

# DIVERSITY AND INCLUSION REPORT



**Executive Summary Version - March 13, 2018**

**Kimberly A. Mealy, PhD**  
**Senior Director of Diversity and Inclusion**  
**American Political Science Association**  
[kmealy@apsanet.org](mailto:kmealy@apsanet.org)

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## Executive Summary

This report collects and collates information about diversity and inclusion from across the programs, services, and reports generated by the association. In so doing, it provides a one-stop report of data and initiatives related to diversity and inclusion at APSA. While not exhaustive, the purpose of the inaugural version of the report is to enable a fulsome discussion of diversity and inclusion across the association.

Using US-based APSA data only, this report details the demographic makeup of the association's membership, organized sections, placement candidates, and the first generation status of annual meeting attendees. This report also describes the perceptions of annual meeting attendees and APSA members with regard to the climate at the meeting. APSA diversity and inclusion programs are described, as well as additional programmatic measures to expand the reach of member benefits and resources, in keeping with the strategic vision. A subsequent report will include international-based members.

### Race and Ethnicity

With the exception of Non-Hispanic White or Euro-American, APSA membership is non-representative compared to the US population. Non-Hispanic White or Euro-American membership is representative, when compared to their proportion of the US population (61% in both cases). Latinos or Hispanic Americans and Black, Afro-Caribbean, or African Americans are greatly underrepresented in the APSA membership. East Asian or Asian American membership is slightly higher in percentage than the US Asian American population. With the exception of three APSA organized sections, the sections are disproportionately and overwhelmingly white. Among the remaining racial and ethnic groups, section membership is typically lower than their proportion of the US population and APSA membership. Underrepresented job candidates were more likely to be placed than non-underrepresented candidates.

### Gender

Women are also underrepresented in the APSA membership. They are 50.8% of the US population, but comprise only 35.6% of the APSA membership. Men on the other hand, make up 49.2% of the US population, but are overrepresented in the APSA membership, comprising 64.1%. Among the organized sections, six have a membership that has roughly the same proportion of women to men as the APSA membership and 19 have fewer than the proportion of women to men in the APSA membership as a whole. The Women and Politics Research section is also non-representative, but in the reverse (its membership is 91.9% female).

Women job candidates were more likely to be placed in a tenure-track position than male candidates.

### First Generation Scholars

Seventy-four percent of 2016 APSA annual meeting attendees who responded to the post-meeting evaluation identify as first gen in some capacity. For meeting attendees, first gen status cuts across racial and demographic identity—with each racial and ethnic group having substantial proportions of first generation scholars in their midst.

### APSA Programs

Over the last 50 years, APSA council, in conjunction with members and committee members created programs aimed at increasing diversity and inclusion in the profession. With the continued support of program alumni, APSA membership, staff and leadership, these programs continue to grow. They have helped introduce hundreds of young scholars into the political science profession and have produced hundreds of PhDs, MAs, and professionals in a variety of sectors.

### Conclusion and Recommendations

Excellence in diversity and inclusion will strengthen and grow the profession and its capacity to address the challenging issues of the 21<sup>st</sup> century. The association is strategically working to increase diversity and inclusion across the profession with recent enhancements to demographic data collection; an increased commitment to support and fellowships for scholars from underrepresented backgrounds; increased engagement with sections; and the creation of anti-sexual harassment resources. Yet more targeted and collaborative work is needed—at all levels—to actively engage departments and individual members in the critical work of fostering environments (in departments, at meetings and across the discipline) of inclusivity that will help to broaden and increase participation across the profession's constituencies. Creating a sustainable level of diversity begins with meaningful partnerships, inclusion and continued support for pipeline programs. Finally, the council, policy committees, status committees, sections, and association leadership can play an integral role in advancing the association's mission and values in a manner that ultimately increases the value proposition and addresses the continuing problems of underrepresentation and obstacles to advancement for women, scholars of color, first generation scholars and other underserved populations. Comments, suggestions and questions welcome: [kmealy@apsanet.org](mailto:kmealy@apsanet.org).

**Kimberly A. Mealy, PhD**

**Senior Director of Diversity and Inclusion Programs**

## APSA’s Commitment to Diversity and Inclusion

The American Political Science Association (APSA) is committed to advancing diversity and inclusion throughout the profession. This commitment is embodied in the association’s governance documents, programming and the strategic plan. Yet, even with this long-term commitment and the programs, more work needs to be done in the area of recruitment, retention and inclusivity –at all levels of the association and the profession in order to achieve a vibrantly diverse, equitable and inclusive profession.<sup>1</sup> This report details: 1) data and metrics on racial, ethnic and gender demographic indicators; 2) an account of current programs and efforts aimed at increasing diversity and inclusion; 3) strategies for next steps towards increasing diversity and inclusion in the profession, which will enhance the experience of all members as well as add to the excellence of scholarship across the discipline. The goal is for this report to will generate meaningful discussion that will lead to additional strategic action.

### Data and Metrics: Demographics

#### ***Race and Ethnicity of the APSA Membership***

For the majority of racial and ethnic groups, the APSA membership numbers (among US-based members) is non-representative compared to the US population. White membership in APSA is representative of its US population (See Table 1). Non-Hispanic white or Euro-Americans comprise 61.5% of the APSA membership and they comprise 61.3% of the US population (US Census Data).

