



HAMLIN
UNIVERSITY



Hamline Votes 2020 Committee:

- 1) Jane Krentz, Director McVay Youth Partnership
- 2) Nur Mood, Assistant Director of Social Justice Programs
- 3) John Shepard, Assistant Director, Center for Global Environmental Education; Associate Professor, School of Education
- 4) Caroline Hilk, Assistant Provost, Academic Affairs
- 5) Dieu Do and Andrew P Weston, HUSC Student Representatives
- 6) Jim Scheibel, Former Mayor of St. Paul and Professor of Practice, Hamline School of Business
- 7) Christine Weeks, Communications
- 8) Karen Heggernes: Athletics Department Representative, Head Lacrosse Coach
- 9) Becky Kaarbo, Assistant Director for New Student Programs
- 10) Jeanne Fox, Professor of Practice Nonprofit and Public Administration, Hamline School of Business

SUMMARY:

BACKGROUND

Hamline has historically had great success motivating students to vote. In 2016, Hamline was awarded Silver Status from the All In Campus Democracy Challenge. In 2018, Hamline University achieved a student voting participation rate at 63.3%, which was the highest in the nation among peer institutions. For that accomplishment, Hamline was recognized by the All In Campus Democracy Challenge with a Best-In Class award for overall highest voting rate and overall highest undergraduate voting rate at a private, 4-year college/university. We intend to build on that success moving forward.

APPROACH

Hamline Votes is a committee made up of students, faculty and staff that organizes student engagement around elections. Hamline Votes members include Assistant Provost Caroline Hilk, faculty members Jim Schiebel, Jeanne Fox, and John Shepard; staff members Nur Mood, Jane Krentz, Becky Kaarbo, Karen Heggernes, and Christine Weeks; and student leaders from Hamline University Student Congress Andrew Weston, Kaia Ziegler, Cece Miller, and Dieu Do; and Nick Cobian (student worker). The team has created a campaign approach to raise awareness of voting and motivate engagement on campus. It was built from behavior-change strategies. **We set a clear, compelling goal:** Hamline Votes: 90% in 2020. This goal was communicated widely during the primary election in the spring so that "Hamline Votes: 90/20 is familiar to students as it now reappears around campus in communications including posters, lawn signs, The Oracle (student newspaper), website, social media, etc. In addition, Hamline Votes created and shared compelling videos in the main student center that receive wide viewership. **Remove obstacles from the path:** Hamline Votes created a resource website for students, and has shared voter information at a kiosk in our student center coffee shop, at student organization fairs, and in classes to actively communicate to students. Hamline Votes will also provide socially-distanced transportation to the polls (an important perk in Minnesota).

ACTIVITIES

In the past, Hamline Votes used oncampus and in-person events to motivate election participation. In light of the COVID-19 epidemic, Hamline Votes has focused efforts on strengthening relationships to student organizations and conducting outreach online, while remaining nimble and open to opportunities that allow for engagement in person.

The in-person opportunities involve various orientation activities of new students. Hamline leadership, including the university president Dr. Fayneese Miller, will participate in orientation activities, and stress the Hamline value of civic engagement. Civic Engagement is a key learning goal in the Hamline Plan required for graduation. The Hamline Votes leadership will present information about registering and ways to vote to First Year Seminar classes and political science classes. Committee members also will attend two days of outdoor organizational fairs, to hand out registration materials, information and buttons. Hamline Votes developed materials to raise awareness of the 90/20 goal and the importance of voting. These materials include banners, lawn signs, posters and flyers and will be hung in high-traffic areas around campus. The committee was successful in lobbying faculty to emphasize the importance of voting and reduce the assignment load around November 3 so that students can take time to vote.

Hamline Votes will use social media accounts from the main university account and from student organizations to engage specific student groups, particularly those students who have lower voter engagement such as athletes. Hamline Votes will hold an online informational event for National Voter Registration Day with the Secretary of State, Nick Harper of the League of Women Voters, and a student representative. Ward 4 Councilmember Mitra Jilali will host an election trivia contest. On election day Hamline Votes will host an information table in the Anderson Center and provide walking escorts and bus transportation to the polls.

