

Faculty Attitudes Toward Student Voting
Initiatives 2019-2020 Survey Report



CAMPUS ELECTION ENGAGEMENT PROJECT

Contributor Page



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Jacob Wilson (he/him) is the Missouri and Virginia Director for CEEP. Jacob has been a higher education and student affairs professional for nearly a decade and has a passion for research, campus organizing, leadership education and engaging students in political learning and democratic engagement. Jacob is a Ph.D. Candidate in Higher Education at the University of Arizona's Center for the Study of Higher Education, and he has been a Faculty Research Fellow and an Instructor in the College Student Personnel Administration Master's program at Southern Illinois University

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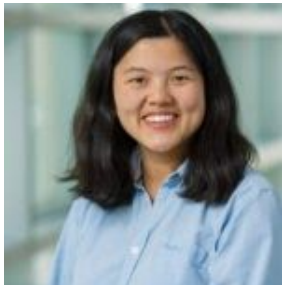
Michelle Black (she/her) is CEEP's Assistant Director for Missouri and a graduate student at Southern Illinois University Edwardsville where she is pursuing a master's degree in College Student Personnel Administration. Michelle has experience in non-profit program management, as well as working with students and volunteers in a variety of settings. Michelle earned a B.A. in English from Truman State University, a J.D. from Northern Illinois University and an M.S.W. from the University of Georgia. In her free time, she enjoys photography, hiking, reading, visiting national parks and volunteering with the Friends of the Glen Carbon Public Library.



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Lauren Ban (she/her) is the Assistant Pennsylvania State Director and currently finishing up her studies at the University of Pittsburgh, Main Campus. She is pursuing a BA in History and Economics with a minor in Political Science. She plans to attend law school upon graduation. Having previously worked as both a CEEP Fellow and Intern, Lauren is excited to enter this new role in order to continue supporting nonpartisan election engagement. When she is not working, you can find Lauren with her nose buried in a book or out in the garden.



Erika Tai (she/her) is a Faculty Resources Intern and holds a Master of Public Policy degree from the University of Massachusetts Amherst – where she is currently a Ph.D. student on the higher education track of the Social Justice Education program. Her current research focuses on the impact of intergroup dialogue on undergraduate students' understandings of social identities. Prior to joining CEEP, Erika has worked mainly in student and academic affairs settings. In her free time, Erika enjoys hiking, frisbee and visiting local libraries.



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Executive Summary

In 2019, Campus Election Engagement Project (CEEP) noticed a large gap in student voter engagement efforts. Many of the efforts conducted by institutions we work with seek to increase student voter engagement by focusing on staff members' interactions with students. However, these efforts often leave out faculty members. We believe faculty members play an important role in the success of students. The educational context created by faculty behaviors and attitudes in the classroom has a dramatic and lasting effect on student learning and performance. Unlike staff, faculty members know our nation's students in the most intimate way—in a classroom setting.

Yet up until this point we have known very little about how faculty members feel toward promoting voting initiatives in their classrooms, whether they would benefit from resources that CEEP has created and what if any hesitations they have about being involved in educating students about elections. This is where we turn to our contribution. This survey is designed to capture the attitudes of faculty members across the country regarding voter engagement efforts in the classroom. We hope the results of this survey can help inform others about how to most effectively get faculty involved with student voting efforts.

Main Findings

- Faculty members are not comfortable enough in their knowledge of their states' voting laws to teach their students about them. A potential solution to this could be to introduce faculty members to materials on voting laws for their specific states.
- Faculty members think their institutions' student bodies will turn out to vote at high rates in the 2020 General Election, but many believe that the very same students will not vote from an informed point of view. With student turnout rates on the rise, faculty members can promote nonpartisan election engagement materials to decrease this gap between high turnout and low faculty confidence in informed student voting.
- Faculty members who have not previously incorporated nonpartisan election engagement activities into their classrooms favor incorporating voter registration into future classes over other activities such as voter education, get out the vote efforts and election results discussions. Faculty members may be encouraged to incorporate these other activities with greater access to nonpartisan materials and training on maintaining nonpartisanship in a classroom setting. Faculty members prefer these classroom activities be kept to 15 minutes or less.



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- Only approximately half of surveyed faculty members believe that it is partly their responsibility to implement nonpartisan election engagement activities in the classroom.
- Over 40% of the faculty members we surveyed indicate that they agree that support from campus stakeholders would increase their willingness to implement nonpartisan election engagement activities in the classroom. A current lack of support from campus stakeholders may be a common cause of faculty members' hesitation to implement nonpartisan election engagement activities in the classroom. For how we define stakeholders, see the descriptive results below.
- A majority of faculty members surveyed indicate that their willingness to implement nonpartisan election engagement activities in the classroom is in some way influenced by campus climate. Perceptions of campus climate, across all respondents, was not particularly positive. This may mean that there are faculty members willing and able to implement these activities in the classroom, but refrain from doing so at least partly because they doubt their campus climate would support such implementation.
- When it comes to spreading the word about nonpartisan election engagement events on campus, faculty members indicate that there is no universal way of doing so.

Actionables/Recommendations

- Trainings or other methods of familiarizing faculty members with state-specific voting laws should be provided to campuses (i.e. voter registration requirements, early voting procedures, requesting absentee ballots, important election dates).
- Any voter related materials sent to faculty need to take one class period and less than 15 minutes of their time in class.
- Faculty members should promote nonpartisan voter education materials and guides to their students in class and/or through web portals.
- Provide faculty members with language and examples on maintaining nonpartisanship in the classroom and training on facilitating political discussions.
- Have upper administration promote civic engagement and voter engagement in the classroom to encourage faculty members to incorporate these materials in their classes.
- Establish consistent channels of communication about civic engagement efforts on campus to improve campus-wide messaging.
- Create a centralized calendar or web portal to find important student activities and events on campus, with emphasis on civic engagement opportunities. If one already



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exists, highlight its importance and improve messaging for faculty members to provide to their students.

- Establish a platform or website containing campus-specific/state-specific voter education materials.
- Invite and incorporate multiple campus units and stakeholders in events and activities related to student voter engagement. Emphasize community support in such initiatives to maximize reach and support.
- Draw attention to campus events that focus on voter engagement during class periods. Encourage students to attend such events.
- An easy way for faculty members to engage students, while also keeping time away from class material to a minimum, is to mention events that already exist on their campus. Faculty members' promotion of these nonpartisan election engagement events would be a quick way to address students' engagement in a nonpartisan way that requires little outside effort. This requires faculty members to be aware of such events.



Descriptive Results of Survey Data

Data Collection Procedure

The sample for this survey consists of 150 colleges and universities from a list of all campuses accredited by the U.S. Department of Education. We selected colleges and universities only from the states that CEEP was actively in during 2018. These states are Alabama, Arizona, Colorado, Florida, Georgia, Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Montana, Nevada, New Hampshire, New Mexico, North Carolina, North Dakota, Ohio, Pennsylvania, Tennessee, Virginia and Wisconsin. To obtain each of the 150 colleges and universities, we organized the population of campuses (1319 campuses total) into three sectors, and selected 10% of campuses in each sector. We have 41 public 4-year institutions, 53 public 2-year institutions, and 56 private 4-year institutions. Additionally, in order to make sure Minority Serving Institutions (MSIs) were represented, we randomized a group of 93 MSIs and selected 19 (~20% of population) which gives us a total of 24 MSIs in the sample of 150 campuses (six were included in the original sample and 1 duplicate was removed from the MSI only random selection).

For all of the 97 4-year campuses, faculty contact information was collected for every political science and social work department by navigating each campus' website. Then, 25 campuses were randomly selected for each of five disciplines/fields: psychology, communication, education, business, and biology/life sciences for which we collected faculty data. For the 53 2-year campuses, faculty contact information was collected from the English, political science, psychology, sociology, history, business, and nursing departments.

Once we collected the faculty contact information for all the contacts at 2-year and 4-year institutions (1,385 4-year public, 1,298 4-year private, 2,697 2-year public), we then created and sent an email that was personalized for each faculty member. The faculty members were initially contacted on January 29th, 2020. Two weeks after initial contact, faculty members were contacted for a second time with the same email request. Of the 5,380 faculty contact emails collected, 584 faculty members opted in to take the survey. This gives us around a 10% response rate which is on par for surveys completed by recruiting participants by email. Each survey question was optional.



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Information About Faculty Position

Now, we turn to these data collected. The first set of questions in the survey ask faculty members about their current employment at their institution. 28.13% (n=162) of our respondents work at 2-year public institutions, 34.20% (n=197) work at 4-year public institutions, and 37.67% (n=217) work at 4-year private institutions. 50.09% (n=288) of the respondents in our sample had been at their institution for 10+ years. However, the other half of the sample ranged from being at their institution for less than a year to being at their institution for 9 years.

