Stony Brook University

Our Commitment to Democracy: 2020 Edition
Stony Brook University

Executive Summary

Our Commitment to Democracy is a comprehensive action plan about efforts throughout the Stony Brook University community to cultivate, develop, and empower our students to make educated and informed decisions in upcoming elections and to successfully cast their ballots. Our action plan is developed by the University's 2020 Presidential Election Planning and Coordination Committee that includes representation from throughout the campus community: students, faculty, staff, senior administrators, community partners, and members of our surrounding communities as necessary and appropriate.[1]

Our action plan addresses four areas of voter engagement to support our students and their right to vote: *registration, education, mobilization, and institutionalization*.[2]

With a majority of our students situated on our Stony Brook and Southampton campuses in New York, and with additional students pursuing online education throughout the United States and students studying abroad in the short and long-term, implementation of our action plan addresses the unique needs of the individual student voter. Our action plan is also responsive to the COVID-19 global pandemic because we recognize a need to support student voter engagement wherever they are situated in the months ahead. We want our students not only to successfully cast their ballots, but to do so safely as well.[3]

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[1] Executive Summary, Guiding Question 1: Who developed this action plan?

[2] Executive Summary, Guiding Question 2: What is this action plan for and what does it seek to accomplish?

[3] Executive Summary, Guiding Question 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.

We have developed action plans for student voter engagement in past years, and we seek to continue to demonstrate our commitment to our students and their right to vote through documenting our efforts. Our action plan also serves as our roadmap for the continued advancement of student voter engagement. With the establishment of the Center for Civic Justice as a formal unit in August 2019, we have institutionalized and prioritized our commitment to student voter engagement, positioning our students for even greater success moving forward.[4]

Our action plan details efforts that occurred during the past twelve months (June 2019 through May 2020), and details our strategic efforts to follow during the next seven months (June 2020 through December 2020). We also look to include longer-term goals and strategies as part of our action plan that we seek to achieve over a 10-year period. Furthermore, we seek to update our action plan at least one every six months moving forward.[5]

The Center for Civic Justice is responsible for the intentional and meaningful implementation of our action plan with leadership of and support from the University's 2020 Presidential Election Planning and Coordination Committee and other members of our campus community. Steven Adelson, Coordinator of the Center for Civic Justice, is the point of contact for our action plan.[6]

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[4] Executive Summary, Guiding Question 4: Why was this action plan developed? How does this plan tie to broader institutional norms/values/strategic plans?

[5] Executive Summary, Guiding Question 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?

[6] Executive Summary, Guiding Question 6: How will this action plan be implemented? Who's in charge? What unit/office/division will be facilitating the effort?

Leadership

In May 2020, the President's Office invited representation from throughout the campus community to be part of the University's 2020 Presidential Election Planning and Coordination Committee. For the Committee to meet the needs of all students, we intentionally reached out to the campus community for inclusive internal and external representation.[7] In order to provide students with high quality, high impact educational and social experiences, and as part of developing and implementing our action plan that is responsive to the COVID-19 global pandemic, the Committee is charged with:

1. Analyzing all existing student voter registration, education, and mobilization efforts;
2. Identifying gaps in meeting the needs of all student voters; and
3. Coordinating new efforts to meet these student voter needs.

The Committee includes a Steering Committee and three Sub-Committees, each focused on one of three areas of voter engagement: *registration, education, and mobilization*. Sub-Committee assignments are indicated as follows:
- Voter registration = *(R)*
- Voter education = *(E)*
- Voter mobilization = *(M)*

As of May 29, 2020, members of the Steering Committee include[8]:

Academic Affairs[9]

- Dr. Andrew Wackett, Dean, Undergraduate Medical Education *(R)*
- Celeste Demny, Advisor for Global Studies, Undergraduate Colleges *(E)*
- Dorothy Corbett, Senior Academic Advisor/Counselor, The Educational Opportunity Program/Advancement on Individual Merit (EOP/AIM) *(R)*
- Dr. John Ryan, Associate Professor, Department of Political Science *(E)*
- Katherine Colantuoni, Coordinator of Orientation Logistics, Student Orientation & Family Programs *(R)*
- Dr. Kathleen Flint Ehm, Assistant Dean for Graduate and Postdoctoral Initiatives, Graduate School *(R)*

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[7] Leadership, Guiding Question 4: If you're not already working together, how will you recruit or select working group members?

[8] Leadership, Guiding Question 1: Who are the working group members and how are they involved?

[9] Leadership, Guiding Question 1a: What academic departments and which faculty within academic affairs are involved? (e.g., political science professor(s), fine arts department)

Student Affairs[10]

- Alan deVries, Director of Campus Residences for Housing Administration, Division of Campus Residences *(E)*
- Cheryl Chambers, Associate Dean, Office of Multicultural Affairs *(E)*
- Emily Snyder, Director, Department of Student Community Development *(M)*
- Greta Strenger, Student Support Associate, Student Support Team *(M)*
- Jeffrey Barnett, Interim Associate Dean of Students, Office of Student Life *(E)*
- Jody Owens, Student Life Specialist, Stony Brook Southampton *(M)*
- Nicole Chiuchiolo, Program Coordinator, Office of Commuter Student Services and Off-Campus Living *(E)*
- Sonia Garrido, Communications Manager, Division of Student Affairs and Faculty Student Association *(M)*
- Steven Adelson, Coordinator, Center for Civic Justice *(R,E,M)*

Students & Student Organizations[11]

- Anne Green, Undergraduate Coordinator, Center for Civic Justice *(R)*
- Shaheer Khan, President, Undergraduate Student Government *(E)*
- Tenzin Yangchen, Senator, Graduate Student Organization *(E)*

Additional Campus Units[12]

- Courtney Rickard, Senior Associate Athletic Director/Senior Woman Administrator, Stony Brook Athletics *(R)*
- Joan Dickinson, Director, Community Relations *(M)*
- Dr. Judith Clarke, Chief Diversity Officer, Office of the President *(R)*
- Michael Arens, Assistant Vice President, Government and Community Relations *(M)*
- Shoshana Hershkowitz, Officer for Contingents (Academic), United University Professions (UUP) *(M)*

Community Partners[13]

- Linda Devin-Sheehan, Secretary, League of Women Voters of Brookhaven
- Karena Cronin, Program Director, The Andrew Goodman Foundation
- Stephanie King, Director, Strategic Initiatives, ALL IN Campus Democracy Challenge

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[10] Leadership, Guiding Question 1b: What units within student affairs are involved and which administrators are involved? (e.g., office of new student involvement, director of student life)

[11] Leadership, Guiding Question 1c: Which students and student organizations are involved? (e.g., student government, issue-based student orgs)

[12] Leadership, Guiding Question 7: What other offices on campus need to be involved? (e.g., website or portal management, registrar, university relations)

[13] Leadership, Guiding Question 1d: What community and/or national (private, nonprofit, government) organizations are involved? (e.g., League of Women Voters, ALL IN Campus Democracy Challenge)

Community Partners offer local, regional, and national voter engagement expertise that informs and supports the development and implementation of our action plan.

Local Elections Office[14]

- Anita Katz, Commissioner, Suffolk County Board of Elections
- Nick LaLota, Commissioner, Suffolk County Board of Elections
- Gail Lolis, Deputy Commissioner, Suffolk County Board of Elections
- Erin McTiernan, Deputy Commissioner, Suffolk County Board of Elections

Government Relations continues to liaise with our local elections office and inform them about the University's and the Committee's student voter engagement efforts as necessary and appropriate. Our local elections office continues to provide advice about state elections law compliance. The Center for Civic Justice continues to work with Data Supervisors at our local elections office to address individual student voting matters.

Additional representation and/or expert advisement as part of the Steering Committee and/or Sub-Committees being sought includes:

Academic Affairs: International Education/Global Affairs, Journalism, Psychology, School of Health, Technology, & Management, School of Social Welfare, Sociology, Study Abroad, Undergraduate Education

Student Affairs: Commuter Student Services and Off-Campus Living, Student Accessibility Support Center, Student Media, Veterans Affairs

Students & Student Organizations: Student Political Organizations (College Democrats, College Republicans, etc.), Undergraduate Student Government

Additional Campus Units: Advancement, Alumni Association, Information Technology, Institutional Research, Planning & Effectiveness, Other Employee Unions (CSEA, PEF, etc.), Osher Lifelong Learning Institute (OLLI)

Community Partners: Alliance for Youth Organizing, Campus Vote Project, NASPA, Net Impact, National Study of Learning, Voting, and Engagement (NSLVE), National Voter Registration Day, Students Learn Students Vote Coalition, Up to Us, #VoteTogether, Vote Early Day, Vote Everywhere, Young Invincibles

The Center for Civic Justice is responsible for coordinating the University's work to increase student civic learning and democratic engagement, which includes the intentional and meaningful implementation of our action plan with leadership of and support from the

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[14] Leadership, Guiding Question 1e: Is the working group coordinating with the local election office? If so, with whom and how?

University's 2020 Presidential Election Planning and Coordination Committee and other members of our campus community. Steven Adelson, Coordinator of the Center for Civic Justice, is the point of contact for our action plan.[15]

Inclusive representation from throughout the Stony Brook University community was sought from students, faculty, staff, senior administrators, community partners, and members of our surrounding communities because, individually, each representative is positioned to meet the unique needs of the students who they engage with on a regular basis.[16] They understand the unique challenges their students are faced with and the unique opportunities that could meet their needs. Some of the Committee's representatives transcend specific communities and look at the campus community through a wider scope. Based on the understanding of our students and their voter engagement needs, the Committee includes diverse and marginalized communities in order to address any and all voter disenfranchisement. Collectively, the Committee's members seek to meet the voter engagement needs of all students. With support from the wider Committee and the Center for Civic Justice, each representative assumes some degree of responsibility for implementing voter engagement efforts to meet the unique needs of their students.[17]

The University's 2020 Presidential Election Planning and Coordination Committee has the full support of the President's Office and senior administration.[18] The Committee also includes senior administrators and representatives selected by senior administrators. With the Committee's charge set, the Steering Committee meets once per month and the Sub-Committees meet during the weeks in between meetings of the Steering Committee. In addition to regular meetings, representatives regularly communicate via email and regularly document their work through a shareable file system (Google Drive).[19]

If the Center for Civic Justice and/or if the point of contact for our action plan is no longer able to move our action plan forward, the Department of Student Community Development and Emily Snyder, Director of the Department of Student Community Development, would provide successive leadership for our action plan. Beyond that, successive leadership for our action plan would be determined collaboratively by the Vice President for Student Affairs and Dean of Students and the President's Office. If any other committee member is longer able to move our action plan forward, a new member from the part of the campus community they represent is identified with support from the leadership of that part of the campus community.

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[15] Leadership, Guiding Question 2: Who (individual and/or office) is coordinating and overseeing the institution's work to increase civic learning and democratic engagement?

[16] Leadership, Guiding Question 5: How is the working group inclusive of different campus and community stakeholders?

[17] Leadership, Guiding Question 3: What are working group members' unique strengths and, with those in mind, what are their responsibilities?

[18] Leadership, Guiding Question 6: Does the working group have the support of upper administrators who can help advocate on behalf of the working group?

[19] Leadership, Guiding Question 8: How often will the working group meet or communicate?

Commitment

During our Interim President's State of the University Address in September 2019 to the campus community and the general public, Interim President Michael Bernstein highlighted the success of our commitment to civic learning and democratic engagement, efforts to institutionalize student voter engagement, and the importance of strengthening our commitment moving forward.[20] Additionally, with the establishment of the Center for Civic Justice as a formal unit in August 2019, we are able to demonstrate our longer-term commitment to civic learning and democratic engagement. In order to communicate this commitment internally, there are dedicated opportunities for students to learn about becoming and being civically engaged at Stony Brook University as part of their orientation and other transition experiences, including their first-year and transfer seminar curricula.[21]

Our civic learning and democratic engagement efforts are regularly communicated both internally and externally through newsletters, news stories, and other mediums.[22] These news stories are oftentimes cited or referenced in other external publications and by our community partners. Recent news stories published in Stony Brook University News include:

- Stony Brook is Again Recognized for Voter Engagement Efforts
- First "Seawolves for Service" Event Highlights Campus Service Organizations
- Elif Onay '21 Gets Out the Vote
- Eleven SBU Students Chosen for Selective Millennium Fellows Program

Foundational to who we are at Stony Brook University is our Statement of Community and our Community Pledge. Our Statement of Community emphasizes mutual respect as a central tenet of being part of a community rooted in diversity, equity, inclusion, and social justice. The conclusion of the statement reads: *We encourage all Stony Brook community members… to involve themselves in the surrounding local and global communities.* It is incredibly powerful and important that a values-empowered statement concludes by encouraging civic engagement. It is a reminder that our actions oftentimes speak louder than our words, and that our words are not simply enough to create positive change in our communities. It lends itself well to fulfilling our Mission Statement *while… positioning the University in the global community*.[23]

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[20] Commitment, Guiding Question 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?

