



Democratic Engagement Action Plan

2023 Voter Friendly Campus Designation Component

May 2022

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Executive Summary

Fayetteville State University's (FSU) Democratic Engagement Action Plan (DEAP) is designed to expand and increase civic and democratic engagement of the students at (FSU). Methods used to increase democratic engagement include, but are not limited to voter registration, education, and mobilization activities and initiatives. Moreover, the intent is to strengthen our engaged programs, projects, activities, and initiatives to ensure that they are impactful for both FSU students and the community at large.

Through adherence to its mission, vision, core values, policies, and strategic plan, FSU supports its commitment to civic and democratic engagement. In its mission, FSU seeks to promote social, cultural, and economic transformation of southeastern North Carolina and beyond while producing global citizens and engaged solution creators. In addition, Academic Affairs and the Division of Student Affairs collaborate to instill civic engagement and provide community service opportunities to students using co-curricular activities involving student government, clubs, organizations, fraternities, sororities, honor societies, and athletics. Through this collaboration, the university has received external funds to support voter registration, education, and mobilization initiatives. The university has also instituted student programs to enhance knowledge of the voter registration process and combat voter apathy.

A Leadership Team representing various departments, units and divisions across campus, consisting of faculty, staff, students, and administrators from the Chancellor's Office, Academic Affairs, and Division of Student Affairs, collaborated to develop this action plan. This DEAP includes both short- and long-term goals and is based in part on the National Study of Learning, Voting, and Engagement (NSLVE) facilitated by the Institute for Democracy and Higher Education (IDHE) at Tufts University's Jonathan M. Tisch College of Civic Life. It is a working plan that outlines strategies through the spring 2024 semester. The Leadership Team will regularly evaluate progress towards achieving the short- and long-term goals and update the plan as needed. Through the DEAP, the Leadership Team has outlined multiple short- and long-term strategies toward reaching the goals. These strategies have been outlined in a table within the plan.

The short-term goals are connected to the midterm election.

1. To increase the rate of eligible student voter registration from 81.2% in 2018 according to NSLVE to 86% for the midterm election in November 2022.
Additionally, increase the pre-registration rate for students 16 and 17 years of age from 45.3% in April 2022, according to TargetSmart data, to 55% by November 2022.
2. To increase the rate of student voting (yield rate) from 44.6% in 2018 according to NSLVE to 55% for the midterm election in November 2022.
3. To combat voter apathy with education and mobilize students and the campus community to be advocates for voting as measured by the number of voter education and mobilization events conducted and an increase in the voting rate from 37.8% in 2018 according to NSLVE to 45% for the midterm election in November 2022.

The long-term goals are connected to the 2024 presidential election.

1. To increase the rate of eligible student voter registration from 85.7% in 2020 according to NSLVE to 91% for the presidential election in November 2024.
Additionally, increase the pre-registration rate for students 16 and 17 years of age from 45.3% in April 2022, according to TargetSmart data, to 70% by 2024.
2. To increase the rate of student voting (yield rate) from 76.5% in 2020 according to NSLVE to 85% for the presidential election in November 2024.
3. To combat voter apathy with education and mobilize students and the campus community to be advocates for voting as measured by the number of voter education and mobilization events conducted and an increase in the voting rate from 65.6% according to NSLVE to 75% for the presidential election in November 2024.

Leadership

A Leadership Team representing various departments, units and divisions across campus, consisting of faculty, staff, students, and administrators from the Chancellor’s Office, Academic Affairs, and Division of Student Affairs, collaborated to develop this Democratic Engagement Action Plan (DEAP). The team developed a checklist of potential stakeholders outlined during the initial meetings to identify any underrepresented demographic categories and brainstormed strengths and challenges for the development and implementation of the plan. Some areas of growth for increased diversity among leadership team members include invitations to campus individuals who represent various demographics (i.e., Latinx, Indigenous, Asian/Pacific Islander, and military-affiliated student communities). There are plans to expand the Leadership Team to include a broad representation of the university and external members as we transition from planning to implementation.

