



## **CAMPUS ACTION PLAN 2024 INDIANA STATE UNIVERSITY**

### **Overview**

At Indiana State University, our focus is on engaging students in elections via voter registration, voter education, and voter participation. Voter registration and participation is a core component of ISU's deep commitment to civic engagement. NSLVE data is used as a benchmark for our strategic plan to provide University-wide monitoring of the campus' progress. All of this will lead to students becoming more civically engaging and knowledgeable citizens during their time at Indiana State University. To do this, university efforts include the following:

### **Executive Summary**

#### **1. Which individuals (e.g., name(s), title(s), department(s)) and/or organizations developed this plan?**

Alex Whitmore, Community Engagement Assistant Director, is the primary author of the plan. Other primary staff contributors include Dr. Nancy Brattain Rogers, Vice President for University Engagement and from Jessica Starr, Community Engagement Director. The strategies identified in the plan were identified by the campus steering committee. The steering committee includes ADP advisors, student members of the ISU for ADP student organization, and faculty.

Faculty and Staff Members in the Steering Committee include:

- Dr. Linda Maule, Department of Political Science and Legal Studies Associate Professor
- Dr. Matthew Bergbower, Department of Political Science Chair and Professor
- Dr. Cat Paterson, Applied Medicine & Rehabilitation Professor
- Dr. Katie Lugar, Multicultural Service and Programs, Director

Student participants include:

- Jazmin Cornejo, Current State for American Democracy Project Student Organizational President
- Jalen Day, Current National Association for the Advancement of Colored People Student Organizational President
- Nick Bement, Current Student Government Association Student Organizational President

**2. Why is your institution invested in creating a plan to map out civic learning and democratic engagement efforts? How does this plan tie to broader institutional norms/values/strategic plans?**

Civic learning and democratic engagement are long-standing priorities of Indiana State University, as is evidenced by our 20+ year participation with the American Democracy Project. Our commitment to civic learning is evident in our university vision and mission statements and core values:

**Vision Statement:** We will be the university of choice for students seeking a distinctive, high-quality education highlighted by challenging experiences that prepare our graduates to contribute to the economic vitality and civic and cultural development of their communities and the global society.

**Mission Statement:** We transform the lives of students through a high-quality education infused with experiential learning, community engagement and career-readiness. Our students succeed within a culture of inclusion and support that provides the skills and knowledge to impact Indiana and beyond.

**Core Values:**

1. **Learning:** We prepare the next generation of leaders and citizens by providing personalized and transformative experiences that lead to success in the classroom and beyond.
2. **Discovery:** We nurture intellectual curiosity and growth through the creation of new knowledge and the joy of enhanced human understanding.
3. **Engagement:** We collaborate with our local and global communities to create long-term relationships, connectedness with integrity, and a shared sense of pride.
4. **Inclusiveness:** We take action to honor the diversity of individuals, ideas, and expressions, ensuring they are genuinely recognized, valued, and lived.

Goal 3 of our current strategic plan is: *Engage Internal and External Partners to Deepen Student Learning, Address Community Challenges, and Meet the Needs of the State of Indiana and Beyond.* Strategies within that goal that relate to our work with civic learning and democratic include:

- Provide experiential learning opportunities and career-readiness education that prepares ISU graduates for engaged citizenship and meaningful careers that meet the needs of the State of Indiana and beyond.
- Prepare students, faculty, and staff to provide relevant, responsive, and culturally competent service in their professions and the communities we serve.
- Integrate sustainability, social justice, diversity, equity, and inclusion as fundamental values of the university's engagement with the community.

Data from the NSLVE report has been reported as a strategic plan benchmark for the current strategic plan and previous two plans.

Civic learning is also a priority of the ISU Foundational Studies program. The mission statement of Foundational Studies directly references our responsibility to prepare students as citizens:

*At Indiana State University, we are committed to providing students with a high-quality education that will develop their intellectual abilities while providing them with the skills and knowledge base they will need to successfully navigate the complexities of the twenty-first century. Indiana State's Foundational Studies program is the cornerstone of this goal. The Foundational Studies curriculum seeks to create well rounded individuals; students therefore have the opportunity to take courses in science, history, literature, behavioral sciences, and the fine arts. The Foundational Studies program also seeks to prepare students for active lives as citizens and includes courses on ethical behavior, social responsibility, and global perspectives. Together the major and the Foundational Studies curriculum prepare students to be effective communicators, critical thinkers, and informed decision makers.*

The learning outcomes for Foundational Studies include:

1. Locate, critically read, and evaluate information to solve problems.
  2. Critically evaluate the ideas of others.
  3. Apply knowledge and skills within and across the fundamental ways of knowing (natural sciences, social and behavioral sciences, arts and humanities, mathematics, and history).
  4. Demonstrate an appreciation of human expression through literature and fine and performing arts.
  5. Demonstrate the skills for effective citizenship and stewardship.
  6. Demonstrate an understanding of diverse cultures within and across societies.
  7. Demonstrate the skills to place their current and local experience in a global, cultural, and historical context.
  8. Demonstrate an understanding of the ethical implications of decisions and actions.
  9. Apply principles of physical and emotional health to wellness.
  10. Express themselves effectively, professionally, and persuasively both orally and in writing.
- 3. Where will this action plan be implemented? For instance, provide the following details: name of the institution, the number of campuses the work will take place at, campus locations (city and state), in-person, online, hybrid.**

The action plan is primarily an in-person plan, although online students also are affected through outreach and the Foundational Studies program.

**4. When does this action plan start and end? How does this action plan focus on both short-term and long-term goals? When will it be updated?**

The action plan for the American Democracy Project at Indiana State University starts immediately upon its adoption and will be reviewed and updated every two years, as outlined in the action plan process. This ensures that the plan remains relevant and adaptable to changing circumstances.

The plan focuses on both short-term and long-term goals to effectively promote civic engagement on campus. In the short term, the goals include:

- Expanding the campus voting initiatives across the student population.
- Maintaining TurboVote as a central mode of campus voter registration.

- Making TurboVote a permanent badge on the ISU student and staff portal, ensuring accessibility to the entire campus community.
- Encouraging collaboration across campus units to promote voter engagement.
- Creating programming on topics centered around current events that nationally affect civic engagement.

In the long term, the goals center around sustaining and enhancing efforts to promote voting and civic engagement, including:

- Facilitating collaboration among faculty, staff, students, and administrators across Indiana State University to promote voting and civic engagement. This will be achieved through the Campus Vote Plan Steering Committee mentioned above and other mechanisms.
- Providing staff support within the American Democracy Project to assist in voter engagement efforts and programming for student groups and classes.
- Implementing tabling and programs specifically designed to engage students in local elections and politics on Indiana State University's campus.

Regular reviews and updates every two years will allow for adjustments to be made based on the progress of current initiatives and changes in the campus and political landscape, ensuring the continued effectiveness of the American Democracy Project at Indiana State University.

**5. How will this action plan be implemented? Who's in charge? What unit/office/division will be facilitating the effort?**

The Center for Community Engagement has primary responsibility. CCE is in the Division of University Engagement. Also, there will be regular engagement with Academic Affairs.

