

Executive Summary

- a. Who developed this action plan?
 - i. This action plan was developed by Hawk the Vote, a student-led initiative within the Office of Leadership, Service, and Civic Engagement in the Division of Student Life.
- b. What is this action plan for and what does it seek to accomplish?
 - i. This action plan will serve as a starting point for cross-campus collaboration on democratic engagement and civic learning. This document will be used as we begin a working group who will be tasked with expanding voter engagement out of student life and into other offices and divisions across campus. Primarily, it has been the responsibility of the student governments and politically affiliated student groups to register and educate students to vote. This plan will serve as a starting point to facilitate conversations about how faculty, staff, and administrators can create a wider network to perform democratic engagement across campus.
- c. This action plan will be implemented at the University of Iowa, on the main campus in Iowa City, IA.
- d. This action plan is developed for the purpose of expanding democratic engagement on campus. The institution has a strategic plan which mentions the importance of engagement, and democratic engagement is a key element of engaging students with community while they attend the UI. The university also prioritizes creating well-rounded and civic-minded leaders, and voting is a crucial part of that educational process. Looking ahead, the hope is that democratic engagement is included in a more robust way in the UI strategic plan.
- e. This action plan contains both short- and long-term goals. However, short-term goals will be more fully fleshed out on a separate document which will include specific timelines. Short-term goals will be outlined on that internal document, including dates/times/events/social media calendars/etc. That document will also include responsibilities for certain people within Hawk the Vote, the student initiative. This action plan, then, will primarily serve as an overarching plan to get more stakeholders on campus involved in voting over the long-term.

- f. This action plan will be primarily used within the Division of Student Life and the Office of Leadership, Service, and Civic Engagement, but will also be reviewed by members of the undergraduate and graduate student governments, and staff council and faculty senate. Hopefully by the end of the process, we have a small working group who will think about how to plan democratic engagement moving into the future.

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?
 1. Ideally, our working group will have representation from faculty senate, staff council, and the undergraduate and graduate student governments alongside Hawk the Vote student leaders.
 - b. What units within student affairs are involved and which administrators are involved?
 - i. Office of Leadership, Service, and Civic Engagement
 - ii. University Housing and Dining (marketing/education)
 - iii. Orientation/OnIowa! (marketing/education)
 - c. Which students and student organizations are involved?
 - i. Politically affiliated organizations
 - ii. Student governments
 - iii. Hawk the Vote
 - . What community and/or national organizations are involved?
 - i. Campus Election Engagement Project
 - ii. When We All Vote
 - iii. National Voter Registration Day
 - a. Is the working group coordinating with the local election office? If so, with whom and how?
 - i. Yes, Travis Weipert, the Johnson County Auditor, along with the Johnson County Auditor's Office and Hawk the Vote have a strong connection.
2. Who is coordinating and overseeing the institution's work to increase civic learning and democratic engagement?
 - a. Erika Christiansen
3. What are working group members' unique strengths and, with those in mind, what are their responsibilities?
 - a. ****need to form****

4. If you're not already working together, how will you recruit or select working group members?
 - a. Intake progress
 - b. Executive Board Application
 - c. Volunteer Training
5. How is the working group inclusive of different campus and community stakeholders?
 - a. Hawk the Vote currently consists of just undergraduate students
 - b. The proposed Democratic Engagement Committee would involve individuals from all levels of the institution including, but not limited to: Administration, Faculty, Staff, Undergraduate and Graduate students, and the community: the Johnson County auditor's office, League of Women Voters in Johnson County
6. Does the working group have the support of upper administrators who can help advocate on behalf of the working group?
 - a. Angie Reams, Dean of Students
 - b. Tanya Uden-Holman, Associate Provost
7. What other offices on campus need to be involved?
 - a. Office of the President
 - b. Office of the Provost
 - c. UISG/GPSG
 - d. Faculty Senate
 - e. Staff Council
 - f. Office of Leadership, Service, and Civic Engagement
 - g. Everyone
8. How often will the working group meet or communicate?
 - a. Hawk the Vote meets weekly
 - b. Proposed Democratic Engagement Committee would ideally meet at least once a semester

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. Is the commitment communicated within the institution? To whom, specifically, and how?
 - i. The Path Forward strategic planning committee has a subcommittee explicitly dedicated to Engagement, but within their working documents there seems to be limited commitment to civic learning and democratic engagement in terms of voter engagement