The Leadership Team members involved in developing this Democratic Engagement Action Plan include:

1. Dr. Sherree R.B. Davis, Director of the Office of Civic Engagement and Service Learning (Adj. Assistant Professor, Department of Criminal Justice), Academic Affairs
2. Dr. Melissa L. Lyon, Service-Learning Program Manager, Office of Civic Engagement and Service Learning, Academic Affairs
3. Mr. Wesley T. Fountain, Vice Chancellor External Affairs and Military Relations, Chancellor’s Office
4. Dr. Juanette Council, Associate Vice Chancellor of Student Affairs
5. Mr. Greg McElveen, Special Assistant to the Chancellor for Strategic Initiatives, Chancellor’s Office
6. Ms. Jerisha Farrer, Director of Cultural Programs and Safe Zone, Division of Student Affairs
7. Dr. Stacye Blount, Associate Professor, Department of Sociology and Interdisciplinary Studies, College of Humanities and Social Sciences, Academic Affairs
8. Dr. Heather Griffiths, Associate Professor, Department of Sociology and Interdisciplinary Studies, College of Humanities and Social Sciences, Academic Affairs
9. Dr. Robert D. Taber, Associate Professor, Department of Intelligence Studies, Geospatial Sciences, Political Sciences, & History, College of Humanities and Social Sciences, Academic Affairs
10. Dr. Misty B. Stone, College of Health, Science, and Technology, Academic Affairs
11. Ms. Joy Cook, Associate Vice Chancellor, Strategic Communication, Chancellor’s Office
12. Mrs. T. Monique Broadhurst, University Program Associate, Office of Civic Engagement and Service Learning, Academic Affairs
13. Ms. Maya V. Martin, Student, 2022-2023 Student Government Association President
14. Ms. Kenyetta D. Smith, Student, member of National Council of Negro Women Student Organization
15. Ms. Shakiya Cromwell, President of the FSU’s National Pan-Hellenic Council
16. Ms. Nyeem aset El, Voter Registration, Education, & Mobilization Student Ambassador

Other potential members of the leadership team may also include:

Internal Representatives

1. Representative, Broadwell College of Business and Economics, Academic Affairs
2. Representative, College of Education, Academic Affairs
3. Representative, Bronco One Stop, Academic Affairs
4. Representative, Graduate School, Academic Affairs
5. Representative, Military Education, Academic Affairs
6. Representative, Office of Faculty Development, Academic Affairs

External Partners

1. Representative, Common Cause
2. Representative, You Can Vote
3. Representative, Democracy NC
4. Representative, League of Women Voters
5. Representative, National HBCU Alumni Association Foundation
6. Representative, Cross Creek Early College High School
7. Representative, International Early College High School
8. Representative, Cumberland County Board of Elections

The leadership team established a Microsoft Teams group to share resources and communicate strategies toward goals. The team will communicate regularly through various means of communication and will meet at least twice a year (or as needed) to discuss, plan, report, and assess the prescribed goals and strategies. The desire is that the leadership team will evolve into a standing committee supported by the university, for continued dialogue and planning towards implementation, and evaluation of the DEAP. The standing committee will also assist with the continued development of a sustainable plan addressing the stakeholder turnover and consideration of the work as a service to the university and community. The committee will also build on the existing plan in establishing a plan to replace/fill key leadership positions on the team and to ensure continuity.

Commitment

Fayetteville State University (FSU) is strongly committed to democratic engagement. The university is an HBCU with a substantial history of civic engagement, which have included student-led marches, voter registration drives, candidate forums and involvement in social justice movements. Additionally, the mission statement, vision, motto, core values, and strategic plan explicitly affirm the university's institutional commitment to diversity, equity, inclusion, access, belonging, and justice.

Mission Statement: Fayetteville State University (FSU), a public comprehensive, Historically Black University, offers robust and innovative degree programs rooted in the liberal arts tradition. The university advances knowledge through the integration of teaching, learning, research, and public service. **FSU strives to meet the educational, career, and personal aspirations of its students from rural, military, and other diverse backgrounds so that they are equipped with academic and practical knowledge to serve local, state, national, and**

global communities as enlightened citizens, globally astute leaders, and engaged solution creators.

