

DEPAUL  
UNIVERSITY  

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DIVISION OF STUDENT AFFAIRS



DePaul University  
Chicago Campus Voting Challenge

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## Executive Summary

### **(1) Who developed this action plan?**

- This action plan was developed in partnership of two departments within DePaul University's Student Affairs: the Office of Student Involvement and Adult, Veteran, and Commuter Student Affairs.

### **(2) What is the action plan for and what does it seek to accomplish?**

- The action plan defines the working group, proposed initiatives and programming, as well as flexible plans based on the virtual nature of the fall quarter.
- The action plan has been developed according to three simple steps:
  - 1) Get Registered
  - 2) Get Informed & Educated
  - 3) Get Out & Vote
- The goal of the action plan is to deliver a comprehensive approach to increase voter registration and engagement on DePaul's campus, while remaining inclusive of the larger DePaul community. Particular care will be given to those undocumented or ineligible students.

### **(3) Where will this action plan be implemented?**

This action plan will be implemented on DePaul University's Lincoln Park and Loop campuses. Since the physical university campus saw a very small student population in the fall, virtual programming via DeHub, social media pages, and related platforms has commenced.

### **(4) Why was this action plan developed? How does this plan tie to broader institutional norms/values/strategic plans?**

- This action plan was developed as civic duty is an important initiative within the university through our Vincentian values. Our university president, Dr. Esteban, as well as many faculty members are passionate about voting rights.
- This is supported by DePaul's current mission and vision statements.

### **(5) When does this action plan start and end? Is this an action plan focused on the short-term and long-term goals? When will it be updated?**

- This action plan began during the 2020 spring quarter. The primary efforts and programming occur during the summer and fall. Evaluation and reporting will occur in the early months of 2021.

### **(6) How will this action plan be implemented? Who's in charge? What unit/office/division will be facilitating the effort?**

- A new working group has been assembled to implement this action plan. This working group encompasses academic departments, nonpartisan student organizations and a variety of offices within student affairs. The action plan will be implemented via the working group by using the Distributive Leadership Model.

## Leadership

### **(1) Who are the working group members and how are they involved?**

*What academic departments and which faculty within academic affairs are involved?*

- Leah Bryant, *College of Communications*
- Roberta Garner, *Sociology Department*
- Winifred Curran, *Geography Department*
- Rebeca Hernandez, *Undergraduate Admission*
- Christine Gimbar, *School of Accountancy & MIS*
- Roger Gregory Uy, *Athletics Department*
- Laura-Caroline Johnson, *Art Museum*
- Sveta Stoytcheva, *Library*
- Shaye Loughlin, *Center for Public Interest Law*
- Richard Farkas, *Political Science Department*
- Carolyn Lewis, *Athletics Department*
- Jennifer Schwartz, *Library*
- Breanne Fahey, *Undergraduate Admissions*
- Kristen Pengelly, *College of Communication*
- Bryan DUBY, *Athletics Department*
- Nina Diamond, *College of Business*
- Kathy Hillegonds, *College of Business*
- Margaret Schultz, *Academic Affairs*
- Victoria Fombelle, *Student in Public Relations*
- Wesley Janicki, *Student Government Association*
- Nashra Mohammed, *Student Government Association*
- Marcus Robertson, *Student Government Association*
- Gabriela Illa, *Student in College of Law*

*What units within student affairs are involved and which administrators are involved?*

- President's Office: Dr. Esteban
- Information Services: Aaron White
- Office of Public Relations and Communication
- University Marketing: Elly Kafritsas-Wessels and Maria Hench
- Office of Advancement: Courtney Villa & Effie Mores
- Student Affairs
  - Office of Student Involvement (OSI): Courtney James, Teneshia Arnold, Sarah Rudy, and Claudia Ladzik
  - Adult, Veteran, and Commuter Student Affairs: James Stewart
  - New Student & Family Engagement: Tom Menchhofer
  - Residential Education (Res Ed): Rod Waters

*Which students and student organizations are involved?*

- The focus on student involvement and student organization outreach will be centralized around nonpartisan groups that reach the widest student populations possible.
- Student Government Association (SGA)<sup>1</sup> – As the official representative body for students attending DePaul University, SGA holds regular General Body meetings open to the entire student body and actively promotes and advocates the student voice and opinion on campus. In particular, the SGA Senator for Community & Government Relations will be involved in the Voter engagement initiative.

