



Democratic Action Plan: 2022-2023

Georgia Gwinnett College

I. Executive Summary

One of America's founding fathers, James Madison, stated in an 1822 letter to W.T. Barry that "Knowledge will forever govern ignorance; a people who mean to be their own governors must arm themselves with the power which knowledge gives". What Madison was insinuating is that knowledge is a power that gives those who seek it a means to begin to change the world around them. Educating oneself and straying from a state of ignorance is imperative for a self-governing world in that it allows for oneself to take initiative in society to potentially help mold it into the world one envisions.

The goal and purpose of the Georgia Gwinnett College chapter of the Democracy Fellows are to inspire such initiatives and to educate our fellow students on the importance of being civically engaged within our community. We wish to empower students through knowledge and resources and encourage them to use their voices to spark change where they feel it is needed. This plan was created by Sarah Coffield, Alexis Vanderhoof, and Sabrina Veillard to showcase how the members of the Democracy Fellows plan to overcome all obstacles that we face as a campus, and how we will approach achieving our goals throughout the 2022 election year.

Many students attending Georgia Gwinnett College have the intention of transferring to other colleges or universities in their early education which is evidenced by the transfer rate of 45%. Georgia Gwinnett College also has a unique international relationship, and is the home school to many international students, while simultaneously having a high population of students who are local to the area of Gwinnett County. This unique diversity allows us to reach the lives of individuals from many different backgrounds and walks of life. We hope to take this opportunity

Engagement

and purposefully instill a desire to engage civically amongst these students that they may carry with them to other college campuses and with them into their future careers as well.

Furthermore, the Covid 19 pandemic has altered the way that everyday life functions in the respect that the majority of what was once held in person is now also held virtually instead. This has created an environment on campus that is difficult to overcome as students and staff are still currently in the process of returning to what is considered the new normal. Balancing between virtual and in-person worlds at Georgia Gwinnett College is an obstacle that we plan to tackle head-on this 2022 election year by not only hosting events and panels both virtually and in person, but by also showcasing to students' ways that they can take charge of this new norm by participating in our government both digitally and physically.

Many students at Georgia Gwinnett College are either in attendance because of the locality and affordability of the college or are attending while they are in a transitional period of their lives. Whether it is through hands-on or virtual participation, volunteer efforts, or altering their current lifestyles, there are a number of ways these students can potentially make a change in the world around them. The goal of this action plan is to strategize a way to supply students with the inspiration and the means to reach their complete potential and to create an environment where they are inspired to make a difference in both the current world and our future world.

II. Leadership

Chairman

Ms. Sherrie Goodman

Assistant Director

Career Development and Advising Center

(Advisor to the Fellows/Ambassadors)

Student Leadership

Mrs. Alexis Vanderhoof

President of the GGC Democracy Fellows,

Campus Vote Project Democracy Fellow

Engagement

Ms. Sabrina Veillard

Secretary of The GGC Democracy Fellows

SGA Ambassador

Campus Vote Project Democracy Fellow

Ms. Sarah Coffield

Treasurer of The GGC Democracy Fellows

Social Media Management for the GGC Democracy Fellows

Campus Vote Project Democracy Fellow

Ms. Heidi Bolte

GGC Democracy Fellows Ambassador

Fellows/Democracy Ambassador

Fellows work in tandem with each other in promoting civic and service-based engagement on and off campus. The purpose of this work is to be the leading resource on voter education and disseminate valuable civic information throughout campus. Fellows are also charged with creating partnerships with various actors on campus to increase civic engagement and provide meaningful and varied educational opportunities. Beyond working directly with Campus Vote Project, the 2022 Fellows have institutionalized their work by becoming an official registered student organization on the Georgia Gwinnett College campus. The GGC Democracy Fellows is open to the student body and has already gained traction in gaining members, which are referred to as “Democracy Ambassadors”. These ambassadors work hand in hand with Fellows in planning events and disseminating information and are mandated to attend a minimum number of events held by the GGC Democracy Fellows. Democracy Ambassadors are club members, but they also provide an avenue for connection to other clubs and professors on campus.

