Berkeley College

ALL IN Campus Democracy Challenge Action Plan

December 12, 2019

I. EXECUTIVE SUMMARY

1. **Who developed this action plan?**

   The Berkeley College ALL IN Democracy Challenge working group developed this plan with input gathered from faculty, staff, students and administration. Berkeley College's working group is comprised of representatives from the student body, faculty, student affairs, and senior administration from across the Berkeley College system of campuses.

2. **What is the action plan for and what does it seek to accomplish?**

   This action plan details the strategies and tactics developed to support goals of increasing students' civic engagement, voter registration rates, and voting participation rates. This plan also provides information on assessment of the efficacy of these strategies and tactics as well as information on outcomes reporting.

3. **Where will this action plan be implemented?**

   This action plan will be implemented at campuses across the Berkeley College system:
   - Berkeley College – Newark, NJ
   - Berkeley College – New York City, NY
   - Berkeley College – Paramus, NJ
   - Berkeley College – White Plains, NY
   - Berkeley College – Woodbridge, NJ
   - Berkeley College – Woodland Park, NJ

   Student Development and Campus Life Staff for Berkeley College Online will adapt the co-curricular elements of this plan for wholly online students. The curricular elements of this plan remain the same for onsite and online classes.

4. **Why was this action plan developed?**

   This action plan was developed to document and, in later iterations, assess Berkeley College's continuing efforts and commitment to educate and support students through civic learning and civic and democratic engagement with the end goal of increasing voter registration rates, voting participation rates, and civic involvement.

5. **When does this action plan start and end?**

   This plan starts with the winter 2020 academic term and runs through the end of the fall 2020 academic term. We will assess and update the plan based on the NSLVE data available after the 2020 election cycle.

6. **How will this action plan be implemented?**

   Student Development and Campus Life staff and Student Government Association members at each campus will implement the co-curricular elements of this action plan; faculty will implement the curricular elements of this plan in the relevant courses.

II. LEADERSHIP

1. **Who is coordinating and overseeing the institution's work to increase civic learning and democratic engagement?**

   The newly established Berkeley College ALL IN Campus Democracy Challenge working group brings the departments and groups responsible for supporting civic learning and democratic engagement together to allow for increased collaboration and strengthening of these areas of the curriculum and co-curriculum.

   On an operational level, the Student Development and Campus Life Department oversees and coordinates Berkeley College's co-curricular efforts to increase civic learning and democratic engagement and works closely with the Berkeley College President's Office and members of the executive administration to involve students in political engagement at the local, regional, state, and national level. The Faculty Senate, Department Chairs, School Deans and Provost coordinate and oversee Berkeley College's work to increase civic learning and democratic engagement in the curriculum.

2. **Who is chairing the working group?**

   Heather Eaton-Dwyer, Assistant Dean for System Events and Student Judiciaries, Student Development and Campus Life Department.

3. **What is the role of the working group?**

   The role of the working group is to help various College departments' plan, coordinate, and evaluate system wide curricular and co-curricular programming that is aimed at increasing students' civic engagement, voter registration rates, and voting participation rates.

4. **How will working group members be selected?**

Members of this working group are appointed by the Berkeley College Provost, Dr. Marsha Pollard, and the Berkeley College Vice President for Student Development and Campus Life, Dr. Dallas Reed.

5. **What are the working group members' responsibilities?**

The working group is responsible for:
- Attending working group meetings.
- Assessing current curricular and co-curricular program content supporting civic learning and engagement, democratic engagement and participation, and political engagement to establish a baseline.
- Developing programs designed to increase student engagement in the abovementioned areas and providing assistance to the departments or individuals who will be implementing the programs.
- Liaising with members' respective departments or areas of the college community to facilitate the flow of ideas and information through the planning process as well as through the implementation process for each area of the plan.
- Evaluating outcomes for implemented programs and making any necessary changes to increase their efficacy.

6. **How is the working group inclusive of different campus and community stakeholders?**

The Berkeley College ALL IN Campus Democracy Challenge working group is comprised of members from the following campus constituencies: students (via student government), faculty, academic administration, senior administration, and student affairs administration.

7. **Who are the working group members and how are they involved?**

Steven Bruenjes, Dean, Academic Advisement; academic administration representative on this working group.

Heather Eaton-Dwyer, Assistant Dean for System Events and Student Judiciaries, Student Development and Campus Life Department; chair of this working group.

LaTysha Gaines-George, Assistant Vice President of Student Development and Campus Life; senior administration representation on this working group.

Dr. Ralph Peters, Humanities and Social Sciences Faculty, School of Liberal Arts; faculty representative on this working group.

Helena Ross, Assistant Dean for Student Development and Campus Life; student support services representative on this working group.

