



# STANFORD VOTES

## 2022-23 Action Plan

May 31, 2022

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[www.stanfordvotes.org](http://www.stanfordvotes.org)

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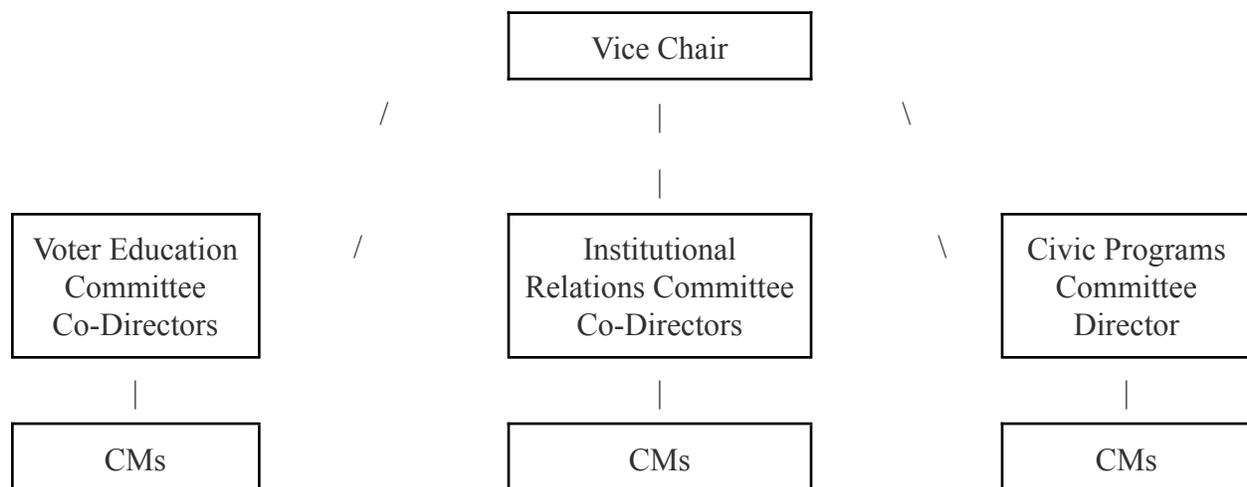
StanfordVotes is a non-partisan, university-wide, student-run organization to increase voter turnout among Stanford students. Formed in response to the low student voter turnout rates in 2014 and 2016, StanfordVotes engages with campus leadership and other stakeholders to help create a culture of civic engagement on the Farm. StanfordVotes is run through Stanford in Government (SIG) in collaboration with the Haas Center for Public Service and has partnerships with the Associated Students of Stanford University (ASSU) and the President's Office.

## Organizational Structure

### Overview

StanfordVotes is part of the larger student-led organization Stanford in Government (SIG). Historically, StanfordVotes has been a committee under the SIG “Civic Engagement Branch,” meaning it had two leaders (Co-Directors) and 30+ committee members (CMs). This ratio of leadership to membership was not conducive to efficient work delegation. Without a built-out leadership structure internal to StanfordVotes, the Co-Directors took on a disproportionate amount of responsibility, and CMs felt disengaged.

This year, StanfordVotes will become a branch of SIG with its own committees, allowing it to have more defined internal structure. Specifically, StanfordVotes will be structured as follows:



## Voter Education

Co-Directed by Alexa Kupor '25 and Isabelle Anzabi '24

Manages and creates content for the StanfordVotes website ([www.stanfordvotes.org](http://www.stanfordvotes.org)) and Instagram account (@stanfordvotes). Creates and disseminates voter guides for students from all 50 states. Staffs voter registration tables on campus. Hosts speaker events and panels.

## Institutional Relations

Co-Directed by Emily Tianshi '25 and Harry Katz '24

Initiates collaborations with key stakeholders on campus. Continues StanfordVotes' relationship with off-campus civic engagement non-profit organizations.

## Civic Programs

Directed by Emma Buday '24

Liaises with Democracy Day Coordinating Committee (DDCC). Helps to plan and execute Election Day Holiday activities.