**Table 1. APSA Membership by Race/Ethnicity (as of December 2017)**

Race/Ethnicity	SUM(Number of Records)
<b>Black, Afro-Caribbean, or African American</b>	<b>3.5885%</b>
<b>East Asian or Asian American</b>	<b>5.8913%</b>
<b>Latino or Hispanic American</b>	<b>4.7575%</b>
<b>Middle Eastern or Arab American</b>	<b>1.1806%</b>
<b>Native American or Alaskan Native</b>	<b>0.2338%</b>
<b>Non-Hispanic White or Euro-American</b>	<b>61.5079%</b>
<b>South Asian or Indian American</b>	<b>1.7650%</b>
<b>Other</b>	<b>2.0339%</b>
<b>No Response</b>	<b>19.0415%</b>

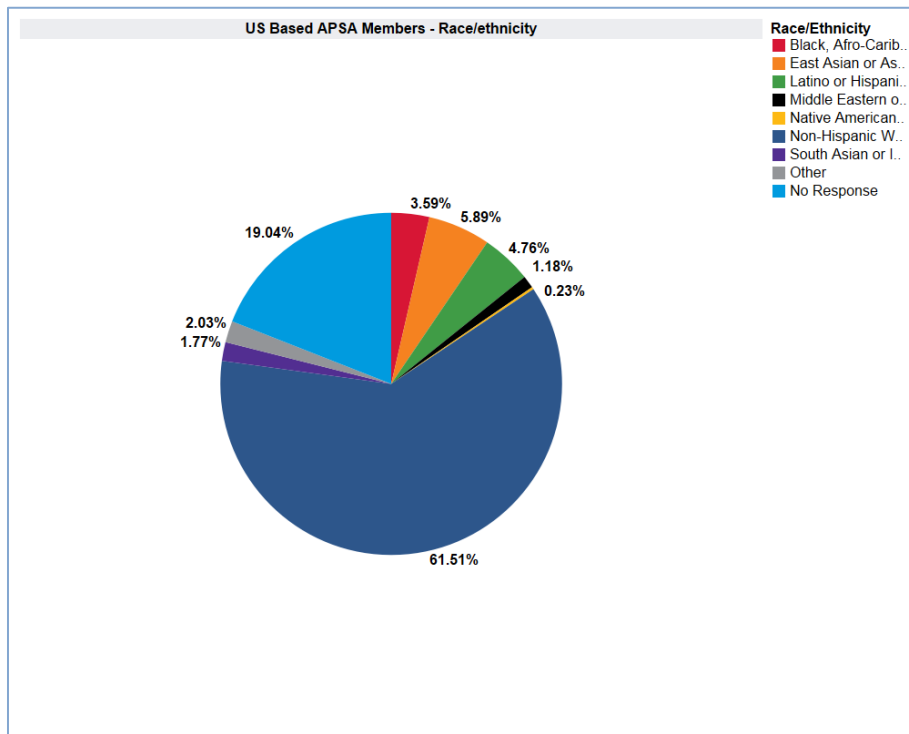
Note: Tables show US members only. 20% of APSA’s membership is based outside of the US.

East Asian or Asian American membership is 5.89%, which is slightly higher in percentage than the US Asian American population. However, Latinos or Hispanic American comprise 4.76%, far lower than their US population (17.6%). Black, Afro-Caribbean, or African American, are greatly underrepresented in the

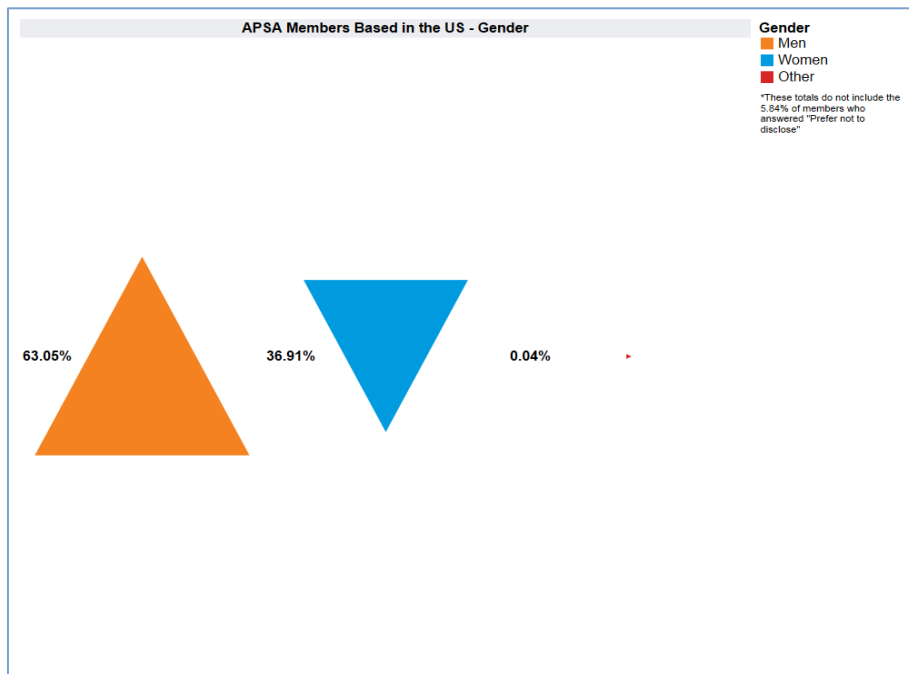
<sup>1</sup> See also the [2011 APSA Task Force Report on Political Science in the 21<sup>st</sup> Century](#), which states, “(d)ata from 1980-2010 reveal that although gains have been made in the number of women and members of historically underrepresented groups in full time faculty positions at colleges and universities, gains have been small and glacial in their pace of improvement. In 1980, 10.3 percent of full time faculty were women; in 2010 it was 28.6 percent. In 1980, 93.4 percent of full time faculty were Caucasian and in 2010 it was 86.6 percent. Absent direct, intentional efforts to further diversify faculty, we should expect that the pace of progress will continue to be slow & that the rate of inclusion will also be very slow.” (4) *Note: APSA data collection mechanisms have since changed.*

