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**STOCKTON UNIVERSITY  
ANNUAL REPORT FOR  
2020 INITIATIVES PROJECT**

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<b>PROJECT LEADER(S):</b>	Claire Abernathy
<b>PROJECT TITLE:</b>	Experiencing the Presidential Inauguration (Engagement)
<b>DATE:</b>	6/22/2017
<b>CC:</b>	John Smith, Merydawilda Colon, Cheryl Kaus

- *The boxes below expand as needed to accommodate your notes. You may also include/submit appendices or attachments, if needed.*
- *Email a copy of this completed form to Jessica Kay, Data Analyst & Assistant to the Chief Planning Officer at: [jessica.kay@stockton.edu](mailto:jessica.kay@stockton.edu)*

**Please provide a summary of the project and your experience.**

Every four years, the Washington Center hosts a two-week seminar in Washington D.C. around the presidential inauguration. The funds from this 2020 Initiative grant helped cover the registration costs of eight Stockton students to attend this intensive and informative seminar (two others participated without support from these funds). During the two-week seminar, students attended panels and presentations with political practitioners, media personalities, and political scientists, all of whom helped students develop a sense of the broader context of the 2017 election, the inauguration, and what to expect from the upcoming administration (see "Inauguration\_2017\_Schedule.pdf" attached for full schedule). Students also had the opportunity to meet in small groups with several interest groups active in political advocacy; in these sessions, students were able to gain more in-depth knowledge of immigration policy, budget policy, environmental policy, and policies related to religious liberty. Taken together, the seminar provided students with an opportunity to develop a thorough understanding of American politics during a time of political transition and to gain a perspective on what to expect from the newly elected Trump administration.

On returning to campus in January, students participated in a panel discussion about their experiences at the presidential inauguration seminar, and at the inauguration ceremony itself; this campus-wide event was attended by more than 60 students (see "Inauguration Students Campus-Wide Events.docx" attached for promotional materials and photos from this presentation).

As a complement to this two-week seminar, student attendees enrolled in a 4-credit Political Science independent student focused on the first 100 days of the Trump presidency. At the seminar in January, students built a strong foundation for how best to understand presidential politics at the start of a new administration. In the independent study, students assessed the first 100 days of the Trump administration, considering carefully how the agenda outlined by the new president in the inaugural address and in the 2016 aligned with the actions being taken throughout spring 2017. Students tracked administration policy actions during the first 100 days; they catalogued their findings in research papers for the independent study and presented their conclusions at a campus-wide presentation in April

attended by more than 50 students (see “Inauguration Students Campus-Wide Events.docx” attached for promotional materials and photos from this presentation).

For this report, I also wanted to include the media coverage surrounding the Stockton students’ time in D.C. during the seminar in January. Please find attached Stockton press releases related to students’ attendance at the Washington Center Academic Seminar (“DC Students Press Release\_11217.doc” and “DC Students Press Release\_13117.doc”) as well as a story in the Stockton Now E-zine (“Stockton Now\_DC Students Article.png”). Students were also interviewed by an NBC 10 correspondent in D.C. for the inauguration (<http://www.nbcphiladelphia.com/news/local/Welcome-Rally-Thursday-Ahead-of-Inauguration-Philadelphia-411155325.html>) and one student, Lexi Franklin, was interviewed by her local newspaper in New Jersey (<http://www.courierpostonline.com/story/news/2017/01/19/south-jersey-residents-excited-attend-inauguration/96778738/>). Photos from the two-week seminar can be found on Stockton’s Flickr ([https://www.flickr.com/photos/stockton\\_edu/albums/72157677111104732](https://www.flickr.com/photos/stockton_edu/albums/72157677111104732)) as well as the Political Science Facebook page (<https://www.facebook.com/stocktonpols/>).

**Please attach a copy of your original proposal or list your stated objectives and expected outcomes.**

Original proposal attached.

Strategic objectives identified in original proposal:

- Primary objective: prepare students for active citizenship role
- Secondary objectives: deliver high-value-added learning experiences and promote scholarly activity; create mutually reinforcing intellectual and co-curricular experiences

Through their work closely studying a new administration in the transition into office, students are expected to develop the skills that 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. Students were also expected to develop presentations about their experiences at the inauguration seminar and about their research into the first 100 days, and produce a thorough research paper that documents the administration’s policy actions during the first 100 days, translating their knowledge into scholarship that the rest of the campus community will gain from.

