Center for Civic Justice Strategic Plan: 2022-2024

Executive Summary

The Center for Civic Justice has evaluated the success of our 2018-2020 and 2020-2022 strategic plans and priorities in order to define our path forward for the next two years.[1] Using information gathered through discussions with faculty, staff, and students within the Department of Student Community Development as well as community partners and campus partners from outside of our department, we have compounded our shared goals for the Center for Civic Justice into an Action Plan through 2024.[2][3]

Our first strategic plan was modeled to prepare us for a successful Presidential Election in November 2020. Now, the Center for Civic Justice looks forward to redefining our identity, investing in the long-term development and success of our students, and developing sustainable and institutionalized practices to keep our Seawolves civically engaged and prepare for the 2023 Local Elections and the 2024 Presidential Election through the implementation of this Action 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 other campus units and student organizations offering students pathways to civic participation. 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 does not include the many other ways in which we support student voter registration, which have

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[1] Executive Summary, Guiding Question 5: When does this Action Plan start and end?
[2] Executive Summary, Guiding Question 1: Who developed this Action Plan?
[3] Executive Summary, Guiding Question 6: How will this action plan be implemented? Who's in charge? What unit/office/division will be facilitating the effort?
[4] Executive Summary, Guiding Question 3: Where will this Action Plan be implemented?

supported thousands of students as well. 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 so themselves in the future and follow through on their civic responsibility.

Our mission at the Center for Civic Justice is to make sure our students at Stony Brook 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.

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 a create a more civically just society. Upon joining or returning, 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.

Members of the Student Leadership Team receive tasks and responsibilities from the Assistant Director, Ashley Mercado. 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, design voter registration models, calculate 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.

This Action 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, and the goal of this Action Plan is to create achievable and attainable pathways to continue our successes and also to grow beyond them.[5]

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[5] Executive Summary, Guiding Question 2: What is this Action Plan for and what does it seek to accomplish?

Leadership

The Center for Civic Justice is responsible for coordinating the University's work to increase student civic learning and democratic engagement, which includes the intentional and meaningful implementation of our Action Plan with leadership and support from members of our campus community. Ashley Mercado, Assistant Director for the Center for Civic Justice will be overseeing this work to increase civic learning and democratic engagement on campus and will serve as the point person on these efforts. They will be supported in this work by the following on-campus and off-campus partners.

Student Affairs[6]
Dr. Rick Gatteau, Vice President of Student Affairs[7]
Dr. Ric McClendon, Assistant Vice President and Dean of Students
Dr. Jeffrey Barnett, Assistant Dean of Students
Emily Snyder, Director, Student Community Development
Nakiya Drago, Director, New Student Programs

Additional Campus Units
Cheryl Chambers, Associate Dean of Students and Director of Multicultural Affairs
Joan Dickinson, Assistant Vice President Community Relations

Student Leadership[8]
Julia Brandenstein, Graduate Coordinator Center for Civic Justice
Marlene Rahman, Undergraduate Student Coordinator Center for Civic Justice

Local Elections Office[9]
Anita Katz, Commissioner, Suffolk County Board of Elections
Betty Manzella, Commissioner, Suffolk County Board of Elections

Community Partners[10]
Caroline Smith, Senior Program Manager, Andrew Goodman Foundation
Maddie Wolf, Human Centered Designer, Students Learn Students Vote Coalition
Eric Jackson, Program Associate, Up to Us

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[6] Leadership, Guiding Question 1b: What units within student affairs are involved and which administrators are involved?

[7] Leadership, Guiding Question 6: Does the working group have the support of upper administrators (e.g., president, provost, chancellor, VPSA) who can help advocate on behalf of the working group?

[8] Leadership, Guiding Question 1c: Which students and student organizations are involved?

[9] Leadership, Guiding Question 1e: Is the working group coordinating with the local election office? If so, with whom and how?

[10] Leadership, Guiding Question 1d: What community and/or national (private, nonprofit, government) organizations are involved?

Joan Mandle, Executive Director, Democracy Matters
Stephanie King, Director, Strategic Initiatives, ALL IN Campus Democracy Challenge

Inclusive representation from throughout the Stony Brook University community was sought from students, faculty, staff, senior administrators, community partners, and members of our surrounding communities because, individually, each representative is positioned to meet the unique needs of the students who they engage with on a regular basis.[11][12] They understand the unique challenges their students are faced with and the unique opportunities that could meet their needs.[13] Members of this group will communicate regularly both in person in smaller groups and via email to coordinate civic engagement efforts on campus to best benefit the larger campus community and support our students. Leading up to the 2023 and 2024 Elections, specific members of this coalition will meet more frequently to coordinate efforts surrounding voter registration, polling location logistics, and campus wide communication and dissemination of voter information to students and partners.[14]

Commitment

With the establishment of the Center for Civic Justice as a formal unit within the Department of Student Affairs and Student Community Development in Fall 2019, Stony Brook University has been able to demonstrate a long-term commitment to civic learning and democratic engagement.[15] Stony Brook University has dedicated opportunities for students to learn about becoming and being civically engaged members of their community as part of their orientation and other transition experiences. Additionally, in May of 2020 our University President signed the ALL IN Presidents' Commitment to Full Student Voter Participation, further demonstrating our campus wide commitment to civic engagement.[16]

Our civic learning and democratic engagement efforts are regularly communicated and highlighted both internally and externally through newsletters, news stories, and other mediums.

