

I. Executive Summary

1. *Who developed this action plan?*
 - a. This action plan was developed by Dr. Angela Graves, Associate Professor of Political Science, with the support of a small campus committee of other faculty, staff, and students.
2. *What is this action plan for and what does it seek to accomplish?*
 - a. This action plan was created with the goal of boosting both Keuka College's voter registration rate and voter turnout in the 2020 election by 10% from 2016.
3. *Where will this action plan be implemented? E.g., Situate this work at an institution including the number of campuses and the state the institution is located in.*
 - a. This action plan was created in the spring of 2020, and the majority of its activities will be implemented this fall as a cross-campus initiative involving faculty, staff, and students. Keuka College consists of one residential campus of approximately 1,600 undergraduate students in Keuka Park, New York.
4. *Why was this action plan developed? How does this plan tie to broader institutional norms/ values/strategic plans?*
 - a. We were tasked by Keuka College president Amy Storey to join the All-In Challenge, as its objectives correlate with the college's mission to "create exemplary citizens and leaders to serve the nation and the world." One of the seven values highlighted in our mission statement is citizenship: "at Keuka College, we believe citizenship includes aspects of leadership, service, and social responsibility. All members of the Keuka College community strive to be good leaders and exemplary citizens. Effective leaders and citizens exhibit common traits of wisdom, determination, vision, emotional intelligence, empathy, and social responsibility. We actively model these qualities and mentor their development, thereby demonstrating and encouraging exemplary citizenship – locally, nationally, and globally."
5. *When does this action plan start and end? Is this an action plan focused on the short-term and long-term goals? When will it be updated?*
 - a. This action plan will outline both short term goals for the 2020 election, but also implement a sustainable campus-wide strategy that will continue in future years. The action plan will be updated annually at the end of each academic year.
6. *How will this action plan be implemented? Who's in charge? What unit/office/division will be facilitating the effort?*
 - a. Dr. Angela Graves, Associate Professor of Political Science, is leading the charge, but will be supported by other faculty and staff. Once the plan is implemented, the Political Science, History, and Pre-Law Club on campus will

take responsibility for ongoing activities such as voter registration, public information campaigns, and election assistance.

II. Leadership

1. *Who are the working group members and how are they involved?*
 - a. *What academic departments and which faculty within academic affairs are involved? (e.g., political science professor(s), fine arts department)*
 - i. Currently the committee is made up of Political Science and Library faculty, but the broader faculty as a whole is aware of its efforts and has expressed support in terms of announcing its activities in class, etc.
 - b. *What units within student affairs are involved and which administrators are involved? (e.g., office of new student involvement, director of student life)*
 - i. All staff members working in Student Affairs, Student Involvement, and New Student Orientation have been included in this action plan and will be providing support.
 - c. *Which students and student organizations are involved? (e.g., student government, issue-based student orgs)*
 - i. The Student Senate will be providing funding for our campus voter campaign, and the Political Science, History, and Pre-Law Club will be responsible for the plan's ongoing implementation. Sophomore Shannon Marcy completed an internship in the Spring 2020 semester to assist with the action plan, and will continue to serve as the project's lead student coordinator through the rest of her time at Keuka College. Additional student assistance will be solicited for the Fall 2020 campaign.
 - d. *What community and/or national (private, nonprofit, government) organizations are involved? (e.g., League of Women Voters, ALL IN Campus Democracy Challenge)*
 - i. None at this time. In the past, both the Yates County Democratic and Republican Committees have donated stamps to our voter registration drive and their assistance will continue to be solicited in the future.
 - e. *Is the working group coordinating with the local election office? If so, with whom and how?*
 - i. Not at this time, but we will use their support in terms of public information and mail-in voting as needed.
2. *Who (individual and/or office) is coordinating and overseeing the institution's work to increase civic learning and democratic engagement?*
 - a. Dr. Angela Graves is the person currently taking responsibility for these efforts, in both her capacity as faculty and as advisor to the Political Science, History, and Pre-Law Club on campus that has taken responsibility for voter registration drives in the past four years.
3. *What are working group members' unique strengths and, with those in mind, what are their responsibilities?*

- a. Dr. Graves has the ability to communicate with other faculty, staff, and students on campus, and also brings expertise in federal, state and local elections through her teaching and research. Student involvement is also key for outreach and visibility, as well as the involvement of staff who plan incoming student orientation.
4. *If you're not already working together, how will you recruit or select working group members?*
 - a. N/A
5. *How is the working group inclusive of different campus and community stakeholders?*
 - a. An open call was made for involvement in this working group, which included faculty, staff, and students. If we are on campus in Fall 2020, we anticipate being able to recruit more involvement once we have specific activities in place for the campaign.
6. *Does the working group have the support of upper administrators who can help advocate on behalf of the working group?*
 - a. Yes, we do have the support of the cabinet, including President Amy Storey, as well as key staff in Student Affairs.
7. *What other offices on campus need to be involved? (e.g., website or portal management, registrar, university relations).*
 - a. As a very small campus, the only other office on campus that is involved is Student Affairs.
8. *How often will the working group meet or communicate?*
 - a. We are currently meeting once a month virtually, and anticipate having weekly meetings for the Fall 2020 campaign.