- DePaul Activities Board (DAB)<sup>2</sup> – the largest programming body on campus that works to provide a variety of events for the Lincoln Park and Loop Campuses. Composed of eight committees that plan around 100 free events a year to enhance student life, including the Social Change committee dedicated to events surrounding topics including voter engagement.
- IMPACT (I Matter, Political Activism Can Too)<sup>3</sup> – nonpartisan political activism organization with a mission to advance civic education for a more engaged citizenry. Officers: Elizabeth Lachapelle & Allison Marcella (impactdepaul@gmail.com)
- IGNITE<sup>4</sup> – building a national movement to dramatically increase the pool of women who are prepared and eager to become the next generation of political leaders. Our vision is to build a movement of young women who are civically engaged, respond to issues in their own communities, and who ultimately pursue elective office. President: Nashra Mohammed
- Alpha Phi Alpha<sup>5</sup> – the national chapter has voter engagement at the core of their values. We plan to involve the local DePaul chapter of Alpha Phi Alpha to serve as the FSL lead and increase engagement with this student population. Alpha Phi Alpha hosted a “Vote & Vibe: Voter Registration Party” event on 10/21/2020. President: Darnell Langston
- Esports – a category of student organizations that has utilized it’s audience of students to incorporate voter engagement conversations/partnerships. These efforts include a partnership with Gamers.vote
- Student Organization Fund<sup>6</sup> – provides funding for student organizations across campus. This will provide funding opportunities for student organizations to host virtual or in-person events including nonpartisan/voter registration & education events.
- DePaul’s Education and Development Grant for Employability (EDGE) Program<sup>7</sup> – a group of highly qualified first-year students focused on job skill development to assist with on-campus/virtual outreach.

*What community and/or national organizations are involved?*

- Vote Smart<sup>8</sup> – provides free, unbiased information on candidates and elected officials
- All in Campus Democracy Challenge<sup>9</sup> – goal to encourage active and informed participation in American Democracy. Specifically, DePaul will participate in the Illinois Collegiate Voting Challenge.
- NASPA Voter Friendly Campus<sup>10</sup> – as a designated Voter Friendly Campus, DePaul is developing a plan to encourage civic and electoral engagement among its faculty, students, and staff.
- Ask Every Student<sup>11</sup> – as a part of the All in Campus Democracy Challenge, Campus Vote Project, and Students Learn Students Vote, and NASPA, the Ask Every Student initiative provides a variety of resources.

*Is the working group coordinating with the local election office? If so, with whom and how?*

- Illinois State Board of Elections<sup>12</sup>
- City of Chicago – Your Voter Information<sup>13</sup>

**(2) Who is coordinating and overseeing the institution’s work to increase civic learning and democratic engagement?**

- Utilizing a Distributive Leadership Model to encourage cross-university collaboration. Proof points lie in DePaul’s Mission & Ministry & Esports Steering Committee
- Committee members can choose to attend meetings based on their availability, but will be kept in communication via email, meeting notes and agenda

**(3) What are working group members’ unique strengths and, with those in mind, what are their responsibilities?**

- President’s Office oversees the entire student body and larger DePaul university and can provide a higher level of touchpoints and visibility
- Information Services is responsible for the larger IT connections and related services on campus. Their strengths are wide and will be well valued in this initiative through the creation additional websites, real time data tracking, etc.

Office of Public Relations and Communication can assist with larger planning and messaging for the voter engagement initiatives; outreach, calls to action, etc. that are most suitable for students, faculty, staff, and the larger public. Specifically, this office can publicly release the announcement of DePaul’s voter engagement initiatives and can provide periodic updates as deemed appropriate by the working group

- University Marketing and Communications strengths lie in providing and advising on necessary marketing and communications regarding the larger voter engagement initiatives as well as individual events and campaigns.
- Student Affairs
  - OSI’s strength lies in their ability to brainstorm creative solutions as well as their deep contact points with the student body
  - Adult, Veteran, and Commuter Student Affairs serves as the voice of this important student population with unique needs and interests
  - New Student & Family Engagement leads new student orientation and holds the opportunity to introduce new students to DePaul and voter registration.
    - Chicago Quarter communication
  - Res Ed provides a major touchpoint for the students living on-campus, primarily underclassmen students. An estimated 2,300 students live on-campus each school year, while 250+ have been on campus during our primarily virtual Fall Quarter. Res Ed has their own programming, values, and learning outcomes that overtly support civic engagement. Res Ed’s own mission is “committed to building inclusive, co-curricular learning communities that inspire self-authorship, encourage social responsibility, and teach residents to take seriously the perspective of others, in accordance with our university’s urban, Vincentian heritage.”

**(4) If you’re not already working together, how will you recruit or select working group members?**

- The Voter Friendly Campus Working Group’s selected group members are representatives of departments within the larger DePaul university that work frequently together.

- Departments within Student Affairs are well acquainted with working together on larger initiatives and will serve as the hub of the task force. Although no longer formalized within the Office of Student Involvement, the legacy responsibility of voter engagement still lives within this office and the larger initiative extends to the necessary departments of the university.
- The initial working group will be assembled based on those that have highest touch points with the undergraduate student body and have an interest in voter engagement efforts.
- Departments or members of the working group will be added as necessary based on the interests of the group and/or the skill sets and value brought to the larger initiative.
- Biweekly meetings (every other week) with updates from the respective participating groups

**(5) How is the working group inclusive of different campus and community stakeholders?**

- The initial working group will be assembled based on those that have highest touch points with the undergraduate student body and have an interest in voter engagement efforts.