**6. What strategies were employed to make sure this plan was equitable and included a diverse audience?**

Multiple strategies were implemented to ensure that our action plan prioritizes equity and inclusivity for a diverse audience. Mindful recruitment led to the formation of an inclusive steering committee, recently enriched by the addition of Dr. Katie Lugar, Director of Multicultural Programs at Indiana State University, whose expertise promises to enhance the inclusiveness of our initiatives. Furthermore, to ensure diverse perspectives in decision-making processes, a representative from the African American Cultural Center has been included on the advisory team. Additionally, the steering committee boasts representation from various backgrounds, including the president of the NAACP.

The ADP student group includes students from various backgrounds, ensuring that a multitude of voices are included in discussion and decision making. These students actively participate in a wide array of campus organizations.

Our monthly programs include programs organized around culturally and historically significant events, such as Black History Month, Hispanic History Month, and Women's History Month. These programs aim to engage students and the broader campus community in discussions about diversity, equity, and inclusion.

**Leadership**

- 1. Who are the working group members and how are they involved? How is the working group ensuring there is diversity within the campus' voting coalition?**
  - a. What senior administrative leaders (e.g., college president, provost, dean of students) are involved, and what role do they play? What role do you wish senior administrative leaders would play on your campus?**

Vice President for University Engagement is directly involved in the oversight of implementation of the plan. The VP for University Engagement's responsibilities include supervising the Center for Community Engagement, serving as liaison to the local election board, representing the efforts of the ADP to the President's Cabinet and Provost's Advisory Committee (Dean's Council), chairing the relevant strategic planning committee, distributing NSLVE results to University leadership, and otherwise providing senior level leadership for the University's democratic engagement and civic education efforts. The Provost provides oversight of the University's Foundational studies program. Collaboration between ADP and foundational studies courses is important. The Vice President for Student Affairs oversees many important campus partners, including the African American Cultural Center, Multicultural Programs and Services, and Student Government Association.

- b. What academic departments and which faculty within academic affairs are involved? (e.g., faculty senate members, political science professor(s), fine arts department)**

The academic departments and faculty within academic affairs directly involved in the leadership of the plan include:

- Political Science Department - The Political Science department is particularly important as it provides insights into governance structures and political processes, essential for understanding and navigating institutional and societal challenges. Faculty leaders include:
  - Dr. Linda Maule, Associate Professor, Political Science
  - Dr. Matthew Bergbower, Chair and Professor, Political Science
  - Dr. Carly Schmitt, Associate Professor, Political Science
  - Dr. Nathan Schaumleffel, Associate Professor, Political Science
- Applied Medicine & Rehabilitation - Dr. Cat Paterson, Professor, Applied Medicine & Rehabilitation, serves as a faculty fellow in the Center for Community Engagement. Dr. Paterson is a service-learning and assessment expert. She directs a service-learning faculty cohort program every semester and serves as the Editor of *The Journal of Community Engagement and Higher Education*.

- Department of Social Work - The Social Work Department plays a crucial role in fostering civic engagement by equipping individuals with the skills and knowledge needed to address social injustices, advocate for marginalized communities, and promote positive social change.
- Scott College of Business - The Scott College of Business importance on civic engagement lies in its ability to cultivate ethical leadership, sustainable practices, and corporate social responsibility.

Also, ISU collaborates with other departments depending on the program or event regarding civic engagement. For instance, if there is an event discussing a bill related to education, they would reach out to educational departments for collaboration.

**c. What units within student affairs are involved and which administrators are involved? (e.g., office of new student involvement, director of student life, office of diversity and inclusion)**

Units within student affairs involved in the American Democracy Project (ADP) and their respective administrators include:

- Office of Multicultural Services and Programs, Dr. Katie Lugar, Director - Utilized for diversity and inclusion events and initiatives.
- Residential Life, Ardell Sanders, Director - Engaged in programmatic planning and partnerships, particularly regarding residential life-related events and initiatives.
- New Student Transition Programs - Collaborated on initiatives at the beginning of each semester such as “Welcome to Terredise” Voter registration, aiming to ensure new students are informed about voting and civic engagement for new students.
- Fraternity and Sorority Life, Ben Kappes, Acting Director of Student Engagement, Leadership, and Fraternity and Sorority Life (SELF)- Partnered for event creation and other initiatives related to civic engagement and fraternity/sorority involvement.

**d. Which students and student organizations are involved? (e.g., student government, issue-based student organizations)**

- NAACP (National Association for the Advancement of Colored People) - Collaborated with for programmatic planning and partnerships related to civic engagement and diversity.
- Residential Hall Association - Engaged in programmatic planning and partnerships, particularly regarding residential life-related events and initiatives.
- Student Government Association (SGA) - Collaborated on initiatives to promote voter registration and civic engagement among new students.

- Phi Alpha Delta - Partnered for event creation and other initiatives related to civic engagement and fraternity/sorority involvement.

**e. What community and/or national (private, nonprofit, government) organizations are involved? (e.g., League of Women Voters, ALL IN Campus Democracy Challenge, Campus Vote Project) How do national and local partners support your institution's efforts?**

We are engaged with the following organizations: American Democracy Project (AASCU), All IN Campus Democracy Challenge, local League of Women Voters chapter, and TurboVote. Our Foundational Studies program is also aligned with AACU's LEAP initiative.

**f. Is the working group coordinating with the local election office? If so, with whom and how? If not, what is your plan to get the local election office involved? If local election officials have refused to collaborate with you, what other elected and non-elected levers can be used to increase support for poll worker recruitment or determining polling locations?**

We coordinate directly with the local election office through the Vice President of University Engagement. Our collaborations include hosting a vote center on campus for all local, state, and federal elections and recruiting students to serve as poll workers at the campus vote center.

**2. Who is this person(s) and/or office(s) held accountable to, what is their reporting line? If student-staff or community members are involved, how can they be compensated for their involvement?**

- State for ADP Student Organization - Responsible for voter tabling, voter, and civic engagement education, and serving as a non-partisan hub for student involvement. This is a student organization. The President and Vice President of the State for ADP receive a wage of \$10 per hour for their work planning and implementing ADP programs.
- Graduate Student Advisor - Advises the State for ADP student organization. This is a paid graduate assistantship through the Center for Community Engagement.
- Assistant Director of the Center for Community Engagement - Provides guidance and support to the State for ADP student organization, along with the graduate student advisor and directs related programming and initiatives.
- Director of the Center for Community Engagement - Oversees the operations and initiatives of the Community Engagement Office, including ADP activities.
- Vice President of University Engagement - The top-level authority responsible for overseeing University Engagement, including the Community Engagement Office and its projects such as ADP.

Although faculty and staff primarily engage in civic education and democratic engagement work as part of their workloads, there are opportunities for faculty to receive support for some types of

engagement. For example, the University is financially supporting the participation of Dr. Nathan Schaumleffel, Associate Professor and Coordinator of Public Lands and Recreation Administration Program, and Cayle Moreo, Director of the Office of Sustainability, to participate in AASCU's Stewardship of Public Lands Program.

**3. What are working group members' unique strengths and, with those in mind, what are their responsibilities?**

Within our working group, each member brings a wealth of unique strengths and expertise to the table. Professors Dr. Maule and Dr. Bergbower from the Political Science Department are invaluable assets, offering their insights and collaborating with us to create enriching educational experiences. In addition, our collaboration extends with Dr. Schmitt and Dr. Schaumleffel from this office.

Dr. Paterson, based in the Community Engagement office, brings a strength that is instrumental in establishing crucial partnerships for community engagement initiatives. Her assistance is vital in accessing faculty-led programming opportunities, particularly those focused on nonpartisan voting.