Campus Stakeholders

Community Stakeholders

Engagement

Environmental Club

Ambassador – Ms. Yvonne Mattern

Georgia Muslim Voter Project

Ambassador – Mr. Salik Sohani

Student Government Organization

Ambassador – Ms. Sabrina Veillard

Georgia Conservation Voters

Ambassador – Ms. Wan Smith

Claw the Club Talk (Book Club on Campus)

Ambassador – Dr. Andres Hajar

Global Fashion Exchange

Ambassador – Mr. Patrick Duffy

Empowering Businesswomen of Tomorrow

Ambassador – Ms. Elias Boutros

Gwinnett Community Outreach

Ambassador – Ms. Nury Castro

Office of Student Involvement

Ambassador – n/a

Greenlight Activities Board

Ambassador – n/a

Political Science Faculty

Chairman of Studies – Dr. Michael Lewkowicz

Chair of Faculty – Dr. Dovile Budryte

Invites Extended to Campus Constituents

- ASL Club
- Arab American Student Organization
- Black Student Union
- Criminal Justice Club
- Diversity and Inclusion Ambassadors
- The Entrepreneur Network

Invites Extended to the Community

- Alliance for a Better Georgia
- Asian American Advocacy Fund
- Black Voters Matter Fund
- Georgia Shift Action
- Georgia WAND
- Keep Atlanta Beautiful Commission

Engagement

- [Economics Club](#)
- [Grizzlies Food Pantry](#)
- [GGC Club Basketball](#)
- [Investment Club](#)
- [International Student Association](#)
- [Korean Language and Culture Club](#)
- [The Law Society](#)
- [The Marketing Club](#)
- [Math and Engineering Club](#)
- [Muslim Student Association](#)
- [Organization of Latin American Students](#)
- [Student Fashion Association](#)
- [The School of Business](#)
- [Women in Technology Organization](#)
- [Latinos for Education and Justice](#)
- [League of Women Voters](#)
- [The Links Incorporated](#)
- [The New Georgia Project](#)
- [Voter Empowerment Collaborative](#)
- [Vote Riders](#)

Democracy Coalition

One of the main objectives of the GGC Democracy Fellows is to create an expansive coalition that includes community and campus organizations, students, staff, and faculty. The coalition is meant to create opportunities for partnership in areas concerning voter education and service/civic engagement for the purpose of increasing voter turnout. This could include assistance in event promotion, faculty participation in our extra credit program, as well as facilitating educational opportunities through partnership. Our approach to voter turnout is multifaceted and relies heavily on the inclusion of a variety of organizations and perspectives.

III. Commitment

The Democracy Fellows of Georgia Gwinnett College work with Campus Vote Project as a non-partisan organization that assists students and faculty to help raise awareness for voting rights and civic engagement on-and-off campus. So, there is no push for agendas of any major political affiliation. We want to remain fair.

Every semester, the GGC Democracy Fellows are working on an important assignment to spread voting and civic involvement for institutions of higher education. We are taking the initiative

Engagement

working with faculty of universities educating students on the importance of voting awareness and civic engagement.

It can be difficult to increase voter and student outreach on-and-off campus. As promised, the GGC Democracy Fellows want to increase student outreach and reduce barriers in gender orientation, political affiliation, racial background, nationalities, and disabilities. The fellowship wants to bring diversity among other students and faculty.

The main reason the GGC Democracy Fellows work hard reaching out other institutions is quite simple. Not just students, but people of all ages who advocate voting awareness and civic engagement on-and-off campus are the future. This fellowship continues getting more people to participate in every change, to approach in communal situations with an open mind.

The commitment to Campus Vote Project, Fair Elections Center, Georgia Gwinnett College, and other institutions is to create a more civically engaged community. We will provide resources around civic and voter friendly communities. We are hopeful for a successful implement of communal engagement initiatives for every semester.

The GGC Democracy Fellows support equal access and opportunities for all people, regardless of their political affiliation, gender orientation, and racial background. The fellowship cares about increasing education and creativity about voting and civic rights on-and-off campus.