III. Commitment

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?*
 - a. Both values are heavily emphasized in both the mission statement and history of the college. The leadership of the college has been occupied with budgetary issues, but has been supportive of any and all efforts related to supporting civic engagement on campus since Dr. Graves joined as faculty in Fall 2012. This includes the promotion of related events on campus, including visits by political representatives, speaker series on topics related to democracy, and campus-wide initiatives related to citizenship.
2. *How is the institution's commitment reflected in existing statements and documents (e.g., mission statement, vision, core values, strategic plan)?*
 - a. The goals of this initiative are in line with our mission statement, which states that "all members of the Keuka College community strive to be good leaders and exemplary citizens. Effective leaders and citizens exhibit common traits of wisdom, determination, vision, emotional intelligence, empathy, and social

responsibility. We actively model these qualities and mentor their development, thereby demonstrating and encouraging exemplary citizenship – locally, nationally, and globally.”

3. *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?*
 - a. The institution does not have specific outcomes tied to these values aside from the mission statement, detailed above, and the General Education learning outcomes, detailed below.
4. *How is educating for civic learning and democratic engagement included in the general education curriculum?*
 - a. The General Education curriculum of Keuka College has the following mission statement: “to foster global citizenship and cultivate diverse interests, the integrative General Education program at Keuka College inspires exploration and discovery, encourages intellectual risk-taking, develops flexible and digital skills, and builds disciplinary and cross-disciplinary knowledge.” In addition, there is one General Education category specifically tied to civic learning and democratic engagement, which includes the option to take such courses as American Government and State, Local Government, and Leadership.
5. *How is educating for civic learning and democratic engagement included in the co-curriculum?*
 - a. Many programs on campus have specific program outcomes tied to these values. For example, the Political Science and History program includes the following goals: “an understanding of the methodologies of the disciplines of Political Science and History; the ability to think critically, reflectively, and analytically; the development of research skills; effective writing.”
6. *Is the commitment communicated within the institution? To whom, specifically, and how?*
 - a. The General Education program and its mission is heavily communicated across the institution, due to its size and the centrality of it in all students’ education. There is a General Education Committee and a Coordinator who oversees the delivery and assessment of learning goals, and communicates regularly with faculty to ensure that their courses reflect the mission of the curriculum and college.
7. *Is the commitment communicated outside the institution (i.e., to external stakeholders and the general public)? To whom, specifically, and how?*
 - a. Keuka College is active in the community, and faculty members such as Dr. Graves regularly take part in public events related to civic engagement, including workshops and lectures through the local library.
8. *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?*
 - a. From the perspective of a faculty member, Dr. Graves believes that there is widespread support for these values due to the collaborative environment,

inclusion of multiple stakeholders in related campus activities, and the intimate opportunities for communication and discussion in the small campus community.

IV. Landscape

1. *Are civic learning and democratic engagement overall campus learning outcomes?*
 - a. No, but as mentioned above, they are included in both the college's and General Education mission statements.
2. *What does assessment data show about the political climate and democratic engagement on campus? How does this data compare to that of peer institutions?*
 - a. The NSVLE data we have shows we are not as civically engaged as other colleges. In 2016, turnout was at 30% compared to other colleges, compared to a 40% national average.
3. *How is civic learning and democratic engagement present in the curriculum?*
 - a. See above, section III.
4. *How is civic learning and democratic engagement present in the co-curriculum?*
 - a. See above, section III.
5. *What internal barriers (e.g., limited funding, staff resistance, lack of leadership) prevent the institution from being successful?*
 - a. The only barriers that exist involve budgetary constraints, especially those that are imminent due to the impact of Covid19 on college resources.
6. *What external barriers (e.g., election laws, voter ID laws, lack of proximity to polling location) prevent the institution from being successful?*
 - a. External barriers are that New York state has a closed primary system that only allows pre-registered party members to vote in party primaries. This is often a point of confusion for voters, and we have found in our past voter registration drives that information about the primary system needs to be disseminated clearly and well in advance.
7. *What resources are available to help the institution be successful?*
 - a. The fact that we are a small campus, and have direct involvement in new student orientation, curriculum design and assessment, campus event planning, and other aspects of both the General Education curriculum and Student Affairs activities.
8. *What additional resources are needed to help the institution be successful?*
 - a. We will need more engagement with other campus clubs to spread the word about our campaign, as well as the help of other majors on campus to help connect more with their students on an individual basis.