Erica Xicara, Vice President of the Berkeley College Newark Campus Student Government Association, President of Berkeley College New Jersey Chapter of the National Society of Leadership and Success; student government representative on this working group.

a. **What academic departments and which faculty within academic affairs are involved?**

Dr. Ralph Peters, the faculty representative on the working group, is a member of the Humanities and Social Sciences faculty in the School of Liberal Arts. The courses that contain the most civic, democratic, or political content and in which such content can be most holistically increased or added are taught by Humanities and Social Sciences faculty.

Dean Steven Bruenjes is the working group representative for academic administration, and is liaising with Department Chairs in the School of Professional Studies and the School of Business to evaluate which courses contain relevant content related to civic, democratic and political engagement and learning.

b. **What units within student affairs are involved?**

The Student Development and Campus Life department is involved through representation on the working group.

c. **Which students and student organizations are involved?**

The Student Government Association and Berkeley College's chapters of the National Society of Leadership and Success are directly involved through representation on the working group.

d. **What Community and/or national (private, nonprofit, government) organizations are involved?**

External organizations are currently involved at the individual program level on each campus (for example: County Clerks' offices, elected officials, American Conference on Diversity, SOMOS Inc.).

e. **Is the working group coordinating with the local election office? If so, with whom and how?**

Student Development and Campus Life staff at all Berkeley College campus locations reach out to their local County Clerks' offices, and, if the County Clerk's staff are available, host them on campus for presentations and/or tabling events related to voter registration and voter education. County Clerks' Offices local to Berkeley College's six campuses are:

- Newark, NJ Campus:
  Essex County Clerk
  465 Martin Luther King Blvd, Room 247
  Newark, NJ 07102

- New York City, NY Campus:
  County Clerk of New York County
  New York County Courthouse
  60 Centre Street, Room 161
  New York, NY 10007

- Paramus, NJ Campus:
  Office of the Bergen County Clerk
  One Bergen County Plaza
  Hackensack, New Jersey 07601

- White Plains, NY Campus:
  Office of the Westchester County Clerk
  110 Dr. Martin Luther King Jr. Blvd.,
  White Plains, NY 10601

- Woodbridge, NJ Campus:
  County Clerk of Middlesex
  75 Bayard Street #4
  New Brunswick, NJ 08901

- Woodland Park, NJ Campus:
  Passaic County Clerk
  401 Grand St. #130
  Paterson, NJ, 07505

8. **How often will the working group meet?**

The working group will meet once per semester, with additional meetings conducted as needed.

III. COMMITMENT

1. **How does the institution and its leadership demonstrate commitment to improving civic learning and democratic engagement? Is there an explicit, visible commitment on the part of the governing board, president, and senior leadership?**

Berkeley College's governing board, president and senior leadership demonstrate their commitment to improving civic learning and democratic engagement by supporting initiatives

that educate students about the democratic process and encourage them to become engaged in their communities. The College reinforces its mission of empowering students to achieve lifelong success in dynamic careers by introducing students to civic engagement and providing them with opportunities to develop as responsible and informed citizens. Activities explore topics such as social justice, diversity and inclusion, racial equality, gender equity, women's rights, military and student veterans' affairs, leadership development, prison reform, educational equity and access, immigration, environmental sustainability, and other areas.

Throughout the year, elected officials are invited to visit the campus to meet with the College's leadership and students. These meetings are hosted by President Michael J. Smith and Chairman Kevin Luing. During these meetings, students participate in conversations with elected officials who hold local, state and federal office.

To accentuate the commitment of the College's leadership and range of opportunities afforded to students, in 2019, Berkeley College Chairman Kevin Luing, a campus administrator and three students, were selected to participate in New Jersey Governor Phil Murphy's Task Force to develop the State's Plan for Higher Education. Berkeley College's Provost Marsha Pollard, PhD, has spoken at conferences such as the New York State Business Council Business and Education Forum and at the City & State Education Summit, where she has articulated Berkeley College's mission and contributed her unique perspectives to the dialogue on higher education and pathways to college and careers.

Dr. Pollard is advancing an interdisciplinary approach to civic engagement that provides students with project-based opportunities in their studies. This method allows students to learn about challenges facing communities and provide potential solutions through their coursework. This approach is exemplified by the Berkeley College Honors Program. Honors students produce projects that address social issues and are involved in field trips, plenary sessions, co-curricular activities, and special events pertaining to their selected topics. Students present their projects in public forums and seminars held on campus on an annual basis. The College's leaders and representatives from throughout the institution attend these seminars, which are open to the general public. These seminars are documented in the College's news room and disseminated to the public. President Smith attends each event, provides remarks and interacts with students.