IV. Landscape/NSLVE

Sharp Growth in Georgia Voters 2022: The number of registered voters jumped at 11% in the last four years. New voters are under 35 years of age and live in Metro Atlanta. It is racially diverse, with the increase of Hispanic and Asian voters. There is a comparison of how quickly the state has grown from 2018 to 2022, that sets up tight elections for governors and senators. Voting by race, white voters account for 52% of the 7.7 million registered voters in Georgia. It is more diverse. About 1.4 million voters registered now who were not signed up to vote before the 2018 general election. There was a net increase in of registered voters, then it went down to 742,000 because of migration and deaths. New voters at 52% is under 35 years of age and became eligible to vote at the age of 18, and when they obtained a driver's license.

Georgia created a new law (House and state Senate district borders), concluding its once-in-a-decade redistricting process. Black voters in Georgia will have few, if any, new political opportunities in their state's House and Senate. The growth of the state's Black and other minority communities is driving Georgia's continued economic expansion and its increasing prominence on the national stage. It is also changing the face of politics in Georgia. Over the last decade, Georgia's Black population grew by 16 percent — almost half a million people — while the population of white Georgians fell during the same period.

Engagement

All Americans deserve fair and equal political representation. The people of Georgia deserve far better than these unfair, racially discriminatory electoral maps, and we won't stop fighting until they are blocked.

1. ***Board of Regents:*** According to the University System of Georgia (Board of Regents Policy Manual), it says that students are encouraged to vote in all federal, state, and local elections. A student whose class schedule would otherwise prevent him or her from voting will be permitted an excused absence for interval reasonably required for voting.

- Source(s): https://www.usg.edu/policymanual/section4/policy/4.1_general_policy/#p4.1.3_student_voting_privileges

2. ***6th/7th Congressional District Races:*** Political Science Professor believes that voters do not have to look that far to see signs of how much Georgia's political landscape. She quoted, "Both of these races are sort of interesting from a political science perspective because they've got some different elements in it that Georgia's not used to. Georgia's used to just red, but no, we are changing diversely. We've got some different kind of constituents here, and politicians are having to pay attention". In the 6th congressional district race, it flipped from Republican to Democratic. In the 7th congressional district race, it discussed health-related issues and other social issues.

- Source(s): https://www.gwinnettdailyreport.com/local/georgia-gwinnett-college-professor-6th-7th-congressional-district-races-highlight-georgias-changing-political-landscape/article_a36bd440-1b83-11eb-b63c-735ebb013eff.html

3. ***NSLVE REPORT:***

- It was such a fantastic opportunity that Georgia Gwinnett College and other institutions all over the world to participate in the National Study of Learning, Voting, and Engagement (NSLVE) report for 2016, 2018, and 2020. The Georgia Gwinnett College Democracy Fellows reviewed the recommendations for engaging elections to enrich a civic-involved campus for political engagement, equity, and participation. All institutions participated in record-breaking numbers in the 2020 election, so it was amazing that every student in the 2020 election is getting involved in political learning as a yearly objective.

Voting, Registration, and Yield Rates

Summary: Here at Georgia Gwinnett College, the 2020 voting rate is 63.3%. If 13.3 was added from 2016, then it would equal 66% as of 2020.

- Registration Rate represents the voting-eligible students who registered to vote:
➤ 2016: 73.4%

Engagement

- 2018: 80.9%
- 2020: 87.4%
- Voting Rate of Registered Students represents the registered students who voted on Election Day (“yield rate”):
 - 2016: 68.1%
 - 2018: 57.7%
 - 2020: 72.5%
- Voting Rate represents the eligible students who voted on Election Day (registration and yield rates):
 - 2016: 50.0%
 - 2018: 46.7%
 - 2020: 63.3%

Institution Types

Summary: Between 62% and 69%, the institution rates skyrocketed during the 2020 presidential election, which built a momentum in the 2018-2020 midterms. According to the U.S. Census Bureau, the 10% mark increase to the 60% mark at 50% turnout in 2016 elections, which outpaces all Americans.

- 2016 Voting Rate for all Institutions: 53%
 - Highs: 82%
 - Lows: 13%
- 2020 Voting Rate for All Institutions for all Institutions: 66%
 - Highs: 89%
 - Low: 19%

Race/Ethnicity

Summary: Georgia Gwinnett College is remarkably diverse. Looking at the date, it is unavailable, and it does not separate submitting data for one or more of the demographic groups. It is only reported for ten or fewer students. The race/ethnicity group is unknown, so it is inseparable.

