

SUNY Oswego's Campus Action Plan

Executive Summary

To date, civic engagement programming on our campus has been quite present but the work has often been siloed and lacked cohesive leadership. This year, we hope to capitalize on the energy among upper administration for voter engagement work, the process of applying for Carnegie Community Engagement (Re-)Classification, and growing concern among faculty and staff regarding democratic backsliding to more fully institutionalize our efforts.

At this stage, we have identified four overarching priorities that drive both our short and long term planning:

1. Providing opportunities for civic learning through (1) connecting disciplinary/career interests to civic questions, (2) linking personal values to civic and political positions, and (3) facilitating conversations on each of these topics in a range of spaces and among a range of campus community members, and (4) creating opportunities with external partners..
2. Broadening and deepening the capacity of faculty, staff, and students from a range of campus communities to participate in this work through incentives, training, and on-going support.
3. Institutionalizing specific components of civic learning and democratic engagement programming such that a range of offices take responsibility for specific components as an expected part of their campus work.
4. Developing student, staff, and faculty commitment to and capacity for discussing democratic values, political ideas, etc., in ways that (1) grow our capacity for civil discourse and dialogue and (2) prepare community members to use these tools/orientations in responding to significant events on and beyond campus.

Readers of this action plan should see how these priorities emerge from our landscape and current programming as well as the choices we have made in planning for this fall and setting short and long term goals. The plan was developed with input from members of the AY 22-23 and AY 23-24 Civic Engagement Coalition and focuses primarily on the Summer and Fall of 2024 though quite a bit of the evaluation process as well as reinforcement of how different offices can take ownership of particular components of CLDE will be a project for SP 25.

Leadership

The Civic Engagement Coalition serves as the primary group coordinating this work at SUNY Oswego. A listing of all coalition members and the offices they represent can be found in Table 1. We have been able to secure representation from a wide range of audiences due in large part to the willingness of upper administrators to encourage various divisions to recruit individuals from various offices to join the coalition. While no students are current members of the coalition, we do have two summer interns working on Vote Oswego projects who are part of the coalition for the summer. And, developing a student coalition for civic programming beyond the specific voter engagement team of Vote Oswego students is one of our priorities for AY24-25. Dr. Allison Rank (Chair, Dept of Politics; Vote Oswego Campaign Manager) chairs this coalition and takes the lead for creating meeting agendas and calling meetings. The full CEC meets every other week while a range of subcommittees within the coalition hold additional meetings.

The subcommittees represent an effort to improve our ability to tackle and complete specific projects while working toward the priorities of and capitalizing on the strengths of our coalition. Currently, our subcommittees are the following:

Constitution Day: Planning programming for 9/17 on this year's ALANA Conference theme of "Our Culture, Our Voice, Our Community, Our Vote"

Curriculum: Identify where civic engagement (broadly defined) currently exists within curriculum/co-curriculum across campus; planning workshops/reading groups/support structures/promotions for pedagogical development

Trainings for RAs/Student Org Leaders: Creating messaging/training to prepare student leaders to respond to a range of behaviors/conflicts/discussion this fall

Dialogues: Full scope TBD but should be the space for collaborative planning between the CEC and the Oswego Dialogue Project

Beyond the Fall: This group will get a jump start on planning for activities outside of the Fall election season

Laker Launch: Developing the content/structure for the 30 minute timeslot dedicated to civic engagement (specifically Vote Oswego but should include a comprehensive civic engagement pitch!) at Laker Launch during Welcome Week (an Orientation program)

Student Coalition: Planning for/recruiting a student coalition to focus on voter engagement activities this fall

Beyond our campus, we have not been able to develop significant relationships with community organizations. We have a relationship with the Board of Elections though it is best described as transactional rather than collaborative. They appreciate the degree to which Vote Oswego has

improved communication with their office but are not particularly interested in supporting our students - and, many of our students choose to vote by absentee ballot in other counties making this a somewhat reasonable position. We do not have any other local partners (and lack obvious options in terms of League of Women Voters or similar nonprofit organization). Nationally, SUNY Oswego is an active member of the American Democracy Project and the Students Learn Students Vote Coalition. We have benefited from participating in a range of national programs including ALL IN Campus Democracy Challenge, National Voter Registration Day Campus Takeover, and National Voter Education Week.