[21] Commitment, Guiding Question 1a: Is the commitment communicated within the institution? To whom, specifically, and how?

[22] Commitment, Guiding Question 1b: Is the commitment communicated outside the institution (i.e., to external stakeholders and the general public)? To whom, specifically, and how?

[23] Commitment, Guiding Question 3: How is the institution's commitment reflected in existing statements and documents (e.g., mission statement, vision, core values strategic plan)?

We continue to identify ways in which to further embed civic learning and democratic engagement within the very fabric of our campus community. Responsive to the COVID-19 global pandemic, there is time dedicated within the online orientation experience of most incoming undergraduate first-year and transfer students to learn about civic engagement and to register to vote with trained support staff. As a result of our institutionalizing voter registration within the orientation experience, we are able to consistently ensure that thousands of new students are successfully registered to vote each year. We are expanding this offering to all incoming graduate students as well, to all other students upon request, and civic engagement continues to be part of the first-year and transfer seminar curricula.

Additionally, while we are increasing the regularity of communications to students and diversifying the ways in which we communicate with our students throughout the year about civic engagement and their right to vote, we are also focusing on the accessibility of our communications. By simplifying our messages, providing them with exactly what they need, and addressing their unique needs, our students are more likely to read our communications and follow through. From orientation and convocation to commencement, we are committed to integrating civic learning and democratic engagement as part of who we are. Most students experience multiple bottlenecked touchpoints throughout their time at Stony Brook University, ensuring some degree of immersion in civic life.[24]

The Stony Brook Curriculum (SBC) is our commitment to ensuring that our students learn the skills necessary for life-long learning and, as such, serves as our learning outcomes for our students. Several of the SBC requirements integrate understandings about civic, democratic, and political engagement into their learning outcomes that can be measured through satisfactory course completion.[25] Of the SBC requirements, there are at least four that integrate understandings about civic life into the learning process:

- Engage Global Issues
- Address Problems Using Critical Analysis and the Methods of the Humanities
- Understand the Political, Economic, Social, and Cultural History of the United States
- Respect Diversity and Foster Inclusiveness

Specifically for "Understand the Political, Economic, Social, and Cultural History of the United States," *developing and exercising civic responsibility* as part of one's community is important to satisfying this general education curriculum requirement.[26]

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[24] Commitment, Guiding Question 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?

[25] Commitment, Guiding Question 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?

[26] Commitment, Guiding Question 5: How is educating for civic learning and democratic engagement included in the general education curriculum?

The Center for Civic Justice is largely responsible for student co-curricular civic learning and democratic engagement, with many other campus units and student organizations offering students pathways to civic participation. We are nationally recognized for our commitment to institutionalizing student voter registration as part of orientation and other transition experiences. Since 2014, our model has supported nearly 20,000 students to successfully register to vote. This does not include the many other ways in which we support student voter registration, which have supported thousands of students as well. We regularly follow up with our students during their time at Stony Brook University to ensure their voter information is active and to support them with updating their voter information if necessary and appropriate. By instilling in our students the importance of regularly checking and updating their voter information, they are more likely to do so themselves in the future and follow through on their civic responsibility.

In 2017, we started our Community Dialogue series, which are opportunities for students, faculty, staff, and other community members to come together to develop a comprehensive and better informed understanding of our community's most pervasive issues: From immigration and gun violence to healthcare and news literacy. In small groups with trained facilitators, participants discuss different ways in which we can address an issue, consider the benefits, drawbacks, and trade-offs of our options, and seek to establish consensus and prioritize our options based on our community's needs. Our Community Dialogue series is an important way in which our students are challenged to think critically about different perspectives and degrees of understanding that exist within a single community about any given issue, and to further understand that participating in community decision-making is a civic responsibility.

There are many other forms in which student co-curricular civic learning and democratic engagement exist throughout the campus community, including[27]:

-   Fraternity and Sorority Life (Five Star Program that includes philanthropy and service)
-   CommUniversity Day (news story)
-   Local, State, Federal Advocacy Days (news story)
-   Stony Brook Long Island Railroad Station Annual Cleanup (news story)

We continue to identify ways in which to increase access to and the capacity of our civic learning and democratic engagement opportunities. Responsive to the COVID-19 global pandemic, we are committed to connecting our students to safe and remote civic engagement opportunities that are meaningful, promote connectedness with others, and continue to make a positive impact in our communities. Our students want to support their communities through service, so we are ready, willing, and able to support them and meet their needs.

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[27] Commitment, Guiding Question 6: How is educating for civic learning and democratic engagement included in the co-curriculum?

Landscape

Looking at our student enrollment data can offer some initial thoughts about challenges and opportunities for civic learning and democratic engagement. Data from Fall 2019:

Enrollment Status

- 17,909 Undergraduate (16,697 full time / 1,212 part time)
    - 3,372 New first-year undergraduate
    - 1,562 New transfer undergraduate
    - 4,934 New undergraduate (total)
- 8,905 Graduate (5,491 full time / 3,414 part time)
    - 2,106 New graduate (total)
- 26,814 Total students (undergraduate and graduate, full time and part time)

We are looking to expand our institutionalized voter registration model to include incoming graduate students, allowing us to support several hundred additional students each year.

Geographic Origin

- 20,344 Students from New York
- 1,871 Students from elsewhere in the United States
- 4,599 Students from outside the United States

Approximately 7% of our students are eligible to register to vote elsewhere in the United States (not New York). Additionally, we are looking to identify the number of students who are eligible to participate in elections outside the United States and support them and their right to vote. We are also looking to identify the number of students who participate in fully online programs or mostly enroll in online courses and support them and their right to vote as well.

Some of the best and most reliable assessment data we have to understand the democratic engagement and political climate of our campus community is from the National Study of Learning, Voting, and Engagement (NSLVE), which provides us with an opportunity to learn about and understand our student voter registration and voting rates. We have NSLVE reports with student voter registration and voting rates from 2012, 2014, 2016, and 2018[28]:

- 2014 NSLVE Report
- 2016 NSLVE Report
- 2018 NSLVE Report

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[28] Landscape, Guiding Question 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?

We use the assessment data to make data-informed decisions about student voter engagement:

Stony Brook University Student Voter Registration Rates

Year	Rate	Change (+/-)
2012	76.9%	--
2014	65.4%	- 11.5%
2016	80.0%	+ 14.6%
2018	77.1%	- 2.9%

Historically, voter registration rates are higher during a presidential election year than in any other year, so it is not surprising that our student voter registration rates decreased from 2012 to 2014 and from 2016 to 2018. However, it is notable that the decrease from 2016 to 2018 was much smaller than the decrease from 2012 from 2014. Our student voter registration rates were also higher than the institution national average in both 2016 and 2018.

While we cannot know with the utmost certainty about why this is the case, we can reasonably conclude that institutionalized voter registration for all students and regular touchpoints for students to check and update their voter information can positively affect these outcomes, and we should continue to expand the number of students who are able to access these opportunities.

Stony Brook University Student Voting Rates

Year	Rate	Change (+/-)*
2012	43.2%	--
2014	12.7%	--
2016	53.2%	+ 10.0%
2018	36.8%	+ 24.1%

* Change in student voting rates is compared to the most recent common election (i.e. compare 2012 presidential election to 2016 presidential election)

Our student voting rates increased significantly from 2012 to 2016 and from 2014 to 2018, with our 24.1 percentage-point increase from 2014 to 2018 being on the higher end nationally among institutions. Our student voting rates were also at or just around the institution national average in both 2016 and 2018, compared to 2012 and 2014 when they were significantly lower than the

institution national average. Furthermore, the number of first-time student voters consistently outpaces the number of first-time student registrants, which means that more students already registered to vote are successfully casting their ballots.

However, the most interesting data point was with changes in our student voting rates by undergraduate class year from 2012 to 2016: While first-year and upper-division student voting rates increased by 6.4 and 6 percentage points respectively, second-year student voting rates increased by 12.7 percentage points. These second-year students were the first students to participate in our institutionalized voter registration model, so while we cannot know with the utmost certainty, we can reasonably conclude that institutionalized voter registration matters.

Peer Institution Student Voting Rates

Year	Rate	Comparison*
2012	47.5%	- 4.3%
2014	19.5%	- 6.8%
2016	52.3%	+ 0.9%
2018	41.2%	- 4.4%

* Stony Brook University student voting rates compared to peer institution student voting rates

Compared to our peer institutions, our student voting rates have increased significantly. From 2012 to 2016, our student voting rate went from lower to higher than our peer institutions, and from 2014 to 2018, we decreased the gap in student voting rates. We continue to seek opportunities to collaborate with our peer institutions to develop and implement better practices for student voter registration, education, mobilization, and institutionalization.

In addition to NSLVE, we also participate in the National Survey of Student Engagement (NSSE), which students complete in their first and fourth years. We administer NSSE on a three-year cycle, with the most recent years being 2014 and 2017. Statements most applicable to understanding the democratic engagement and political climate of our campus community are:

- Learning with Peers, Discussions with Diverse Others (8d): *Discussions with people with political views other than your own*
    - In 2017: 56% of first-year students and 62% of seniors responded that they *very often* or *often* had discussions with people with political views other than their own, compared to the averages of 64% and 63% for SUNY institutions and 71% and 69% for RU/VH institutions.

- In 2014: 63% of first-year students and 64% of seniors responded that they *very often* or *often* had discussions with people with political views other than their own, compared to the averages of 67% and 69% for SUNY institutions and 73% and 74% for RU/VH institutions.

It is evident that first-year students experienced a significant decrease in the frequency of discussions had with people with differing political views from 2014 to 2017. Data from 2020 will be helpful to inform us about any impact of efforts in recent years to increase student civic learning and democratic engagement.

- Campus Environment, Supportive Environment (14i): *Institution emphasized attending events that address important social, economic, or political issues*

    - In 2017: 57% of first-year students and 49% of seniors responded that the institution emphasized attending events that address important social, economic, or political issues *very much* or *quite a bit*, compared to the averages of 56% and 46% for SUNY institutions and 54% and 45% for RU/VH institutions.

    - In 2014: 48% of first-year students and 42% of seniors responded that the institution emphasized attending events that address important social, economic, or political issues *very much* or *quite a bit*, compared to the averages of 52% and 46% for SUNY institutions and 54% and 47% for RU/VH institutions.

It is evident that our students are more likely now than ever to learn about opportunities to participate in discussions about issues affecting our communities. Data from 2020 will be helpful to inform us about the effectiveness of increased deliberative dialogue opportunities and a stronger communications strategy related to these specific initiatives.

Campus Learning Outcomes & Curriculum

As previously mentioned, the Stony Brook Curriculum (SBC) serves as our learning outcomes for our students. Understandings about civic, democratic, and political engagement are integrated into the learning outcomes of several of the SBC requirements that can be measured through satisfactory course completion. Of note, *developing and exercising civic responsibility* as part of one's community is important to satisfying one of the general education curriculum requirements ("Understand the Political, Economic, Social, and Cultural History of the United States").[29, 30]

Looking at the four SBC requirements previously mentioned, there are at least 277 courses being offered during the Fall 2020 academic semester that actively incorporate understandings about civic, democratic, and political engagement with seat capacity for thousands of students. There

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[29] Landscape, Guiding Question 1: Are civic learning and democratic engagement overall campus learning outcomes?

