.47%	278
I am neutral about to being safe space for this dialogue	28.33%	115
No, I do not feel this campus is safe this dialogue	3.20%	13
TOTAL		406

Hasbrouck Complex Name Change Survey

Q4 Do you believe the names on the Hasbrouck Complex buildings on campus should be changed (Names)?

Answered: 406 Skipped: 1



ANSWER CHOICES	RESPONSES
Yes	40.89% 166
Neutral	33.74% 137
No	25.12% 102
Please explain	22.91% 93
Total Respondents: 406	

#	PLEASE EXPLAIN	DATE
1	We shouldn't honor names that represent slavery. There are plenty of other names in the world. Idiot.	4/24/2018 11:07 AM
2	Buildings should not have their names changed because the person they are named after did bad things. They are still an important part of history. It should be known what they did but not changed.	4/23/2018 11:13 AM
3	We should set an example, that change is not impossible. Especially for something so small, it represents so much.	4/22/2018 4:12 PM
4	These names are remnants of slavery and the legacy behind it, if the school doesn't change the names it will be on the wrong side of history. Also if the school does change the names it will allow it to look more progressive in the eyes of oncoming students.	4/22/2018 3:24 PM
5	Students feel uncomfortable knowing that these building are named after slave owners. Campus should be a safe and comfortable space for all.	4/22/2018 1:32 PM
6	These buildings were donated by these families, and yes they did some bad stuff but so did a lot of other people. also these families are still around today and that is disrespecting their ancestries.	4/22/2018 12:31 PM
7	What is there to explain? Why would you name something after a slave owner to this day?	4/22/2018 12:04 PM

Hasbrouck Complex Name Change Survey

8	It's offensive to the black and students of color. Let's reselect them since we too are apart of this community.	4/22/2018 11:05 AM
9	with a more culturally and historically aware student body, we know now that any slave owner, no matter what they did, is not someone to commemorate	4/21/2018 7:40 PM
10	I don't think they SHOULD be changed. I think they can be changed when other people deserve the honor of having the buildings named after them.	4/21/2018 5:37 PM
11	There is always need for change! As this campus becomes more and more diverse and accepting of people of color respecting all opinions and backgrounds does matter. To my knowledge, the names on the Hasbrouck Complex buildings offends many people of color including myself. Names should be changed to ensure a safe environment for EVERYONE.	4/21/2018 4:20 PM
12	dont really know much about this issue, im only here for 2 semesters	4/21/2018 2:42 PM
13	They are remnants from an older time. That history should stand as a reminder of how we should better ourselves.	4/21/2018 1:06 PM
14	It does not make students of color feel welcome on campus because the buildings are named after people who committed horrendous actions. If there is truly progress and change from slavery, there should be progress with removing everything that involved slavery.	4/21/2018 12:55 PM
15	While these names are connected to slavery they are also connected to the people who formed this town. Also, names are just names, there is no direct negative connotation in a name such as crispell.	4/21/2018 9:29 AM
16	I believe that the name should remain the same. I believe that a plack should be put in place that explains the controversy surrounding the same of the building. As a society, we need to make sure that past historical atrocities are not repeated in future generations. In my belief, changing the name would add to the dilemma of history being forgotten, the slaves of that need to be remembered and acknowledge.	4/21/2018 6:22 AM
17	It is insensitive to name any building after slaver drivers, regardless of the good that they may have done, especially when the descendants of the slaves may be living in those buildings, as many are at New Paltz's Hasbrouck Quad. Changing the names of these buildings is not erasing history, as there should and will always be record of their current names, but is simply correcting the present. These building names do not reflect and he values New Paltz claims to have.	4/21/2018 12:48 AM
18	I absolutely agree that these names are outdated, and thus, do not fit to today's time.	4/20/2018 10:22 PM
19	The names of the has buildings were named after slave owners which is offensive to people of color, its disrespectful	4/20/2018 9:24 PM
20	We should not honor slavemasters	4/20/2018 9:19 PM
21	I believe that we cannot erase the past, but it should be a reminder of what we can do better as a society. All civilizations have had challenges, from the time the pyramids were created in Egypt to the slaves that built this country. Right or wrong in our time; it was their way of life during their time. It was accepted as a part of life. It is easy to look back and see what people did wrong, but it's from the wrong that people did that we learn from.	4/20/2018 8:33 PM
22	Many historical figures did what today would be considered morally reprehensible acts. I think it is important clearly oppose these antiquated and amoral beliefs. That being said, renaming the halls is erasing history, and act which I cannot support.	4/20/2018 8:08 PM
23	If it is easy enough to change I believe they should be. There are students who feel uncomfortable with these names and if their feelings can be appeased then they should be. However, I think it's important to recognize our nation's past as a nation built upon slavery.	4/20/2018 7:04 PM
24	There's no reason to have our college buildings signify names held by slave owners. There's endless reasons to change these antiquated and violently offensive names.	4/20/2018 6:49 PM
25	I believe that while the controversy exists, it is equally important to acknowledge a town's history, respect it, and learn from past citizens mistakes, rather than attempt to erase it. I am neutral, while I believe it would be annoying to relearn new names for the buildings.	4/20/2018 6:47 PM
26	In history you can always find faults in heroes and compassion in villains.	4/20/2018 6:16 PM
27	The names reflect the rich history of the area. They don't directly refer to any injustices done by the members of the families. I think people lose sight of the real reason for things in the quest of being painfully 100% pc.	4/20/2018 5:16 PM