APSA membership at 3.59%, compared to their US population of 13.3%. In order of proportion of the membership, here is the breakdown for the remaining racial and ethnic categories: Other, 2.03%; South-Asian or Indian American, 1.76%; Middle Eastern or Arab American, 1.18% and Native American or American Indian, 0.23%. 19% of members selected the “no response” option (see also Figure 1).

**Figure 1. APSA Membership Data—US based**



**Figure 2. APSA Membership by Gender—US based**



### **Gender in APSA Membership**

Women are also underrepresented in the APSA membership. Women make up 50.8% of the US population, but comprise only 36.9% of the APSA membership (Figure 2). Men on the other hand, make up 49.2% of the US population, but are overrepresented in the APSA membership, comprising 63.1%. When asked, 0.04% of APSA members indicated that their gender was other (US population data is based upon the US Census reports, 2010). The APSA membership and diversity teams have embarked upon increased outreach and recruitment efforts in order to increase the diversity of the membership.

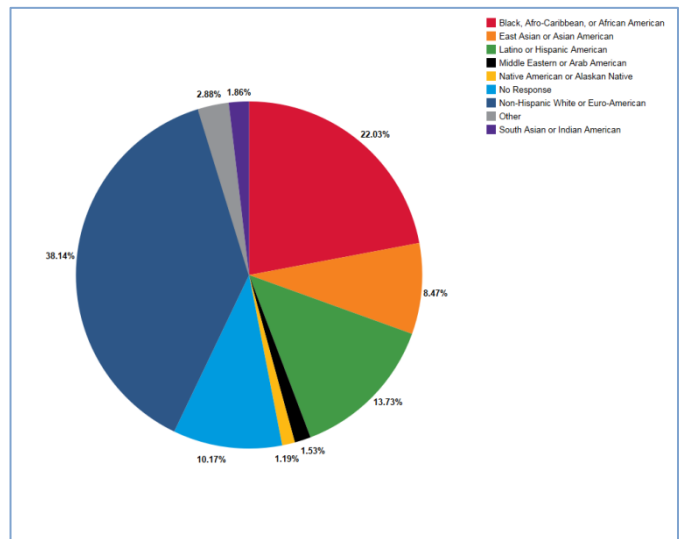
### **Organized Sections**

#### **Race and Ethnicity in Organized Sections**

With the exception of three organized sections—Race, Ethnicity, and Politics, Women and Politics and Migration and Citizenship—the sections are disproportionately and overwhelmingly white. Among the remaining racial and ethnic groups, section membership is typically non-representative of the US population and the APSA membership as a whole, albeit by varying degrees.

Membership in the Race, Ethnicity and Politics section (Fig. 3) is 38.14% Non-Hispanic White or Euro-American, 22.2% Black, Afro-Caribbean, or African American, 8.47% East Asian or Asian American, and 13.7% Latino or Hispanic American. Conversely, the Political Communication section (not shown) is 85.6% white, 1.8% black, 3.2%, East Asian or Asian American and 1.8% Latino or Hispanic American. The political methodology section has similar numbers. Among the racial and ethnic groups that are underrepresented in organized sections, East Asian or Asian Americans, in particular, are more likely to be underrepresented than any other group—with 30% of the sections having at least 5.1% fewer East Asian or Asian American members than their percentage of the membership as a whole.

Figure 3. REP Section Membership by Race and Ethnicity



### **Gender in Organized Sections**

Six of the APSA organized sections have a membership that has roughly the same proportion of women to men as the APSA membership: Conflict Processes, Experimental Research Political Communication, Political Networks, Political Psychology, and Foundations of Political Theory (not shown). In 19 sections the percentage of women to men is smaller than that of the APSA membership as a whole. Among the least representative sections are Political Methodology, Presidency and Executive Politics and Legislative Politics (not shown)—each with a male membership of over 75%. The Women and Politics Research section (not shown) is also non-representative, but in the reverse. The section’s membership is 91.9% female. The next highest proportion of female members is found in the Human Rights and the Migration and Citizenship sections (not shown), with 56.9% and 54.8% respectively. The Race, Ethnicity and Politics section is nearly evenly split between its female and male members.