[30] Landscape, Guiding Question 3: How is civic learning and democratic engagement present in the curriculum?

are currently at least 40 academic programs offering at least one course that actively incorporates understandings about civic, democratic, and political engagement[31]:

Africana Studies, Anthropology, Art History, Asian & Asian American Studies, Chinese Language, Comparative Literature, Creative Writing, English, Film, French, Geosciences, Greek, Health Sciences, Hindi, Hispanic Languages and Literature, History, Honors College, Italian Literature and Culture, Japanese Language, Journalism, Korean, Linguistics, Marine Sciences, Mathematics Teacher Preparation, Music, Nursing, Philosophy, Political Science, Psychology, Religious Studies, Respiratory Care, Russian Language and Literature, Russian Literature and Culture, Social Work, Sociology, Spanish Literature and Culture, Sustainability Studies, Theatre Arts, Women in Science & Engineering, Women's Studies

Of the 277 courses that actively incorporate understandings about civic life, there are at least 46 courses that include at least one learning outcome about civic learning and democratic engagement as part of the course curriculum and syllabus. These courses are most commonly taught in Africana Studies, Asian & Asian American Studies, History, Journalism, Political Science, and Sociology. Some of these course include[32]:

Courses with Civic Learning and Democratic Engagement Learning Outcomes

Course Section/Name	Course Learning Outcomes
POL 102: Introduction to American Government	This is an introductory course that offers a better understanding about the branches of the U.S. government and their functions, the U.S. electoral system and electoral politics, and the different ways that individuals and groups get involved in politics.
POL 318: Voters and Elections	This course offers a better understanding about how voters make electoral decisions, including the decision to participate at all in elections; identifying with a party, opinions about policy issues, candidate images, and identity-based group influences.

This chart continues onto the next page.

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[31] Landscape, Guiding Question 3a: In which courses is it taught?

[32] Landscape, Guiding Question 3a: In which courses is it listed as a learning outcome?

POL 323: U.S. Congress	This course offers a better understanding about the U.S. Congress, including what happens during Congressional elections, the legislative process, the influence of outside forces on Congressional politics, and the ability of Congress to govern successfully.
POL 324: American Political Parties and Pressure Groups (continued)	This course offers a better understanding about the effects of party structure on key electoral outcomes, the power of parties to change the course of politics, opportunities for compromise and bipartisanship, and the relationship between parties, interest groups, and the American public.
POL 330/WST 330: Gender Issues and the Law: Political Legal Analysis	This course offers a better understanding about the U.S. legal system and its basic functions and, challenges of the LGBTQ* community connected to the U.S. legal system, development of Federal and State laws, and critically engaging with gender issues through judicial decision analyses.
POL 353: Contemporary Race Relations in American Politics	This course offers a better understanding about contemporary and historical theories integral to race and ethnic politics, critically discussing issues of race in politics, the effect that race, racism, and discrimination has had on shaping political behavior and institutions.
POL 368: Social Networks and Politics	This course offers a better understanding about the leading theories of the influence of social networks on political attitudes, research on the use of online social networks, and applications of political communication theories to new media.
JRN 101: News Literacy	This course offers a better understanding about analyzing key elements of news reports to judge reliability, distinguish between journalism, opinion journalism and unsupported assertion, identify and distinguish between news media bias and audience bias, and the impact of social media.

Most of the academic programs offering civic learning and democratic engagement are in the humanities and social and behavioral sciences, it is <u>less likely</u> that students with a declared STEM-focused major enroll in a course with a primary focus on civic learning and democratic engagement than their counterparts. As such, we need to consider ways in which to increase curricular civic learning and democratic engagement offerings and encourage greater co-curricular civic learning and democratic engagement participation among STEM-focused students. The latter is further supported by the fact that our STEM-focused students are less likely to vote than their counterparts, as per our NSLVE reports.

Co-Curriculum

As previously mentioned, the Center for Civic Justice, with many other campus units and student organizations, is responsible for student co-curricular civic learning and democratic engagement. From registration to mobilization and institutionalization, we commit to year-round student voter engagement.[33] Some of the ways in which we support student voter engagement include[34]:

> <u>Orientation and Transition Experiences:</u> Most incoming undergraduate first-year and transfer students are offered an opportunity to register to vote as part of new student orientation with support from trained staff from the Center for Civic Justice. The Center for Civic Justice collaborates with Student Orientation & Family Programs to successfully implement our model each year. Because the opportunity is part of the new student orientation schedule, all students are expected, at minimum, to learn about the opportunity to register to vote. We provide error-free support, making sure students correctly complete all parts of their voter registration application.
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> During the months of June, July, and August 2019, we hosted 31 opportunities to register student voters as part of new student orientation and 3,070 students completed a voter registration application. During the month of January 2020, we hosted 11 opportunities to register student voters and 567 students completed a voter registration application. Voter registration is an institutionalized part of the orientation experience for many students, and because of the model's efficiency and effectiveness, we are seeking to expand the model to include more incoming students, allowing us to focus more of our financial and human resources year-round on voter education and mobilization.
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> We also work with different campus units that have specialized orientation and transition experiences for their incoming students, including EOP/AIM and Stony Brook Athletics.

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[33] Landscape, Guiding Question 4: How is civic learning and democratic engagement present in the co-curriculum?

[34] Landscape, Guiding Question 4b: What initiatives, programs, and activities focus on this?

Civic Engagement Week: In collaboration with Student Engagement & Activities, Fraternity & Sorority Life, the Faculty Student Association, many student organizations, and the Center for Civic Justice, we hosted Stony Brook University's first Civic Engagement Week from September 17 through September 24, 2019. The week started with Constitution Day and ended with National Voter Registration Day. Throughout the week, we provided educational and social civic learning and democratic engagement activities, including opportunities for students to check their voter status, register to vote, and update their voter information. During the week, 110 students completed a voter registration application and over 2,000 students checked their voter status.

#ElectHer: Each year within a few weeks of the general election, we partner with Running Start (formerly with the American Association of University Women (AAUW)) to host #ElectHer, a one-day non-partisan training for women on how to run for student government and political office. In addition to hosting local women elected officials as speakers, it is an opportunity to discuss the importance of running for office, carefully examine issues they are passionate about, and leave with a plan of action to run for student government or political office in the future.

Extended Office Hours: During the week preceding New York's voter registration deadlines, the Center for Civic Justice provides extended office hours with trained staff to support student voter registration. Students are informed about ended support through social media, campus websites, and formal campus-wide emails.

Election Celebrations: We host celebrations on days of elections in New York to advance our commitment to fostering student civic responsibility, to increase awareness about ongoing elections, and to provide ongoing educational and social civic learning and democratic engagement experiences. We provide students with information about where their polling location is and when they can vote, and refer them to non-partisan sources of information about what their ballot looks like when they arrive at their polling location.

Course Visits (Pilot Initiative): With support from the Undergraduate Colleges and individual faculty from over 20 academic programs, the Center for Civic Justice visited undergraduate and graduate courses from January 29 through February 13, 2020 to support students checking their voter status and updating their voter information. This was conducted during the two weeks preceding New York's deadline to enroll in or change political parties for all elections in 2020. During the two weeks, we visited 77 undergraduate and graduate courses (in person and online), 691 students updated their voter information, and over 3,000 students checked their voter status.

Response to COVID-19 Global Pandemic: With the transition to remote instruction due to the COVID-19 global pandemic, emails were sent to all students on April 1 and May 6, 2020 reminding them about New York's primary elections on June 23, 2020 and informing them about trained staff support available for registering to vote and requesting absentee ballots. Upon request, students were provided with a printed voter registration application and pre-stamped envelope to send their completed application to their county's or state's board of elections. In total, from April 1 through May 15, 2020, 77 students requested a voter registration application, 742 students requested an absentee ballot application, and 14 students requested information about voting in other states.

Year-Round Support: We believe that voter registration is just the first step to mobilizing our students. Our students can opt in to receive periodic emails from the Center for Civic Justice about their voter status and if any of their voter information needs to be updated. Our students can also opt in to receive periodic text messages from us about upcoming voter registration and absentee ballot deadlines, as well as upcoming elections. We are also readily available to support student voting needs upon request and in real time.

There are many other ways in which student co-curricular civic learning and democratic engagement is present throughout our campus community. We regularly offer space for students to discuss important issues affecting our communities, learn about their elected officials, and explore meaningful ways to make a positive impact. In addition to the Center for Civic Justice, individual faculty, and student organizations: Student Orientation & Family Programs, EOP/AIM, Stony Brook Athletics, Student Engagement & Activities, Fraternity & Sorority Life, the Faculty Student Association, the Undergraduate Colleges, and Community Relations are just some of the campus units that support these opportunities.[35] Refer to the *Commitment* section of our action plan for additional information about some of these opportunities.

Looking at our current student co-curricular civic learning and democratic engagement efforts, we are strengthening our institutionalized approach to voter registration while increasing, enhancing, and diversifying our approaches to year-round voter education and mobilization. Our current student voter engagement efforts are effective and positively affecting student voting rates. For example, at our on campus polling location, student voting rates in all local, state, and federal elections have significantly increased. Student voting at our on campus polling location increased by 400% in midterm elections from 2014 to 2018 and 700% in local elections from 2017 to 2019, and achieved the highest voter turnout rate of any polling location in the United States in the 2016 presidential election.

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[35] Landscape, Guiding Question 4a: In which departments is this included?

Internal Barriers[36]

Since 2014, when we reestablished our commitment to institutionalizing civic learning and democratic engagement, the number of internal barriers that prevent us from being successful has been reduced. Historically, three internal barriers were lack of sustainable funding sources, dedicated leadership, and institution-wide coordination for civic learning and democratic engagement. With the establishment of the Center for Civic Justice, concerns about sustainable funding sources and dedicated leadership are largely addressed. And with the establishment of the University's 2020 Presidential Election Planning and Coordination Committee, concerns about institution-wide coordination is largely addressed as well.

However, due to the COVID-19 global pandemic and consequential statewide revenue deficits, we can anticipate internal funding to be negatively affected to some degree, requiring us to both think critically and creatively about the ways in which we deliver civic learning and democratic engagement throughout our campus community with more limited funds, and to pursue external funding opportunities that might be available to support our efforts.

External Barriers[37]

Similar to internal barriers, we have been able to address a number of external barriers affecting student voter engagement. Of note, we worked with our county's elections office to resolve a number of issues with voter registration applications for our residential students, which includes establishing a unified format for campus mailing addresses and committing to two-way communication between the county's elections office and the Center for Civic Justice to address minor issues with student voting requests.

Current external barriers to student voter engagement include proximity to early voting locations and ever-changing state elections law due to the COVID-19 global pandemic. At the moment, there is limited access to the early voting location closest to our campus that is designated for students residing on campus, negatively affecting student voter turnout. And as the COVID-19 global pandemic continues, New York is changing election laws both through executive order and legislation, requiring us to be highly attuned to these changes and, consequently, highly responsive to ever-changing student voting needs. These changes may require additional financial and human resources to accommodate, which may negatively affect other operations.

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[36] Landscape, Guiding Question 5: What internal barriers (e.g., limited funding, staff resistance, lack of leadership) prevent the institution from being successful?

[37] Landscape, Guiding Question 6: What external barriers (e.g., election laws, voter ID laws, lack of proximity to polling location) prevent the institution from being successful?

Resources

We deeply appreciate having access to internal and external resources that position us to be successful in our commitment to student voter engagement.[38] First and foremost, our students who dedicate their time to supporting their peers and their civic responsibilities are the foundation for everything that we do. At the Center for Civic Justice, there are more than 35 student employees, interns, and field education placements who support the development and implementation of our civic learning and democratic engagement efforts. Throughout the year, many other students and student organizations offer their voluntary support for some of our signature efforts, including National Voter Registration Day and our election celebrations.

Second, our faculty, staff, and senior administrators who dedicate their time to establishing access and providing expertise are the infrastructure for everything we do. While student turnout is oftentimes high, faculty, staff, and senior administrators offer a greater degree of consistency and provide sustainability from one year to the next. We also have access to internal funding sources to support student employment and program development and implementation for civic learning and democratic engagement.And finally, our community partners are the pillars of excellence for everything that we do. Our local, regional, and national community partners connect us with other institutions to share better practices, provide us with nationally-vetted tools and a platform to share our efforts with others, and advocate on our behalf to increase the accessibility and availability of external funding sources to support our efforts.

Some of the nationally-vetted tools we use as part of our efforts include:
- Strengthening American Democracy: A Guide for Developing an Action Plan to Increase Civic Learning, Political Engagement, and Voter Participation Among College Students
- Strengthening American Democracy: Rubric
- ALL IN Campus Democracy Challenge Resource Hub
- The National Study of Learning, Voting, and Engagement
- Andrew Goodman Foundation's Vote Everywhere Ambassador Handbook
- Election Imperatives: Ten Recommendations to Increase College Student Voting and Improve Political Learning and Engagement in Democracy

As previously mentioned, due to the COVID-19 global pandemic and consequential statewide revenue deficits, and in order for us to continue to be successful in our commitment to student voter engagement, we need to actively pursue external funding resources to further increase, enhance, and diversify our student curricular and co-curricular opportunities.[39] We expect to

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[38] Landscape, Guiding Question 7: What resources are available to help the institution be successful?