Dr. Lugar's specialization in inclusive programming significantly contributes to our efforts in fostering diversity and inclusivity within our initiatives. Furthermore, she plays a pivotal role in supporting staff engagement.

Lastly, our group benefits greatly from the involvement of multiple students who provide invaluable insights into student perspectives and preferences. Their contributions aid in tailoring programmatic initiatives to student interests, thereby enhancing student engagement and participation.

**4. How will people be brought into the coalition who currently are not there? Why have these individuals/groups been identified to join? Which groups have traditionally been underrepresented within your mobilization efforts and how does your working group work to strategically involve members of those groups?**

Expanding our coalition to encompass individuals and groups currently not engaged is a top priority. While continuously striving to recruit new students and staff as partners, the formation of a newly established steering committee serves as a pivotal step in achieving this inclusivity. Our specific focus lies in involving more students from Fraternity and Sorority Life, recognizing their potential as highly engaged citizens. Additionally, collaboration with the Veterans office on campus is crucial, acknowledging the significance of their unique perspectives.



Furthermore, to address underrepresentation, we have devised plans to bolster our outreach efforts through class presentations over the coming years. This initiative aims to ensure that ISU students are well-informed about ADP and the myriad opportunities it offers for civic engagement.

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

The working group prioritizes inclusivity by actively engaging with various campus and community stakeholders, particularly those representing underserved groups. Our efforts extend to programming dedicated to celebrating months dedicated to underrepresented communities, such as Black History Month, Women's History Month, Latino History Month, among others. Furthermore, we cultivate partnerships with campus and community stakeholders who are themselves part of underrepresented groups. These collaborations ensure that diverse perspectives are represented. ADP wants to make an environment conducive to meaningful engagement and collaboration across campus and community stakeholders.

**6. Does the working group have the support of upper administrators (e.g., president, provost, chancellor, vice president of student affairs) who can help advocate on behalf of the working group?**

The President, Provost, Vice President for University Engagement and Vice President for Student Affairs are all vocal supporters of the ISU American Democracy Project. Senior leaders regularly refer to the work of the American Democracy Project and other civic learning initiatives in public communications. The President, VP for University Engagement and VP for Student Affairs annually participate in the ADP's Day at the Statehouse. Senior leadership has consistently included democratic engagement and civic education as priorities in the University's strategic plan for the past 20 years. Financial support is provided by the administration to support the work of the ADP.

**7. What other offices on campus need to be involved? (e.g., website or portal management, registrar, university relations)**

Over the past 20 years we have developed robust relationships with our campus partners. These partners include Residential Life, New Student Transition Programs, University Communications, Multicultural Services and Programs, Charles Brown African American Cultural Center, Office of Sustainability, Student Engagement and Leadership.

In the upcoming year, our focus is on strengthening collaborations with several key offices on campus. Central to our efforts is fostering closer ties with the Veterans Office and the Accessibility and Advocacy Resource Office. This partnership is essential for expanding outreach to students with disabilities and veterans. Leveraging their insights and resources will be pivotal in ensuring inclusivity and accessibility within civic engagement initiatives at ISU.

Additionally, while we have previously collaborated with the Terre Haute Pride Center, there is a shared commitment to deepening these partnerships for LGBTQ+ outreach. ADP aims to forge

a closer relationship with the Pride Center in the coming year, working collaboratively on civic engagement programs tailored specifically to the needs and interests of the LGBTQ+ community.

8. How often will the working group meet and communicate? Identify who is responsible for communicating amongst the group and how the group will meet (e.g., in-person, virtually, over email).

The American Democracy Project executive members convene biweekly, including the graduate position, president, vice president, secretary, treasurer, and social media advisor. These members also have monthly 1 on 1 meetings to review updates. Additionally, ADP holds general meetings every other week each semester. ADP also has university-wide programming sessions scheduled once a month. For communication and collaboration, the ADP team utilizes a dedicated working team site, enabling members to share ideas and collaborate effectively. Lastly, the Steering Committee, composed of faculty, staff, and students, meets twice a semester to discuss updates, strategic planning, trends in civic engagement at ISU, and potential programmatic partnerships. These meetings serve as a platform for collective decision-making and ensure alignment with the overarching goals of ADP. The Steering Committee also has a Teams site.

9. **How are you keeping working group members engaged over time and addressing stakeholder turnover?**

To maintain engagement among working group members over time and address stakeholder turnover, we prioritize several key strategies. Firstly, regular meetings are scheduled to ensure ongoing communication and collaboration. The committee evaluates the need to add new members each semester to gain fresh perspectives and add more members. Additionally, we utilize our team site as a central hub for sharing information, updates, and resources, fostering continuous engagement among members.

10. **If someone in the working group stops showing up and doing the work or needs to step away, what steps will be taken to ensure the efforts continue?**

If a member of the working group stops showing up or is unable to fulfill their responsibilities, the Center for Community Engagement assumes responsibility for addressing the situation. Initially, efforts will be made to assess the member's ability to continue their engagement and explore potential modifications to accommodate their circumstances. If necessary, the Center will work with the members to adjust their level of involvement or reassign their responsibilities to other members of the group. This ensures that the efforts of the work group continue uninterrupted and that all tasks are adequately addressed to meet the group's objectives. Other members of ISU will be asked to join if someone steps away.

11. **What is your leadership succession plan? Is leading this work part of someone's job description? How will this work continue if key leaders change roles or leave the institution?**

This important work had been institutionalized. Support of democratic engagement and civic education is identified in the job descriptions of the Community Engagement Director, Community Engagement Assistant Director, and Vice President for University Engagement.

## Commitment

### 1. How does the mission and vision of your campus align with your work to increase student voter engagement in our democracy?

Our mission, vision, and core values all directly align with our work to increase student voter engagement. We recognize that a core tenet of community engagement is voting and democratic engagement.

**Vision:** We will be the university of choice for students seeking a distinctive, high-quality education highlighted by challenging experiences that prepare our graduates to contribute to the economic vitality and civic and cultural development of their communities and the global society.

**Mission:** We transform the lives of students through a high-quality education infused with experiential learning, community engagement and career-readiness. Our students succeed within a culture of inclusion and support that provides the skills and knowledge to impact Indiana and beyond.

#### Core Values:

1. **Learning:** We prepare the next generation of leaders and citizens by providing personalized and transformative experiences that lead to success in the classroom and beyond.
2. **Discovery:** We nurture intellectual curiosity and growth through the creation of new knowledge and the joy of enhanced human understanding.
3. **Engagement:** We collaborate with our local and global communities to create long-term relationships, connectedness with integrity, and a shared sense of pride.
4. **Inclusiveness:** We take action to honor the diversity of individuals, ideas and expressions, ensuring they are genuinely recognized, valued, and lived.

### 2. How does the institution and its senior 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?

- a. Is the commitment communicated within the institution? To whom, specifically, and how? How often?

We communicate commitment through a variety of channels. The President updates the Board of Trustees annually on the work normally during the February meeting which follows the ISU Day at the Statehouse, a student-focused annual event to connect ISU students with legislators. In addition, NSLVE data (for the years new data is available) is shared with the Trustees and the broader University community as part of our strategic planning benchmark sharing.

The work of the ISU American Democracy Project is regularly shared with the broad University community through ISU Today, a daily campus newsletter. In addition, ISU ADP posts a minimum of weekly on social media. These posts sometimes are focused on events, but also share information about voter registration deadlines, vote center locations and other pertinent information.