- Asian: No rate
- American Indian/ Alaskan Native: No rate
- Black: No rate
- Hispanic: No rate
- Native American/ Pacific Islander: No rate
- Two or More Races: No rate
- White: No rate

Voting Method

Engagement

Summary: Here at Georgia Gwinnett College, students on Election Day vote in-person at a rate of 50%, then it went down 25%. Other students vote either by mail or at another polling place from 40% to 22%. Overall, the percentage went from 34% to 18%.

Age Group

Summary: Percentages show the increased registration for voters in each age bracket. The fact of the matter is the gap occurs upon younger voters between registration and election dates. Voters (young or old) that are civically engaged with the age categories are more likely to register and vote.

- Voters between the age groups of 18-21 only accounted for:
 - 47% of voters in 2016
 - 44% of voters in 2018
 - 61% of voters in 2020
- Voters between the age groups of 22-24 only accounted for:
 - 46% of voters in 2016
 - 43% of voters in 2018
 - 61% of voters in 2020
- Voters between the age groups of 25-29 only accounted for:
 - 49% of voters in 2016
 - 45% of voters in 2018
 - 60% of voters in 2020
- Voters between the age groups of 30-39 only accounted for:
 - 62% of voters in 2016
 - 53% of voters in 2018
 - 64% of voters in 2020
- Voters between the age groups of 40-49 only accounted for:
 - 67% of voters in 2016
 - 69% of voters in 2018
 - 75% of voters in 2020
- Voters between the age groups of 50+ only accounted for:
 - 79% of voters in 2016
 - 70% of voters in 2018
 - 86% of voters in 2020

Gender

Summary: Georgia Gwinnett College is remarkably diverse. Looking at the date, it is unavailable, and it does not separate submitting data for one or more of the demographic groups. It is only reported for 10 or fewer students. The sex group is unknown, so it is inseparable.

- Female: No rate
- Male: No rate

Engagement

Education Level/ Class Year

Summary: The rates show an estimation of education level, class year, and enrollment status, whether it could be full-time or part-time.

- Education Level Rate in 2016-2020: 49%-62%
- Class Year Rate in 2016-2020: No rate
- Enrollment Status Rate in 2016-2020:
 - Full-Time: 51%-64%
 - Part-Time: 46%-59%

Field of Study

Summary: Consecutively, there are 8,000 fields of study.

- Biological and Biomedical Sciences in 2016-2020: 46%-60%
- Business, Management, and Marketing in 2016-2020: 49%-60%
- Computer and Information Sciences in 2016-2020: 43%-58%
- Education in 2016-2020: 57%-70%
- English Language and Literature in 2016-2020: 64%-73%
- Family and Consumer/Human Sciences in 2016-2020: 0%-69%
- Health Professions in 2016-2020: 48%-65%

V. Goals

Goals are separated into two categories which include short- and long-term objectives. The goals of the Democracy Fellows and the Georgia Gwinnett Campus are heavily tied to a democratic vision which includes the increase of civic engagement within the campus, increased participation in campus events, and an overall reemergence of community between students and organizations. We plan to increase the educational opportunities available to a wide range of students in hopes of connecting students of varied backgrounds and inspire them to effect change. Through education and connection, we hope to increase democratic participation and foster a culture that enables students to become proactive in their community.

Short-Term

1. Increase part-time student turnout by 10%
2. Increase voter turnout rate by 14% in students aged 22-24 years old.
3. Increase voter turnout rate for Technology Majors by 20%.
4. Increase voter turnout rate for registered voters by 10 %
5. Increase voter turnout rate for Biology and Business Majors by 8%
6. Approximately 5 Democracy Ambassadors onboarded
7. Have at least one professor from each major department, pledging an extra credit opportunity
8. Creation of basic informational materials including but not limited to pamphlets, videos, and posters.

Engagement

9. Partner with Admissions to improve their reporting processes to obtain accurate information for the NSLVE report.
10. Solidify partnership with Greenlight Activities Board by hosting an event together. This goal would also include the creation of plans to onboard them as a stakeholder in the GGC Democracy Fellows campus plan.