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[11] 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?
[12] Leadership, Guiding Question 5: How is the working group inclusive of different campus and community stakeholders?
[13] Leadership, Guiding Question 3: What are working group members' unique strengths and, with those in mind, what are their responsibilities?
[14] 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).
[15] Commitment, Guiding Question 1: How does the institution and its leadership demonstrate commitment to improving civic learning and democratic engagement?
[16] Commitment, Guiding Question 1d: Has the institution's senior leadership (e.g., president, provost, chancellor) made an outward commitment to democratic engagement? For instance, signing the ALL IN Presidents' Commitment to Full Student Voter Participation.

Recent news stories published both internally through Stony Brook University News, and externally through other news organizations include[17]:

[Meeting the Challenges of Tomorrow: The SBU Class of 2022](#)

[Stony Brook is Again Recognized for Voter Engagement Efforts](#)

[ALL IN Recognizes 2022 Student Voting Honor Roll](#)

Foundational to who we are at Stony Brook University is our [Statement of Community](#) and our [Community Pledge](#). 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. 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](#) *while… positioning the University in the global community*.[18]

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. One of our goals is to expand this offering to all incoming graduate students as well, to all other students upon request, and civic engagement continues to be part of the first-year and transfer seminar curricula. [19]

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 and convocation to commencement, we are committed to integrating civic learning and democratic engagement as part of who we are. Most students experience multiple bottlenecked touch points throughout their time at Stony Brook University,

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[17] Commitment, Guiding Question 1b: Is the commitment communicated outside the institution (i.e., to external stakeholders and the general public)? To whom, specifically, and how?

[18] Commitment Guiding Question 3: 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?

[19] Commitment, Guiding Question 4: What are the institution's overall civic, democratic, and/or political learning outcomes? Is there a process in place to ensure that outcomes are measured and met?

ensuring some degree of immersion in civic life.[20]

The Stony Brook Curriculum (SBC) is our commitment to ensuring that our students learn the skills necessary for life-long learning and, as such, serves as our learning outcomes for our students. Several of the SBC requirements integrate understandings about civic, democratic, and political engagement into their learning outcomes that 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 process[21]:

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 important to satisfying this general education curriculum requirement for this course.

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.[22] 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 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. From immigration and gun violence to healthcare and news literacy. In small groups with trained facilitators,

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[20] Commitment, Guiding Question 2: Is educating for civic learning and democratic engagement a pervasive - part of institutional culture? Is it ongoing, consistent, systematic, and sustainable across programs, departments, and the entire institution? How do you know?

[21] Commitment, Guiding Question 5: How is educating for civic learning and democratic engagement included in the general education curriculum?

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

participants discuss different ways we can look at and address an issue, consider the benefits, drawbacks, and trade-offs of our options, and seek to establish consensus and prioritize our options based on our community's needs. 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 community decision-making is a civic responsibility.

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 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 thoughts about challenges and opportunities for civic learning and democratic engagement. Data from Fall 2021:

Enrollment Status

Undergraduate	Full Time	Part Time
17,999	16,698	1,301

New Undergraduate	First-Year	Transfer
4,820	3,416	1,404

Graduate	Full Time	Part Time
8,609	5,759	2,850

Total Students: 26,608

We are looking to expand our institutionalized voter registration model to include incoming graduate students within the next few years, allowing us to support several hundred additional students each academic year.

Geographic Origin

New York State	21,604
Out of State	5,004

As we continue to assess our institution's enrollment data, we are looking to identify more ways to support our students who are eligible to participate in elections outside of the United States and support them in their right to vote.

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.[23]

- 2014 NSLVE Report
- 2016 NSLVE Report
- 2018 NSLVE Report
- 2020 NSLVE Report

Stony Brook University uses the NSLVE assessment data to make data-informed decisions about student voter engagement and shape the way in which we provide resources to our campus. Our voter registration rates and voting rates of our students have continued to increase and we are actively looking for ways to increase turnout during non-presidential election years where turnout is historically lower.

Stony Brook University Student Voter Registration Rates

Year	Rate	Change (+/-)
2012	76.9%	--
2014	65.4%	- 11.5%
2016	80.0%	+ 14.6%

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[23] 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?

| 2018 | 77.1% | - 2.9% |
| 2020 | 81.0% | +3.84% |

Historically, voter registration rates are higher during a presidential election year than in any other year, so it is not surprising that our student voter registration rates decreased from 2012 to 2014 and from 2016 to 2018. However, it is notable that the decrease from 2016 to 2018 was much smaller than the decrease from 2012 from 2014. Our student voter registration rates were also higher than the institution national average in both 2016 and 2018 and similar to the national average in 2020.

While we cannot know with the utmost certainty about why this is the case, we can reasonably conclude that institutionalized voter registration for all students and regular touchpoints for students to check and update their voter information can positively affect these outcomes, and we will continue to expand the number of students who are able to access these opportunities.

Stony Brook University Student Voting Rates

Year	Rate	Change (+/-)*
2012	43.2%	--
2014	12.7%	--
2016	53.2%	+ 10.0%
2018	36.8%	+ 24.1%
2020	61.0%	+ 24.2%

Our student voting rates increased significantly from the 2012 Presidential Election to the 2016 Presidential Election and again from the 2016 Presidential Election to the 2020 Presidential Election. Our student voting rates were also at or just around the institution national average in 2016, 2018, and 2020 compared to 2012 and 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 our learning outcomes for our students. Understandings about civic, democratic, and political engagement are integrated

into the learning outcomes of several of the SBC requirements that 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"). [24]

Looking at the four SBC requirements previously mentioned, there are over 250 courses being offered during the Fall 2022 academic semester that actively incorporate understandings about civic, democratic, and political engagement with seat capacity for thousands of students. There are currently at least 40 academic programs offering at least one course that actively incorporates understandings about civic, democratic, and political engagement.