The respondents also come from institutions of different sizes. 40.87% (n=235) of the respondents are employed at small institutions with less than 5,000 people. 38.78% (n=223) of the respondents are employed at medium sized institutions ranging from 5,001-15,000 people. 20.35% (n=117) of the respondents come from large institutions with more than 15,001+ people. This criteria comes from Campus Election Engagement Project's internal thresholds of what is defined as small, medium, and large institutions.

We had respondents from a variety of states take our survey. Our respondents live in Alabama, Arizona, Colorado, Florida, Georgia, Illinois, Indiana, Iowa, Michigan, Minnesota, Missouri, Montana, Nevada, New Hampshire, New Mexico, North Carolina, North Dakota, Ohio, Pennsylvania, Tennessee, Virginia, and Wisconsin. The most respondents live in Illinois (n=71), followed by Michigan (n=55) and Alabama (n=42).

Our respondents teach in a wide variety of academic fields. For this question, respondents could check more than one discipline, as many faculty at 2-year campuses teach in more than one field. Of the 623 responses we received, the most common fields are political science (n=141), business (n=66), education (n=60), and psychology (n=60), followed by social work (n=54), life sciences (n=43), math/statistics (n=28), and nursing (n=25). 136 respondents responded with the option "other" (n=136). After examining these responses, many faculty responded with "other" because a discipline was not included.

Faculty surveyed hold various positions at their institutions. 26.26% (n=151) of respondents are professors, 23.65% (n=131) are associate professors and 22.78% (n=131) are assistant professors. We recorded other position titles, including lecturers (n=19), visiting professors (n=7), adjunct faculty (n=55), pre-doc and post-docs (n=1) and professor emeritus (n=5). 70 faculty members did not fit into any of these categories and responded with "other." Of these, the most popular categories for "other" include clinical assistant professors, chairs, instructors, and professors of practice.



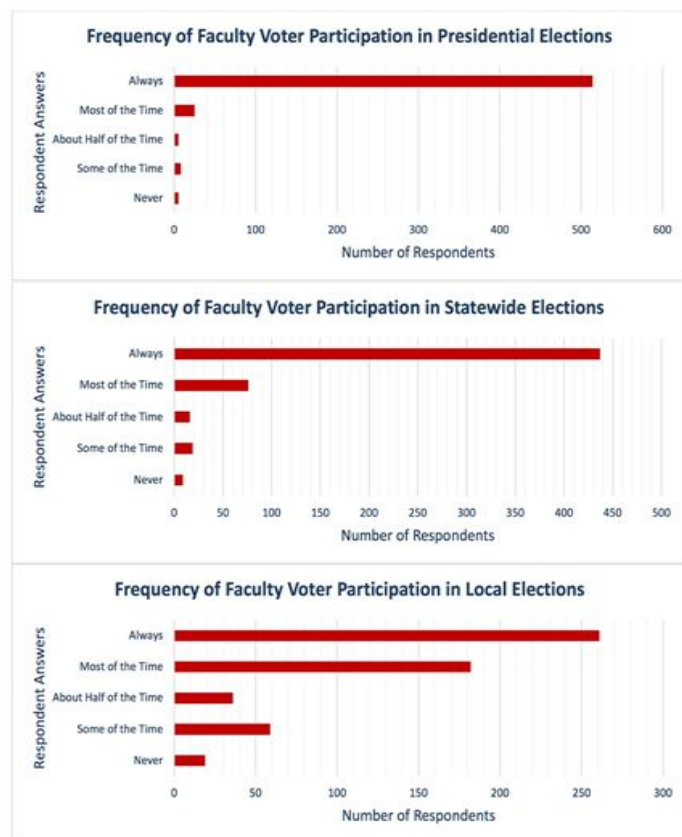
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The faculty in our survey primarily teach undergraduate students (n=483). However, many of them teach graduate students (n=132), a mix of undergraduate and graduate students (n=103) or non-degree seeking students (n=53) as well. 16 faculty members responded with other, indicating that they teach continuing education adults and/or pre-university students. This question also let respondents check more than one option.

Vote History

After collecting data on our respondents' positions at their institutions, we established a baseline for faculty members' personal involvement in and knowledge of voting. From our survey data, we find that a clear majority of our sample is registered to vote and almost always participates regularly in elections at all levels, including national, statewide, and local. Respondents are most likely to vote in national elections, closely followed by statewide elections, and then local elections. While faculty members' participation rates are high, their knowledge of their respective states' voting laws is not. A majority of our sample indicated that they are not confident in their knowledge of their state's voting laws. Finally, a majority of our sample indicated that the 2020 election specifically has an influence on their willingness to bring up election-related matters in the classroom.

To address each of these points specifically, we first begin with faculty members' voter registration statuses. From our respondent pool for this question (n=573), 93.37% (n=535) of them are registered to vote at their current address. On the other hand, 0.70% of respondents (n=4) state they are not currently registered to vote, while 2.79% (n=16) are registered to vote, but at an address different from their current address. Another 2.62% (n=15) state they are ineligible to vote. 0.52% of respondents (n=3) state that their state does not require them to register to vote,





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but make no indication of their registration status.

Respondents were then asked to indicate how frequently they vote in U.S. elections, which we divided into three categories: presidential, statewide (e.g. governor, U.S. Senate) and local (e.g. mayor, school board). In total, 557 faculty members responded to this question. For U.S. presidential elections, 0.90% (n=5) respondents indicate they never vote, 1.44% (n=8) indicate they vote some of the time, 0.90% (n=5) indicate they vote about half of the time, 4.49% (n=25) indicate they vote most of the time, and 92.28% (n=514) indicate they always vote in presidential elections. Moving onto statewide elections, 1.62% (n=9) respondents indicate they never vote, 3.41% (n=19) indicate they vote some of the time, 2.87% (n=16) indicate they vote about half of the time, 13.64% (n=76) indicate they vote most of the time, and 78.46% (n=437) indicate they always vote in statewide elections. Concerning local elections, 3.41% (n=19) indicate they never vote, 10.59% (n=59) indicate they vote some of the time, 6.46% (n=36) indicate they vote about half of the time, 32.68% (n=182) indicate they vote most of the time, and 46.86% (n=261) indicate they always vote in local elections.

We also ask respondents to reflect on how confident they are in their knowledge of their respective states' voting laws, including information about voter registration, absentee ballots, voter identification laws, access to polling locations and early voting. We had 530 faculty members respond. From this sample, 24.15% (n=128) feel strongly confident and 42.64% (n=226) feel confident in their knowledge. 20.75% (n=110) respondents answered that they are neither confident or unconfident in their knowledge of their state's voting laws. 11.32% (n=60) feel unconfident, with another 1.13% (n=6) respondents strongly unconfident.

Following this, respondents were asked to state how much they agree or disagree with the following statement: The 2020 presidential election has increased my willingness to implement nonpartisan election engagement efforts in the classroom. We had 524 respondents answer this question. 25.76% (n=135) agree strongly with another 26.34% (n=138) agreeing only somewhat. 29.39% (n=154) of respondents indicate that they neither agree or disagree with the above statement. Another 8.59% (n=45) disagree somewhat and 9.92% (n=52) disagree strongly.

What these data suggest is that despite faculty members' high personal levels of involvement in elections, there is a missing level of understanding of their own states' voting laws. Though not a direct cause, this may play into the fact that we see such a large number of faculty members unwilling to discuss election-related matters, even in a nonpartisan way. A potential solution could be to better educate faculty members on their states' voting laws, regarding everything from registration to participation in elections.



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This in turn may promote more confidence in faculty members' ability to educate their students on the very same laws.

Perceptions of Student Voting

With a basic understanding of faculty members' personal knowledge and experiences with elections, we now move toward understanding their perceptions of their institution's student body's relationship with voting. We find that faculty members tend to project their own participation rates onto their institutions' student bodies. They tend to view the student body as most likely to vote in national elections, followed by statewide and then local. Faculty members were also asked to indicate whether they believe their institutions' students vote in these elections from an informed point of view. Over 40% of respondents disagree with the assertion that their students are making informed decisions about voting. This cynicism is especially notable considering that when asked specifically about the 2020 election, a clear majority of respondents indicate that their institutions' student bodies will turnout to vote. With that in mind, below is a closer analysis of these data we collected for this section.

We first asked faculty members to estimate what percentage of their institution's student body votes in three types of elections: presidential, state and local. For this question, we had respondents pick a percentage ranging from 0%-100%. When it comes to presidential elections, respondents (n=560) answered with estimates ranging from 5% voter participation up to 100%, with the average mean response at 52.47%. This means, on average, faculty in our sample responded that 52.47% of their student body votes. For state elections, respondents (n=558) have a similar range of answers, spanning from 2% to 100% of estimated voter participation rates, but here the mean is lower coming in at 32.00%. This means, on average, faculty in our sample state that 32.00% of their student body votes in state elections. For local elections, respondents' (n=559) estimates range from 0% to 100% voter participation. The average answer is lower than both presidential and state elections with a mean estimate of 20.25%.