Vision Statement: Fayetteville State University, the second oldest public university in North Carolina and a constituent institution of the University of North Carolina System, will be the **regional university of choice for students from rural, military, and other diverse backgrounds who are poised to become visionary leaders who transform communities, states and nations.**

Core Values:

1. Integrity: Commitment to transparency
2. Flexible and Adaptable: **Producing career and life-ready global citizens**
3. Shared Governance: Engaging all members of the university community in decision-making
4. **Diversity, Equity, and Inclusion:** Working collaboratively and effectively in a global society
5. **Collaboration and Partnerships:** Strengthening relationships among alumni, community, and other stakeholders
6. Innovative: Creatively pursuing excellence in organizational endeavors
7. Culturally Connected: Preserving the University's HBCU legacy and pride

The University motto: "Res Non Verba;" "Deeds Not Words," demonstrates FSU's emphasis on civic and social responsibility.

FSU Strategic Plan (<https://www.uncfsu.edu/Documents/strategic-plan.pdf>):

The Fayetteville State University (FSU) 2020-2025 Strategic Plan offers a mission statement that highlights our desire to "advance knowledge through the integration of teaching, learning, research, and public service" through instilling in our students "academic and practical knowledge to serve local, state, national, and global communities as enlightened citizens...[and] engaged solution creators."

Strategic Priority 2: Student Campus Engagement

Through a variety of engaging activities, **students will develop a broad range of leadership and professional skills, beyond the classroom, that will prepare them for successful careers and to be visionary leaders.**

Strategic Goals include:

1. Infuse high-impact practices and professional skills into curricular and co-curricular activities
2. Strengthen career services to help students to be career-ready
3. Promote cultural and global learning opportunities
4. **Create experiences that meet the needs and expectations of 21st century learners**
5. Enhance services offered to non-traditional and distance learners

FSU's **Election Activity website** (<https://www.uncfsu.edu/about-us/fsu-leadership/constituent-and-community-relations/election-activity>) states that Fayetteville State University is an ardent supporter of student involvement in the voting process. The purpose of this page is to make

participation in the democratic process simpler for our faculty, staff, and students. This website provides basic information such as voter registration and important upcoming dates, connects site visitors to non-partisan resources, explains processes for reserving space on campus or inviting candidates to campus, and has an extensive list of frequently asked questions to help navigate elections. In addition, the website is updated with relevant election-related dates for primary and general elections, which is essential information that faculty may integrate into their course syllabi to inform students.

Registered student organizations are encouraged to hold voter registration drives, as well as host voter education forums, and invite candidates to campus events. Fayetteville State University has adopted a practice of only allowing student organizations to host registration drives on campus. Organizations that wish to host voter registration drives and activities must first participate in training administered by a non-partisan voter engagement organization. This ensures students have a voice in the process, integrity in the registration process, and timely delivery of the registration form to the board of elections.

Fayetteville State University has incorporated education for civic learning and democratic engagement into the general education curriculum (<https://www.unctsu.edu/academics/colleges-schools-and-departments/university-college/university-college-core-curriculum>). Specifically, with the core learning outcome of **Ethics and Civic Engagement**: Students will demonstrate knowledge and application of principles of ethical and civic responsibility.

Rationale: To be an educated person requires more than specialized knowledge and technical skills. It also means that individuals are capable of understanding, evaluating, and acting upon their ethical and civic responsibilities. Ethics refers to standards of behavior that tell us how human beings ought to act in our roles as citizens, workers, students, professionals, friends, family members, and so on. Civic engagement is acting upon a sense of responsibility to the common good in our communities, including not only our geographic communities, from local to global, but also those based on interests or identity. An FSU education should help shape students' ethical values, moral reasoning, their readiness to accept personal and social responsibility, and their preparation for responsible citizenship.

