

Pre & Post Election Resources (2024)

- *Resources from the Professional and Organizational Development (POD) Network in Higher Education*

This list contains resources in the forms of news articles, scholarly essays, and researched guidelines and suggestions from teaching and learning centers in many universities on how to help understand, facilitate, and manage student responses to the 2024 election, along with information on how elections can effect our teaching and learning.

- ❖ [Inside Higher Ed, Student Wellness Tip: Supporting Students in Political Uncertainty](#)
 - *Supporting students' freedom of speech and their overall health and wellness is one challenge college leaders are navigating this fall as the presidential election creeps closer. Three college administrators weighed in on supporting students through uncertainty and some of the strategies institutions can implement.*
- ❖ [Boston University - Teaching After an Election](#)
 - *When deciding how to talk about the election, it can be helpful to bear in mind your own goals for teaching and learning, the fact that major events can be distracting and make it more difficult to teach and learn, and that students in your class may have differing perceptions of what is at stake in the election in light of their own histories and identities. While research indicates that students appreciate when instructors respond in some way to upheavals in the wider world, instructors do so in a wide variety of ways. This resource outlines some factors you might want to consider as you plan your responses and a few different paths you could take in your response.*
- ❖ [Cornell University, Teaching During the U.S. Election](#)
 - *Presidential elections often arouse strong feelings among students. The elections of 2016 and 2020 saw those feelings increase in intensity. We have every reason to believe that the fall of 2024 will also be marked by heightened emotions on campus. In this guide, we suggest ways to engage and support students while teaching during the 2024 U.S. Election.*
- ❖ [Indiana University, Advice for faculty on how to help students during the election](#)
 - *Advice to faculty and an additional list of resources surrounding curriculum and classroom facilitation in the aftermath of an election.*
- ❖ [The Role of Higher Education in a Diverse Democracy](#)
 - *This dissertation sought to investigate how students make meaning of their curricular and cocurricular educational experiences while in college to better*

theorize how and why these experiences influence the development of their political identity.

- ❖ [Talking Across Divides: 10 Ways to Encourage Civil Classroom Conversation on Difficult Issues](#)
- ❖ [Returning to the Classroom after the Election](#)
 - *Guidance on how to talk with their students in the days following the election. Depending on many factors, you may or may not choose to engage students in conversation about the election results*
- ❖ [After the Election: A To-Do List](#)
 - *A few ideas for things educators can do to move us forward in a way that's healing and productive.*
- ❖ [Day After Election Guide](#)
 - *The key message from the Day After Election Guide is that a school's plan for the day after the election should actually be their plan for the entire school year. That means that classroom lessons, educator professional development, and communication with parents and guardians throughout the school year should clearly establish and reinforce expectations about how to show respect for one another and how to explore controversial or difficult subjects.*
- ❖ [The Trump Effect: The Impact of the Presidential Campaign on Our Nation's Schools](#)
 - *Impact of the election on students and on teaching*
- ❖ [This is the mood on campus after Trump's stunning win](#)
 - *This resource gives snapshots of students' emotions and feelings after the 2016 election. Though it is a resources form 2016, it can provide a useful frame for student sentiments depending on the turn of the election in 2024.*
- ❖ [Students seek safe spaces, dialogue after election](#)
- ❖ [Managing Difficult Classroom Discussions](#) offered by the IU Bloomington Center for Innovative Teaching and Learning
 - *Teaching controversial subjects is an inherent part of some courses and disciplines. Topics like race, culture, gender, and/or sexual orientation can come up in many fields, and any course dealing with current events presents an opportunity for socially-challenging or politically-charged topics to arise spontaneously in class discussions. How we manage those discussions, however, can greatly impact how useful the conversations are to our instructional goals, and what sort of impact they have on the dynamics of the class. Many of the suggestions below focus on pre-planned discussions, but many of the techniques can also be applied to discussions that pop up unexpectedly.*