

11/22/16

Note:

The 2020 Engagement Committee is recommending this proposal for consideration by the 2020 Steering Committee with the following amendment:

- \$9,000 award for nine Washington Center Institute applicants who have not used 2020 funds in the 2016 national election cycle.

Justification: The 2020 Engagement group decided not to fund a tenth applicant who had previously used 2020 funds for attendance of a Summer 2016 political convention.

Claire Abernathy further clarified that of the nine applicants three are non-POLS majors. The remaining six are POLS majors. The 2020 Engagement group considered the two to one ratio sufficiently diversified.



2020 Initiatives Proposal Form

Thank you for your interest in submitting a proposal to the 2020 Initiatives process.

Please complete this form, save it to your hard drive, and then email a copy to: 2020@stockton.edu. Please copy your Dean/Director on the email. You will then be contacted by the appropriate 2020 Initiative Team representative/LEGS facilitators.

Proposals will be evaluated based on general criteria including the following:

- University-wide impact
- Clearly addressing one of the four LEGS themes from the 2020 strategic plan
- Specific budget details provided
- Realistic outcomes identified
- Assessment measures specified

Please consider the following questions as helpful prompts:

University-wide Objective(s)

- Does your proposal clearly address an issue relevant to your selected “primary strategic (LEGS) theme”?
- What specifically do you wish to accomplish with your project?
- How will Stockton, as a whole, benefit?

Expected Results

- How will you know if your project is a success?
- What are your anticipated outcomes and specific measurements for success?
- Does your proposal clearly indicate the person(s) or department(s) that will assume responsibility for the various work tasks?
- What is your project's "finish line"?

General Application Information	
Your Name	Claire Abernathy
Your Email	claire.abernathy@stockton.edu
Title of Project	Experiencing the Presidential Inauguration
Project Leader	Claire Abernathy
LEGS Initiative Team Coach	John Smith and Merydawilda Colon
Project Partner(s)	N/A
Duration / Time Frame of Project	January - May 2017

Proposal Category (choose one: one-time or ongoing)			
One-Time Event or Activity		Ongoing Event or Activity	
<input type="checkbox"/>	(A) \$5,000 or less	<input type="checkbox"/>	(C) \$5,000 or less
<input checked="" type="checkbox"/>	(B) More than \$5,000	<input type="checkbox"/>	(D) More than \$5,000

Strategic Theme (choose one)

<input type="checkbox"/>	Learning
<input checked="" type="checkbox"/>	Engagement
<input type="checkbox"/>	Global Perspectives
<input type="checkbox"/>	Sustainability

Strategic Objectives: choose one primary (P) in main theme and up to three secondary (S) in any themes

Learning

S	<input type="checkbox"/> Deliver high value-added learning experiences and promote scholarly activity (S1)	-	Reward scholarly applications (ER2)
-	<input type="checkbox"/> Promote liberal arts ideal to develop lifelong learners (S2)	-	Establish additional revenue sources (RS1-L)
-	<input type="checkbox"/> Strengthen internal processes to support learning (IP1-L)	-	Reduce expenses (RS2-L)
-	<input type="checkbox"/> Develop faculty and staff skills to support learning (ER1-L)	-	Align resources to support strategic plan (RS3-L)

Engagement

-	<input type="checkbox"/> Establish Stockton as an integral part of the identity of students, faculty, staff, alumni, and community members (S3)	-	Foster an interactive environment among students, faculty, staff, and community (ER3)
P	<input type="checkbox"/> Prepare students for active citizenship role (S4)	-	Increase opportunities for interactions between internal and external communities (ER4)
S	<input type="checkbox"/> Create mutually reinforcing intellectual and co-curricular experiences (S5)	-	Establish additional revenue sources (RS1-E)
-	<input type="checkbox"/> Strengthen internal processes to support engagement (IP1-E)	-	Reduce expenses (RS2-E)
-	<input type="checkbox"/> Develop faculty and staff skills to support engagement (ER1-E)	-	Align resources to support the strategic plan (RS3-E)

Global Perspectives

-	<input type="checkbox"/> Develop a globally diverse Stockton community (S6)	-	Strengthen opportunities for global interaction among members of the Stockton community (ER5)
-	<input type="checkbox"/> Enhance capacity to participate globally (S7)	-	Establish additional revenue sources (RS1-G)
-	<input type="checkbox"/> Strengthen internal processes to support global education (IP1-G)	-	Reduce expenses (RS2-G)
-	<input type="checkbox"/> Integrate global program efforts among multiple units of the university (IP2)	-	Align resources to support the strategic plan (RS3-G)
-	<input type="checkbox"/> Develop faculty and staff skills to support global education (ER1-G)		