Twenty courses have been certified to fulfill the Ethics and Civic Engagement core learning outcome (http://acalog.unctsu.edu/preview_program.php?catoid=3&poid=325&returnto=59):

- BADM 220 – Ethics in a Contemporary World;
- COHE 200 – Introduction to Community Health;
- CRJC 203 – Criminal Justice Ethics;
- EDUC 211 – Laboratory Experiences in Area Schools;
- ENGL 232 – Introduction to Film and Visual Literacy;
- ENGL 233 – Hip Hop: Poetry, Politics, and Pop Culture;
- ETCE 101 – Foundations of Ethics and Civic Engagement;
- ETCE 102 – Intermediate Ethics and Civic Engagement in Action;
- ETCE 103 – Advanced Ethics and Civic Engagement in Action;
- ETCE 200 – Ethics and Civic Engagement in Action;
- GEOG 270 – Human Beings and the Environment;
- HCM 200 – Ethics for Health Professions;

- HIST 211 – The United States to 1865;
- PHIL 120 – Moral Principles and Contemporary Moral Issues;
- PHIL 212 – African-American Philosophy;
- PNUR 210 – Introduction to Professional Nursing;
- POLI 110 – Introduction to Sustainability;
- POLI 150 – North Carolina Government and Politics;
- SPTM 210 – Ethics and Moral Reasoning in Sport;
- SWRK 220 – Introduction to Human Services

Civic learning and democratic engagement are also incorporated into the general education curriculum within the core learning outcome of **Scientific Literacy**: Students will create and assess hypotheses using research methods, interpret and express the results of observation and experimentation, understand the fundamental concepts of natural and social sciences, and apply scientific knowledge to situations common to daily life to promote physical and psychological well-being. This learning outcome encompasses education for civic engagement.

Rationale: The world is constantly changing with new developments in economics, the sciences (behavioral and natural), health, criminal justice, and technology. Literate Fayetteville State University graduates/citizens must have the ability to critically seek out, analyze, and interpret representative data. These skills will have a profound impact on the way they live, spend, and plan. Current research indicates there is a strong link between economics, the sciences (behavioral and natural), health, criminal justice, and technology. If FSU students are to become fully productive citizens, they should understand how these scientific and behavioral disciplines enable them to function successfully in an evolving society.

Landscape

Fayetteville State University, a designated Historically Black College and University (HBCU), was founded in 1867 as the Howard School. In 1877, the excellence of the Howard School enabled its selection as the first state teacher training institution for Blacks, making it the second oldest state-supported school in North Carolina. In 1908, the school moved to its permanent site on Murchison Road. However, there have been several name changes; in 1939, the school became Fayetteville State Teacher's College. In 1963, the school was changed to Fayetteville State College; in 1969, the school gained university status. A legislative act made Fayetteville State University (FSU) a constituent institution of the University of North Carolina in 1972. It was also classified as a Comprehensive Level I Institution. In 1994, FSU became the first HBCU to establish a doctoral program in Educational Leadership.

Fayetteville State University is located in the City of Fayetteville and County of Cumberland in North Carolina. The area is often referred to as the Sandhills or Southeastern North Carolina from a regional perspective. Within Fayetteville, FSU partners with the military at Fort Bragg Army Base where it has an office and provides on-site courses. Hence, FSU acknowledges its role as a regional higher education institution and focuses much of its outreach and support to this geographic region in which it is located and obliged to serve.

For the 2021-2022 academic year, the FSU student body is comprised of 6,748 students (Fall 2021 census data). Undergraduate students are 82.35% of the total student body population, whereas 16.21% are graduate students. Approximately 1.5% of students are enrolled in the doctoral program. While FSU is an HBCU, it has a diverse student population. Of the student body, 58.4% (3,939) identify as Black or African American, 20.1% (1,353) identify as White, and 8.6% (580) identify as Hispanic or Latino. The student body is 70% female. Most of the student body attends full-time (61.2%), while 38.8% attend part-time. FSU’s student body is 25.7% military-affiliated.

The majority of the student body identifies as United States citizens. Most of the University’s students come from low wealth or economically challenged counties within North Carolina (79% from counties designated by the NC Department of Commerce Tier 1 or Tier 2 – the most challenged in the state). Although the student body is diverse among its age cohorts, approximately 50% of students identify as post-traditional, indicating that they are at least 25 years old, as seen in the table below.

Age Category	Fall 2021	Percent
Under 18	514	7.6%
18-21	2,002	29.7%
22-24	984	14.6%
25-29	846	12.5%
30-39	1,228	18.2%
40-49	783	11.6%
50+	391	5.8%
Total	6,748	100.0%

Fayetteville State University has a long history of politically engaged faculty, staff, and students. Multiple FSU faculty, staff, students, and alumni have run for office, are currently serving as elected officials, or have previously served as elected officials. Historically, students participated in the Civil Rights Movement and were catalysts for the desegregation of downtown businesses. Moreover, students, faculty and staff continue to participate in social justice activities.