Hasbrouck Complex Name Change Survey

28	You can't change historical events. There is no reason for people to be offended by names of those that may have participated in acts we now deem inappropriate, when they happened so long ago. History is history, learn from it and move on.	4/20/2018 5:11 PM
29	Why would we need to? They're names, people.	4/20/2018 4:59 PM
30	Why name them after morally ambiguous or reprehensible people when much better alternatives exist, even if you want to maintain the historical significance	4/20/2018 4:56 PM
31	Don't change that names!!!!	4/20/2018 4:55 PM
32	Whether they change them or not should satisfy the majority rule of the students.	4/12/2018 4:01 PM
33	George Washington and other revered figures also owned slaves.	4/12/2018 10:12 AM
34	The names are historic, not meant to offend. They should not be changed!	4/11/2018 11:05 AM
35	This country is built on unfortunate history, but we cannot erase it and rather we embrace and use it to educate	4/11/2018 3:14 AM
36	The names reflect the families - who have been in this town to this day and still contribute to it - not just the original/specific slaveholding individuals.	4/10/2018 1:19 PM
37	I feel that removing the names washes over history rather than serving as any tool for education. We have to accept that people in the past held different ideas than we do and use it as a tool to understand why the institution of slavery was wrong.	4/10/2018 9:54 AM
38	Darrell had a greater impact on the student body than the founders of the town. The Hanbrook name isn't associated with the founding of the University, it is associated with the founding of the town	4/10/2018 7:41 AM
39	I think we should because we should be more inclusive to other students, and I feel having the Hasbrouck Complex buildings named the way they are can make people feel this is not an environment of inclusion.	4/9/2018 10:53 PM
40	Unsure, understand both sides of the debate.	4/9/2018 10:28 PM
41	Regarding the historical background surrounding the complex, why not rename the building with names that have no association to the people regarding the information at all. Its the 21st century and I believe these changes would put a new spin on the campus aura.	4/9/2018 8:50 PM
42	I do not know enough	4/9/2018 8:13 PM
43	We wouldn't be having a debate on this if it was a nazi name so why isn't this the same	4/9/2018 7:26 PM
44	they owned slaves, come on	4/9/2018 7:16 PM
45	The names are plain racist	4/9/2018 6:36 PM
46	I don't understand the reason behind it. So I don't have an opinion.	4/9/2018 6:25 PM
47	Theres no sense in it, this place has so much history and is valuable that students are aware and they did nothing wrong for the times they lived in	4/9/2018 5:49 PM
48	These names represent slave owners and the families that have donated large amounts of money to the school. I think these buildings should be renamed to represent those on cpus who have made an impact on campus.	4/9/2018 5:48 PM
49	No, The names are a part of the history on campus, and just because some people are offended by them does not mean it has to be changed. Take the name as it stands and history behind it as a learning moment and move on.	4/9/2018 5:29 PM
50	I don't think it is necessary but if there are people on this campus that are truly offended then I do not see an issue with changing the names.	4/9/2018 5:17 PM
51	Change it to Foody McFoodface	4/9/2018 5:06 PM
52	It does not make sense to change the names. They may have done bad things in the eyes of some on this campus, but it should erase their contributions to New Paltz. I think the names of the halls on Hasbrouck Quad should not be changed. It also takes time and money away from things that matter on campus. There are a lot of projects not done, paths need work, the campus is dirty, and the food is making people sick or uninterested in applying because of its poor quality.	4/9/2018 5:02 PM
53	I think we should put detailed markers about the history of these families, including the history about slave ownership.	4/9/2018 5:02 PM