Africana Studies, Anthropology, Art History, Asian & Asian American Studies, Chinese Language, Comparative Literature, Creative Writing, English, Film, French, Geosciences, Greek, Health Sciences, Hindi, Hispanic Languages and Literature, History, Honors College, Italian Literature and Culture, Japanese Language, Journalism, Korean, Linguistics, Marine Sciences, Mathematics Teacher Preparation, Music, Nursing, Philosophy, Political Science, Psychology, Religious Studies, Respiratory Care, Russian Language and Literature, Russian Literature and Culture, Social Work, Sociology, Spanish Literature and Culture, Sustainability Studies, Theater Arts, Women in Science & Engineering, Women's Studies.

Of the courses that actively incorporate understandings about civic life, there are over 40 courses that 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 Outcomes [25]

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.

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[24] Landscape, Guiding Question 3: How is civic learning and democratic engagement present in the curriculum?
[25] Landscape, Guiding Question 3a: In which courses is it listed as a learning outcome?

POL 318: Voters and Elections	This course offers a better understanding about 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.
POL 323: U.S. Congress	This course offers a better understanding about 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.
POL 324: American Political Parties and Pressure Groups	This course offers a better understanding about 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.
POL 330/WST 330: Gender Issues and the Law: Political Legal Analysis	This course offers a better understanding about 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.

POL 353: Contemporary Race Relations in American Politics	This course offers a better understanding about contemporary and historical theories integral to race and ethnic politics, critically discussing issues of race in politics, the effect that race, racism, and discrimination has had on shaping political behavior and institutions.
POL 368: Social Networks and Politics	This course offers a better understanding about 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 about 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.

Most of the academic programs offering civic learning and democratic engagement are in the humanities and social and behavioral sciences, it is less likely that students with a declared STEM-focused major enroll in a course with a primary focus on civic learning and democratic engagement than their counterparts. As such, we continue to look for ways to increase curricular civic learning and democratic engagement offerings and encourage greater co-curricular civic learning and democratic engagement participation among STEM-focused students. The latter is further supported by the fact that our STEM-focused students are less likely to vote than their counterparts, as per our NSLVE reports.

Additionally, as more STEM students have gotten involved with the Center for Civic Justice both as paid student staff and interns, we have increased programming specifically targeting our STEM students to increase the amount of civic learning opportunities they are provided during their time at Stony Brook.

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. [26] Some of the ways in which we support student voter engagement include the following:[27]

<u>Orientation and Transition Experiences:</u>
Most 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.

Voter registration is an institutionalized part of the orientation experience for many students, and because of the model's efficiency and effectiveness, we are seeking to expand the model to include more incoming students, allowing us to focus more of our financial and human resources year-round on voter education and mobilization.

Since the COVID-19 pandemic, our voter registration model at orientation has shifted from multiple orientation sessions throughout June, July, and August, to a single Welcome Week model. This single Welcome Week model was piloted in August of 2021, and we continue to work with New Student Programs and the Required Programming committee to ensure we provide our incoming first-year and transfer students with the same opportunity to register to vote.

<u>Civic Engagement Holidays:</u>
In collaboration with Student Engagement & Activities, Fraternity & Sorority Life, and the Faculty Student Association, the Center for Civic Justice hosts multiple events for the Civic Engagement Holidays throughout the Fall semester. During 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, and update their voter information.

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[26] Landscape, Guiding Question 4: How is civic learning and democratic engagement present in the co-curriculum?
[27] Landscape, Guiding Question 4b: What initiatives, programs, and activities focus on this?

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.

Academy of Civic Life:

The Academy of Civic Life is a free pre-college program at Stony Brook University ,Summer 2022 is the pilot year for this program. For three weeks during the summer, 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, 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.

Year-Round Support:

We believe that voter registration is just the first step to mobilizing our students. Our students can opt in to receive periodic emails from the Center for Civic Justice about their voter status and if any of their voter information needs to be updated. Our students can also opt in to receive periodic text messages from us about 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: New Student Programs, EOP/AIM, Stony Brook Athletics, Student Engagement & Activities, Fraternity & Sorority Life, The Faculty Student Association, the Undergraduate Communities, and Community Relations are just some of the

campus units that support these opportunities. Refer to the *Commitment* section of our action plan for additional information about some of these opportunities.

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, and 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 Barriers[28]

Since 2014, when we reestablished our commitment to institutionalizing civic learning and democratic engagement, the number of internal barriers that prevent us from being successful has been reduced. Historically, three internal barriers were lack of sustainable funding sources, dedicated leadership, and institution-wide coordination for civic learning and democratic engagement. Since the establishment of the Center for Civic Justice, concerns about sustainable funding sources and dedicated leadership have been addressed. However, in the time since the COVID-19 global pandemic and consequential statewide revenue deficits, we continue to both think critically and creatively about the ways in which we deliver civic learning and democratic engagement throughout our campus community with more limited funds, and to pursue external funding opportunities that might be available to support our efforts.

Additionally, the restructuring of our Orientation model has presented an additional challenge to registering the volume of students that are incoming each year. Fall 2021 was the first Welcome Week Orientation, a change from, as previously mentioned, multiple sessions throughout the Summer months. We continue to adapt to this change and structure our voter registration sessions and experience to be able to register the most students safely and effectively.