**b. Is the commitment communicated outside the institution? To whom, specifically, and how?**

Our commitment to civic learning and democratic engagement is communicated to external and community audiences through various media channels including news releases, social media posts, STATE Magazine and presentations to civic clubs and other groups. The most recent STATE Magazine included short articles about Donaghy Day, a service event integrated into new student orientation, and the Alternative Break Program. Both programs are important for teaching social responsibility. The Terre Haute Tribune Star has published numerous articles about our work, including editorials about the importance of ISU's work to increase youth voting.

Beyond these traditional media channels, we offer programming to the public that demonstrates our commitment. Human Rights Day is an annual event that brings 250-300 high school students to campus each spring to engage in a broad range of workshops related to the rights identified in the U.N. Declaration of Human Rights. Each year, the ISU President, Mayor of Terre Haute and Superintendent of Vigo County Schools greet the participants and share their commitment to this important topic. Also in the spring, the University hosts the Jamal Khashoggi Annual Address on Journalism and the Media. Jamal Khashoggi was an ISU alum. The lecture brings a noted journalist to campus each year to explore the current state of journalism and freedom of the press. Bob Woodward delivered the address this year. Jim Axelrod is scheduled to speak next year.

**c. Does the institution's commitment to civic learning and democratic engagement consider diversity, equity, inclusion, and justice tenets?**

Serious attention is given to diversity, equity, inclusion, and justice tenets in both the University's strategic plan and the work of the American Democracy Project. Goal 3 of the current strategic plan is "Engage Internal and External Partners to Deepen Student Learning, Address Community Challenges, and Meet the Needs of the State of Indiana and Beyond." Within this goal there are two strategies that are directly relevant:

- Prepare students, faculty, and staff to provide relevant, responsive, and culturally competent service in their professions and the communities we serve.
- Integrate sustainability, social justice, diversity, equity, and inclusion as fundamental values of the University's engagement with the community.

The American Democracy Project exemplifies this dedication by making diversity, equity, and inclusion a central focus. Through monthly programming on diverse topics corresponding to various heritage months such as Women's History Month, African American History Month, and Latina History Month, ADP ensures a continuous exploration of these themes. Additionally, ADP collaborates closely with multiple multicultural student organizations, making its commitment to inclusivity and representation. ADP's steering committee also holds and has a focus point on these principles. Furthermore, ADP's bylaws underscore the commitment to promoting civic learning and democratic engagement, firmly embedding these values into its core mission.

**d. Has the institution's senior leadership made an outward commitment to democratic engagement?**

ISU is a signatory in the ALL IN President's Commitment to Democracy and participant in the National Study of Learning, Voting, and Engagement. In 2024, we completed the recommitment to AASCU's American Democracy Project. Currently, we are supporting faculty/staff participation in AASCU's ADP initiative, Stewardship of Public Lands. ISU is a participant in the EPIC-network, a network of higher education institutions engaged in sustainable development with local communities. The President regularly speaks about ISU's long-standing and deep commitment to democratic engagement in her interactions with legislators, alumni, employers, community organizations and other constituents.

**3. 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?**

Educating for civic learning and democratic engagement is a pervasive part of the ISU culture. We have institutionalized this commitment through formal requirements in the curriculum, funding co-curricular civic learning and democratic engagement programs and services and assigning responsibility for the work to staff.

Our comprehensive means for educating for civic learning and democratic engagement in the curriculum is through the Foundational Studies (general education) Ethics and Social Responsibility Requirement. The social responsibility learning objectives associated with this requirement include:

- Explain the historical and philosophical bases of social responsibility.
- Demonstrate the ability to make personal and professional decisions by applying knowledge and skills obtained from an understanding of social responsibility.
- Analyze through the lens of race and other intersectionality's (such as socioeconomic status, gender, or other applicable categories) the extent to which inequality and equality characterize the United States.

All ISU undergraduate students are required to complete a course in this category.

ISU has supported co-curricular civic learning and democratic engagement through base budget funding and assignment of staff support. The performance of staff in the Center for Community Engagement is evaluated, in part, by their performance related to the work described in this plan.

**4. How is the institution's commitment reflected in existing statements and documents?  
Has the institution created and implemented an action plan in previous years?**

As mentioned previously in the plan, ISU's vision and mission statements, core values and strategic plan reflect this commitment. ISU has created and implemented an action plan for several years. The work has been supported in each iteration of the University's strategic plan since 2003. Direct financial support for planned activities and programs has been provided since 2003.

**5. What are the institution's overall civic, democratic, and/or political learning outcomes? Does this show up in other ways including graduate education, distance education, etc.? Is there a process to ensure that outcomes are measured and met?**

The university's broadest learning outcome is included in the learning outcomes for Foundational Studies:

- Demonstrate the skills for effective citizenship and stewardship.

Other relevant Foundational Studies learning outcomes include:

- Analyze through the lens of race, as well as ethnicity, socioeconomic class, gender, sexual orientation, or other applicable categories, inequality, and equality in the United States or globally. How is educating for civic learning and democratic engagement included in the general education curriculum and/or co-curriculum? (Global Perspectives and Cultural Diversity)
- Demonstrate an understanding of the contemporary and/or historical interaction between global human and natural systems (e.g., social, economic, political, or environmental) and various cultures and worldviews. (Global Perspectives and Cultural Diversity)
- Explain the historical and philosophical bases of social responsibility.
- Demonstrate the ability to make personal and professional decisions by applying knowledge and skills obtained from an understanding of social responsibility.
- Analyze through the lens of race and other intersectionality's (such as socioeconomic status, gender, or other applicable categories) the extent to which inequality and equality characterize the United States

Both on-campus and distance students are required to complete Foundational Studies requirements and related learning objectives. The outcomes of Foundational Studies are measured through our Office of Assessment. At ISU, responsibility for the assessment and improvement of Foundational Studies (our general education curriculum) rests with the University College Council. The Council takes a three-pronged approach to achieving these goals that includes: 1) a regular cycle of learning outcomes assessment, 2) review of student self-reports of learning in every course, and 3) data analytics related to measures of student success.

## **Landscape**

**1. Are civic learning and democratic engagement overall campus learning outcomes? If so, what are the learning outcomes and how are they measured?**

As mentioned previously, civic learning and democratic engagement outcomes are incorporated into the Ethics and Social Responsibility requirement for the Foundational Studies Program. Outcomes for Foundational Studies are measured by ISU's Office of Assessment in accordance with requirements for HLC accreditation.

**2. Do you have access to assessment data for your campus? If so, what does assessment data show about the political climate and democratic engagement on campus? How does this data compare to that of peer institutions?**

ISU participates in both NSLVE and NSSE. Our NSSE data indicate that first-year students are more likely than peers to connect their learning to societal problems or issues and include diverse perspectives in course discussions or assignments. They performed the same as peers in regard to attending events that address important societal problems or issues. Our first-year students were also more likely than their peers to participate in a service-learning project. First year students were more likely than peers to participate in co-curricular activities and complete volunteer or service work. Our seniors were comparable to peers regarding connecting their learning to societal problems or issues and including diverse perspectives in course assignment or discussions. Seniors were comparable to peers in participating in service-learning and lower than peers in attending events that address important social, economic, or political issues. Our seniors were comparable to peers regarding student organization participation and completing community service. Overall, NSSE points toward us doing a more effective job of engaging first-year students than seniors.