**(6) Does the working group have the support of upper administrators who can help advocate on behalf of the working group?**

- Supported by the Office of the President & Dr. Esteban who has a strong personal connection to voter rights and actively advocates for voter engagement

**(7) What other offices on campus need to be involved?**

- Described above

**(8) How often will the working group meet or communicate?**

- Described above

**(9) If you're not already working together, how will you recruit or select working group members?**

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**(29) What other offices on campus need to be involved?**

- Described above

**(30) How often will the working group meet or communicate?**

- Described above

## Commitment

### **(1) How does the institution and its leadership demonstrate commitment to improving civic learning and democratic engagement? Is there an explicit, visible commitment on the part of the governing board, president/chancellor, and senior leadership?**

- As stated in DePaul's current mission and vision statements, the university's focus on Vincentian values instills a sense of commitment to educating students to serve the greater good and their community around them<sup>14</sup>:  
"Our primary enduring commitment remains in taking intentional action to sustain and further institutionalize our Catholic, Vincentian identity. The Vincentian question "What must be done?" calls us to take action in service of others as we prepare students to contribute to the collective good."
- This concept encompasses civic duty as it relates to exercising a democratic right and participate in advancing the democracy within the city of Chicago or the student's local community.

*Is the commitment communicated within the institution? To whom, specifically, and how?*

- News throughout the institution is primarily provided through two digital releases:
  - Letter from the President: periodic communication from the President's office on timely, important topics (on-campus news, large university updates, etc.)
  - DePaul Newslines: daily digital newsletter sent to the entire DePaul community advertising upcoming and recent events, editorial pieces, campus initiatives, etc.
- The student-run newspapers, The DePaulia and 14East, are other outlets of news and communication that are well read by the student population
- Radio DePaul & Radio DePaul Podcast: both a live radio station and podcast, Radio DePaul can be used to make event announcements and request to be featured on shows such as The DePaul Half Hour with Amanda Janis where live interviews are conducted with representatives from around campus.

*Is the commitment communicated outside the institution?*

- Utilizing the expertise of DePaul's Office of Public Relations and Communication, media coverage can be arranged to get the word out about the voter engagement initiatives

### **(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?**

- Included in DePaul's vision for 2024, Grounded in Mission<sup>15</sup>: "Guided by our Catholic, Vincentian, and urban mission, the university respects the dignity of each person within and beyond the DePaul community. We continue to strengthen what makes DePaul unique: respected academics, real-world knowledge, and a commitment to social responsibility, all informed by the place we call home—the urban and multicultural city of Chicago. The university's distinctive mission establishes a strong foundation of inclusive liberal-arts education, religious pluralism, and social justice—responsibilities that endure in the life of the university today. Each member of the DePaul community helps fulfill this educational and societal mission."

