

Executive summary

Overview of the action plan explains:

- Who developed it
 - This plan was developed by UC Berkeley's 2020-2021 Andrew Goodman Ambassadors, Miyako Iwata and Srija Manchkanti
- The purpose of the plan
 - The purpose of our action plan is to serve as the foundational framework for our approach to increase the accessibility and inclusivity of civic engagement efforts at UC Berkeley — and to do so with focus on underrepresented and/or historically low-turnout communities on campus. In tandem, it will serve as a means of ensuring continuity and retainment of institutional knowledge as leadership is transferred within or among partnering organizations.
- Where the plan will be implemented
 - This plan will be implemented within the breadth of the UC Berkeley campus, with hopes to influence similar efforts and actions within each of the nine University of California campuses — in addition to the entire PAC-12 Athletic Conference through the PAC-12 Voting Challenge.
- The goal(s) of the plan
 - The goal of our action plan is to centralize and institutionalize civic engagement efforts at UC Berkeley in order to extend the impact and continuity of each stakeholder's contributions.
- The intended duration of the plan
 - With variability under the jurisdiction of the Andrew Goodman Ambassadors, this plan is to be implemented each election cycle and is to be revisited periodically to ensure quality and effectiveness. It contains both short and long term goals and must be revisited within intervals that are deemed appropriate to those goals. Specific timelines outlined in Section: "Evaluation."
- How the plan will be implemented
 - The plan will be implemented by UC Berkeley's Andrew Goodman Ambassadors, in partnership with other campus and community organizations, such as the ASUC Vote Coalition and the Civic Engagement Committee, and with funding from UC Berkeley and other external grants. It will also factor in the dynamic needs and contributions of members of The Voting Project, a student-led group consisting of representatives from a variety of campus organizations, focused on centralizing our civic engagement efforts on campus.

Guiding Questions

- Who developed this action plan?
- What is the action plan for and what does it seek to accomplish?
- Where will this action plan be implemented? Ex: Situate this work at an institution including the number of campuses and the state the institution is located in.
- Why was this action plan developed? How does this plan tie to broader institutional norms/values/strategic plans?

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

Leadership: Description, including names and titles, of the leadership coalition responsible for improving democratic engagement.

Our Andrew Goodman Ambassadors operate within a larger team of faculty and students that comprise UC Berkeley's Civic Engagement Committee — soon to be officially redesignated as the Vice Chancellor's Advisory Board on Civic Engagement. This team consists of the following members and receives input from individuals within The Voting Project (further discussed below):

Civic Engagement Committee Members (Facilitators:

- Administrators or Appointed Designate
 - Sandra Bass
 - Megan Fox
 - Ruben Lizardo
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- Student Organization Representatives
 - Andrew Goodman Ambassadors: Miyako Iwata and Srija Manchkanti
 - ASUC Vote Coalition: Miyako Iwata
 - CalPIRG: Vivek Adury

The Voting Project (Facilitators:

- ASUC Vote Coalition
 - Andrew Goodman Ambassadors
 - CalPIRG
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- Team includes diverse, underrepresented, and/or historically low-turnout communities
 - Include the following relevant stakeholders:
 - Students
 - Faculty
 - Student affairs
 - Community/national organizations
 - Local elections office coordination

Guiding Questions

- Who are the working group members and how are they involved?
 - What academic departments and which faculty within academic affairs are involved?

- What units within student affairs are involved and which administrators are involved?
- Which students and student organizations are involved?
- What community and/or national (private, non-profit, government) organizations are involved? (Ex: League of Women Voters, ALL IN Campus Democracy Challenge)
- Is the working group coordinating with the local election office? If so, with whom and how?
- Who (individual and/or office) is coordinating and overseeing the institution's work to increase civic learning and democratic engagement.
- What are working group members' unique strengths and, with those in mind, what are their responsibilities?
- If you're not already working together, how will you recruit or select working group members?
- How is the working group inclusive of different campus and community stakeholders?
- Does the working group have the support of upper administrators who can help advocate on behalf of the working group?
- What other offices on campus need to be involved? (Ex: website or portal management, registrar, university relations)
- How often will the working group meet or communicate?

Commitment: Description of institutional commitment to improving democratic engagement

- Institutional commitment is...
 - visible and widely communicated
 - clearly reflected in the institution's mission, learning outcomes, curriculum, and co-curriculum

Guiding Questions

- 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?
 - Is the commitment communicated within the institution? To whom, specifically, and how?
 - Is the commitment communicated outside the institution? To whom, specifically, and how?
- 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?
- How is the institution's commitment reflected in existing statements and documents (Ex: mission statement, vision, core values, strategic plan)?
- What are the institution's overall civic, democratic, and/or political learning outcomes? Is there a process in place to ensure that outcomes are measured and met?

