



Stony Brook University

Center for Civic Justice Strategic Plan: 2024-2026

Executive Summary

The Center for Civic Justice (“Center”), has evaluated the success of our previous strategic plans and priorities in order to define our path forward for the next two years. Using information gathered through discussions with professional staff, student staff, and interns within the Department of Student Community Development as well as community stakeholders and campus partners from outside of our department¹, we have compounded our shared goals for the Center for Civic Justice into a strategic plan through 2026.²

Our first strategic plan was modeled to prepare us for a successful presidential election in November 2020. Looking ahead to 2024, the Center for Civic Justice looks forward to leading campus-wide civic engagement efforts, investing in the long-term development and success of our students, and developing practices to keep our Seawolves informed, educated, and engaged as we prepare for the upcoming presidential primaries, presidential election, followed by state and local elections through 2026³, with the implementation of this strategic plan at Stony Brook University.⁴

The Center for Civic Justice is largely responsible for student co-curricular civic learning and democratic engagement, with many additional campus units and student organizations offering students pathways to civic participation⁵. We are nationally recognized for our commitment to institutionalizing student voter registration as part of orientation and other transition experiences. Since 2014, our model has supported over 20,000 students to successfully register to vote. This number does not include the many other ways in which we support student voter registration,

¹ Executive Summary, Guiding Question 6: What strategies were employed to make sure this plan was equitable and included a diverse audience?

² Executive Summary, Guiding Question 1: Which individuals (e.g., name(s), title(s), department(s)) and/or organizations developed this plan?

³ Executive Summary, Guiding Question 4: When does this action plan start and end? How does this action plan focus on both short-term and long-term goals? When will it be updated?

⁴ Executive Summary, Guiding Question 3: Where will this action plan be implemented? For instance, provide the following details: name of the institution, the number of campuses the work will take place at, campus locations (city and state), in-person, online, hybrid.

⁵ Executive Summary, Guiding Question 5: How will this action plan be implemented? Who’s in charge? What unit/office/division will be facilitating the effort?

which have engaged thousands of students as well. Throughout a student's academic career at Stony Brook University, we regularly follow up to ensure that their voter information is active, and to support them with updating their voter information if necessary. By instilling in our students the importance of regularly checking and updating their voter information, they are more likely to do so themselves in the future and follow through on their civic responsibility.

At Stony Brook University, we want to make sure our students have the resources necessary to participate in the democratic process, from voter registration and voter education, to general civic education and engagement. We believe that civic engagement goes beyond voting and it is our mission and vision to make sure our students feel equipped to advocate for themselves and their community through civic participation. Our University's Statement of Community emphasizes mutual respect as a central tenet of being part of a community rooted in diversity, equity, inclusion, and social justice. The conclusion of the statement reads: *We encourage all Stony Brook community members... to involve themselves in the surrounding local and global communities.* It is incredibly powerful and important that a values-empowered statement concludes by encouraging civic engagement. It is a reminder that our students, staff, and faculty play an important role in creating positive change in our communities during their time at Stony Brook University and beyond.⁶

The Center for Civic Justice houses an internship program that works to cultivate individuals who have the potential to be active and engaged in the issues affecting their communities; develop them to possess the tools and skills necessary to appropriately engage others in these issues; and empower them to take appropriate individual and collective action to create a more civically just society. Our interns are assigned to a project group that is led by a member of the Student Leadership Team. Members of the leadership team are undergraduate students selected based on leadership qualities, ambition, passion for justice, and previous accomplishments within the Center.⁷

Members of the Student Leadership Team receive tasks and responsibilities from the Assistant Director, Ashley M. Liegi.⁸ Tasks and responsibilities delegated include program coordinating, social media and digital outreach, collaborations, etc. The Assistant Director focuses on administrative responsibilities including coalition building, communicating with the County and State Board of Elections, collaborating with on and off-campus partners, working to designate and prepare polling locations, designing voter registration models, calculating for sustainability, grant writing, budgeting, and more.

Graduate students work with the Assistant Director on large-scale community development projects that bring together on and off-campus partners to create opportunities for our students and members of the surrounding community.

⁶ Executive Summary, Guiding Question 2: Why is your institution invested in creating a plan to map out civic learning and democratic engagement efforts? How does this plan tie to broader institutional norms/values/strategic plans?

⁷ Executive Summary, Guiding Question 5: How will this action plan be implemented? Who's in charge? What unit/office/division will be facilitating the effort?

⁸ Leadership, Guiding Question 2: Who is this person(s) and/or office(s) held accountable to, what is their reporting line?

This strategic plan seeks to outline our goals for the next two years and lay out the strategic ways in which we hope to accomplish our mission. We have been nationally recognized for our civic engagement efforts in the past, and the goal of this strategic plan is to create achievable and attainable pathways to continue our successes and also to grow beyond them. As outlined in our *Leadership* section, our civic and democratic engagement initiatives are led by the Center for Civic Justice, with the support of multiple campus departments, student groups, faculty, and community partners that represent the diverse fabric that makes up our University.⁹

Leadership

The Center for Civic Justice is largely responsible for coordinating the University's work to increase student civic learning and democratic engagement, which includes the intentional and meaningful implementation of our strategic plan with leadership and support from members of our campus community. Ashley M. Liegi, Assistant Director for the Center for Civic Justice and Emily Snyder, Director of Student Community Development will lead these efforts, overseeing the execution of this plan to increase civic learning and democratic engagement on campus. They will be supported in this work by the following on-campus and off-campus partners to ensure our efforts are representative of our diverse population here at Stony Brook University.¹⁰

Student Affairs¹¹¹²

Ahmed Belazi, Executive Director of Strategic Analytics and Technologies, Student Affairs
Ashley M. Liegi, Assistant Director, Center for Civic Justice
Brandon Daley, Student Engagement and Activities
Christine Marullo, Director, Student Engagement and Activities
Daniel Soszynski, Director, Campus Life Centers
Donna-Lee Mahabeer, Director, Diversity, Intercultural, and Community Engagement
Dr. Rick Gatteau, Vice President of Student Affairs¹³
Dr. Ric McClendon, Assistant Vice President and Dean of Students
Emily Snyder, Director, Student Community Development
Hedieh Yazdanseta, Senior Director of Strategic Initiatives and Operations, Student Life
Isobel Breheny-Schafer, Assistant Director, Student Media & General Manager, WUSB Radio
Keesha Hamlet, Campus Residences Residential Education
Mariana Torres, Director of Undergraduate Colleges
Marisa Jeffers, Stony Brook Southampton Campus Student Life
Nakiya C. Drago, Director, New Student and Transition Programs
Patrick Toscano, Student Support Team
Simran Kaur, Survey Research Analyst, Student Affairs
Stacey Zannettis, Assistant Dean for Academic Engagement
Sonia Garrido, Director of Marketing and Communications, Student Affairs

⁹ Executive Summary, Guiding Question 6: What strategies were employed to make sure this plan was equitable and included a diverse audience?

¹⁰ Leadership, Guiding Question 1: Who are the working group members and how are they involved? How is the working group ensuring there is diversity within the campus' voting coalition?

¹¹ Leadership, Guiding Question 1a: What senior administrative leaders (e.g., college president, provost, dean of students) are involved, and what role do they play?

¹² Leadership, Guiding Question 1c: What units within student affairs are involved and which administrators are involved?

¹³ Leadership, Guiding Question 6: Does the working group have the support of upper administrators?

Terrell Amparado, Office of Student Life
Valerie Cheransky, Student Engagement and Activities
Victoria Hughes, Coordinator, Commuter Student Services & Off-Campus Living

Additional Campus Units¹⁴

Andrew Solar-Greco, United University Professions
Arnika Edwards, Assistant Athletic Director for Student Career and Leadership Development
Carl Mills, Assistant Vice President for Government Relations
Dominick Fortugno, Stony Brook Medicine
Richard Tomczak, Division of Undergraduate Education
Rosemarie Hayes, University Police
Sarah Baxter, School of Communication and Journalism
Sean Magaldi, Interfaith Center Co-Chair
Stanley Feldman, Department of Political Science
Thomas Schoenthaler, The Graduate School

Student Leadership¹⁵

Anastasia Poulos, Undergraduate Student Office Coordinator, Center for Civic Justice
Arya Nayak, Student Leadership Team Member, Center for Civic Justice
Kathleen Willig, Graduate Social Work Intern
Kloey Kun, Student Leadership Team Member, Center for Civic Justice
Luca Rallis, Representative from Undergraduate Student Government
Malak Makled, Student Leadership Team Member, Center for Civic Justice
Peter Joyce, Representative from Undergraduate Student Government
Sophie Beckman, Student Leadership Team Member, Center for Civic Justice
Rachel Alexandre, Student Leadership Team Member, Center for Civic Justice

Local Elections Office¹⁶

Betty Manzella, Commissioner, Suffolk County Board of Elections
John Alberts, Commissioner, Suffolk County Board of Elections

Community Partners¹⁷

Caroline Smith, Senior Program Manager, Andrew Goodman Foundation
Sithara Menon, Campus Engagement & Support Coordinator, Students Learn Students Vote Coalition
Eric Jackson, Program Associate, Up to Us
Stephanie King, Senior Director, Strategic Initiatives, ALL IN Campus Democracy Challenge
Linda Devin-Sheehan, League of Women Voters

We aim to have representation from throughout the Stony Brook University community,

¹⁴ Leadership, Guiding Question 7: What other offices on campus need to be involved?

¹⁵ Leadership, Guiding Question 1d: Which students and student organizations are involved?

¹⁶ Leadership, Guiding Question 1f: Is the working group coordinating with the local election office?

¹⁷ Leadership Guiding Question 1e: What community and/or national (private, nonprofit, government) organizations are involved?

including students, faculty¹⁸, staff, senior administrators, and community partners because individually, each representative is positioned to meet the unique needs of the students who they engage with on a regular basis. They understand the unique challenges our community is faced with and can best inform our decisions as we carry out our strategic plan.¹⁹ Members of this group will communicate regularly in-person, be it individually or in smaller groups, as well as via email, to coordinate civic engagement efforts on campus that best benefit the larger campus community and support our students.²⁰

The Center takes primary responsibility for bringing the above-mentioned parties together during appropriate planning and execution periods, and prioritizes relationship building and partnership development. In doing so, we are privy to respective organizational structures and, thus, any changes in personnel. We strive to build a substantial cohort of partners in this work; one of the many benefits of this approach is that any moderate decrease in coverage or commitment, due to turnover or other factors, does not impact the overall success of our efforts. Furthermore, as civic engagement is a University priority, while these efforts are largely under the responsibility of the Assistant Director of the Center, there is an established chain of command that would step in to maintain Center operations in any circumstances where that role were absent or vacant.²¹

Presidential Election Planning Committee

Leading up to the 2024 presidential election, many of the partners listed above will serve on the Presidential Election Planning Committee, charged with analyzing all existing student voter registration, education, and participation initiatives, identifying gaps in meeting the needs of all student voters, and coordinating new strategies to meet our goals. Committee members will meet frequently to coordinate these efforts and create campus wide communication and dissemination of related information.

