

TEMPLE
VOTES

Temple University
Voter Friendly Campus
Democratic Engagement Action Plan

Section I: Executive Summary

Temple University's Voter Friendly Campus Democratic Engagement Action Plan was developed by a committee of student leaders, administrators, faculty, and stakeholders within political engagement groups. This report was written by Chris Carey, Senior Associate Dean of Students, and was submitted to the committee for review and feedback prior to submission.

The action plan is designed to assist and guide the committee's efforts on campus and virtually. The goal is to engage all Temple University students in the voter registration and engagement process through educational and non-partisan efforts.

Approximately 14,000 students live on campus or in the neighborhoods immediately surrounding Temple University's Main Campus. However, the total student enrollment is nearly 40,000, and includes multiple campuses, including international campuses. Therefore, it is important that the plan has a wide range of touch points both physically and virtually. Since our efforts will not stop at just the step of voter registration, the action plan will be developed and implemented through a variety of channels to make sure that all Temple students know how to get engaged regardless of their location.

The Division of Student Affairs implemented a strategic plan in 2017. One of the objectives within Student Learning and Development is to engage students in conversations and actions around civic engagement. As an action step within that goal, we convened a meeting of the individuals who now make up the committee to learn about each other's efforts for voter engagement. We spent nearly an hour sharing the current efforts of each department, academic program and student organization to register students to vote, inform them of the issues, and become active on Election Day. In addition to not knowing about what others are doing, our efforts were redundant and decentralized. We discussed the importance and potential synergy of a unified effort to engage, educate, and activate Temple students in the voting process. The idea of **Temple Votes** was born.

Obviously, since that meeting in the Fall, our primary job responsibilities have all shifted. Like many campuses across the United States, Temple University began virtual and remote education on March 16. Those involved in Temple Votes have shifted their foci to plan remote campus operations and programs, alter pedagogical methods, and adjust to online learning and living. Although the efforts have been slowed, they remain important. As such our Spring efforts towards state primaries and state elections were derailed. However, we will be preparing to begin the use of our plan for both in-person and virtual campus operations in the Fall semester. The plan does not currently have an end date. Our goal is to institutionalize our plan and reassess regularly based on the data that we receive.

The action plan for Temple Votes has various phases and touchpoints, each explained throughout this document. We will utilize the expertise of campus professionals and faculty, and consistently include the voices of student leaders. Additionally, we will continue to lean on key external stakeholders like the Campus Vote Project, the Campus Election Engagement Project, HeadCount, Committee of 70, and the Philadelphia League of Women Voters for their voter education materials and resources.

Section II: Leadership

The central home for Temple Votes will be through the Dean of Students Office. Chris Carey, Senior Associate Dean of Students, has been the primary contact for Voter Friendly Campus efforts.

Chris Carey convened the initial meeting of group members, but attendees and continued membership have benefitted from the snowball effect. We have created an open message and approach towards membership and have benefitted from the additional invitations extended after the first meeting was scheduled. Based on the initial conversations and brainstorming, the group was divided into three subcommittees. Each is being chaired by a member of the initial Division of Student Affairs Strategic Planning Committee, though that may change as needed. The three subcommittees were focused on (1) Voter Registration and Mobilization, (2) Voter Education, and (3) Communications. Subcommittee chairs and responsibilities are as follows:

- Voter Registration and Mobilization - Erika Raskay*, Graduate Extern, Office of Leadership Development
 - *New leadership will be determined in the near future as Erika has recently graduated and will be completing her role as a graduate extern.
 - Plan and execute centralized voter registration efforts leading up to registration deadlines. Coordinate voter mobilization efforts like Parade to the Polls, [Vote Plans](#), and text reminder systems.
- Voter Education - Chris Carey, Sr. Associate Dean of Students, Office of the Dean of Students
 - Create and deliver templates and lesson plans that can be used by faculty, student organizations, and administrative offices to deliver vetted resources about voter registration and engagement processes. Distribute voter education materials so that students can learn about candidates, issues, and Election Day processes.
- Communications - Elizabeth Harris, Program Coordinator, New Student and Family Programs
 - Create branding for Temple Votes. Determine content to be posted on Temple Votes website. Serve as the liaison between the Temple Votes committee and the University's Strategic Marketing and Communications.

Members of the working group were selected for a variety of reasons. There certainly exists breadth and depth in what each member brings to the group, but certain categories were also considered. Some members (e.g. Government Affairs, Political Science, political student organizations, and external non-profits) have been invited to join based on the content knowledge and resources that they can provide. Others were chosen based on the high level of contact they have with students and the engaging ways that they develop students across campus (e.g. Residential Life, New Student and Family Programs, Institutional Diversity, Temple Student Government, Ambler Campus Student Life). A third group brings the experience of already working on civic engagement as a learning outcome for many years (e.g. the Gen Ed program, Temple Libraries, Klein College of Media and Communication).