## Key Dates for Organizing

While approximately one-third of Stanford undergraduates hail from (and vote in) California, our organizing strategy has to accommodate students from all 50 states.

- I. June 7, 2022 — Primaries in California, Iowa, Mississippi, Montana, New Jersey, New Mexico, and South Dakota
- II. June 14, 2022 — Primaries in Maine, Nevada, North Dakota, and South Carolina
- III. June 21, 2022 — Primaries in Virginia; Run-Offs in Arkansas and Georgia
- IV. June 28, 2022 — Primaries in Colorado, Illinois, New York, Oklahoma, and Utah; Run-Offs in Mississippi and South Carolina
- V. July 4, 2022 — Independence Day
- VI. July 19, 2022 — Primaries in Maryland
- VII. July 26, 2022 — Primaries in Alabama and North Carolina
- VIII. August 2, 2022 — Primaries in Arizona, Kansas, Michigan, Missouri, and Washington
- IX. August 4, 2022 — Primaries in Tennessee
- X. August 9, 2022 — Primaries in Connecticut, Minnesota, Vermont, and Wisconsin
- XI. August 13, 2022 — Primaries in Hawaii

- XII. August 16, 2022 — Primaries in Alaska and Wyoming; Run-Offs in South Dakota
- XIII. August 23, 2022 — Primaries in Florida and New York; Run-Offs in Oklahoma
- XIV. September 6, 2022 — Primaries in Massachusetts
- XV. September 13, 2022 — Primaries in Delaware, New Hampshire, and Rhode Island
- XVI. September 20, 2022 — Move-in for new students
- XVII. September 20, 2022 — National Voter Registration Day
- XVIII. September 21-25, 2022 — New Student Orientation (NSO)
- XIX. September 26, 2022 — First day of classes**
- XX. October 3-7, 2022 — National Voter Education Week
- XXI. October 28, 2022 — Vote Early Day
- XXII. November 8, 2022 — General Election**
- XXIII. December 6, 2022 — Run-Offs in Georgia
- XXIV. December 10, 2022 — Run-Offs in Louisiana

## **Inter-Committee Priorities**

### I. Change Campus Culture

Foster a culture at Stanford that valorizes civic engagement by collaborating with major campus stakeholders including administrators, faculty members, community centers, and student groups.

### II. Organize Digitally

Build on existing StanfordVotes brand and digital organization strategies developed during the COVID-19 pandemic's infancy. Supplement in-person projects with the creation and dissemination of online resources.

### III. Make Civic Engagement Easy

Remove barriers to student civic engagement by:

- A. Teaching students how to register to vote and cast their ballots
- B. Reminding students about key dates and deadlines
- C. Enhancing access on campus to stamps, envelopes, printers, and other voting materials

## **Voter Education Committee Plan**

### I. Overview

In a nation in which civic engagement is an increasingly mystifying and cumbersome process, voter education is paramount. Education should focus on not only the logistics of the voting process itself, but must also include information on what different ballot initiatives mean, how election processes and terminology differ by state and region, and the influence that an individual vote can possess. In order to accomplish these initiatives, we have set up the following action plan for the 2022-23 academic year.

– Alexa Kupor and Isabelle Anzabi

## II. Year-Long Digital Organizing

### A. Website

- a. Maintain and update stanfordvotes.org.
- b. Respond to volunteer or collaboration inquiries submitted via our website’s “Join Us” page.

### B. TikTok

- a. Assign a CM to create a StanfordVotes TikTok account.
- b. Interview students in public spaces on campus (White Plaza, Tressider Union, Main Quad, Engineering Quad) to create short video segments: “Why do you vote?,” “What do you love about democracy?,” “Are you registered to vote?,” “What state are you voting in?,” “When was the first time you ever voted?,” “If you were a politician, which one would you be?,” “If you were running for president, why should we vote for you?”