Something worth noting here is that faculty members actually tend to overestimate their student bodies' voter turnout in national elections and underestimate their turnout in statewide elections, at least regarding the two most recent election years. Comparing survey responses to the [National Study of Learning, Voting, and Engagement \(NSLVE\)](#) conducted by Tufts University's Institute for Democracy and Higher Education, we see about a 5% difference between perceived turnout rates and actual turnout rates for national elections and about 10% difference between perceived turnout rates and actual turnout rates for statewide elections. We cannot compare local estimates because NSLVE



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does not provide these data. Looking at national and statewide numbers then, while faculty members average an estimate of 52.47% student turnout for presidential elections, NSLVE data indicates that 48.4% of students voted in 2016. In addition, faculty members' estimate of around 32.00% student turnout in statewide elections falls short of NSLVE's 2018 data which indicates that 40.3% of students turned out to vote. This suggests that faculty members place an added emphasis on national elections, whereas students tend to participate at similar levels across both national and statewide elections.

Next, faculty members were asked to indicate how much they agree or disagree with the following statement: The student population at my campus makes informed decisions about voting (e.g. reads candidate guides, researches candidates before voting, has discussions about the voting process). In total, 569 faculty members responded to this question. 3.69% (n=21) of respondents agree strongly with the statement and 33.39% (n=190) agree somewhat. 23.02% (n=131) of respondents neither agree or disagree with the statement. On the contrary, 30.93% (n=176) of respondents disagree somewhat and 8.96% (n=51) disagree strongly.

Focusing in more specifically on the 2020 General Election, we ask respondents (n=521) to indicate how much they agree or disagree with the following statement: Students at my campus will turn out to vote for Election Day on November 3rd, 2020. 10.75% (n=56) agree strongly with another 54.13% (n=282) agreeing somewhat. 16.31% (n=85) neither agree or disagree with the statement. Another 15.93% (n=83) disagree somewhat, while 2.88% (n=15) of respondents disagree strongly. On average, faculty members tend to agree that their students will turn out to vote for the 2020 General Election.

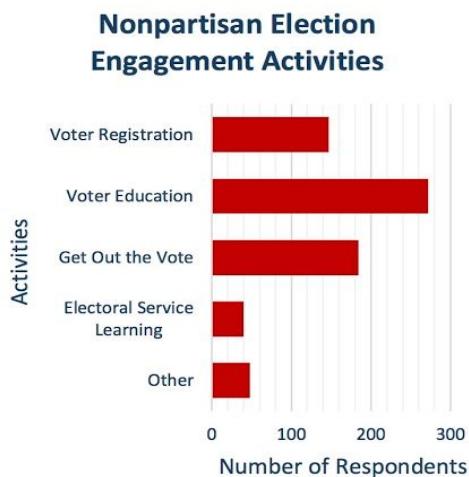
This section of questions yields an important point for discussion. A large percentage of our respondents indicate that they believe their institution's students will turn out to vote in the 2020 General Election. However, a comparably large amount of respondents do not believe those very same students will vote from an informed point of view. Part of the responsibility, then, of bridging the gap between this high student turnout and some faculty members' fears of uninformed student voting. Such a significant part of student life at these institutions is student interaction with faculty members. Promoting simple candidate guides or online election engagement sources, or even setting aside the beginning of a class period to talk with students about the importance of elections, could help faculty members decrease this gap. It is not solely faculty members' responsibility to inform students, but encouragement from faculty members goes a long way toward helping students become more aware of the importance of being informed voters.



Current Election Engagement Practices in Classroom

This section of the survey aims to better understand faculty members' current election engagement practices within their classrooms. We want to not only understand their history with nonpartisan election engagement activities in the classroom, but also the potential for the expansion of engagement in future classrooms. We find that there is almost an even split amongst the faculty members that we surveyed—those who engage in nonpartisan election engagement activities in the classroom and those who do not. Within these divisions, we are able to gather more information about how willing faculty members in each group are to carry out these activities. We define these two groups as those who *have* previously implemented nonpartisan election engagement activities in the classroom and those who *have not*.

Among those who already conduct nonpartisan election engagement activities in the classroom, we find that faculty members prefer activities that take less than 15 minutes of their class period. We find that faculty members display an almost even interest across all four activities presented to them, including voter registration, voter education, getting out the vote and election results.



When looking at the group of respondents that indicate that they have not yet implemented nonpartisan election engagement activities in the classroom, we see a similar favoritism toward less class time (15 minutes or less). Our focus with this group is more concentrated around determining what activities faculty are *willing* to implement. While the numbers are again close amongst all four activities—voter registration, voter education, get out the vote and election results—there is slightly more interest in voter registration activities. This is interesting considering that when the group is surveyed as a whole, meaning faculty that implement these activities and those who do not, voter education

far outranks voter registration. This is notable. Voter education has the potential for more partisan bias to seep into classroom conversation, whereas voter registration can potentially be implemented in a more removed, nonpartisan nature. Faculty members, who have not previously implemented these activities in the classroom, may feel more comfortable with voter registration as it can be briefly discussed and kept within certain



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conversational limits. Voter education offers more opportunities for faculty members to potentially face partisan dialogue from students.

Moving into the details of these questions, we first ask respondents to indicate what nonpartisan election engagement activities they have previously implemented in at least one of their classes. We define nonpartisan election engagement activities as any efforts made to register, educate and motivate students to be engaged with local, state and national level elections. Faculty members indicate that they use a variety of approaches, including voter registration, voter education, get out the vote efforts and electoral service learning, among other things. Some of the other examples faculty members mention under “Other” (6.95%, n=48) include critical reviews of news sources, debate watches, presentations from outside groups, general promotion of election awareness and participation as well as discussions of elections and their importance. There are also faculty members who indicate that they participate in none of the above. Voter education is most commonly used, with 39.36% (n=272) support from respondents. Voter registration (21.27%, n=147), get out the vote efforts (26.63%, n=184) and electoral service learning (5.79%, n=40) follow behind.

Knowing that faculty members utilize these various forms of nonpartisan engagement efforts is one thing, but knowing how much time they spend doing so is another. This leads to our next series of questions. We first ask respondents if they spend any time implementing nonpartisan election engagement activities in a simple yes or no format. The responses are almost evenly split, with 51.71% (n=288) respondents answering “yes” and another 48.29% (n=269) answering “no.” This binary response then allowed us to tailor our questions to address faculty members’ attitudes towards classroom engagement (using branching). Following this question, we divide our sample into those who answered “yes” and those who answered “no.” For the purpose of this report, we will first look at those who answered “yes” before turning to those who answered “no.”

Already Engaged Faculty

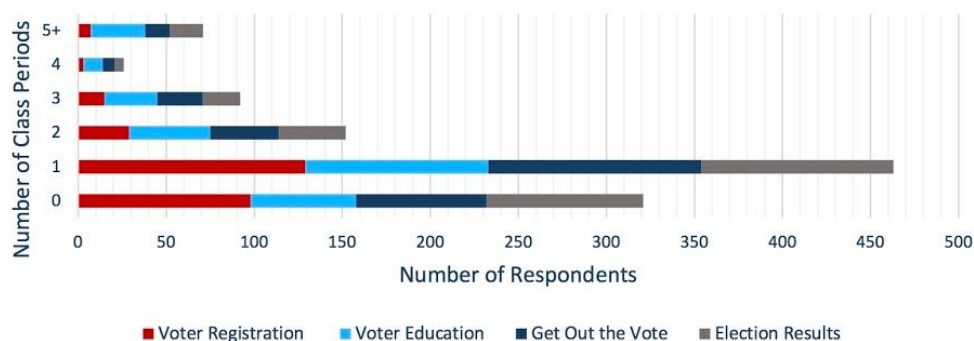
Addressing faculty members who answered “yes” (n=282), we begin by asking respondents to indicate how many class periods they use to implement engagement activities within a given semester for one course section. We ask faculty members to indicate, on average, how many class periods they spend on four specific voting activities: voter registration, voter education, get out the vote, and election results. Respondents, on average, spend zero or one class periods on these engagement efforts. More specifically, a majority of the faculty members we surveyed prefer to spend one or less class periods on voter registration, voter education, get out the vote efforts and discussion of election