**(3) How is the institution's commitment reflected in existing statements and documents?**

- Answered in Landscape section

**(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?**

- Answered in Landscape section

**(5) How is educating for civic learning and democratic engagement included in the general education curriculum?**

- Answered in Landscape section

**(6) How is educating for civic learning and democratic engagement included in the co-curriculum?**

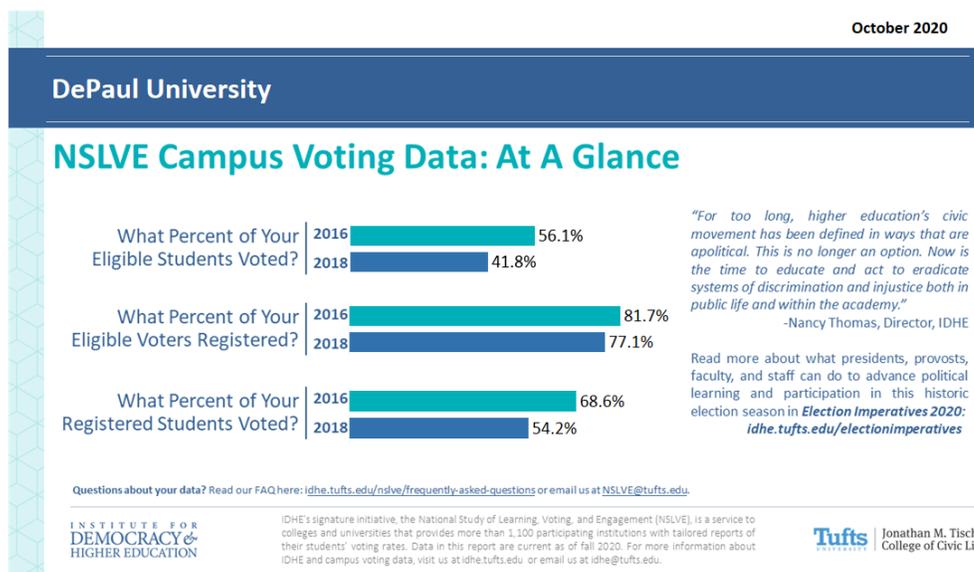
- Answered in Landscape section

## Landscape

### (1) Are civic learning and democratic engagement overall campus learning outcomes?

- DePaul's Core Curriculum, the Liberal Studies Program, focuses on learning experiences and outcomes both within the classroom and extending beyond into the
  - Six-goal learning outcomes, 2 are most pertinent:
    - Goal 3: This goal honors the notion that knowledge reflects and contributes to the values of individuals and communities. DePaul students, in particular, are challenged to consider their own values in light of the university's mission. Outcomes include that DePaul students will be able to: articulate their own beliefs and convictions, as well as others' beliefs, about what it means to be human and to create a just society; articulate what is entailed in becoming a self-directed ethical decision-maker and living a life of personal integrity.; evaluate ethical issues from multiple perspectives and employ those considerations to chart coherent and justifiable courses of action.; benefit their communities through socially responsible engagement and leadership.
    - Goal 4: This goal speaks to the likelihood that, in our diverse and increasingly interdependent world, the future depends on individuals being able to learn from each other and make the best use of finite resources. Outcomes include that DePaul students will demonstrate respect for and learning from the perspectives of others different from themselves; knowledge of global interconnectedness and interdependencies.; knowledge to become a steward of global resources for a sustainable future.
- The Liberal Studies Program has six learning domains to provide students with a well-rounded education rooted in our Vincentian values. One of the domains in particular, the Social, Cultural, and Behavioral Inquiry Domain, provides students with a variety of courses that support civic learning and democratic engagement within their learning outcomes including:
  - PAX 201: Frameworks for peace: practical models for social change
  - PAX 212: Social justice and social change
  - PAX 220: Social engagement for peace and justice
  - PSC 213: Political socialization
  - PSC 216: American political culture
  - PSC 223: Urban politics
  - PSC 233: Political ideas and ideologies
  - PPS 200: Introduction to public policy
  - PPS 301: Public policy and politics
  - SNC 203: Participation and democracy in America
- A full list of DePaul core curriculum courses can for the Social, Cultural, and Behavioral Inquiry Domain be found [here](#).

**(2) What does assessment data show about the political climate and democratic engagement on campus? How does this data compare to that of peer institutions?**



**(3) How is civic learning and democratic engagement present in the curriculum?**

*In which courses is it taught?*

- Described above

*In which courses is it listed as a learning outcome?*

- Described above

**(4) How is civic learning and democratic engagement present in the co-curriculum?**

*In which departments is this included?*

- Described above

*What initiatives, programs, and activities focus on this?*

- Described above

**(5) What internal barriers prevent the institution from being successful?**

- Virtual Engagement: At the time of writing this action plan, DePaul University is currently mostly closed to on-campus activities due to COVID-19. It is unclear when DePaul will open up to "normal" on-campus activities. As such, engaging students in a virtual manner will present challenges in terms of digital marketing, virtual events, etc. Some of the virtual barriers faced are the transition to another virtual academic quarter, the transition of responsibility of the voter engagement initiatives, prioritization of assistance provided to students/faculty/staff regarding virtual learning/support, DePaul's academic calendar and late virtual transition as compared to similar universities.
- Initiative Ownership: The responsibility of voter engagement traditionally sat within the OSI prior to this full-time position being eliminated. As such, it is often thought that OSI continues to champion this initiative as a legacy responsibility. While voter engagement and overall student involvement is certainly an OSI focus, the voter engagement initiatives must be shared and championed within a variety of departments across the

university. Due to the COVID-19 pandemic, there has been a shift and change of priorities from a “normal” academic and election year, in general.

- Split Campuses: DePaul University’s campus is technically split into two locations: Lincoln Park (main campus), Loop (downtown, remote campus). While the separate campuses have benefits in their own right, at times, can feel a bit decentralized especially during the remote nature of the fall quarter. Through campus-wide initiatives and programming, the university unites the two campuses.

**(6) What external barriers prevent the institution from being successful?**

- Complex voter registration process for new, first-time voters. Many students face difficulty claiming residency in on-campus housing or temporary apartments as opposed to longer term living situations (i.e., parent/guardian’s homes).
- There is also an outlook that mail-in and communication systems are complex; with communication differing state-by-state.
- In a time of political polarization, our institution (along with all other American universities) will need to be proactive about providing factual, nonpartisan voter education.
- The impact of media has had a large influence on the outlooks/opinions of various ways of voting.

**(7) What resources are available to help the institution be successful?**

- Vote Smart – provides free, unbiased information on candidates and elected officials. This site can be advertised to DePaul students and the larger DePaul community to utilize as they educate themselves on candidates available on the ballot prior to voting.
- All in Campus Democracy Challenge & Illinois Collegiate Voting Challenge – provides crucial resources on registration deadlines, voting and polling place information, etc.
- NASPA Voter Friendly Campus – provides resources as it relates to voter registration, education, and turnout
  - TurboVote: DePaul will continue to use TurboVote to register voters on campus, with particular focus during the month of September which has been deemed National Voter Registration Month by the National Association of Secretaries of State.
  - Utilize icitizen for digital polling<sup>16 17</sup>
  - Specifically the #voterfriendlycampus media kit will provide general resources for DePaul to use as a guide<sup>11</sup>
- The Office of Student Involvement created two virtual toolkits with non-partisan resources to be shared with campus members and partners regarding registering to vote and navigating post-election conversations.
- The Toolkit provided by Ask Every Student can be leveraged for longer term goals as it relates to how DePaul further integrates, executes, and institutionalizes voter participation as a part of our campus traditions.
- The national chapter of Alpha Phi Alpha has a special initiative called their “Voter Education/Registration Program” with a sample reporting tool and curriculum guides, among other resources that can be leveraged by the local DePaul Alpha Phi Alpha chapter and the larger DePaul community.<sup>5</sup>