ISU is also a participant in FSSE. Our FSSE results show that 65% of our faculty participate in some type of community-based learning. Seventy-nine percent of faculty indicated it was important for students to connect learning to societal problems.

Our NSLVE report from 2020 indicated improvement from 2016 to 2020 with registration rates, voting rates of registered students and voting rates. We continue to lag behind the national average for voting rates at higher education institutions, no doubt in part to the low voting rate in our home state of Indiana. While our overall voting rate of 59% is lower than our peers, it is comparable to the state turnout rate of 61.4%. It would be very helpful if the NSLVE included information from all higher education institutions in our state.

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

**a. In which courses it is taught? (see below)**

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

AFRI 323 – African American History, 1890 to Present  
ATTR 413 – Biomedical Ethics  
BUS 204 Ethics in Organizations  
CIMT 475 – Critical Thinking and Ethics in Education  
CNST 401 – Ethics and Construction

CRIM 100 – Individuals, Societies and Justice  
ECON 103 – Economics Perspectives on Environmental Problems  
ENVI 461 – Medical Anthropology  
ENVI 461 – Ethics and the Environment  
HIST 334 – African American History, 1890 to Present  
HRD 488 – Ethics and Technological Advancement  
MKTG 150 – Green Marketing and Supply Chains  
PHIL 201 – Ethics and the Good Life  
PHIL 303 – Ethics and Animals  
PKG 381 – Environmental Issues in Packaging: Foundational Studies in Ethics and Social Responsibility  
PSCI 107 – Leadership, Ethics and Democracy  
GNDR 200 – Introduction to Gender Studies

**c. Are courses connected to civic learning and democratic engagement available to all students or a particular group of students?**

All undergraduate students must meet this requirement in conjunction with their Foundational Studies requirement.

In addition to the Foundational Studies requirement, democratic learning and civic engagement are included in courses associated with the Sustainable Cities Initiative. Sustainable Cities (SC) leverages the resources of Indiana State University towards creating more sustainable cities, while concurrently providing a unique experiential learning opportunity to Indiana State students. SC partners local communities with State faculty, students, and staff via a yearlong partnership. During the partnership, Indiana State and the community partner will produce tangible and relevant outcomes for the community partner while providing Indiana State students, faculty, and staff real world experiential learning. The program uses the community engagement model championed by the Educational Partnerships for Innovation in Community Network (EPIC-N), which universities across the nation have adopted. Departments represented in Sustainable Cities courses include Earth and Environmental Sciences, Criminology, Communication, Economics, Political Science, Built Environment, Applied Medicine and Rehabilitation, Engineering, Applied Health Sciences, and Kinesiology, Recreation and Sport.

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

Civic learning and democratic engagement are interwoven throughout the co-curriculum at our institution. Numerous classes across disciplines incorporate assignments that emphasize civic engagement, reflecting the institution's commitment to fostering active citizenship. Some of these departments are listed below. Additionally, various programs, (listed below) serve as platforms for promoting civic awareness and involvement. ISU's vision underscores the importance of civic responsibility. Last, initiatives like setting up voting tables and facilitating discussions on democratic processes during weekly events throughout the school year further reinforce the importance of civic participation and democratic engagement in our community.

**a. In which departments is this included?**

- Political Science



- Social Work
- Business
- Gender Studies
- Philosophy
- Marketing
- History
- Communication

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

- Human Rights Day
- Gender and Social Justice Colloquium
- Terre Haute Pride Fest
- Day at the Statehouse
- Matters of State
- Mayoral Candidate Forum
- Constitution Day
- ADP Real Talk
- ISU Student Affairs Social Justice Summit
- Women's History Month
- Black History Month
- Veteran's Day

**c. What student groups and clubs are engaged?**

- Resident Hall Association
- National Association of the Advancement of Colored People
- Student Government Association
- Phi Alpha Delta
- American Democracy Project
- Fraternity and Sorority Life

- Indiana State University Democrats Student Organization
- Indiana State University Republicans Student Organization

**d. What are student leaders and student groups doing to participate with civic learning and democratic engagement?**

Student leaders and student groups are instrumental in promoting civic learning and democratic engagement at ISU, ensuring that students have a voice on campus. They play active roles in organizing voter registration drives to empower students to participate in the electoral process. Additionally, they coordinate promotional campaigns and events to raise awareness about civic responsibilities and relevant political issues. Through these dedicated efforts, student leaders cultivate an environment where students are well-informed, actively engaged, and motivated to contribute positively to their communities.

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

ISU has made a significant commitment of resources to this work. We are one of the few institutions in the state and region to have a division dedicated to community engagement. Therefore, our barriers are few. Turnover of staff and student leadership is a possible concern, although by assigning leadership of the work to a permanent staff member we are comfortable with our ability to sustain the program. We have been fortunate to have outstanding student leadership for the past few years. We are hopeful the new leadership in the upcoming year will be as successful.

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

Indiana's voter registration laws are relatively restrictive, making it challenging for some college students to provide ID that is acceptable to the state. Legislation approved in 2024 provides even more restrictive. Voters must be registered 30 days in advance of the election. For November elections, there is a relatively small window after the start of the semester to register students. Indiana is a super-majority Republican state. There is some indication that citizens may stay home from the polls because they believe the outcome of the election is a foregone conclusion.

**7. What is the demographic makeup of the institution's student body? Are there demographic groups that have lower rates of engagement? How is this information considered when mapping out civic learning and democratic engagement efforts?**

ISU's enrollment by ethnicity is 68% - white, 15% - Black, 6% - Hispanic and 4.3% - two or more races. In fall 2023, undergraduate enrollment was 6669 and graduate enrollment was 1636. Seventy-one percent of undergraduates and 62% of graduate students are from Indiana. From year to year, approximately 50% of our students are Pell-eligible and 50% are first-generation. Black, Hispanic, and Asian students all vote at lower rates than white students. Our strategies include partnering with Multicultural Programs and Services and the African American Cultural Center.

**8. What internal and external factors lead to successes? For example, do you have the president's support (internal) or is your campus located in a full vote-by-mail state (external)?**

**a. What internal and external resources are currently available to help the institution be successful? For example, does your campus have a full-time staff person to lead the work on your campus or does your campus utilize the Ask Every Student Toolkit for their voter registration efforts?**

Our efforts have the support of the President, Provost, Vice President for University Engagement and Vice President for Student Affairs. University Communications regularly shares information about related activities, including the work of the American Democracy Project, with internal and external stakeholders. We are fortunate to have a full-time staff member in the Center for Community Engagement, Alex Whitmore, who is assigned responsibility for directing the work. In addition, we have a dedicated graduate assistant and paid undergraduate assistants.

**9. What additional resources are needed to help the institution be successful?**

The support of the incoming President will be critical. Continued support of the local election office also is important.

## **Goals**

### ***Long-Term Goals***

**1. What is the long-term vision the team hopes to achieve for the institution?**

Our vision is that ISU graduates leave the institution as informed citizens who are prepared to engage in deliberative dialogue about pressing issues facing our local communities, state, and world, collaboratively enact change for the public good and provide leadership in professional civic settings.