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results. Breaking down our results by activity, voter registration has 2.49% (n=7) support for 5 or more class periods, 1.07% (n=3) support for 4, 5.34% (n=15) support for 3, 10.32% (n=29) support for 2, 45.91% (n=129) support for 1 and 34.88% (n=98) support for 0 class periods. Voter education has 10.99% (n=31) support for 5 or more class periods, 3.90% (n=11) support for 4, 10.64% (n=30) support for 3, 16.31% (n=46) support for 2, 36.88% (n=104) support for 1 and 21.28% (n=60) support for 0 class periods. Get out the vote efforts has 4.98% (n=14) support for 5 or more class periods, 2.49% (n=7) support for 4, 9.25% (n=26) support for 3, 13.88% (n=39) support for 2, 43.06% (n=121) support for 1 and 26.33% (n=74) support for 0 class periods. And finally, election results has 6.76% (n=19) support for 5 or more class periods, 1.78% (n=5) support for 4, 7.47% (n=21) support for 3, 13.52% (n=38) support for 2, 38.79% (n=109) support for 1 and 31.67% (n=89) support for 0 class periods. Looking first at voter registration, where the bulk of the support falls between 0 (34.88%, n=98) and 1 (45.91%, n=129) class periods, we see less support for 2 (10.32%, n=29), 3 (5.34%, n=15), 4 (1.07%, n=3) and 5 or more (2.49%, n=7) class periods. Similarly, when it comes to voter registration, faculty members prefer to spend between 0 (21.28%, n=60) and 1 (36.88%, n=104) class periods on activities; support dropped off, but was notably more widespread, for greater time spent including 2 (16.31%, n=46), 3 (10.64%, n=30), 4 (3.90%, n=11) and 5 or more class periods (10.99%, n=31). Following that, get out the vote activities saw slightly more favoritism toward 1 class period (43.06%, n=121) than 0 (26.33%, n=74), but those two options still held the most favor among respondents; options including 2 (13.88%, n=39), 3 (9.25%, n=26), 4 (2.49%, n=7) and 5 or more (4.98%, n=14) all received less support among faculty members. Election results also saw a similar pattern emerge, with greater preference toward 0 (31.67%, n=89) and 1 (38.79%, n=109) class periods as compared to 2 (13.52%, n=38), 3 (7.47%, n=21), 4 (1.78%, n=5) and 5 or more class periods (6.76%, n=19). In

Number of Class Periods Spent Implementing Nonpartisan Election Engagement Activities Per Semester



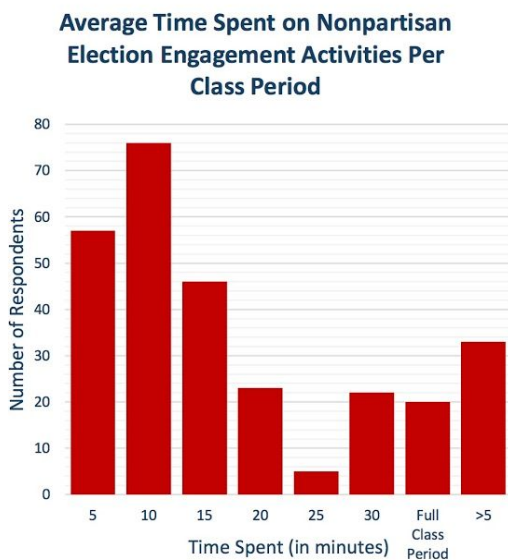
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summary, faculty members prefer to spend less (between zero and one) class periods than more (two or greater) class periods across all voter engagement activities.

We then ask the same “yes” subgroup of respondents (n=282) to indicate how much time they spend implementing these nonpartisan election engagement activities in a class period, on average. A bulk of the support falls towards the lower end of the spectrum, with over half (61.86%, n=166) of faculty spending 10 minutes or less on engagement activities.



More specifically, 20.21% (n=57) of respondents indicate that they spend an average of 5 minutes. 26.95% (n=76) indicate they spend an average of 10 minutes. 16.31% (n=46) average 15 minutes. Following this, there is a jump down in support for an average of 20 minutes (8.16%, n=23). There is then another jump to 1.77% (n=5) who support an average of 25 minutes. After that, support returns back up to 7.80% (n=22) for those who average 30 minutes, and 7.09% (n=20) for those who spend, on average, a full class period on nonpartisan election engagement activities. There is also another 11.70% (n=33) of respondents who indicate that they spend an average of 5 minutes or less on these activities.

Not Engaged Faculty

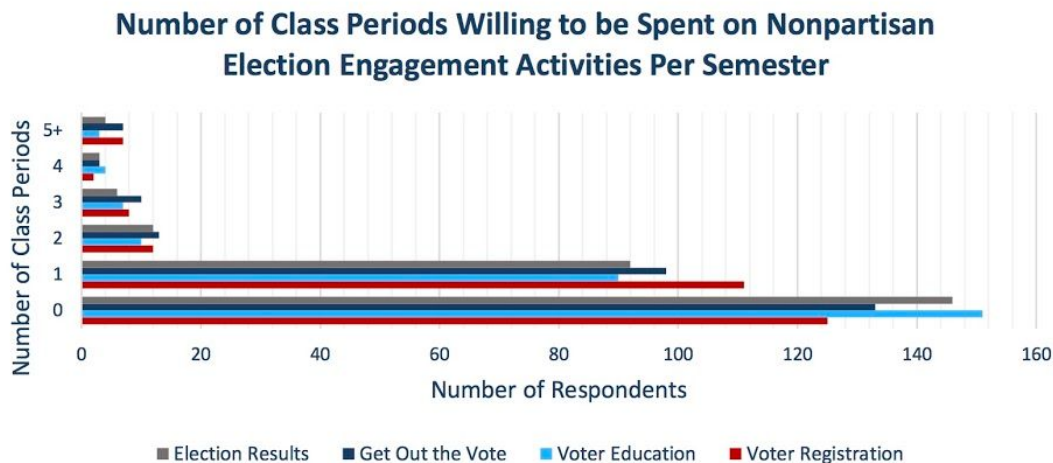
Now, we turn to the portion of respondents who answer “no” (n=269) when asked if they spend any time on nonpartisan election engagement activities in the classroom. We begin this section of questions by asking them to indicate how much time they would be *willing* to spend on nonpartisan election engagement activities in future classes. Respondents are again asked about this in regards to voter registration, voter education, get out the vote efforts and election results. A majority of faculty members favor spending 0 or 1 full class periods across all four of the given topics. When presented with any more than 1 class period, favorability falls.

To break that down by each activity individually, we begin with voter registration. Only 2.64% (n=7) of faculty members in this category are willing to spend 5 or more class periods on voter registration. Even less, 0.75% (n=2) are willing to spend 4 class periods on it. 3.02% (n=8) are willing to spend 3 class periods, while 4.53% (n=12) are willing to



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spend 2 class periods. On the flipside, 41.89% (n=111) of faculty members are willing to spend 1 class period implementing voter registration, with another 47.17% (n=125) indicating that they are not willing to spend any class periods. Moving into voter education, 1.13% (n=3) of faculty members are willing to spend 5 or more class periods, 1.51% (n=4) are willing to spend 4 class periods, 2.64% (n=7) are willing to spend 3 class periods and only 3.77% (n=10) are willing to spend 2 class periods implementing this activity. Similar to voter registration, when it comes to voter education, 33.96% (n=90) are willing to spend 1 class period on it, while another 56.98 (n=151) indicating that they are not willing to spend any time. Next is get out the vote efforts. 2.65% (n=7) of respondents are willing to spend 5 or more class periods on this activity. Another 1.14% (n=3) are willing to spend 4 classes, 3.79% (n=10) are willing to spend 3 classes and 4.92% (n=13) are willing to spend 2 class periods on get out the vote efforts. Keeping with the trend set by the previous two activities, get out the vote has 37.12% (n=98) of faculty members willing to spend 1 class period on it, with another 50.38% (n=133) indicating that they are not willing to spend any time. And finally, election results has 1.52% (n=4) of faculty members' support for potentially 5 or more class periods, with 1.14% (n=3) willing to spend 4 class periods, 2.28% (n=6) willing to spend 3 class periods and 4.56% (n=12) willing to spend 2 class periods. In addition to that, 34.98% (n=92) are willing to spend 1 class period discussing election results, while another 55.51% (n=146) are willing to spend 0 class periods at all. Again, we see a greater favor toward spending less (between 0 and 1) class periods than more (2 or greater) class periods on voter engagement across all activities.

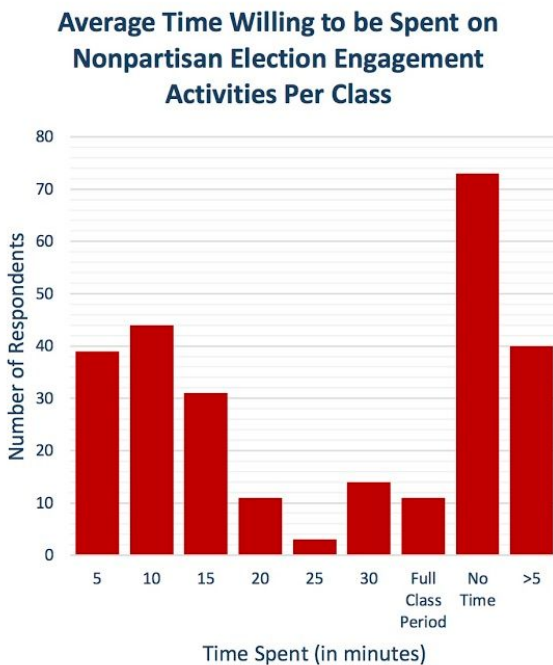


In an effort to better measure how much time this same group of faculty members is willing to spend on nonpartisan election engagement activities beyond just the number of



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class periods, we ask respondents (n=266) to indicate how many minutes they are willing to spend implementing nonpartisan election engagement activities within a given class period. Respondents are provided with a range of times spanning a full class period, no time, 30 minutes, 25 minutes, 20 minutes and so on down. A majority of respondents (57.89%, n=154) prefer spending 15 minutes or less.