After the election, Hamline Votes will evaluate our success using NSLV data and make changes to our approach as needed in succeeding non-pandemic years. In the longterm, Hamline Votes plans to work toward making election day a university holiday and also, to create a Hamline University Center for Civic Engagement.

LEADERSHIP:

1. What is the work? What are the planned activities?

Increasing student voting will mean motivating non-voting students to alter their behavior and ensuring that all students are supported in getting to the polls. We will follow an approach built from proven behavior-change strategies including, the following:

- **Point to the Destination:** We set a clear, compelling goal: **Hamline Votes: 90% in 2020. It is supported by** a brief explanation: "Hamline Takes the Lead as THE

national leader among private colleges and universities in student voter turnout—yet at 63.3% participation in 2018, we can do much better and will need to in order to hold the lead."

- **This goal has been communicated** widely so that **“Hamline Votes: 90% in 2020”** and already appears around campus in communications including posters, The Oracle (student newspaper), website, social media, etc.
- **During the primary election, Hamline Votes, shared compelling videos in the main student center that were widely viewed. In addition, Hamline Votes was able to educate and answer questions in person.**
- When interacting with students at “Hamline Votes: 90 in 2020” info tables, students were asked to make a written commitment to vote.
- **The group created** “Hamline Votes: 90% in 2020” stickers and gave them out to students who voted. These stickers enabled students to get a discounted beverage in the student center. Due to COVID-19 protocols, Hamline Votes cannot continue this practice for the general election.
- **Remove obstacles from the path:** We will communicate to students that “voting will only take 30-minutes of your day.” We will continue our proven 2018 strategy of providing transportation and/or walking escorts to the polls.
- **Hamline votes will use the university’s main social media accounts (mostly Instagram) from student organizations to engage specific student groups, particularly those students who have lower voter engagement such as athletes, science majors, and math majors.**
- We educated students about Minnesota’s precinct caucuses on February 25, 2020 via tabling, flyers, visiting classes, clubs and team practices. We used similar tactics to promote the state Presidential Primary on March 3, 2020.
- Looking forward, we will inform students about Minnesota’s state primary election in August and maintain communications around the election on November 3, 2020. Our approach will include in person engagement as allowed, and also include online efforts via social media and online outreach via orientation programming and administration and faculty support.
- We will create competitions between students using online and other social-distancing tools. For example, our athletic teams will compete to have the most voters.

2. Who will do the work? Who is responsible for implementing each planned activity?

Hamline Votes will implement or delegate tasks to a student worker (Nicholas Cobian), and to the Hamline University Student Congress (HUSC), who is actively supportive of this voting initiative. In addition, we will work with the Faculty Council and Hamline University Staff Association to encourage voting and to help amplify our 90/20 message.

1. Who is the work for? Who is the audience for each activity?

Our primary efforts will be directed to students and a secondary focus will include staff and faculty. We will endeavor to get as many Pipers to vote as possible. Our social media and in-person activities will be geared toward students. Posters, banners and news articles will target faculty, staff and students.

2. Where will the work happen? Where will each activity occur on campus?

We anticipate that most of the work will occur online. Some will happen on social media, other activities will be part of online classes or special events, meetings and via email marketing.

3. When will the work happen? When will each activity occur on campus?

The work began with the primary election and will continue with spikes in activity in August, when students return to campus, and September and October in the weeks leading up to the general election.

4. What is the purpose of the work? Why is each activity being implemented and what is the goal for each activity?

The overall purpose is to achieve a 90% voting rate among Hamline University students in the November 2020 general election. This goal will require a multi-step process.

- 1) During new student orientation in August, we will distribute information about voting via email, paper and one-on-one interactions from New Student Mentors (NSMs). In addition, the university President will communicate the importance of civic engagement and voting to the students via a speech (in person or video).
- 2) Throughout the semester, student organizations will be contacted and provided with outreach information to help them participate in a social media campaign around voting.
- 3) If it is possible, in the week before the general election, Hamline Votes will table, poster, and distribute information in classes. In addition, on voting day, if allowed Hamline Votes will provide transportation to the polls.
- 4) Hamline Votes will use the main university social media accounts to broadcast videos featuring campus influencers that encourage election participation.
- 5) Hamline Votes will hold an online informational event for National Voter Registration Day with the Secretary of State, Nick Harper of the League of Women Voters, and a student representative. Ward 4 Councilmember Mitra Jilali will host an election trivia contest.
- 6) Hamline votes will collaborate with the Minnesota Secretary of State on a statewide campaign to encourage college students to vote.