Berkeley College is also among the sponsors of diversity and civic engagement initiatives such as the American Conference on Diversity's annual Diversity Issues in Higher Education Conference; the Latino Leadership Alliance of New Jersey's 20-Year Summit; the Institute for Latino Studies Leadership Institute; the City & State Education Summit; and Model United Nations. The College participates in the annual New York City Veterans Day Parade and other military and veterans initiatives throughout the year; sends administrators and students to SOMOS to volunteer in local service projects and attend workshops on topics such as government affairs, public policy and social justice (SOMOS is a nonpartisan, nonprofit organization addressing issues facing Hispanic constituents of New York State); and supports the U.S. Census 2020 Census efforts at its campuses. Berkeley also produces annual women's entrepreneurship forums; co-sponsors post-election panel discussions with elected officials, and presents panel discussions with elected women in public office. Berkeley College's president, chairman and other Board of Trustee members, and administrators participate in a variety of these initiatives.

These experiences illustrate Berkeley College's mission in action and the commitment of the College's president and leaders throughout the institution to providing students with opportunities to engage in the democratic process. Public service is one of President Smith's core principles and messages in his interactions with students. As a former public servant and elected official, President Smith is a role model for civic engagement.

Through the Office of Career Services, students can apply for internship and employment opportunities in government. Many students have gained professional experience and enhanced their knowledge of civic engagement by working in internships for elected officials and government agencies in local municipal, borough and state government offices. The placement of students in these positions is documented by Career Services.

The alignment of civic learning and democratic learning experiences with the Berkeley College mission and Strategic Plan further demonstrates the commitment of the governing board, president, and senior leadership to cultivating student participation in the democratic process.

a. **Is the commitment communicated within the institution? To whom, specifically, and how?**
b. **Is the commitment communicated outside the institution (i.e., to external stakeholders and the general public)? To whom, specifically, and how?**

The College's role in advancing democracy and students' knowledge and engagement with the democratic process is communicated internally and externally through multiple media venues including email, social media, news articles, broadcast networks, newsletters, content on the institution's website and special events. The College's newsroom presents many of these stories of democracy in action at Berkeley College. News articles and social media content are posted on the student web portals, and are disseminated to trustees, all college faculty, staff, administrators, alumni, and to government, business, nonprofit organizations, employers and individuals affiliated with Berkeley College, along with news and media organizations. Informing the general public about these efforts is integral to the College's mission and to supporting the Institutional Goals outlined in the Berkeley College Strategic Plan. These goals include Teaching and Learning; Retention and Graduation; Employment Outcomes; Accessibility and Affordability; Innovation and Competitiveness and Identity and Reputation.

2. **Is educating for civic learning and democratic engagement a pervasive part of institutional culture? Is it ongoing, consistent, systematic, and sustainable across programs, departments, and the entire institution? How do you know?**

Our aim in developing and implementing this action plan is to increase and enhance civic learning and democratic engagement from current levels, which are ongoing, consistent, systematic and sustainable, to a level where it can be considered a pervasive part of Berkeley College culture.

Berkeley College has a long history of civic engagement and involvement in the communities local to each campus. Civic learning and democratic engagement in co-curricular programming is ongoing, consistent, systematic and sustainable, as is reflected in data from monthly departmental programming reports. One goal of the Berkeley College ALL IN Campus

Democracy Challenge working group is to increase this programming throughout the academic year and find new and effective ways to embed it into established and well-attended events and activities where appropriate.

Civic learning and democratic engagement are well established in the Berkeley College Honors Program curriculum, and are embedded in aspects of the general education curriculum. One goal of the Berkeley College ALL IN Campus Democracy Challenge working group is to assist in enhancing this in the latter.

3. **How is the institution's commitment reflected in existing statements and documents (e.g. mission statement, vision, core values, strategic plan)?**

As was previously discussed in item number one of this section, Berkeley College reinforces its mission of empowering students to achieve lifelong success in dynamic careers by introducing students to civic engagement and providing them with opportunities to develop as responsible and informed citizens. The co-curricular and curricular education occurring in areas of civic, democratic, political, and community engagement aligns closely with Berkeley College's guiding institutional values: students first; applied learning; integrity; respect; and renewal. *In Living our Mission: The Berkeley College Strategic Plan 2018-2019*, the first tactic listed under a strategy developed to facilitate student ability to develop a holistic professional identity through meaningful academic and co-curricular experiences reflects the College's commitment to civic learning and democratic engagement. This tactic indicates that the primary area for facilitating this ability in students is through efforts to "strengthen and expand academic service learning, experiential learning, community service, and co-curricular opportunities to promote student community engagement and foster leadership skills."