### C. Instagram

- a. Reply to student direct messages (DMs) with voting inquiries
- b. Post story reminders for local/state elections occurring after the General Election
- c. Follow Stanford students to increase digital reach

## III. Fall Quarter Initiatives

### A. Table In-Person

- a. Staff voter registration tables in highly-trafficked areas (dining halls, White Plaza) three weeks prior to the General Election where StanfordVotes representatives can:
  - i. Answer student questions about voting
  - ii. Distribute StanfordVotes swag (stickers, etc.)
  - iii. Hand out voting supplies like stamps and envelopes
- b. Table at highly-attended events:

- i. Football games
  - ii. New Student Orientation (NSO)
  - iii. Activities Fair
  - iv. Cardinal Service Fair
  - v. New Graduate Student Orientation (NGSO)
- B. Publish Student Voting Guide
  - a. Write a comprehensive 50-page pamphlet (one page per state) covering topics such as voter registration deadlines, dates for primary and general elections, rules regarding open and closed primaries, absentee ballot regulations, propositions and initiatives (if applicable), and other state-specific nuances to voting.
  - b. Feature student voices from various states explaining their motivations for voting.
  - c. Share digitally via social media.
  - d. Post fliers around campus with QR codes that link to the document.
- C. Create Dorm RA Voter Education Kits
  - a. Create kits for RAs in dorms across campus that include QR codes to the voter registration website, QR codes to the student voter guide, stamps, envelopes, “I’m a registered voter” door signs, a voter registration slide to include in house meeting presentations, and StanfordVotes stickers so that students see pro-civic engagement materials around their dorms at the start of the academic year and spark discussions surrounding voting processes with their peers.
  - b. These materials promote voter registration and engagement, and RAs can set a positive example by amplifying these materials and messages around the dorm.
- D. Organize “Why I Vote” Demonstration
  - a. During Week 4 (tentatively 10/17) set up a display in White Plaza with a large paper banner reading “WHY I VOTE” — encourage students to answer the prompt on colorful sticky notes and contribute to the display.
  - b. This is also an opportunity to answer individual questions regarding voting and hand out StanfordVotes promotional materials and voting guides and supplies.
- E. Host “What’s on my CA ballot?” Presentation and Q&A Session
  - a. During Week 6 (11/2), students voting in California can learn about the various ballot measures and special elections on the CA ballot from Professor David Crane, who teaches a course on California public policy and previously served as a special advisor to Governor Arnold Schwarzenegger.
  - b. Following the presentation, students will engage in a Q&A session and discussion forum to clarify any questions and discuss the for- and against- positions for each major electoral question.
- F. Instagram Campaigns

- a. “Why I Vote” student spotlights: provide quotes from students nationwide sharing their motivations for participating in the voting process.
- b. Post information about voting by mail and relevant deadlines to demystify the absentee voting process.
- c. Countdown to Election Day: post one story/grid post in the 10 days leading up to the November general election with important reminders on last-minute ballot requirements, tips for election day voting, and highlights for nationwide electoral positions and initiatives.

## IV. Winter Quarter Initiatives

- A. Host “Documentaries & Dinner” series (tentatively 1/25/23 and 2/20/23)
  - a. *All In: The Fight for Democracy* (2020; 1hr 42min)
    - i. Film description: “Examines the issue of voter suppression in the US. The film interweaves personal experiences with activism and historical insight to expose a problem that has corrupted our country from the beginning. With the expertise of Stacey Abrams, the film offers an insider’s look into the barriers to voting.”
    - ii. Afterwards, students can engage in a discussion around voter disenfranchisement.
  - b. *Kill Chain: The Cyber War on America’s Elections* (2020; 1hr 31)
    - i. Film description: “Follows Finnish hacker and cyber security expert Harri Hursti as he travels across the U.S. and around the world to show how our election systems remain unprotected, with very little accountability or transparency. Hursti’s eye-opening journey is supplemented by candid interviews with key figures in the election security community, as well as cyber experts and U.S. senators from both parties who are fighting to secure the integrity of the vote before November 2020.”
    - ii. Afterwards, students can engage in a discussion around election security.
- B. Host democracy panel event featuring Stanford speakers in early February
  - a. This event would include a panel presentation along with an attendee Q&A and discussion to encourage interactive components. Possible Stanford faculty members to invite include: James Fishkin, Director of the Center for Deliberative Democracy; Alice Siu, Associate Director of the Center for Deliberative Democracy; Adam Bonica, Associate Professor of Political Science; Morris Fiorina, Wendt Family Professor and Senior Fellow at the Hoover Institution; Hakeem Jefferson, Assistant Professor of Political Science.