[39] Landscape, Guiding Question 8: What additional resources are needed to help the institution be successful?

dedicate a significant amount of time during the weeks and months ahead to pursue these resources. This is a great opportunity for students to get some grant-writing experience.

In the end, our students want to exercise their right to vote, so by providing support, increasing accessibility, and establishing a well-known commitment, we are shifting our campus climate towards one that is more politically and civically engaged. We want to further that shift in the months and years ahead and continue to increase student voter engagement.

Goals

Long-Term Goals

From registration to mobilization and institutionalization, our long-term vision at Stony Brook University is to achieve full student voter participation.[40] What do we aspire for full student voter participation to look like at Stony Brook University in the next 10 years? With an understanding of our students, the democratic engagement and political climate of our campus community, and our ongoing civic learning and democratic engagement efforts, we are committed to the following long-term goals for democratic engagement[41]:

Student Voting Rates

- By the 2028 presidential/general election, our student voting rate will be 85%.
- By the 2030 midterm/general election, our student voting rate will be 60%.
- By the 2029 local general election, our student voting rate will be 20%.

Informed by our NSLVE data from preceding years, we will incrementally build towards each of these long-term student voting rate goals with each four-year election cycle. We will increase our student voting rate by approximately 25% from 2016//2018/2019 to 2020/2022/2023, 15% from 2020/2022/2023 to 2024/2026/2027, and 10% from 2024/2026/2027 to 2028/2030/2031.

Student Voter Registration Rates

- By 2024, our student voter registration rate will be 89%.
- By 2028, our student voter registration rate will be 92%.

Informed by our NSLVE data from preceding years, we will incrementally build towards each of these long-term student voter registration rate goals with each four-year election cycle. We will increase our student voter registration rate by approximately 5 percentage points from 2016 to 2020, 4 percentage points from 2020 to 2024, and 3 percentage points from 2024 to 2028.

Full Student Voter Participation

- By 2024, we will institutionalize voter registration for all incoming undergraduate and graduate students as part of their orientation and other transition experiences, ensuring 100% of students have an institutionalized opportunity to register to vote.

We will incrementally build towards this long-term goal with each year. By 2022, we will expand our model to include all specialized undergraduate student populations. By 2024, we will expand our model to include all graduate student populations.

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[40] Goals, Long-Term Goals, Guiding Question 1: What is the long-term vision the institution hopes to achieve?

[41] Goals, Long-Term Goals, Guiding Question 3: What are the outcomes the institution wants to accomplish over the next 10 years?

- By 2024, we will create a student service dedicated to supporting our international students who are eligible to participate in elections outside the United States.

We will incrementally build towards this long-term goal with each year. By 2022, we will pilot the student service with the 5 countries from which the largest number of our international students originate that hold elections and in which our students are eligible to participate. By 2024, we will expand the student service to include all countries from which our international students originate that hold elections and in which our students are eligible to participate.

- By 2024, we will institutionalize an ongoing civic engagement plan for all students during their time at Stony Brook University. We want our students to understand what their civic responsibilities are, why it is important to be engaged, and commit to different ways in which they can be engaged in their communities, now and in the future.[42]

We will incrementally build towards this long-term goal with each year. By 2021, we will pilot the civic engagement plan as part of orientation and transition experiences for most incoming undergraduate first-year and transfer students. By 2022, we will expand the effort to include all incoming undergraduate students, including specialized undergraduate student populations. By 2024, we will expand the effort to include all incoming graduate students.

- By 2029, as indicated by NSSE, the percent of seniors who say that our institution emphasizes attending events that address important social, economic, or political issues *very much* or *quite a bit* will be higher than their first-year student counterparts.

We will incrementally build towards this long-term goal with each year through intentional and meaningful curricular and co-curricular civic learning and democratic engagement efforts. We will decrease the gap between seniors and first-year students by approximately 3 percentage points in 2023, 2026, and 2029, at which point seniors will be higher than first-year students.

The long-term goals for democratic engagement we are committed to were developed with the S.M.A.R.T.I.E. approach in mind. While our long-term goals meet the criteria, we were especially focused on our commitment to inclusive and equitable achievements. We understand the student needs that are and are not being met by our current student voter engagement efforts, and, therefore, we have a responsibility to establish goals that seek to eliminate equity gaps and achieve a truly democratically-inclusive campus community. This means that every student should have an institutionalized opportunity to register to vote with trained staff support, have all of the information needed to make educated and informed decisions in elections and successfully cast their ballots, and be informed about their other civic responsibilities and fully supported in the pursuit of their chosen pathways towards civic participation.

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[42] Goals, Long-Term Goals, Guiding Question 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?

Short-Term Goals

We need to incrementally build towards achieving our long-term vision for democratic engagement at Stony Brook University. While we are confident that our long-term vision is achievable and realistic, establishing short-term goals that build towards that long-term vision positions us to stay on track for the greatest possible success from one year to the next. In the next 3 years, we are committed to the following short-term goals for democratic engagement[43]:

Student Voting Rates

- By the 2020 presidential/general election, our student voting rate will be 66%.
- By the 2022 midterm/general election, our student voting rate will be 46%.
- By the 2023 local general election, our student voting rate will be 12.5%.

Informed by our NSLVE data from preceding years, the incremental increases in our student voting rates by approximately 25% in the upcoming general elections positions us to stay on track with our student voting rates goals in future four-year election cycles.

Student Voter Registration Rates

- By 2020, our student voter registration rate will be 85%.
- By 2022, our student voter registration rate will be 87%.

Informed by our NSLVE data from preceding years, the incremental increases in our student voter registration rates by approximately 2 percentage points every two years positions us to stay on track with our student voter registration rate goals.

Full Student Voter Participation

- By 2022, we will expand our institutionalized voter registration model to include all specialized undergraduate student populations.

This incremental expansion of our institutionalized voter registration model to include hundreds of additional students positions us to effectively increase our operational capacity to meet increased year-round student voter registration demands.

- By 2022, we will pilot a student service dedicated to supporting our international students who are eligible to participate in elections outside the United States; specifically, the pilot will include the 5 countries from which the largest number of our international students originate that hold elections and in which our students are eligible to participate.

This incremental development of our pilot student service for international student voter engagement positions us to effectively learn about what works and what does not work with

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[43] Goals, Short-Term Goals, Guiding Question 1: What outcomes does the institution need to reach during the next three years to stay on track to reach its longer-term vision?

something novel to us, while subsequently and incrementally expanding our operational capacity as we perfect the student service and are able to include more countries.

- By 2021, we will pilot a civic engagement plan as part of orientation and transition experiences for most incoming undergraduate first-year and transfer students.

- By 2022, we will expand our civic engagement plan efforts to include all incoming undergraduate students, including specialized undergraduate student populations.

This incremental development of our pilot civic engagement plan effort positions us to implement it within our existing institutionalized voter registration model. As we perfect our efforts, we are positioned to incrementally expand our civic engagement plan efforts in concurrently with the previously mentioned incremental expansions to our institutionalized voter registration model in 2022 and 2024.

- By 2023, as indicated by NSSE, we will decrease the gap between the percent of seniors who say that our institution emphasizes attending events that address important social, economic, or political issues *very much* or *quite a bit* and their first-year student counterparts by approximately 3 percentage points.

This incremental approach to addressing the gap between our seniors and first-year students who say that we emphasize attendance at events that address important social, economic, or political issues very much or quite a bit positions us to attempt new and innovative strategies over a shorter period of time, learn from the implementation of these strategies based on subsequent NSSE data, and respond to the data in order to implement longer-term strategies advancing us towards our long-term vision with greater success.

As we consider our short-term goals in the context of our longer-term vision, we need continued access to financial and human resources. The success of our current student voter engagement efforts are deeply rooted in our ability to compensate students for their hard work supporting peer civic learning and democratic engagement, and to develop and implement high quality educational and social experiences that encourage greater civic participation. In order to further deepen our commitment to student voter engagement and reach our longer-term vision, we need additional financial and human resources. We recognize that the COVID-19 global pandemic might make it challenging to identify additional internal funding resources to meet our complete needs, so we need to actively pursue external funding resources.[44]

In order to reach our longer-term vision, we need to ensure our commitment to student voter engagement is inclusive, collaborative, pervasive, and persistent. From students and faculty to staff and community partners, the establishment of the University's 2020 Presidential Election Planning and Coordination Committee is one of the first best steps involving individuals and

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[44] Goals, Short-Term Goals, Guiding Question 2: What resources does the institution need to ensure its longer-term vision is within reach?

campus units who, collectively, position our efforts as inclusive as possible. In the future, we seek to transition the committee from a defined election year to a year-round effort that maintains, sustains, and further advances our commitment to student voter engagement. We need to ensure the continued participation of these individuals and campus units in order to continue our efforts, so we need to constantly remind ourselves and others about the ways in which we mutually benefit from our commitment to student voter engagement. As previously mentioned, we intentionally reached out to the campus community for inclusive internal and external representation. While we are confident that our committee is inclusive, we need to regularly examine our campus landscape to identify any and all new or existing individuals and campus units that should be included as part of our efforts.[45]

Moreover, from time to time, it might be challenging for us to achieve our short-term goals and stay on track to reach our longer-term vision. If we are ever in such a position, we need to carefully examine our situation, seek to understand why we were unable to achieve our short-term goals, and identify ways in which we need to adjust our strategies and tactics in order to get back on track. We also need to be okay with adjusting our short-term goals and longer-term vision if absolutely necessary, but only if we have exhausted all other options.

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[45] Goals, Short-Term Goals, Guiding Question 3: Who does the institution need to involve in order to reach its longer-term vision?

Strategies

Our commitment to student voter engagement requires a strategic approach that respects a strong set of values and understands our responsibilities as a public institution of higher education:

Non-partisan   *Accessible*   *Diverse, Equitable, Inclusive*
Data-Informed   *Educational*   *Fully Participatory, Continuous, Ongoing*

Our strategic efforts to follow during the next seven months (June 2020 through December 2020) address the four areas of voter engagement (registration, education, mobilization, and institutionalization) while positioning us to reach our short-term goals and keeping us on track to ultimately reach our longer-term vision for student voter engagement. Starting from the earliest days, our work is organized as a timeline that is responsive to the COVID-19 global pandemic and its impact on our students and their abilities to participate in their democracy:

May 2020

Description of Strategic Effort	Type of Strategic Effort
Convened the first virtual meeting of the University's 2020 Presidential Election Planning and Coordination Steering Committee on May 29. This meeting initiated the strategic approach to developing and implementing our student voter engagement efforts during the next seven months. The goal of this meeting was to charge the Steering Committee with its responsibilities moving forward. Agenda was prepared and initial resources were collected and organized in advance of the meeting. Leads: Center for Civic Justice, charged by the President's Office Collaborators: See *Leadership* section of our action plan for a complete list Audience: Representation from throughout the campus community	Institutionalization
Completed revised version of Stony Brook University's student voter engagement action plan, *Our Commitment to Democracy: 2020 Edition*. Our action plan was completed on May 31 for submission to the ALL IN Campus Democracy Challenge and the Voter Friendly Campus Designation Program, and to be made publicly available. Previous versions of our action plan were used as the foundation for our revised action plan. The goal of our revised action plan was to organize and effectively document our strategic student voter engagement efforts moving forward. Leads: Center for Civic Justice Collaborators: See *Leadership* section of our action plan for a complete list Audience: General public, campus and surrounding communities	Institutionalization

May 2020 Important Deadlines

- May 29: Voter registration application must be completed and postmarked no later than this date to be eligible to vote in New York's Primary Elections this year.
- May 29: Voter registration application must be completed and submitted in person at an elections office or any state agency participating in the National Voter Registration Act no later than this date to be eligible to vote in New York's Primary Elections this year.