Long-Term

1. Institutionalize multiple events in partnership with Greenlight Special Events and Traditions committee including GGC Annual Clothing Swap, and Public Service Week.
2. Have approximately 80% of campus student organizations committed to a democratic engagement plan in partnership with GGC Democracy Fellows.
3. Institutionalize programming in partnership with SBA.
4. Increase voter turnout rates until 100% voter turnout is achieved.
5. Have the Democracy Fellowship offered through Campus Vote Project be institutionalized on campus as an internship available for credit to certain majors.
6. A 75% or above voter turnout rate for all fields of study available on campus.
7. Create documentation of processes and methodology involved in event creation to be utilized by future fellows to maintain and expand upon current programming.
8. Election Day as a college holiday.
9. Have an Early Voting location on the Georgia Gwinnett College campus.
10. Be included in the yearly Orientation programming in collaboration with Orientation leadership to promote civic engagement and voter education.

VI. Strategy

To effectively enact change within our campus, the Democracy Fellows have decided to pursue a top-down approach. This means that we are targeting various faculty, including administrators and professors on campus, when implementing programs or hosting events. This allows us to easily include all majors offered on campus, as well as advisors of all registered student organizations, and important stakeholders in administrative roles. By targeting campus officials, we not only gain valuable information to better tailor the events we host, but we also gain them as stakeholders in the GGC Democracy Fellows. Our Extra Credit Program is another method utilizing a top-down approach. We incentivize professors to utilize our events as extra credit opportunities by hosting events tailored to the classes they teach. This allows us to reach a larger audience through professor/fellow partnership.

Another strategy utilized in our programming is direct student outreach and involvement. Other than partnering with faculty to promote and host events, we are also reaching out directly to students for event partnership and promotion. This includes an increase in tabling events where Fellows disseminate voter educational material, an increase in events hosted with a partner student organization, as well as an increase in recruitment for the GGC Democracy Ambassador program. Another method that combines faculty cooperation as well as direct student outreach would be the emergence of “classroom

Engagement

laps” in which Fellows or Ambassadors would receive approval from a professor to enter their classroom and provide voter information, as well as promote the GGC Democracy Fellows as a student organization. Please reference the programs and chart below to understand the programming offered and how it correlates to the needs of our campus and specific NSLVE data

Programs

Extra Credit Program

Our Extra Credit Program is a collaborative effort between all Democracy Fellows and includes tailoring events to certain majors and classes as to incentivize professors to utilize these events as extra credit opportunities for student. We have created a pledge sheet and urge professors to pledge at least one event to be offered as extra credit in one of their classes, per semester. These events are noted within the Events table below with an asterisk, *.

Democracy Ambassador

The Democracy Fellows have institutionalized their work by becoming a Registered Student Organization on the Georgia Gwinnett College campus. By doing so, they have become a resource and the epicenter of involvement for student who want to make a difference in their communities. A Democracy Ambassador is any student that joins the GGC Democracy Fellows as a club member. The Democracy Fellows will cultivate an environment in which Ambassadors are able to utilize their skills to expand on the mission of Campus Vote Project which includes but is not limited to civic and community engagement, and voter education. Ambassadors will be able to gain real world experiences in areas such as marketing and promotion, networking, community outreach, and event creation and management. There will also be efforts to expand the Ambassador program to include internships with local government offices and non-profits.

Event Schedule

| Event, Audience, Method | Who is Heading | Type | Dates |
|--|--------------------------------------|--------------|--------|
| Resource Fair – Tabling Event alongside various institutions within the Georgia Gwinnett Campus. Targeting newly enrolled students and establishing the GGC Democracy Fellows as a resource for voter information on campus. | Sabrina Veillard & Alexis Vanderhoof | Registration | August |