4. **What are the institution's overall civic, democratic, and/or political learning outcomes? Is there a process in place to ensure that outcomes are measured and met?**

Berkeley College's published "College Learning Objectives" state that "Berkeley students are expected to learn about the issues and achievements that shape our world and that will contribute to their success as humane, self-aware, and intellectually curious members of the global human community….Learning at Berkeley College covers general areas of knowledge, intellectual and practical skills, and personal and social responsibilities." Most learning objectives are introduced initially in Liberal Arts core courses that are part of the general education curriculum. Most of the course content related to civic learning and democratic engagement is and can best be incorporated in core courses that are part of the general education curriculum.

The specific Berkeley College Learning Objectives that promote and support civic learning and democratic engagement are:
- Critical Analysis and Reasoning: Students will use critical analysis and reasoning, supported by knowledge and skills learned throughout their degree programs, to enhance personal and professional decision-making.

- Knowledge and Skills for Living in a Diverse Society: Students will consider multiple perspectives (quantitative and qualitative, among individuals, from different cultural contexts, etc.) when making decisions independently or as part of a team.
- Information Literacy: Students will define and articulate their needs for information and access this information effectively and efficiently.
- Integration of Learning: Students will develop the ability to integrate their learning, making connections with their major, between fields, between curricular and co-curricular activities, and between academic knowledge and practice.

The grades achieved by students enrolled in courses with substantive civic, democratic, and/or political content are the most direct indicator that learning outcomes are met in those courses. In required courses such as Introduction to Ethics, which include political and democratic topics, but for which those topics are not the primary focus of the course, there would be confounding variables in this indicator. The working group will be recommending that the chairs of the Humanities and Social Sciences Departments request written feedback from the instructors of the Political Science and Ethics courses each semester in reference to politics, democracy and civic engagement content in those courses.

Student Development and Campus Life staff use the departmental program evaluation to assess whether the learning outcomes of a given program or presentation were met. Student Development and Campus Life staff also track student participation rates at departmental programs and events.

5. **How is educating for civic learning and democratic engagement included in the general education curriculum?**

Resources for students to learn about democracy and civic engagement are distributed widely throughout the general education curriculum. For example, in the English Department's The American Voice course, one may encounter Thomas Jefferson's *Declaration of Independence*, Ralph Waldo Emerson's *Self-Reliance*, Walt Whitman's *Democratic Vistas*, Abraham Lincoln's *Gettysburg Address and Second Inauguration Address*, John F. Kennedy's *Inauguration Address* and Martin Luther King, Jr.'s *I Have a Dream* Speech. In the Humanities, there is the Feminist Thought course where there is discussion about the one hundredth anniversary of the right to vote for American women. In Social Justice Issues, students learn about the sources of the American Revolution, the Emancipation Proclamation and the Civil Rights Movement. In the Social Sciences, students can learn about Policing and Society in which they wrestle with the challenges of policing in a democratic society. In Global Politics, they learn to compare American democracy with other political systems throughout the world.

6. **How is educating for civic learning and democratic engagement included in the co-curriculum?**

Civic learning and democratic engagement are included in the Student Development and Campus Life department's programming model, "Six Pillars of Student Engagement," and in the department's primary program learning outcomes. Additional information on co-curricular programming in these areas is included in the Landscape section of this action plan.

IV. LANDSCAPE

1. **Are civic learning and democratic engagement overall campus learning outcomes?**

A number of Berkeley College's institutional "Student Development Learning Objectives" are also directly supportive of civic learning and democratic engagement, specifically those stating that Berkeley College Students will:

- Articulate the value of diversity and cross-cultural competence.
- Articulate and apply self-advocacy skills.
- Demonstrate behaviors and practices that show community engagement.
- Articulate the value of and take on leadership opportunities.

Three of the six areas that Student Development and Campus Life programs focus on are student leadership, student engagement, and co-curricular programming. The majority of programs that support students' civic learning, and civic, democratic, and community engagement are incorporated into these three areas. Four of the Student Development and Campus Life Department's nine established learning outcomes for programs are directly related to civic learning and democratic engagement:

- Civic engagement
- Community service
- Character development
- Leadership

2. **What does assessment data show about the political climate and democratic engagement on campus? How does this data compare to that of peer institutions?**

This is our first year participating in the ALL IN Campus Democracy Challenge; we recently submitted our NSLVE Participation Waiver but we have not yet received our institutional report. Once we have received our NSLVE data, we will be able to incorporate it into this section of our action plan.

3. **How is civic learning and democratic engagement present in the curriculum?**
    a. **In which courses is it taught?**

    - ENG2211 The American Voice: Key line in the course description--
      The analysis of literature is used to develop an understanding of American culture, national identity and ethnicity.