June 2020

Description of Strategic Effort	Type of Strategic Effort
Send email communication to students during the first week in June, reminding them about the upcoming New York Primary Elections on June 23. Include information about requesting an absentee ballot application through the Center for Civic Justice to participate in absentee voting (vote by mail) and contacting their local elections office about options for in person voter participation if absentee voting is not an option. Our students need to be educated and informed about ways in which to vote successfully and safely. Draft email in advance for review, approval by Student Affairs leadership. Leads: Center for Civic Justice Collaborators: Communications (Student Affairs), Student Affairs leadership Audience: Undergraduate and graduate students	Education Mobilization
For any students who requested a voter registration (as a first-time voter) or absentee ballot application through the Center for Civic Justice since April 1 of this year, send email communication to these students during the second week in June, reminding them about confirming they received their absentee ballot, then completing their absentee ballot and returning it by mail to their county elections office. Reminders will increase the likelihood a student completes the necessary steps to successfully cast their ballot. Draft email in advance. Leads: Center for Civic Justice Audience: Undergraduate and graduate students	Mobilization
Host live virtual voter registration sessions with trained staff for incoming undergraduate transfer students. Two days after their initial orientation program, incoming students receive an email to sign up to attend one of these live sessions. From June 15 through June 30, there are 40 sessions scheduled to support over 1,000 students. Sessions are scheduled seven days per week at different times of the day to accommodate individual student needs. Our institutionalized voter registration model is effective at ensuring students have an opportunity to register to vote before their first day of classes, and we are committed to the model in a virtual environment in response to the COVID-19 global pandemic. Draft email and confirm initial orientation program dates for incoming students to schedule email communication in advance. Send periodic reminders to students who did not yet sign up for a session. Leads: Center for Civic Justice Collaborators: Student Orientation & Family Programs, Registrar Audience: Most incoming undergraduate transfer students	Registration
Convene the first virtual meetings of the University's 2020 Presidential Election Planning and Coordination Sub-Committees during the month of June to focus on developing voter registration, education, and mobilization strategic efforts for review and assignment at the next Steering Committee meeting. Sub-Committee members are asked to share their initial thoughts about strategic efforts in advance of their meetings. Draft agendas in advance of meetings. Leads: Center for Civic Justice Collaborators: See *Leadership* section of our action plan for a complete list Audience: Representation from throughout the campus community	Institutionalization

This chart continues onto the next page.

Description of Strategic Effort	Type of Strategic Effort
Post regular social media content during the weeks of June leading up to New York's Primary Elections about checking your voter status, requesting an absentee ballot application, submitting your absentee ballot, finding your polling location and what will be on your ballot, opportunities to participate in early voting, and respecting the health and safety of voters and poll workers. Student social media engagement has increased in response to the COVID-19 global pandemic, so our outreach strategies will better meet their needs. Draft social media content and create a list of campus units to share the content in advance. Leads: Center for Civic Justice, Communications (Student Affairs) Collaborators: Campus Residences, Commuter Student Services and Off-Campus Living, Stony Brook Athletics, EOP/AIM, Graduate School, Undergraduate Medical Education, Undergraduate Student Government, Graduate Student Organization Audience: Undergraduate and graduate students	Education Mobilization
For any students who requested a voter registration (as a first-time voter) or absentee ballot application through the Center for Civic Justice since April 1 of this year, ask them via email and social media communications during the weeks of June leading up to New York's Primary Elections to take a picture or record a video of themselves putting their absentee ballot in a mailbox and we will share it on our social media. Students are more likely to participate if they see someone they know doing it, so we want to leverage this as part of a peer participatory strategy. Draft email and social media content about the 'ask' in advance. Leads: Center for Civic Justice, Communications (Student Affairs) Collaborators: Campus Residences, Commuter Student Services and Off-Campus Living, Stony Brook Athletics, EOP/AIM, Graduate School, Undergraduate Medical Education, Undergraduate Student Government, Graduate Student Organization Audience: Undergraduate and graduate students	Mobilization

June 2020 Important Deadlines

- June 3: Voter registration application that is postmarked must be received by an elections office no later than this date to be eligible to vote in New York's Primary Elections this year.
- June 3: Notice of change of address from currently registered voters must be received by an elections office no later than this date to be processed in time for New York's Primary Elections this year.
- June 13: Early voting starts for New York's Primary Elections
- June 16: Absentee ballot application, or letter requesting an absentee ballot must be completed and postmarked, OR must be emailed or faxed no later than this date in order to receive an absentee ballot for New York's Primary Elections this year.
- June 21: Early voting ends for New York's Primary Elections
- June 22: Absentee ballot application must be completed and submitted in person no later than this date in order to receive an absentee ballot for New York's Primary Elections this year.
- June 22: Absentee ballot must be completed and postmarked no later than this date for New York's Primary Elections this year.
- June 23: New York's Primary Elections
- June 23: Absentee ballot must be completed and submitted in person no later than this date for New York's Primary Elections this year; must be submitted by someone other than the voter.
- June 30: Absentee ballot that is postmarked must be received by an elections office no later than this date for New York's Primary Elections this year.

Description of Strategic Effort	Type of Strategic Effort
Convene the second virtual meeting of the University's 2020 Presidential Election Planning and Coordination Steering Committee in early July to focus on reviewing and finalizing ideas generated for student voter engagement efforts during the next seven months, and identify which representatives assume a degree of responsibility for implementing which strategic efforts. Agenda and any additional resources to be prepared in advance of the meeting. Leads: Center for Civic Justice, charged by the President's Office Collaborators: See *Leadership* section of our action plan for a complete list Audience: Representation from throughout the campus community	Institutionalization
Host live virtual voter registration sessions with trained staff for incoming undergraduate first-year students. Two days after their initial orientation program, incoming students receive an email to sign up to attend one of these live sessions. From July 13 through August 21, there are 150 sessions scheduled to support over 3,250 students. Sessions are scheduled seven days per week at different times of the day to accommodate individual student needs. We are committed to our institutionalized voter registration model in a virtual environment in response to the COVID-19 global pandemic. In addition to incoming undergraduate first-year students, these sessions are available to over 2,000 incoming graduate students and any incoming undergraduate transfer students who did not attend a session during the month of June. Draft email and confirm initial orientation program dates for incoming students to schedule email communication in advance. Send periodic reminders to students who did not yet sign up for a session. Leads: Center for Civic Justice Collaborators: Student Orientation & Family Programs, Registrar, Graduate School, Graduate Student Organization Audience: Most incoming undergraduate first-year and transfer students, incoming graduate students	Registration
Implement a publicly available student voting online resource center before the end of July that provides information about voting as a student in all U.S. states and territories. Information includes voter registration, absentee ballot requests, absentee voting, in person voting options, check voter status, update voter information, upcoming deadlines, find polling location, find what will appear on the ballot, and frequently ask questions. Nearly 2,000 of our students have established residency elsewhere in the U.S. (not New York) and we need to support their right to vote in other states and territories. Collect relevant and accurate information from state boards of elections and create easily accessible and navigable website in advance. Leads: Center for Civic Justice, Government Relations Collaborators: Information Technology, Communications (Student Affairs) Audience: Undergraduate and graduate students, general public	Registration Education Mobilization
Host a live community panel before the end of July with students, faculty, staff, alumni, and community partners about the importance of the right to vote. This is the first opportunity to provide intentional space for dialogue about the upcoming presidential election. Panelists share their perspectives, what they are doing to support student voter engagement, and offer guiding questions for dialogue. Identify and prepare panelists, create promotional materials, and conduct outreach in advance. Leads: Center for Civic Justice, Community Relations Collaborators: Department of Political Science, Alumni Association, Andrew Goodman Foundation Audience: General public, campus and surrounding communities	Education

August 2020

Description of Strategic Effort	Type of Strategic Effort
Continue to host live virtual voter registration sessions with trained staff for incoming undergraduate first-year and transfer students and graduate students through August 21. In total, just over 6,000 incoming students are asked to sign up to attend one of these live sessions from June through August. Draft email and confirm initial orientation program dates for incoming students to schedule email communication in advance. Send periodic reminders to students who did not yet sign up for a session. Leads: Center for Civic Justice Collaborators: Student Orientation & Family Programs, Registrar, Graduate School, Graduate Student Organization Audience: Most incoming undergraduate first-year and transfer students, incoming graduate students	Registration
Host live virtual voter registration sessions with trained staff for over 100 incoming undergraduate students who enroll through EOP/AIM, before the end of August. One of our specialized undergraduate student populations, students who enroll through EOP/AIM often seek opportunities to register to vote wherever home is for them, so we seek to actively support this important need. Sessions also include dialogue about the importance of voting and making educated and informed decisions when casting one's ballot. This is the expansion of our institutionalized student voter registration model to include incoming undergraduate students who enroll through EOP/AIM. Coordinate dates and times of sessions with EOP/AIM in advance. Leads: Center for Civic Justice, EOP/AIM Audience: Incoming undergraduate students (EOP/AIM)	Registration Education
Host live virtual voter registration sessions with trained staff for over 100 incoming undergraduate students who are student-athletes, between early August and early September. One of our specialized undergraduate student populations, sessions also include dialogue about the importance of voting and making educated and informed decisions when casting one's ballot. This is the expansion of our institutionalized student voter registration model to include incoming student-athletes. Coordinate dates and times of sessions with Stony Brook Athletics in advance. Leads: Center for Civic Justice, Stony Brook Athletics Audience: Incoming undergraduate students (student-athletes)	Registration Education
Send email communication to returning students during the second week in August, informing them about the importance of checking their voter status to ensure their information is correct and current, registering to vote, requesting an absentee ballot, and reaching out to the Center for Civic Justice if any of their voter information needs to be updated, if they need to register to vote or request an absentee ballot, or if they have any questions about voting. Over 10,000 returning students are currently registered to vote, and given the highly transient nature of college students in general, so we want to actively inform our students about the steps they need to take to ensure they can successfully cast their ballot. We are also mandated to send annual email communication just before the start of each academic semester that is exclusively dedicated to student voter registration and voting. Draft email in advance for review, approval by Student Affairs leadership. Leads: Center for Civic Justice Collaborators: Communications (Student Affairs), Student Affairs leadership Audience: Undergraduate and graduate students	Registration Mobilization

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Description of Strategic Effort	Type of Strategic Effort
Convene the second virtual meetings of the University's 2020 Presidential Election Planning and Coordination Sub-Committees during the month of August to focus on further developing voter registration, education, and mobilization strategic efforts that were agreed upon during July's Steering Committee meeting and prepare for implementation of strategic efforts during the months ahead. Sub-Committee members are asked to come prepared in advance of their meetings with a plan for implementing the strategic efforts identified for which they assume a degree of responsibility. Draft agendas in advance of meetings. Leads: Center for Civic Justice Collaborators: See *Leadership* section of our action plan for a complete list Audience: Representation from throughout the campus community	Institutionalization
Starting the third week in August, conduct direct outreach to returning students who previously registered to vote through the Center for Civic Justice, but their voter status is inactive, their identification has not yet been verified, or the address where they are registered to vote does not match their current address. When students register to vote through the Center for Civic Justice, they provide express permission for us to periodically check their voter status and inform them if there are any updates needed to their voter information. Students are likely to more regularly check their voter status and update their voter information if they are prompted to do so at least a few times from an external influence. Identify students who need to update their voter information and what information needs to be updated in advance. Leads: Center for Civic Justice Collaborators: Campus Residences, Commuter Student Services and Off-Campus Living Audience: Undergraduate and graduate students	Mobilization
Send email communication to students from the President's Office during the first week of the fall academic semester (last full week in August), acknowledging increased political engagement in the months ahead, informing students about their civic responsibilities, and sharing a comprehensive schedule of educational and social experiences we are providing to prepare students to participate in the upcoming General Election. This is the first time a message of this nature is to be shared at the start of an academic semester and to include strategic efforts supporting students and their right to vote. Draft email in advance for review, approval by Student Affairs leadership, then for review, approval by the President's Office. Leads: Center for Civic Justice Collaborators: Communications (Student Affairs), Student Affairs leadership, President's Office Audience: Undergraduate and graduate students	Education Mobilization
Conduct in person and/or virtual course visits to incoming undergraduate student seminars from August 24 through September 18, providing information about being civically engaged as part of the campus community and participating in service that is meaningful and safe in response to the COVID-19 global pandemic. We also remind students to expect emails and text messages on National Voter Registration Day, an additional reminder to check their voter status after registering to vote at the summer live sessions. Coordinate outreach strategy with Undergraduate Colleges in advance. Leads: Center for Civic Justice, Undergraduate Colleges Collaborators: Seminar instructors, Other faculty Audience: Incoming undergraduate first-year and transfer students	Education