More specifically, 14.66% (n=39) of the sample are willing to spend 5 minutes, 16.54% (n=44) are willing to spend 10 minutes and 11.65% are willing to spend 15 minutes. There is then a jump when considering more time from class. 20 minutes of class time only has 4.14% (n=11) of faculty members' support. Similarly, 1.13% (n=3) are willing to spend 25 minutes, 5.46% (n=14) are willing to spend 30 and 4.14% (n=11) are willing to spend an entire class period on nonpartisan election engagement activities.

Comparatively, 27.44% (n=73) of respondents indicate they are willing to spend no time at all on these activities. Another 15.04% (n=40) of faculty members indicate they are willing to spend less than 5

minutes on nonpartisan election engagement activities in the classroom.

This tells us that there is a difference in willingness to broach certain topics surrounding election engagement, even if they are nonpartisan, amongst faculty members. We find that faculty members who already incorporate nonpartisan election engagement activities into their classrooms are comfortable discussing topics spanning voter registration, voter education, getting out the vote, and election results. In contrast, faculty members who perhaps have not worked with these activities in the past seem to be more favorable towards just voter registration. This may be due to the fact that out of the four activities presented in this survey, voter registration is the most removed from possible bias. Activities such as voter education or even election results present greater opportunities for the nonpartisan aspect of the classroom experience to slip away as they tend to open the door to partisan conflict and emotionally-charged language. Voter registration, on the other hand, allows faculty members to simply present their students with information or a step-by-step process from a neutral point of view. Faculty members



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who indicate that they already incorporate all four of these activities in their classroom seem to dispute that, seeing as the data is virtually the same across implementation of all four. But, those faculty members may have a level of confidence from conducting those activities in the past that the other faculty members are lacking. The best solution to this may be to introduce faculty members who indicated they do not currently implement nonpartisan election engagement activities in their classroom to easy-to-access materials and training on maintaining nonpartisanship. Allowing faculty members to become better acquainted with such materials, in addition to the proper language, may promote implementation of these activities in the classroom.

Motivations for Engagement Activities

The first half of this section surveys faculty members' responsibility, preparedness and inclination to implement nonpartisan election engagement efforts in their classrooms. We found that while approximately half of the faculty members that we surveyed believe it is partly their responsibility to implement nonpartisan election engagements in their classrooms and approximately 62% have an interest in incorporating such activities, an even larger portion (~70%) state that they have the necessary skills and knowledge to implement such activities. This means there is a portion of faculty members who believe that it is not their responsibility to educate their students on nonpartisan election engagement and yet, have an interest in doing just that. Even more, there is also a significant gap between those who have the knowledge to carry out the implementation of such events and yet do not believe it is their responsibility to do so. With an understanding of faculty members' attitudes concerning implementation of nonpartisan election engagement, we then move into a more nuanced discussion of their individual thoughts and concerns regarding implementation. Here, we provide faculty members the opportunity to voice their own opinions through open-response questions. Some of the primary concerns faculty members mention include time restrictions, worries over partisanship and lack of context. In asking about how to overcome these concerns, we discover that some of the nonpartisan resources offered by CEEP and support from campus stakeholders have the potential to persuade more faculty into implementing nonpartisan election engagement in their classrooms.

To begin our discussion of motivations, we first ask respondents to indicate the extent to which they agree or disagree with the statement "Implementing nonpartisan election engagement activities in my classroom is a part of my responsibility as a faculty member." In total (n=561), 24.96% (n=140) indicate that they agree strongly, 25.85% (n=145) indicate that they agree somewhat, 18.89% (n=106) indicate that they neither agree or disagree, 16.93% (n=95) indicate that they disagree somewhat and 13.37% (n=75)



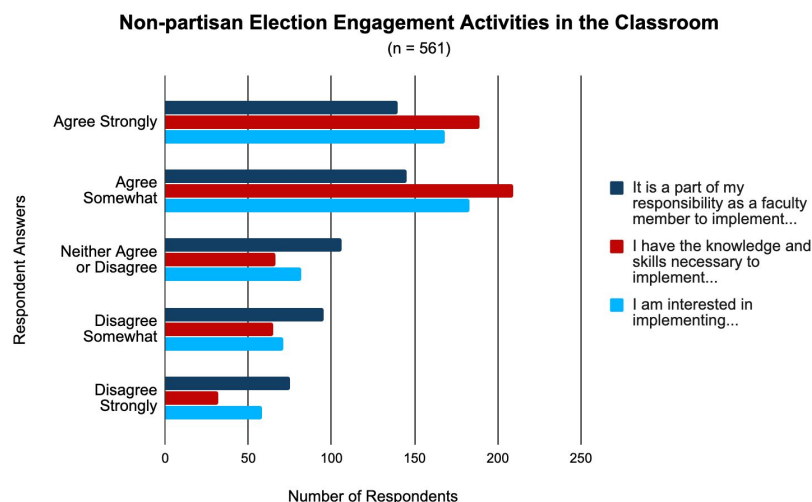
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indicate that they disagree strongly. This tells us that only 50.81% of faculty respondents explicitly believe that it is even partly their responsibility to implement nonpartisan election engagement activities in the classroom.

Next, when asked how much they agree or disagree with the statement “I have the knowledge and skills necessary to implement nonpartisan election engagement activities in my classroom” (n=561), 33.69% (n=189) of respondents indicate that they agree strongly, 37.25% (n=209) indicate that they agree somewhat, 11.76% (66) indicate that they neither agree or disagree, 11.59% (n=65) indicate that they disagree somewhat and 5.70% (n=32) indicate that they disagree strongly. We can see that, with the same sample size for each question (n=561), a higher percentage of faculty respondents agree that they have the knowledge and skills necessary to implement nonpartisan election engagement activities (70.94%) than those who agree that such activities are their responsibility as faculty members (50.81%). This suggests that more faculty are capable of implementing such activities than are willing to do so.

Finally, when asked how much they agree or disagree with the statement “I am interested in implementing nonpartisan election engagement efforts in my classroom” 29.89% (n=168) of respondents indicate that they agree strongly, 32.56% (n=183) indicate that they agree somewhat, 14.59% (n=82) indicate that they neither agree or disagree, 12.63% (n=71) indicate that they disagree somewhat and 10.32% (n=58) indicate that they disagree strongly. Again, when compared to the previous question, this illustrates that a higher percentage of faculty respondents agree that they have the knowledge and skills necessary to implement nonpartisan election engagement activities (70.94%) than those who agree that they have any interest in doing so (62.45%).

The graphs below show a breakdown of respondents’ answers into the three categories outlined above.





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The rest of this section gives faculty respondents the opportunity to both elaborate on their interests and hesitations regarding implementing nonpartisan election engagement activities and select which resources/strategies would be most useful to them in doing so. A very brief summary of the open-ended responses are provided below.

When asked “What interests you about implementing nonpartisan election engagement efforts,” faculty have a variety of responses. Many respondents express interest in increasing voter turnout, educating and empowering students about the power of their vote and altogether mobilizing younger generations to become politically informed and involved. Some connect the question to their disciplines, calling it a “no brainer” given the subject matter’s connection to voting, while others state things more broadly in saying “I want my students to leave my classroom as conscious and critically engaged.”

Conversely, when asked “What hesitations do you have about implementing nonpartisan election engagement efforts in your classroom?” many faculty respondents share concerns about lacking the capacity to do so based on restrictions set by class time, the existing curricular requirements or having too much on their plate. They provided responses such as “What will I remove to make room for this?”, “I have too much on my plate”, or simply “Time, content, context”. Some are concerned that they or the conversation itself could come across as too partisan, saying “There is almost NO nonpartisan election engagement I have seen...” or “I do not want to seem partisan.” The remaining submissions vary to include a lack of support from campus administration, not “find[ing] politics to be a needed content” and a feeling of being under informed about the subject themselves, among other responses. These responses echo earlier questions’ findings that some faculty do not feel it is their place/responsibility to implement political (even if nonpartisan) activities and further illustrate the need for institutional support for such activities.