Hasbrouck Complex Name Change Survey

54	There's no reason not to. Some really rich guys years ago did some thing. Who cares now? Now is now, and there should be a more relevant name. I also do not feel threatened by the names they currently bear. But I still think updating things is good.	4/9/2018 5:02 PM
55	Why am I paying money to live in a complex that is rubbed by people who praise slave owners	4/9/2018 5:02 PM
56	i feel like people are already over it. we all know it wont actually happen	4/9/2018 4:49 PM
57	If there is something controversial then I understand the conversation of a name change. I also understand their will be people who would like to keep the name.	4/9/2018 4:41 PM
58	Who cares?	4/9/2018 4:37 PM
59	SUNY New Paltz should value the opinions of their diverse students more than the historical value of these names	4/9/2018 4:35 PM
60	All those named after former slave owners should be changed.	4/3/2018 2:18 PM
61	Many students want the names changed because it's very uncomfortable to live or eat in buildings named after slave-owners. It's disrespectful to have Sojourner Truth Library on the same campus as these buildings. It's time to do the right thing. Students pay tuition and the University should listen to us.	4/2/2018 10:18 PM
62	if these complexes make any group of people uncomfortable for whatever reason it must be addressed. And if it does, what would be the point in not changing it? might as well accommodate the students and staff the work and pay to be here	4/2/2018 1:31 PM
63	Why in the world would the names have to change?	3/30/2018 1:28 PM
64	Why were they ever named after slaveholding families in the first place	3/30/2018 12:23 PM
65	It's much more complicated than those three answers	3/29/2018 6:58 PM
66	if we want to move forward, we need to address the past.	3/29/2018 1:31 PM
67	For Hall Government / RHSA, Halls are mascots (Levrere is a lion, Deyo is a Dragon, Bevier is a bear)	3/29/2018 11:52 AM
68	I personally think so many people are so easily offended anymore but I'm not. I believe the name is just a name, and the building wasn't named what it was with purpose to offend anyone. It's been Hasbrouck for forever — leave it that way.	3/29/2018 11:34 AM
69	They have historical significance. Nobody was/is perfect	3/29/2018 11:32 AM
70	Although these families contributed to the campus, I feel like it is unfair to the people of color. Hasbrouck can be a reminder to their past and changing its name will just clear the controversy.	3/29/2018 9:21 AM
71	They're just names. Changing them isn't going to magically end racism.	3/29/2018 8:09 AM
72	WHY IS THAT EVEN A QUESTION IT SHOULD'VE BEEN CHANGED YEARS AGO this whole this is way too dragged	3/29/2018 1:01 AM
73	I believe the names have historical relevance to the college and surrounding community and that removing the name erases a part of history. We are all adults and understand that these families did some terrible things but we can educate people about these atrocities without removing the names of these families from building and burying this issue to history.	3/28/2018 10:20 PM
74	No Leave them. Harden up and move on there is more important things to worry about	3/28/2018 9:29 PM
75	Honestly, do students really care this much? I understand the historical context of it but if the names are changed they will always be referenced as the old ones anyway until people who live here ALL graduate and it will be a good amount of years before it's truly "changed". New Paltz needs to stop changing things that aren't the biggest problems at hand. Tackle meal plan controversy and parking lot issues and the fact that tuition is insanely expensive and Cuomo keeps wanting to raise it.	3/28/2018 9:27 PM
76	The names of these buildings are tied to injustice and discrimination and therefore should be changed.	3/28/2018 9:02 PM
77	SUNY New Paltz prides itself on being a tolerant and accepting school. If we have buildings on campus named after slaveowners, we are sending the wrong message to the students of color on campus.	3/28/2018 8:53 PM