September 2020

Description of Strategic Effort	Type of Strategic Effort
Post regular social media content from September 1 through November 3 leading up to New York's General Election focused on voter engagement. This includes checking voter status, updating voter information, registering to vote, requesting an absentee ballot application, submitting absentee ballot, finding polling location and what will be on ballot, finding out about voting in other states (not New York), opportunities to participate in early voting, respecting the health and safety of voters and poll workers, engaging in the issues affecting our communities, and making a commitment to actually turn out and cast one's vote ('pledge to vote'). Our outreach strategies better meet the needs of our students who are using social media at increased rates. Draft social media content and share with campus units in advance. Leads: Center for Civic Justice, Communications (Student Affairs) Collaborators: Campus Residences, Commuter Student Services and Off-Campus Living, Stony Brook Athletics, EOP/AIM, Graduate School, Undergraduate Medical Education, Undergraduate Student Government, Graduate Student Organization Audience: Undergraduate and graduate students	Registration Education Mobilization
Provide resident assistants and campus units with pre-made bulletin boards during the second week in September that can be posted throughout the campus community, providing students and the general public with important information about voting. This an effective strategy to engage people as they are transitioning throughout the campus from one thing to the next that does not require direct physical engagement with other people. Create pre-made bulletin boards and create a list of resident assistants and campus units to offer this opportunity to in advance. Leads: Center for Civic Justice, Campus Residences, Communications (Student Affairs) Collaborators: Commuter Student Services and Off-Campus Living, Student Community Development, Stony Brook Athletics, EOP/AIM, Graduate School, Undergraduate Medical Education, Undergraduate Student Government, Graduate Student Organization, Student Engagement & Activities, Other faculty, Other staff, Other students and student organizations Audience: Undergraduate and graduate students, general public, campus and surrounding communities	Education
Conduct in person and/or virtual course visits to undergraduate and graduate student courses from September 14 through October 2, supporting students to check their voter status and update their voter information with trained staff during the course visit. This approach is based on the success of our pilot initiative from last year with undergraduate first-year student seminars and other undergraduate and graduate student courses. Coordinate outreach strategy with the different Colleges and Schools, and with direct outreach to previously involved faculty in advance. Leads: Center for Civic Justice, Undergraduate Education, Graduate School Collaborators: Seminar instructors, Other faculty Audience: Undergraduate and graduate students	Registration Mobilization
Publish a full-page advertisement in The Statesman (student publication) during the third week in September about preparing to vote in the upcoming General Election. The student publication is highly read and is a new strategy to engage a potentially otherwise unengaged population of students. Reach out to the student publication about the possibility of requesting a full-page advertisement in advance. Leads: Center for Civic Justice, Communications (Student Affairs), Student Media Collaborators: The Statesman (student publication) Audience: General public, campus and surrounding communities	Education Mobilization

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Host Stony Brook University's 2nd Annual Civic Engagement Week (virtual, in person, or hybrid) from September 16 through September 22. It is evident that having a tradition rooted in civic engagement further embeds certain values into the fabric of our campus community, and this week-long programming series achieves that. Some activities that are part of Civic Engagement Week include, but are not limited to: - September 16 - Community Dialogue: Our first Community Dialogue of the academic year focused on the right to vote in the U.S. In small groups with a trained facilitator, students and other community members discuss the right to vote, its significance, and ways in which we can address voting rights issues. - September 17 - Constitution Day: Host a series of educational and social, passive and active experiences focused on civic rights and responsibilities. Offer opportunities for faculty engagement on specific community issues. Provide appropriate participation incentives, such as pocket-sized U.S Constitutions. - September 22 - National Voter Registration Day: Host a series of educational and social, passive and active experiences focused on empowering students with the right to vote, from checking their voter status and updating their voter information to registering to vote, requesting an absentee ballot, and making an intentional commitment to prepare to make an educated and informed decision in the upcoming General Election. See below for additional ways in which we are supporting our students on National Voter Registration Day. Identify collaborators, develop and materials for various educational and social experiences, and coordinate outreach strategy in advance. Leads: Center for Civic Justice Collaborators: Community Relations, Student Community Development, Campus Residences, Commuter Student Services and Off-Campus Living, Student Engagement & Activities, Undergraduate Student Government, Graduate Student Organization, Undergraduate Education, Graduate School, Undergraduate Medical Education, Other faculty, Other students and student organizations, Local, regional, and national community partners (League of Women Voters, NVRD, Campus Takeover, etc.) Audience: Undergraduate and graduate students, general public	Registration Education Mobilization
Host Stony Brook University's 5th Annual National Voter Registration Day (NVRD; virtual, in person, or hybrid) on September 22, a non-partisan civic holiday celebrating our democracy. Beyond our institutionalized voter registration model with orientation and transition experiences, NVRD has been one of our most effective strategic approaches to engage students in checking their voter status, updating their voter information, and registering to vote while offering educational and social experiences focused on establishing a campus community commitment to actually turn out and vote. The experiences developed will be responsive to the COVID-19 global pandemic if in person experiences are not an option. Digital and social media engagement is intentionally implemented as part of the experiences, encouraging students to participate in different ways through their own voice and platform. NVRD is one of our most collaborative events, bringing together all parts of the campus and surrounding communities for an important celebration. Participation in voter registration is never a requirement to receive incentives during any strategic efforts. Leads: Center for Civic Justice Collaborators: Community Relations, Student Community Development, Campus Residences, Commuter Student Services and Off-Campus Living, Student Engagement & Activities, Undergraduate Student Government, Graduate Student Organization, Undergraduate Education, Graduate School, Undergraduate Medical Education, Other faculty, Other students and student organizations, Local, regional, and national community partners Audience: Undergraduate and graduate students	Registration Education Mobilization

This chart continues onto the next page.

September 2020 (continued)

On National Voter Registration Day (September 22), send text messages to students who registered to vote through the Center for Civic Justice, reminding them to check their voter status and respond to our text message to confirm if their voter information is correct, any of their voter information needs to be updated, or they were unable to find their voter status. Based on the response received, trained staff respond in real time to assist the student. Multiple touch points for students to take these steps are important, and leveraging our text message platform with support from the Andrew Goodman Foundation effectively connects us with our students. Draft messages, train staff responders, and aggregate list of students to be reached out to in advance. Leads: Center for Civic Justice Audience: Undergraduate and graduate students	Mobilization
Convene the third virtual meeting of the University's 2020 Presidential Election Planning and Coordination Steering Committee in mid to late September to focus on initial reflections about our recently implemented strategic efforts, and adapt any upcoming strategic efforts based on our initial reflections. Additionally, finalized any and all mobilization strategic efforts to be implemented during the month of October and the early days of November leading up to the General Election. Agenda and any additional resources to be prepared in advance of the meeting. Leads: Center for Civic Justice, charged by the President's Office Collaborators: See *Leadership* section of our action plan for a complete list Audience: Representation from throughout the campus community	Institutionalization
Host a viewing of the 2020 1st Presidential Debate, scheduled for September 29. These viewing are opportunities for students to hear directly from the candidates about their platforms and positions on different issues, which supports our students in making educated and informed decisions when casting their ballot. If we are unable to host the viewing in person, a virtual viewing is provided with opportunities to engage with peers in guided discussion throughout. For example, we can effectively use the poll system in Zoom meetings to engage students in different questions and to challenge them to think critically throughout the viewing. Meet with collaborators, create guided discussion questions, and coordinate outreach strategy in advance. Leads: Center for Civic Justice, Student political organizations Collaborators: Student Engagement & Activities Audience: Undergraduate and graduate students	Education

October 2020

Send email communication to students on October 1, reminding them about registering to vote in the upcoming General Election before the following week's deadline. The email includes information about checking voter status, updating voter information if needed, registering to vote, requesting an absentee ballot, and asking any questions. Given the proximity of this email communication to the upcoming voter registration deadline, a greater sense of urgency sets in and students are more likely to respond and take the necessary steps. Draft email in advance for review, approval by Student Affairs leadership. Leads: Center for Civic Justice Collaborators: Communications (Student Affairs), Student Affairs leadership Audience: Undergraduate and graduate students	Registration Mobilization

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Provide extended office hours (virtual, in person, or hybrid) from October 1 through October 8 with trained staff for any students who need to register to vote or update their voter information. Extended office hours include early morning, late evening, and weekends to accommodate as many student needs as possible, especially any students who might have not been able to participate in our other strategic efforts. Create staff schedules and coordinate outreach strategy in advance. Leads: Center for Civic Justice Collaborators: Campus Residences, Commuter Student Services and Off-Campus Living, Stony Brook Athletics, EOP/AIM, Undergraduate Education, Graduate School, Undergraduate Medical Education, Undergraduate Student Government, Graduate Student Organization Audience: Undergraduate and graduate students	Registration
Host a viewing of the 2020 Vice Presidential Presidential Debate, scheduled for October 7. These viewing are opportunities for students to hear directly from the candidates about their platforms and positions on different issues, which supports our students in making educated and informed decisions when casting their ballot. See previous strategic efforts for information about virtual viewing approaches through guided discussion and offering engagement space. Meet with collaborators, create guided discussion questions, and coordinate outreach strategy in advance. Leads: Center for Civic Justice, Student political organizations Collaborators: Student Engagement & Activities Audience: Undergraduate and graduate students	Education
Host *The Issues*, student-faculty connections digital series focused on better understanding issues affecting our communities. As part of the series, students and faculty engage in discussion through their lived experiences, developed expertise, and offer a non-partisan examination of the issues at hand. The 10-part series is shared through our social media platforms, posted on institution websites, and made available to the general public. Issues are selected by students based on what is most important to them at the moment. This is an opportunity to connect STEM and civic responsibility, especially because our STEM students often vote at lower rates than their humanities and social and behavioral sciences counterparts. Offering the series is an effective way in which to make education about the issues more easily accessible to students and supports them to make more informed decisions when casting their ballot. Identify issues, and students and faculty, create content, and coordinate outreach strategy in advance. Leads: Center for Civic Justice, Communications (Student Affairs), Student media Collaborators: Other faculty, Other students and student organizations Audience: Undergraduate and graduate students, general public, campus and surrounding communities	Education
Host a viewing of the 2020 2nd Presidential Presidential Debate, scheduled for October 15. These viewing are opportunities for students to hear directly from the candidates about their platforms and positions on different issues, which supports our students in making educated and informed decisions when casting their ballot. See previous strategic efforts for information about virtual viewing approaches through guided discussion and offering engagement space. Meet with collaborators, create guided discussion questions, and coordinate outreach strategy in advance. Leads: Center for Civic Justice, Student political organizations Collaborators: Student Engagement & Activities Audience: Undergraduate and graduate students	Education

Share our #SeawolvesVote campaign from October 15 onward through social media platforms, websites, digital screens throughout the campus community, email communications, and other mediums. This campaign asks students to pledge to vote and make a plan to vote. A QR code included as part of the campaign provides students with an easily accessible checklist of the steps they need to take. We publicly track the number of students who participate in the campaign to show others the power of peer engagement, which might encourage others to participate. The campaign includes depictions of student leaders, faculty, staff, and senior administrators, emphasizing the community focus of our campaign. Create content and checklist, and coordinate outreach strategy in advance. Leads: Center for Civic Justice, Communications (Student Affairs), President's Office Collaborators: Campus Residences, Commuter Student Services and Off-Campus Living, Stony Brook Athletics, EOP/AIM, Undergraduate Education, Graduate School, Undergraduate Medical Education, Undergraduate Student Government, Graduate Student Organization, Other faculty, Other students and student organizations, Other senior administrators, Other Academic Affairs & Student Affairs units Audience: Undergraduate and graduate students, general public, campus and surrounding communities	Education Mobilization
Host a viewing of the 2020 3rd Presidential Presidential Debate, scheduled for October 22. These viewing are opportunities for students to hear directly from the candidates about their platforms and positions on different issues, which supports our students in making educated and informed decisions when casting their ballot. See previous strategic efforts for information about virtual viewing approaches through guided discussion and offering engagement space. Meet with collaborators, create guided discussion questions, and coordinate outreach strategy in advance. Leads: Center for Civic Justice, Student political organizations Collaborators: Student Engagement & Activities Audience: Undergraduate and graduate students	Education
Host Stony Brook University's first-ever Vote Early Day (virtual, in person, or hybrid) on October 24. This is a new national civic holiday that celebrates our democracy, with a focus on encouraging voters to take advantage of the option to cast their ballot early. The educational and social experiences developed will be responsive to the COVID-19 global pandemic if in person experiences are not an option. We support students to find their early voting location and access information about what is on their ballot to make educated and informed decisions. Digital and social media engagement are intentionally implemented, allowing for our students to participate throughout their own voice and their own platform. We expect this fire-ever celebration to be highly collaborative throughout the campus community. Identify collaborators, develop and materials for various educational and social experiences, and coordinate outreach strategy in advance. Leads: Center for Civic Justice Collaborators: Community Relations, Student Community Development, Campus Residences, Commuter Student Services and Off-Campus Living, Student Engagement & Activities, Undergraduate Student Government, Graduate Student Organization, Undergraduate Education, Graduate School, Undergraduate Medical Education, Other faculty, Other students and student organizations, Local, regional, and national community partners (Vote Early Day, etc.) Audience: Undergraduate and graduate students	Education Mobilization