    - HUM2101 Introduction to French I - Primarily targeting Fashion majors for whom Paris would be a world capital of fashion, it also would be especially useful for Business majors with prospective dealings with, for example, New Orleans, Quebec or Haiti. Due to Canadian migrations, French is also spoken in parts of New England and Michigan and in such surprising places as Illinois County in Missouri and North Dakota. French is the fourth most widely spoken language in America, after English,

Spanish and Chinese. Learning any language beyond English makes you more aware of American metalinguistic and multicultural "others." The roots of much of the English language are from French, Latin and German languages.

- HUM2103 Introduction to Spanish I – The original European language in the Americas, Spanish is the number two language spoken in the United States and can be heard on the sidewalks of New York City daily. About 40 million Americans speak Spanish at home (second only to Mexico), more than twice as many as in 1990.

- HUM2220 Introduction to Philosophy: Possible discussion of Socrates on justice, Plato's *Republic*, Aristotle's *Politics*, Locke's political and economic liberalism, Jefferson's separation of church and state, Lincoln's Emancipation Proclamation, Kant and Hegel on the liberal state, Wollstonecraft's feminism, Bentham's and Mill's utilitarianism, Habermas' discourse theory of democracy and Rawls' *A Theory of Justice*.

- HUM2225 Introduction to Ethics – Possible overlap with many of the philosophers above but more centrally focused on the ethical dimension of their theories and the practical application of those theories to the issues of the day and everyday life.

- HUM2228 Histories, Mysteries and Scandals in 20th Century America—May explore such past scandals as Watergate, the increasingly contentious selection of Supreme Court justices and the more recent Clinton and Trump impeachment processes.

- HUM3200 Fakery, Facts and Truth: Key line in the course description—Students will examine common manipulative tactics and methods for political propaganda used to sell the fallacious to the unsuspecting and how to develop a critical and questioning mind.

- HUM3325 Feminist Thought: Key line in the course description—Students analyze works at the theoretical level and their application to contemporary concerns such as the role of women in the family, community, workforce and political arena.

- HUM3355 Social Justice Issues: Key line in the course description—Focuses on Western philosophies for justice in a society.

- HUM3360 Law and the Humanities: Key line in the course description—Students explore the ways that the humanities utilized different perspectives and aesthetic styles to discuss such legal themes as morality, justice, equality and authority.

- LAW3320 Constitutional Law: Explores U.S. constitutional issues as interpreted by the U.S. Supreme Court. Topics include government structure; separation of powers in the federal and state governments; and individual liberties and civil rights,

including First Amendment Freedom of Speech, Assembly and Religion and Equal Protection Clause.

- SOC2210 Introduction to Sociology—Considers how political institutions are distinctive from economic, religious, educational and family but also how they are interrelated, interdependent and interactive.

- SOC2215 Introduction to Political Science--Provides an overview of the American political system, the ideas that shaped it, and the conflicts that continue to redefine the relationship between people and political power.

- SOC2218 Police and Society: Key line in the course description—Examines the role of the police in advancing justice in a democratic society.

- SOC3320 Gender, Race and Class—Shows how the history and current controversies surrounding gender, race and class play a pervasive role in our contemporary politics.

- SOC3360 Law and Society—Analyzes the role of both religious and secular cultures in how we think about legal issues from abortion to war.

- SOC441 Global Conflict—Comparative perspectives on America's political system in the context of its current role as global superpower.

b. **In which courses is it listed as a learning outcome?**

- HUM2101 Introduction to Spanish - Evaluate appropriate speech and conduct within Spanish-speaking cultures, as well as cultural differences and similarities between the Spanish-speaking world and the Unites States.

- HUM2103 Introduction to French - Evaluate appropriate speech and conduct within French-speaking cultures, as well as cultural differences and similarities between the French-speaking world and the Unites States.

- HUM2220 Introduction to Philosophy –
  - Identify philosophical ideas of major thinkers from ancient, medieval and modern periods in Western thought.
  - Discuss and analyze philosophical ideas and their relevance for today.
  - Explain how philosophical ideas influenced social changes.
  - Formulate and assess arguments and positions

- HUM2225 Introduction to Ethics –
  - Demonstrate general analytical and critical thinking skills by communicating the similarities and differences between morality and law, secular and religious moral principles, and moral theories.
  - Identify common philosophical moral theories, principles and values.

- Apply common moral theories, principles and values to current social issues and moral dilemmas.
- Discuss respectfully with others in principle guided moral problem-solving techniques and challenges.