Sustainability

-	<input type="checkbox"/> Increase sustainable infrastructure (S8)	-	Develop and implement sustainability programs (IP5)
-	<input type="checkbox"/> Enhance sustainability education and research (S9)	-	Develop faculty and staff skills to support sustainability (ER1-S)
-	<input type="checkbox"/> Increase recognition as a model of sustainability (S10)	-	Reward sustainable practices (ER6)
-	<input type="checkbox"/> Partner to promote global sustainability (S11)	-	Establish additional revenue sources (RS1-S)
-	<input type="checkbox"/> Strengthen internal process to support sustainability (IP1-S)	-	Reduce expenses (RS2-S)
-	<input type="checkbox"/> Prioritize sustainability in plan operations and residential life (IP3)	-	Align resources to support the strategic plan (RS3-S)
-	<input type="checkbox"/> Promote sustainability across the curriculum (IP4)	-	Seek efficiencies through sustainable practices (RS4)

The tables below allow for summaries of about 350 words. Additional information can be included as an attachment.

Narrative Summary of Project

Every four years, the Washington Center hosts a two-week seminar in Washington, D.C. around the presidential inauguration. Student attendees participate in discussions and presentations with political practitioners in Congress and the executive branch, media personalities, and political scientists, all of whom will help students develop a sense of the broader context of the 2017 inauguration. The seminar will culminate with attendance at the inauguration itself. This year's seminar will revolve around a theme, "Can We Elevate Political Discourse?" that will push students to consider ways for their generation to counter some of the current trends that characterize our political dialogue. This proposal seeks funding to support sending several interested students to this seminar which will take place in Washington, D.C.; these students will also enroll in a research-intensive POLS independent study in spring semester 2017.

[Please see attachment for full narrative summary and budget]

Assessment Plan: What are your anticipated outcomes and specific measurements for success?

Throughout the Washington Center seminar in January, students will be assigned readings and complete structured assignments and journal entries. These materials, assigned by the Washington Center, will assess students' understanding of presidential politics as the new administration prepares for office. In the independent study attached to this seminar experience, students will be graded based on (1) their assignments completed with TWC during the seminar, (2) their research papers, and (3) the two presentations they will give to the larger student body, one focused on their inauguration experiences and one focused on their research on the administration's first 100 days. These presentations in particular are a central component of this project, as they will ensure that the knowledge that student participants gain through this experience is shared more broadly with the campus community.

[Please see attachment for full assessment plan for the project]

Budget Summary					
	Item	FY2017 July 1, 2016 – June 30, 2017	FY2018 July 1, 2017 – June 30, 2018	FY2019 July 1, 2018 – June 30, 2019	Notes/Comments (stipends, supplies, hospitality, etc.)
1.	Student Program Fees for Semir	\$ 10,000.00			
2.					
3.					
4.					
5.					
6.					
7.					
Total		\$ 10,000.00			

First-Year Funding Questions	
Will you need funds for <u>immediate</u> use to begin your project?	<input checked="" type="radio"/> Yes <input type="radio"/> No
If so, how much?	\$ 10,000.00
Date when funds will be needed	12/15/2016

CC: Dean/Director

Experiencing the Presidential Inauguration

Project Leader: Claire Abernathy, Assistant Professor of Political Science
claire.abernathy@stockton.edu

Narrative Summary of Project

Every four years, the Washington Center hosts a two-week seminar in Washington D.C. around the presidential inauguration. Student attendees participate in discussions and presentations with political practitioners in Congress and the executive branch, media personalities, and political scientists, all of whom will help students develop a sense of the broader context of the 2017 inauguration. The seminar will culminate with attendance at the inauguration itself. This year's seminar will revolve around a theme, "Can We Elevate Political Discourse?" that will push students to consider ways for their generation to counter some of the current trends that characterize our political dialogue. This proposal seeks funding to support sending several interested students to this seminar which will take place in Washington, D.C. *See budget summary on attachment for more details about the requested budget.*

As this experience allows students to develop unique insights into presidential politics as a new leader takes office, shortly after returning to campus for spring semester students will host an event to share their experiences at the inauguration. Additionally, following on the theme of this January's seminar – "Can We Elevate Political Discourse?" – student participants will begin an on-campus dialogue about how we can contribute to improving the tenor of our politics at a time when that seems more important than ever.