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For any students who requested a voter registration or absentee ballot application through the Center for Civic Justice, ask them via email and social media communications from the first day of Early Voting (October 24) through the General Election (November 3) to take a picture of themselves with their 'I Voted' sticker or record a video of themselves with their 'I Voted' sticker and sharing a thought about why it is important to vote, we will share it on our social media. Students are more likely to participate if they see someone they know doing it, so we want to leverage this as part of a peer participatory strategy. Content is accepted continuously and posted ongoing. Draft email and social media content about the 'ask' in advance. Leads: Center for Civic Justice, Communications (Student Affairs) Collaborators: Campus Residences, Commuter Student Services and Off-Campus Living, Stony Brook Athletics, EOP/AIM, Undergraduate Education, Graduate School, Undergraduate Medical Education, Undergraduate Student Government, Graduate Student Organization Audience: Undergraduate and graduate students	Mobilization
As part of our #SeawolvesVote campaign, starting one week before the General Election (Election Day), introduce the *Vote With Friends* initiative, asking students to identify two friends who they can meet up and vote with. Students are more likely to wait on line and vote if they are with someone who they know. We want to encourage effective practices like this. Our digital and social media engagement is expanded, asking students to take pictures with their friends when they go to vote together and share their experiences on social media. Coordinate outreach strategy in advance. Leads: Center for Civic Justice, Communications (Student Affairs), President's Office Collaborators: Campus Residences, Commuter Student Services and Off-Campus Living, Stony Brook Athletics, EOP/AIM, Undergraduate Education, Graduate School, Undergraduate Medical Education, Undergraduate Student Government, Graduate Student Organization, Other faculty, Other students and student organizations, Other senior administrators, Other Academic Affairs & Student Affairs units Audience: Undergraduate and graduate students, general public, campus and surrounding communities	Mobilization
Publish a full-page advertisement in The Statesman (student publication) one week before the General Electionabout preparing to vote in. Reach out to the student publication about the possibility of requesting a full-page advertisement in advance. Leads: Center for Civic Justice, Communications (Student Affairs), Student Media Collaborators: The Statesman (student publication) Audience: General public, campus and surrounding communities	Education Mobilization

October 2020 Important Deadlines

- October 9: Voter registration application must be completed and postmarked no later than this date for New York's General Election this year.
- October 9: Voter registration application must be completed and submitted in person no later than this date to be eligible to vote in New York's General Election this year.
- October 14: Notice of change of address from currently registered voters must be received by an elections office no later than this date to be processed in time for New York's General Election this year.
- October 14: Voter registration application that is postmarked must be received by an elections office no later than this date to be eligible to vote in New York's General Election this year.
- October 24: Early voting starts for New York's General Election
- October 27: Absentee ballot application, or letter requesting an absentee ballot must be completed and postmarked no later than this date in order to receive an absentee ballot for New York's General Election this year.

November 2020

For any faculty who have scheduled courses during the General Election, we provide them with prescribed information to share with their students, reminding them about today's opportunities to vote. We also encourage them to engage their students in non-partisan discussion about the importance of voting, and connect the importance of what they are learning in the classroom to issues affecting our communities or the ways in which what they are learning can support addressing these issues. Not only is this an important reminder about voting to offer students, it is also an opportunity to further embed ideas about civic responsibility into the student curricular experiences. Draft prescribed information and coordinate outreach strategy in advance. Leads: Center for Civic Justice, Other faculty, Faculty governance bodies Collaborators: Undergraduate Education, Graduate School, Undergraduate Medical Education Audience: Undergraduate and graduate students	Education Mobilization
Send email communication to students one day before the General Election, reminding them to make a plan to cast their ballot the next day and to encourage them to identify two friends who they can meet up and vote with. If all previous strategic efforts did not resonate with some students, this is a final opportunity to encourage them to consider fulfilling their civic responsibility. Draft email in advance for review, approval by Student Affairs leadership. Leads: Center for Civic Justice Collaborators: Communications (Student Affairs), Student Affairs leadership Audience: Undergraduate and graduate students	Mobilization
Host Stony Brook University's 5th Election Day Celebration (virtual, in person, or hybrid) on November 3, an opportunity to both passively and actively remind students to cast their ballot while celebrating the right to vote through educational and social experiences. The experiences developed will be responsive to the COVID-19 global pandemic if in person experiences are not an option. Digital and social media engagement is intentionally implemented as part of the experiences, encouraging students to participate in different ways through their own voice and platform. Given the importance of non-partisanship, especially on the day of an election, the celebration's experiences and positionality on campus are carefully determined. We encourage students to educate and inform themselves before entering their assigned polling location. Identify collaborators, develop and materials for various educational and social experiences, and coordinate outreach strategy in advance. Leads: Center for Civic Justice Collaborators: Community Relations, Student Community Development, Campus Residences, Commuter Student Services and Off-Campus Living, Student Engagement & Activities, Undergraduate Student Government, Graduate Student Organization, Undergraduate Education, Graduate School, Undergraduate Medical Education, Other faculty, Other students and student organizations, Local, regional, and national community partners (#VoteTogether, etc.) Audience: Undergraduate and graduate students	Mobilization
Coordinate Stony Brook University's on campus polling location in collaboration with the Suffolk County Board of Elections and other campus units. With the largest election district in the county, we want to ensure our student voters have a positive experience when casting their ballot. We provide refreshments to our poll workers as a thank-you for their hard work throughout the day supporting our students. Leads: Center for Civic Justice, Suffolk County Board of Elections Collaborators: Government Relations, Student Centers, University Police Audience: Undergraduate and graduate students, surrounding community (poll workers)	Mobilization

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November 2020 (continued)

The day after the General Election, host a space for students to passively and actively debrief and process the outcomes through self-care and guided discussion. In addition to a space for self-care, our Community Dialogue series continues with a focus on the outcomes of the General Election and initial thoughts on the implications of the outcomes. The Community Dialogue series continue to be discussions in small groups with a trained facilitator. Students want to process these significant outcomes in different ways, as we experienced with the 2016 General Election, so we need to provide spaces that meet these differing needs. Leads: Center for Civic Justice, Student Engagement & Activities, Center for Prevention & Outreach, Counseling & Psychological Services Collaborators: Other Academic Affairs & Student Affairs units Audience: Undergraduate and graduate students	Education
Convene the fourth virtual meeting of the University's 2020 Presidential Election Planning and Coordination Steering Committee in mid to late November to reflect upon the development and implementation of our action plan, and to start the formal assessment and evaluation processes of our action plan in preparation for the next election cycle. The committee formally transitions to a year-round committee focused on upcoming elections and ongoing advancement of our action plan. Agenda, any additional resources, and assessment and evaluation tools for different participatory roles to be prepared in advance of the meeting. Leads: Center for Civic Justice, charged by the President's Office Collaborators: See *Leadership* section of our action plan for a complete list Audience: Representation from throughout the campus community	Institutionalization

November 2020 Important Deadlines

- November 1: Early voting ends for New York's General Election
- November 2: Absentee ballot application must be completed and submitted in person no later than this date in order to receive an absentee ballot for New York's General Election this year.
- November 2: Absentee ballot must be completed and postmarked no later than this date for New York's General Election this year.
- November 3: New York's General Election
- November 3: Absentee ballot must be completed and submitted in person no later than this date for New York's General Election this year; must be submitted by someone other than the voter.
- November 10: Absentee ballot that is postmarked must be received by an elections office no later than this date for New York's General Election this year.

December 2020

Publish our evaluation strategies and the deidentified results (analyses, findings, and conclusions) of our evaluation strategies from our action plan on our institution websites before the end of December. In addition to publishing our action plan, we need to provide detailed information about our actual work, the impact of our work, success and failures, and next steps. Analyze data, identify findings and conclusions, and develop evaluation reports in advance. Leads: Center for Civic Justice, Office of Institutional Research, Planning & Effectiveness Collaborators: See *Leadership* section of our action plan for a complete list Audience: General public, campus and surrounding communities	Institutionalization

Short-Term Strategies

Above, we identify our short-term strategies and strategic efforts that position us to reach some of our short-term goals, specifically ones that are set for 2020.[46] We identify who the leads are for each of our strategic efforts, as well as the collaborators who are instrumental to implementing each strategic effort.[47] We also identify who the audience is for each of our strategic efforts. Collectively, our strategic efforts are developed to meet the needs for our diverse student population, with all of our strategic efforts focused on increasing accessibility while meeting our students where they are at.[48] For example, several of our strategic efforts focus on populations we know to vote lower rates due to a previous lack of institutionalization (i.e. EOP/AIM students, student-athletes, STEM-focused students). We highlight accessibility as part of the reasoning behind many of our strategic efforts. Moreover, we also work with different campus units, including our Student Accessibility Support Center, to ensure the accessibility of our strategic efforts in both physical and virtual environments.

For each of our strategic efforts, we identify the mediums through which they are delivered. From in person and hybrid to entirely virtual, we are prepared to successfully and safely implement our strategic efforts in response to the COVID-19 global pandemic.[49] We also use different forms of communication to outreach to and engage with our students (email, text message, social media). Additionally, for each of our strategic efforts, we identify when it will be implemented, the preparation needed beforehand in order to effectively implement, why each of our strategic efforts is being implemented, and their intended impact.[50, 51]

In addition to the previously identified short-term strategies, we continue to provide the following support for student voter engagement:

- The Center for Civic Justice and the Student Accessibility Support Center continue to operate during regular business hours, supporting students to register to vote, request an absentee ballot, update their voter information, and answer any questions they might have. These services are readily available through their virtual offices, and at their in person offices when it is safe to do so.

- The Center for Civic Justice website includes a Voter Information webpage that provides comprehensive information about student voting. The webpage is regularly updated and is available to students at all times.

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[46] Strategy, Short-Term, Guiding Question 1: What is the work? What are the planned activities and initiatives?

[47] Strategy, Short-Term, Guiding Question 2: Who is responsible for implementing each planned strategy and tactic?

[48] Strategy, Short-Term, Guiding Question 3: Who is the audience for each strategy and tactic? What methods will be used to make strategies and tactics accessible to diverse populations?

[49] Strategy, Short-Term, Guiding Question 4: Where will each activity occur on and off campus?

[50] Strategy, Short-Term, Guiding Question 5: When will the work happen and what preparations are required beforehand to make it happen?

[51] Strategy, Short-Term, Guiding Question 6: Why is each strategy and tactic being implemented and what is the goal for each activity?

Long-Term Strategies

Our work is never finished. We must always strive to strengthen our commitment to civic learning, political engagement, and voter participation. As we look towards our longer-term vision, we strive for our campus commitment to be as follows:

- From registration and education to mobilization and institutionalization, voter participation is fully and completely accessible to, and an integral and meaningful part of the experience for all of our students.
- All of our students understand their civic responsibilities and values, and the importance of being active and engaged citizens who seek to improve the human condition.
- All of our students understand and can fully and completely articulate the connection between what they are learning in their course work and how that knowledge empowers them to build a better world.

This commitment exists when we can share with all of our students that these are our commitments to you, these are the things we hope you experience, understand, and learn during your time at Stony Brook University, and these are the things we hope you take with you wherever you go to change the world for the better.[52]

As we strive for our campus commitment to civic learning, political engagement, and voter participation, we are responsible for doing so with our established values at the forefront, which includes diversity, equity, and inclusion. We need to continuously further our understanding about what it means for democracy to be accessible to our students, and to increase our capacity and willingness to engage in diverse thinking through civil discourse. Doing so requires empathy and mutual respect, an ability to truly listen to understand and not simply to respond, and a willingness to have one's thinking challenged and be open to change.[53]

In order to sustain our commitment to reach our longer-term vision and beyond, we need to ensure it is thoroughly embedded within our curricular and co-curricular offerings. We need to have the human and financial resources regularly available to implement our existing strategic efforts while continuously striving to strengthen our efforts and develop new ones. From students to the President's Office, we need the continued support of the campus community that civic learning, political engagement, and voter participation are critically important to who we are as individuals and as a community. We need to fully appreciate that our commitment is not just during presidential and midterm elections, but during all elections.[54]

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[52] Strategy, Long-Term, Guiding Question 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?

