The Institute for Democracy and Higher Education’s [Election Imperatives](https://idhe.tufts.edu/sites/default/files/ElectionImperatives-v2.pdf) includes ten recommendations for increasing student voting and campus conditions for political learning, discourse, and agency on college and university campuses. Two of the ten recommendations—numbers 7 and 8—include integrating faculty and academics into the campus voting culture. Specifically, the report recommends that faculty more strongly embed discussions about public policy issues and current events, particularly those that pertain to their discipline. Within the classroom, more discussions about politics and policy across disciplines are also encouraged. By integrating elections content and policy discussion into a variety of courses, professors can help foster a WashU campus community with higher voter turnout and more ongoing political engagement and learning for students.

[This study](https://www.cambridge.org/core/journals/ps-political-science-and-politics/article/pedagogical-value-of-pollingplace-observation-by-students/99A4823B2FE884356615DC578B80EB65/core-reader) from the *PS: Political Science and Politics*journaldiscusses the pedagogical value of assigning students to observe polling locations, based off a sample of over 500 students at 23 universities and colleges across the US.

* **Abstract:**Good education requires student experiences that deliver lessons about practice as well as theory and that encourage students to work for the public good—especially in the operation of democratic institutions (Dewey 1923; Dewy 1938). We report on an evaluation of the pedagogical value of a research project involving 23 colleges and universities across the country. Faculty trained and supervised students who observed polling places in the 2016 General Election. Our findings indicate that this was a valuable learning experience in both the short and long terms. Students found their experiences to be valuable and reported learning generally and specifically related to course material. Postelection, they also felt more knowledgeable about election science topics, voting behavior, and research methods. Students reported interest in participating in similar research in the future, would recommend other students to do so, and expressed interest in more learning and research about the topics central to their experience. Our results suggest that participants appreciated the importance of elections and their study. Collectively, the participating students are engaged and efficacious—essential qualities of citizens in a democracy.

[This study](https://www.mesacc.edu/community-civic-engagement/journals/embedding-engagement-political-science-course-community-college) from the *Community College Journal for Civic Commitment*tracked a group of approximately 64 community college students and a group of approximately 40 students who attended a public university who all participated in the Help America Vote College Poll Worker Program to show the potential for increasing civic ethos and civic action by integrating working at the polls into an academic course.

* **Abstract:**Many scholars have recently emphasized the relationship between higher education and civic engagement and they have noted that colleges and universities can and should play a crucial role in fostering a sense of citizenship among their students. Two groups of students (one made up of community college students and the other from a public university) participated in a Help America Vote College Poll Worker (HAVCP) Program designed to develop the civic agency of students and to provide them with the skills to act effectively as citizens in a democracy. As part of the program, the students enrolled in a one- credit Civic Engagement and U.S. Elections course. The students also participated in pre- and post-tests of their attitudes toward political, civic, and social engagement and their likelihood of future engagement activities. The results of the student surveys and their qualitative responses indicated that, for both groups, their attitudes toward political and social engagement were positively affected by their poll worker experiences. These results seemed to indicate that political service coupled with an academic course that focused on the history and nature of civic engagement could be used to effectively increase the students’ sense of efficacy and their willingness to participate in certain engagement activities.

In [this study](http://www.indianapsa.org/2008/article3.pdf) from the *Indiana Journal of Political Science,*Elizabeth A. Bennion finds that classroom-based voter registration increases voter registration rates.

* **Abstract:**A 1998 federal law requires colleges and universities to make registration information and forms available to the study body. While tabling is the most common registration tactic, busy students often walk by registration tables. E-mail is cheap and easy, but also impersonal and seemingly ineffective. In contrast, the classroom presents instructors or trained peers with a captive audience and an opportunity to educate students about the importance of registering to vote. This article explores the effectiveness of a classroom-based registration campaign. Using random assignment, this study measures and compares the impact of professor-led and peer-led registration on an Indiana University campus, and contrasts the success of a classroom-based registration campaign to the failure of an e-mail based approach to voter registration.