The committee will be composed of students, staff, and faculty members from multiple specializations and areas of expertise in order to execute our strategic plan for 2024.²² The larger committee will be broken down into sub committees focusing on voter registration, voter education, voter mobilization, and marketing and communications.²³

Commitment

With the establishment of the Center for Civic Justice as a formal unit within the Division of Student Affairs and Department of Student Community Development in Fall 2019, Stony Brook

¹⁸ Leadership Guiding Question 1b: What academic departments and which faculty within academic affairs are involved?

¹⁹ Leadership Guiding Question 4: How will people be brought into the coalition who currently are not there?

²⁰ Leadership Guiding Question 8: How often will the working group meet and communicate? Identify who is responsible for communicating amongst the group and how the group will meet (e.g., in-person, virtually, over email).

²¹ Leadership, Guiding Question 9: How are you keeping working group members engaged over time and addressing stakeholder turnover?; Guiding Question 10: If someone in the working group stops showing up and doing the work or needs to step away, what steps will be taken to ensure the efforts continue?; Guiding Question 11: What is your leadership succession plan?

²² Leadership, Guiding Question 5: How is the working group inclusive of different campus and community stakeholders?

²³ Leadership, Guiding Question 3: What are working group members' unique strengths and, with those in mind, what are their responsibilities?

University has been able to demonstrate a long-term commitment to civic learning and democratic engagement. Stony Brook University has dedicated opportunities for students to learn about becoming civically engaged members of their community as part of their orientation and other transition experiences, and sustaining such behaviors. Additionally, our University President signed the ALL IN Presidents' Commitment to Full Student Voter Participation²⁴, further reflecting our campus wide commitment to civic engagement.

Our civic learning and democratic engagement efforts are regularly communicated and highlighted both internally and externally through newsletters, news stories, and other mediums. Recent news stories published both internally through Stony Brook University News, and externally through other news organizations include:

- [ALL IN Recognizes 2022 Student Voting Honor Roll: Husbaan Sheikh](#)
- [ALL IN Recognizes 2023 Student Voting Honor Roll: Julia Brandenstein](#)
- [Meeting the Challenges of Tomorrow: The SBU Class of 2022](#)
- [SBU Named an ALL IN Most Engaged Campus for College Student Voting](#)
- [Stony Brook is Again Recognized for Voter Engagement Efforts](#)
- [Stony Brook University Receives Four SUNY Outstanding Student Affairs Awards](#)
- [Stony Brook's 'Up To Us' Team Takes Home Top Honors Fall 2022](#)

Foundational to who we are at Stony Brook University is our [Statement of Community](#) and our [Community Pledge](#).²⁵ Our Statement of Community emphasizes mutual respect as a central tenet of being part of a community rooted in diversity, equity, inclusion, and social justice. The conclusion of the statement reads: *We encourage all Stony Brook community members... to involve themselves in the surrounding local and global communities.* It is incredibly powerful and important that a values-empowered statement concludes by encouraging civic engagement.²⁶ It is a reminder that our students, staff, and faculty play an important role in creating positive change in our communities during their time at Stony Brook University and beyond. It allows us to play an important role in fulfilling our [Mission Statement](#) which prioritizes positioning the University in the global community.

Civic engagement continues to be part of the first-year and transfer seminar curricula, and we continue to identify ways in which to further embed civic learning and democratic engagement within the very fabric of our campus community. As a result of our institutionalizing voter registration within the orientation experience, we are able to consistently ensure that thousands of new students are successfully registered to vote each year. Our goal is to expand this offering to incoming students within our advanced degree cohorts, as well, such as our graduate students, medical students and doctoral students, to ensure we are engaging with the entirety of our community here at Stony Brook. We also continue to enhance our efforts to offer a bookend transitional experience for graduating students, providing opportunities to update their voter

²⁴ Commitment, Guiding Question 2: How does the institution and its senior leadership demonstrate commitment to improving civic learning and democratic engagement?

²⁵ Commitment, Guiding Question 1: How does the mission and vision of your campus align with your work to increase student voter engagement in our democracy?

²⁶ Commitment, Guiding Question 4: How is the institution's commitment reflected in existing statements and documents (e.g., mission statement, vision, core values, strategic plan)? Has the institution created and implemented an action plan in previous years?

registration information prior to departing the university. This ensures that our students can remain civically engaged after graduation.²⁷

Additionally, while we continue to increase the regularity of communications to students and diversify the ways in which we communicate with our students throughout the year about civic engagement and their right to vote, we are also focusing on the accessibility of our communications. By simplifying our messages, providing them with exactly what they need, and addressing their unique needs, our students are more likely to read our communications and follow through. From orientation to commencement, we are committed to integrating civic learning and democratic engagement into the fabric of the Stony Brook University experience.

The Stony Brook Curriculum (SBC)²⁸ ensures that all of our students learn the skills necessary for life-long learning and, as such, serves as the learning outcome framework for our undergraduate students. Several of the SBC requirements integrate understandings about civic, democratic, and political engagement into their learning outcomes, which can be measured through satisfactory course completion. Of the SBC requirements, there are at least four that integrate understandings about civic life into the learning process²⁹:

- Engage Global Issues
- Address Problems Using Critical Analysis and the Methods of the Humanities
- Understand the Political, Economic, Social, and Cultural History of the United States
- Respect Diversity and Foster Inclusiveness

Specifically for “Understand the Political, Economic, Social, and Cultural History of the United States,” *developing and exercising civic responsibility* as part of one’s community is core to satisfying this general education curriculum requirement for this course.³⁰

The Center for Civic Justice is also largely responsible for student co-curricular civic learning and democratic engagement, with many other campus units and student organizations offering students pathways to civic participation.³¹ We are nationally recognized for our commitment to institutionalizing student voter registration as part of orientation and other transition experiences. Since 2014, our orientation model has supported over 20,000 students to successfully register to vote. This does not include the many other ways throughout the academic year in which we support student voter registration. We regularly follow up with our students during their time at Stony Brook University to ensure their voter information is active and to support them with updating their voter information if necessary and appropriate. By instilling in our students the importance of regularly checking and updating their voter information, they are more likely to do

²⁷ Commitment, Guiding Question 3: 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?

²⁸ Commitment, Guiding Question 6: How is educating for civic learning and democratic engagement included in the general education curriculum and/or co-curriculum?

²⁹ Landscape, Guiding Question 3c: How is civic learning and democratic engagement present in the curriculum? Are courses connected to civic learning and democratic engagement available to all students or a particular group of students (e.g., only incoming first-years, political science majors)?

³⁰ Landscape, Guiding Question 1: Are civic learning and democratic engagement overall campus learning outcomes?

³¹ Commitment, Guiding Question 6: How is educating for civic learning and democratic engagement included in the co-curriculum?

so themselves in the future and follow through on their civic responsibility.

In 2017, we started our Community Dialogue series, which are opportunities for students, faculty, staff, and other community members to come together to develop a comprehensive and better informed understanding of our community's most timely issues. In small groups with trained facilitators, participants discuss different ways we can look at and address these issues as a group. Our dialogue topics have covered social media's impact on activism, women's rights and the supreme court, freedom of speech on campus, COVID's impact on the economy, impact of hyperpolarization, local politics and the environment, and more. Our Community Dialogue series is an important way in which our students are challenged to think critically about different perspectives and degrees of understanding that exist within a single community about any given issue, and to further understand that participating in civil discourse is a civic responsibility.

In the Fall of 2021, the Center for Civic Justice began competing in the Up to Us national competition sponsored by our campus partner Net Impact. The Up to Us Competition is a college-based campaign that focuses on engaging and motivating students to fight for a fiscally sustainable future while understanding the impacts of the national debt. Colleges across the country compete through creative and engaging campaigns while they secure pledge counts and host larger-scale events to interact with greater portions of the student body. In Spring 2022 the Stony Brook team placed first overall in the up to us competition and were winners of the Up to Us Most Creative Day of Action Award. In Fall 2022, the Stony Brook team won first place for the second semester in a row out of all the other competitors across the country. The Center for Civic Justice continued its participation in the competition for the Fall 2023 which wrapped up in November. This campus partnership allows us to provide civic engagement for a broad scope issue and implement creative ways to have students interact and educate themselves.

In 2022, our Center received the "2022 Ask Every Student Implementation Grant" which allowed for us to compensate student leaders who assisted with our Election Day campaign efforts. We were also able to provide enough funding to support an additional five hours a week for our Graduate Coordinator to assist in voter registration efforts, and compensate student leaders for the duration of the summer orientation. In addition to this, we were able to provide a variety of raffles and giveaways for our civic holiday celebrations including: Constitution Day, National Voter Registration Day, National Voter Education Week, National Vote Early Day, and our Election Day celebration which boosted participation and engagement rates.

In 2022, our Center also received the "Campus Takeover Mini Grant" which was used to enhance our National Voter Education Week celebration. The grant allowed us to collaborate with different organizations and departments on campus, and offer refreshments at events where students could gain information and participate in games and activities to educate them on their voting rights and upcoming election information.³²

As a University, we continue to identify opportunities to increase the capacity of our civic learning and democratic engagement on our campus. We are committed to providing civic engagement opportunities that are meaningful, diverse, promote community connectedness, and

³² Commitment, Guiding Question 5: What are the institution's overall civic, democratic, and/or political learning outcomes? Does this show up in other ways including graduate education, distance education, etc.? Is there a process in place to ensure that outcomes are measured and met?

encourage our students to actively seek out ways to positively impact their communities. Our students are engaged, motivated, and eager to make positive contributions to the Stony Brook community and beyond, and we are ready, willing and able to support their efforts and meet their needs.

Landscape

Looking at our student enrollment data can offer some initial insights about challenges and opportunities for civic learning and democratic engagement. [Data from Fall 2023:](#)

Enrollment Status

Undergraduate	Full-Time	Part-Time
17,549	16,493	1,056

New Undergraduate	First-Year	Transfer
4,855	3,569	1,286

Graduate	Full-Time	Part-Time
8,316	5,717	2,599

Residential Status

Undergraduate	Living on campus	Living off campus
17,549	9,195	8,354

Graduate	Living on campus	Living off campus
8,316	990	7,326

Total students: 25,865

Geographic Origin

New York State	20,950
Out of State	4,916

Demographic Data by Indicated Race/Ethnicity³³

Race/Ethnicity	Undergraduate Percentage	Graduate Percentage
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³³ Landscape, guiding Question 7: What is the demographic makeup of the institution's student body?

	of Total	of Total
American Indian/Alaskan Native	1.1%	0.8%
Asian	45%	27.8%
Black or African American	9.7%	7.7%
Hispanic or Latino	15.4%	9.8%
Native Hawaiian or Other Pacific Island	0.3%	0.3%
White	37.0%	45.9%
Race/Ethnicity Unknown	6.2%	16.6%

Stony Brook University Student Voter Registration Rates

Year	Rate	Change (+/-)
2014	65.4%	-11.5%
2016	80.0%	+14.6%
2018	77.1%	-2.9%
2020	81.0%	+3.84%
2022	<i>Awaiting NSLVE Data</i>	<i>Awaiting NSLVE Data</i>

Stony Brook University Student Voting Rates³⁴

Year	Rate	Change (+/-)
2014	12.7%	—
2016	53.2%	+10.0%
2018	36.8%	+24.1%
2020	61.0%	+24.2%
2022	<i>Awaiting NSLVE Data</i>	<i>Awaiting NSLVE Data</i>

³⁴ Landscape, Guiding Question 2: Do you have access to assessment data for your campus? If so, what does assessment data show about the political climate and democratic engagement on campus? How does this data compare to that of peer institutions?