Next, we ask faculty members to select what would increase their willingness to implement nonpartisan election engagement activities in their classroom, allowing faculty to select all that apply. In total, we received 2918 responses. The most popular responses among faculty are practices that take 5 minutes or less from class time ($n = 312$), free nonpartisan resources such as candidate and issue guides ($n = 298$), and encouragement by your academic department chair/provost/student nonpartisan organizations ($n = 205/n = 204/n = 204$, respectively). Less impactful options include being encouraged by athletics ($n = 18$) or approached by a partisan political candidate/campaign staff member ($n = 15/n = 14$, respectively). For the Other (write-in) option, which 66 faculty members selected, responses range all the way from “I don’t need encouragement” to “nothing could encourage me to do this”. The trends among those answers that faculty indicate as most favorable echo previous responses concerns about balancing class time and the

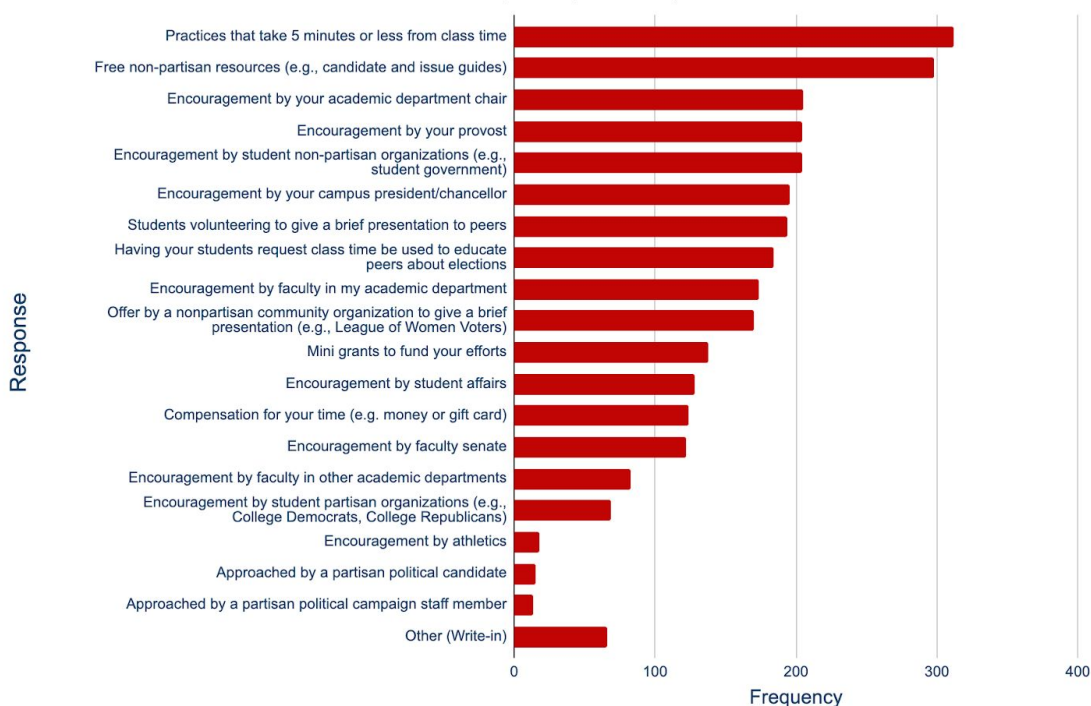


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existing curriculum, wanting to be more informed themselves before discussing things with students and needing support from campus partners. Conversely, the lowest selected responses emphasize an importance put on what resources faculty would be most receptive to. Faculty drastically prefer support from their academic department chair, provost and student nonpartisan organizations over support from athletics, partisan political candidates or campaign staff members. All available responses, and the frequency at which each is selected by respondents, are illustrated in the following graph. All told, the finding that 298 faculty respond positively to “free nonpartisan resources such as candidate and issue guides” suggests that many would find CEEP’s own resources to be useful.

What would increase your willingness to implement non-partisan election engagement activities in your classroom? Check all that apply.

(Total responses: 2918)





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Support and Persuasion From Campus Stakeholder

Support from campus stakeholders (listed in the chart below) may affect a faculty members' willingness to host election engagement activities. This section of the survey assesses faculty members' perceptions of such support (or lack thereof) at their own institution and asks each respondent to report who of those stakeholders has hosted their own election engagement activities. The results offer a cross-campus comparison of existing engagement and collaboration surrounding nonpartisan election engagement activities.

By asking faculty to rate the support they receive from 12 stakeholders for nonpartisan election engagement activities, our research illustrates a definitive lack of support across campuses. From every available option, the highest percentage of support across stakeholders was a mere 37.58% (student nonpartisan organizations). This lack of support from campus stakeholders for nonpartisan election engagement activities may be a direct cause of faculty's unwillingness to provide such activities, as (with a total sample size of n=523) 41.69% of faculty indicate that they either agree strongly (15.49%, n=81) or agree somewhat (26.20%, n=137) with the statement "The support I receive from these stakeholders increases my willingness to implement nonpartisan election engagement activities in my classroom." 38.81% (n=203) of the respondents neither agree nor disagree and only 19.5% either disagree somewhat (8.41%, n=44) or disagree strongly (11.09%, n=58) Combined, these findings suggest that fewer faculty members' willingness to implement nonpartisan election engagement activities may be a direct result of a lack of support from various campus stakeholders.

The complete faculty ratings for the prompt, "What level of support do you have from these stakeholders to carry out nonpartisan election engagement activities in your classroom?" is below:

Stakeholder	Opposition	No Support	Some Support	Strong Support	Total
Student non-partisan organizations (e.g. student government)	5 (0.99%)	309 (61.43%)	143 (28.43%)	46 (9.15%)	503
Faculty in your academic department	14 (2.80%)	300 (60.00%)	146 (29.20%)	40 (8.00%)	496
Your academic department chair	14 (2.81%)	313 (62.73%)	129 (25.85%)	43 (8.62%)	499
Student partisan organizations (e.g., College Democrats, College Republicans)	10 (2.02%)	345 (69.56%)	104 (20.97%)	37 (7.46%)	500
Nonpartisan community organizations (e.g., League of Women Voters)	7 (1.42%)	319 (64.71%)	134 (27.18%)	33 (6.69%)	493
Campus president/chancellor	20 (4.04%)	371 (74.95%)	84 (16.97%)	20 (4.04%)	495
Provost	19 (3.87%)	383 (78.00%)	71 (14.46%)	18 (3.67%)	491
Student affairs staff	15 (3.06%)	358 (73.06%)	99 (20.20%)	18 (3.67%)	490
Political campaigns	16 (3.26%)	375 (76.37%)	85 (17.31%)	15 (3.05%)	491
Faculty in other academic departments	14 (2.82%)	345 (69.56%)	123 (24.80%)	14 (2.82%)	496
Faculty senate	19 (3.89%)	397 (81.35%)	60 (12.30%)	12 (2.46%)	488
Athletics	25 (5.14%)	436 (89.71%)	21 (4.32%)	4 (0.82%)	486



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In the final part of this section we ask faculty members to report which stakeholders have hosted their own election engagement activities on campus. The purpose of this question is to get a better understanding of how faculty members perceive electoral engagement activities on campus. The most common responses among faculty are student nonpartisan organizations such as student government (n=294) and student partisan organizations such as College Democrats or College Republicans (n=259). The least common responses, conversely, are the provost (n=11) and athletics (n=2). Important to note is that, in asking such a question, we are inherently gauging how familiar faculty are with other stakeholders' activity (or lack thereof). This both accounts for any discrepancies that might exist between the faculty reported numbers and the actual amount of activity on campus and informs us on how much (or little) faculty might know about existing efforts. This is important to us as we begin to think more about campus climate and put that into conversation with previous questions regarding faculty's willingness to engage.

Campus Climate

For the purposes of our survey, we define campus climate as “a measure of the real or perceived quality of interpersonal, academic, and professional interactions on a campus and consists of the current attitudes, behaviors, and standards of faculty, staff, administrators, and students concerning the level of respect for individual needs, abilities, and potential.” More specifically, we define a healthy campus climate for political learning and engagement as being “grounded in respect for others, nurtured by dialogue between those of differing perspectives, and evidenced by a pattern of civil interactions among community members.” With those definitions provided to respondents, the average (mean) rating among faculty respondents (n=522) regarding their perception of campus climate for political learning and election engagement activities on their campuses is 56.28 on a scale of 0-100 (with 0 being the most negative and 100 being the most positive). The standard deviation is 22.12. This tells us that, though slightly more positive than negative, faculty on average do not have very positive feelings toward their campus' climate for political learning and engagement.