During the 2018-2020 academic years, Fayetteville State University (FSU) was one of twelve campuses selected to partner with the American Association of State Colleges and Universities’ American Democracy Project (ADP) and the Institute for Democracy and Higher Education (IDHE) at Tufts University’s Jonathan M. Tisch College of Civic Life. This partnership focused on a research-to-practice two-year initiative to assess and improve political learning and engagement on campuses. During this process, multiple focus groups were conducted with various university stakeholders (administrators, faculty, staff, and students) to understand political learning and engagement at FSU. Additionally, the main goal of the study was to improve campus political climates to inform and prepare students to become engaged citizens and leaders on campus and in the community.

FSU participates in the National Study of Learning, Voting, and Engagement (NSLVE) through the Institute for Democracy & Higher Education at Tufts University. Generally, our NSLVE report shows that we are on track with other HBCUs and national levels for student registration, voting, and yield rates. A detailed discussion of our results is included in a later section of this plan. In addition, as part of our grant-funded voter registration, education, and mobilization get-out-the-vote initiative, we have access to detailed student registration and voting data through TargetSmart, an online platform. Funding for this specific initiative is supported by the National HBCU Alumni Association Foundation. The data analysis conducted with TargetSmart is similar to the results in our NSLVE report. The benefit is that more internal variables may be included in our analysis. For example, registration and voting information can be included for on- and off-campus housing, military-affiliated students, etc.

Civic learning and democratic engagement are key components of the Division of Student Affairs' co-curricular programming throughout the academic year. Civic Engagement & Social Responsibility, one of the six core Student Affairs Competencies used to develop learning outcomes, implement programs, and enhance targeted initiatives across the division, encourages student participation in service/volunteer activities and the demonstration of the knowledge, skills, and motivation to make a difference in the civic life of their communities. Additionally, students play a critical role in developing strategies through actively selecting, planning, and implementing voter empowerment and civic engagement activities through their respective clubs and organizations. The Division of Student Affairs and student organizations sponsor a diverse slate of non-partisan co-curricular programs and activities designed to promote voter registration, increase awareness about the democratic process, and encourage students to get out and vote. From 2020 to 2022, the Division of Student Affairs and student organizations collaborated with the campus, local, and national partners to sponsor more than 52 civic learning and democratic engagement programs, which included 15 voter registration drives/trainings, 21 voter education and awareness programs, and 16 get-out-the-vote activities.

As previously indicated, civic learning and democratic engagement are also present within the university's core curriculum. FSU utilizes educational high-impact teaching practices, such as experiential learning, service learning, and through its core curriculum that requires all students who enter FSU with fewer than 60 transfer credits to complete an ethics and civic engagement course offered for each discipline and major area of study. As previously indicated, the university recognizes eight core learning outcomes in two main groups: General Education and University Requirements. Ethics and Civic Engagement meets the university requirement with a core learning outcome that ***“students will demonstrate knowledge and application of principles of ethical and civic responsibility.”***

Challenges

A brainstorming session was conducted amongst the members of the Leadership Team to explore challenges and potential barriers to successful student voting experiences and implementation of the plan. The following were identified as internal existing challenges and/or potential barriers:

- Students struggle with knowing where to vote because they may be registered and or reside in one state and vote in another.

- Students may miss a standardized Voter Registration Orientation to ensure that correct information is shared
- Establishment of a student/faculty holiday for election day that will align with the Academic Calendar
- Students are not aware or clearly informed of election and voting protocol
- Although FSU student organizations host a number of events, there could be a more concerted effort to collaborate on voting and election events.
- Extensive off-campus, commuter, and online-only student populations are more challenging to reach than residential students.