Our student voting rates increased significantly from the 2014 midterm election to the 2018 midterm election and again from the 2016 presidential election to the 2020 presidential election. Our student voting rates were also comparable to the institution national average in 2016, 2018, and 2020 compared to 2014, when they were significantly lower than the institution national average.

Campus Learning Outcomes & Curriculum

As previously mentioned, the Stony Brook Curriculum (SBC) serves as the learning outcomes framework for our students. Understandings about civic, democratic, and political engagement are integrated into the learning outcomes of several of the SBC requirements, which can be measured through satisfactory course completion. Of note, *developing and exercising civic responsibility as part of one’s community* is important to satisfying one of the general education curriculum requirements (“Understand the Political, Economic, Social, and Cultural History of the United States”).

Many courses actively incorporate understandings about civic life and include at least one learning outcome about civic learning and democratic engagement as part of the course curriculum and syllabus. These courses are most commonly taught in Africana Studies, Asian & Asian American Studies, History, Journalism, Political Science, and Sociology. Some of these course include the following:

Courses with civic learning and democratic engagement learning outcomes³⁵³⁶

Course Section/Name	Course Learning Outcomes
POL 102: Introduction to American Government	This is an introductory course that offers a better understanding about the branches of the U.S. government and their functions, the U.S. electoral system and electoral politics, and the different ways that individuals and groups get involved in politics.
POL 317: American Election Campaigns	This course offers a better understanding of the politics of presidential nominations through primaries, caucuses, and conventions; the conduct of presidential general election campaigns; mass media coverage and opinion polling; the citizen's involvement in campaign politics; voter attitudes toward parties, candidates, and issues; and the interpretation of electoral outcomes.

³⁵ Landscape, Guiding Question 3a: How is civic learning and democratic engagement present in the curriculum? In which classes is it taught?

³⁶Landscape, Guiding Question 3b: In which courses is it listed as a learning outcome?

<p>POL 318: Voters and Elections</p>	<p>This course offers a better understanding of how voters make electoral decisions, including the decision to participate at all in elections; identifying with a party, opinions about policy issues, candidate images, and identity-based group influences.</p>
<p>POL 320: Constitutional Law and Politics: United States</p>	<p>This course offers a better understanding of the role of the modern Supreme Court within the political and governmental process and its relation with Congress, the Presidency, state and local governments, parties, and interest groups; and the Court's policy-making role.</p>
<p>POL 323: U.S. Congress</p>	<p>This course offers a better understanding of the U.S. Congress, including what happens during Congressional elections, the legislative process, the influence of outside forces on Congressional politics, and the ability of Congress to govern successfully.</p>
<p>POL 324: American Political Parties and Pressure Groups</p>	<p>This course offers a better understanding of the effects of party structure on key electoral outcomes, the power of parties to change the course of politics, opportunities for compromise and bipartisanship, and the relationship between parties, interest groups, and the American public.</p>
<p>POL 330/WST 330: Gender Issues and the Law: Political Legal Analysis</p>	<p>This course offers a better understanding of the U.S. legal system and its basic functions and, challenges of the LGBTQ* community connected to the U.S. legal system, development of Federal and State laws, and critically engaging with gender issues through judicial decision analyses.</p>
<p>POL 353: Contemporary Race Relations in American Politics</p>	<p>This course offers a better understanding of contemporary and historical theories integral to race and ethnic politics, critically discussing issues of race in politics, the effect that race, racism, and</p>

	discrimination has had on shaping political behavior and institutions.
POL 368: Social Networks and Politics	This course offers a better understanding of the leading theories of the influence of social networks on political attitudes, research on the use of online social networks, and applications of political communication theories to new media.
JRN 101: News Literacy	This course offers a better understanding of analyzing key elements of news reports to judge reliability, distinguish between journalism, opinion journalism and unsupported assertion, identify and distinguish between news media bias and audience bias, and the impact of social media.
GLI 102: Academy of Civic Life	This course offers a better understanding of exploring foundational texts related to civics and democracy. Through classroom debates and writing assignments, students will examine how civic historical texts and foundational ideas impact current events and their personal communities. To supplement the readings, students will also be exposed to a range of relevant media including art, film, journalism, and new media.
GLI 402: Democracy and Justice for All	This course offers a better understanding of exploring foundational texts related to Citizenship, Labor, Representation, Justice, and Activism. Students will learn about civic engagement by creating and presenting civic engagement project proposals.
WSE 381: Service-Learning in STEM	This course offers a better understanding of social science knowledge and methodologies to learn how to integrate meaningful community service within the context of STEM to enrich the learning experience, engage in civic responsibility, and strengthen communities. Students will be evaluated on the identification of a community need, the STEM design aspects of their proposed solution, and their communication of the

	<p>problem, research and solution. As part of the course, direct engagement with community partners during and after the design phase should be established as students learn how to engage civically as part of a democratic citizenry.</p>
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Based on previous NSLVE data, STEM students are often less likely to vote and be civically engaged. As reported by Stony Brook University, nearly 33% of graduates receive STEM degrees, with this number increasing due to the introduction of new STEM-focused initiatives. Through these programs, graduates have limited exposure to civic knowledge throughout their undergraduate education.

To address these gaps, we ensure that students of all majors and backgrounds can learn about democratic engagement during their time at Stony Brook through resources offered at the Center for Civic Justice. We often recruit students with a STEM background to our student staff and intern team, which allows us to tailor our initiatives to include material that is relevant, relatable and easily understandable for these students. The goal of our STEM focused initiatives is to increase community engagement and encourage a deeper understanding of patient advocacy.

One of our newly implemented programs, which was launched in November 2023, is a partnership with the Undergraduate Clinical Experience Program (UCEP.) Through this initiative, the Center connects with medical students and engages them in discussions about local voting resources that pertain specifically to those with a vested interest in the medical field. The presentation includes information on local government contacts, healthcare related policies, and the importance of being civically engaged as a future medical professional and trusted community advocate.

Co-Curriculum

As previously mentioned, the Center for Civic Justice, in conjunction with many other campus units, departments, and student organizations, is responsible for student co-curricular civic learning and democratic engagement. From voter registration to mobilization and institutionalization, we commit to year-round student voter engagement.³⁷ Some of the ways in which we support student voter engagement include the following:³⁸

Orientation and transition experiences

All incoming undergraduate first-year and transfer students are offered an opportunity to register to vote as part of new student orientation with support from trained staff from the Center for Civic Justice. The Center for Civic Justice collaborates with New Student Programs to successfully implement our model each year. Because the opportunity is part of the new student orientation schedule, all students are expected, at minimum, to learn about the opportunity to register to vote. We provide support, making sure students correctly complete all parts of their voter registration application.

³⁷ Landscape, Guiding Question 4: How is civic learning and democratic engagement present in the co-curriculum?

³⁸ Landscape, Guiding Question 4b: What initiatives, programs, and activities focus on this?

For students unable to vote for any reason, whether it be citizenship status or otherwise, we provide them with alternative methods for civic engagement. We created a list of comprehensive resources as well as a worksheet for students to fill out with questions pertaining to their involvement in, and contribution to, their community.

Our voter registration model during orientation breaks student participants up into one of several ‘Seawolves Vote, Seawolves Engage’ presentations. These sessions are broken up by residential (on-campus) and commuter (off-campus) communities to ensure that the most efficient instructions are relayed for registration. We also host sessions for transfer and non-traditional students to capture the entire population of the incoming class.

Our work with New Student Programs and the Required Programming committee ensures that if a student misses any of these sessions, they are required to make it up. The students can attend a Democracy 101 session, complete a voter registration form, or complete our international student worksheets to receive credit. The Center for Civic Justice’s office, located in the Student Union, is a centralized, accessible space for students to come to and complete their voter registration forms with assistance from our staff.

Civic engagement holidays

In collaboration with Student Affairs and Student Life, the Center for Civic Justice hosts multiple events for the Civic Engagement holidays throughout the Fall semester. We host Constitution Day, National Voter Registration Day, National Voter Education Week, and National Vote Early Day leading up to the November general elections. At each of these events, we provide educational and social civic learning and democratic engagement activities, including opportunities for students to check their voter status, register to vote, update their voter information, and apply for an absentee ballot.

Election Day

We host celebrations on days of elections in New York to advance our commitment to fostering student civic responsibility, to increase awareness about ongoing elections, and to provide ongoing educational and social civic learning and democratic engagement experiences. We provide students with information about where their polling location is and when they can vote, and refer them to non-partisan sources of information about what their ballot looks like when they arrive at their polling location.

Every year, our team sets up tables outside of our on-campus polling location. We collaborate with several clubs and organizations to engage students with different activities that promote civic engagement. We have developed Election Day-specific activities through partnerships with Stony Brook University Athletics, as well as campus departments such as Student Engagement and Activities and Student Community Development. Our team hosts a 12 hour event while the polling location is open with activities like letter writing to congress, ‘why voting matters’ artwork, trivia questions about voting and more. Through these activities we are able to engage student interest in voting, and encourage day-of voter mobilization or first-time registration for those interested in participating in future elections.

Academy of Civic Life

The Academy of Civic Life is a free pre-college program at Stony Brook University launched in 2022. For three weeks during the summer, high school students have a real college experience, living on campus and attending a rigorous three-week seminar with a Stony Brook University professor. They practice the skills necessary for reading and writing at a college level. Students read, discuss, and write about classical and contemporary texts, and they also earn college credit. This program is currently limited to Brentwood High School students, although the Academy plans to expand in the future.

The Academy of Civic Life is designed to prepare students to excel in college and beyond. The students who go through the program will be empowered and engaged members of their communities. Through classroom work and hands-on project experiences, the Academy graduates will see themselves as scholars who can shape the futures of their community. The ultimate mission is to work with students and community leaders to support a diverse and engaged local community with equitable access to higher education.