**(8) What additional resources are needed to help the institution be successful?**

- Trusted, nonpartisan information to educate student voters: to help eliminate the disconnect between voter registration and turnout rates
- Credible information regarding voting/polling place instructions for students who are voting for the first time (Voting 101): ensuring you’re registered to vote, mail-in voting, polling place voting, early voting, absentee, etc.
- Voter registration tracking in real time: a secure database will need to be constructed that tracks students interacting with the initiative and the ultimate outcome (not registered or not eligible to be registered, registered, voted).

## Goals

### Long-Term Goals

#### **(1) What is the long-term vision the institution hopes to achieve?**

- DePaul’s long-term vision for 2024 states, “DePaul will be unequalled among urban universities in the United States in ensuring the success of a diverse community of learners. Through programs that integrate theory with practice and ideas with action, DePaul’s expert and dedicated faculty and staff will develop students’ readiness to engage with and thrive in a changing world. The university will broaden its historical mission of access to address the lifelong learning needs of our students by providing innovative and affordable programs and varied curricular structures and modes of delivery. Equipped with a transformative education grounded in our Catholic and Vincentian values, DePaul graduates will be recognized as effective and responsible change agents.”
- From the long-term university strategic plan, it is evident that voter registration and civic engagement is at the forefront of DePaul’s mission and vision for the future. The university seeks to educate students within the traditional classroom but also to be active participants in the urban community around them, both during their time as a university student and lifelong following graduation.

#### **(2) What knowledge, skills, and capacities (learning outcomes) does the institution want students to achieve and graduate with in order to be active and informed?**

- According to DePaul’s long-term vision for 2024, several learning outcomes are the focus for the future, including:
  - Develop and implement curricular and co-curricular programs to promote undergraduate and graduate student engagement with all aspects of the university’s mission, identity, and values, including service, faith development, inter-religious dialogue, and advocacy for systemic change and social justice.
  - Develop a career exploration component in the undergraduate curriculum of every program.  
Ensure that all graduates demonstrate core competencies and transferable skills (e.g., cultural agility; technological, information, and data literacy; computational thinking; critical and systems thinking; effective communication; and ethical and moral reasoning).
  - Enhance the freshman first-year experience to support successful transition to DePaul, inclusion in the DePaul community, and academic success.
  - Create college- or program-specific first-year experiences for entering transfer students to better integrate them into the DePaul community and their academic program.

#### **(3) What are the outcomes the institution wants to accomplish over the next 10 years?**

- As summarized by DePaul’s Grounded in Mission vision for 2024, DePaul is rooted in six strategic priorities for the future:
  - 1) Deepen our commitment to DePaul’s Catholic, Vincentian, and urban mission
  - 2) Ensure a welcoming, engaging, diverse, and inclusive campus environment
  - 3) Excel in preparing all students for global citizenship and success

- 4) Expand access to a portfolio of high-quality, affordable academic programs that meet student, workforce, and societal needs
- 5) Elevate academic excellence and embrace a culture of creativity and discovery
- 6) Employ bold approaches to ensure DePaul's continued fiscal strength for future generations

**(4) Are the goals S.M.A.R.T.I.E. (specific, measurable, achievable, realistic, and time-bound, inclusive, and equitable)?**

- Described above

#### **Short-Term Goals**

**(1) What outcomes does the institution need to reach during the next three years to stay on track to reach its longer-term vision?**

- Refer to timeline created in strategy section

**(2) What resources does the institution need to ensure its longer-term vision is within reach?**

- Described above

**(3) Who does the institution need to involve in order to reach its longer-term vision?**

- Elevate to the President's office
- Continued, sustained effort from all departments within the university

## Strategy

**Summarizes how the institution intends to build institutional culture and infrastructure that supports civic learning, political engagement, and voter participation. Put simply, it outlines a strategic plan for this work. A campus's strategy should include a plan for achieving short-term and long-term goals and should consider means of achieving what is laid out in the other segments of your action plan. Developing a strategy should consider various institutional departments, programmatic efforts, and, ultimately, the infusion of a broad civic ethos into the mission of the institution.**