External challenges and/or barriers were identified as follows:

- Confusion related to potential voter identification law in North Carolina.
- Insufficient voting infrastructure as the polling location nearest the campus may not be sufficient for the community and student populations resulting in long lines during both early voting and election day.
- The goal of maintaining the near campus polling location

Resources and Opportunities

Additionally, input was sought to identify resources necessary to support and sustain a robust student voting experience and successful implementation of DEAP. Some internal and external resources include, but are not limited to the following:

- Robust democratic engagement on campus is inextricably tied to support from senior administration.
- The institutional financial commitment of both funding and staff support
- NHBCUAA Foundation Voter Registration, Education, and Mobilization mini-grant

Although FSU has both internal and external resources to assist with implementing our DEAP, additional funding resources will enhance the success of the plan.

Goals

The goals of this DEAP are based on increasing the democratic engagement of all students. The short-term goals are based on increasing participation in the midterm elections, while long-term goals are based on increasing participation in the presidential election.

Long-term goals

1. To increase the rate of eligible student voter registration from 85.7% in 2020 according to NSLVE to 91% for the presidential election in November 2024. Additionally, increase the pre-registration rate for students 16 and 17 years of age from 45.3% in April 2022, according to TargetSmart data, to 70% by 2024.
2. To increase the rate of student voting (yield rate) from 76.5% in 2020 according to NSLVE to 85% for the presidential election in November 2024.

3. To combat voter apathy with education and mobilize students and the campus community to be advocates for voting as measured by the number of voter education and mobilization events conducted and an increase in the voting rate from 65.6% according to NSLVE to 75% for the presidential election in November 2024.

Short-term goals

1. To increase the rate of eligible student voter registration from 81.2% in 2018 according to NSLVE to 86% for the midterm election in November 2022.
Additionally, increase the pre-registration rate for students 16 and 17 years of age from 45.3% in April 2022, according to TargetSmart data, to 55% by November 2022.
2. To increase the rate of student voting (yield rate) from 44.6% in 2018 according to NSLVE to 55% for the midterm election in November 2022.
3. To combat voter apathy with education and mobilize students and the campus community to be advocates for voting as measured by the number of voter education and mobilization events conducted and an increase in the voting rate from 37.8% in 2018 according to NSLVE to 45% for the midterm election in November 2022.

NSLVE

Fayetteville State University participates in the National Study of Learning, Voting, and Engagement (NSLVE) facilitated by the Institute for Democracy and Higher Education (IDHE) at Tufts University’s Jonathan M. Tisch College of Civic Life.

- Registration Rate (percent of voting-eligible students who are registered to vote)
- Voting Rate of Registered Students (percent of registered students who voted on Election Day, also known as “Yield Rate”)
- Voting Rate (percentage of eligible students who voted on Election Day)

A summary of Fayetteville State University’s NSLVE data from 2014 to 2020 is included in the table below. All rates have increased among all age groups.

		Registration Rate	Yield Rate	Voting Rate	Voting Rate Percent Change
2014	Midterm	71.9%	36.7%	26.4%	
2016	Presidential	78.2%	70.6%	55.2%	
2018	Midterm	81.2%	46.6%	37.8%	+11.4% from 2014
2020	Presidential	85.7%	76.5%	65.6%	+10.4% from 2016

Even though Fayetteville State University provides the data to the Clearinghouse, the NSLVE Reports do not include detailed data for students based on gender, race, or class. However, the report does provide voting information on age, educational level, and field of study. Our NSLVE data report shows that there is an increase in all age groups from 2016 to 2020, with the younger age groups having a greater percent of increase. The 2020 detailed data revealed that graduate level students have a higher voting rate (72%) than undergraduate students (64%), but both showed an increase of about 10% from 2016. Similarly, the detailed data for 2020 yielded an

increase in voting rates across all fields of study ranging from 6% to 27%. The fields of study with the highest percent of change from 2016 to 2020 include: Mathematics and Statistics (27% increase); Physical Sciences (23% increase); and English Language and Literature (22% increase).

Beginning in 2020, FSU has been participating in a grant-funded initiative through the NHBCUAAF. This initiative provided FSU with the opportunity to conduct student registration and voting data analysis using TargetSmart. This report has provided details at a level not currently available through NSLVE. Students can use this data to inspire their peers to participate in democratic engagement, especially voting.

Strategies

This section includes an overview of the strategies that may be implemented in this DEAP, including short- and long-term strategies. Below is a summary of the two types of strategies, followed by a timeline table of strategy implementation.