- b. Panel members would contribute a short introduction to their work and answer pre-prepared and audience questions related to the topics of voting access in the United States, election security issues, promoting voting and civic engagement on college campuses, and serving as advocates of democracy.
- c. In order to increase attendance at this event, we will communicate with on-campus political student organizations and encourage representation from all sides of the political spectrum.

## V. Spring Quarter Initiatives

- A. Host democracy panel event featuring off-campus speakers in late April
  - a. This event would include a panel presentation along with an attendee Q&A and discussion to encourage interactive components.
  - b. Possible speakers to invite include: representatives from the Voting Rights Alliance, a non-partisan network of citizens and legislators working to protect voting access; representatives from the National Election Defense Coalition, a non-partisan organization advocating for election security; Aasha Shaik, a Yale Law School student who participated in the Beijing+25 Youth Taskforce and enhanced voter registration efforts on her college campus; representatives from Fair Fight, an organization bringing awareness to election reform legislation and educating individuals on their voting rights.
  - c. Panel members would contribute a short introduction to their work and answer pre-prepared and audience questions related to the topics of voting access in the United States, election security issues, promoting voting and civic engagement on college campuses, and serving as advocates of democracy.
  - d. In order to increase attendance at this event, we will communicate with on-campus political student organizations and encourage representation from all sides of the political spectrum.

## Institutional Relations Committee Plan

### I. Overview

At Stanford, the past decade has seen the formation of over 500 now-inactive clubs. Many student leaders and activists have expressed alarm at the rapid rate at which clubs and entire causes vanish. While SIG is a more permanent student-run institution than most, the current

leadership of StanfordVotes will inevitably one day depart campus. Thus, building strong relationships with other campus institutions is essential to our organization's mission and long-term viability. By facilitating collaboration with key stakeholders, we can integrate civic engagement into all facets of campus life and avoid making voter registration a new endeavor to be haplessly reconstructed each year.

The steps below enumerate numerous opportunities to integrate StanfordVotes with organizations of all kinds on campus, be they social, political, administrative, spiritual, or athletic. Through respectful and frequent outreach to the individuals and organizations discussed below, we are confident that StanfordVotes can continue to raise the on-campus voter registration rate to new heights, reach new unlikely voters, and encourage the student body to seriously consider their responsibilities, privileges, and obligations as voters in the world's largest democracy.

– Harry Katz and Emily Tianshi

## II. Graduate Schools

- A. Find interested graduate students to serve as liaisons between StanfordVotes and graduate community so we can have a presence at graduate student events
- B. Attempt to expand AXESS Voter Registration Enrollment Hold to Stanford graduate schools by connecting with graduate students and administrators at each of the following institutions:
  - a. Medical School
  - b. Law School (SLS)
  - c. School of Business (GSB)
  - d. School of Education (GSE)

## III. Freshman Class

- A. NSO
  - a. Coordinate with Stanford Orientation leadership to host and promote a Voter Education event during NSO to assist first-time voters.
    - i. Contacts: Edith Wu-Nguyen and Joanie Ly
  - b. Reach out to dorm RAs with materials to facilitate conversations around democratic participation and civic involvement within the first two weeks on campus.
- B. FROSH 101
  - a. Coordinate with FROSH 101 coordinator Patti Hanlon-Baker to:

- i. Facilitate class discussion on duties of citizenship and civic engagement right before Democracy Day, encouraging section leaders to discuss their experiences voting
- ii. Email enrolled students information about how to vote and a link to the StanfordVotes registration tool
- iii. Make participation in a Democracy Day event and a reflection on the experience a mandatory assignment
- iv. Facilitate group discussion/debrief after Democracy Day during a class meeting

#### C. Frosh-heavy Courses

- a. Reach out to professors of the following frosh-heavy, high-enrollment courses and ask them to (a) build participation in Democracy Day into an assignment or extra credit task, (b) set aside 5-10 minutes of class time for voter registration, (c) share a story of their own experience voting/ engaging civically and encourage TAs to do the same in class sections, (d) post the StanfordVotes registration tool on their class Canvas page or website and send a Canvas announcement reminding students about Election Day as it approaches to keep voting top of mind.