**2. What knowledge, skills and capacities does the institution want students to achieve and graduate with in order to be active and informed?**

Our identified knowledge, skills and capacities align directly with those of AASCU's American Democracy Project. We aim to prepare students who:

- Are empowered to be engaged and to lead in the future of democracy.
- Directly contribute to a more competitive workforce and a stronger local and national economy
- Have knowledge of the structures and processes of democracy and reflect on those processes.
- Learn to develop civic skills of critical thinking, deliberation, thoughtful listening, and dialogue, particularly with opposing views and perspectives.
- Engage with their community.

**3. What are the outcomes the team wants to see at the institution over the next 10 years?**

- Improve voter registration and voting rates to exceed the national average for peer institutions.
- Close the gap between registration and voting rates of white students and minoritized groups of students.
- Continue to develop long-term partnerships between the American Democracy Project and other student organizations.
- Establish benchmarks and work toward equitable participation of minoritized groups in high-impact practice experiences, including internships, intensive service experiences and study abroad.
- More office collaboration

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

Our goals can be measured using NSLVE data and student engagement data that is routinely collected by the University. We are confident that we can make good progress toward each of these goals during the next 10 years.

**5. Do the goals contribute to expanding access to voting for a diverse set of students?**

We are aware of the need to improve registration and voting rates among minority groups of students. Continued emphasis on collaborative partnerships with diverse student organizations and the development of programming that is inclusive are critical actions that we plan to take.

**6. Are these goals informed by principles of diversity, equity, inclusion, and justice?**

Our plan aligns with principles of diversity, equity, inclusion, and justice. In addition to working toward all students having civic agencies, ISU is committed to educating all students about diversity, equity, inclusion, and justice. Through our Foundational Studies program, students learn how ethnicity, socioeconomic class, gender, gender identify, sexual orientation and other characteristics are related to equality and structural inequalities in our democracy.

**7. Are these goals informed by data and research?**

Our goals are informed by assessment data, as well as best practices and research regarding civic engagement and democratic education.

***Short-Term Goals***

**1. What outcomes does the institution need to reach during the next three years to stay on track to reach its longer term vision? How do the goals of the campus voting coalition contribute to the institution's overall equity and inclusion goals? How do the goals support the institution's strategic plan?**

Over the next three years, to ensure alignment with our longer-term vision, several key outcomes must be achieved. Firstly, expanding our campus vote center is imperative. This involves making it more accessible to all registered voters in Vigo County and ensuring its availability during both primary and general elections. Emphasis will be placed on increasing the number of voting booths to reduce waiting times effectively.

Secondly, the continued utilization of TurboVote as the primary platform for campus voter registration is essential. This entails seamlessly integrating it into ISU's student infrastructure and actively promoting it across campus to facilitate accessible voter registration and dissemination of information.

Lastly, fostering collaboration among various campus units to promote voter engagement is paramount. This collaborative effort will involve stakeholders from diverse backgrounds, including faculty, staff, students, and administrators, who will work together through mechanisms such as the Campus Vote Plan Steering Committee. Additionally, initiatives like the American Democracy Project will provide valuable support and programming to engage student groups and classes. This will include implementing tabling and programs aimed at encouraging student participation in local elections and politics. Furthermore, enhanced collaboration with other offices and student organizations will be pursued to maximize impact and reach.

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

Adequate financial support is essential to fund initiatives such as expanding the campus vote center, integrating TurboVote, and facilitating programmatic efforts. Quality staff and students' buy-in to the mission of civic engagement for ISU is crucial for the success of voter engagement initiatives. We hope that establishing this new committee as well as newly formed partnerships within offices will assist with this mission. Fostering a collaborative culture among campus stakeholders is essential for sustaining long-term efforts to promote civic engagement.

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

The institution needs to involve various stakeholders, including students, faculty, staff, and administrators, to ensure broad campus engagement and support for voter participation initiatives. Additionally, fostering partnerships with community members in Terre Haute is essential to expand awareness and involvement in local elections and civic activities beyond campus borders. Moreover, further collaboration within offices, which has already increased this past year, will enhance coordination and efficiency in implementing civic engagement programs.

**4. Does your campus voting coalition have the capacity and/or support to achieve this goal?**

Yes, our campus voting coalition has strong support to achieve our goals. Civic engagement is a priority within our university, evidenced by the backing of key figures such as the President, Provost, Vice President for University Engagement, and Vice President for Student Affairs.

Additionally, University Communications consistently disseminates information about related activities, further amplifying our efforts and fostering a culture of civic participation across campus.

**5. Does the goal fit the SMARTIE framework?**

Yes, the goal fits the SMARTIE framework. The use of NSLVE data and routine collection of student engagement data provide clear metrics not just for long term but also short-term goals. We check our goals at the end of each school year with the committee to see what can be further grown and measured.

**6. Does the goal solve an immediate issues student voters face?**

Yes. ISU providing accessible voter registration and engagement opportunities on campus, supported by university leadership will help with the issues ISU students face. Also, by using the NSLVE and student engagement data, the institution can identify and address barriers to student voter participation.

**7. Is the goal informed by data and research?**

Yes, the goal is informed by data and research, including assessment data such as NSLVE, NSSE, and FSSE, which ISU actively participates in. These Assessment points provide valuable insights into student voting behaviors and engagement levels that inform our short-term goals as well as align with the needs of the student body.

**8. What does your institution need to do to best mobilize voters for the next election?**

Tabling, communication through emails, and targeted outreach are essential components of mobilization efforts. Tabling provides a visible and interactive platform for voter registration while communication through emails ensures widespread knowledge of relevant information in regard to voter turnout. We also plan to do plenty of programmatic events that will inform students on the candidates for the next election.

**Strategy**

***Short-Term Strategy***

**1. What is the work?**

**a. What are the planned activities and initiatives related to voter registration, voter education, voter turnout and mobilization, and voter access?**

The work we plan to undertake includes expanding our campus vote center to ensure accessibility during both primary and general elections for registered Vigo County voters. This expansion will also focus on improving efficiency by adding more voting booths. Secondly, we will continue to utilize TurboVote as our primary voter registration tool and increase the deployment of voting tables for the upcoming election. Lastly, we aim to enhance collaboration

among faculty, staff, students, and administrators through initiatives such as the Campus Vote Plan Steering Committee and the American Democracy Project.

**b. What would it take to Ask Every Student on campus about participating in our democracy?**

To engage every student at ISU in our democracy would necessitate a concerted effort involving multiple stakeholders within the university community. This may entail leveraging university-wide communication channels managed by University Communications to reach all students effectively. Additionally, partnering with student organizations, faculty, and staff to facilitate discussions and distribute surveys or information about civic engagement initiatives would be essential in ensuring broad participation and awareness.

**c. Where will each activity occur?**

Each activity will occur across multiple locations on campus, utilizing various buildings and facilities to ensure widespread knowledge of events. Tabling and programming for voter engagement, facilitated by the American Democracy Project and the Center for Community Engagement, could take place in prominent areas such as the Student Union (HMSU), Library, and campus quad. Communication efforts led by University Communications will reach students through channels like their university E-mails.

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

The responsibility for implementing each planned strategy and tactic rests with various stakeholders within the institution. Supported by the President, Provost, Vice President for University Engagement, and Vice President for Student Affairs, efforts are coordinated and overseen by Alex Whitmore, the full-time staff member at the Center for Community Engagement. Furthermore, the dissemination of information about related activities, including those led by the American Democracy Project, is facilitated by University Communications to ensure engagement from internal and external stakeholders. Additionally, the execution of tasks is supported by a graduate assistant and undergraduate assistants, contributing to the successful implementation of our initiatives.