External Barriers

Similar to internal barriers, we have been able to address a number of external barriers affecting student voter engagement. Of note, we worked with our County elections office to resolve a number of issues with voter registration applications for our residential students, which includes establishing a unified format for campus mailing addresses and committing to two-way communication between the County's elections office and the Center for Civic Justice to address minor issues with student voting requests.

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[28] Landscape, Guiding Question 5: What internal barriers (e.g., limited funding, staff resistance, lack of leadership) prevent the institution from being successful?

Current external barriers to student voter engagement include proximity to early voting locations, accessibility to early voting locations and ever-changing state elections law due to the COVID-19 global pandemic which will still be in effect at least through the end of 2022. At the moment, there is limited access to the early voting location closest to our campus that is designated for students residing on campus, negatively affecting student voter turnout for early voting.

Resources

We deeply appreciate having access to internal and external resources that position us to be successful in our commitment to student voter engagement.[29] 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.

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 student turnout is oftentimes high, our faculty, staff, and senior administrators offer a greater degree of consistency and provide sustainability from one year to the next. 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 are the pillars of excellence for everything that we do. 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

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[29] Landscape, Guiding Question 7: What resources are available to help the institution be successful?

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. We expect to dedicate a significant amount of time during the weeks and months ahead to pursue these resources. This is a great opportunity for students to get some 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 2022-2024 strategic plan outlines measurable goals for the Center for Civic Justice that satisfy our mission to "provide services, support and coordination for programs and opportunities that cultivate, develop and empower active and engaged Seawolves to positively contribute to the betterment of their communities through awareness, advocacy and action". 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.

Short Term Goals[30]

Student Voting Accessibility

Advocate for policy change to make voting accessible for individuals who are frequently disenfranchised.[31]

Disenfranchised individuals include, but are not limited to, voters with disabilities, low-income voters, young voters, and voters of color. The Center for Civic Justice works to root out existing barriers to voter engagement so that we may implement our own structures to combat them. Going forward, in order to make voting more accessible to all of our students, we will:

- Work with the Suffolk County Board of Elections to prevent students' voter information from being inactivated when they move around on campus. Currently, students are required to update their voter information every time they change residences on campus, but this is a difficult task given how often students move. Going forward, we hope to

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[30] 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?
[31] Goals, Guiding Question 6: Does the goal solve an immediate issue student voters face?

collaborate with the Suffolk County Board of Elections to confirm student addresses so that students never run into issues while voting again.[32]

- Continue to update our resource center for international students so that they can vote in their home elections from the United States. Currently, our International Student Voting page has information from over 177 countries. We will continue to adapt our resources to include more International Students and find ways to include our international student population in the civic learning and democratic engagement initiatives.
- Continue to collaborate with the Suffolk County Board of Elections as well as our Student Accessibility Support Center to identify potential barriers to voting for our students with disabilities. We will continue to foster these relationships so our students have accessible means of transportation to early voting locations, access to assisted technology to vote on campus, and have access to other voting accessibility information.

Year-Round Civic Engagement Programming

Increase the frequency and diversity of civic learning and democratic engagement opportunities throughout the Fall and Spring semesters so students can participate in the democratic process beyond voting in Local, State, and Federal elections.

The Center for Civic Justice provides robust programming during the Fall semesters leading up to Local, State, and Federal elections each year. Our goal is to create programming, initiatives, and resources that can be implemented in the Spring semesters to continue to educate and mobilize our students to be civically engaged beyond casting their vote every November.

- Work with campus partners to bring back our #ElectHer event on campus during Women's History Month in March. This event is a one-day non-partisan training for women on how to run for student government and political office. In addition to hosting local women elected officials as speakers, it is an opportunity to discuss the importance of running for office, carefully examine issues they are passionate about, and leave with a plan of action to run for student government or political office in the future. This event is a great opportunity to engage with students during the Spring semester and collaborate with other departments and student organizations.
- In addition to the two Community Dialogues in the Fall semester, host two Community Dialogues in the Spring semester around timely issues our students are interested in discussing. As previously mentioned, 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 community decision-making is a civic

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[32] 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)?

responsibility. By hosting two dialogues in the Spring, we will be able to engage with students outside of the traditional election season.

- Work to educate students about New York State Primary Elections, which as of 2020 now occur during the month of June in New York State. Given that most of our students are not living on campus during the month of June, many students will choose to vote via absentee ballot over the summer if they are registered to vote with their on campus address. We will host events, class visits, and coordinate with campus partners to make sure our students are educated on how to apply for an absentee ballot to participate in elections over the summer.
- Create collaborations with campus departments, clubs, and student organizations who host large scale programming during the Spring semester. We will continue to work with campus partners to create collaboration opportunities during campus-wide events and traditions. This goal will help to further integrate civic engagement and civic learning opportunities into the fabric of our University.

Student Voting Rates and Student Voter Registration Rates

Continue to increase our student voter participation by increasing the amount of students we are able to register through institutionalized voter registration therefore increasing voter turnout.

The final short term goal for the Center for Civic Justice 2022-2024 Strategic Plan is to maintain our status as a nationally ranked campus in civic engagement by continuing to increase the amount of students we register to vote each year. This includes increased voter registration rates, voter turnout rates, social media and digital outreach, and pledge signatures. As outlined in our 2022-2024 strategic plan, our goals are:

- By the 2022 midterm/general election, our student voting rate will be 44%.
- By 2022, our student voter registration rate will be 84%.
- By 2024, our student voter registration rate will be 87%.
- By 2024, we will expand our model to include all graduate student populations.