- i. PWR 1
- ii. COLLEGE
- iii. THINK
- iv. SLE
- v. ITALIC
- vi. PSYCH 1
- vii. ECON 1
- viii. ECON 102A
- ix. MATH 19
- x. MATH 20
- xi. MATH 21
- xii. MATH 51
- xiii. CS 106A
- xiv. CS 106B
- xv. POLISCI 1
- xvi. PHYSICS 41
- xvii. CHEM 31A
- xviii. CHEM 31B
- xix. PHIL 1
- xx. ME 1

#### D. Post-Election Curriculum Development

- a. Assist in curriculum development for COLLEGE 102: Citizenship In The 21st Century (taught in Winter Quarter)
  - i. Give students an opportunity to register to vote during the class session on voting. Send StanfordVotes Voter Education CMs to these classes to help assist with the registration process.
  - ii. Final project option is to collaborate with StanfordVotes on an event or initiative and submit a reflection.
  - iii. Contact: Luke Terra

#### IV. UG2 Package Center

- A. Maintain contact with UG2 representatives and student organizers to ensure mail is being properly delivered and students are receiving their absentee ballots in time.
  - a. Contacts: Madeline Costas (UG2), Emi Soroka (EVGR-B Graduate Student Organizer)

#### V. Student PIRGs

- A. Maintain contact with Student PIRGs group to receive data from StudentVote.org registration tool and to discuss GOTV organizing volunteer opportunities.
  - a. Contact: Manny Rin (New Voters Project Director at Student PIRGs)

#### VI. Athletics

- A. An important legal note: While we can't 'incentivize' voting under federal law, we can provide resources for voter registration on frequently-visited athletics pages and take advantage of the attention that popular athletics programs receive.
- B. Develop ties with popular sports teams (football, basketball) and coordinate with them and administration to operate a voter registration table at games.
- C. Coordinate with various athletics teams to see if prominent athletes and coaches are interested in acting as voting ambassadors:
  - a. Would they be willing to speak publicly on the cause of voter registration, either live or recorded?
  - b. Do they have personal stories that relate to themes of democratic participation?
  - c. Can they post about civic engagement on their social media? On StanfordVotes social media?
  - d. Could they man a voter registration booth?

- D. Coordinate with the communications division of Stanford Athletics to have Stanford Votes related hashtags and links included in high-visibility social media posts from the Athletics community.
- E. Coordinate with Athletics to have a link to the Voter Education Committee's voting guide prominently included in digital ticket sales to students and across Athletics-related sites. To go even further, investigate whether it would be possible to have the guide (or a link to register to vote) as a pop-up of some kind in the ticket-buying process.

## VII. Student Organizations

- A. Students for a Sustainable Stanford (SSS)
  - a. Request that SSS set aside meeting time for voter registration
  - b. Have the Voter Education team table outside of the annual Stephen H. Schneider Memorial Lecture, SSS's biggest event of the year (Winter Quarter)
  - c. Co-host an event on the importance of voting for the environment. Reach out to the Bill Lane Center for the American West and Doerr School of Sustainability for potential guest speakers. (Spring Quarter)
  - d. Contact: Xiaomian Yang
- B. Stanford Concert Network (SCN)
  - a. Request that SCN set aside meeting time for voter registration
  - b. Request that SCN link StanfordVotes resources/ registration link in concert RSVP forms
  - c. Contact: TBD
- C. Society for International Affairs at Stanford (SIAS)
  - a. Request that SIAS set aside meeting time for voter registration
  - b. Contact: TBD
- D. Challah for Hunger
  - a. In the weeks leading up to Election Day, connect the Voter Education team to Challah for Hunger to hand out voting pamphlets/ stamps with all challah orders. (Fall Quarter)
  - b. Contact: TBD
- E. Stanford Data and Mapping for Society (DAMS)
  - a. Request that DAMS set aside meeting time for voter registration
  - b. DAMS data visualization projects could provide an insightful perspective on electoral district boundaries, so we would like to co-host an event on gerrymandering, likely screening a documentary followed by small group discussions. (Spring Quarter)