Undergraduate Stony Brook students have the opportunity to become a teaching assistant or project leader for the Academy of Civic Life. These positions allow students to make a difference in the life of high school students from historically marginalized groups and enact positive change in local communities.

Democracy-101

The Democracy 101 Program was implemented at Stony Brook University in the Fall of 2022, via the University's Center for Civic Justice ("Center"), with the goal of educating students about the importance of civic engagement, in their campus, local and global communities. The program streamlines this process, packaging three separate civic engagement-related activities: checking one's voter registration status, participating in an event hosted by the Center, and attending a peer-led 'Democracy 101' presentation. These presentations engage students in discussions about the democratic process and a social justice-focused activism toolbox, including media literacy, how to contact one's elected officials, and strategies to be an effective advocate. In its first year, nearly 300 students attended a 'Democracy 101' presentation, 655 students checked their voter registration status or registered to vote, and over 57 students attended an event hosted by the Center, through this program alone.

After analyzing student survey responses to questions that captured knowledge of civic engagement both pre- and post- 'Democracy 101', increases in students' civic knowledge is demonstrable. The implementation of this novel program has successfully increased civic knowledge within the Stony Brook student population and has motivated students to independently take steps to become more involved in the democratic process. As we continue to expand the reach of this program, we believe that its student participants will enhance the Center's efforts to create a campus community rooted in the values of democracy and social justice.

Community Dialogues

As stated in our Commitment section of our Strategic Plan, Community Dialogue's are opportunities for students, faculty, staff, and other community members to come together to develop a comprehensive and better informed understanding of our community's most timely

issues. In small groups with trained facilitators, participants discuss different ways we can look at and address these issues as a group. Our dialogue topics have covered social media's impact on activism, women's rights and the supreme court, freedom of speech on campus, COVID's impact on the economy, impact of hyperpolarization, local politics and the environment, and more. Our Community Dialogue series is an important way in which our students are challenged to think critically about different perspectives and degrees of understanding that exist within a single community about any given issue, and to further understand that participating in civil discourse is a civic responsibility.

Vote Her In

Vote Her In is a signature event that our Center hosts in March during Women's History Month. The goal of this event is to encourage more women to get involved with politics and policy work, and to potentially run for office. The event features a panel of women who either currently hold an elected office or who have run for office previously. The student body is able to learn about their background, challenges they have experienced when running for office and while being in office, and the holistic experience of what it is like to be a woman in the political arena. The event concludes with roundtable discussions and networking between the students and panelists. This past March our speakers included local school board candidates, Suffolk County Legislators, and former members of City Council.

Up to Us

The Up to Us Competition is a college-based campaign that focuses on engaging and motivating students to fight for a fiscally sustainable future while understanding the impacts of the national debt. Colleges across the country compete through creative and engaging campaigns while they secure pledge counts and host larger-scale events to interact with greater portions of the student body. In Spring 2022 the Stony Brook team placed first overall in the up to us competition and were winners of the Up to Us Most Creative Day of Action Award. In Fall 2022, the Stony Brook team won first place for the second semester in a row out of all the other competitors across the country. The Center for Civic Justice continued its participation in the competition for the Fall 2023 which wrapped up in November. This campus partnership allows us to provide civic engagement for a broad scope issue and implement creative ways to have students interact and educate themselves.

Dishin' with Democracy

Dishin' with Democracy is a podcast series that was launched by the Center for Civic Justice in 2022. There have been eleven episodes hosted by members of the Center for Civic Justice student staff, which have included guests from Stony Brook University faculty, staff, students, and alumni. Some topics the podcast has covered are the importance of voting as a young adult, immigration, fiscal policy, and money in politics.

Year-round support

We believe that voter registration is just the first step to mobilizing our students. Our students receive periodic emails from the Center for Civic Justice about their voter status if any of their voter information needs to be updated, upcoming voter registration and absentee ballot deadlines, as well as upcoming elections. We are also readily available to support student voting needs upon request and in real time.

There are many other ways in which student co-curricular civic learning and democratic engagement is present throughout our campus community. We regularly offer space for students to discuss important issues affecting our communities, learn about their elected officials, and explore meaningful ways to make a positive impact. In addition to the Center for Civic Justice, individual faculty, and student organizations, key campus departments who actively engage in this work include: Student Community Development, New Student and Transition Programs, Educational Opportunity Program/Advancement on Individual Merit (EOP/AIM), Stony Brook Athletics, Student Engagement & Activities, Fraternity & Sorority Life, the Faculty Student Association, the Undergraduate Colleges, and Community and Government Relations. Refer to the *Commitment* section of our action plan for additional information about some of their contributions.

Looking at our current student co-curricular civic learning and democratic engagement efforts, we are strengthening our institutionalized approach to voter registration while increasing, enhancing, and diversifying our approaches to year-round voter education and mobilization. Our current student voter engagement efforts are effective and positively affecting student voting rates. We continue to look for ways to further expand our reach to engage with students in more meaningful ways to motivate them to be civically engaged students beyond just registering to vote.

Internal Barriers³⁹

Since 2014, when the University established its commitment to institutionalizing civic learning and democratic engagement by introducing the Center, we have worked to address many of the internal barriers that may prevent us from reaching our full potential in this work. Previously, internal barriers were lack of sustainable funding sources and lack of full-time leadership dedicated to civic and democratic engagement operations. Since the establishment of the Center for Civic Justice, concerns about funding and dedicated leadership have been addressed. However, we still face challenges such as combating student engagement behaviors and comprehensively serving our diverse campus population.

Since the COVID-19 pandemic, increasing event and program attendance to pre-pandemic numbers has been a struggle across the board in higher education. We continue to diversify the format of our programs and resources to accommodate students who prefer or need in-person, hybrid and/or predominantly virtual content. Enhancing the sense of vibrant student life and student engagement through intentional and targeted programming efforts is a strategic priority of Student Life at Stony Brook, and our Center works with colleagues throughout the department to discuss best practices to achieve this goal.

An additional barrier to increasing student participation in our programming is finding ways to engage all of our student populations. Some of these include our commuter student population which makes up nearly 50% of our undergraduate community and 80% of our advanced degree population. Our main (West) campus is also physically separate from our East campus and Southampton campus, which poses challenges to effectively reaching these students, particularly

³⁹ Landscape, Guiding Question 5: What internal barriers (e.g., limited funding, staff resistance, lack of leadership, declining student life activities) prevent the institution from being successful?

since the majority of our resources and programs are housed on West campus. One of our long term goals is to strengthen existing and build new partnerships with Commuter Student Services and Off-Campus Living, colleagues on East and Southampton campuses, and members of these unique populations to better serve their needs.

External Barriers⁴⁰

Similar to internal barriers, we have been able to address a number of the external barriers affecting student voter engagement. Of note, we consistently work with our County Board of Elections office to resolve a number of issues with voter registration applications for our residential students and keep an open line of communication to assist them in processing our students' voter forms. Some current external barriers we still face include early voting and absentee voting accessibility, low turnout in local and off-year elections, a complex on-campus residential address system, and the overall climate as it relates to politics, distrust in government, spread of misinformation and election fatigue.

There is still a level of unfamiliarity and confusion when it comes to early voting and absentee voting. While our students with an *on-campus* address [“residents”] are able to vote in the election district designated for campus grounds, such a convenience is not afforded to our students living in temporary and permanent off-campus residences [“commuters”.] Early voting and absentee voting are convenient options for these students, however, there is not an accessible early voting location near campus and the removal of no-excuse absentee voting has eliminated that option for many students. We work to educate students early in the year about their options for voter participation to make sure they have ample time to make a plan that best works for their circumstances.

While voting at our on-campus polling location is an option many of our residential students take advantage of, the registration process itself is rather complicated and requires a certain level of oversight to ensure our students are successfully registered. This process is time consuming both for our staff and the Board of Elections (BOE) officials. As stated earlier, we have constant communication with the BOE as we continue to identify ways to streamline this process going forward.

Lastly, the national political climate regarding distrust in government and the electoral process, the rapid spread of misinformation, and politics and election fatigue have contributed to the general indifference towards being civically engaged. These issues contribute directly to lower voter turnout, specifically in local and off-year elections. Through educational and advocacy programming such as Democracy 101, we work with students to help them understand the importance of voting and participating in the change they want to see in their communities. By personalizing activism and engagement for our students, they are more likely to see the value in civic participation and democratic engagement.

⁴⁰ Landscape, Guiding Question 6: What external barriers (e.g., election laws, voter ID laws, lack of proximity to polling location) prevent the institution from being successful?

Resources⁴¹

We deeply appreciate having access to internal and external resources that position us to be successful in our commitment to student voter engagement. First and foremost, our students who dedicate their time to supporting their peers and their civic responsibilities are the foundation for everything that we do. At the Center for Civic Justice, there are more than 20 student employees, interns, and field education placements who support the development and implementation of our civic learning and democratic engagement efforts. Throughout the year, many other students and student organizations offer their voluntary support for some of our signature efforts, including National Voter Registration Day and our Election Day celebrations. One of our short-term goals leading up to the 2024 presidential election is to create a Student Voting Coalition to expand both the number of students involved in promoting civic engagement on campus and the number of programs, resources, and workshops we have the capacity to provide and support.

Second, our faculty, staff, and senior administrators who dedicate their time to establishing access and providing expertise are the infrastructure for everything we do. While we rely on student support, our faculty, staff, and senior administrators offer a greater degree of consistency and provide sustainability from one year to the next to carry out our commitment to the work. Our campus partners offer additional expertise from their respective areas, provide us with marketing and communications materials to advertise our events and programs, and co-host and collaborate on events and initiatives to connect us with more students. We also have access to internal funding sources to support student employment and program development and implementation for civic learning and democratic engagement.

And finally, our community partners provide us with year-round support and guidance and keep us up to date on what is happening nationally in the civic engagement and student voter participation space. Our local, regional, and national community partners connect us with other institutions to share better practices, provide us with nationally-vetted tools and a platform to share our efforts with others, and advocate on our behalf to increase the accessibility and availability of external funding sources to support our efforts.

Some of the nationally-vetted tools we use as part of our efforts include:

- [Strengthening American Democracy: A Guide for Developing an Action Plan to Increase Civic Learning, Political Engagement, and Voter Participation Among College Students](#)
- [ALL IN Campus Democracy Challenge Resource Hub](#)
- [The National Study of Learning, Voting, and Engagement](#)
- [Andrew Goodman Foundation's Vote Everywhere Ambassador Handbook](#)
- [Students Learn Students Vote \(SLSV\)](#)
- [Ask Every Student](#)

As previously mentioned, in order for us to continue to be successful in our commitment to student voter engagement, we need to actively pursue external funding resources to further increase, enhance, and diversify our student curricular and co-curricular opportunities.⁴² We expect to dedicate a significant amount of time during the weeks and months ahead to pursue

⁴¹ Landscape, Guiding Question 8: What internal and external factors lead to successes?