We will work to expand our institutionalized voter registration model to include graduate students, student-athletes, medical students, dental students, doctoral students, and more. While our current voter registration model is extremely effective, we recognize many opportunities to capture more students in their orientation experience. In doing so, we can better achieve full participation from our student body.

Long Term Goals

Expand Campus Partnerships

Continue to create long-lasting relationships with other campus partners and departments to further integrate civic learning into all areas of our campus life.

The Center for Civic Justice, as part of Stony Brook University's Department of Student Affairs, has created partnerships with campus partners within our division such as our LGBTQ+ Center, Multicultural Affairs, New Student Programs, the Center for Prevention and Outreach, and many others. One of our long-term goals is to continue to expand these partnerships throughout campus.

- Explore new ideas and initiatives with existing partners and look for ways to expand our partnerships beyond the existing relationships as well. We will aim to work with our graduate students on both West and East campuses to make sure that our civic engagement efforts are inclusive, diverse, and accessible to all of our students.
- Create voting resources that are specific to our diverse populations on campus that can be easily shared. We will work with our students, staff, and faculty to make sure these resources reflect the information our students need to vote easily and safely. We will continue to work with our Student Accessibility Support Center to provide them with up to date voter accessibility information.
- Work with other departments such as Athletics, School of Medicine, School of Social Work, and others to find ways to target their students specifically and make civic engagement exciting year round. Meeting with students, staff, and faculty within each of these divisions will help us understand any hesitations or barriers to voting that might exist that we can work together to overcome.

Increased Funding for Civic Engagement Programming and Student Support Staff

Research and explore additional funding opportunities to grow our student intern and student staffing structure as well as have additional funding to support new initiatives and programming.

- Create a permanent Graduate assistant position at the Center for Civic Justice. Having a graduate student focused on overall expansion and operation at the Center will help to assist the Assistant Director with expanding programming, initiatives, partnerships, and more. This position would be offered to a graduate student every academic year within the Center.

- Seek additional funding opportunities to increase civic engagement programming and support our current programming efforts. By seeking additional funding opportunities specifically for civic engagement programming, we would be able to expand our programming to reach more students and further support the student staff and student intern program at the Center.
- Seek additional funding for the Summer months to expand our Summer internship program. With Welcome Week and institutionalized voter registration moving to one week over the summer, expanding our summer internship program would allow us to be better equipped and prepared to register thousands of incoming students in August. Additional funding for the summer would allow us to create more paid student positions during the summer to support this effort.

Implementation of "Civically Engaged Seawolf" Program

Pilot and implement the "Civically Engaged Seawolf Program" over the next several years to create a program for all Stony Brook students to strive to participate in multiple civic engagement related events and initiatives during their time at Stony Brook and graduate with a well-rounded understanding of democratic engagement and its importance in society.

- Create three opportunities for students to demonstrate their engagement with the work of the Center for Civic Justice being: registering to vote or checking their voter registration status with the Center, attending a community dialogue, and participating in the student driven project "Democracy 101" within their time at Stony Brook. Many of these events and efforts have already been created or developed within the Center and will be easy to implement as a facet of this program. This will also help to amplify the Center's voter registration efforts across campus and will bring heightened awareness to the work at the Center.
- Host the Democracy 101 program which is an engaging multimedia presentation regarding elements of civic engagement that aims to educate the student population on the basics of democracy such as: media literacy, the structure of government, and the importance of voting in not only national elections but local elections as well. The program will be completely non-partisan and data driven with the goal of emphasizing the importance of engagement for all, and promoting the participation of all students in democratic process. This program will be held frequently throughout the semester, and will be offered to clubs and organizations as a private group learning session. For organizations within greek life, involvement in this program may be marketed for five-star campus credit distinction.
- Work with different schools and departments to create an interdepartmental effort to engage students of all majors and backgrounds in the importance of becoming civically

engaged and involved in the democratic process. Graduate students and medical students will also be targeted as part of our effort as many come from different schools across the nation and may be unaware of the political process within New York which they may choose to participate in during their time in higher education.

- Explore options such as providing participating students a cord or pin at graduation to demonstrate their accomplishment and learning throughout their academic journey. This will also help to promote student engagement within the program.
- Student participation in the program will be monitored by either event registration with SBengaged, or the Corq app, along with filling out a form for credit at Democracy 101 learning sessions.

Strategy

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* | *Accessible* | *Diverse, Equitable, Inclusive* |
| *Data-Informed* | *Educational* | *Fully Participatory, Continuous, Ongoing* |

Our strategic efforts to follow during the next seven months (June 2022 through December 2022)[33] 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. [34]

May 2022

Description of Strategic Effort	Type of Strategic Effort
Completed revised version of Stony Brook University's student voter engagement action plan, *Center for Civic Justice Strategic Plan 2022-2024*. Our action plan was completed on May 31st 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 plan were used as the foundation for our	*Institutionalization* [35]

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[33] Strategy, Guiding Question 5: When will the work happen and what preparations are required beforehand to make it happen?

[34] Strategy, Guiding Question 1: What is the work? a) What are the planned activities and initiatives related to voter registration, voter education, voter turnout and mobilization, and voter access? b) What would it take to Ask Every Student on campus about participating in our democracy? c) Where will each activity occur (e.g., in a public campus space, in the classroom, virtually)?