- HUM2228 Histories, Mysteries and Scandals in 20th Century America –
  - Examine sensational and frequently scandalous events of history within the larger social, cultural, economic, and political factors defining the period
  - Appraise history from the perspective of the more infamous underside of history
  - Explain the relationship between sociopolitical nonconformists, the reactions of the status quo, and the ongoing relevancy of dissent
  - Discuss the value of contextual historical analysis of important news events from today in light of significant events from yesterday's news
  - Explain how some scandals or traumatic historical events have little impact beyond the time in which they happen while others lead to major changes and have enduring significance.

- HUM3200 Fakery, Facts and Truth -
  - Apply logical arguments to a variety of areas, such as advertisement, the media, politics, sports, religion and relationships.

- HUM3325 Feminist Thought -
  - Describe the social and philosophical foundations of feminist philosophy.
  - Critically analyze the social ideals associated with the three waves of the feminist movement.
  - Investigate feminist theory themes and cultural history.
  - Evaluate literature associated with feminist concerns and women's rights.

- HUM3355 Social Justice Issues -
  - Discuss the economic, moral, philosophical, political and legal theories of social justice.
  - Identify influential political theories that focus upon the development of a good and just society.
  - Critique the existing ideologies of social justice.
  - Describe civic and political actions that address social injustice in contemporary society.
  - Analyze and explain major social justice movements in the United States.

- LAW3320 Constitutional Law –
  - Analyze U.S. Supreme Court decisions and apply the court's reasoning to fact patterns and case studies involving constitutional issues relating to media, corporate and individual rights, including freedom of speech, assembly, religion, privacy, access to information, confidentiality of news sources, and defamation.
  - Understand the importance of the rights of the individual as it relates to basic Constitutional issues.
  - Analyze federal and state laws regulating constitutional rights of individuals,

corporations, media and critique the public policy reasons behind such regulations.
- Demonstrate an understanding of the basic principles of the U.S. Constitution.
- Distinguish between the different types of speech and the varying degree of protection and government regulation, including political, social, religious and commercial speech, as well as, obscene and indecent speech.
- Recognize and analyze the impact that political, legal and social interests have on constitutional issues and how it continues to affect constitutional changes.
- Explore, analyze and demonstrate and understanding of the historical development of the Supreme Court, as well as the jurisprudence of justices who have shaped the Court's philosophy over the years.
- Explore different features of constitutional law systems of the world countries and provide a comparison with the U.S. constitutional law system.

- SOC2210 Introduction to Sociology -
  - Analyze how social institutions such as culture, family, education, politics, social class and the economy open or shape individual opportunity and identity.
  - Apply sociological theory and sociological concepts to everyday life.
  - Compare and contrast one's own social context with those in other parts of the United States and the world.

- SOC2215 Introduction to Political Science –
  - Explain the workings of the American political system and the basic ideology behind the foundation of the United States.
  - Compare and contrast the American political system to other nations' political systems.
  - Appraise and critique contemporary politics.
  - Identify the main trends and issues debated during election periods and identify the main actors in the national political discourse.

- SOC3320 Gender, Race and Class -
  - Evaluate the intersection of race, class and gender and how they affect the lives, identities and social outcomes of Americans.
  - Explain the concept of race, class and gender as social constructs.
  - Assess major institutional support of systems of inequality.
  - Articulate examples of inequality and propose remedies
  - Evaluate the history of social institutions, social engineering, utopian ideology, and governmental control.
  - Distinguish the systems, settings and strategies, which have improved resiliency for the oppressed, exploited, and those who have suffered calamity.

- SOC3360 Law and Society –
  - Describe the main types of legal systems (legislative, religious, autocratic) including the origins and legal theories underlying each.
  - Explain the independent functions of the legislative, executive, and judicial branches of government in the United States and discuss the system of checks and balances.

- Classify and assess the key challenges facing the legal system in the United States today, such as prison populations, immigrant detention, child protection, wrongful convictions, exoneree rehabilitation, consumer protection, access to legal services, environmental movements, racial profiling, gender bias, and financial crimes.

- SOC4415 Global Conflict -
  - Describe globalization and global social problems using multiple perspectives.
  - Evaluate theories of globalization, economic development, social class, and technology.
  - Debate alternative public policy reactions to globalization
  - Explain how participation in social causes such as world hunger and world peace impact the quality of life of people throughout the world.
  - Examine the effects of globalization on specific cultures, religions, and traditions.