Further, when the total sample (n=522) is asked how much they agree or disagree with the statement “My campus climate influences how willing I am to implement nonpartisan election engagement activities in my classroom,” 17.29% (n=92) of faculty indicate that they agree strongly, 36.09% (n=192) agree somewhat, 24.44% (n=130) neither agree or disagree 10.34 (n=55) disagree somewhat and 11.84% (n=63) disagree strongly. Together, these findings offer more insight on why faculty might not feel inclined to implement nonpartisan election engagement activities. Here we have 53.35% of faculty respondents agreeing, at least somewhat, that their willingness to implement activities in their



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classroom is influenced by campus climate. Relatedly, the perceptions of campus climate across all respondents is not particularly positive. Consequently, we infer that there are faculty willing and wanting to implement election engagement activities in their classroom but refuse to do so at least partly because they perceive campus climate is not healthy enough to host them.

Knowledge of Election Activities on Campus

In this series of questions, we sought, first, to discover how faculty learn about events occurring on campus and, second, how well that communication system works in regards to spreading the word about nonpartisan election engagement events. What we discover is that there is no universal method of communication when it comes to spreading the word about events on college campuses. Our respondents indicate methods ranging from email chains to word of mouth. An interesting result of this particular section is that faculty members hear information about campus events from everyone spanning their chancellor clear down to the students they teach.

With so many channels of communication, it is easy to believe that faculty members' awareness of events on campus would be high. What we find, however, is a more mixed response. We ask, specifically, about two national events that take place annually: Constitution Day and National Voter Registration Day. While a majority of faculty members are able to recall whether or not their campus held an event for Constitution Day in 2019, the exact opposite was true for National Voter Registration Day. Faculty members' awareness of events happening on campus is important, primarily because they, themselves, are a vital part of campus life, but also because they can serve to remind students that those events are taking place. In the case of nonpartisan election engagement events, faculty members' role in communication is duly important. Faculty members' promotion or suggestion of participation in these events is an easy way to get students more involved and doing so requires minimal class time. But, should faculty members be unaware of these events, then the chain of communication is broken and a vital source of information to students is removed. It is for that reason that these methods of communication about campus events should be closely noted. Below, we do precisely that.

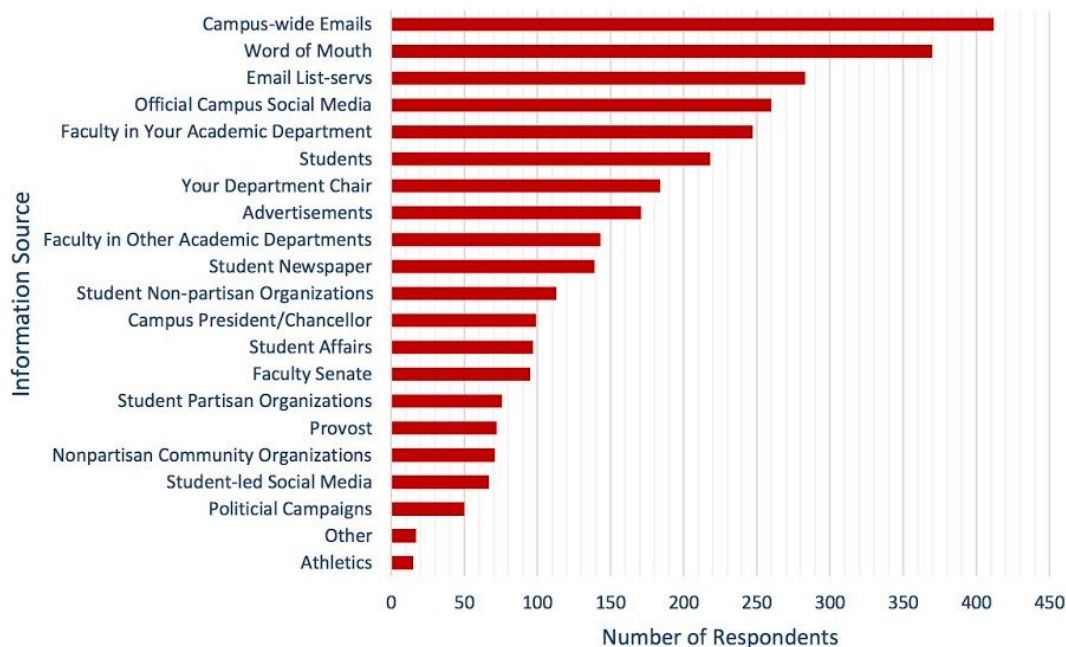
We began by asking faculty members to indicate where they typically get their information about events and activities occurring on campus. For this question, faculty members were allowed to choose as many options as necessary to accurately reflect all of the methods of communication they rely on. We find that campus-wide emails are the number one source of information for faculty members; campus-wide emails receive



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support from n=412. Word of mouth is not far behind that, receiving support from n=370. There is then a bit of a gap, in terms of number of respondents in support, before the next two. Closely grouped together then are email list-servs (n=283), official campus social media (n=260), faculty members within their own departments (n=247) and conversations with students (n=218). Following that, faculty members indicate they also receive information from their department chairs (n=184), advertisements around campus (n=171), faculty from departments other than their own (n=143) and their institution's student newspaper (n=139). There is then a gap, which is followed by student nonpartisan organizations (n=113), announcements by chancellors or campus presidents (n=99), Student Affairs (n=97) and the faculty senate (n=95). Student partisan organizations come next with notably less support (n=76) than student nonpartisan organizations. They are closely followed by communication from the provost (n=72), nonpartisan community organizations (n=71), student-led social media (n=67) and political campaigns (n=50). Finally, athletics are indicated as a source of information by only n=15 faculty members. There are also a handful of faculty members (n=17) who indicate that they rely on some other form of communication for information about campus events. These "other" responses include things such as faculty and student working groups, the official college webpage, faculty unions and the local newspaper.

Source of Information About Campus Activities and Events





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Following that, we decided to see just how effective those channels of communication are by asking faculty to recall whether their institution held any nonpartisan election engagement activities over the course of the 2019-2020 school year. We ask, specifically, about two events: Constitution Day and National Voter Registration Day. We will now look at each of those questions individually.

Starting with the first question, regarding whether or not faculty members' respective campuses held any events in 2019 for Constitution Day, which took place on September 17th, we find that faculty leans slightly more towards not knowing whether an event was held or not. Out of all respondents (n=529), 29.68% (n=157) answer "yes" and 29.49% (n=156) answer "no." Receiving more support than either of those options, 40.83% (n=216) indicate that they "don't know."

Similarly, our question regarding whether or not faculty members' respective campuses held any events in 2019 for National Voter Registration Day, which took place on September 24th, sees a majority of faculty members simply do not know. More specifically, out of the n=531 faculty members that respond, 21.09% (n=112) answer "yes" and 27.31% (n=145) answer "no." But the majority, 51.60% (n=274), of respondents indicate that they "don't know." Seeing as a majority of the faculty members we questioned were unaware of this event, we can infer that knowledge of the event—across campus—was not as widespread, or these campuses did not hold events for National Voter Registration Day.

It is precisely this mixed level of awareness of nonpartisan election engagement events that is so important to take note of in this section. In earlier sections, we discuss how faculty members tend to want to keep discussion of nonpartisan election engagement to a minimum—preferably 15 minutes or less. An easy way for faculty to engage students, while also keeping time away from class material to a minimum, is to mention events that already exist on their campus. Events such as Constitution Day or National Voter Registration Day present easy opportunities for students to get involved and learn more about the voting process. Faculty members' promotion of these events would be a quick way to address students' engagement in a nonpartisan way with little effort required outside of that. The issue with this, however, is if faculty members are unaware of these events' existence, then they are unable to promote the events. It is for that reason that we seek to understand how faculty receive their information and to gauge, from those existing channels of communication, how effectively they communicate the existence of nonpartisan election engagement events. While the results that we receive are not entirely negative, there is room for improvement in channels of communication about these nonpartisan election engagement events.



Perceptions of Voting Laws

In this series of questions, we look at faculty members' perception of voting laws, specifically, how much they know about their states' voting laws and how fair they believe their states' laws are for voting. We begin by establishing a baseline understanding of how confident faculty members are in their knowledge of their states' voting laws, which we describe as five categories: voter registration, absentee ballot information, voter identification laws, access to polling locations and early voting. We find a majority of the faculty we surveyed are either strongly confident or confident in their knowledge. We then move into questions regarding the fairness of those very same state voting laws. While all five categories have far more "fair" or "mostly fair" responses, there is one category of voting laws that stands apart from the others. In comparison to the other four, voter identification laws receive more "mostly unfair" and "unfair" responses. In other words, out of all of the voting laws, faculty members tend to view their states' voter identification laws as more unfair than voter registration, absentee ballots, access to polling locations and early voting. This is especially interesting put in the context of student voter ID challenges. College students face certain barriers in registering to vote in the state they attend college in but do not permanently reside in. Seeing how faculty members tend to view voter ID laws as more unfair than perhaps others, this could be a good jumping off point for conversation with faculty.