Individuals were able to join the subcommittee of their choice, though some provide general guidance to the committee as a whole. As more specific plans and procedures are put in place, subcommittee membership may be restructured. Additionally, most people chose either the Voter Registration and Mobilization or Voter Education subcommittees. Therefore, we will have to recruit specific students, administrators, and faculty who bring expertise in those areas. A list of current group members is below.

| | | |
|-----------|------------|---|
| Chuck | Black | Campus Vote Project Staff |
| Caroline | Burkholder | Office of Sustainability |
| Chris | Carey | Dean of Students |
| Daisy | Confoy | College Democrats, CEEP Fellow |
| Marjorie | Cook | Residential Life |
| Dana | Dawson | Gen Ed Program |
| Cat | Denunzio | NextGen |
| Erin | Dwyer | Political Science |
| Ryan | Frascella | Government Affairs |
| Laurie | Friedman | School of Social Work |
| Alexandra | Gordon | Progressive NAACP |
| Elizabeth | Harris | New Student and Family Programs |
| Latanya | Jenkins | Charles Library |
| Umme | Kazmi | Campus Vote Project Fellow |
| Quinn | Litsinger | Temple Student Government |
| Johanna | Mudry | Campus Election Engagement Project (CEEP) |

| | | |
|-----------|-----------|---|
| David | Nickerson | Political Science |
| Vitalina | Nova | Charles Library |
| Nu'Rodney | Prad | IDEAL |
| Erika | Raskay | Leadership Development |
| Kalie | Wertz | Klein College of Media and Communications |
| Megan | Cranney | Ambler |

In addition to the formal members of the group, Temple Votes has been supported by the departments of Information Technology Services and Strategic Marketing and Communications.

The goal of our group is to engage all Temple University students. The idea of being an inclusive working group means that we are not only thinking about who we invite to the group, but also who we may not. We extended invitations to all student organizations who self-identified primarily as political. We have also been mindful of any political affiliations or leanings of external organizations as we intend to be non-partisan. At the same time, we want students, especially those from marginalized communities, to be aware of what voter suppression is and what their voter rights are. Another element of inclusion involves consideration for where our students may vote. Temple University is located in North Philadelphia, surrounded by residential communities. The campus does not currently have an on-campus polling location, but there are several locations on the perimeter of campus. Our efforts to increase the number of student voters need to work in line with the capacities of polling locations. Therefore, we have engaged in initial conversations with the Philadelphia City Commissioners Office about how the University might be able to support those locations through volunteer roles. Additionally, Temple University has a large number of students who commute from surrounding counties. Our plan will provide instruction about getting registered and active around campus as well as information for those living in other communities.

The group has been divided into subcommittees. Prior to campus operations being moved to remote status, the large group had met twice, and subcommittees were either biweekly or as possible. We will establish regular meeting times during the summer months in order to be prepared for the Fall semester.

Section III: Commitment

Temple University has a long history of serving the communities of Philadelphia, especially those surrounding campus. Students learn during their orientation programs about the importance of being active within the city during their time at Temple. While this has been a general understanding for the institution, a recently revised [mission statement](#) provides more specific

commitments to civic learning and democratic engagement. The process to create a new missions statement involved contributions from members across all categories of the University. The final version includes the following statements:

We are committed to the ideals upon which Temple was founded:

- providing access to an excellent, affordable higher education that prepares students for careers, further learning and *active citizenship*.
- promoting service and *engagement* throughout Philadelphia, the Commonwealth of Pennsylvania, the nation and the world.

In addition to the University's mission statement, the General Education (GenEd) Program develops a [competency of civic engagement](#). Specifically, the program describes this competency as:

Civic Engagement: *Function as an engaged citizen in a diverse and globalized world*

Within GenEd, students open to civic engagement view themselves as connected to local and global communities where they participate in activities that address issues of public concern. Critically engaged students define issues, pose, probe, and solve problems with an awareness of and an inclusion of diverse values and interests.

Specific GenEd courses fit into the categories of [U.S. Society or World Society](#). Courses within U.S. Society “strengthen students’ understanding of the history, society, culture and political systems of the United States.” World Society courses expand that understanding and perspective to a global level. While many of the GenEd courses connect with the competency of civic engagement, its presence can arguably be found more frequently in these two areas. Assessment of learning outcomes in GenEd courses are driven by each faculty member. As part of the institutional processes and accreditation programs, faculty and the GenEd program must submit documentation that learning outcomes are being measured, and that adjustments are being made if outcomes are not being met.