4. **How is civic learning and democratic engagement present in the co-curriculum? In which departments is this included? What initiatives, programs and activities focus on this?**

Across the Berkeley College system, Student Development and Campus Life offers co-curricular programming in the area of voter education through regular voter registration drives and hosting speakers from external organizations who present on civic issues that impact students' lives and local communities. Civic learning and democratic engagement is also incorporated directly and indirectly in programs that educate students on and engage them in dialog around issues of social justice, civil rights, diversity, self-advocacy, and equity and inclusion. Students put theory into practice through leadership development training and workshops, involvement in Student Government and Student Clubs and Organizations, and through campus National Society of Leadership and Success chapters. Student Development and Campus Life also provides opportunities for students to actively engage in servant leadership through direct service involvement with non-profit partner organizations in communities local to our campuses.

5. **What internal barriers (e.g., limited funding, staff resistance, lack of leadership) present the institution from being successful?**

The largest internal barrier is student schedules and availability to attend co-curricular voter/civic education programs and voter registration events, as there are no common hours built in to the course schedule pattern.

6. **What external barriers (e.g., election laws, voter ID laws, lack of proximity to polling location) prevent the institution from being successful?**

The largest external barriers are a lack of an online voter registration process for students who are New Jersey residents, difficulties for students (most of whom are commuters) to vote at their local polling places if they also have multiple classes and are scheduled to work on Election Day. This challenge is exacerbated for students who rely on public transportation.

7. **What resources are available to help the institution be successful?**

Funding for co-curricular civic learning and democratic engagement programs and initiatives is included in the student activities operating budgets of Student Development and Campus Life on each Berkeley College campus. Additionally, we have strong support from the Berkeley College Leadership.

8. **What additional resources are needed to help the institution be successful?**

No additional resources are needed at this time.

V. GOALS

Long-Term Goals

1. **What impact is desired?**

Through implementation of strategies in this plan, we seek to increase Berkeley College students' civic engagement, voter registration rates, and voting participation rates (at the municipal, state and federal election levels).

2. **What knowledge, skills, and capacities (learning outcomes) does the institution want students to achieve and graduate with in order to be active and informed?**

Berkeley College students will develop greater civic literacy and understand why democratic and civic engagement and participation in political and democratic processes is essential as individuals and as responsible members of their communities. This, in turn, will positively influence students' practices of regular voting and civic involvement throughout their lives.

3. **What does the institution want to accomplish over the next 10 years?**
Our long-term goals are:

- To increase student voting rates by 10%, relative to fluctuating enrollment numbers, from current levels by 2024.
- To enhance civic learning content in relevant courses in the general education curriculum.
- To increase related co-curricular programming by 10% from current levels by 2024.

Short Term Goals

1. **What does the institution want to accomplish in the next year or two? What needs to be accomplished in order to move towards the achievement of long-term goals?**

- Beginning in winter 2020, Student Development and Campus Life and the Student Government Association will add voter registration and education tabling to Club Convention/Get On Board day at the start of each academic term.

- Beginning in winter 2020, Student Development and Campus Life will add a civic and democratic engagement programming to Respect Week, which occurs during the fifth week of every academic term. Respect Week events on each campus focus on social justice, service, and community engagement themes and civic and democratic engagement will fit well in this context.

- During the remainder of the 2019-2020 academic year and during the 2020-2021 academic year, the Faculty Senate, Department Chairs and School Deans will develop proposal(s) for enhancing civic learning content in appropriate courses and present them to the Provost for approval.

- Commit to active programs for Constitution Day on every campus (currently there are either active or passive educational programs).

VI. STRATEGY

1. **What is the work? What are the planned activities?**

The following activities will occur on all campuses in the Berkeley College system each 15-week academic term (fall, winter, and spring):

- Student Development and Campus Life campus teams and Student Government Association Officers will run voter registration and education tabling events as part of Club Convention/Get On Board Day (during week 1 or week 2 of each academic term).
- Student Development and Campus Life campus teams will add civic education and democratic engagement programming to Respect Week (during week 5 of each academic term). Programming ideas will be generated by the system Respect Week programming leads and shared with each campus Student Development and Campus Life team for implementation.
- Adding substantial civic learning, engagement, and voter education content to Student Development and Campus Life staff classroom presentations in all first year seminar courses (already approved).
- Student participation in democratic processes related to Student Government Association and Student Club and Organization meetings (as outlined in SGA and Club Constitutions).

The following activities will occur at specific times during the academic year on all campuses:

- Voter registration information will be e-mailed during the beginning of each fall term to all enrolled students from the Student Development and Campus Life department.
- Student Development and Campus Life staff and Student Government Association officers will implement active Constitution Day programming on and around September 17 (removing the option of passive educational programs unless they are paired with active programs).

