



HAMLIN UNIVERSITY

Hamline Votes 2019-2020

Hamline Votes 2020 Working Group:

- 1) Jane Krentz, Director McVay Youth Partnership
- 2) Nur Mood, Assistant Director of Social Justice Programs
- 3) John Shepard: Assistant Director, Center for Global Environmental Education; Associate Professor, School of Education.
- 4) HUSC Student Rep.- Dieu Do and Andrew P Weston
- 5) Multicultural Alliance Rep- TBD
- 6) Jim Scheibel, HSB Professor of Practice
- 7) Christine Weeks, Communications
- 8) Karen Heggernes: Athletics Department Representative, Head Lacrosse Coach
- 9) Becky Kaarbo, Assistant Director for New Student Programs

SUMMARY:

Hamline has historically had great success motivating students to vote. In the past this engagement was oncampus and in person. In light of the COVID-19 epidemic, Hamline Votes will be focusing our efforts online, while remaining nimble and open to opportunities that allow for engagement in person. The primary in person opportunities that we foresee will involve orientation of new students. At Hamline, our leadership, including the university president, participate in orientation activities, and in doing so will stress the Hamline value of civic engagement. Simultaneously, our online efforts will be directed toward collaborating with student organizations to leverage their social media accounts in ways that engage and activate students to vote. In addition, we will shift our “call to action” to include absentee or mail-in ballots for all students, even those who plan to vote in the state of Minnesota.

LEADERSHIP:

1. What is the work? What are the planned activities?

Increasing student voting means getting non-voting students to alter their behavior and making sure all students are supported in getting to the polls. We will follow an approach built from proven behavior-change strategies including, the following:

- ***Point to the Destination:*** We set a clear, compelling goal: **Hamline Votes: 90% in 2020. It is supported by a brief explanation: "Hamline Takes the Lead as THE national leader among private colleges and universities in student voter turnout—yet at 63.3% participation in 2018, we can do much better and will need to in order to hold the lead."**
- ***This goal has been communicated*** widely so that "**Hamline Votes: 90% in 2020**" and already appears around campus in communications including posters, The Oracle (student newspaper), website, social media, etc.
- ***During the primary election, Hamline Votes, shared compelling videos in the main student center that was widely viewed. In addition, Hamline Votes was able to educate and answer questions in person.***
- *When interacting with students at "Hamline Votes: 90 in 2020" info tables, students were asked to make a written commitment to vote. Hamline Votes gathered contact info and was able to remind students of their commitment via email/text blasts as voting day approaches.*
- ***The group created "Hamline Votes: 90 in 2020" info tables and gave them out to students who voted. These stickers enabled students to get a discounted beverage in the student center. Hamline will continue this practice for the general election.***
- ***Remove obstacles from the path:*** This would include things like communicating to students that "voting will only take 30-minutes of your day." If possible, we will continue our proven 2018 strategy of providing transportation to the polls.
- ***Hamline votes will use social media accounts (mostly Instagram) from student organizations to engage specific student groups, particularly those students who have lower voter engagement such as athletes, science majors, and math majors.***
- We educated about Minnesota's precinct caucuses on February 25, 2020 via tabling, flyers, visiting classes, clubs and team practices. We used similar tactics to promote the state Presidential Primary on March 3, 2020.
- Looking forward, we will inform students about Minnesota's state primary election in August and maintain communications around the election on November 3, 2020. Our approach will include in person engagement as allowed, and also include online efforts via social media and online outreach via orientation programming and administration and faculty support.
- We are exploring the possibilities of competitions between students of different majors, for example encouraging science majors to vote because they want to elect people who

believe in science and Social Justice majors vote because they want to elect leaders who care about the greater good.