Short-term Strategies

During the writing of this plan, the Leadership Team proposed multiple short-term strategies for implementation leading up to the midterm election in November 2022. These proposed activities are described in the table below for the summer and fall semesters.

Long-term Strategies

Multiple proposed strategies will take longer to implement. These long-term strategies include, but are not limited to:

- Improvement and revision of the FSU Voter Education webpage so that it is more interactive and student-friendly
- Development of a common civic learning and democratic engagement Canvas page that faculty members can use
- Creation and implementation of robust democratic engagement orientation workshops for all stakeholders
- Incorporation of common civic learning and democratic engagement activities into first-year seminar courses

Strategies Timeline

	Strategies	Audience	Responsible for Implementation
June 2022	<ol style="list-style-type: none"> 1. Request leadership to sign the Higher Education Presidents’ Commitment to Full Student Voter Participation https://allinchallenge.org/presidents-commitment/make-the-commitment/ 2. Explore Faculty Senate support for adding important voting dates to syllabi template 3. Investigate the potential to incorporate common civic learning and democratic engagement activities into first-year seminar courses 	<p>Institution</p> <p>Faculty & Students</p> <p>Students</p>	<p>DEAP Leadership Team</p> <p>Academic Affairs</p> <p>Academic Affairs</p>
July 2022	<ol style="list-style-type: none"> 1. Explore the potential to create Canvas Democratic Engagement Common page 2. Create Bronco Advantage co-curricular messaging 3. Create Strategic Communication Messaging Plan, including a branded hashtag 4. Update University Voter Education Webpage 5. Develop common voter registration training 6. Registration Training for Student Leaders 	<p>Faculty</p> <p>Students</p> <p>Institution</p> <p>Institution</p> <p>Institution</p> <p>Student Leaders</p>	<p>Office of Faculty Development</p> <p>Student Affairs</p> <p>Communication Team</p> <p>Chancellor’s Office</p> <p>Chancellor’s Office & You Can Vote</p> <p>Student Affairs</p>
August 2022	<ol style="list-style-type: none"> 1. Registration Training for Student Leaders 2. Voter Registration incorporated into Freshman and Transfer Orientations 	<p>Student Leaders</p> <p>Incoming students</p>	<p>Student Affairs</p> <p>Student Affairs</p>

<p>September 2022</p>	<ol style="list-style-type: none"> 1. National Voter Registration Day (Sept. 20, 2022) 2. Voter registration competitions 3. Train students to conduct “class raps” about voting & election 4. Conduct a Pledge-to-Vote drive 5. Host Lunch & Learns about issues 6. Conduct pre-registration drives within two Early Colleges on campus 7. Promote the NC Vote in Honor of a Veteran Free Personalized Pin 	<p>Institution Students & Depts</p> <p>Students & Faculty Institution Institution & Community</p> <p>Students under 18</p> <p>All</p>	<p>All Student & Academic Affairs</p> <p>Student & Academic Affairs Chancellor’s Office All</p> <p>Academic Affairs</p> <p>All</p>
<p>October 2022</p>	<ol style="list-style-type: none"> 1. Use social media to share important voting information 2. Develop a coordinated interdisciplinary curricular and co-curricular National Voter Education Week (NVEW) (Oct. 3-7, 2022) 3. Host a candidate town hall 4. Conduct a Pledge-to-Vote drive 5. Incorporate voter registration & education into homecoming events 6. Promote and host debate watch parties 7. Promote and host a speaker series featuring candidates running for office 8. Student newspaper articles & radio sessions focused on voting information 9. Distribute a non-partisan student voter guide 10. Host Lunch & Learns about issues 11. Recruit students to be poll workers on Election Day 12. Promote and host an info session for students who are not eligible to vote to get involved 13. Host a vote-by-mail party 14. Vote Early Day (Oct. 28, 2022) 	<p>All</p> <p>All Institution & Community Institution</p> <p>Institution & Community</p> <p>Institution & Community</p> <p>Institution & Community</p> <p>Institution & Community Institution & Community Students</p> <p>Students Students All</p>	<p>All</p> <p>All Chancellor’s Office Chancellor’s Office</p> <p>Communication & Event Planning Team Chancellor’s Office</p> <p>Chancellor’s Office</p> <p>Student Voice & Bronco i-radio Chancellor’s Office</p> <p>All Career Services</p> <p>Student Affairs Student Affairs All</p>