⁴² Landscape, Guiding Question 9: What additional resources are needed to help the institution be successful?

these resources,⁴³ which is a great opportunity for students to gain grant-writing experience. In the end, our students want to exercise their right to vote, so by providing support, increasing accessibility, and establishing a well-known commitment, we are shifting our campus climate towards one that is more politically and civically engaged. We want to further that shift in the months and years ahead and continue to increase student voter engagement.

Goals

This section of the 2024-2026 strategic plan outlines measurable goals^{44,45} for the Center for Civic Justice that satisfies our mission to “provide all students with equal access to the democratic process: from voter education and registration, to voter organization and mobilization.”⁴⁶ These short and long term goals will help us create more opportunities for civic learning and democratic engagement in both the upcoming elections and in the years to come, and are aligned with the institution’s learning outcomes as outlined in the *Commitment* section of our strategic plan.⁴⁷

Below, we identify our short-term strategic efforts that position us to reach some of our short-term goals, specifically ones that are set for 2024-2026.⁴⁸ This plan will be carried out with the help of collaborators who will be instrumental in implementing each strategic effort⁴⁹, while making data-informed decisions at each step of the process.^{50,51} Collectively, our strategic efforts related to registration, education, mobilization, and communication are developed to meet the needs for our diverse student population⁵², focused on increasing accessibility, while meeting our students where they are at.

For each of our strategic efforts, we identify when it will be implemented, why each of our strategic efforts is being implemented, and their intended impact. Additionally, we identify the different ways this information will be communicated to our students.

Short Term Goals

Expand Democracy 101 Program

The Democracy 101 program, which is outlined earlier in our strategic plan, was created to provide students with a multitude of activities to partake in during their Stony Brook journey in order to develop a well rounded understanding of civic engagement. Our goal is to increase

⁴³ Short Term Goals, Guiding Question 2: What resources does the institution need to ensure its longer-term vision is within reach?

⁴⁴ Long Term Goals, Guiding Question 4: Are the goals S.M.A.R.T.I.E. (specific, measurable, ambitious, realistic, timebound, inclusive, and equitable)?

⁴⁵ Short Term Goals, Guiding Question 5: Does the goal fit the S.M.A.R.T.I.E. framework (specific, measurable, ambitious, realistic, time-bound, inclusive, and equitable)?

⁴⁶ Long Term Goals, Guiding Question 1: What is the long-term vision the team hopes to achieve for the institution?

⁴⁷ Long Term Goals, Guiding Question 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?

⁴⁸ Short Term Goals, Guiding Question 4: . Does your campus voting coalition have the capacity and/or support to achieve this goal?

⁴⁹ Short Term Goals, Guiding Question 3: Who does the institution need to involve in order to reach its longer-term vision?

⁵⁰ Long Term Goals, Guiding Question 7: Are these goals informed by data and research?

⁵¹ Short Term Goals, Guiding Question 7: . Is the goal informed by data and research?

⁵² Long Term Goals, Guiding Question 6: Are these goals informed by principles of diversity, equity, inclusion, and justice?

student participation in this program as well as expand the content within the Democracy 101 presentations.

Currently we host between 8 to 10 Democracy 101 presentations each semester, and we are working to improve marketing and outreach to increase attendance at these sessions. In addition, our goal is to bring this program to staff and faculty members to incorporate into the classroom as well as to partner with clubs, student organizations, and residential communities to offer more opportunities to attend our educational programs. Given the anticipated increase in requests for Democracy 101 sessions in the upcoming year, our goal is to host 10-15 personal Democracy 101 sessions with clubs, organizations, departments or in the classroom.

Campus-wide engagement for presidential election⁵³

The Center for Civic Justice works year round to provide information, resources and host events to increase civic engagement within the campus community. These efforts typically increase during election cycles as members of our campus are actively engaging with more frequent political and election related content in their daily lives. In response to this heightened attention on elections, we have launched a Student Voting Coalition and reestablished a Presidential Election Planning Committee to broaden our network and increase our campus-wide engagement initiatives for the presidential election on West campus and also expand to our East and Southampton campuses.

As stated in our Leadership section, this committee is charged with analyzing all existing student voter registration, education, and participation initiatives, identifying gaps in meeting the needs of all student voters, and coordinating new strategies to meet our goals. Committee members will meet frequently to coordinate these efforts and create campus wide communication and dissemination of related information.

Student Voting Coalition

The goal of our Student Voting Coalition for the 2024 presidential election is to expand the frequency and diversity of our programs and initiatives for a campus-wide effort in order to increase voter participation. This Coalition will be tasked with carrying out our voter registration, education and mobilization strategies, and assisting the staff at the Center for Civic Justice in hosting larger scale events such as National Voter Registration Day, Vote Early Day, National Voter Education Week and our Election Day events.

We plan to do extensive training with these students prior to launching the Coalition to ensure they are equipped with the knowledge and tools necessary to answer questions about the upcoming election, assist students in the registration process, help students request a mail-in ballot, find their polling location, and guide them to our resources. The goal is to build this Coalition out to support the work that our student staff at the Center are typically responsible for so that we have more capacity, as we anticipate a need for more support to be able to execute our goals effectively.⁵⁴

⁵³ Short Term Goals, Guiding Question 8: What does your institution need to do to best mobilize voters for the next election (whether local, state, federal primaries or general elections)?

⁵⁴ Short Term Goals, Guiding Question 1: What outcomes does the institution need to reach during the next three years to stay on track to reach its longer term vision? How do the goals of the campus voting coalition contribute to the institution's overall equity and inclusion goals? How do the goals support the institution's strategic plan?

Long Term Goals

Increase local election turnout⁵⁵

Historically, local elections have lower voter participation rates in comparison to presidential and midterm elections. Our goal is to increase the number of students that participate in local elections through continuous and targeted campus engagement efforts to get our campus closer to our turnout numbers for our midterm elections years of nearly 40%, and ultimately closer to our presidential election turnout numbers of over 60% turnout. Through our Democracy 101 program, we emphasize the importance of local elections and their impact on our students' day-to-day lives.

Many students are unaware that local elections take place each year, or are unfamiliar with local candidates and what role they play in our government. After speaking with students about the issues that are most important to them, often local issues are a priority. Our goal is to continue to identify where these gaps exist and how to best address the need for increased education on this topic.⁵⁶

Emphasis on underengaged student populations⁵⁷

As mentioned in our internal barriers section of the strategic plan, a barrier we still face is finding ways to engage all of our student populations, specifically our underengaged students. Our commuter students, graduate and doctoral students, East Campus and Southampton Campus students, and STEM students are still populations we are working to engage in civic related activities.

Many of these populations have unique needs when it comes to their schedule, external responsibilities and geographic proximity to events and resources. One of our long term goals is to strengthen existing and build at least five new partnerships with the members of these unique populations to better serve their needs, understanding that our current efforts may need to be adapted and personalized to meet this goal.

Strengthening existing and building new partnerships

Partnerships and collaborative efforts have been key aspects to the Center for Civic Justice's success. Our current on-campus and off-campus partners are integral to our work and our goal is to continue to find creative ways to work with them to expand our reach. Strengthening our relationships with these existing partners will help us to have a stronger impact on the campus community.

Similarly, in order for our goals and strategies to be successful, we are actively looking for ways to expand that network to include additional partners. By having diverse representation on our Presidential Election Planning Committee, we can begin to create new partnerships with faculty, campus residences, graduate students, students and community leaders from underrepresented groups, among others.

⁵⁵ Short Term Goals, Guiding Question 6: Does the goal solve an immediate issue student voters face?

⁵⁶ Long Term Goals, Guiding Question 1: What is the long-term vision the team hopes to achieve for the institution?

⁵⁷ Long Term Goals, Guiding Question 5: Do the goals contribute to expanding access to voting for a diverse set of students?

We look forward to reaching our short-term goals in the upcoming year, while keeping on track to reach our longer-term vision. We need to continuously further our understanding about what it truly means for democracy to be accessible to our students, and to increase our capacity and willingness to engage in diverse thinking through civil discourse. Doing so requires empathy, respect, an ability to truly listen and continually assess, a willingness to have one’s thinking challenged and an intentional openness to civil discourse.

Strategy⁵⁸

Our commitment to student voter engagement requires a strategic approach that respects a strong set of values and understands our responsibilities as a public institution of higher education:

*Non-partisan
Data-Informed*

*Accessible
Educational*

*Diverse, Equitable, Inclusive
Fully Participatory, Continuous, Ongoing*

Our strategic efforts to follow during the next calendar year between January 2024 and December 2024, address the four areas of voter engagement (registration, education, mobilization, and institutionalization) while positioning us to reach our short-term goals and keeping us on track to ultimately reach our longer-term vision for student voter engagement.⁵⁹

As previously referenced, these strategic efforts will be carried out by the Center for Civic Justice, in partnership with campus partners within Student Life and Student Affairs, colleagues from external departments, faculty, community members, and off-campus partners.⁶⁰

While our Presidential Election Planning Committee has not yet convened, our May 2024 submission of our strategic plan, will include additional efforts and a more comprehensive and detailed outline of our strategies each month leading up to and following the presidential election in November.⁶¹

January 2024

Description of Strategic Effort	Type of Strategic Effort
Winter Welcome Week is the new student orientation during the month of January. Students are introduced to the staff, faculty, and other departments during these sessions. The Center for Civic Justice hosts a voter registration event at these orientation sessions in order to register the incoming students to vote.	<i>Registration Education Institutionalization</i>
This initial draft of our strategic plan and presidential election plan will be presented to the Student Affairs Leadership Council by the Assistant Director, Ashley M. Liegi. The plan details the	<i>Registration Education Mobilization</i>

⁵⁸ Short Term Strategies, Guiding Question 1: What is the work?

⁵⁹ Short Term Strategies, Guiding Question 3: Who is the audience for each strategy and tactic?

⁶⁰ Short Term Strategies, Guiding Question 2: Who is responsible for implementing each planned strategy and tactic?