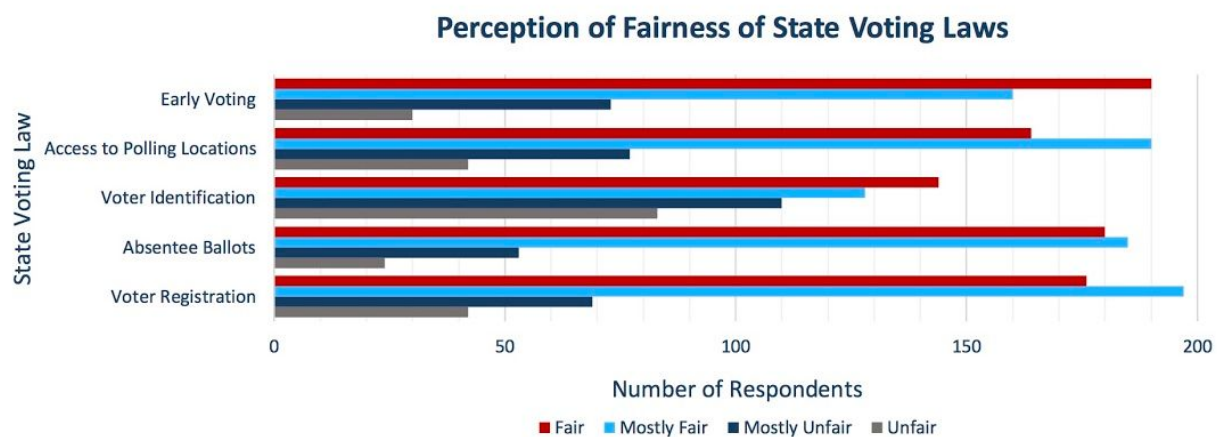
We begin this section by asking faculty members to indicate how confident they are in their knowledge of their states' voting laws. Voting laws, here, are defined as voter registration, absentee ballots information, voter identification laws, access to polling locations, and early voting. In total, we had n=530 faculty members respond. Of those respondents, 24.15% (n=128) are strongly confident in their knowledge, with another 42.64% (n=226) confident. 20.75% (n=110) are neither confident or unconfident in their knowledge. And another 11.32% (n=60) are unconfident, with 1.13% (n=6) stating they are strongly unconfident.

With faculty members' level of knowledge established, we then ask them to indicate how fair they believe the voting laws are within their individual states. We break these voting laws out into the same categories mentioned in the previous question—voter registration, absentee ballots, voter identification laws, access to polling places, and early voting—and ask faculty to indicate a level of fairness for all five categories. When it comes to voter registration, 8.68% (n=42) believe it is unfair, 14.26% (n=69) believe it is mostly unfair, 40.70% (n=197) believe it is mostly fair and 36.36% (176) believe it is fair. Absentee ballots see a similar breakdown, with 5.43% (n=24) believing it is unfair, 11.99% (n=53) believing it is mostly unfair, 41.86% (n=185) believing it is mostly fair and 40.72% (n=180)



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believing it is fair. Voter identification differs from the others. 17.85% (n=83) of faculty members believe their states' voter identification laws are unfair, 23.66% (n=110) believe they are mostly unfair, 27.53% (n=128) believe they are mostly fair and 30.97% (n=144) believe they are fair. When it comes to access to polling locations, 8.88% (n=42) of faculty members believe their states' laws are unfair, 16.28% (n=77) believe they are mostly unfair, 40.17% (n=190) believe they are mostly fair and 34.67% (n=164) believe they are fair. Faculty members' beliefs on the fairness of early voting laws shows a similar pattern, with 6.62% (n=30) believing they are unfair, 16.11% (n=73) believing they are mostly unfair, 35.32% (n=160) believing they are mostly fair and 41.94% (n=190) believing they are fair.



CEEP Resources

In wanting to know more about how CEEP might best support faculty planning to implement nonpartisan election engagement activities in their classrooms, we asked two CEEP-specific questions to better understand which Campus Election Engagement Project resources faculty find most helpful. As illustrated in the graph below, the highest number of faculty members are looking for resources that will support conversation around election-related topics. With the highest number (n = 243) looking specifically for resources to support dialogic conversations in particular, our findings further illustrate both faculty's interest in hosting dialogues and their wanting more information, training and resources regarding how they might go about doing so. Combined with the second and fifth most popular options, "How to be nonpartisan while engaging in political discussions in your classroom" (n=227) and "How to talk about partisan candidates in a nonpartisan way" (n=214) respectively, the response echo previous survey questions' findings in emphasizing concerns about partisanship being a major factor for not hosting election engagement activities in the classroom. This suggests that providing faculty

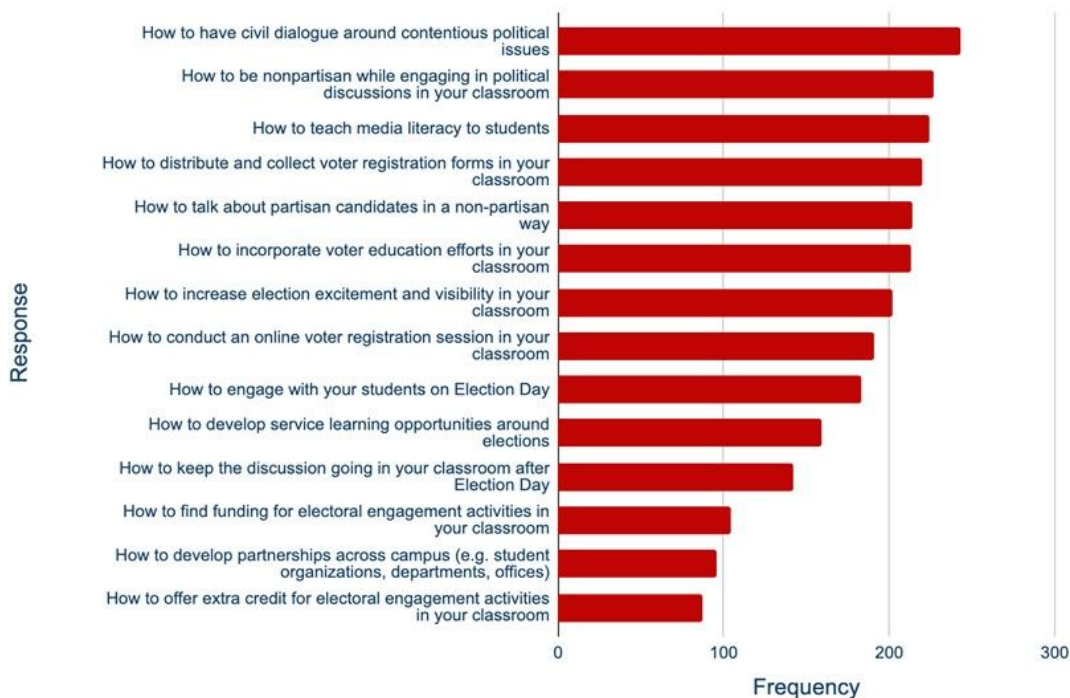


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members increased access to resources about hosting and discussing nonpartisan activities might result in their being more willing to host them. The third most selected resource, “How to teach media literacy to students” (n=224) highlights how faculty members prioritize how students receive and analyze information. Being such a popular option suggests that faculty might have concerns with engaging in such activities with students whose information comes from outlets that vary so greatly in type, political leaning and reliability. And finally, the fourth most popular option “How to distribute and collect voter registration forms in your classroom” (n=220) addresses a more logistical challenge faculty face—regardless of their predetermined willingness to engage. Many faculty would stand to benefit from a more functional how-to about distributing and collecting forms, which can easily be done by faculty in a nonpartisan way. This tells us that a resource like our [register students to vote](#) page and just two minutes of faculty’s time to distribute and collect the forms could greatly increase students’ opportunities to register and engage while on campus.

Please check any non-partisan resources you would use in your classrooms if Campus Election Engagement Project created them for you.

(Total Responses: 2505)



As a follow up question, we asked faculty to fill in any resources they might find useful that were not already listed. Most responses to the follow up question were some form of “no,”



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some very importantly replied that they “Don’t know what exists” and others deemed the very concept of these activities as “inappropriate” for their field” and subsequently declined to suggest additional resources. Among those that did list out additional resources, some listed “directory of voter registration sites by geographic location,” “an assessment tool to help a student determine what the individuals beliefs are as related to the major party platforms” and materials on “How student votes can influence local politics” as additional resources.

About Us

Campus Election Engagement Project (CEEP) is a national nonpartisan project that helps administrators, faculty, staff and student leaders at America’s institutions of higher education engage students in federal, state and local elections. CEEP views voting as a means to promote a more equitable and inclusive democracy and to address past and present disenfranchisement. To learn more, visit campuselect.org or contact us at info@campuselect.org.