



## HAMLIN UNIVERSITY

### Hamline Votes

Hamline Votes 2020 Working Group:

- 1) Jane Krentz, Director McVay Youth Partnership
- 2) Nur Mood, Assistant Director of Social Justice Programs and Strategic Relations, MENA Region.
- 3) John Shepard: Assistant Director, Center for Global Environmental Education; Associate Professor, School of Education.
- 4) HUSC (HU Student Congress) Rep.- Dieu Do and Andrew P Weston
- 5) Jim Scheibel, HSB Professor of Practice
- 6) Christine Weeks, Communications
- 7) Karen Heggernes: Athletics Department Representative, Head Lacrosse Coach
- 8) Becky Kaarbo, Assistant Director for New Student Programs

Who is missing from this group?

*CLA STEM Faculty, maybe to encourage STEM student participation.*

*We need someone who can talk about curriculum to help answer the questions.*

*(Marcela or Andy R.?)*

#### **SUMMARY:**

#### **LEADERSHIP:**

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

A PROPOSED STRATEGY (by John Shepard):

Increasing student voting means getting non-voting students to alter their behavior and making sure all students are supported in getting to the polls. We should follow an approach built from proven behavior-change strategies (one good source that helps drive CGEE's nationally unparalleled pollution-prevention campaigns, is [the work of Chip and Dan Heath](#), authors of **Switch: How to Change When Change is Hard** and other research-based resources). Here is a strategy inspired by their ideas:

- **Point to the Destination:** Set a clear, compelling goal. For example, something like: **"Hamline Votes: 85% in 2020**, 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% participation in 2018, we can do much better and will need to in order to hold the lead."
- **Communicate the goal:** Communicate the goal widely so that **"Hamline Votes: 85% in 2020"** shows up everywhere on campus and in communications: posters, Oracle, Website, social media, etc.
- **Find the Feeling:** Having a clear goal and providing information aren't enough to motivate behavior change. Use emotionally compelling Why Vote? media, like the following short video: [video:https://youtu.be/YFpCNhHA4Mk](https://youtu.be/YFpCNhHA4Mk) . Share this video (or something like it) online, through Hamline social media, and have it looping at "Hamline Votes: 85 in 2020" info tables (CGEE can provide one or two giant media displays that can be playing the video behind the info tables).
- **Ask for a commitment:** When interacting with students at "Hamline Votes: 85 in 2020" info tables, ask them to make a written commitment to vote. Ask for their contact info so that we can remind them of their commitment via email/text blasts as voting day approaches.
- **Script the critical moves:** In clear, simple language, provide the information and identify the behaviors people need to follow to vote.
- **Normalize the expected behavior:** At "Hamline Votes: 85 in 2020" info tables give out stickers similar to the "I Voted" stickers you get when you exit the voting booth—they could say something like, "I Will Vote: 85 in 2020"
- **Add some competitive fun.** Distribute 2018 voting data via the Oracle and social media that indicates 2018 voting rates by academic majors. Invite faculty of lower-voting academic majors to challenge their students to "take the lead."
- **Remove obstacles from the path:** This would include things like communicating to students that "voting will only take 30-minutes of your day", and our proven 2018 strategy of providing transportation to the polls. As we've discussed, we can also ask professors and coaches to not schedule major projects, tests, or events on voting days.
- **Remind students of their commitment:** In the days leading up to election day use social media and send personalized emails and texts to each student who has committed to vote to remind them of their commitment and provide critical info to act on that commitment.
- **Celebrate the success.** Celebrate the accomplishment that will result from this effort—especially with academic major groups who improved their voting rates, evaluate what worked and what didn't, and plan to do even better next time around.

1.1. We will educate about/promote MN's precinct caucuses

1.1.1. Tabling

1.1.2. Flyers

1.1.3. Class visits

1.1.4. Club/sports visits

1.2. We will educate about/ promote MN's Presidential Primary (March 3)

1.3. We will educate about /promote MN's State Primary (August)

1.4. We will educate about/ promote the election on November 3, 2020

- 1.4.1. Could have a competition between students of different majors- i.e. Science majors vote because they want to elect people who believe in Science
  - 1.4.2. Environmentalists vote because they want to elect people who will save the planet
  - 1.4.3. Social Justice majors vote because they want to elect leaders who care about the greater good
  - 1.4.4. Athletes vote because they love to win
  - 1.4.5. Political Science majors vote because... Duh, etc.
2. Who will do the work? Who is responsible for implementing each planned activity?
  3. Who is the work for? Who is the audience for each activity?
  4. Where will the work happen? Where will each activity occur on campus?
  5. When will the work happen? When will each activity occur on campus?
  6. What is the purpose of the work? Why is each activity being implemented and what is the goal for each activity?

A few other ideas:

A fair with where students can learn about opportunities to work on campaigns, both for candidates and issues.

Bring classes together with courses that might relate to the election.

There should be a list (there might be some FYSEms that include the elections).

Still time to create cross discipline courses for the fall.

Forum on issues: for example, making college affordable.

JS

## 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?

From the President's Webpage: <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.*

- 3) How is the institution's commitment reflected in existing statements and documents (e.g., mission statement, vision, core values, and 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?
- 4) How is educating for civic learning and democratic engagement included in the general education curriculum?
- 5) How is educating for civic learning and democratic engagement included in the co-curriculum?

### **Social Media Campaign:**

- Hamline Votes 2020 / Civic Engagement Facebook Group
  - FYE
  - Invite all of your Hamline friends
  
- "Your Vote, Your Voice" Facebook Event
  - To help anticipate the day of Voting
  - Posting on the event regularly - two times a week at first, then almost every day as the day to vote approaches
    - Reminders
    - 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 the event as a reminder
  - Posting the “Your Vote, Your Voice” graphics and tagging friends in them on a consistent basis

**Print Campaign:**

- Hanging up posters on campus
- Tabling
  - Handing out half-sheets that provide students with information about the day of voting
  - Pledging students to vote
  - Getting students registered

**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?
  - a) Promote informed and involved citizenry
  - b) Engaging students in the electoral process
  - c) Encouraging grass-roots activism
  
- 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?
  
- 3) What does the institution want to accomplish over the next 10 years?

*Hamline University seeks to reach 85% student voting participation.*

#### **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?

### **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?
- 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 the results of the evaluation be shared?