⁶¹ Short Term Strategies, Guiding Question When will the work happen and what preparations are required beforehand to make it happen?

actions that will be taken by the Center for Civic Justice for the 2024 presidential election.	<i>Institutionalization</i>
Update the Center for Civic Justice website to include updated voter registration deadlines for 2024 and any other additional information that is date specific, such as upcoming events, Democracy 101 sessions, etc.	<i>Registration</i> <i>Education</i>

January 2024 Key Dates and Important Deadlines:

January 19: Winter orientation

January 22: First day of Spring semester

January 30: Student Affairs Leadership Council presentation

February 2024

Description of Strategic Effort	Type of Strategic Effort
Presidential Election Planning Committee, call for participation. Our goal is to send communication to recruit members for our committee in early February to assist with the 2024 presidential election planning on campus. We will have 4 subcommittees to assist with the following; voter registration, voter education, voter mobilization, and marketing and communications which will include diverse representation from students, staff and faculty.	<i>Registration</i> <i>Education</i> <i>Mobilization</i> <i>Institutionalization</i>
Partnering with the Diversity, Intercultural, and Community Engagement (DICE) organization on campus for a viewing of the John Lewis documentary “ <i>Good Trouble</i> ” in honor of Black History Month. The viewing will be followed by a discussion facilitated by the staff, tying together the documentary and the relation to advocacy and civil rights.	<i>Education</i>
The Center for Civic Justice will host its first Community Dialogue of the Spring 2024 semester. These dialogues are opportunities for students, staff and faculty to come together to participate in civil discourse about some of today’s most pressing issues.	<i>Education</i>

February 2024 Key Dates and Important Deadlines:

February 28: Community Dialogue

March 2024

Description of Strategic Effort	Type of Strategic Effort
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<p>Initial Presidential Election Planning Committee meeting. This meeting will establish the goals of the committee and various subcommittees, assign members to appropriate subcommittees based on expertise and interest and assign chairs, and create a timeline for civic engagement efforts.</p>	<p><i>Mobilization</i> <i>Institutionalization</i></p>
<p>First subcommittee meetings will take place following our first full Presidential Election Planning Committee meeting. Subcommittee chairs will be responsible for scheduling mutual time with all subcommittee members to meet between our March and April full committee meetings. Chairs are to identify and discuss current efforts, begin to identify ways to expand, and identify gaps to address.</p>	<p><i>Registration</i> <i>Education</i> <i>Mobilization</i></p>
<p>Recruitment for the Student Voting Coalition. This group is designed to assist the staff at the Center with civic engagement efforts on campus during the presidential election season. They will be tasked with registering students to vote, providing early voting information, assisting with absentee ballot requests, providing resources like Vote411 to students, and helping students check their voting status in preparation for the election.</p>	<p><i>Registration</i> <i>Education</i> <i>Mobilization</i></p>
<p>Post regular social media content during the last weeks of March leading up to New York’s Primary Elections about checking your voter status, requesting an absentee ballot application, submitting your absentee ballot, finding your polling location and what will be on your ballot, and opportunities to participate in early voting.</p>	<p><i>Education</i> <i>Mobilization</i></p>
<p>Send email communication to students during March, reminding them about the upcoming New York State Primary Elections on April 2. Include information about the voter registration deadline, requesting an absentee ballot application to participate in absentee voting if they are registered to vote off-campus. Include information about how to vote early at one the the early voting locations or in-person at our on-campus polling location.</p>	<p><i>Registration</i> <i>Education</i> <i>Mobilization</i></p>
<p>Vote Her In, a signature event that the Center for Civic Justice hosts in honor of Women’s History Month. The goal of this event is to encourage more women to get involved with politics and policy work and potentially run for office. The event begins with a panel discussion consisting of women who either currently hold an elected office or have run for office previously.</p>	<p><i>Education</i> <i>Mobilization</i></p>

March 2024 Key Dates and Important Deadlines:

March 20: Vote Her In

April 2024

Description of Strategic Effort	Type of Strategic Effort
<p>Student Voting Coalition members will receive in depth training on voter education and voting registration information pertinent to the work they will be doing. The staff at the Center for Civic Justice will provide the necessary information and tools for the Student Voting Coalition to have in order to register and educate the campus community on voting. Coalition members will participate in virtual meetings over the summer prior to the Fall semester to receive updated information as the Presidential Election Planning Committee progresses.</p>	<p><i>Registration</i> <i>Education</i> <i>Mobilization</i></p>
<p>The Center for Civic Justice will host its second Community Dialogue of the Spring 2024 semester. These dialogues are opportunities for students, staff and faculty to come together to participate in civil discourse about some of today’s most pressing issues.</p>	<p><i>Education</i></p>
<p>The Center for Civic Justice will partner with Commencement on “<i>Grad Day</i>” to assist graduating students with updating any necessary information that will be changing after they leave Stony Brook University.</p>	<p><i>Registration</i> <i>Education</i></p>
<p>At our second Presidential Election Planning Committee meeting, subcommittee chairs will present and update on their initial meeting notes, we will provide central updates and provide updates on the Student Voting Coalition. There will be room for all members to give feedback to the subcommittees they are not part of.</p>	<p><i>Registration</i> <i>Education</i> <i>Mobilization</i></p>
<p>Another subcommittee meeting will take place following our April Presidential Election Planning Committee meeting. At this meeting, they will identify the resources they will need to fulfill their previously identified goals. Members will identify outreach efforts to appropriate partners and create a timeline and list of priorities.</p>	<p><i>Registration</i> <i>Education</i> <i>Mobilization</i></p>

April 2024 Key Dates and Important Deadlines:

April 2: New York State presidential primary elections

April 10: Community Dialogue

May 2024

Description of Strategic Effort	Type of Strategic Effort
<p>Completed revised version of Stony Brook University’s student</p>	<p><i>Registration</i></p>

<p>voter engagement action plan, <i>Center for Civic Justice Strategic Plan 2024-2026</i>. Our action plan will be finalized in May for submission to the ALL IN Campus Democracy Challenge and the Voter Friendly Campus Designation Program, and to be made publicly available. Previous versions of our action plans were used as the foundation for our revised action plan. The goal of our revised action plan was to organize and effectively plan our strategic civic learning and democratic engagement efforts moving forward.</p>	<p><i>Mobilization Education Institutionalization</i></p>
<p>At our third Presidential Election Planning Committee meeting, subcommittee chairs will share updates, we will give an update on what we are adding to the final submission of our Action Plan, and provide Student Voting Coalition updates. We will also share priorities for the summer.</p>	<p><i>Registration Mobilization Education</i></p>
<p>Another subcommittee meeting will take place following our May Presidential Election Planning Committee meeting. At this meeting, they will assign tasks and responsibilities to subcommittee members, beginning outreach to partners not already identified and requesting any space that will need to be reserved.</p>	<p><i>Registration Education Mobilization</i></p>

May 2024 Key Dates and Important Deadlines:

May 19: Commencement

June 2024

Description of Strategic Effort	Type of Strategic Effort
<p>At our fourth Presidential Election Planning Committee meeting, subcommittee chairs will share updates, we will give an update on the final submission of our Action Plan, and share resources we have created for the Student Voting Coalition that subcommittee members can use.</p>	<p><i>Registration Mobilization Education</i></p>
<p>Another subcommittee meeting will take place following our June Presidential Election Planning Committee meeting. At this meeting, they will continue working on their assigned tasks and responsibilities, share updates on outreach, communicate any marketing or communication needs and space requests to the central committee.</p>	<p><i>Registration Education Mobilization</i></p>

July 2024

Description of Strategic Effort	Type of Strategic Effort
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Update our international student voter webpage to include information about international elections taking place over the next calendar year. With over 13% of our student population identifying as international students, we need to support their right to vote outside of the United States if applicable.	<i>Registration Mobilization Education</i>
At our fifth Presidential Election Planning Committee meeting, subcommittee chairs will share updates and we will give any communication and resource updates that have developed since June, as we head towards Welcome Week for incoming students in August.	<i>Registration Mobilization Education</i>
Another subcommittee meeting will take place following our July Presidential Election Planning Committee meeting. Meeting goals will mirror that of the June meeting, members will continue to work on their tasks and begin finalizing materials needed for Fall 2024 before students return to campus.	<i>Registration Education Mobilization</i>

August 2024

Description of Strategic Effort	Type of Strategic Effort
At our sixth Presidential Election Planning Committee meeting, subcommittee chairs will share updates and we will give a completed schedule of events and ongoing initiatives for the Fall 2024 semester, provide orientation updates, as well as go over upcoming civic holidays such as National Voter Registration Day.	<i>Registration Mobilization Education</i>
Another subcommittee meeting will take place following our August Presidential Election Planning Committee meeting. Subcommittees will begin executing tasks and initiatives and keeping track of efforts to report back to the larger committee.	<i>Registration Education Mobilization</i>
Host in-person voter registration informational sessions during Welcome Week at the end of August. First-year and transfer students will be required to attend one of the voter registration sessions as part of their required programming as an incoming Stony Brook student during this week. There are usually over 5,000 students at these sessions.	<i>Registration</i>
Host in-person international student voting sessions during Welcome Week at the end of August. This program which was piloted in Spring 2022, will continue to educate our international students about our online resources for international students to remain civically engaged in their home countries and territories during their time at Stony Brook.	<i>Education</i>

Conduct in-person course visits to incoming undergraduate student seminars from late August through early-October, providing information about being civically engaged as part of the campus community. We also remind students to expect emails and text messages on National Voter Registration Day, an additional reminder to check their voter status after registering to vote at the summer voter registration sessions.	<i>Education</i>
Hosting voter registration sessions for some of our graduate student population located on East Campus including Public Health, Medical, Dental, and Social Work students.	<i>Registration Education</i>
Campus-wide communication to students regarding the upcoming Election season with important events, dates, and resources to look out for.	<i>Education</i>
The first full Student Voting Coalition team meeting will take place during Welcome Week, prior to our voter registration sessions. Students will receive an overview of the <i>Seawolves Vote</i> , <i>Seawolves Engage</i> presentation and a refresher on voter registration training.	<i>Registration Education Mobilization</i>

August 2024 Key Dates and Important Deadlines:

August 19-23: New Seawolf Welcome Week

August 26: First day of Fall semester

September 2024

Description of Strategic Effort	Type of Strategic Effort
Post regular social media content from September 1 through November 5 leading up to the presidential election focused on voter engagement. This includes checking voter status, updating voter information, registering to vote, requesting an absentee ballot application, submitting absentee ballot, finding polling location and what will be on ballot, finding out about voting in other states, opportunities to participate in early voting, engaging in the issues affecting our communities, and making a commitment to actually turn out and cast one's vote ('pledge to vote').	<i>Registration Education Mobilization</i>
Host events for Constitution Day during the week of September 17th. Host an informational event with trivia related to voting and the Constitution and its amendments. Provide appropriate participation incentives, such as pocket-sized U.S Constitutions.	<i>Education</i>
Host National Voter Registration Day (NVRD), a non-partisan	<i>Registration</i>