2. Who will do the work? Who is responsible for implementing each planned activity?
Hamline Votes will implement or delegate tasks to a student worker (Nicholas Cobian), and to the Hamline University Student Congress (HUSC), which is actively supportive of voting initiative.
3. Who is the work for? Who is the audience for each activity?
Our primary efforts will be directed to students and a secondary focus will include staff and faculty. We will endeavor to get as many Pipers to vote as possible.
4. Where will the work happen? Where will each activity occur on campus?
We anticipate that most of the work will occur online. Some will happen on social media, other activities will be part of online classes, meetings and via email marketing.
5. When will the work happen? When will each activity occur on campus?
The work has begun and will continue with spikes in activity in August, when students return to campus, and October in the weeks leading up to the general election.
6. What is the purpose of the work? Why is each activity being implemented and what is the goal for each activity?
The overall purpose is to achieve a 90% voting rate among Hamline University students in the general election. This goal will require a multi-step process.
 - 1) During new student orientation in August, we will distribute information about voting via email, paper and one-on-one interactions from New Student Mentors (NSMs). In addition, the university President will communicate the importance of civic engagement and voting to the students via a speech (in person or video).
 - 2) Throughout the semester, student organizations will be contacted and provided with outreach information to help them participate in a social media campaign around voting.
 - 3) If it is possible, in the week before the general election, Hamline Votes will table, poster, and distribute information in classes. In addition, on voting day, if allowed Hamline Votes will provide transportation to the polls.

Commitment:

This section describes how the institution demonstrates its commitment to increasing civic learning and democratic engagement. A public institutional commitment is critical for improvement across campus; it signals to all stakeholders that these efforts are significant and long-term. Before action planning begins, it is important for the working group to first explore the motivations for the commitment and context within which it has been made. This process includes identifying how civic learning and democratic engagement are already reflected in existing institutional documents, plans, and culture.

- 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?

Civic learning and engagement are fundamental educational outcomes for students of Hamline University. In fact, the the President's Webpage states as much:

<https://www.hamline.edu/offices/president/>

At Hamline University, we are not "sideline citizens." We in higher education have an obligation and a responsibility to prepare our students for all that it means to be part of a democratic society, to be civically engaged.

- 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?

Hamline University regularly devotes institutional resources to promoting civic engagement among students. For example, the university has hosted debates for candidates that allow students to view in person and via close circuit links throughout campus. These events are also broadcast on local media outlets. In 2018, Hamline hosted a senate candidate debate and has in the past hosted gubernatorial debates. Hamline is planning to host a senatorial debate in 2020.

- 3) How is the institution's commitment reflected in existing statements and documents (e.g., 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?

Civic engagement is fundamental to the spirit of Hamline University. Methodist visionaries founded Minnesota's first university on a mandate to make the world better. Their mission? Educate the state's earliest leaders—before there was a state to lead. Out of this trailblazing spirit of civic betterment, Hamline University was born.

Still today, the Hamline community is driven by that same spirit, brought to life in the words of John Wesley:

"Do all the good you can. By all the means you can. In all the ways you can. In all the places you can. At all the times you can. To all the people you can. As long as ever you can."

These words unite our professors, alumni, staff, and students. And we continue to live them out and show our values in the way we champion justice and positive change and develop locally engaged, globally connected leaders.

Today, the institution takes the lead to provide a premier liberal arts education that transforms students of all backgrounds into the leaders they were born to be.

One place we emphasize civic engagement is with our new First Year students population during fall orientation. In the past this has included a half day of services and reflection as part of their First Year Seminar class. With it being an election year, and due to Covid-19, we are shifting our focus in order to engage students in conversation about voting as civic engagement and act of service. Again, due to Covid-19 we will be working on making content regarding Hamline votes available in a virtually orientation format, as well as looking at creative ways to engage students in active programming once on campus.

Our learning outcomes for civic engagement are measured through the Hamline Plan, which every student has to complete in order to graduate.

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

The Hamline Plan, which students must complete to graduate includes a Global Citizenship requirement. At Hamline, global citizenship is the understanding of and engagement with complex, interdependent, or overlapping global systems and their legacies (scientific, socio-cultural, economic, political, or others). This requirement is intended to equip students to (1) become informed, open-minded, and socially responsible citizens who seek to understand how their actions affect both local and global communities, and (2) address global issues collectively and equitably.