- ii. There do not appear to be any students on the Engagement committee -- it seems that communication may be lacking when it comes to student buy-in/investment and knowledge
 - b. Is the commitment communicated outside the institution? To whom, specifically, and how?
 - i. There is communication with the Board of Regents, and members of the state legislature and other bureaucratic offices. There also is some communication to various partners across the state but it does not seem centralized or intentional
- 2. Is educating for civic learning and democratic engagement a pervasive part of institutional culture? Is it ongoing, consistent, systematic, and sustainable across programs, departments, and the entire institution? How do you know?
 - a. No -- I would not say so. The main source of voter engagement is a student-led initiative which is still in its inaugural year. Previously voter engagement was embedded in the work of the undergraduate and graduate student governments. There seems to be ad hoc and sporadic commitment to voting, and civic learning is mainly centralized in the UI Public Policy Center but there is no strategic network that meets on a regular basis to oversee this work.
- 3. How is the institution's commitment reflected in existing statements and documents?
 - a. [Strategic Plan Engagement Commitment](#)
 - b. [2018 Path Forward Annual Work Plan](#)
 - c. [2019 Fall Newsletter Update](#)
- 4. 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. Lots of goals/strategies -- lacking in accountability/people who are responsible. See links above for outcomes.
- 5. How is educating for civic learning and democratic engagement included in the general education curriculum?
 - a. Exploring a tag for courses that include service/engaged learning or civic engagement component; currently is none. Also exploring a public service requirement.
- 6. How is educating for civic learning and democratic engagement included in the co-curriculum?
 - a. ?

Landscape

- 1. Are civic learning and democratic engagement overall campus learning outcomes?
 - a. In theory, yes. In practice, for some people.

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. NSLVE data shows higher turnout on UI's campus than other campuses across the country, but on a statewide and Big Ten level, we are middle of the pack.
 - b. Could we create a survey of student engagement? Does one already exist?
3. How is civic learning and democratic engagement present in the curriculum?
 - a. In which courses is it taught?
 - b. In which courses is it listed as a learning outcome?
4. How is civic learning and democratic engagement present in the co-curriculum?
 - a. In which departments is this included?
 - b. What initiatives, programs, and activities focus on this?
5. What internal barriers prevent the institution from being successful?
 - a. Lack of communication, siloed budget models, dissolving of Office of Outreach & Engagement, failure to garner student buy-in, lack of centralized messaging and focus from the top-down, need for administrative prioritization
6. What external barriers prevent the institution from being successful?
 - a. State funding, perception of university across the state
7. What resources are available to help the institution be successful?
8. What additional resources are needed to help the institution be successful?
 - a. Money – commitment from administration to fully fund and support Hawk the Vote

Goals

Long-term goals:

1. What is the long-term vision the institution hopes to achieve?
 - a. Making a strong, concerted effort to register college students to vote in a sustainable and effective manner.
 - b. Establishing and maintaining support from numerous offices on the University of Iowa Campus to help expand the scope of our efforts.
 - c. Increase voter engagement efforts to communities that have been identified as lacking turnout through our college's NSLVE reports and other data.
 - d. Coming together to engage students to participate in government from numerous facets including faculty, staff, and students.
 - e. Establishing a strong group of partners from all levels of the institution to discuss the topic of democratic engagement on the campus through adopting new and executing past strategic plans.

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. Understand the current rules regarding what is acceptable as a voter ID law in accordance with what documents are accessible at the time.
 - b. Internalize the importance of being involved in one's community including participation in government through voting in not only federal and state elections, but also local and school board elections.
 - c. Know where to find information on what methods to vote are available for their county either in Iowa or in another state.
 - d. Comprehend the process of participating in a caucus or primary when deciding candidates for an election.
 - e. Recognize reputable sources on candidates' policies and stances on issues in order to become better informed before casting their ballot.
 - f. Basic understanding of how to register and when to update registration
3. What are the outcomes the institution wants to accomplish over the next 10 years?
 - a. Having a strong interdisciplinary team of individuals dedicated to democratic engagement on the University of Iowa Campus.
 - b. 90 % voter registration, 75% turnout in presidential elections and 60% in midterm elections
4. Are the goals S.M.A.R.T.I.E. (specific, measurable, achievable, realistic, and time-bound, inclusive, and equitable)?

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. 2020 Election: 80% registration and 70% turnout
 - b. Successful Hawk the Vote transition
2. What resources does the institution need to ensure its longer-term vision is within reach?
 - a. A strong and dedicated working group that is built up of many stakeholders
3. Who does the institution need to involve in order to reach its longer-term vision?

Strategy

Short-term:

1. What is the work? What are the planned activities and initiatives?
 - a. Meeting regularly with campus partners including administrators, faculty, staff, students, and community members to give updates on current initiatives and plan for future initiatives.