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

Landscape: Analysis of students data, campus climate and current institutional efforts for improving democratic engagement

- The plan communicates a comprehensive understanding of its students, campus efforts, and climate AND is using this information to inform its strategy

Guiding Questions

- Are civic learning and democratic engagement overall campus learning outcomes?
- What does assessment data show about the political climate and democratic engagement on campus? How does this data compare to that of peer institutions?
- How is civic learning and democratic engagement present in the curriculum?
 - In which course is it taught?
 - In which courses is it listed as a learning outcome?
- How is civic learning and democratic engagement present in the co-curriculum?
 - In which departments is this included?
 - What initiatives, programs, and activities focus on this?
- What internal barriers (Ex: limited funding, staff resistance, lack of leadership) prevent the institution from being successful?
- What external barriers (Ex: election laws, voter ID laws, lack of proximity to polling locations) prevent the institution from being successful?
- What resources are available to help the institution be successful?
- What additional resources are needed to help the institution be successful?

Goals: Description of institutional short-term (ex: by next election) and long-term (ex: in the next decade or two election cycles) desired democratic engagement results

- Goals are S.M.A.R.T.I.E.

Guiding Questions

- Long-term goals
 - What is the long-term vision the institution hopes to achieve?
 - What knowledge, skills, and capacities (learning outcomes) does the institution want students to achieve and graduate with in order to be active and informed?
 - What are the outcomes the institution wants to accomplish over the next 10 years?
 - Are the goals S.M.A.R.T.I.E.?
- Short-term goals
 - What outcomes does the institution need to reach during the next three years to stay on track to reach its longer-term vision?
 - What resources does the institution need to ensure its longer-term vision is within reach?

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

NSLVE: Free report providing campuses with their actual student registration and voting rates

- Include summary AND details (ex: demographics) NSLVE data
- Include specific goals bases on these data

Strategy: description of institutional efforts to reach desired democratic engagement results

- Include short-term and long-term tactics
- Tactics include a description of multiple voter registration, voter education, and voter turnout activities
- Long-term strategies seek to make civic learning and democratic engagement an established part of the institution's curriculum and co-curriculum and go beyond the election

Guiding Questions

- Short-term
 - What is the work? What are the planned activities and initiatives?
 - Who is responsible for implementing each planned strategy and tactic?
 - Who is the audience for each strategy and tactic? What methods will be used to make strategies and tactics accessible to diverse populations?
 - Where will each activity occur on and off campus?
 - When will the work happen and what preparations are required beforehand to make it happen?
 - Why is each strategy and tactic being implemented and what is the goal for each activity?
- Long-term
 - 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?
 - How might your institution deepen capacity and competence related to diversity, equity, and inclusion in tandem with civic learning, political engagement, and voter participation?
 - What will it take to build toward this vision of sustained commitment beyond a single election cycle (Ex: resources, curricular offerings, staffing)?
 - Where does work need to happen in order to institutionalize this vision (Ex: 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?
 - On what timeline will efforts to enact this vision occur? (Think in terms of years. Ex: In year one your institution will accomplish what? In year two your institution will accomplish what?)

Reporting: Description of institutional efforts to make plans, data, and reports public

- Make action plan public

Guiding Questions

- How will the plan be shared, internally and externally? Please state where the plan will be shared, keeping in mind to share the report with multiple stakeholders. This could take place by posting the report on your institution's website, sharing during departmental meetings, student organization gatherings, and with community partners.
- Will the plan be made public? If so, how?
- Will the data, such as your institution's NSLVE report, used to inform the plan be made public? If so, how?

Evaluation: Description of institutional efforts to evaluate the action plan, implementation, efforts and results

- Evaluation strategy describes how and what information will be collected and analyzed
 - Includes more than just looking at NSLVE data
- Describe how the results will be used to make improvements
- Evaluation happens before, during, and after plan implementation
- Evaluation strategy crosses several categories of participation from the Leadership Section

Guiding Questions

- What is the purpose of the evaluation?
- What does the institution want to know and be able to do with the information gathered?
- Who is the audience for the evaluation?
- 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?
- When will the evaluation be carried out and completed?
- What impact is already being measured for other related initiatives, like the Carnegie Foundation's Classification for Community Engagement?
- What information (data, evidence) must be collected and how will it be collected? What are the performance measures and indicators of success?
- How will information (data, evidence) be analyzed?
 - How will the results of the evaluation be shared?
 - How will the success of diversity, equity, and inclusion efforts within the plan be evaluated, beyond NSLVE race/ethnicity breakdown information?