In addition, the Hamline University to Hamline Elementary Collaboration has created partnerships in classroom settings to educate students at both Hamline University and Hamline Elementary about social and political issues. Notably, in Spring 2019, SOCI 3980: Youth Organizing, Activism, and Social Change students partnered with a 4th Grade Class at Hamline Elementary to create video storytelling projects about social issues that both the 4th Graders and college students experienced.

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

Many co-curricular activities are infused with the values of civic engagement. For example, the Wesley Center Programs for civic learning and democratic engagement include the aforementioned Hamline to

Hamline Collaboration, plus a Dr. Martin Luther King Jr. Commemoration and Day of Service; the McVay Youth Partnership which places our students as mentors for immigrant youth in Saint Paul. The LEAP into St. Paul is a mandatory community service initiative for new students. The Catalyst Alternative Spring Break Trips offer all students the opportunity to give service in underserved communities in the nation.

Many Hamline student organizations are classified as political and social action or advocacy and service. These include:

- Asian Pacific American Coalition (APAC)
- Better Together Campaign
- Black Student Collective (BSC)
- Delta Tau Sorority (community service group)
- Feed Your Brain (addresses food insecurity on campus and in community)
- FUSION (advocacy for multi-racial identifying students)
- First Generation Scholars
- Global Students Society (GSS)
- Hamline African Students Association (HASA)
- Hamline Animal Rights Club (HARC)
- Hamline College Democrats
- Hamline Hand-In-Hand (tutoring organization)
- Hamline Indigenous People's Society
- Hamline Students for Reproductive Justice
- Hamline Undergraduate Student Congress
- Hamline University Turning Point USA
- Hispanic and Latinx Organization (HALO)
- Law and Justice Society
- Marketplace of Ideas
- Model United Nations
- Omicron Delta Kappa (service organization)
- Peer Wellness Educators
- Student Athlete Advisory Council (SAAC)
- Students for Sensible Drug Policy
- Students Preventing Sexual Violence (SPSV)
- SPECTRUM (advocacy for non-binary, LGBTQIA+ students)
- Voices Against Violence

A major co-curricular program for new students is Orientation. Hamline has a 2 tier orientation program which includes programming over the summer and fall. Due to Covid-19 these programs are being adapted to virtual/hybrid models and Hamline Votes will be part of what is presented and discussed with new students. This could include information regarding mail in ballots, finding your polling place, the importance of voting as an active of service (see answer 3 for more details)

Social Media Campaign:

For the 2020 election cycle Hamline Votes will establish a new social media account, @HamlineVotes on Instagram. The purpose of this account is to reach students where they congregate online and to provide a social media “home” for content that can be shared by students and organizations across the campus.

In addition, the Hamline Votes organization will provide ongoing content for our partners at the university.

Hamline Votes 2020 / Civic Engagement Facebook Group and @HamlineVotes Instagram account

- In July and August, the focus will be on building followers
- In September and October, Hamline Votes will launch a campaign to drive voting through informational posts and online contests that encourage commitment to voting and promote engagement

- Purpose of social media posting
 - To help anticipate the day of Voting
 - Distribute mail ballots to requesters on and off campus
 - Assist students with voting out of state
 - Timing: two times a week at first, then almost every day as the day to vote approaches
 - Reminders
 - Educating about the Voting process
 - Sharing interesting articles targeted at younger people voting
 - Posting the event to other Hamline groups and pages to spread the word.
 - Invite all of your Hamline friends

- Wesley Center Facebook Page
 - Sharing the event as a reminder
 - Posting the “Your Vote, Your Voice” graphics and tagging friends in them on a consistent basis

Print Campaign (if needed):

- Hanging up posters on campus
- Tabling
 - Handing out half-sheets that provide students with information about the day of voting
 - Pledging students to vote
 - Getting students registered

GOALS:

This section describes what the institution hopes to achieve in the long-term and the short-term. Long-term goals help the institution achieve its vision – what impact does the institution seek to have on campus? Long-term goals should be tied to the institution’s mission and learning outcomes. Short-term goals break long-term goals into manageable parts. By setting goals, the institution can plan activities to achieve results and assess impact. It is suggested that prior to setting goals, there should be a clear vision of what the institution wants to accomplish and what it wants students to learn. With a clear vision, goals can be set to achieve the desired outcomes. Goals should be S.M.A.R.T – specific, measurable, achievable, realistic, and time -bound. Goals should be concise and clearly define what will be done.