- Currently at DePaul University, we are fortunate to have very civically engaged students and frequently have students who are looking to engage in voter registration efforts. Specifically around election cycles, we host several voter registration drives along with “Parade to the Polls,” an event that has become a campus staple around election- time at DePaul. The event features live music, speakers discussing the importance of civic engagement, a variety of interactive elements, and more. Most significantly, the event culminates in a walk to a Chicago early polling place where students can register onsite and vote in the election. Annually, these efforts see approximately 900 total student attendees.
- To spread the message surrounding voting to as many students as possible, DePaul coordinates an annual marketing campaign surrounding voter registration. By leveraging TurboVote, we are able to provide students across the country the means to appropriately register for whatever state they may permanently reside in. Outside of coordinated email campaigns, we have student graphic designers creating social media voter registration graphics that also help promote efforts.
- Here at DePaul, we are quite fortunate to have a robust student population that is eager to promote civic engagement and voter registration. Because of it, we have created a “virtual voter registration toolkit.” The toolkit includes resources for community members and partners which aids in the furthering of knowledge regarding getting registered, informed/educated, and going to vote. Student organizations can use the toolkit to assist in spreading the message surrounding voter engagement.
- Voter Registration Geniuses were student positions created this year to assist in increasing the one-on-one engagement in the voter registration process. The five students and their faculty/staff member guides continue to connect with students based on the state they are registered in.
- The goal is to use these existing resources as a base to make strides toward its goals. The programming will be used in the following format to optimize voter registration and to the link between voter registration and engagement:
  - (1) Get registered
  - (2) Get informed/educated
  - (3) Go vote

Virtual
Academic
Zoom class visits & D2L announcements
Virtual professor testimonials
Chicago Quarter Presentations – Voter Registration Geniuses
Student Life
SGA series: Civic Engagement and Social Action Video Series
DEN programming
DeHub Voter Engagement Event Bases
Virtual panels: DAB – Social Change and Alpha Phi Alpha event
Virtual Cultural Center Integration
Virtual programming & initiatives
EDGE, Faculty/Staff, and Student Leader “Why Vote?” Videos
NSFE Digital Orientation
Virtual Student Org Voting Challenge
Community
Chicago Campus Voting Challenge
Marketing
Social Media (Facebook, Instagram, Tik Tok)
Programming & voter registration tracking

Spring Quarter	Summer	Fall Quarter	Winter Quarter
-Social Media promotion of the letter & register to vote early -Initial contact with working group and student orgs	-NSFE Orientation -Professor outreach -Fall programming plan -Continued social media	-Virtual Student Org Competition -EDGE “Why Vote” videos -Social Media Posting -Chicago Quarter Presentations -Class Presentations/ Reminders -Voter Registration Geniuses -Virtual Toolkit sharing	Reporting Analytics Next Steps

**Short-Term**

**(1) What is the work? What are the planned activities and initiatives?**

- Described above, the strategies have been planned with virtual programming being the modality for fall quarter.

**(2) Who is responsible for implementing each planned strategy and tactic?**

Described above

**(3) Who is the audience for each strategy and tactic? What methods will be used to make strategies and tactics accessible to diverse populations?**

- Described above

**(4) Where will each activity occur on and off campus?**

- Described above

**(5) When will the work happen and what preparations are required beforehand to make it happen?**

- Described above

**(6) Why is each strategy and tactic being implemented and what is the goal for each activity?**

- Described above

#### **Long-Term**

**(1) 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?**

- A campus committed to the above initiatives is one that creates and fosters an environment of acceptance and learning. Students are encouraged to explore and discover
- The degree of commitment and participation from students could be measured using NSLVE data (voter registration and engagement) as well as programming attendance.

**(2) How might your institution deepen capacity and competence related to diversity, equity, and inclusion in tandem with civic learning, political engagement, and voter participation?**

- The institution's vision and values are already rooted in diversity, inclusion, and democratic engagement. Thus, these campus traditions must continue in order to further strengthen the culture of diversity, cultural competency, and civic duty.

**(3) What will it take to build toward this vision of sustained commitment beyond a single election cycle?**

- A carefully detailed strategic plan is needed and has been developed in order to ensure success of this campaign (plan described above).

**(4) Where does work need to happen in order to institutionalize this vision? Who is responsible within your working group for catalyzing or leading each effort? One step further, how would you know that this commitment has been institutionalized?**

- Necessary actions described above

**(5) On what timeline will efforts to enact this vision occur?**

- Timeline described above

## DePaul University

### NSLVE Campus Voting Data: At A Glance

What Percent of Your Eligible Students Voted?

2016	56.1%
2018	41.8%

What Percent of Your Eligible Voters Registered?

2016	81.7%
2018	77.1%

What Percent of Your Registered Students Voted?

2016	68.6%
2018	54.2%

*"For too long, higher education's civic movement has been defined in ways that are apolitical. This is no longer an option. Now is the time to educate and act to eradicate systems of discrimination and injustice both in public life and within the academy."*

-Nancy Thomas, Director, IDHE

Read more about what presidents, provosts, faculty, and staff can do to advance political learning and participation in this historic election season in *Election Imperatives 2020*: [idhe.tufts.edu/electionimperatives](http://idhe.tufts.edu/electionimperatives)

Questions about your data? Read our FAQ here: [idhe.tufts.edu/nslve/frequently-asked-questions](http://idhe.tufts.edu/nslve/frequently-asked-questions) or email us at [NSLVE@tufts.edu](mailto:NSLVE@tufts.edu).

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IDHE's signature initiative, the National Study of Learning, Voting, and Engagement (NSLVE), is a service to colleges and universities that provides more than 1,100 participating institutions with tailored reports of their students' voting rates. Data in this report are current as of fall 2020. For more information about IDHE and campus voting data, visit us at [idhe.tufts.edu](http://idhe.tufts.edu) or email us at [idhe@tufts.edu](mailto:idhe@tufts.edu).