[35] Strategy, Guiding Question 6: Why is each strategy and tactic being implemented and what is the goal for each activity?

Description of Strategic Effort	Type of Strategic Effort
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.	

June 2022

Description of Strategic Effort	Type of Strategic Effort
Send email communication to students during the first week in June, reminding them about the upcoming New York State Primary Elections on June 28th. Include information about requesting an absentee ballot application to participate in absentee voting over the summer. Our students need to be educated and informed about ways to vote successfully when they are not on campus over the summer.	*Education Mobilization*
Post regular social media content during the weeks of June 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, opportunities to participate in early voting, and respecting the health and safety of voters and poll workers.	*Education Mobilization*

June 2022 Key Dates and Important Deadlines

June 3: Voter registration application must be postmarked no later than June 3, 2022 to participate in the New York State Primary Election on June 28, 2022.

June 8: Notices of change of address from registered voters received by June 8, 2022 by a county board of elections must be processed and entered in the records in time for the Primary.

June 13: Last day for the Board of Elections to receive an absentee ballot application or letter of application by mail, or send an email or fax for an absentee ballot.

June 27: Last day to apply IN-PERSON for absentee ballot.

June 28: New York State Primary Elections

June 28: Last day to postmark an absentee ballot. Must be received by the local board of elections no later than July 5th.

June 28: Last day to deliver your absentee ballot IN-PERSON to the local board of elections or to any poll site in your county.

July 2022

Description of Strategic Effort	Type of Strategic Effort
Update our current international student voter webpage on our website	*Education*

	Mobilization
to include information about international elections taking place over the next calendar year. With over 16% of our student population identifying as international students, we need to support their right to vote outside of the United States if applicable.	

July 2022 Key Dates and Important Deadlines

<u>July 29</u>: Voter registration application must be postmarked no later than July 29, 2022 to participate in the New York State Primary Election on August 23, 2022.

August 2022

Description of Strategic Effort	Type of Strategic Effort
Send email communication to students during the first week in August, reminding them about the upcoming New York State Primary Elections on August 23. Include information about requesting an absentee ballot application to participate in absentee voting if they are registered to vote at home. Include information about how to vote early at one the the early voting locations or in person at our on campus polling location.	*Education* *Mobilization*
Post regular social media content during the weeks of August 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, opportunities to participate in early voting, and respecting the health and safety of voters and poll workers.	*Education* *Mobilization*
Host in person voter registration informational sessions during Welcome Week, August 15th through August 19th. 3,400 first-year students and 1,200 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.	*Registration*
Host in person international student voting sessions during Welcome Week, August 15th through August 19th. 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.	*Education*
Starting the third week in August, conduct direct outreach to returning students who previously registered to vote through the Center for Civic Justice, but their voter status is inactive, their identification has not yet been verified, or the address where they are registered to vote does not match their current address. When students register to vote through the Center for Civic Justice, they provide express permission for us to	*Mobilization*

periodically check their voter status and inform them if there are any updates needed to their voter information. Students are likely to more regularly check their voter status and update their voter information if they are prompted to do so at least a few times from an external influence. Identify students who need to update their voter information and what information needs to be updated in advance.	
Conduct in person course visits to incoming undergraduate student seminars from August 24 through September 18, 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.	*Education*

August 2022 Key Dates and Important Deadlines

August 3: Notices of change of address from registered voters received by August 3, 2022 by a county board of elections must be processed and entered in the records in time for the Primary.
August 8: Last day for the Board of Elections to receive an absentee ballot application or letter of application by mail, or send an email or fax for an absentee ballot.
August 22: Last day to apply IN-PERSON for absentee ballot.
August 23: New York State Primary Elections
August 23: Last day to postmark an absentee ballot. Must be received by the local board of elections no later than July 5th.
August 23: Last day to deliver your absentee ballot IN-PERSON to the local board of elections or to any poll site in your county.

September 2022

Description of Strategic Effort	Type of Strategic Effort
Post regular social media content from September 1 through November 8 leading up to New York's General 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 (not New York), opportunities to participate in early voting, respecting the health and safety of voters and poll workers, engaging in the issues affecting our communities, and making a commitment to actually turn out and cast one's vote ('pledge to vote'). Our outreach strategies better meet the needs of our students who are using social media at increased rates.	*Registration* *Education* *Mobilization*
Publish a full-page advertisement in The Statesman (student	*Education*

Description of Strategic Effort	Type of Strategic Effort
publication) during the third week in September about preparing to vote in the upcoming General Election. The student publication is highly read and is a new strategy to engage a potentially otherwise unengaged population of students. Reach out to the student publication about the possibility of requesting a full-page advertisement in advance.	*Mobilization*
Host events for Constitution Day during the week of September 17th, Host a series of educational and social, passive and active experiences focused on civic rights and responsibilities. Offer opportunities for faculty engagement on specific community issues. Provide appropriate participation incentives, such as pocket-sized U.S Constitutions.	*Education*
Host National Voter Registration Day (NVRD;on September 20, a non-partisan 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 actually turn out and vote. Digital and social media engagement is intentionally implemented as part of the experiences, encouraging students to participate in different ways through their own voice and platform. NVRD is one of our most collaborative events, bringing together all parts of the campus and surrounding communities for an important celebration. Participation in voter registration is never a requirement to receive incentives during any strategic efforts.	*Registration* *Education* *Mobilization*
On National Voter Registration Day (September 20), send text messages to students who registered to vote through the Center for Civic Justice, reminding them to check their voter status and respond to our text message to confirm if their voter information is correct, any of their voter information needs to be updated, or they were unable to find their voter status. Based on the response received, trained staff respond in real time to assist the student. Multiple touch points for students to take these steps are important, and leveraging our text message platform with support from the Andrew Goodman Foundation effectively connects us with our students. Draft messages, train staff responders, and aggregate list of students to be reached out to in advance.	*Mobilization*