**3. Who is the audience for each strategy and tactic?**

The audience is all members of the ISU campus community, with a particular emphasis on engaging students in civic engagement participation. University-wide communication efforts led by University Communications target all students, faculty, and staff to ensure broad awareness of civic engagement initiatives.

**a. What methods will be used to make strategies and tactics accessible to all?**

We will employ several strategies to enhance voter registration accessibility. Firstly, we aim to streamline the voter registration process, making it accessible not only through smartphones but

also via computers or paper forms to accommodate individuals with varying technological capabilities. Additionally, we will utilize multiple communication channels, including email, ISU Communication platforms, and in-person outreach through tabling and programming across campus buildings. These efforts ensure that information about civic engagement initiatives reaches all members of the community. These approaches are aligned with the institution's commitment to inclusivity and equity, reflecting our dedication to employing diverse strategies for maximum impact.

**b. Are you including tactics that focus on reaching every student, especially those from underrepresented backgrounds?**

Yes, tactics focusing on reaching every student, especially those from underrepresented backgrounds, are integral to our approach. Partnerships with diverse student organizations will be a priority to ensure that voter engagement efforts are inclusive and representative of all voices on campus. Increasing voter turnout among diverse background populations is also a priority. Additionally, targeted outreach initiatives, such as culturally sensitive programming and multilingual resources, will be implemented to address barriers to participation and promote civic engagement among historically marginalized groups.

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

Each event will occur across multiple locations on and off campus, leveraging various buildings and facilities to maximize accessibility. Tabling and programming for voter engagement, coordinated by the American Democracy Project and the Center for Community Engagement, prominent area locations around ISU such as the Student Union (HMSU), Library, and campus quad. Communication efforts led by University Communications will disseminate information through channels like university email to ensure broad awareness of events.

**5. When will the work happen and what preparations are required beforehand to make it happen? Are individuals consistently trained to ensure conversations remain nonpartisan, culturally sensitive, accurate and that the voter registration processes result in zero errors?**

The scheduled work involves implementing changes, beginning with the formation of a new committee by this summer, followed by active execution of plans during the upcoming fall semester, aligning with the presidential election timeline. Prior preparations include establishing clear communication channels and securing necessary resources, such as the annual subscription to TurboVote, to ensure the dissemination of nonpartisan knowledge. Additionally, protocols will be regularly reviewed and updated to reflect best practices and any changes in regulations or procedures, in accordance with the institution's commitment to equitable and accurate voter engagement.

**6. Why is each strategy and tactic being implemented and what is the point for each activity?**

Each strategy is being implemented to align with the institution's broader goals for civic engagement and voter participation. The point of each activity is to promote a culture of active



citizenship at Indiana State University, foster inclusive and equitable voter engagement, and ultimately increase voter turnout among students and members of the campus community.

### ***Long-Term Guiding Questions***

#### **1. How would you describe a campus committed to educating for civic learning, political engagement and voter participation? What would it look like and how would you know this commitment existed?**

A campus committed to educating for civic learning, political engagement voter participation has the following characteristics:

- Civic learning and democratic engagement are integrated into the core curriculum and academic majors.
- The University provides dedicated staff and budgetary resources to support civic learning and democratic engagement.
- The importance of civic learning and democratic engagement is evident in the institution's vision, mission, values, and strategic plan.
- Civic learning and democratic engagement are a priority and have been institutionalized as such in co-curricular programs and activities.

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

Indiana State University will deepen capacity and commitment to these important, interrelated priorities by:

- Ensuring curricular and co-curricular offerings reflect diverse viewpoints and cultures and highlight and present diverse experts and leaders.
- Providing adequate funding and staffing for DEIB focused offices and programs.
- Focusing on collaboration between ADP/Center for Community Engagement and a diverse group of community and campus partners.
- Evaluating, on an annual basis, our progress in this important work.

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

Commitment that is sustained beyond a single election cycle requires high-level institutional commitment that is evident in budgets and staffing AND commitment of faculty, staff, student organizations, community partners (including local media) and University leadership.

**4. Where does work need to happen in order to institutionalize this vision (e.g. faculty senate, student government, division of student affairs)?**

**a. Who is responsible within your working group for catalyzing or leading each effort? One step further, how would you know that this commitment has been institutionalized?**

The Vice President for University Engagement provides broad university-wide leadership and high-level collaboration with community partners. Faculty leaders, with the support of the Provost, provide leadership for curriculum development and modification. The Assistant Director for Community Engagement provides university-wide coordination of co-curricular programs and activities, collaborates with colleagues in University Engagement and Student Affairs, works directly with community partners and provides guidance to the student leadership team. The student leadership team organizes and implements ADP programs and activities and works with their peers on voter registration and turnout activities.

**b. Does your coalition have a succession plan that continually involves and builds up new student leaders, as well as provides for staffing transitions?**

ADP for ISU recruits new members throughout the year, with a special focus at the beginning of the academic year. ADP for ISU also provides new members opportunities for early leadership roles through participation in ADP activities and programs.

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

Much of our work is accomplished annually. With the arrival of a new President this summer, we expect over the next 18 months to be involved in the development/modification of the University's strategic plan. In addition, the ISU faculty are in very early stages of discussion regarding possible changes to the university's Foundational Studies program. This work will unfold over the next 1-2 academic years.

**6. How are you ensuring that your short-term tactics are embedded into the campus culture, and can outlast the individuals leading the effort?**

Our efforts are sustainable because we have a dedicated professional staff person, dedicated student positions, a dedicated budget line and the work is incorporated into the Division of University Engagement's goals and the University's strategic plan.

### **NSLVE as a Resource for Colleges & Universities**

**ISU is still waiting on your 2022 data and will update our action plan accordingly for this section.**

The goal of the Campus Vote Plan Steering Committee is to increase campus voter registration and turnout. Data from the National Study of Learning, Voting, and Engagement (NSLVE),

report that in the 2020 presidential election, 83% of ISU students were registered while 70% voted. The goals for 2020 were to increase voter registration and voter turnout rates to 80% voter registration and 65% voter turnout, an increase of 7.6% and 15% from the 2016 presidential election, respectively. Data from the National Study of Learning, Voting, and Engagement (NSLVE) reported that in the 2018 midterm election, 76% of ISU students were registered to vote and 36% voted. The goals for 2024 are to increase voter registration to 85% voter registration and voter turnout to 50%, an increase of 11% and 14% from the 2018 midterm election, respectively.

## Reporting

- 1. How will this action plan be shared both internally and externally? Please state where the plan will be shared, keeping in mind sharing the report with multiple stakeholders.**
  - a. Internal sharing within your campus community can look like sharing during departmental meetings, student organization gatherings and with community partners.**

The Democratic Engagement Action Plan will be published on the Center for Community Engagement website and Intranet (SharePoint) site. In addition, the team members will discuss relevant aspects of the plan with their constituents.

- b. External sharing can look like allowing action plan programs with nonprofit partners to publish your action plan, posting the plan on your institution's website, social media, newsletters, on event platforms such as Engage, etc.**

The action plan will be available to external constituents through the Center for Community website. In addition, the implementation team will discuss relevant aspects of the plan with our community partners, as we plan collaborative activities.