Tufts  
UNIVERSITY

Jonathan M. Tisch  
College of Civic Life

## Reporting

**(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 to share 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.**

- The plan will be hosted on DePaul's website. A link to DePaul's Voter Friendly Campus Action Plan will be available on the DeHub page for any student, faculty, or staff member to access.
- Presented at divisional area meeting and divisional council
- An article will also be featured via University Marketing and Public Relations, promoted via DePaul Newslines and social media channels
- The plan will also be shared through SGA meetings and DAB/EDGE/IGNITE/IMPACT

**(2) Will the plan be made public? If so, how?**

- The plan will be hosted on DePaul's website. A link to DePaul's Voter Friendly Campus Action Plan will be available in the announcement from the President's office

**(3) Will the data, such as your institution's NSLVE report, used to inform the plan be made public? If so, how?**

- Yes, data will be at the forefront. DePaul's historic and current NSLVE data will be compared to local and national averages
- Submit a report analyzing your efforts due in 2021

## Evaluation

### **(1) What is the purpose of the evaluation?**

- The evaluation is intended to benchmark the voter registration and engagement of DePaul University during the 2020 presidential election.
- The evaluation will provide higher level DePaul University data and then can be further stratified according to specific reporting needs.

### **(2) What does the institution want to know and be able to do with the information gathered?**

- DePaul would like to know average voter registration and voter turnout rates for the students given each voting method or location due to the circumstances of the 2020 election
- On a more specific basis, DePaul would like to know the following demographic information in terms of voter registration and turnout rates:
  - Gender
  - Year in School (Freshman, Sophomore, etc.)
  - Age
  - Campus Primarily Attended (Lincoln Park, Loop)
  - Major
  - Involvement at DePaul (Involved in at least one student organization or on-campus activity, yes/no)
- DePaul will use the information gathered to inform later campaigns to continue to increase voter registration and turnout. As a part of the city of Chicago, students have the potential to make a larger impact on a major U.S. city.

### **(3) Who is the audience for the evaluation?**

- DePaul Executives, Faculty Staff, and Students are all the intended audience of the evaluation. Depending on the specific audience, evaluation metrics and reporting can be tailored

### **(4) Who will carry out the evaluation? Is there an institutional research office representative involved? Faculty who are already studying related research questions? Student Affairs educators carrying out programmatic and long-term learning assessments?**

- Evaluation will be supported through NSLVE data
- The eventual goal is for evaluation to become a part of a departmental monitoring project so that data is continuously collected.

### **(5) When will the evaluation be carried out and completed?**

- NSLVE data will be collected immediately prior to and following the 2020 presidential election in order to capture voter registration and engagement data.

### **(6) What impact is already being measured for other related initiatives, like Carnegie Foundation's Classification for Community Engagement?**

- Impact is not currently being measured as a part of other initiatives. NSLVE data has been recently adopted by DePaul University. Upon receiving data, we will have access to our records dating back to 2012.

**(7) What information must be collected and how will it be collected? What are the performance measures and indicators of success?**

- Described above

**(8) How will information be analyzed?**

*How will the results of the evaluation be shared?*

- Described above

*How will the success of diversity, equity, and inclusion efforts within the plan be evaluated, beyond NSLVE race/ethnicity breakdown information?*