November 2022	1. Student newspaper articles & radio sessions focused on voter turnout	Institution & Community	Student Voice & Bronco i-radio
	2. Host Lunch & Learns about issues	Institution & Community	All
	3. Create an election participation art wall	Students	Student Affairs
	4. Create and host an “I vote because…” social media campaign	Institution	Communication Team
	5. Recruit poll workers on National Poll Worker Recruitment Day	Students	Career Services
	6. Host Stroll-to-the-poll dates for on-campus students	Students	Student Affairs
	7. Election Hero Day (Nov. 7, 2022)	Institution & Community	All
	8. Host post-election events	Institution & Community	All
	9. Plan strategies for the upcoming semester	All	All
Spring 2023	1. Review Evaluations and Results from Fall 2022	All	Leadership Team
	2. Nominate a student for the ALL IN Student Voting Honor Roll	Students	Institution
	3. Implement strategies	All	All
	4. Plan strategies for the upcoming semester	All	All
Summer 2023	1. Run TargetSmart data analysis	Institution	Leadership Team
	2. Review 2022 NSLVE report	Institution & Community	All
	3. Implement strategies	All	All
	4. Plan strategies for the upcoming semester	All	All
Fall 2023	1. Registration Training for Student Leaders	Student Leaders	Student Affairs
	2. Voter Registration incorporated into Freshman Orientation	Incoming students	Student Affairs
	3. Implement strategies	All	All
	4. Plan strategies for the upcoming semester	All	All
Spring 2024	1. Implement strategies	All	All
	2. Plan strategies for the upcoming semester	All	All
Summer 2024	1. Registration Training for Student Leaders	Student Leaders	Student Affairs
	2. Implement strategies	All	All
	3. Plan strategies for the upcoming semester	All	All

Fall 2024	<ol style="list-style-type: none"> 1. Registration Event 2. Voter Education Events 3. Voter Turnout Events 4. Post Election Events 	<p>All</p> <p>All</p> <p>All</p> <p>All</p>	<p>All</p> <p>All</p> <p>All</p> <p>All</p>
Spring 2024	<ol style="list-style-type: none"> 1. Post Election Events 2. Develop a new Democratic Engagement Action Plan and re-apply for Voter Friendly Campus designation 	<p>Institution & Community</p> <p>All</p>	<p>All</p> <p>Leadership Team</p>

Reporting

There are three main components to be shared, internally and externally: 1) Democratic Engagement Action Plan, 2) NSLVE Report, and 3) TargetSmart data analysis.

Each member of the DEAP leadership team will share the DEAP within their unit as appropriate, including the university's desire to receive the Voter Friendly Campus designation. In addition, the DEAP Leadership Team will work to garner support from the units they represent to implement the DEAP and gather data for the upcoming reporting of our activities.

The DEAP and NSLVE report may be included on the University voter information website, if deemed appropriate. In addition, the DEAP Leadership Team could host multiple webinars and in-person sessions to review the data with various internal and external stakeholders.

Evaluation

The DEAP Leadership Team will utilize multiple metrics to evaluate the successful implementation of the strategies and achievement of our goals.

- The DEAP Leadership Team will attempt to incorporate event evaluations into multiple strategies.
- The DEAP Leadership Team will regularly review the evaluation data and the DEAP to determine progress towards goals and adjust strategies as needed.
- Additionally, the Leadership Team may consider the development of an IRB-approved survey instrument to collect data from students about their level of democratic engagement.
- The overall method to evaluate the completion of stated goals, short- and long-term, will be by way of the NSLVE report which is provided every two years by Tufts University.

Questions regarding this plan can be addressed to:

Sherree R.B. Davis, Ed.D.
Director, Office of Civic Engagement and Service Learning
SDavis56@uncfsu.edu
910.672.2213

Melissa L. Lyon, Ed.D.
Service-Learning Program Manager,
Office of Civic Engagement and Service Learning
MLLyon01@uncfsu.edu
910.672.2484