### **Graduate Placement**

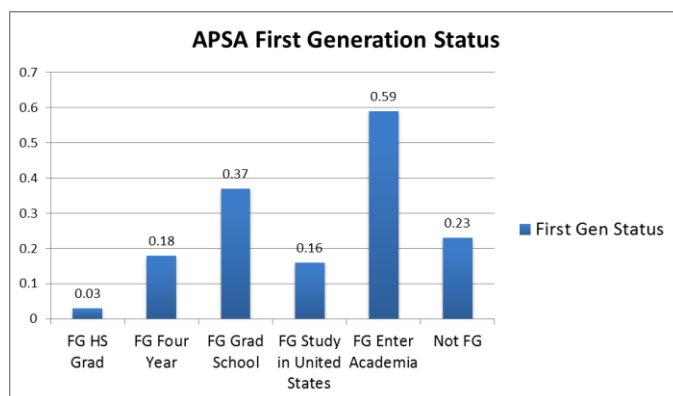
According to the 2016-2017 APSA Graduate Placement Report, “the majority of candidates on the market were White/Euro American (67.1%), followed by East Asian/Asian American (8.7%), Other,

(7.2%), and African American/Black (5.3%). 5.7% of candidates were Hispanic/Latino/a.” With 601 candidates on the market this year, the real numbers of job candidates from underrepresented backgrounds is much smaller compared to their white non-Hispanic Euro-American colleagues. Additionally, “(p)lacement appears to vary by a number of contributing factors, including by degree status of the candidate, funding at the start of program years on the market (79.4% are fully funded), major field, and underrepresented minority status”. Overall, underrepresented minorities were 7 percentage points more likely to be placed than non-underrepresented minorities. Women were 5.7 percentage points more likely to be placed in tenure-track positions than men (Jackson & Super, 2018).

### First Generation Scholars

Based on the results of two survey items added by the Committee on the Status of First Generation Scholars in the Profession to the 2016 APSA Annual Meeting evaluation, 74% of the 2016 annual meeting attendees who responded to the evaluation survey identify as first generation in some capacity. The committee used a “broad and inclusive definition” of first generation status in order to capture the complexities and the variety of experiences (response options included first to earn a HS degree, a four year degree (BA), graduate degree (MA, PhD); first to study in the US; or first to become an academic/scholar, etc.). As Figure 4 shows, 18% of respondents state that they are the first person in their family to earn a four year degree, while 37% are the first to earn a graduate degree.

Figure 4. First Generation Scholars at the 2016 Annual Meeting



Source: Committee on the Status of First Generation Scholars, 2017. APSA Annual Meeting Evaluation Data. N=1680

First generation identity impacts both underrepresented minority and white scholars in the profession, with additional intersectionalities at play as well. A recent national study sheds light upon the relationship between first generation status and race and ethnicity. The Department of Education (DOE-NCES) conducted a nationally representative probability sample panel study of high school sophomores in 2002, following them through the college matriculation and college graduation. According to the report, students of color who were enrolled in college were more likely to be first generation than not. Whereas, white students enrolled in college were more likely than not to be non-first generation students.<sup>2</sup> For annual meeting attendees, first gen status cuts across racial and demographic identity—

<sup>2</sup> According to the DOE report, “A lower percentage of first-generation college students than continuing-generation students were White (49 vs. 70 percent). However, among Black and Hispanic students, the pattern was reversed. Black students represented 14 percent of first-generation college students, compared to 11 percent of continuing-generation college students, and Hispanic students represented 27 percent of first-generation college students, compared to 9 percent of continuing-generation students.” (6)

with each racial and ethnic group having proportions of first generation scholars in their midst. The committee is finalizing their report and will share the detailed demographic results in the fall of 2018.

## Promoting and Encouraging Diversity & Inclusion: A Strategic Imperative

### APSA Mission

Given the aforementioned representational disparities, one of APSA's strategic goals, as outlined in the [2016 APSA Strategic Plan](#), is ***"to promote and encourage diversity and inclusion in the profession"*** (7). This goal is one of six long-term goals meant to support the overarching meta-goal of increasing the value proposition of APSA membership, thereby increasing the number of APSA members (Ibid). The APSA mission statement reads in part that: ***"(T)he Association promotes a lively, diverse community of scholars, teachers, students, and practitioners who bring wide-ranging interests, methodologies, and perspectives to the analysis and conduct of government and politics"***. The values statement calls for a commitment ***"to transparency, open enquiry, scholarly pluralism, high standards of ethics and integrity, and a global perspective"*** (5). Thus, the goal of increasing the "diverse community of scholars" and reaching "wider publics" (Ibid) both supports and is supported by the association's mission and values.

### Governance (Bylaws, Council and Committees)

A broad and multifaceted view of diversity also appears in the recently updated APSA bylaws. Article V addresses the nomination and selection of council officers and committee members, and provides guidance to the nominating committee regarding making recommendations with regard for: ***"geographic distribution, field of professional interest, methodological orientation, types of institutions where members are employed, race, ethnicity, gender and gender identity, sexuality, disability, and other important forms of diversity"*** (Art. V: Sec. 3b). The same considerations are conveyed to the president and council as they select the nominating committee (Art. IX, Sec.1).

Figure 5. Diversity Prompts for Policy Committees

**1) Diversity and Inclusion:** What opportunities does this issue/policy present for broadening participation, increasing diversity, and facilitating inclusion of a diverse collection of association & discipline stakeholders.

**2) Broad Diversity, Inclusion, and Professional Development:** Are there opportunities for mentoring, training, and professional development of junior scholars, first generation scholars, contingent faculty, new members, women, and/or individuals from underrepresented racial and ethnic backgrounds, across institution and fields?

**3) Data Collection:** Are there opportunities for data collection on membership-related trends that are relevant to this policy area?