**Please describe the results of your project and compare them to your original expectations. Elaborate on how well your objectives were met and how they might have changed. Note any particular obstacles that may have prevented your achieving full satisfaction on desired outcomes.**

Each of the ten Stockton student participants in the Inauguration Seminar enrolled in the First 100 Days Independent Study with Professor Abernathy during the spring semester. As part of that course, students coordinated two presentations (Talking Presidential Inauguration 2017, 2/2/17, attended by more than 60 students; Trump’s First 100 Days, 4/18/17, attended by more than 50 students). At these presentations, students shared their experiences at the inauguration seminar and their research into the Trump administration’s policy actions at the start of his presidency. Throughout the semester, students worked in small groups to track policy progress in specific policy areas (economic, healthcare, immigration, foreign policy, and government reform). At the end of the semester, they produced research papers that catalogued the campaign promises that candidate Trump had made in their policy area and the policy actions that President Trump had advanced during the first 100 days in their policy area; this research also was the basis of their presentation in April on Trump’s First 100 Days. In each of

these outcomes, students showed strong abilities to track policy debates and convey information about policy actions effectively in both written and oral formats. Each of the objectives that I had for students, particularly the primary objective to prepare students for active citizenship, was met or exceeded.

That being said, I think the independent study could have been more structured. Though we met six times throughout the semester after returning from D.C., students indicated an interest in meeting more regularly. In part, this would have helped facilitate the communication among students who were working together to track the same issue area. Though we did communicate regularly by email on a shared Google Drive where students would post their research, more regular meetings would have been constructive. Additionally, I could have provided more direct instruction in information literacy and research skills to assist students in their work; though they did excellent work in tracking issues themselves, more guidance about useful resources would have been helpful. This was my first experience facilitating an independent study on this scale, with 10 students collaborating as they tracked the new and at times controversial administration. I think future iterations of this experience should be run as an actual course, providing more regular opportunities for classroom interaction and instruction on research and information literacy. The group of students were highly motivated, but I think the more regular contact with me would have helped improve their already strong work.

**Please list any follow-up actions (publications, presentation venues, etc.)**

During the semester, students developed two campus-wide presentations at Stockton's main campus (described above). Students will be continuing to work on their final papers to develop them into a compiled paper to be proposed for presentation at an academic conference in the 2017-2018 academic year.

**Are you recommending the continuation of this project? If so:**

- **What are the next action steps you foresee or recommend?**
- **What are the expected budget requirements going forward?**
- **Please identify the program, department, or division to which the continuation proposal should be forwarded.**

*[Note: continuation proposals must be approved and incorporated into the appropriate budget process.]*

The Washington Center conducts the Presidential Inauguration Seminar at the start of each new presidential term, and ideally Stockton would be able to support a similarly large group of students to attend in the future. I plan to coordinate with my colleague, Michael Rodriguez, who took the lead on sending students to the RNC and DNC in summer 2016 through the Washington Center to create a sustainable fund to support student attendance at these Convention seminars and the Inauguration seminars going forward during each four-year cycle. This plan remains in the early stages and we will continue developing the idea in 2018 in preparation for the 2020 election cycle.

<b>FINANCES: Based on your proposal, please outline below how the award has been spent.</b>		
	<b>Amount</b>	<b>Notes/Comments</b>
<b>Beginning Budget Balance as of:</b>	<b>\$</b>	
Salary Expenditures		
• Stipends	\$	
• Full-time staff salaries	\$	
• Full-time faculty salaries	\$	
• TES salaries	\$	
• Fringe Benefits	\$	
<b>Total Salary and Fringe Expenditures</b>	<b>\$</b>	
Non-Salary Expenditures ( <i>supplies, travel, etc.</i> )		
• Registration fees for student participation in Washington Center Inauguration Academic Seminar	\$ 8,000.00	8 students each received \$1,000 toward their \$2,295 registration fees for TWC's Academic Seminar; paid in January 2017 to Washington Center
•	\$	
•	\$	
•	\$	
•	\$	
•	\$	
<b>Total Non-Salary Expenditures</b>	<b>\$ 8,000.00</b>	
<b>Total Salary + Non-Salary Expenditures</b>	<b>\$ 8,000.00</b>	<b>Paid to Washington Center January 2017</b>
<b>Ending Budget Balance as of: 6/22/17</b>	<b>\$ 0.00</b>	

*If there are remaining expenditures required to complete the project, please itemize them with expected amounts and timing for payment.*

**IMPORTANT:** *Unused funds will revert to the general 2020 Initiative Fund at the end of the fiscal year if not approved and encumbered for project costs.*

<b>Item</b>	<b>Expected Amount</b>	<b>Expected Timing for Payment</b>
N/A	N/A	N/A
<b>Total</b>	<b>N/A</b>	