The strongest evidence of a co-curricular focus is the Residential Curriculum utilized within the residence halls. Through structured and coordinated outreach, residential students engage in a variety of touchpoints that focus on developing the knowledge and skills involved in civic engagement. Residential Life sets forth two learning outcomes through their curriculum for all Residential Students that directly connect to Civic Engagement: "

- Students will be able to make informed decisions
- Students will be able to continuously reevaluate their impact on communities

These outcomes will allow Residential Life to engage students at a strategy level around civic engagement decisions and community impacts.

Temple Votes hopes to bring a more structured and institutionalized approach to civic learning and democratic engagement. As previously mentioned, we have learned that many areas are involved in this type of student development, but a more centralized approach will benefit the student experience. Additionally, we have learned anecdotally that more faculty and administrators would provide these opportunities for learning, but do not feel confident in their own expertise to curate and deliver the content. Temple Votes will be creating common modules that faculty and administrators could utilize in seminars, meetings, and classrooms to help increase the number of students who learn about the importance of being engaged.

Section IV: Landscape

Temple University does not set forth University-wide learning outcomes for students. Beyond the aforementioned commitment to civic learning and democratic engagement listed in the University's mission statement and GenEd program, many Schools and Colleges at Temple University [list](#) civic learning and engagement or global understanding as student learning outcomes. Again, those outcomes are all assessed at a course or department level.

The University regularly participates in the National Survey of Student Engagement. There are several notable data points from 2019 that connect with this program. Temple students showed “higher engagement in areas related to Reflective & Integrative Learning compared to peers in all three comparison groups.”¹ This demonstrates that the University is committed to connecting student learning and development in the classroom to their own experiences and societal problems. Temple participated in NSSE's Global Learning module in 2019. It found that Temple students are more likely than those in comparison groups to have taken or plan to take a course that focuses on global trends. Temple students also reported significantly higher average scores compared to students in the comparison group when asked if coursework from 2018-19 encouraged global learning aspects.

The NSSE data also shows that there is potential growth in the area of having discussions with students from different political views since 61% of seniors reported they “very often” or “often” had discussion with people from a different political view compared to 67% of seniors in the Highest Research Activity comparison group. Temple Votes could focus on not only getting people engaged in the process, but also create opportunities for civil discourse on campus.

Overall, Temple University is committed to a campus climate that encourages students to learn and reflect about societal issues. Temple Votes believes that this environment will support the success of the group as we make steps towards further engagement of students.

One of the early successes of Temple Votes was to receive University approval for participation in the National Study of Learning, Voting, and Engagement (NSLVE). Through clear and purposeful communication, members of our committee were able to receive approval from the

¹ [National Survey of Student Engagement \(NSSE\) – Temple University 2019 Results](#)

Provost and President to submit the NSLVE Authorization Form in February 2020. This will be the first time that we receive this data and the report will provide significant guidance for group efforts in the future. Participation in this program, and possibly the Pennsylvania ALL IN CHALLENGE, will be both an institutional and public statement about the University's commitment to civic learning and engagement.

The barriers identified by the group have crossover between internal and external influences and vary based on the type of election. For local elections, students expressed that the results are a forgone conclusion. Philadelphia is a highly Democratic city, so an annual push towards voting is a challenge within the student body. Simultaneously, Pennsylvania has been a swing state for national elections. Therefore, high numbers of external parties come to campus to register voters, creating confusion and varying levels of trust among students. We are hopeful that Temple Votes will create a central and trusted source of information for students.

Another barrier is that there is no polling location on campus. Students have expressed an interest in establishing a location, but many factors will determine that success. Though there are several convenient polling locations around campus, students have told us that they are not always comfortable traveling to those locations, or their parents recommend that they not do so. Many students share that they have to choose between absentee ballots or missing class to register in their hometown. We are hopeful that the Pennsylvania mail-in ballot will help address this barrier.

Section V: Goals

Establishing measurable goals in terms of voter participation has been a challenge thus far. We are hopeful that once we obtain NSLVE data, this will become easier. In the meantime, the group has established the following long and short-term goals. Please note that goals may be postponed or altered once campus operations are determined for Fall 2020.

Short-term goals:

1. Obtain authorization to participate in NSLVE. This goal has been achieved.
2. Include voter registration links in New Student Orientation. This process began in Summer 2019. This year, our orientation is virtual, but a QR code has been included for students to register.
3. Add a voter registration link to the page that students see when they receive confirmation for their Temple Student Government vote. This has been completed.
4. Create a centralized Temple Votes website. This domain has been approved and content development will begin on June 1.
5. Create a "spotlight" in the TUPortal that directs students to Temple Votes website once created. This has already been approved by ITS and Strategic Marketing and Communications.