A primary weakness of our campus leadership structure to date has been an inability to create a stable leadership structure within the coalition. The coalition did not meet at all in Fall '23 as Dr. Rank was dealing with other professional obligations. A primary goal for this year is to create ownership for specific components of civic engagement and democratic learning in various offices such that they become an expected component of a given program or role as well as leveraging the subcommittee structure as an opportunity for individuals to develop their leadership within and ownership of civic engagement programming.

Table 1: CEC Members (* denotes term will start in Fall 24)

Name	Email	Area of Campus
Allison Rank (Chair)	allison.rank@oswego.edu	Vote Oswego and CLAS - Politics
Karen Archibee	karen.archibee@oswego.edu	Extended Learning – Academic Planning Coordinator
Bethany Cole	Bethany.cole@oswego.edu	Admissions
Mallory Bower	mallory.bower@oswego.edu	Experiential Learning (EXCEL)/First Year Experience
Jenn Joyce	Jennifer Joyce	EXCEL/Service Learning Coordinator
Emily Estrada	emily.estrada@oswego.edu	CLAS - Sociology
Terrian Garvis	Terrian.Garvis@oswego.edu	James A. Triandiflou Institute for

		Equity, Diversity, Inclusion, and Transformative Practice
Taylor Dumsky	Taylor.dumsky@oswego.edu	Graduate Studies
Mike Paestella	<u>Michael.Paestella@oswego.edu</u>	Student Engagement and Leadership
Kathleen Locklear	<u>Kathleen.locklear@oswego.edu</u>	SOB – Risk Management
Lowell Hutchinson	Lowell.hutchinson@oswego.edu	ARTSwego
Zachary Vickery	zachary.vickery@oswego.edu	Library - Archives
Catherine Carra	Catherine.carra@oswego.edu	Library – Gov Docs
Leigh Viscomi	Leigh.Viscomi@oswego.edu	Residence Life and Housing
Jackie Wallace	jacqueline.wallace@oswego.edu	Career Services
Kelsey Jones	kelsey.jones@oswego.edu	Student Engagement and Leadership
David Crider	david.crider@oswego.edu	SCMA - COM (BRC)
Andrea Vickery	andrea.vickery@oswego.edu	SCMA - COM
Celient Duran*	Celinet Duran	CLAS - CRJ
Jason Zenor*	Jason Zenor	SCMA - COM
J.R. Slosson*	J.R. Slosson	CLAS - GEO
Matt McLesky*	Matthew.mclesky@oswego.edu	CLAS - CRJ
Ulas Kaplan	ulas.kaplan@oswego.edu	CLAS - HDV
Justin Dickerson	justin.dickerson@oswego.edu	Orientation

Commitment

As noted above, SUNY Oswego has a significant commitment to community engaged learning - as indicated by its ability to receive the Carnegie Classification - however these efforts are often disparate and exist without connection to one another. As because there are specific individuals or offices “known” for doing this work, there is not necessarily a sense of collective responsibility on campus for it (see Landscape for additional details).

As we head into 2024, the identifiable commitments to CLDE include the following:

- Membership in the American Democracy Project with the President and Provost attending relevant AASCU meetings and Dr. Rank serving on the ADP Steering Committee
- President Nwosu has stated his intention to sign the ALL IN Presidents’ Commitment to Full Student Voter Participation (this would, essentially, be a renewal of our campus commitment as it was previously signed by Officer-in-Charge Mary Toale).
- Last year’s SUNY-wide updates to General Education revised the U.S. History requirements to now be a U.S. History and Civic Engagement requirement.
- Oswego Dialogue Project: The James A. Triandiflou Institute for Equity, Diversity, Inclusion and Transformative Practice is sponsoring the Oswego Dialogue Project the backbone of which is a five year contract with the El-Hindi Center for Dialogue and Action at Interfaith Works of Central New York to provide a range of trainings to develop dialogue facilitators and host dialogue programming on campus.
- Staffing: Three years ago, SUNY Oswego did not have any positions where individuals were fully paid to work on civic engagement content. As of Summer 2024, we now have two relevant positions (and both serve on the CEC): a full time service-learning coordinator and a program coordinator for civic engagement and community services. Additionally, Dr. Rank is receiving support needed to capitalize on the current momentum to better institutionalize civic engagement programming on campus through the Provost’s Office (a summer stipend to coordinate the work while technically off contract) and a course release for both semesters in AY24-25.