To build on their experiences at the inauguration, student attendees will also enroll in a 4-credit independent study for spring 2017 with Claire Abernathy to research the new presidential administration's actions throughout the semester. At the seminar in January, students will be building a strong foundation for how best to understand presidential politics at the start of a new administration. The first 100 days of a new presidency have become a crucial benchmark for measuring a president's success. In the independent study, students will be assessing the first 100 days of the new presidential administration, considering carefully how the agenda outlined by the new president in the inaugural address and in the campaign that preceded it aligns with the actions being taken throughout spring 2017. The inauguration represents an important opportunity to set the new president's priorities, and students will be researching the actions taken by the executive branch to see what progress there is toward enacting those stated priorities. At the end of the semester, they will be able to evaluate the effectiveness of the new presidential administration in the crucial opening days of the term.

In April, as the 100 day mark for the new administration approaches, the students will present their analysis of the administration's progress in that time frame on the ideas set forth in the campaign and in the inaugural address. This presentation will be open to students across campus, and will serve as an opportunity to reflect on what changes the 2016 election this fall has had on the policy actions being taken in the country.

The skills that students will develop as part of this Inauguration Seminar experience, and the independent study attached to it, will prepare them to participate as active citizens in the years to come. Working to monitor the actions of the new administration will help students practice the

research that they will need to do on their own in the future to follow, understand, and work to shape public policy debates. Student participants stand to gain an once-in-a-lifetime experience at the inauguration and, through the independent study, to develop an in-depth understanding of presidential politics and policy-making. With this knowledge, students will be able to transfer those skills that they hone in following the policy making process into their lives as citizens after they leave Stockton. They will be prepared to be deeply informed and engaged citizens. And by building in opportunities for students to share their experience and their research, this project will have a broader reach on Stockton's campus.

Assessment Plan: What are your anticipated outcomes and specific measurements for success?

Throughout the Washington Center seminar in January, students will be assigned readings and complete structured assignments and journal entries. These materials, assigned by the Washington Center, will assess their understanding of presidential politics as the new administration prepares for office. In the independent study, students will be graded based on (1) their assignments completed with TWC during the seminar, (2) their research papers, and (3) the two presentations they will give to the larger student body, one focused on their inauguration experiences and one focused on their research on the administration's first 100 days. These presentations in particular are a central component of this project, as they will ensure that the knowledge that student participants gain through this experience is shared more broadly with the campus community.

A successful presentation about the inauguration experience from the student participants will effectively convey what they learned about presidential transitions and, importantly, what they learned about strategies to improve the state of our political discourse. This presentation will give Stockton students a guide for the role that they can each play in changing the tone of our political dialogue, focusing our students across campus on concrete ways to participate in and improve our political system. This presentation in February will be widely promoted to ensure that students are able to share their insights with as many on the Stockton campus as possible.

In their research efforts, student participants will be producing a database that tracks all the policy priorities of the new administration and the progress made toward each. Their findings from this research will be shared at a campus-wide presentation in April, as the 100 day mark approaches. Student participants will collaborate together on the research and presentation. This presentation will serve to inform students across campus about policymaking in a new presidential administration, and will also consider the obstacles that the new president is facing in his/her efforts to move policy forward. Each student will also write a research paper that summarizes their findings about the progress of the new administration toward the goals outlined in the campaign and in the inaugural address. It is the intention that these research papers could be submitted for presentation at an academic conference within the next year after the independent study.

The work of this project will be completed during spring semester 2017, and Claire Abernathy will be responsible for overseeing all aspects of the project. Presentations with students at an academic conference would be expected to occur in 2017-2018.

Budget Summary

This proposal seeks funds to cover 50% of program fees for this experience for our students; with a program cost of \$2295 for each student (including their housing while in D.C.), each Stockton student attendee would have \$1147 of those costs covered through support from the 2020 Initiative.

We are currently seeking additional support of \$500 per student in form of a supplemental from the Student Senate.

Beyond the financial support secured from the 2020 Initiative and the Student Senate, student participants will be responsible for paying the remainder of their program fees for the Inauguration Seminar, as well as for travel expenses and food during their time in D.C. Though it depends on the amount of support received from the 2020 Initiative and the Student Senate, it is estimated that students will be responsible for at least \$1,000 of their expenses for this experience (between remaining program fees, travel and food costs).