October 2022

Description of Strategic Effort	Type of Strategic Effort
Send email communication to students on October 1, reminding them about registering to vote in the upcoming General Election before the deadline on October 14th. The email includes information about checking voter status, updating voter information if needed, registering	*Registration* *Mobilization*

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.	
Host National Voter Education Week (NVEW; during the week of October 3rd through October 7th.National Voter Education Week (NVEW) 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.	*Registration* *Education* *Mobilization*
Host Vote Early Day on October 28. 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 to find 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 throughout their own voice and their own platform. We expect this celebration to be highly collaborative throughout the campus community. Identify collaborators, develop and materials for various educational and social experiences, and coordinate outreach strategy in advance.	*Education* *Mobilization*
Host a Why Your Vote Matters campaign leading up to the Early Voting period and General Election. Ask students to write on a white board why they are voting in the election to share on our social media pages.	*Education* *Mobilization*
For any students who requested a voter registration or absentee ballot application through the Center for Civic Justice, ask them via email and social media communications from the first day of Early Voting through the General Election to take a picture of themselves with their 'I Voted' sticker or record a video of themselves with their 'I Voted' sticker and sharing a thought about why it is important to vote, we will share it on our social media. Students are more likely to participate if they see someone they know doing it, so we want to leverage this as part of a peer participatory strategy. Content is accepted continuously and posted ongoing. Draft email and social media content about the 'ask' in advance.	*Mobilization*
Publish a full-page advertisement in The Statesman (student publication) one week before the General Election about preparing to vote in. Reach out to the student publication about the possibility of requesting a full-page advertisement in advance.	*Education* *Mobilization*

October 2022 Key Dates and Important Deadlines

October 14: Voter registration application must be postmarked no later than October 14, 2022 to participate in the New York State General Election on November 8 ,2022.
October 19: Notices of change of address from registered voters received by October 19, 2022 by a county board of elections must be processed and entered in the records in time for the General Election.
October 24: Last day for the Board of Elections to receive an absentee ballot application or letter of application by mail, or send an email or fax for an absentee ballot.
October 29: Early Voting begins.

November 2022

Description of Strategic Effort	Type of Strategic Effort
For any faculty who have scheduled courses during the General Election, we provide them with prescribed information to share with their students, reminding them about today's opportunities to vote. We also encourage them to engage their students in non-partisan discussion about the importance of voting, and connect the importance of what they are learning in the classroom to issues affecting our communities or the ways in which what they are learning can support addressing these issues. Not only is this an important reminder about voting to offer students, it is also an opportunity to further embed ideas about civic responsibility into the student curricular experiences. Draft prescribed information and coordinate outreach strategy in advance.	*Education* *Mobilization*
Send email communication to students one day before the General Election, reminding them to make a plan to cast their ballot the next day and to encourage them to identify two friends who they can meet up and vote with. If all previous strategic efforts did not resonate with some students, this is a final opportunity to encourage them to consider fulfilling their civic responsibility. Draft email in advance for review, approval by Student Affairs leadership.	*Mobilization*
Host Stony Brook University's Election Day Celebration on November 8, an opportunity to both passively and actively remind students to cast their ballot while celebrating the right to vote through educational and social experiences. Digital and social media engagement is intentionally implemented as part of the experiences, encouraging students to participate in different ways through their own voice and platform. Given the importance of non-partisanship, especially on the day of an election, the celebration's experiences and positionality on campus are carefully determined. We encourage students to educate and inform themselves before entering their assigned polling location. Identify collaborators, develop and materials for various educational and social experiences, and coordinate outreach strategy in advance.	*Mobilization*

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.	*Mobilization*
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. The Community Dialogue series continues to be discussions in small groups with a trained facilitator. Students want to process these significant outcomes in different ways, as we experienced with the 2016 General Election, so we need to provide spaces that meet these differing needs.	*Education*

November 2022 Key Dates and Important Deadlines

November 6: Early Voting ends.
November 7: Last day to apply IN-PERSON for absentee ballot.
November 8: New York State General Election
November 8: Last day to postmark an absentee ballot. Must be received by the local board of elections no later than November 15th.
November 8: Last day to deliver your absentee ballot IN-PERSON to the local board of elections or to any poll site in your county.

December 2022

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.	*Institutionalization*

Short-Term Strategies

Above, we identify our short-term strategies and strategic efforts that position us to reach some of our short-term goals, specifically ones that are set for 2022. We identify who the audience is for each of our strategic efforts as well as the collaborators who are instrumental to implementing each strategic effort. 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 at.

For each of our strategic efforts, we identify when it will be implemented, the preparation needed beforehand in order to effectively implement, why each of our strategic efforts is being implemented, and their intended impact. Additionally, we identify the different forms of communication we will use to engage with our students (email, text, message, social media).

Long-Term Strategies[36]

Our work to increase democratic engagement and civic learning opportunities on our campus is never finished. As a Center and as a University, we must always 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 are accessible to all students at Stony Brook University.

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 to understand, and a willingness to have one's thinking challenged and be open to change.