Under the leadership of Chancellor John King, the SUNY System has made a more explicit commitment to civic engagement notably in the form of a new Civic Engagement and Civil Discourse Fellows Program which created fellowships for ten faculty and staff from across the system to pull together resources and develop assessment strategies that can support faculty and staff in implementing CLDE programming system wide. This fellowship is pre-dated by an ad hoc SUNY+ group of faculty and staff from across the system who meet regularly to discuss civic engagement projects and have previously planned joint programming for Constitution Day and other events (Dr. Rank began participating in this group in Spring 2023).

Landscape

We do not have campus learning outcomes for civic learning and democratic engagement. That said, each of our discrete efforts (e.g., Vote Oswego, service learning, community services, general education, student life, etc.) have their own learning outcomes. One of the primary roles of the CEC this year - in collaboration with the work on the Carnegie Reclassification efforts - will be to pull these pieces together. In this section, we provide an overview of the current perceptions of civic engagement work on our campus, our most recent NSLVE data, followed by our current plans for curricular and co-curricular work.

Current Perceptions

In order to capture the current campus landscape regarding civic engagement in academic and administrative settings surveys were distributed to 18 departments in the College of Liberal Arts and Sciences and 6 offices in Administration. The specific departments that were involved in the survey are shown in Tables 2 and 3 along with the questions of the survey in Table 4. There were 10 respondents in CLAS and 39 respondents in Administration. The results are summarized in the following paragraphs.

Table 2. Department chairs the CEC survey was sent to. *Italicized* indicates the departments that responded.

Departments				
Anthropology	<i>Criminal Justice</i>	<i>Economics</i>	<i>History</i>	Human Development
Philosophy	<i>Political Science</i>	<i>Psychology</i>	<i>Sociology</i>	Atmospheric and Geological Sciences
Biological Sciences	Chemistry	<i>Computer Science</i>	Electrical and Computer Engineering	<i>English and Creative Writing</i>
<i>Mathematics</i>	<i>Modern Languages and Literature</i>	Physics		

Table 3. Offices and staff in Administration the CEC survey was sent to. *Italicized* indicates the offices that responded.

Offices	
<i>Office of Extended Learning</i>	<i>Admissions/Tour Guide</i>
<i>Alumni and Development</i>	<i>International Education</i>

<i>Admissions</i>	<i>Financial Aid</i>
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Table 3. Questions included in the CEC survey.

Survey Questions
Is civic learning and democratic engagement present in your departmental curriculum?
In which courses are civic learning and democratic engagement being taught?
Are courses connected to civic learning and democratic engagement available to all students or a particular group of students?
Can you think of any internal barriers preventing SUNY Oswego from being successful in regards to civic learning and democratic engagement (e.g., limited funding, staff resistance, lack of leadership, etc.)?
Can you think of any external barriers preventing SUNY Oswego from being successful in regards to civic learning and democratic engagement (e.g., election laws, voter ID laws, distance to polling locations, etc.)?
What additional resources are needed to help the institution be successful in regard to civic learning and democratic engagement?

The survey highlighted the lack of civic engagement curriculum in CLAS with only 40% of respondents indicating distribution of civic engagement materials in their courses. The departments that have already incorporated a civic engagement curriculum are Political Science, English and Creative Writing, History, and Modern Languages and Literature. Courses that currently include civic engagement materials are: American Government and Politics, Vote Oswego, U.S. History to 1865, U.S. History since 1865, Women in American History to 1865, Women in American History, 1865 to Present, Composition II, Advanced Composition: Writing as a Citizen, Latina Writings and Theories, Decolonial Thought and Literature, Critical Race Theory, Feminist Theory. Modern Languages and Literature encourages democratic engagement in all of their courses, especially in humanities and critical thinking upper division courses. It is important to note that there was a lack of survey respondents representing the physical sciences.