- Described above

# Democratic Engagement Action Plan Rubric

	4   Established	3   Progressing	2   Emerging	1   Undeveloped
<p><b>Executive Summary</b> Overview of the action plan explains: 1) Who developed it 2) The purpose of the plan 3) Where the plan will be implemented 4) The goal(s) of the plan 5) The intended duration of the plan 6) How the plan will be implemented.</p>	Overview of action plan includes responses to all 6 of the suggested guiding questions.	Overview of action plan includes responses to 4-5 of the suggested guiding questions.	Overview of action plan includes responses to 1-3 of the suggested guiding questions.	Overview of action plan is not included.
<p><b>Leadership</b> Description, including names and titles, of the leadership coalition responsible for improving democratic engagement. 5 categories of participation are encouraged: 1) students 2) faculty 3) student affairs 4) community/national organizations 5) local elections office coordination.</p>	A leadership team of all relevant stakeholders (across 5 categories) exists. The team includes academic affairs, student affairs, and students; as well as community partners and/or the local election office. The team includes diverse and marginalized communities.	A leadership team with many relevant stakeholders (across 3-4 categories) exists AND an effort is made to include diverse and marginalized communities.	A leadership team with a few relevant stakeholders (across 1-2 categories) exists, OR is in the process of being formed.	A leadership team has not yet been formed AND plans to develop one are not specified.
<p><b>Commitment</b> Description of institutional commitment to improving democratic engagement.</p>	According to the plan, institutional commitment is visible and widely communicated - internally and externally. It is woven into the culture of the institution and is clearly reflected in the institution's mission, learning outcomes, curriculum, and co-curriculum.	According to the plan, institutional commitment is explicit, but is marginal - it is not woven into the culture of the institution, and appears in silos.	Institutional commitment is implied in the plan, but it is not explicitly described.	Institutional commitment is not apparent in the action plan.
<p><b>Landscape</b> Analysis of student data, campus climate, and current institutional efforts for improving democratic engagement.</p>	The plan communicates a comprehensive understanding of its students, campus efforts, and climate; AND is using this information to inform its strategy.	The plan communicates an understanding of either its students, campus efforts, and/or climate; and may be using this information to inform its strategy.	The plan communicates that a landscape analysis is being developed.	The plan does not communicate that a landscape analysis exists or is being developed.
<p><b>Goals</b> Description of institutional short-term (e.g., by next election) and long-term (e.g., in next decade or two election cycles) desired democratic engagement results.</p>	Short-term and long-term democratic engagement goals are described. Goals are also S.M.A.R.T.I.E.: Specific, Measurable, Achievable, Realistic, Timebound, Inclusive, and Equitable.	Short-term AND long-term democratic engagement goals are described.	Only short-term OR long-term democratic engagement goals are described.	Neither, short-term nor long-term democratic engagement goals are described.
<p><b>National Study of Learning, Voting, and Engagement (NSLVE)</b> Free report providing campuses with their actual student registration and voting rates.</p>	Summary AND detailed (e.g., demographic) NSLVE data are described and specific goals based on these data are set.	Either summary OR detailed (e.g., demographic) NSLVE data are described and general voting goals are set.	Participation in NSLVE is mentioned.	Participation in NSLVE is not mentioned.
<p><b>Strategy</b> Description of institutional efforts to reach desired democratic engagement results.</p>	Strategy includes short-term tactics and long-term strategies. Tactics include a description of multiple voter registration, voter education, and voter turnout activities. Long-term strategies seek to make civic learning and democratic engagement an established part of the institution's curriculum and co-curriculum and go beyond the election.	Strategy includes short-term tactics. Tactics include a description of voter registration, voter education, and voter engagement activities. Activities occur inside and outside the classroom, but are not described as a systematic part of the curriculum or defined as long-term strategies.	Strategy includes short-term tactics. Tactics include description of voter registration, voter education, and/or voter engagement activities, but not all three. Activities predominantly occur outside the classroom. Long-term strategies are not described.	Institutional efforts to reach desired results in terms of voter registration, voter education, and voter engagement are not described.
<p><b>Reporting</b> Description of institutional efforts to make plans, data, and reports public.</p>	Action plan, data, and reports are shared on campus AND are publicly available.	Two or more of the action plan, data, and reports are shared on campus and/or publicly.	One or more of the action plan, data, and reports is available either on campus or publicly, OR a plan to do so is being developed.	Institutional efforts to share plans, data, and reports OR to make them public are not described.
<p><b>Evaluation</b> Description of institutional efforts to evaluate the action plan, implementation, efforts, and results.</p>	The evaluation strategy describes how and what information will be collected and analyzed as well as how the results will be used to make improvements. Includes more than just looking at NSLVE data. Evaluation happens before, during, and after plan implementation. Evaluation strategy crosses several categories of participation from the Leadership Section.	The evaluation strategy describes how and what information will be collected and analyzed. Includes more than just looking at NSLVE data. Evaluation happens during and after plan implementation. Evaluation strategy crosses 1 category of participation from the Leadership Section.	The evaluation strategy describes what information will be collected. Evaluation mostly consists of NSLVE breakdown data. Evaluation is limited to post-election information.	Institutional efforts to evaluate the action plan, implementation, efforts, and results are not described.

## References

<sup>1</sup><https://sga.depaul.edu/about.html>

<sup>2</sup><https://dehub.campusgroups.com/dab/home/>

<sup>3</sup><https://www.facebook.com/Impactdepaul/>

<sup>4</sup><https://dehub.campusgroups.com/ignite/home/>

<sup>5</sup><https://apa1906.net/national-programs/a%20voteless-people-is-a-hopeless-people/>

<sup>6</sup><https://dehub.campusgroups.com/sof/home/>

<sup>7</sup><https://offices.depaul.edu/studentemployment/about/edge/Pages/default.aspx>

<sup>8</sup><https://justfacts.votesmart.org/>

<sup>9</sup><https://www.allinchallenge.org/>

<sup>10</sup><https://www.voterfriendlycampus.org/>

<sup>11</sup><https://www.studentvoting.org/>

<sup>12</sup><https://www.elections.il.gov/>

<sup>13</sup><https://chicagoelections.gov/en/your-voter-information.html>

<sup>14</sup><https://offices.depaul.edu/president/strategic-directions/grounded-in-mission/Pages/default.aspx>

<sup>15</sup>[https://offices.depaul.edu/president/strategic-directions/grounded-in-mission/Documents/Grounded\\_in\\_MissionPlan%20Booklet%2011%20pgs%20FINAL.pdf](https://offices.depaul.edu/president/strategic-directions/grounded-in-mission/Documents/Grounded_in_MissionPlan%20Booklet%2011%20pgs%20FINAL.pdf)

<sup>16</sup><http://icitizen.com/>

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