LONG-TERM GOALS

- 1) What impact is desired?
 - a) Promote informed and involved citizenry, building life-long voting habits
 - i) i) Building a commitment to vote from 90% of students thorough a google form and email/phone banking reminder to vote campaign
 - ii) ii) Hosting a Hamline Votes Ballot Party (either having a zoom meeting or google meets OR a facebook/instagram live event) on election night to celebrate Hamline Voter turnout.
 - 2) Highlight different community members throughout the event
 - a) Similar event to the event that Peer Wellness Educators hosted on Instagram Live for public health outreach
 - b) Similar to event hosted by Ilhan Omar campaign for CD5 DFL endorsement
 - b) Engaging students in the electoral process
 - i) i) Creating forums to connect students in one-on-one interactions with elected officials and candidates for office
 - 1) Connecting with the Office of Inclusive Excellence to engage students from marginalized communities with candidates and elected officials who share identities with them
 - a) Connecting with the Hedgeman Center for Student Diversity Initiatives and Programs to host forums with candidates of color and elected officials
 - b) Connecting with Sexualities and Gender Diversity Programs to host forums with LGBTQ+ candidates and elected officials
 - c) Encouraging grass-roots activism
 - i) i) Featuring 500+ students and their stories of voting commitment on the @hamlinevotes social media account throughout the Fall Semester

- ii) Building a team of student volunteers committed to phone banking with other Hamline students to garner commitments to vote (or to remind them to vote within 1 week of the election)
 - a) Similar to phone banking efforts of various campaigns
 - b) Similar to phone banking effort of Dean of Students Office to have full participation in Hamline CARES Act Grant Application
- 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) Students will be able to effectively research the platforms of candidates to understand how their vote will impact social, economic, and political issues over time
 - i. i) Something about reaching out to candidates to get answers about components of their platform that they haven't talked about
 - b) Students will be able to articulate why their vote matters and share that information with other community members (for longer than just their time at Hamline)
- 3) What does the institution want to accomplish over the next 10 years?
 - a) Achieving a 90% student voting participation in Fall 2020
 - b) Maintaining that high participation rate over the next 10 years, to have a year over year average of 90%
 - c) Building the voting participation as close to 99% in the Fall 2030 midterm election

Hamline University seeks to reach 90% student voting participation.

SHORT-TERM GOALS

- 1) What does the institution want to accomplish in the next year or two? What needs to be accomplished in order to move towards the achievement of long-term goals?

Evaluation:

This section describes how the work will be evaluated, how the institution will know if it is making progress, and when its goals have been reached. Included in this section should be what information (data) will be collected, as well as how it will be collected, analyzed, and used for improvement. Evaluating the work should be a continual process, so the action plan can be adjusted to reach the institution's goals.

- 1) What is the purpose of the evaluation? What does the institution want to know and be able to do with the information gathered?
- 2) Who is the audience for the evaluation?
Hamline Community members.
- 3) Who will carry out the evaluation?
Hamline VISTA Committee will carry out the evaluation.

4) When will the evaluation be carried out and completed?

We expect to evaluate at the end of this year or the spring of 2021.

5) What information (data, evidence) must be collected and how will it be collected?

What are the performance measures and indicators of success?

The office of Institutional Effectiveness and Minnesota Secretary of State office collect the total student voting rate.

6) How will information (data, evidence) be analyzed?

Hamline University participate the NSLVE's effort to evaluate the students' voting rate participation.

7) How will the results of the evaluation be shared?

Hamline University shares the result from NSLVE with the ALL In Challenge team.

Any questions regarding Hamline Votes Action Plans can be directed to:

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