- 7) The President of Hamline University will send communications to the whole campus community encouraging participation in the election and voting.
- 8) On election day Hamline Votes will host an information table in the Anderson Center and provide walking escorts and bus transportation to the polls.

Commitment:

This section describes how the institution demonstrates its commitment to increasing civic learning and democratic engagement. A public institutional commitment is critical for improvement across campus; it signals to all stakeholders that these efforts are significant and long-term. Before action planning begins, it is important for the working group to first explore the motivations for the commitment and context within which it has been made. This process includes identifying how civic learning and democratic engagement are already reflected in existing institutional documents, plans, and culture.

- 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?

Hamline University President Fayneese Miller signed on to the President's Commitment to Vote Engagement. Civic learning and engagement are fundamental educational learning outcomes for students of Hamline University. In fact, the the President's Webpage states as much: <https://www.hamline.edu/offices/president/>

At Hamline University, we are not "sideline citizens." We in higher education have an obligation and a responsibility to prepare our students for all that it means to be part of a democratic society, to be civically engaged.

- 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?

Hamline University regularly devotes institutional resources to promoting civic engagement among students. For example, the university has hosted debates for candidates that allow students to view in person and via close circuit links throughout campus. These events are also broadcast on local media outlets. In 2018, Hamline hosted a senate candidate debate and has in the past hosted gubernatorial debates. Hamline is planning to host a senatorial debate in 2020.

For students, civic engagement is part of the Liberal Education as Practice (LEAP) component of the Hamline Plan, our general education curriculum. LEAP Into Saint Paul is an annual orientation program conducted by Hamline University New Student Programs and The Wesley Center that introduces first-year students to community engagement with the neighborhoods and communities that surround them with their First

Year Seminar course. Joined by their New Student Mentors, each first year student collaborates on a project designed by their community sites such as weeding gardens, painting a room, and speaking with elders. LEAP Into Saint Paul seeks to begin or to continue the special relationship that Hamline University has with its surrounding communities rooted in our commitment to service.

- 3) How is the institution's commitment reflected in existing statements and documents (e.g., mission statement, vision, core values, strategic plan)? 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?

Civic engagement is fundamental to the spirit of Hamline University. Methodist visionaries founded Minnesota's first university on a mandate to make the world better. Their mission? Educate the state's earliest leaders—before there was a state to lead. Out of this trailblazing spirit of civic betterment, Hamline University was born.

Still today, the Hamline community is driven by that same spirit, brought to life in the words of John Wesley:

"Do all the good you can. By all the means you can. In all the ways you can. In all the places you can. At all the times you can. To all the people you can. As long as ever you can."

These words unite our professors, alumni, staff, and students. And we continue to live them out and show our values in the way we champion justice and positive change and develop locally engaged, globally connected leaders.

Today, the institution takes the lead to provide a premier liberal arts education that transforms students of all backgrounds into the leaders they were born to be.

We emphasize civic engagement is with our new first year student population during fall orientation. In the past this has included a half day of services and reflection as part of their First Year Seminar class. With it being an election year, and due to Covid-19, we are shifting our focus in order to engage students in conversation about voting as civic engagement and act of service. Again, due to Covid-19 we will be working on making content regarding Hamline Votes available in a virtually orientation format, as well as looking at creative ways to engage students in active programming once on campus.

Our learning outcomes for civic engagement are measured through the Hamline Plan, which every student has to complete in order to graduate.

- 4) How is educating for civic learning and democratic engagement included in the general education curriculum?

The Hamline Plan, which students must complete to graduate includes a Liberal Education as Practice (LEAP) requirement and a Global Citizenship requirement. At Hamline, global citizenship is the understanding of and engagement with complex, interdependent, or overlapping global systems and their legacies (scientific, socio-cultural, economic, political, or others). This requirement is intended to equip students to (1) become informed, open-minded, and socially responsible citizens who seek to understand how their actions affect both local and global communities, and (2) address global issues collectively and equitably.