Engagement

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| Tabling Event/ “Classroom Rap” (Bi-weekly) – Opportunity to discuss a variety of topics including the GGC Democracy Fellows, voter laws, and Absentee Mail-in Voting. Classroom Raps would target Technology & Business majors as well as part time students. (Targeting evening classes as well) | Alexis Vanderhoof Sabrina Veillard | Promotion Educational | August 11 th August 25 th |
| *Gwinnett County Community Outreach partnership event – volunteer opportunity. Open to all students and expect partnership with various student organizations. (Institutionalize a yearly volunteer opportunity) | Sabrina Veillard & Alexis Vanderhoof | Educational Civic Engagment | August |
| Game night targeting students who live in campus housing – discuss the importance of accurate registration and their ability to utilize their campus housing address to vote. | Alexis Vanderhoof | Promotional Registration | August |
| School of Business tabling event | Alexis Vanderhoof | Registration | September |
| *Mental Health Panel in partnership with the Psychology Club | Sarah Coffield & Heidi Bolte | Educational | September |
| *Spanish Heritage Month – OLAS Collaboration – Intentions to find a community partner to provide an educational seminar regarding the Hispanic vote. | Sabrina Veillard & Alexis Vanderhoof | Educational | September |
| Gwinnett County Board of Elections Registration Event | Alexis Vanderhoof and Ms. Sherrie Goodman | Registration | September |

Engagement

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| Tabling Event/ “Classroom Rap” (Bi-weekly) - Opportunity to discuss a variety of topics including the GGC Democracy Fellows, voter laws, and Absentee Mail-in Voting. Classroom Raps would target Technology & Business majors as well as part time students. (Targeting evening classes as well) | Sarah Coffield & Heidi Bolte Alexis Vanderhoof Sabrina Veillard | Promotion Educational | September 1st September 15 th September 29 th |
| *Georgia Muslim Voter Project – Voter Education Event – Guest Speaker provided by GAMVP. | Sabrina Veillard | Educational | October |
| *Environmental Voting Event in partnership with Georgia Conservation Voter and the Environmental Club. Educational Seminar with guest speaker provided by GCV. | Alexis Vanderhoof | Educational | October |
| Tabling Event/ “Classroom Rap” (Bi-weekly) - Opportunity to discuss a variety of topics including the GGC Democracy Fellows, voter laws, and Absentee Mail-in Voting. Classroom Raps would target Technology & Business majors as well as part time students. (Targeting evening classes as well) | Alexis Vanderhoof | Educational | October 6 th October 20 th , |
| Early Voting Tabling Event - Partnership with AKA Sorority | Sarah Coffield & Sarbina Veillard | Registration Educational | October 12 th |
| Early Voting Tabling Event - design an interactive and fun table event to educate students. | Sarah Coffield & Sabrina Veillard | Registration Educational | October 19 th |
| “Election Week Celebration” – Daily mini block party – Voter ID laws in Georgia | Sarah Coffield | Educational | November 1 |
| “Election Week Celebration” – Daily mini block party – Polling Location topic | Sabrina Veillard | Educational | November 2 |

Engagement

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| “Election Week Celebration” – Candidate fact sheet (impartial) | Alexis Vanderhoof & Heidi Bolte | Educational | November 3 |
| “Election Week Celebration” – Pledge to vote drive | Alexis Vanderhoof | Educational | November 4 |
| MTV GRANT EVENT – utilize funds to assist students with transportation to and from their voting locations. Would include a large tabling event with food, drinks, and music. Looking into partnership opportunities. | Sabrina Veillard Alexis Vanderhoof Sarah Coffield | VOTING | November 8 th |
| Tabling Event to celebrate final exams | Sarah Coffield | Promotion | November |
| PLANNING PERIOD | | | DECEMBER |
| *Movie Night – Selma, Suffragettes... Topics relevant to the mission of Campus Vote Project (Reach out to Back Student Union about partnership) | Sarah Coffield | Promotional Educational | January |
| *Georgia Muslim Voter Project – Legislative Workshop. Partner with Muslim Student Association. | Alexis Vanderhoof | Educational | January |
| Tabling Event/ “Classroom Rap” (Bi-weekly) - Opportunity to discuss a variety of topics including the GGC Democracy Fellows, voter laws, and promote civic engagement. Classroom Raps would target Technology & Business majors as well as part time students. (Targeting evening classes as well) | Alexis Vanderhoof & Heidi Bolte | Promotional Educational | January 19th |
| *Black History Month Event in partnership with the Black Student union...Seminar on African American contributions to the suffrage movement. Guest Speaker from the Black Voters Matter Fund | Alexis Vanderhoof | Educational | February |