We look forward to reaching our short-term goals in the next few years while keeping on track to reach our longer-term vision. In the *Goals* section of our action plan, we outline in detail the progress we expect to make in order to reach our longer-term vision. Our students are motivated and passionate and they are the driving force behind everything that we do. We look forward to working with them to continue to adapt, grow, and revise our goals as necessary to best serve them as student voters during their time at Stony Brook.

NSLVE as a Resource for Colleges & Universities

As previously mentioned, 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:

   - 2014 NSLVE Report

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[36] Strategy, Guiding Question 1a: How would you describe a campus committed to educating for civic learning, political engagement, and voter participation? What would it look like and how would you know this commitment existed?

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.

Reporting

Our Action 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 Democracy Challenge and Voter Friendly Campus. We hope our action plan can serve as a resource for other institutions that are seeking to strengthen their commitment to student voter engagement.[37]

We will reference our action 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 action plan to different campus governance bodies through meetings and other functions.

We also make other reporting about our student voter engagement efforts publicly available on the Center for Civic Justice website, including a state-mandated annual report about our student voter engagement efforts and the impact thereof.

Our 2014, 2016, 2018, and 2020 NSLVE reports are also publicly available on the Center for Civic Justice website and through several community partners.[38]

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

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[37] Reporting, Guiding Question 1: How will the plan be shared, internally and externally? Please state where the plan will be shared. Keeping in mind to share the report with multiple stakeholders. This could take place by posting the report on your institution's website, sharing during departmental meetings, student organization gatherings, and with community partners.

[38] Reporting, Guiding Question 3: Will the data, such as your institution's NSLVE report, used to inform the plan be made public? If so, how?

voter engagement on our campus. 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.[39] [40]

Before any election year, we will look at data analyses conducted from the preceding election year and use our findings and conclusions to inform updates to our action plan for the next election cycle. During any election year, we will set aside time to understand the effectiveness of our efforts in the moment and make reasonable adjustments while implementation of our efforts continues. After any election year, we will conduct a thorough debrief from the preceding election year and set the tone for continuous action planning to further improve.

As part of our evaluation strategies, we seek to understand the effectiveness of our commitment to student voter engagement through different participatory roles . Evaluation strategies not only include students, but faculty, staff, community partners, and other members of the campus community as well.[41] Information collected might be different based on performance measures and indicators that are applicable to the specific participatory role. Collectively, data analyses will present the most complete understanding of our commitment to student voter engagement. Information needed, strategies for collection of information, and performance measures and indicators of success for us include:[42]

Students

We want to know which of our efforts are effective and ineffective contributors to their voter engagement, if our efforts affect the likelihood of their participation in elections, if our efforts affect their connectedness to the campus and surrounding communities, and the salience of their civic identity. All of our student voter engagement efforts will include a post-participatory survey that seeks responses to questions addressing these wants. The survey will be constructed in SB Engaged, our student engagement and activities digital platform, and the survey will be sent to all students who participate in voter engagement efforts. Success for us would be increases to the perceived effectiveness of our efforts, likelihood of participation in elections, feelings of community connectedness, and strengthening of civic identities.

We will continue to participate in and use our NSLVE and NSSE data, and voter turnout data from our on campus polling location to identify changes in the democratic engagement and

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[39] Evaluation, Guiding Question 1: What is the purpose of this evaluation?
[40] Evaluation, Guiding Question 2: What does the institution want to know and be able to do with the information gathered?
[41] Evaluation, Guiding Question 3: Who is the audience for this evaluation?
[42] 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?

political climate of our campus community. Success as it relates to our NSLVE data is deeply rooted in our short-term goals and long-term vision.

Faculty and Staff

We want to know if our faculty and staff are connected to student voter engagement efforts, what it would take for faculty and staff who are not already connected to student voter engagement efforts to become so, their connectedness to the campus and surrounding communities, and the salience of their civic identity.

We will look to reconnect with our staff and faculty partners following large-scale civic engagement initiatives to receive feedback and suggestions to improve in the future. Success for us would be increasing the number of faculty and staff connected to student voter engagement efforts.

Community Partners

We want to know if our community partners feel connected to the campus community and if their support of our student voter engagement efforts are an effective use of their resources. We will look to regularly and periodically reach out to our community partners asking for their quantitative and anecdotal thoughts. These are initial data points we want to identify, so we can determine what type of need there is to work more closely with our community partners to address their concerns and strengthen their connectedness to our campus community.

Additional Information Needed

- Track views and clicks on websites, social media platforms, and email communications
- Track voter registration success rates and frequency of needs to update voter information
- Track student voting requests by type (register to vote, request an absentee ballot, update voter information, issues with voter status)

Student evaluation is continuous and, as previously mentioned, delivered immediately following participation in voter engagement efforts. Faculty and staff, as well as community partner evaluation will be done on a periodic basis to gain insight and feedback when necessary and appropriate.

Diversity, equity, and inclusion are our priorities for the development and implementation of our student voter engagement efforts, and we have a responsibility to understand the effectiveness of our efforts through these lenses in order to strengthen our commitment overall.

Conclusion

As we strive for 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 includes diversity, equity, and inclusion. 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 and mutual respect, an ability to truly listen to understand and not simply to respond, and a willingness to have one's thinking challenged and be open to change.

In order to sustain our commitment to reach our longer-term vision and beyond, we need to ensure it is 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. From students to the President's Office, we need the continued support of the campus community that civic learning, political engagement, and voter participation are critically important to who we are as individuals and as a community. We need to fully appreciate that our commitment is not just during presidential and midterm elections, but during all elections and beyond.

For more information
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