- 2. Will the data used to inform the plan, such as your institution's NSLVE report, be made public? If so, how? This could take place by posting the report on your institution's website and social media, sharing with on and off-campus stakeholders, etc.**

The NSLVE plan will be shared on the Center for Community Engagement website and disseminated to the President's Cabinet and Provost's Advisory Council for further dissemination to campus.

- 3. How will this plan be shared with your campus voting coalition and/or team to ensure it is used to execute student voting work on campus? Sharing this plan with all campus organizations and groups, community partners, and any others in your coalition allows everyone working on democratic engagement to have access to data and reporting to be able to plan and strategize programming.**

The voting coalition/team members will be provided with a copy of the plan when it has been completed. We will review progress on the plan at our meetings.

## Evaluation

### **1. What is the purpose of the evaluation?**

There are a few purposes of our evaluation. First, to assess the effectiveness of our efforts in increasing voter registration and voting rates among students and members of the campus community. Second, to gauge the impact of our initiatives on enhancing overall civic engagement on campus. By conducting thorough evaluation processes, we aim to identify strengths, weaknesses, and areas for improvement in our strategies and tactics.

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

ISU aims to gather information to understand the effectiveness of voter engagement and civic participation initiatives and their impact on campus. By sharing the results with campus stakeholders, we seek to use this information to help ISU achieve both short-term and long-term goals. Ultimately, the primary objective is to increase civic engagement among ISU students, fostering a culture of active citizenship and meaningful participation in democratic processes.

### **3. Who is the audience for the evaluation?**

The audience for the evaluation primarily consists of faculty, staff, and students involved in planning curricular and co-curricular civic learning and democratic engagement activities. These individuals play key roles in shaping and implementing initiatives related to voter engagement and civic participation on campus.

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

The evaluation will be carried out collaboratively by the American Democracy Project coalition, providing input on evaluation processes. Additionally, the Center for Community Engagement will partner with the Office of Institutional Research to implement the evaluation, leveraging their expertise in data collection and analysis.

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

The evaluation will be carried out periodically. ISU participates in the NSLVE every election cycle and NSSE on a three-year rotation. Evaluations of our Foundational Studies programs occur on a six-year cycle. Evaluations of individual programs are on-going.

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

We measure student learning outcomes related to high-impact practices, as well as student participation rates in a variety of community engagement and experiential learning activities. We hold the Carnegie elective classification and will submit an application for renewal in the 2026 cycle.

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

Information must be collected on voter participation rates and demographic data, as provided by the National Study of Learning, Voting, and Engagement (NSLVE), and on student engagement levels through the National Survey of Student Engagement (NSSE). Data collection methods will include surveys, administrative records, and voter registration data. Performance measures and indicators of success include increased voter participation rates, greater civic engagement among students, and positive trends in NSLVE and NSSE data over time. Success will be indicated by noticeable improvements in voter turnout and increased levels of civic engagement among the student population.

**8. How will information be analyzed?**

The ADP team will analyze and summarize results for presentation to the campus. Additionally, comparisons may be made with previous assessment cycles to track progress over time. The summarized results, along with other civic engagement documents, will be presented to key stakeholders to help with long term civic goal success.

**9. Will efforts to evaluate be limited to one person/one area of your campus or be part of a larger campus effort?**

The evaluation efforts extend beyond individual departments or areas of the campus, encompassing a comprehensive university-wide initiative. This collaborative endeavor involves key stakeholders such as the Office of Institutional Research, Center for Community Engagement, Division of Student Affairs, and Division of Academic Affairs, along with input from the steering committee and broader student body. What are your institution's metrics for success? Share what worked, what didn't, why and how things will be altered for future action plans.

**10. What are you institution's metrics for success? Share what worked, what didn't why and how things will be altered for future action plans.**

Our ultimate metric for success is voter registration and participation. Our focus on building the student organization and partnering with campus groups and external organizations has been most successful. We will continue to emphasize these priorities in future plans.

**11. What progress has been made toward each short and long term goal?**

The goal of the Campus Vote Plan Steering Committee is to increase campus voter registration and turnout. Data from the National Study of Learning, Voting, and Engagement (NSLVE), report that in the 2020 presidential election, 83% of ISU students were registered while 70% voted. The goals for 2020 were to increase voter registration and voter turnout rates to 80% voter registration and 65% voter turnout, an increase of 7.6% and 15% from the 2016 presidential election, respectively. Data from the National Study of Learning, Voting, and Engagement (NSLVE) reported that in the 2018 midterm election, 76% of ISU students were registered to vote and 36% voted. The goals for 2024 are to increase voter registration to 85% voter registration and voter turnout to 50%, an increase of 11% and 14% from the 2018 midterm election, respectively.

**12. Were efforts utilized to advance or implement the Ask Every Student framework?**

The Ask Every Student framework has guided our work. In Indiana it is difficult to tie voter registration into existing processes, so we have focused on offering voter registration at large student events, especially events associated with new student orientation. We also collaborate with student organizations and athletic teams to make sure that members of those groups learn about voter registration. Voter registration and education is institutionalized at ISU. We offer some version of this programming every year.

**13. Were efforts advanced regarding diversity, equity, inclusion, and justice priorities on campus?**

Yes, efforts were advanced regarding diversity, equity, inclusion, and justice priorities on campus. Initiatives such as partnering with diverse student organizations, implementing culturally sensitive programming, and increasing voter turnout among underrepresented populations demonstrate a commitment to fostering an inclusive and equitable campus environment. These efforts aim to address systemic barriers in regard to civic engagement.

**14. Which efforts were most successful in contributing to shifts in NSLVE and other data?**

The most successful efforts in contributing to shifts in NSLVE and other data typically involve targeted outreach of students at ISU, such as campus-wide voter registration tabling, student-led voter education events (especially in the fall), and collaboration with community/student organizations.

**a. What could be done to improve upon data metrics? For instance, if there was a big voter registration push, but voter registration data in NSLVE did not change much, how can we improve on that?**

To improve data metrics, it is important to regularly evaluate the effectiveness of different strategies and make data-driven decisions on where to focus resources which we have listed above.

**15. What are your key performance indicators and did you satisfy expectations?**

Our key performance indicators include the percentage of student voters participating in elections, the level of voter education and awareness, and the effectiveness of our community outreach initiatives in increasing voter turnout. We are pleased to report that we are satisfied with these expectations.

**16. Was campus administration supportive of civic learning and democratic engagement efforts? What can be done to get university officials to sign the ALL IN President's Commitment to Full Student Voter Participation?**

The University President has signed the ALL IN President's Commitment to Full Student Voter Participation. In addition, the administration has renewed their commitment to AASCU's American Democracy Project. The leadership of the University clearly remains committed to advancing civic learning and democratic engagement.

**17. How can student research projects support evaluation measures?**

We will work with the Dean of the Honor's College to determine if there is interest in a student project to further our understanding of student perspectives on civic learning and democratic engagement. The University Honors College coordinates our institution's program of undergraduate research.

**18. What resources do we need next year to advance civic engagement and reach long-term goals?**

We expect to continue to receive staff and budgetary support for this work. A new president will be named. This new leader will start in the summer. We are optimistic the new president will continue to support this work.

**19. What are the next steps for how evaluation information will be shared?**

The University has recently undergone an overhaul of our website and established a robust Intranet system. We are still in the process of transitioning to these new systems. We will make including evaluation information a priority. It will be shared with important stakeholders around Indiana State University.