There were numerous internal and external barriers faculty and staff identified to being successful in civic learning and democratic engagement (Figs. 1 and 2). These barriers include volition of staff, access to polls, limited knowledge of the subject matter and lack of guidance from campus organizations. The survey showed that leadership and guidance, the registration process and polling locations are the largest barriers to success.

Fig. 1. Word cloud of the internal barriers that are preventing SUNY Oswego from being successful.



Fig. 2. Word cloud of external barriers preventing SUNY Oswego from being successful.



Regarding responses from those in Administration, it seems that the largest concern is lack of staffing, which impacts daily work load and makes it difficult to participate in campus-led initiatives (as noted above, we are making progress in the right direction in this area). Several staff members listed lack of understanding definitions regarding civic engagement. Also, lack of knowledge of polling locations was a barrier. The staff surveyed suggested that campus needs more of the following: acknowledgement and education at orientations (both new staff/faculty and student orientation), visuals across campus, social media presence and frequency of posts, and many recommended casting a wider net to increase involvement from campus community.

The responding faculty and staff felt that to be successful in civic learning and democratic engagement that efforts should be paired with diversity, inclusion and equity initiatives, that more guidance should be provided from leadership. Vote Oswego was brought up in several of the survey responses as a resource on campus that should be relied upon for overcoming these barriers and to increase success. There is a clear indication that students would respond

positively to receiving information on civil engagement on their social media platforms and this approach may be more beneficial than traditional in class approaches.

In order to improve the civil engagement on the campus, the following actions must be taken.

- Outreach and support for faculty must be increased and materials must be provided to the faculty to help foster conversation on the importance of civil engagement in a variety of disciplines.
- Students must be engaged in the process as soon as possible in their college careers to help create positive habits when it comes to civic engagement and clear up misconceptions on participation.

A number of our 2024 plans were developed in direct response to this data. Additionally, a second survey explicitly focused on service-learning is currently out in the field to develop a better understanding of faculty experiences in that area as well as to explore additional opportunities.

NSLVE Data

Statistics on SUNY Oswego's voting rates have been collected and evaluated through the National Study of Learning, Voting, and Engagement (NSLVE) for the last 10 years of elections (2022 statistics are, unfortunately, still not available). To summarize the main findings from this report we note the following:

- 81.3% of students who are eligible to vote were registered for the 2020 election cycle, an **increase** of 8% from 2018
- An **increase** of +18.2% in the voting rate for the 2020 election compared to the 2016 election to 58.2% was reported
 - This turnout is still **below** the national average of 66%
- All ethnicities had **increased** voter turnout
 - Less than 50% of all enrolled students identifying as Asian, Black, and Hispanic participated in the 2020 election
- Both female and male voting rates **increased** in 2020 from the 2016 rates
 - More females participated in the 2020 election than males
- All fields of study had an **increase** in voting rates
 - Computer and Information Sciences, Engineering and Engineering Technologies, History, Health Professions, and Social Sciences had the smallest percent increase from the 2016 election cycle
- Voting rates for midterm elections continue to be **below** national level rates, more than 12% lower

Planned Co-Curricular CLDE

Civic Learning and Democratic Engagement are included in the co-curriculum through intentional programming that encourages students to see a new perspective, walk of life, and encourage them to be active and continuously learning citizens. It is best to break this down according to the programming provided by specific offices.

Department of Student Engagement and Leadership

The Department of Student Engaged Leadership, which might be referred to as Campus Life or Student Life on other campuses, plays a significant role in co-curricular CLDE programming and is the home for our program coordinator for civic engagement and community services. A few examples of how civic learning and democratic engagement manifests itself in the co-curriculum offered by the Dept of SEL can be seen through Days of Service and Alternative Break programs.

MLK Day of Service focused on food insecurity with a partnership formed in Rise Against Hunger.

Rise Against Hunger is an international hunger relief non-profit organization that coordinates the packaging and distribution of food and other aid to people in developing nations. This program encouraged participants to play an active role in fighting against food insecurity globally but also connected food insecurity on a micro level in the Oswego community. The participants of this program were able to focus on social justice on a large scale and bring it to their local communities and work through strategies and ways to combat hunger locally in Oswego or in their home communities.