### APSA Council Policy Committees

A new addition to the APSA governance structure are the council policy committees. In an effort to encourage the committees to proactively take diversity and inclusion into consideration, in the fall of 2017, the APSA Diversity and Inclusion team shared with them three diversity relevant prompts. These prompts (Figure 5) have already been used by a number of the policy committees in their deliberations. As the committees' agendas develop, they may increasingly seek to address diversity and inclusion issues that are germane to their charge and therefore the discipline as a whole.

### APSA Status Committees

Also within the APSA governance structure are nine status committees that produce reports (e.g. textbook reports by the Committee on the Status of Blacks and others), pipeline data projects, and member and constituency-based activities that promote advancement through the profession and the professional development of scholars. Here is list of the APSA status committees; three of the committees are new, having been created by the council in 2016 (*these committees are marked with \**).

- *Committee on the Status of Asian-Pacific Americans in the Profession*
- *Committee on the Status of Blacks in the Profession*
- *Committee on the Status of Community Colleges in the Profession*
- *Committee on the Status of Contingent Faculty in the Profession\**
- *Committee on the Status of First Generation Scholars in the Profession\**
- *Committee on the Status of Graduate Students in the Profession\**
- *Committee on the Status of Latinos y Latinas in the Profession*
- *Comm. on the Status of Lesbians, Gays, Bisexuals, and Transgender Individuals in the Profession*
- *Committee on the Status of Women in the Profession*

Status committees provide annual meeting programming: short-courses, workshops, mentor awards, travel grants for first gen scholars, networking receptions (standalone and joint receptions, e.g. the APSA Reception Honoring Women of Color in the Profession), and panels and roundtables. The status committees have sought to increase their collaborative work around pipeline, recruitment, and retention efforts. Read more here: <http://www.apsanet.org/status-committees>.

### **Organized Sections**

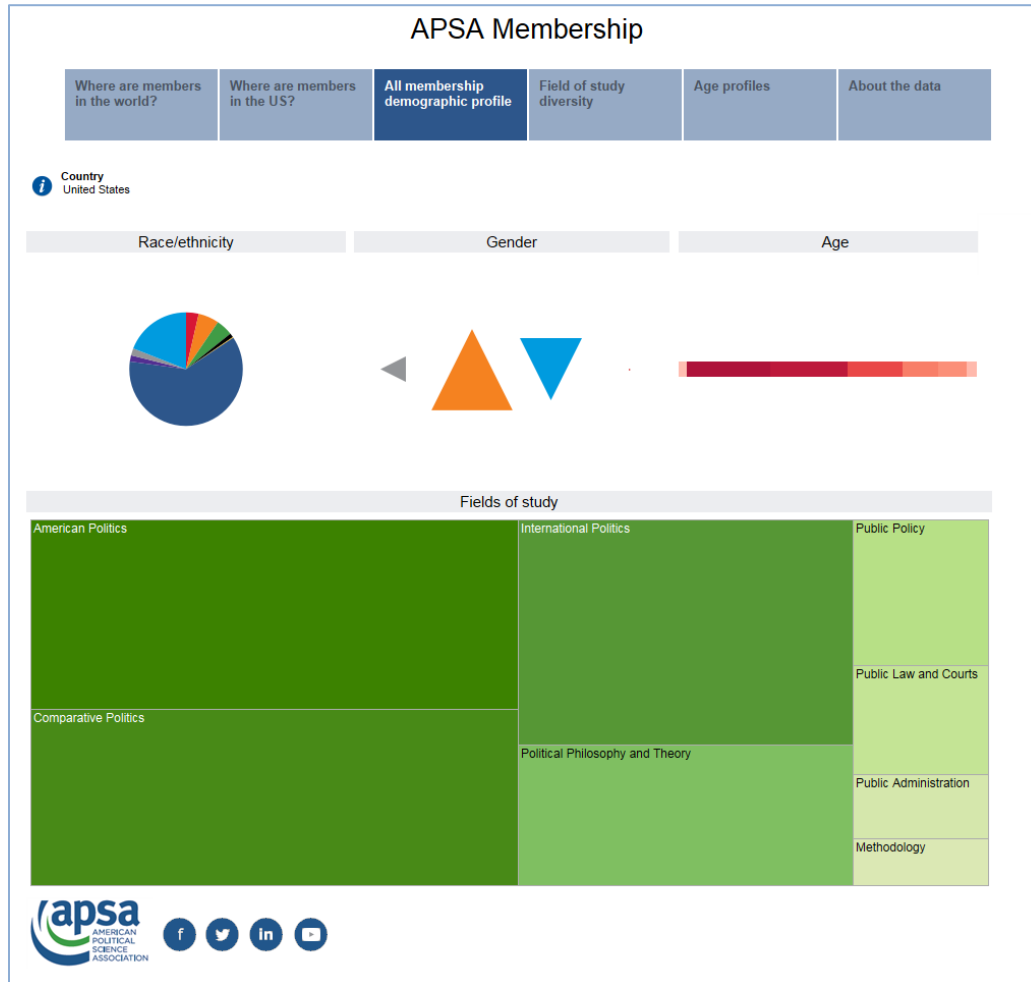
The numerous fields of interest and methodological orientation are on display in the 47 organized sections. According to the Organized Section Handbook, “(A)lmost half of all APSA members belong to at least one organized section and many belong to two or more” (p.1). Organized sections serve as the nexus for networking, specialization, collaboration and annual meeting panel development and award selection. They provide opportunities for members to assume leadership positions, gaining important experiences and transferable skills that can be used to serve and lead in other areas of the profession— e.g. the council and committees. Thus section participation can serve as a key mechanism of professional development and advancement in the profession. Recently, the APSA Membership team updated the APSA Organized Section Handbook in order to provide additional information and guidance to section officers on a variety of topics, including section policies, administration, communication and leadership nomination. In particular, the membership team has added language encouraging increased diversity and inclusion in section leadership. Additionally, APSA has encouraged organized section chairs to update their bylaws with a statement on diversity and inclusion.