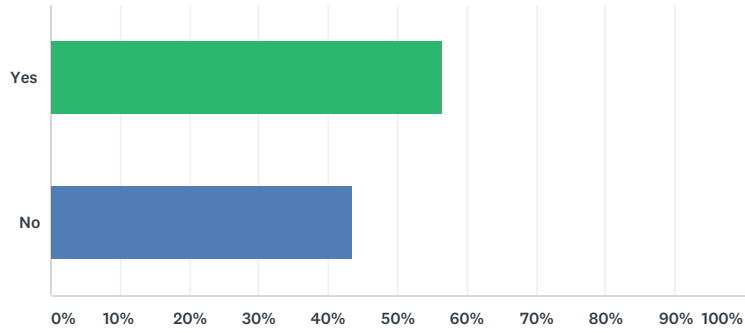
Hasbrouck Complex Name Change Survey

78	Slavery is a social and moral wrong, and should not be honored on the front of buildings that students, many of whom have ancestors who were slaves, eat and sleep in every day. It is important to acknowledge history, but that is better suited for a museum - not dorms and a cafeteria.	3/28/2018 8:22 PM
79	you're supporting slaveowners	3/28/2018 7:59 PM
80	It's not right that the names of these buildings are named after slave owners. This campus should not accept that if we want to be a progressive school that is all inclusive. It gives the wrong message for what the college stands for.	3/28/2018 7:27 PM
81	Slave owners should not be celebrated. It needs to be updated.	3/28/2018 6:35 PM
82	They're just names. It's history. Get over it.	3/28/2018 6:29 PM
83	I don't see what's wrong with the current names. All I think is necessary is some way of memorial for Darold.	3/28/2018 6:26 PM
84	Changing the names of the aforementioned buildings on campus is not a productive way to spend the college's monetary and administrative resources.	3/28/2018 6:26 PM
85	If students, who have to live in these buildings, have expressed discomfort towards it, that should take precedence over history. There are other ways to honor history and honor people. People should not have to feel uncomfortable where they live, especially over something like a name.	3/28/2018 6:19 PM
86	The fact that the Huguenots owner slaves should be made clear and apparent, however changing the names would erase the impact of the entire legacy of these families due to the actions of some of their early members. New Paltz Huguenots were abolitionists, Union soldiers, and activists to the same extent that they were slave owners.	3/28/2018 6:05 PM
87	if students who have to live and eat and use these buildings are uncomfortable with their names, their feelings should be prioritized, and they should be changed. promptly.	3/28/2018 6:03 PM
88	Maybe some, but not all. A balance of history.	3/28/2018 5:55 PM
89	Grounded in tradition, no reason to change them	3/28/2018 5:51 PM
90	Having those buildings names changed is a whole process and can cost the school a lot of money to change everything from paper maps to plaques. Also if changing the name it is devaluing in a way those historical people whether they were good people or not. Those individuals are historic to the country/area, the school prior to today's time decided on those names. If those names were to be changed have it be in names of those who donate a large sum of money to the institution.	3/28/2018 5:42 PM
91	It's necessary to acknowledge the individuals who sacrificed their lives, their liberties and their land, who were restricted from telling their truth for fear of being punished or words, all for the selfish need of European colonizers.	3/28/2018 5:42 PM
92	Maybe change the name.. but publish the fact that the family helped rebuild the school after the fire, with a plaque or something?	3/28/2018 5:40 PM
93	Shop 24 was changed in about a week to the snack shack and the discussion regarding the hasbrouck complex is dragging on for what? It is so clear why these names should be changed and why aren't they? I think we all know why.	3/28/2018 5:38 PM

Hasbrouck Complex Name Change Survey

Q5 Are you aware that there is a Diversity and Inclusion council developing a recommendation on this topic?

Answered: 407 Skipped: 0



ANSWER CHOICES	RESPONSES	
Yes	56.51%	230
No	43.49%	177
TOTAL		407



Diversity & Inclusion Council