- c. Contact: TBD
- F. Acapella
  - a. Reach out to Fleet Street to co-produce a song about voting and civic engagement. Encourage Fleet Street to serenade dining halls, dorms, and Meyer Green before and on Democracy Day. (Fall Quarter)
  - b. Contact: TBD
- G. Stanford Women in Politics (SWIP)
  - a. Request that SWIP set aside meeting time for voter registration
  - b. Recruit members from SWIP to help staff Voter Education events and hand out flyers when needed. (Year-Round)
  - c. Contact: TBD
- H. Stanford College Republicans (SCR)
  - a. Recruit members from SCR to help staff Voter Education events and activities. (Year-Round)
  - b. Contact: TBD
- I. Stanford Democrats
  - a. Recruit members from SCR to help staff Voter Education events and activities. (Year-Round)
  - b. Contacts: Gabi Holzer and Allison Leibly (Co-Director of Communications)
- J. The Stanford Daily
  - a. Arrange interview with The Stanford Daily before election day to encourage people to vote and attend Democracy Day events (Fall Quarter)
  - b. Advertise StanfordVotes' Voter Education events and voter registration assistance services in the Daily (Year-Round)
  - c. Contact: TBD

## VIII. Residential & Dining Enterprises (R&DE)

- A. Service Worker Outreach
  - a. Kick off initiative to register Stanford service workers to vote (Year-Round)
  - b. Host a workshop with Spanish and English speakers to assist before Election Day to help workers understand ballots, answer questions, etc. (Fall Quarter)
- B. Connect with dining hall managers and ask to treat Democracy Day as a holiday to be celebrated. For example, red, white, and blue decor, democracy cookies, etc. (Fall Quarter)
  - a. Wilbur Dining
  - b. Stern Dining
  - c. Arrillaga Family Dining

- d. Branner Dining
- e. Gerhard Casper Dining
- f. Florence Moore (FloMo) Dining
- g. Lakeside Dining
- h. Ricker Dining
- i. Suites Dining
- j. EVGR Dining

## IX. Residential Education (ResEd)

### A. RA Outreach

- a. Coordinate with ResEd to have our voter registration process explained during RA training.
- b. Provide RAs with access to voting materials (stamps, envelopes, etc.) and a list of StanfordVotes contacts should any voting-related questions arise.
- c. Provide RAs/RFs/Row Staff with frequent updates related to primary voting dates, deadlines to register in specific states, as well as access to StanfordVotes resources and contacts to forward to their residents and discuss at house meetings.
  - i. Offer to provide rewards of some kind (shirts, food, etc.) to dorms willing to facilitate conversations on democracy and the importance of voting during house meetings.
- d. Coordinate specific programming with themed dorms to best encourage voter registration.
  - i. In Otero (the public service theme dorm), provide students the opportunity to coordinate various StanfordVotes-related volunteering opportunities
  - ii. In ethnic-themed dorms, work to integrate voter registration with major community events, or coordinate with RAs in the dorm to present a history of how a given group's history involves the struggle to gain the right to vote.

### B. Neighborhood Outreach

- a. Present on the importance of civic participation to each neighborhood council and offer to provide StanfordVotes staff to any large neighborhood gathering throughout the year.

### C. Miscellaneous



- a. Ask to include the voter registration digital process with the mandatory Alcohol and Drug Entrance Quiz for all freshmen over the age of eighteen.