## **Diversity Across the Profession: Demographic Data Collection**

### **Data Dashboards of APSA Membership**

One of the primary recommendations of the 2011 Task Force on Political Science in the 21<sup>st</sup> Century was for APSA to put in place a structure for systematic member data collection. The report stated that: “Baseline demographic longitudinal data of all political scientists in the profession should be maintained to track changes in faculty by race, ethnicity, and gender”( 4). In response, APSA began collecting demographic data on the APSA membership form in a more systematic way in 2015. Prior to 2015, demographic items were optional. This format led to missing data and an inability to consistently gauge changes and trends in membership demographics over time. Now demographic items on the membership form are mandatory, with a “no response” option. With this new data collection mechanism in place, the Research and Development team consulted with the Diversity and Inclusion Programs team to design a new data dashboard (interactive data visualization) featuring the newly collected membership demographic data. Status Committees and APSA members provided feedback. See the dashboard below (Fig. 6) ([www.apsanet.org/RESOURCES/Data-on-the-Profession](http://www.apsanet.org/RESOURCES/Data-on-the-Profession)).

Figure 6. APSA Membership Data Dashboard—All Membership



The dashboard can be used to view snapshots and trends (by race, ethnicity and gender) across the membership, and within and across each major field of interest and the organized sections. Collecting demographic data directly from the membership form also allows APSA to synch up other professional data (e.g. section data) with the membership demographic data. Consequently, APSA created an [organized section dashboard](#), thus, providing section leaders with up-to-date section data.

The online data dashboards are publically available and allow members to compare each organized section to the APSA membership as a whole and to each other. Additionally, members and member departments can use the data for reports to establish baseline information to support diversity recruitment, hiring, and retention efforts, curriculum and departmental assessment and to support requests for interventional mechanisms like implicit bias training for hiring committees (see bibliography link to [OSTP Mitigating Implicit Bias Report](#)).

## APSA Surveys

In addition to maintaining the data dashboards, the APSA Research and Development team carries out two primary surveys each year: the graduate placement and departmental survey. The graduate placement survey collects data on job placements of graduate students by race and gender; years on the

market; graduate school funding packages, and incoming cohorts of graduate students (with rotating modules on recruitment and retention). The departmental survey collects data on curriculum and majors. Other surveys fielded by APSA include a membership panel survey, the annual meeting evaluation, the teaching and learning conference evaluation, and specialized surveys requested by committees and members (e.g. the recent sexual harassment survey; a module of first generation items on the annual meeting evaluation; surveys of the 20 largest PhD departments to acquire data on women and minority faculty, and the upcoming climate survey and human subjects research survey). Examples of survey findings related to diversity, inclusion, and climate are shown below (Tables 3. and 4.). Survey data reports can be found on the association's [Data on the Profession webpage](#).

## APSA Programs<sup>3</sup>

### Diversity and Inclusion Programs

To address the issue of underrepresentation, perceptions of historical marginalization, and the dearth of scholars of color in the PhD pipeline and in the US professoriate, the APSA council, in conjunction with association and status committee members, created a number of programs aimed at increasing diversity in the profession. In keeping with the APSA mission statement, the diversity and Inclusion program seek to support the APSA strategic plan by increasing the recruitment, retention and advancement of women, minorities, and scholars from underrepresented racial and ethnic groups, first generation and LGBT scholars, individuals with disabilities, and other underserved populations. Partnering with departments and cognate groups in the development and provision of innovative best practices, resources, and data on diversity and the pipeline is key to the success of these goals (Mealy 2015).

The Minority Fellowship Program (MFP) (originally called the Black Graduate Fellowship Program in 1969) was the first diversity program. Since then, there have been a number of diversity and inclusion programs developed over the years, including the Ralph Bunche Summer Institute (RBSI), established in 1986 through a partnership between APSA, NCOBPS, and two universities in Louisiana; Minority Student Recruitment Program (2004) (MSRP) which helps 48 MSRP departments recruit from a list of over 400 students from under-represented racial and ethnic backgrounds; and the APSA Mentor Program (2003). These flagship programs are still in effect today, with measureable programmatic outcomes.

APSA diversity and inclusion programs, in coordination with all APSA departments, employ targeted and expanded recruitment, mentoring, professional development and networking for scholars from racial and ethnic underrepresented backgrounds. APSA staff has also placed an increased focus on program growth and systematic retention efforts—by implementing professional development webinars and mentoring opportunities for program participants by alumni (e.g. RBSI Scholars and the MFP Fellows) and resource development for departments. The marketing and communications team are also work closely with the diversity team to promote a variety of programs and alumni accomplishments. (See [www.apsanet.org/divresources](http://www.apsanet.org/divresources)). Diversity program highlights appear below.