Alternative Breaks are week-long, immersive service trips that allow students to travel domestically and internationally while providing meaningful service to a variety of nonprofits working to alleviate different social issues intertwining social justice into the programs. The Alternative Break programs traditionally happen during the off weeks and breaks through the academic year. These programs each will be shaped to focus on a social justice issue that is viable in mainstream society and life today. They are designed to intentionally encourage students to reflect on their past engagement as citizens and footprint on society and life and work towards building the skills to be better and continuously growing civic citizens.

Constitution Day has often consisted of some tabling and either a guest speaker or panel event. In 2024, Constitution Day falls during the same week as our ALANA Multicultural Leadership Conference which provides a great opportunity for collaboration. To this end, members of the Constitution Day subcommittee are coordinating with the student planning committee to offer a series of workshops on specific political activism skills relevant to effectively using their first amendment rights of speech, petition, and peaceable assembly.

Residence Life and Housing

The department of Residence Life and Housing will infuse civic engagement learning into the training curriculum for both the professional residence hall director (RHD) staff as well as the paraprofessional resident assistant (RA) staff. One of the core responsibilities of RHDs and RAs is to create engaging and inclusive living communities within their respective residence halls where residents have the opportunity to interact and build relationships with peers from different lived experiences. An expected outcome of living, oftentimes for the first time, with others who are different from themselves is conflict between students. This conflict can be more frequent prior to a presidential election as students with varying political ideologies are living together in one room or within a floor or residence hall. When students' ideas and beliefs are challenged in a particularly politically polarized climate, they sometimes have a difficult time learning to live with others who may express support for another view.

RHDs and RAs are typically the first staff students contact for assistance when these conflicts occur. As such, our professional and student staff need to be knowledgeable about the differences between free speech and the expression of one's views versus bias behaviors and pervasive harassment. Part one of their training will be reviewing this in detail, especially as it intersects with the University's code of conduct and policies. The second part of their training will involve interactive case study discussions and role playing opportunities to practice managing a variety of scenarios that have actually occurred in the residence halls in the past. As a result, staff will be more confident in facilitating educational conversations with our students through uncomfortable conflict and be able to provide appropriate resources for support. The third part of training for the professional staff in particular will include a dialogue centering on how to remain neutral and accessible to all students for support while also maintaining the integrity of one's own personal beliefs.

Oswego Dialogue Project

The ODP seeks to create a culture of dialogue on campus as a means of encouraging and building student skills to engage across differences as well as providing professional development for staff and faculty to inform inclusive pedagogy and improve students' sense of belonging. For next year, the ODP Committee agreed to capitalize on the opportunity presented by dialogues to help students conceptualize themselves as members of a political body and challenge their understanding of political parties. In collaboration with Pete Willner, we've crafted a dialogue focused on political socialization. We piloted the dialogue during Spring 2024 and are currently working to recruit and train sufficient facilitators to run a one-hour political dialogue in all GST 104 courses this fall (all incoming students are required to take GST 104 and, thus, would ensure all five year students have the opportunity to participate in this conversation). Additionally, the CEC and ODP will collaborate to offer on-going, regular

dialogue opportunities this fall to support students interested in discussing the election with peers.

Orientation

During Laker Launch students are assigned to one of four groups of 300-400 students and move together through four stations each of which provides a half hour workshop on some aspect of the campus. Starting Fall 2024, Vote Oswego and the Civic Engagement Coalition have been given a spot during the round robin programming and have been told they will have this space in all orientations moving forward.

Planned Curricular CLDE

We have significant opportunities to develop CLDE opportunities within the curriculum and are paying particular attention to developing this programming in a way that is sustainable and encourages ownership within and across programs and disciplines.