6. Create a common module for Canvas that can be used by faculty to teach students about voter registration and participation practices.
7. Incorporate a module into the Residential Curriculum.
8. Host three voter registration drives per month leading up to elections.
9. Establish voter registration tables at residence halls during move-in.
10. Host a “train the trainer” workshop so that campus administrators and student organizations are aware of the laws and processes for voter registration.
11. Host Constitution Day programs that registers students to vote, demonstrates the new Pennsylvania voting machines, and helps students create a plan for election day utilizing resources like text reminders from external partners.
12. Create Parades to the Polls for residential students who may be unfamiliar with polling locations.

Long-term goals:

1. Analyze the data from NSLVE to determine primary areas of need among the student body in terms of voter registration and participation. Set additional goals based on available percentages.
2. Incorporate voter modules in 50% of courses offered each year.
3. Establish a polling location on campus.
4. Register 75% of incoming students between New Student Orientation and the end of move-in.
5. Implement a “call to action” that asks students if they have registered to vote when they provide their living address on an annual basis.
6. Create a more comprehensive plan that focuses on other methods of civic engagement beyond registering and participating in voting.
7. Explore opportunities with graduate and professional programs that can be specific to those students.

Section VI: Strategy

| Goal | Responsible Subcommittee/Organization | Deadline |
|--|---|--------------------------|
| Obtain authorization to participate in NSLVE. This goal has been achieved. | Chris Carey Elizabeth Harris Erika Raskay | Complete - 2/3/20 |
| Include voter registration links in New Student Orientation. | Voter registration New Student and Family Programs | Complete for Summer 2020 |

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| Add a voter registration link to the page that students see when they receive confirmation for their Temple Student Government vote. | Chris Carey Information Technology Temple Student Government | Complete for April 2020 |
| Create a centralized Temple Votes website. | Communications Committee Information Technology Services Dean of Students | August 1, 2020 |
| Create a “spotlight” in the TUPortal that directs students to Temple Votes website once created. | Communications Committee Information Technology Services | August 21, 2020 |
| Create a common module for Canvas that can be used by faculty to teach students about voter registration and participation practices. | Voter Education Committee | August 24, 2020 |
| Incorporate a module into the Residential Curriculum. | Residential Life Voter Education Committee | July 1, 2021 |
| Host three voter registration drives per month leading up to elections. | Voter Registration and Mobilization Committee | November, 2020 |
| Establish voter registration tables at residence halls during move-in. | Voter Registration and Mobilization Committee | August, 2021 |
| Host a “train the trainer” workshop so that campus administrators and student organizations are aware of the laws and processes for voter registration. | Voter Registration and Mobilization Committee | September 1, 2020 |
| Host Constitution Day programs that registers students to vote, demonstrates | Entire Temple Votes group | Each September 17th |

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| the new Pennsylvania voting machines, and helps students create a plan for election day utilizing resources like text reminders from external partners. | | |
| Create Parades to the Polls for residential students who may be unfamiliar with polling locations. | Voter Registration and Mobilization Committee | Each Election Day |
| Analyze the data from NSLVE to determine primary areas of need among the student body in terms of voter registration and participation. Set additional goals based on available percentages. | Entire Temple Votes group | Unknown - will depend on when the data is obtained |
| Incorporate voter modules in 50% of courses offered each year. | Voter Education Committee | November 2022 |
| Establish a polling location on campus. | Temple Student Government Government Affairs | April 2021 |
| Register 75% of incoming students between New Student Orientation and the end of move-in. | Voter Registration and Mobilization Committee New Student and Family Programs | August 2022 |
| Implement a “call to action” that asks students if they have registered to vote when they provide their living address on an annual basis. | Voter Registration and Mobilization Committee Information Technology Services | August 2021 |

Section VII: Reporting

Once resources (i.e. website, marketing material) are finalized, Temple Votes members will begin sharing the information across campus. Our goal is for this to be as public and transparent as possible. Below is a list of potential groups to which we would present our efforts:

- Associate Deans Meeting
- Athletics
- Faculty Senate
- First-year seminars
- Fraternity and Sorority Life meetings
- New Student Orientations
- The Temple News
- Temple Family Council
- Temple Student Government Town Hall
- TUTV
- WHIP Student Radio

We also want to be able to solicit ideas and partnerships from other members of our campus community. The Temple Votes webpage would include a submission form to either suggest an idea or request a workshop or presentation.

Once we have NSLVE data, we will take some time before publishing the numbers. As a committee, we want to be able to review the findings and set new goals and action steps that can go along with the data.

Section VIII: Evaluation

To date, the committee has not been able to fully establish an evaluation plan. As previously mentioned, obtaining the NSLVE data for the first time will provide a great deal of guidance for our plans and corresponding evaluations.

In the meantime, we will utilize user engagement data for events and brief formative assessments during educational programming. This will help us determine how effective our timing for engagement is as well as the overall learning outcomes for educational modules.

Additional meetings will take place with Institutional Research and Assessment to determine plans for assessment that might utilize the existing data from NSSE.