### APSA Ralph Bunche Summer Institute (RBSI)

The 2017 RBSI program, held at Duke University, (May 28—June 29, 2017), under the direction of Dr. Paula D. McClain, hosted 14 students for an intensive 5 week graduate training, academic and professional development program designed to increase the number of underrepresented students enrolling in political science PhD programs. Upon completion of the 2017 RBSI program, seven RBSI Scholars were selected to present original research at the 2017 annual meeting. A *PS* excerpt showing the RBSI events at the meeting is located in the appendix. See <http://www.apsanet.org/RBSI2017/bios>

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<sup>3</sup> Information on APSA programs provided by APSA staff members across all departments.

for more info. The 2018 Program will host 16 students in June. In terms of funding, the RBSI program is currently receiving support from the National Science Foundation (NSF). In 2016, Dr. Paula D. McClain was awarded a \$327,465 NSF grant for 2016-2019. This is the seventh NSF grant that Dr. McClain has received for the RBSI program. RBSI is also supported by Duke University's Office of the Provost, the political science department and APSA.

With regards to program outcomes, RBSI alumni go on to attend graduate school in political science, receive their PhDs and enter the professoriate. Since 1986, 548 students have attended the RBSI, 70 (13%) have received PhDs in political science and over 40 (8%) are currently in political science graduate programs. Of the RBSI alumni who have earned PhDs in political science, 48 (70%) currently hold tenure track faculty positions. Nine (14%) alumni who have political science PhDs are post-docs, fellows, or adjuncts. Additionally, RBSI alumni have earned PhDs in cognate fields (e.g. education), as well as JDs, and numerous MAs, MPAs, and MPPs. They are currently working in both the public and private sectors.

The APSA council approved the creation of an RBSI Advisory Committee. The role of the advisory committee is to assist the APSA council, leadership, and staff with planning: 1) the mid and long term future of the program, its sustainability and growth; 2) the future format, partnerships, and funding strategies; 3) and to provide leadership in the governance of the use of endowment fund. Given that graduate school admission fees can be a barrier to underrepresented students' ability to apply to PhD programs, in the fall of 2017, the committee and APSA coordinated to request application fee waivers for RBSI alumni. In total, APSA reached out to 25 departments. Nearly all of the schools agreed to offer fee waivers. Where a fee waiver was not available, APSA reimbursed the students for the cost of one application from the Prestage-Fenno Fund. APSA will continue this program next year. (RBSI Advisory Committee Members include: Nadia Brown, Purdue University, Chair\*; John Aldrich, Duke University; Khalilah Brown-Dean, Quinnipiac University\*; Luis Fraga, University of Notre Dame; Rachel Gillum, RiceHadleyGates\*; Dianne Pinderhughes, University of Notre Dame; Gabe Sanchez, University of New Mexico\*; Shayla Nunnally, University of Connecticut and NCOBPS president (\*Denotes RBSI Alumni).

#### **APSA Minority Fellowship Program (MFP)**

The MFP program supports graduate study for students from underrepresented racial/ ethnic backgrounds. With the recent addition of a spring fellowship round, the MFP greatly expanded to include the provision of pre-doc awards. The fall cycle is open to undergraduate seniors applying to PhD programs. For the fall of 2017, a total of 14 funded fellowships were awarded. Each funded fellow received a \$4000 fellowship award and a letter of support from the selection committee. The spring cycle is open to first and second year PhD students. Spring 2018 cycle awards are available in the form of a one-time award ranging between \$1000-\$1500. For more info: (<http://www.apsanet.org/mfp>)

#### **Congressional Fellowship Program (CFP)**

The CFP was created in 1953. The APSA Academic and Professional Development and Congressional Fellowship teams work to ensure diversity of backgrounds in review panels that select fellows. Additionally, they have taken steps to solicit a more diverse candidate pool. In terms of the recruitment process, staff has implemented new outreach efforts to advertise the fellowships for political scientists and journalists to a variety of outlets. They also work with other APSA teams to recruit widely to diverse groups within APSA's structure as well such as the Diversity and Inclusion Program Alumni.

#### **International Programs**

Internationalization benefits the discipline by expanding networks, enriching theories, and broadening perspectives. Currently, approximately 20% of APSA members and 17% of APSA meeting attendees are based outside the USA. The [APSA International Programs](#) team's efforts at internationalization include

providing scholars outside the US with additional support for their research and teaching, and promoting opportunities for US-based scholars to network and collaborate with colleagues overseas. In recent years, APSA has organized a series of thematic workshops to support small groups of early-career scholars from Africa and the Middle East. In total, over 300 early-career scholars have participated in one of the Africa Workshops (2008-2015) or MENA Workshops (2013-present) and are now part of the APSA professional network. Past workshop alumni have collaborated to organize panels at APSA meetings, won research grants, contributed to special issues and edited volumes, and hosted conferences and trainings at their own universities. APSA also supports joint training workshops with the Mexican Political Science Association, project grants with the UK Political Studies Association, a joint membership agreement with the African Studies Association, and professional development seminars with the International Political Science Association. APSA is holding African and MENA Research Development Workshops at the 2018 annual meeting.

## **Meetings and Conferences**

The APSA annual meeting brings together between 5000-6000 attendees each year. The APSA Meetings team works closely with the APSA leadership, staff, council policy committees and divisions to organize and plan the meeting. Additionally, the APSA Diversity and Inclusion Programs team has provided language to the annual meeting division chairs (who also represent the corresponding organized sections) encouraging them to incorporate inclusive language in their annual meeting call for papers. With regard to onsite services, APSA provides ADA accommodations upon request, an ombuds resource and an updated anti-harassment statement and code of conduct for the meeting to ensure a safe and welcoming environment at APSA meetings ([www.apsanet.org/divresources/sexualharassment](http://www.apsanet.org/divresources/sexualharassment)). Staff organize a variety of events for attendees, such as the mentoring reception, new-member orientation, professional development workshops, short courses and status committee networking receptions.