Engagement

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| Tabling Event/ “Classroom Rap” (Bi-weekly) - Opportunity to discuss a variety of topics including the GGC Democracy Fellows, voter laws, and promote civic engagement. Classroom Raps would target Technology & Business majors as well as part time students. (Targeting evening classes as well) | Sarah Coffield | Promotional Educational | February 2nd |
| Tabling Event/ “Classroom Rap” (Bi-weekly) – Intend to have a Valentines Day themed tabling event | Heidi Bolte | Promotional | February 14th |
| Girls Night (All Welcome) - League of Women Voters guest speaker. Discuss the suffrage movement and the importance of voting. Either start or end with games, music, food. | Alexis Vanderhoof & Sarah Coffield | Educational | March |
| Tabling Event/ “Classroom Rap” (Bi-weekly) - Opportunity to discuss a variety of topics including the GGC Democracy Fellows, voter laws, and promote civic engagement. Classroom Raps would target Technology & Business majors as well as part time students. (Targeting evening classes as well) | Alexis Vanderhoof Sarah Coffield | Educational Promotional | March 9 th March 23 rd |
| *Technology and Politics – How do these areas intersect? Data privacy and the law. Seminar in partnership with Women in Technology Organization as well as ITEC Faculty. | Alexis Vanderhoof | Educational | March |

Engagement

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| GGC ANNUAL CLOTHING SWAP – partner with environmental club and Georgia conservation voter to host an annual clothing swap which promotes community and environmentalism. Utilizing a tool kit provided by Global Fashion Exchange | Alexis Vanderhoof Heidi Bolte Sarah Cofffield | Promotional Educational Community Engagement | April |
| Tabling Event/ “Classroom Rap” (Bi-weekly) - Opportunity to discuss a variety of topics including the GGC Democracy Fellows, voter laws, and promote civic engagement. Classroom Raps would target Technology & Business majors as well as part time students. (Targeting evening classes as well) | Sarah Cofffield Alexis Vanderhoof | Promotional Educational | April 5 th April 19 th |
| SBA Tabling Event – Promote voter registration and turnout. Highlight the importance of service-based education in the business environment. | Alexis Vanderhoof | Educational | April |
| Game Night – Finals study session separated by topic (generalized). Classical Music, snacks and drinks, resources for students. | Alexis Vanderhoof Sarah Cofffield | Community engagement Promotional | First week of May |
| Asian American and Pacific Islander tabling event in partnership with various RSO’s | Sarah Cofffield | Educational Promotional | May |

VII. Reporting

This action plan will be shared with all of the stakeholders forementioned in the Leadership section of this document. All community partners, club members, and student organizations etc., will have access upon request and will be able to access this plan on Georgia Gwinnett College’s “Presence” website under the tab for the Democracy Fellows. The link to the “GGC Presence” website will be posted on all social medias associated with the GGC Democracy Fellows.

Engagement

The generated NSOLVE report for Georgia Gwinnett College will be posted to our GGC Democracy Instagram page and will also be readily available upon request for anyone inquiring. We are hoping that Georgia Gwinnett College will post the results from the report on their own website and will be pushing for this to occur. By routinely sharing the updated NSOLVE report and updated action plan for the GGC Democracy fellows using the methods described above, we hope to be a point of education for students and other organizations with the hope of increasing voter awareness on campus.

VIII. Evaluation

Constant and continuous evaluation of our action plan is imperative to ensure that we are continuing to meet the goals we have set for ourselves. The action plan shall be evaluated based on the criteria set in the section titled Goals. This evaluation shall be performed annually by the individuals who are titled in the Democracy Fellows and will be based on the criteria that is set in Part 3 of the Landscape section of the Action Plan. In the event that it is found that the results are not meeting the criteria previously set, proper alterations will be made to the action plan to ensure that we are reaching the people we intend to as effectively as possible.

The titled members of the Democracy fellows will meet at the end of each event to discuss how turnout of students has been and what could have been done differently. Turnout will be measured with the use of a sign in sheet or a QR code linking a survey. At the end of each semester, these same members will evaluate how the prior semester went and what can be done to better turnout in the next semester, and how we can better reach our goals. Finally, once annually these same members will evaluate the prior years action plan and make alterations where it is needed based off the discussions occurring at the end of each event.