In addition, the Hamline University to Hamline Elementary Collaboration has created partnerships in classroom settings to educate students at both Hamline University and Hamline Elementary about social and political issues. Notably, in Spring 2019, SOCL 3980: Youth Organizing, Activism, and Social Change students partnered with a 4th Grade Class at Hamline Elementary to create video storytelling projects about social issues that both the 4th Graders and college students experienced.

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

Many co-curricular activities are infused with the values of civic engagement. For example, the Wesley Center Programs for civic learning and democratic engagement include the aforementioned Hamline to Hamline Collaboration, plus a Dr. Martin Luther King Jr. Commemoration and Day of Service; the McVay Youth Partnership which places our students as mentors for immigrant youth in Saint Paul. The LEAP into St. Paul is a mandatory community service initiative for new students. The Catalyst Alternative Spring Break Trips offer all students the opportunity to give service in underserved communities in the nation.

Many Hamline student organizations are classified as political and social action or advocacy and service. These include:

- Asian Pacific American Coalition (APAC)
- Better Together Campaign
- Black Student Collective (BSC)
- Delta Tau Sorority (community service group)
- Feed Your Brain (addresses food insecurity on campus and in community)
- FUSION (advocacy for multi-racial identifying students)
- First Generation Scholars
- Global Students Society (GSS)
- Hamline African Students Association (HASA)
- Hamline Animal Rights Club (HARC)
- Hamline College Democrats
- Hamline Hand-In-Hand (tutoring organization)

- Hamline Indigenous People's Society
- Hamline Students for Reproductive Justice
- Hamline Undergraduate Student Congress
- Hamline University Turning Point USA
- Hispanic and Latinx Organization (HALO)
- Law and Justice Society
- Marketplace of Ideas
- Model United Nations
- Omicron Delta Kappa (service organization)
- Peer Wellness Educators
- Student Athlete Advisory Council (SAAC)
- Students for Sensible Drug Policy
- Students Preventing Sexual Violence (SPSV)
- SPECTRUM (advocacy for non-binary, LGBTQIA+ students)
- Voices Against Violence

A major co-curricular program for new students is Orientation Programming. Hamline has a 2-tier orientation program which includes programming over the summer and fall. Due to COVID-19 these programs were adapted to virtual/hybrid models and Hamline Votes was an active participant in this programming with new students. This could include information regarding mail in ballots, finding your polling place, the importance of voting as an active of service (see answer 3 for more details)

Social Media Campaign:

For the 2020 election cycle Hamline Votes will collaborate with the main Hamline University social media accounts (Instagram, Facebook, Twitter) and leverage student activities accounts across campus. The purpose of this outreach will be to reach students where they congregate online. The main university accounts have significant reach and provide a social media "home" for content that can be shared by other Hamline university accounts.

- Main messages in social media posts
 - Register to vote
 - Anticipate the day of voting
 - Distribute mail ballot requests on and off campus
 - Assist students with voting out of state
 - Make a plan to vote
 - Timing: two times a week at first, then almost every day as the day to vote approaches
- Educating about the voting process
- Sharing interesting articles targeted at younger people voting
- Posting the event to other Hamline groups and pages to spread the word.
- Invite all of your Hamline friends

Wesley Center Facebook Page

- Sharing events as a reminder
- Posting the “Your Vote, Your Voice” graphics and tagging friends in them on a consistent basis

Athletic team social media accounts

- Teams share videos of “why I vote” or “plan to vote”

Print Campaign:

- Hanging up posters, banner and placid lawn signs around campus

In-person Events

Tabling (in February 2020)

- Handing out half-sheets that provide students with information about the day of voting
- Pledging students to vote
- Registering students

Tabling on November 3, 2020

- Putting the fun in voting. Providing information and snacks to students.

GOALS:

This section describes what the institution hopes to achieve in the long-term and the short-term. Long-term goals help the institution achieve its vision – what impact does the institution seek to have on campus? Long-term goals should be tied to the institution’s mission and learning outcomes. Short-term goals break long-term goals into manageable parts. By setting goals, the institution can plan activities to achieve results and assess impact. It is suggested that prior to setting goals, there should be a clear vision of what the institution wants to accomplish and what it wants students to learn. With a clear vision, goals can be set to achieve the desired outcomes. Goals should be S.M.A.R.T – specific, measurable, achievable, realistic, and time -bound. Goals should be concise and clearly define what will be done.