- Berkeley College New Jersey campuses will participate in the NJ Secretary of State's annual Ballot Bowl initiative in September and October of each fall term. Although New York State does not currently have a similar initiative, Berkeley College New York Student Development and Campus Life campus teams will also run voter registration and voter education drives at the NYC and White Plains campus at this time.
- Voter education and training for student leaders at two of the nine annual Student Government Association Summits, so that student leaders are able to educate and encourage their fellow students. This will begin with the Student Government Association training following the Inauguration of the newly elected campus SGA Executive Boards on January 17, 2020.
- Berkeley College New York and Berkeley College New Jersey chapters of the National Society of Leadership and Success run the curriculum for the NSLS Leadership Foundations core program each fall semester. The program has a strong message of civic engagement as related to leadership.
- Campus Student Development and Campus Life teams will host staff from their local County Clerk's office to table or present on voter registration (depending on local County Clerk's office availability).
- Students from each campus will be selected to participate in the American Conference on Diversity's annual Diversity Issues in Higher Education conference and share what they have learned with their campus Student Government Association and their campus communities.

The following activities will occur at various campuses throughout the academic year in collaboration with Berkeley College President Michael J. Smith and other members of the executive administration:

- Students will be selected to participate in on and off-campus meetings with local, regional, state and national elected officials.
- Students from Berkeley College New York campuses will be selected to participate in two annual SOMOS conferences, which are "a platform for legislators, scholars, business and labor leaders to address various concerns pertinent to [the Hispanic population of New York State]."

2. **Who will do the work? Who is responsible for implementing each planned activity?**

Overall, Student Development and Campus Life team members and/or Student Government Association officers are responsible for implementing planned co-curricular activities. Please see the response to the previous question for specific details.

3. **Who is the work for? Who is the audience for each activity?**

Berkeley College students are the audience for each activity. In instances where participation may be limited (such as conference attendance or meetings with government officials), students who participate share what they have learned with the Student Government Association and

may work with Student Development and Campus Life staff to design and run a program to share what they learned with the larger campus community.

4. **Where will the work happen? When will each activity occur on campus?**
The majority of on-campus co-curricular programs will occur in each campus student center or other centrally accessible communal spaces.

5. **When will the work happen? When will each activity occur on campus?**

Please see responses to question number 1 for this information.

6. **What is the purpose of the work? Why is each activity being implemented and what is the goal for each activity?**

Activities are designed to increase voter registration and voting participation among Berkeley College students, to educate them on the ways they can become involved democratically and in the political process and encourage them to do so, and engage them in learning about local, regional, and national civic issues.

VII. REPORTING

1. **How will the plan be shared, internally and externally? Please state where the plan will be shared?**

The plan will be shared on the Berkeley College Website and at relevant departmental and campus meetings including Student Government Association meetings.

2. **Will the plan be made public? If so, how?**

Yes, via the Berkeley College website.

3. **Will the data used to inform the plan be made public? Is so, how?**

Yes, through the website and at relevant departmental and campus meetings including Student Government Association meetings.

VIII. EVALUATION

1. **What is the purpose of the evaluation? What does the institution want to know and be able to do with the information gathered?**

Berkeley College's ALL IN Campus Democracy Challenge working group will use data from internal assessment instruments to determine if learning outcomes are being met in areas of civic learning and democratic engagement for co-curricular programs. Information gathered from our internal assessments will allow us to make necessary changes if data indicate that learning outcomes are not being met. NSLVE data will show if voter registration and participation rates are increasing concurrently with implementation of our action plan.

2. **Who is the audience for the evaluation?**

   The audience for the evaluation will be the Berkeley College ALL IN Campus Democracy Challenge working group, although results will be shared with other campus stakeholders as needed.

3. **Who will carry out the evaluation?**

   Program facilitators will administer co-curricular program evaluations and will be responsible for providing the evaluation report for each program. Faculty will provide assessment data to Department Chairs. The working group will use both co-curricular and curricular assessment data.

4. **When will the evaluation be carried out and completed?**

   Co-curricular program evaluations are administered and collected at the end of relevant programs. Participation rates for co-curricular programs implemented by Student Development and Campus Life are submitted monthly. Assessment data from faculty teaching courses with substantive civic learning and democratic engagement content is available at the end of term. The Berkeley College ALL IN Campus Democracy Challenge working group should have evaluation data available each academic term for the term prior.

5. **What information (data, evidence) must be collected and how will it be collected? What are the performance measures and indicators of success?**

   Co-curricular program evaluations require students to articulate information learned and to reflect on that information. Curricular assessments will be provided by faculty based on assignment grades. NSLVE data will also be assessed to compare overall and cohort voter registration and voting participation data from year to year.

6. **How will information (data, evidence) be analyzed?**

   The information will be analyzed by the working group with assistance from Institutional Effectiveness researchers.

7. **How will the results of the evaluation be shared?**

   Results will be shared in future updates of this action plan, which will be posted on the Berkeley College website.