[53] Strategy, Long-Term, Guiding Question 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?

[54] What will it take to build toward this vision of sustained commitment beyond a single election cycle (e.g. resources, curricular offerings, staffing)?

As we look to further institutionalize our longer-term vision for civic learning, political engagement, and voter participation, it requires a deep commitment from all members of the campus community. From anyone who participates in civic engagement to those who are responsible for its sustainability, longevity, and continued strengthening, we all play a role. The President's Office needs to continue its support of this work as a priority, campus governance bodies need to support and want to hear about the progress and impact of this work, and this work needs to be deeply rooted into overall strategic planning efforts at all levels of the institution. While the Center for Civic Justice is responsible for moving forward our action plan, the different representatives who are part of the 2020 Presidential Election Planning and Coordination Committee, have their identified responsibilities for the implementation of our short-term strategic efforts that incrementally contribute to our longer-term vision. We know our commitment has been institutionalized when each representative's responsibilities are an established and sustained part of their position or role, and that we can focus on building our commitment instead of rebuilding time and time again.[55]

We look forward to reaching our short-term goals in the next few years while keeping on track to reach our longer-term vision by 2030. In the *Goals* section of our action plan, we outline in detail the incremental progress we expect to make in order to reach our longer-term vision.[56] Our students are energized and, therefore, our entire campus community is energized. We are positioned to reach our vision and goals. We look forward to the journey and sharing it with you.

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[55] Strategy, Long-Term, Guiding Question 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?

[56] Strategy, Long-Term, Guiding Question 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…).

NSLVE as a Resource for Colleges & Universities

As previously mentioned:

Some of the best and most reliable assessment data we have to understand the democratic engagement and political climate of our campus community is from the National Study of Learning, Voting, and Engagement (NSLVE), which provides us with an opportunity to learn about and understand our student voter registration and voting rates. We have NSLVE reports with student voter registration and voting rates from 2012, 2014, 2016, and 2018:

- 2014 NSLVE Report
- 2016 NSLVE Report
- 2018 NSLVE Report

Refer to the *Landscape* section of our action plan for summaries about, and more detailed examinations of our NSLVE data, including our analyses, findings, and conclusions.

Refer to the *Goals* section of our action plan for information about our short-term goals and long-term vision for student voter engagement that are deeply informed by the analyses, findings, and conclusions from our NSLVE data.

Reporting

Our action plan is publicly available on the Center for Civic Justice website. It is also publicly available through several community partners, including the ALL IN Campus Democracy Challenge and Voter Friendly Campus. We hope our action plan can serve as a resource for other institutions that are seeking to strengthen their commitment to student voter engagement.[57, 58]

We will reference our action plan in email communications to the campus community about student voter engagement, encouraging them to learn more about the ways in which we are fully committed to our students and their right to vote. We will also provide regular updates about our action plan to different campus governance bodies through meetings and other functions.

We also make other reporting about our student voter engagement efforts publicly available on the Center for Civic Justice website, including a state-mandated annual report about our student voter engagement efforts and the impact thereof.

Our 2014, 2016, and 2018 NSLVE reports are also publicly available on the Center for Civic Justice website and through several community partners.[59] And our student enrollment and NSSE data are available on the Office of Institutional Research, Planning & Effectiveness website.

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[57] Reporting, Guiding Question 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.

[58] Reporting, Guiding Question 2: Will the plan be made public? If so, how?

[59] Reporting, Guiding Question 3: Will the data, such as your institution's NSLVE report, used to inform the plan be made public? If so, how?

Evaluation

Continuous evaluation of our action plan before, during, and after its development and implementation is important to understanding the effectiveness of our commitment to student voter engagement.[60] We need to understand the impact of our efforts, what we are doing well and could be doing better, what more and what else we could be doing. We want to use the information gathered through our evaluation strategies to continue to strengthen our commitment to student voter engagement. We want our decision-making to be informed by both quantitative and qualitative (anecdotal) data.[61]

Before any election year, we will look at data analyses conducted from the preceding election year and use our findings and conclusions to inform updates to our action plan for the next election year. During any election year, we will set aside time during our committee meetings to understand the effectiveness of our efforts in the moment and make reasonable adjustments while implementation of our efforts continues. After any election year, we will conduct a thorough debrief from the preceding election year and set the tone for continuous action planning.

As part of our evaluation strategies, we seek to understand the effectiveness of our commitment to student voter engagement through different participatory roles[62]. Evaluation strategies not only include students, but faculty, staff, community partners, and other members of the campus community as well. Information collected might be different based on performance measures and indicators that are applicable to the specific participatory role. Collectively, data analyses will present the most complete understanding of our commitment to student voter engagement.

Information needed, strategies for collection of information, and performance measures and indicators of success for us include[63]:

Students

We want to know which of our efforts are effective and ineffective contributors to their voter engagement, if our efforts affect the likelihood of their participation in elections, if our efforts affect their connectedness to the campus and surrounding communities, and the salience of their civic identity. All of our student voter engagement efforts will include a post-participatory survey that seeks responses to questions addressing these wants. The survey will be constructed

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[60] Evaluation, Guiding Question 1: What is the purpose of the evaluation?

[61] Evaluation, Guiding Question 2: What does the institution want to know and be able to do with the information gathered?

[62] Evaluation, Guiding Question 3: Who is the audience for the evaluation?

[63] Evaluation, Guiding Question 7: What information (data, evidence) must be collected and how will it be collected? What are the performance measures and indicators of success?

in SB Engaged, our student engagement and activities digital platform, and the survey will be sent to all students who participate in voter engagement efforts. Success for us would be increases to the perceived effectiveness of our efforts, likelihood of participation in elections, feelings of community connectedness, and strengthening of civic identities.

We will continue to participate in and use our NSLVE and NSSE data, and voter turnout data from our on campus polling location to identify changes in the democratic engagement and political climate of our campus community. Success as it relates to our NSLVE and NSSE data are deeply rooted in our short-term goals and long-term vision.

Faculty and Staff

We want to know if our faculty and staff are connected to student voter engagement efforts, if their connection is a choice or not, if the lack of connection is a choice or not, what it would take for faculty and staff not already connected to student voter engagement efforts to become so, their connectedness to the campus and surrounding communities, and the salience of their civic identity.We will look to be included as part of an annual faculty and staff survey, seeking responses to questions addressing these wants. Success for us would be increases to the number of faculty and staff connected to student voter engagement efforts. The last two wants (feelings of community connectedness and strengthening of civic identities) are initial data points we want to identify, so we can determine what type of need there is to expand civic learning and democratic engagement opportunities at the faculty and staff levels as well.

Community Partners

We want to know if our community partners feel connected to the campus community and if their support of our student voter engagement efforts are an effective use of their resources. We will look to regularly and periodically reach out to our community partners asking for their quantitative and anecdotal thoughts. These are initial data points we want to identify, so we can determine what type of need there is to work more closely with our community partners to address their concerns and strengthen their connectedness to our campus community.

Additional Information Needed

- Track views and clicks on websites, social media platforms, and email communications
- Track voter registration success rates and frequency of needs to update voter information
- Track student voting requests by type (register to vote, request an absentee ballot, update voter information, issues with voter status)

Through the administration of NSSE, we are already measuring the impact of some of these and other related initiatives, and our commitment to student voter engagement further contributes to the continuous evaluation of our impact and effectiveness.[64]

Student evaluation is continuous and, as previously mentioned, delivered immediately following participation in voter engagement efforts. Faculty and staff, as well as community partner evaluation will be annual. Specific data points might identify a need for different types and frequencies of evaluation for different participatory roles. We continue to participate in externally-administered initiatives (NSLVE, NSSE) at the established frequency.[65] We coordinate our evaluation strategies with the Office of Institutional Research, Planning & Effectiveness, and a representative will be continuously involved with our committee.[66] If we identify other campus units that are actively engaged in civic learning and democratic engagement assessment and evaluation, we will seek to collaborate and partner.

If we have specific data points from previous years, any data collected will be analyzed in comparison to previous years. This informs us about if we are meeting our performance measures and indicators of success. If we do not have specific data points from previous years (as previously mentioned, there are several new data points we are seeking to identify), we will use analysis of the first year's data to better understand the landscape of our campus community in a way we did not previously examine through evaluation strategies.[67]

The deidentified results (analyses, findings, and conclusions) of our evaluation strategies are largely made publicly available on institution websites. We also incorporate the results into our action plan, which is also publicly available, and we seek to share the results through different campus governance bodies meetings and gatherings as necessary and appropriate.[68] With support from the Office of Institutional Research, Planning & Effectiveness, quantitatively and anecdotally, we seek to understand how the identities and lived experiences of our students affect their voter engagement. Breaking down responses to survey questions based on different identities our students have would be greatly beneficial. Diversity, equity, inclusion are our priorities for the development and implementation of our student voter engagement efforts, and have a responsibility to understand the effectiveness of our efforts through these lenses in order to strengthen our commitment.[69]

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[64] Evaluation, Guiding Question 6: What impact is already being measured for other related initiatives, like the Carnegie Foundation's Classification for Community Engagement?

[65] Evaluation, Guiding Question 5: When will the evaluation be carried out and completed?

[66] Evaluation, Guiding Question 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?

[67] Evaluation, Guiding Question 8: How will information (data, evidence) be analyzed?

[68] Evaluation, Guiding Question 8a: How will the result of the evaluation be shared?

[69] Evaluation, Guiding Question 8b: How will the success of diversity, equity, and inclusion efforts within the plan be evaluated, beyond NSLVE race/ethnicity breakdown information?

Impact of Our Work

External Resources (2019-2020)

- Andrew Goodman Foundation (Vote Everywhere Program): $5,000 grant/year to support student voter engagement (stipends for student leaders, programming funds)
- National Conference on Citizenship (Students Learn Students Vote Coalition): $40,000 subgrant to develop and implement a statewide voter engagement summit for New York colleges and universities
- Net Impact (Up to Us Program): $2,000 grant/year to support student educational programming focused on the national debt
    - All expenses paid training and conference for student leader
- Net Impact (Up to Us Civic Engagement Fellowship): $5,000 stipend for student leader to support the transition, and subsequent implementation, of Stony Brook University's institutionalized voter registration model from in person to virtual for over 5,000 incoming undergraduate and graduate students
- Poynter Institute (MediaWise Voter Project): $5,000 stipend for student leader to teach digital literacy skills to first-time voters in the 2020 election

of Completed Voter Registration Applications from Incoming Undergraduate First-Year and Transfer Students at New Student Orientation: By the Numbers

Season, Year	# of Completed Voter Registration Applications
Summer 2012	70
Summer 2013	N/A *
Summer 2014	1,034
Summer 2015	1,897
Summer 2016	2,038 **
Summer 2017	2,488
Summer 2018	2,578
Winter 2019	518 ***
Summer 2019	3,070
Winter 2020	567

* Summer 2013: Data is not available.

** Summer 2016: Expanded model to include incoming undergraduate transfer students for the first time.

*** Winter 2019: Expanded model to include winter new student orientation for the first time.

Recognition

From the Andrew Goodman Foundation:

Recognized as one of five elite leader campuses in the Andrew Goodman Founation's national, non-partisan Vote Everywhere Program.

From the ALL IN Campus Democracy Challenge:

- Recognized with a Bronze Seal for Excellence in Student Voter Engagement for achieving a student voting rate between 50 and 59% in the 2016 presidential election.
- Recognized with a Silver Seal for Excellence in Student Voter Engagement for achieving a student voting rate between 30 and 39% in the 2018 midterm election.
- Received a Presidential Commitment Seal for signing on to strive towards full student voter participation in the 2020 presidential election and beyond.

From the Voter Friendly Campus Designation Program:

Recognized as one of 123 campuses to receive the Voter Friendly Campus designation for 2019-2020 election cycles.

From NASPA:

The Center for Civic Justice at Stony Brook University was selected as the Silver Award Winner for the Excellence Award in the Civic Learning, Democratic Engagement, Service-Learning, Community Service, and related category.

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