V. Goals

Long-Term Goals

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

- a. Boost voter turnout on campus to meet national averages and better integrate voter education and registration processes in our institutional practices.
- 2. *What knowledge, skills and capacities (learning outcomes) does the institution want students to achieve and graduate with in order to be active and informed?*
 - a. To understand the rights and responsibilities of democratic citizenship, be able to identify reliable sources of political information, and engage in public discourse in an informed and responsible manner.
- 3. *What are the outcomes the institution wants to accomplish over the next 10 years?*
 - a. Continue to provide a small-scale, personalized liberal arts education and fulfill our mission of creating exemplary citizens.
- 4. *Are the goals S.M.A.R.T.I.E. (specific, measurable, achievable, realistic, and time-bound, inclusive, and equitable)?*
 - a. With assistance from campus stakeholders, we anticipate better defining these goals and creating a realistic assessment plan at the institutional level for both the short and long term.

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?*
 - a. Reach national averages for voter registration and turnout in both general and midterm elections.
- 2. *What resources does the institution need to ensure its longer-term vision is within reach?*
 - a. Support from Student Affairs to integrate education and registration processes into new student orientation and support from the General Education faculty to better incorporate them into required courses.
- 3. *Who does the institution need to involve in order to reach its longer-term vision?*
 - a. Continued engagement by a broad range of faculty, staff, and students.

VI. Strategy

Short-Term

- 1. *What is work? What are the planned activities and initiatives?*
 - a. Add voter education and registration to new student orientation activities beginning Fall 2020, as well as to the required General Education courses taken by every student on campus. Implement a voter information and registration drive leading up to the November 2020 election on campus that will reach every student through social media and a range of classes on campus.
- 2. *Who is responsible for implementing each planned strategy and tactic?*
 - a. Dr. Graves will take the lead by working with Student Affairs and the General Education Committee and Coordinator on both initiatives. She will work with the

Political Science, History, and Pre-Law Club to develop a voter information and registration drive.

3. *Who is the audience for each strategy and tactic? What methods will be used to make strategies and tactics accessible to diverse populations?*
 - a. New students and existing students will be targeted, and we will use such organizations as the Multicultural Student Association on campus to reach underrepresented groups.
4. *Where will each activity occur on and off-campus?*
 - a. On campus: orientation, class materials and activities, social media, in-class presentations.
5. *When will the work happen and what preparations are required beforehand to make it happen?*
 - a. The majority of the work will be done once the Fall 2020 semester resumes, but plans will be put into place for the new student orientation during Summer 2020.
6. *Why is each strategy and tactic being implemented and what is the goal for each activity?*
 - a. Based on the research we have done using All-In Challenge resources, it is important to attempt to reach every student through a variety of channels and make sure each is given the opportunity to consider civic engagement and voting and understand how to take advantage of their rights as citizens.

Long-Term

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. A campus committed to educating for these values will provide access to clear and reliable information about the voting process, provide support for students to exercise that right (such as absentee ballots and registration assistance), and be able to highlight how those values are emphasized across all majors and activities on campus.
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?*
 - a. We plan to work together with multiple stakeholders on campus to continue conversations about our mission and how best to accomplish it while reflecting the diversity of our student body and geographic area.
3. *What will it take to build toward this vision of sustained commitment beyond a single election cycle (e.g., resources, curricular offerings, staffing)?*
 - a. We do need resources and a more integrated curriculum, but we feel that there is support for these efforts and we will do our best to work with what is currently available to us.

4. *Where does work need to happen in order to institutionalize this vision (e.g., faculty senate, student government, division of student affairs)? 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?*
 - a. We believe that this vision is already institutionalized, but just needs a push to better organize and integrate education efforts into all aspects of campus life.
5. *On what timeline will efforts to enact this vision occur? (Think in terms of years; e.g., in year one your institution will accomplish what? In year two your institution will accomplish what? And so on...).*
 - a. In the next year, we anticipate bringing voter registration and turnout to the level of the national average. In two to five years, we envision a more integrated set of activities, curriculum, and learning outcomes aimed at promoting civic education and democratic values to be implemented across campus, with ongoing support by a range of stakeholders.