- b. Providing workshops for student organizations, FSL chapters, classes, and other university affiliated groups to formally educate individuals on the importance of civic engagement.
 - c. Institutionalizing the 90% Challenge along with the Hawk the Voter Registration Seal for student organizations and FSL chapters
 - d. Consistent tabling around campus, at campus and community events, and by request to register individuals to vote and informally teach individuals the importance of civic engagement.
 - e. Reaching out to organizations and offices on campus that could help Hawk the Vote better reach communities that have been identified as lacking turnout.
 - f. Planning and executing activities on National Voter Registration Day
 - g. Table throughout OnIowa! move-in week to register students new to the University of Iowa campus (typically registers 1000-2000 people)
 - h. Collaborating with SCOPE or CAB for a Benefit or GOTV concert
 - i. **Partnerships with other orgs?**
2. Who is responsible for implementing each planned strategy and tactic?
 - a. The Hawk the Vote Executive Board will take on the planning the majority of the events on campus and will receive help executing these events from their pool of volunteers
 - b. Others can support Hawk the Vote by spreading awareness of our efforts and volunteering
 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. STUDENTS
 - b. More intentional activities/messaging/events for minority populations
 - i. Data based on NSLVE
 4. Where will each activity occur on and off campus?
 - Included in internal document
 5. When will the work happen and what preparations are required beforehand to make it happen?
 - We are currently creating the internal document and will recruit for a new executive team throughout second semester
 6. Why is each strategy and tactic being implemented and what is the goal of each activity?

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. Peer Institutional model

- b. Take some from leadership/commitment
2. How might you institution deepen capacity and competence related to diversity, equity, and inclusion in tandem with civic learning, political engagement, and voter participation?
3. What will it take to build toward this vision sustained commitment beyond a single election cycle?
4. Where does work need to happen in order to institutionalize this vision? Who is responsible within your working group for catalyzing or leading each effort?
 - a. Working our way up for buy in and then spreading influence down and out
5. One step further, how would you know that this commitment has been institutionalized?
6. On what timeline will efforts to enact vision occur?

Reporting

1. 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.
 - a. Social Media
 - b. Vote.uiowa.edu
 - c. Present to governing bodies
 - d. Path Forward Meeting
 - e. Presenting to people rather than just giving them the document
2. Will the plan be made public? If so, how?
 - a. Yes, from the methods mentioned above
3. Will the data, such as you institution's NSLVE report, used to inform the plan be made public? If so, how?
 - a. Yes, NSLVE data put into fancy graphics, but just the report outright

Evaluation

1. What is the purpose of the evaluation?
 - a. To measure the successfulness of current practices and hold individuals or groups accountable to completing the tasks assigned to them in the Strategic Plan.
 - b. Additionally, evaluation allows for demonstrating either the successfulness or failure of certain initiatives and lead to better planning for the future.
2. What does the institution want to know and be able to do with the information gathered?
 - a. Make informed decisions on how to move forward
 - b. Assess the value of current initiatives and programs
 - c. Identify current areas of failure or success

3. Who is the audience for the evaluation?
 - a. Working group plus administrators
 - b. Hawk the Vote Executive Board
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?
 - a. Potentially partnering with political science department
 - b. Alex Linden or Erika Christiansen
5. When will the evaluation be carried out and completed?
 - a. Start early spring semester and complete once NSLVE is finished
 - b. The evaluation is data driven and since data is constantly being collected evaluation will be an ongoing process. However, a final report will be made in addition to the strategic plan
6. What impact is already being measured for other related initiatives, like the Carnegie Foundation's Classification for Community Engagement?
 - a. All In Challenge for campus democracy
 - i. Gold Seal
7. What information must be collected and how will it be collected? What are the performance measures and indicators of success?
 - a. Campus Partner outreach survey
 - b. Volunteer survey
 - c. Voter registration numbers/stats from different events/tabling sessions so as to be able to distinguish the success of one event or another.
 - d. Comparing the statistics with the goals that are set out in the strategic plan. This can be done before the evaluation report is made so as to influence how much more work is needed to meet the goals.
 - e. If we establish a working group that is larger than Hawk the Vote exec board
8. How will information be analyzed?
 - a. Common statistical methods, however evaluating the data based on demographics should be a priority
 - b. How will the results of the evaluation be shared?
 - i. Website, presentations, during working group meetings
 - c. How will the success of diversity, equity, and inclusion efforts within the plan be evaluated beyond NSLVE race/ethnicity breakdown information?

- i. Recognizing the shortcomings of the University of Iowa and trying to address issues that don't need statistics to be backed up by.
- ii. Look into DEI strategic action plan and see if voter engagement becomes a part of those initiatives
- iii. College specific initiatives