<p>civic holiday celebrating our democracy. Beyond our institutionalized voter registration model with orientation and transition experiences, NVRD has been one of our most effective strategic approaches to engage students in checking their voter status, updating their voter information, and registering to vote while offering educational and social experiences focused on establishing a campus community commitment to turn out and vote. Digital and social media engagement is intentionally implemented as part of the experiences, encouraging students to participate in different ways with their own voice. NVRD is one of our most collaborative events, bringing together all parts of the campus and surrounding communities for an important celebration.</p>	<p><i>Education</i> <i>Mobilization</i></p>
<p>Mobile voter registration at Wolfieland carnival using Uncle Sam on the Street. Wolfieland typically draws over 6,000 students in attendance. By using our Uncle Sam costume, we will engage with students and have them check their voter registration status, register to vote, and take home merchandise and giveaways.</p>	<p><i>Registration</i> <i>Education</i></p>
<p>At our seventh Presidential Election Planning Committee meeting, subcommittee chairs will share updates, we will go over the plan for National Voter Registration Day, give updates on Welcome Week and talk about any Election Day updates.</p>	<p><i>Registration</i> <i>Education</i> <i>Mobilization</i></p>
<p>Another subcommittee meeting will take place following our September Presidential Election Planning Committee meeting. Subcommittees will continue executing tasks and initiatives and keeping track of efforts to report back to the larger committee.</p>	<p><i>Registration</i> <i>Education</i> <i>Mobilization</i></p>
<p>Host a viewing of the 1st presidential debate, scheduled for September 16th. These viewings are opportunities for students to hear directly from the candidates about their platforms and positions on different issues, which supports our students in making educated and informed decisions when casting their ballot. We will provide opportunities for students to engage with peers in guided discussion throughout and challenge them to think critically throughout the viewing. Meet with collaborators, create guided discussion questions, and coordinate outreach strategy in advance.</p>	<p><i>Education</i></p>

September 2024 Key Dates and Important Deadlines:

- September 16: First presidential debate
- September 17: Constitution Day
- September 18: National Registration Day

October 2024

Description of Strategic Effort	Type of Strategic Effort
<p>Send email communication to students to remind them about registering to vote in the upcoming General Election before the deadline. The email includes information about checking voter status, updating voter information if needed, registering to vote, requesting an absentee ballot, and asking any questions. Given the proximity of this email communication to the upcoming voter registration deadline, a greater sense of urgency sets in and students are more likely to respond and take the necessary steps.</p>	<p><i>Registration</i> <i>Education</i> <i>Mobilization</i></p>
<p>The Center for Civic Justice will send out mass communication to students, staff, and faculty about the early voting period. As well as providing them with resources so they can find their polling locations.</p>	<p><i>Education</i> <i>Mobilization</i></p>
<p>Hosting a watch party for the presidential debate for students on October 1st. These viewings are opportunities for students to hear directly from the candidates about their platforms and positions on different issues, which supports our students in making educated and informed decisions when casting their ballot. We will provide opportunities for students to engage with peers in guided discussion throughout and challenge them to think critically throughout the viewing. Meet with collaborators, create guided discussion questions, and coordinate outreach strategy in advance.</p>	<p><i>Education</i> <i>Mobilization</i></p>
<p>Hosting a watch party for the presidential debate for students on October 9th. These viewings are opportunities for students to hear directly from the candidates about their platforms and positions on different issues, which supports our students in making educated and informed decisions when casting their ballot. We will provide opportunities for students to engage with peers in guided discussion throughout and challenge them to think critically throughout the viewing. Meet with collaborators, create guided discussion questions, and coordinate outreach strategy in advance.</p>	<p><i>Education</i> <i>Mobilization</i></p>
<p>Partner with Stony Brook's football team and marching band at Homecoming to make an announcement about the upcoming presidential Election.</p>	<p><i>Education</i></p>
<p>Partner with the Diversity, Intercultural, and Community Engagement (DICE) organization on campus for an event in honor of Hispanic Heritage Month.</p>	<p><i>Education</i></p>
<p>The Center for Civic Justice will host a series of early voting informational outreach style events to help students vote early and educate students on the differences between early voting and</p>	<p><i>Registration</i> <i>Education</i> <i>Mobilization</i></p>

traditional methods of voting. .	
Host National Voter Education Week (NVEW). National Voter Education Week helps voters bridge the gap between registering to vote and actually casting a ballot. During this week of interactive education, voters have the opportunity to find their polling location, understand their ballot, make a plan to vote in person or remotely, and more. NVEW strives to help voters overcome common barriers to become confident voters and ambassadors of voting in their own communities for every election.	<i>Registration Education Mobilization</i>
Host Vote Early Day on October 29. This is a new national civic holiday that celebrates our democracy, with a focus on encouraging voters to take advantage of the option to cast their ballot early. We support students in finding their early voting location and access information about what is on their ballot to make educated and informed decisions. Digital and social media engagement are intentionally implemented, allowing for our students to participate in this accessible voting option.	<i>Education Mobilization</i>
The Center for Civic Justice will host its first Community Dialogue of the Fall 2024 semester. These dialogues are opportunities for students, staff and faculty to come together to participate in civil discourse about some of today’s most pressing issues.	<i>Education</i>
Host a “Why Your Vote Matters” campaign leading up to the Early Voting period and General Election. Using our Uncle Sam suit, we will have staff walk around campus asking students to write on a white board why they are voting in the election to share on our social media pages.	<i>Education Mobilization</i>
At our eighth Presidential Election Planning Committee meeting, subcommittee chairs will share updates, we will go over success and feedback from September initiatives, and go over outline for October events.	<i>Registration Education Mobilization</i>
Another subcommittee meeting will take place following our October Presidential Election Planning Committee meeting. Subcommittees will continue executing tasks and initiatives and keeping track of efforts to report back to the larger committee. Priority will shift to mobilization.	<i>Registration Education Mobilization</i>

October 2024 Key Dates and Important Deadlines:

October 24: Vote Early Day

October (TBD): National Voter Education Week

October (TBD): Absentee ballot deadline
 October (TBD): Voter registration deadline
 October (TBD): Community Dialogue

November 2024

Description of Strategic Effort	Type of Strategic Effort
<p>Send email communication to students one day before the presidential election, reminding them to make a plan to cast their ballot the next day. This email will include information on the on campus polling location, how to locate your off-campus polling location, hours you can vote, and information on how to contact the Center for Civic Justice with any questions. A similar message will go out on Election Day with an additional reminder about important information.</p>	<p><i>Mobilization</i></p>
<p>Host Stony Brook University’s Election Day Celebration on November 5. Digital and social media engagement is intentionally implemented as part of the experiences, encouraging students to participate in different ways using their own voice. We encourage students to educate and inform themselves before entering their assigned polling location.</p>	<p><i>Mobilization</i></p>
<p>Coordinate Stony Brook University’s on-campus polling location in collaboration with the Suffolk County Board of Elections and other campus units. With the largest election district in the county, we want to ensure our student voters have a positive experience when casting their ballot. We provide refreshments to our poll workers as a thank-you for their hard work throughout the day supporting our students.</p>	<p><i>Mobilization</i></p>
<p>The week after the General Election, host a space for students to passively and actively debrief and process the outcomes through self-care and guided discussion. In addition to a space for self-care, our Community Dialogue series continues with a focus on the outcomes of the General Election and initial thoughts on the implications of the outcomes.</p>	<p><i>Education</i></p>
<p>At our ninth Presidential Election Planning Committee meeting, subcommittee chairs will share updates, we will go over success and feedback from October initiatives, and go over outline for November events, and give a more detailed outline of our Election Day plan..</p>	<p><i>Mobilization</i></p>
<p>The last subcommittee meeting will take place this month. Subcommittees will execute any tasks and initiatives prior to</p>	<p><i>Mobilization</i></p>

Election Day and keep track of efforts to report back to the larger committee. Priority will shift to mobilization.	
The Center for Civic Justice will host a watch party of the election results with students, faculty, and staff. We will work with partners to create a safe space for students to view the live results.	<i>Mobilization</i>
The Center for Civic Justice will host a post-election Community Dialogue. This dialogue is an opportunity for students, staff and faculty to come together and process the results of the election and discuss what comes next after voting.	<i>Education Mobilization</i>

November 2024 Key Dates and Important Deadlines:

November 5: Election Day

December 2024

Description of Strategic Effort	Type of Strategic Effort
Publish our evaluation strategies from our action plan on our institution websites before the end of December. In addition to publishing our action plan, we need to use this time to have discussions about our work, the impact of our work, success and failures, and next steps.	<i>Institutionalization</i>

Ongoing strategies and initiatives

Description of Strategic Effort	Type of Strategic Effort
The Center for Civic Justice will host Democracy 101 sessions frequently each month. These presentations engage students in discussions about the democratic process and a social justice-focused activism toolbox, including media literacy, how to contact one's elected officials, and strategies to be an effective advocate.	<i>Education Mobilization</i>
Faculty engagement and classroom integration will be an ongoing effort throughout the Fall semester. We will provide faculty with easy to use resources when talking about the upcoming elections. Faculty will also be represented on our Presidential Election Planning Committee to inform our committee of additional efforts taking place inside the classroom.	<i>Education Mobilization Institutionalization</i>
Student Voting Coalition will be tasked with carrying out our voter registration, education and mobilization strategies, and assisting the staff at the Center for Civic Justice in hosting larger scale events such as National Voter Registration Day, Vote Early Day,	<i>Registration Education Mobilization</i>

<p>National Voter Education Week and our Election Day events. They will be equipped with the knowledge and tools necessary to answer questions about the upcoming election, assist students in the registration process, help students request a mail-in ballot, find their polling location, and guide them to our resources.</p>	
<p>On going mobilization, registration and education will take place through key partnerships with our athletics department, campus residences, and over 350 student-run clubs and organizations. Some of these efforts will require our Center to provide resources to assist with their civic engagement programming, while others will be led by a Student Voting Coalition member.</p>	<p><i>Registration</i> <i>Education</i> <i>Mobilization</i></p>
<p>Uncle Sam on the Street is an interactive outreach strategy that involves our student staff going around campus to interview students on various civic engagement related topics while dressed as Uncle Sam. We have been incredibly successful in speaking with many students in short conversations about upcoming elections, understanding who will be on their ballot, checking their voter registration status, finding their polling location etc. This outreach and marketing strategy makes civic engagement easy to understand, digestible and accessible to our students.</p>	<p><i>Registration</i> <i>Education</i> <i>Mobilization</i></p>
<p>Our “<i>Election In 60</i>” Instagram series will be an ongoing series throughout the Fall 2024 semester on our Center for Civic Justice Instagram account. The goal of these quick videos will be to offer information about the upcoming election and corresponding resources for our students in a quick and easy to understand format. This series will also feature leadership in academic departments, Student Affairs, and Student Life to diversify our messaging and show campus-wide support.</p>	<p><i>Registration</i> <i>Education</i> <i>Mobilization</i></p>

Short-Term Strategies

Above, we identify our targeted strategies that position us to reach some of our short-term goals, specifically ones that are set for 2024. We identify the type of strategic effort and the intended outcome, respectively. Collectively, our strategic efforts are developed to meet the needs for our diverse student population, focused on increasing accessibility while meeting our students where they are.

While our Presidential Election Planning Committee has not yet convened, our May 2024 submission of our strategic plan will include additional mobilization, education, registration and communication efforts and a more comprehensive and detailed outline of each month leading up to, and following, the presidential election in November. We anticipate the scope of our work to expand with the addition of partners from across our Stony Brook campus community and beyond, and look forward to working creatively alongside existing and new collaborators.