Course-based Projects: Starting with Vote Oswego in 2016, we've sought to capitalize on elections to create rich, classroom based learning opportunities. As of May 2024, we anticipate five class-based projects:

Get Out the Vote Film Festival: In October 2024, we'll be hosting a juried GOTV Film Festival featuring 16 student films. The scripts were authored by students in CRW 200: Introductory Screenwriting (Prof. Juliet Giglio) and will be produced by students in CSS 235: Introduction to Cinema Production (Prof. Jake Dodd). Students in PRL 318: Event Planning (Prof. Stephanie Herbert) will conduct the PR campaign for the event while students in POL 386: Vote Oswego (Prof. Allison Rank) will coordinate the full event. With support from Student Life, we've been able to have this event incorporated into our College Friends and Family Weekend and have set a goal of having 200 audience members for the event.

Vote Oswego: Under the guidance of Dr. Allison Rank (Chair, Politics) with support from Kelsey Jones (Program Coordinator for Civic Engagement and Community Service, Dept. of SEL), students enrolled in POL 386 along with up to five interns will run a grassroots campaign using classic peer-to-peer organizing tactics (e.g. tabling, class raps, phone/text banks) to facilitate students in registering to vote, requesting absentee ballots, and casting their votes. Traditionally this includes a significant presence at Welcome Week events, participation in National Voter Registration Day, a "Last 72" push before the voter registration deadline, get out the vote phone and text banks, and an Absentee Ballot Party.

Vote Oswego Inter-Election PR Plan: One of the primary drawbacks of our curricular model for voter engagement is that Vote Oswego is only fully staffed one semester out of four meaning it largely disappears from the campus. To address this challenge, we've

asked that Vote Oswego be one of the organizations students in the Public Relations Capstone class (PRL 416, Prof. Taejin Jung) have the option of selecting as their client. We are specifically requesting a PR strategy for the AY 25-26 academic year.

Tiny Voting Stories: Modeled on the *New York Times* Tiny Modern Love, students in Prof. Sari Fordham's CRW 208: Creative Nonfiction Writing will craft 100-word stories about voting. These stories will be highlighted through a visibility campaign on campus (e.g. social media, posters) and we will also try and get them published in local newspapers.

Incorporating CLDE Into Established Curriculum: One of our priorities for this year is to increase the presence of CLDE in disciplinary-specific ways. We currently have two efforts underway:

Faculty Incentives: The Civic Engagement Coalition, with support from the Provost's Office, is excited to award travel grants of \$200 to ten instructors willing to incorporate civic content into a Fall 2024 course. Awardees are expected to dedicate a minimum of one course period (or equivalent time) to a discipline-appropriate civic discussion as well as allowing students an opportunity to register to vote and request absentee ballots prior to the voter registration deadline this fall (October 26, 2024). As part of developing this content, participants will attend a one hour workshop exploring the role a range of disciplines can play in building students' opportunities for civic inquiry and developing civic literacy skills as well as how to balance this content with one's own risk tolerance and prep time. All participants will be expected to submit a brief report on the experience by January 31, 2025.

General Education: Right now, the U.S. History and Civic Engagement Gen Ed category is largely limited to economics and history with one off courses from Broadcasting, English, Journalism, Music, and Theater. There are likely a range of other classes that might be incorporated into this category on our campus. In particular, our campus has chosen to limit SUNY-system's Diversity, Equity, and Social Justice category as U.S. specific. As a result, many of these courses are likely very close to meeting the requirements of the Civic Engagement category if they added a brief discussion to meet the requirement that students "understand the role of individual participation in US communities and government."

Service-Learning: The campus' Service Learning Coordinator will be working to better understand how service-learning currently happens on campus and develop a range of new resources and programs for distinct audiences including how the new role can support faculty. There are currently three courses that students can take the explicitly link to CLDE thought those connections could include more specific content about how students can be strategic in thinking about how to create change as well as the different ways they could see to incorporate such work into their careers. To this end, we're in talks with Campus Compact about joining the Pathways to Public Service working group as well as developing our own collection of materials to help students think strategically about civic action options.

Goals

The following section provides a brief overview of the short and long term goals the CEC is pursuing.