LONG-TERM GOALS

1. What impact is desired?

Hamline Votes seeks to promote informed and involved citizenry, building life-long voting habits by building a commitment to vote from 90% of students. We will build on the institutional commitment to civic engagement in a way that serves as a model for other universities.

- a. Create forums to connect students in one-on-one interactions with elected officials and candidates for office

- b. Connect with the Office of Inclusive Excellence to engage students from marginalized communities with candidates and elected officials who share identities with them
 - c. Connect with the Hedgeman Center for Student Diversity Initiatives and Programs to host forums with candidates of color and elected officials
 - d. Connect with Sexualities and Gender Diversity Programs to host forums with LGBTQ+ candidates and elected officials
 - e. Encourage grass-roots activism
 - i. Build a team of student volunteers committed to phone banking/text banking with other Hamline students to garner commitments to vote (or to remind them to vote within 1 week of the election)
 - 1. Similar to phone banking efforts of various campaigns
 - 2. Similar to phone banking effort of Dean of Students Office to have full participation in Hamline CARES Act Grant Application
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?
- a. Students will be able to effectively research the platforms of candidates to understand how their vote will impact social, economic, and political issues over time.
 - b. Students will have the skills to reach out to candidates to get answers to questions they have.
 - c. Students will be able to articulate why their vote matters and share that information with other community members (for longer than just their time at Hamline)
 - d. Students will be able to identify their elected representatives.
3. What does the institution want to accomplish over the next 10 years?
- a. Achieving a 90% student voting participation and maintaining that high participation rate over the next 10 years, to have a year over year average of 90%
 - b. Building the voting participation as close to 99% in the Fall 2030 midterm election
 - c. Establish election day as a university holiday.
 - d. Establish a center for civic engagement.

SHORT-TERM GOALS

- 1) What does the institution want to accomplish in the next year or two? What needs to be accomplished in order to move towards the achievement of long-term goals?

Hamline Votes has successfully integrated voting efforts and election participation into the first-year student curriculum and the classwork of political science majors. In future

elections, Hamline Votes will focus on science and math majors in the upper classes to encourage greater participation.

Hamline University will need a widespread push for a new holiday on election day. Hamline Votes will approach the student government for their support in working toward an election day holiday for the university.

In order to establish a center for civic engagement, Hamline University will need to explore funding opportunities and secure approval from leadership and the board of trustees. The first step in the process will be to consult with Campus Compact, an organization that supports civic engagement. Hamline is a member. The second step is to talk with peer institutions with such centers, for example Macalester College.

Evaluation:

This section describes how the work will be evaluated, how the institution will know if it is making progress, and when its goals have been reached. Included in this section should be what information (data) will be collected, as well as how it will be collected, analyzed, and used for improvement. Evaluating the work should be a continual process, so the action plan can be adjusted to reach the institution's goals.

- 1) What is the purpose of the evaluation? What does the institution want to know and be able to do with the information gathered?
- 2) Who is the audience for the evaluation?
- 3) Who will carry out the evaluation?
- 4) When will the evaluation be carried out and completed?
We expect to evaluate at the end of this year or the spring of 2021.
- 5) What information (data, evidence) must be collected and how will it be collected? What are the performance measures and indicators of success?
- 6) How will information (data, evidence) be analyzed?
- 7) How will information (data, evidence) be analyzed?
- 8) How will the results of the evaluation be shared?

The primary measure of success will be voter participation. The Hamline Office of Institutional Effectiveness and Minnesota Secretary of State office collect the total student voting rate. Hamline University participates in NSLVE's effort to evaluate the students' voting rate participation. Hamline Votes will also use the results to modify and expand our work on campus. We expect to evaluate at the end of this year or the spring of 2021.

Secondary measures that will be looked at include social media engagement and qualitative feedback from members of the student government.

Hamline University will share the result from NSLVE with the All In Challenge team. In addition, the Hamline Votes team will report back to several grantors on the success of our efforts. Finally, university leadership will be presented with the outcomes.

All measures will be used to evaluate our success and propel efforts toward creating an election day holiday and a campus center devoted to civic engagement.