Long-Term Strategies

Our work to increase democratic engagement and civic learning opportunities on our campus is never finished. As a Center and as a University, we strive to strengthen our commitment to democracy. As we reflect on our past successes and challenges, and look towards our longer term vision, we are committed to ensuring that civic learning, political engagement, and voter participation is accessible to all students at Stony Brook University, and that these efforts reflect our institutional commitment to diversity, equity and inclusion as well.⁶²

We look forward to reaching our short-term goals in the upcoming year while keeping on track to reach our longer-term vision.⁶³ By looking at our long-term goals, and assessing our success following the implementation of our outlined strategic efforts, we can further our understanding about what it truly means for democracy to be engaging for our students. Doing so requires empathy, respect, an ability to truly listen and continually assess, a willingness to have one's thinking challenged and an intentional openness to civil discourse.⁶⁵

NSLVE as a Resource for Colleges & Universities

As previously referenced, some of the best and most reliable assessment data we have to understand the democratic engagement and political climate of our campus community is from the National Study of Learning, Voting, and Engagement (NSLVE), which provides us with an opportunity to learn about, and understand, our student voter registration and voting rates. We have NSLVE reports with student voter registration and voting rates from 2014, 2016, 2018 and 2020, and are currently awaiting our 2022 NSLVE data:

- [2014 NSLVE Report](#)
- [2016 NSLVE Report](#)
- [2018 NSLVE Report](#)
- [2020 NSLVE Report](#)
- *Awaiting 2022 NSLVE Report*

Refer to the *Landscape* section of our action plan for summaries about, and more detailed examinations of, our NSLVE data, including our analyses, findings, and conclusions. Refer to the *Goals* section of our action plan for information about our short-term goals and long-term vision for student voter engagement that are deeply informed by the analyses, findings, and conclusions from our NSLVE data. As mentioned above, we will update our goals and strategies as appropriate if our 2022 NSLVE results provide any additional information that would better help us serve our students and campus.

Reporting

Our strategic plans are publicly available on the [Center for Civic Justice](#) website. They are also publicly available through several community partners, including the ALL IN Campus

⁶² Long Term Strategies, Guiding Question 2: How might your institution deepen capacity and competence related to diversity, equity, and inclusion in tandem with civic learning, political engagement, and voter participation?

⁶³ Long Term Strategy, Guiding Question 6: How are you ensuring that your short term tactics are embedded into the campus culture, and can outlast the individuals leading that effort (accounting for turnover/team member transition)?

⁶⁴ Long Term Strategies, Guiding Question 3: What will it take to build toward this vision of sustained commitment beyond a single election cycle (e.g., resources, curricular offerings, staffing)?

⁶⁵ Long Term Strategies, Guiding Question 1: How would you describe a campus committed to educating for civic learning, political engagement, and voter participation?

Democracy Challenge and Voter Friendly Campus websites. We hope our strategic plan can serve as a resource for other institutions that are seeking to strengthen their commitment to student voter engagement.⁶⁶

We will reference components of our strategic plan in email communications to the campus community about student voter engagement, encouraging them to learn more about the ways in which we are fully committed to our students and their right to vote. We will also provide regular updates about our strategic plan to different members of campus leadership through full staff and individual meetings.⁶⁷

Our 2014, 2016, 2018, and 2020 NSLVE reports are also publicly available on the Center for Civic Justice website and we will include the most recent 2022 NSLVE data when it is made available.

As the Presidential Election Planning Committee executes the strategies outlined in the strategic plan, we will continue to refer to this document to inform our work on civic engagement.⁶⁸ As the year progresses, we will assess the success of our efforts and make appropriate adjustments as needed to ensure we are on target to meet our short and long term goals.

Evaluation

Continuous evaluation of our action plan before, during, and after its development and implementation is important to understanding the effectiveness of our commitment to student voter engagement on our campus.⁶⁹ We need to understand the impact of our efforts, what we are doing well and what we could be doing better. We want to use the information gathered through our evaluation strategies to continue to strengthen our commitment to student voter engagement. We want our decision-making to be informed by both quantitative and qualitative data.^{70,71}

Before any election year, we will look at NSVLE data from preceding election years and use our findings and conclusions to inform updates to our action plan for the next election cycle. We will set aside time to understand the effectiveness of our efforts from the years prior by assessing student feedback and making reasonable adjustments while implementation of our efforts continues.⁷²

Below we outline the evaluation strategies that we currently use, as well as identify future evaluation strategies that we would like to implement to better understand the effectiveness of our work. Current evaluation strategies include event attendance, event ratings and pre and post

⁶⁶ Reporting, Guiding Question 2: Will the data used to inform the plan, such as your institution's NSLVE report, be made public? If so, how?

⁶⁷ Reporting, Guiding Question 1: How will this action plan be shared both internally and externally? Please state where the plan will be shared.

⁶⁸ Reporting, Guiding Question 3: How will this plan be shared with your campus voting coalition and/or team to ensure it is used to execute student voting work on campus?

⁶⁹ Evaluation, Guiding Question 1: What is the purpose of the evaluation?

⁷⁰ Evaluation, Guiding Question 2: What does the institution want to know and be able to do with the information gathered?

⁷¹ Evaluation, Guiding Question 10: What are your institution's metrics for success? Share what worked, what didn't, why, and how things will be altered for future action plans.

⁷² Evaluation, Guiding Question 5: When will the evaluation be carried out and completed?

assessment of our Democracy 101 program. The goal is for our evaluation process to include students, faculty, staff, community partners, and other members of the campus community.⁷³ Collectively, data analyses will present the most complete understanding of our commitment to student voter engagement.

Event Attendance and Ratings

The Center for Civic Justice hosts multiple events and programs throughout the academic year to engage students in the democratic process. As previously stated, these events include civic holidays, Community Dialogues, Democracy 101 programs, and other voter engagement initiatives. During each event, we track event attendance through [SBEngaged](#) & its mobile app [Corq](#), which connect students with opportunities, events, and organizations on campus. SBEngaged allows event hosts to send post event feedback where we are able to capture event ratings for all of our events.

Since the consistent use of this platform in August 2022, we have been able to track and see a significant increase in event attendance and participation in our civic engagement efforts on campus. We plan to expand the post-event survey questions to capture more information, which is reflected in our future evaluation strategies.

Academic Year	Total Student Attendance
August 2022- May 2023	1,734
August 2023 - May 2024	2,622

Democracy 101 Pre and Post Survey

Though initial Democracy 101 program participation rates were high, we understood that gauging student knowledge on topics of civic engagement before and after engagement in the program would be critical to understanding the effectiveness of the program's structure. Thus, the Center established a 6 question survey that assessed current (pre-program) knowledge of the topics discussed in Democracy 101, such as local elected officials, the structure of government, and the importance of voting. Prior to the presentation students were asked to complete a survey through Qualtrics with the following prompts:

On a scale of 1 to 5 (1 = Strongly Disagree - 5 = Strongly Agree), please answer the following questions:

1. I feel that I can accurately name members of my local government
2. I feel confident in my ability to reach out to elected officials about my concerns
3. I feel that I can convey the importance of voting to others
4. I feel that I can accurately and completely outline the basic structure of government
5. I feel confident in my ability to recognize a news source as trustworthy and factual
6. I feel confident in my ability to utilize the resources available from the Center for Civic Justice and would be able to recommend their resources to another student

⁷³Evaluation, Guiding Question 3: Who is the audience for the evaluation?

At the end of the presentation, students are asked to complete a survey of the same 6 questions to understand the program's ability to improve student knowledge of civic engagement and the importance of democratic participation.

Question	Fall 2022 Pre-Results	Fall 2022 Post-Results	Fall 2022 Avg. Increase	Spring 2023 Pre-Results	Spring 2023 Post-Results	Spring 2023 Avg. Increase
1	2.15	3.64	+1.49	2.27	3.71	+1.44
2	2.42	4.00	+1.58	2.60	4.16	+1.56
3	3.35	4.27	+0.92	3.31	4.21	+0.90
4	3.14	4.03	+0.89	3.10	4.04	+0.94
5	3.40	4.19	+0.79	3.58	4.18	+0.60
6	3.22	4.14	+0.92	3.03	4.09	+1.06

Future Evaluation Strategies

Student evaluation is continuous and, as previously mentioned, delivered immediately following participation in voter engagement efforts. The Center evaluates and implements the feedback we receive from students in order to continually improve our programs. We want to evaluate our communication strategies around elections, which are mainly conducted through emails, and how impactful they are to students. It is crucial for us to understand the effectiveness of our voter education strategies on a student's ability to feel informed about the election process, as well as the impact of our online presence on different social media platforms, in being able to provide informative material to the community. Overall, the Center wants to ensure that future evaluation strategies will measure the impact of all of our efforts in relation to a student's likelihood to vote.

Diversity, equity, and inclusion are our priorities for the development and implementation of our student voter engagement efforts. We have a responsibility to understand the effectiveness of our efforts through these lenses in order to strengthen our commitment, overall. The Center wishes to partner with the Department of Diversity, Intercultural and Community Engagement on campus to show the connection between voting and inclusion and equity practices and to make sure our efforts are inclusive of historically marginalized and underrepresented communities. We also will work closely with our Communications, Research, Assessment, Fundraising, & Technology (CRAFT) team to ensure the evaluation and assessment of our work captures the true impact of our strategic plan. By developing more comprehensive post-event feedback questions, and meeting with leaders who represent and advocate for specific subpopulations on campus, we will continue our commitment to eliciting feedback and adapting our practices to best serve our students. We look forward to having the data to further evaluate the success of our strategic plan and sharing our findings with community partners, campus leadership and those involved in the creation and implementation of the various initiatives outlined in this plan.⁷⁴

⁷⁴ Evaluation, Guiding Question 7: What information (data, evidence) must be collected and how will it be collected? What are the performance measures and indicators of success?

Conclusion

As we strive to fulfill our campus commitment to civic learning, political engagement, and voter participation, we are responsible for doing so with our established values at the forefront, which include diversity, equity, inclusion, and accessibility. We need to continuously further our understanding about what it means for democracy to be accessible to our students, and to increase our capacity and willingness to engage in diverse thinking through civil discourse. Doing so requires empathy, respect, an ability to truly listen and continually assess, a willingness to have one's thinking challenged and an intentional openness to civil discourse.

In order to sustain our commitment to reach our longer-term vision and beyond, we need to ensure civic and democratic engagement are thoroughly embedded within our curricular and co-curricular offerings. We need to have the human and financial resources regularly available to implement our existing strategic efforts while continuously striving to strengthen our efforts and develop new ones. We need to fully appreciate that our commitment is not just during presidential and midterm elections, but during all elections and beyond. To truly achieve success in this effort requires ongoing support from all corners of our campus community- from the President's Office and classroom spaces, to student events and organizations - reinforcing that civic learning, political engagement, and voter participation are critically important to who we are, both as individuals and as a community.