Short term goals (AY24-25)

- Create materials about voting for new faculty and staff orientation packets. The Civic Engagement Coalition will provide accessible information for the New Faculty and Staff Orientation Committee to review
- Create and distribute a civic engagement statement for faculty and professional staff to include in syllabi
- Develop and implement a three hour training program for Residence Hall professional and student staff focused on political speech
- Achieve a 90% voter registration and 70% voter turnout rate
 - The 90% goal voter registration rate is an increase from an 81% voter registration rate in 2020.
 - The 70% voter turnout rate is an increase from a 58% voter turnout rate in 2020.
- Boost turnout for all fields of study over 55%.
 - Out of 21 identified and unknown fields of study, eight were below this goal number in 2020 (Presidential Election year). This shows evidence of growth as not a single field of study achieved a turnout rate above the proposed 55% short-term goal in 2018 (most recent non-Presidential Election Year).
- Through the year, 20% of students participate in a civic skills or knowledge building program through curriculum; 20% of students participate in a civic skills or knowledge building program through co-curriculum (we anticipate addressing 16% all students through the Orientation programming as it will reach all first years and hope to have another 280 non-first year students (4% of the student body) through other co-curricular programming.
- Oswego Dialogue Project will offer a minimum of 6 open dialogues sessions focused on political content as well as hosting political identity dialogues in all GST 104: First Year Experience Seminar Courses.
- A minimum of 75% of all social media posts from Vote Oswego and civic content posted by offices in the CEC will meet digital accessibility standards.
- Offer 4 passive civic engagement opportunities.
- Offer a minimum of two professional development trainings on civic engagement in higher education for faculty and staff.
- 10 faculty in the STEM and professional programs incorporate civic inquiry or civic literacy content into their AY24-25 courses.

Long term goals

- Develop a poll worker program: By 2028, we hope to have a poll worker recruitment program that results in 50% of poll workers at the campus location being students.
- Registration and Turnout:
 - 2028: Achieve parity in voter turnout rates across racial and ethnic groups on campus; plans include continuing to develop relationships with specific student organizations as well as focusing on curricular programming in majors with a high percentage of URM students.
 - 2030: Narrow the gap between voter registration and voter turnout rates to under 10%. Achieved by having 80% of all registered students passing a ballot (71.5% in 2020)
 - 2034: Achieve a 50% turnout rate for the midterm elections
- Digital accessibility: By 2028, 100% of all social media posts about civic engagement meet digital accessibility standards
- Programming:
 - 2026: Develop programming recognizing and normalizing the idea of Election Week that recognizes a longer period between casting ballots and having a decision for all elections.
 - 2028: Offer monthly passive programming

Reporting

This plan will be shared with ALL IN Campus Democracy Challenge. Our NSLVE reports and previous Action Plans are all available through ALL IN's website.

On campus, the plan will be available to all members of the Civic Engagement Coalition as well as being required reading for Vote Oswego students.

Evaluation

Along with participating in NSLVE, renewing our Carnegie Foundation's Classification for Community Engagement, specific curricular and co-curricular programming will be assessed according to the learning outcomes of the specific departments and programs. The Civic Engagement Coalition will engage in evaluations specifically designed to assess the degree to which we are making progress on the following priorities:

1. Providing opportunities for civic learning through (1) connecting disciplinary/career interests to civic questions, (2) linking personal values to civic and political positions, and (3) facilitating conversations on each of these topics in a range of spaces and among a range of campus community members.

2. Broadening and deepening the capacity of faculty, staff, and students from a range of campus communities to participate in this work through incentives, training, and on-going support.

3. Institutionalizing specific components of civic learning and democratic engagement programming such that a range of offices take responsibility for specific components as an expected part of their campus work.

4. Developing student, staff, and faculty commitment to and capacity for discussing democratic values, political ideas, etc., in ways that (1) grow our capacity for civil discourse and dialogue and (2) prepare community members to use these tools/orientations in responding to significant events on and beyond campus.

In a number of cases, the assessment will consist of simple counts of programming offered as well as the number of individuals who participate in given programs (e.g., how many students participate in a dialogue, how many faculty participate in the incentive program to develop civic lesson plans). We also plan to collect feedback forms and/or reports from participants in a number of programs (dialogues, training, faculty mini-grants). Additionally, after this election is over, coalition members will work with their respective offices to determine what of the programming developed for this year can become a standard component of what we offer to students.