## X. PAC-12 Votes Student Group

- A. Maintain contact with PAC-12 Votes Student Group by attending Zoom meetings
  - a. Contacts: Anna Mills and Hannah White, University of Oregon

## XI. Academic Departments

- A. Reach out to Undergraduate Student Services Officers for the following undergraduate academic departments and ask (a) to hang flyers with QR code to register to vote/ access state-specific voter guide in department spaces and (b) to send out information about voting and a link to access the StanfordVotes registration tool via department email newsletter.
  - a. Aeronautics and Astronautics
  - b. African and African American Studies
  - c. American Studies
  - d. Anthropology
  - e. Archaeology
  - f. Architectural Design
  - g. Art History
  - h. Art Practice
  - i. Asian American Studies
  - j. Atmosphere/Energy
  - k. Bioengineering
  - l. Biology
  - m. Biomechanical Engineering
  - n. Biomedical Computation
  - o. Chemical Engineering
  - p. Chemistry
  - q. Chicana/o - Latina/o Studies
  - r. China Studies
  - s. Civil and Environmental Engineering
  - t. Classics
  - u. Communication
  - v. Comparative Literature
  - w. Comparative Studies in Race and Ethnicity

- x. Computer Science
- y. Earth Systems
- z. East Asian Studies
- aa. Economics
- bb. Electrical Engineering
- cc. Energy Resources Engineering
- dd. Engineering Physics
- ee. English
- ff. Environmental Systems Engineering
- gg. Feminist, Gender, and Sexuality Studies
- hh. Film and Media Studies
- ii. French
- jj. Geological Sciences
- kk. Geophysics
- ll. German Studies
- mm. History
- nn. Human Biology
- oo. Iberian and Latin American Cultures
- pp. International Relations
- qq. Italian
- rr. Japanese
- ss. Jewish Studies
- tt. Korean
- uu. Linguistics
- vv. Management Science and Engineering
- ww. Materials Science and Engineering
- xx. Mathematical and Computational Science
- yy. Mathematics
- zz. Mechanical Engineering
- aaa. Music
- bbb. Native American Studies
- ccc. Philosophy
- ddd. Philosophy and Religious Studies
- eee. Physics
- fff. Political Science
- ggg. Portuguese
- hhh. Product Design

- iii. Psychology
- jjj. Public Policy
- kkk. Religious Studies
- lll. Science, Technology and Society
- mmm. Slavic Languages and Literatures
- nnn. Sociology
- ooo. Spanish
- ppp. Symbolic Systems
- qqq. Theater and Performance Studies
- rrr. Urban Studies

## XII. Centers for Equity, Community, and Leadership (CECL)

- A. Reach out to representatives from the following CECL spaces to (a) ask about civic engagement programming and (b) request to hang flyers with QR code to register to vote/ access state-specific voter guide.
  - a. Asian American Activities Center (A3C)
  - b. Black Community Services Center (BCSC)
  - c. El Centro Chicano y Latino (El Centro)
  - d. Queer Student Resources (QSR)
  - e. The Markaz: Resource Center (Markaz)
  - f. Native American Cultural Center (NACC)
  - g. Women's Community Center (WCC)

## XIII. Registrar's Office

- A. Maintain contact with the Stanford Registrar's Office to ensure the continued successful administration of the AXESS Voter Registration Enrollment Hold for undergraduates.

# **Civic Programs Committee Plan**

## I. Overview

The key goal of the Civic Programs Committee of StanfordVotes is to partner with the Democracy Day Coordinating Committee (DDCC) to plan and execute campus-wide programming on Stanford's Election Day Holiday (November 8, 2022). Planning Democracy Day is a year-round effort aiming to provide students with an opportunity to explore, enhance, and challenge their understandings of democracy and civic participation.

The Civic Programs Director has two main roles. First, they will liaise between StanfordVotes and DDCC. Second, they will contribute to DDCC's planning efforts. More specifically, the Civic Programs Director will plan "Party at the Polls" and take a leadership role in DDCC Communications work.

– Emma Buday

## II. Election Day Programming

- A. On Election Day, ensure that students have the opportunity to:
  - a. Participate in a deliberative polling event.
  - b. Attend a speaker event surrounding the importance of democracy.
  - c. Discuss the event/ converse about democracy with Stanford professors who research civic engagement.
  - d. Attend an election night watch party event.
  - e. Engage with StanfordVotes CMs and directors to learn about post-election opportunities for civic engagement.
  - f. Attend "Party at the Polls," a large campus event hosted by Stanford's residential neighborhoods featuring live music, free t-shirts, and food trucks.