### ***Meeting Attendee Race, Ethnicity and Gender Identity***

An APSA Annual Meeting Evaluation Survey<sup>4</sup> memo describes the demographics of the 2017 annual meeting attendees as such: “Self-identified demographic information for attendees, evaluation respondents, and presenters (including chairs, discussants, and paper presenters) was drawn from the APSA membership database and matched by APSA member identification number. As table 2 shows, the largest racial and ethnic group among 2017 Annual Meeting attendees were those who identified as Non-Hispanic White or Euro-American, with 54.1% of all attendees and 58% of evaluation respondents. Those who did not list their racial or ethnic identification were the second largest group, with 26.9% of attendees and 13.2% of respondents. 4.6% of respondents identified as East Asian or Asian American, 4.1% as Latino or Hispanic American, 1.9% as Black, Afro-Caribbean or African American, and 3.4% as another racial or ethnic category not listed. 47.5% of respondents and 52.1% of meeting attendees identified as male, while 39% of respondents and 34.8% of attendees identified as female.” A higher percentage of men (compared to women) were meeting presenters. Only 2.1% of presenters were Black, Afro-Caribbean or African American, 3.7% were Latino or Hispanic American, and 0.2% were Native American or Alaskan Native (Table 2).

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<sup>4</sup> About the Survey: The 2017 APSA Annual Meeting Evaluation was administered on Sunday, September 3 to all who were registered for the Annual Meeting (5,738 recipients). The survey remained open until September 18, and received 1,400 responses for an overall response rate of 24.4%.

**Table 2. Demographic Characteristics of APSA members vs. Annual Meeting Attendees**

	APSA Members	Annual Meeting Attendees	Meeting Presenters	Evaluation Respondents
Female	35.9%	34.8%	31.7%	39.0%
Male	64.1%	52.1%	46.3%	47.5%
Other	0.0%	--	0.0%	0.1%
Black, Afro-Caribbean, or African American	3.2%	2.4%	2.1%	1.9%
East Asian or Asian American	6.9%	6.7%	6.0%	4.6%
Latino or Hispanic American	4.5%	4.2%	3.7%	4.1%
Middle Eastern or Arab American	1.1%	1.0%	1.0%	0.8%
Native American or Alaskan Native	0.2%	0.2%	0.2%	0.2%
Non-Hispanic White or Euro-American	57.3%	54.1%	48.0%	58.0%
Other	3.2%	2.9%	2.6%	3.4%
South Asian or Indian American	1.6%	1.6%	1.3%	1.6%
No Response	22%	26.9%	--	13.2%

Source: 2017 APSA Annual Meeting Evaluation

**Annual Meeting Climate Survey Item**

The 2017 APSA Annual Meeting Evaluation asked respondents about their perception of the climate at the meeting (See Table 3). When asked to agree or disagree with the following statement, “the APSA Annual Meeting has a welcoming and inviting climate”, the majority either agreed or strongly agreed (14% said they strongly agree and 49% agreed). Twenty for percent neither agreed nor disagreed; 10% disagreed and 3% strongly disagreed.

**Table 3: 2017 APSA Annual Meeting Climate Item by Race and Ethnicity**

			Race/Ethnicity									Total
			Black, Afro Caribbean or African American	East Asian or Asian American	Latino or Hispanic American	Middle Eastern or Arab American	Native American or Alaskan Native	Non Hispanic White or Euro American	South Asian or Indian American	Other Ethnicity	No Response	
The APSA Annual Meeting has a welcoming and inviting climate.	Strongly disagree	Count	1	0	3	1	1	13	1	6	4	30
		% within Race/Ethnicity	3.8%	0.0%	5.3%	9.1%	33.3%	1.6%	4.5%	13.3%	2.3%	
	Disagree	Count	1	1	4	1	0	86	2	5	19	119
		% within Race/Ethnicity	3.8%	1.7%	7.0%	9.1%	0.0%	10.9%	9.1%	11.1%	10.9%	
	Neither agree nor disagree	Count	4	9	10	2	0	203	1	11	42	282
		% within Race/Ethnicity	15.4%	15.0%	17.5%	18.2%	0.0%	25.7%	4.5%	24.4%	24.1%	
	Agree	Count	16	35	30	5	1	385	14	16	84	585
		% within Race/Ethnicity	61.5%	58.3%	52.6%	45.5%	33.3%	48.8%	63.6%	35.6%	48.3%	
	Strongly agree	Count	4	15	10	2	1	102	4	7	25	170
		% within Race/Ethnicity	15.4%	25.0%	17.5%	18.2%	33.3%	12.9%	18.2%	15.6%	14.4%	
	Total	Count	26	60	57	11	3	789	22	45	174	1186

N=1186. Source: 2017 APSA Annual Meeting Evaluation

In terms of gender effects, Table 4 shows that an equal percentage of men and women (49.3%) agree that the meeting has a welcoming and inviting climate. However a greater percentage of men than women (16% to 11.8%) *strongly* agree that the meeting climate is welcoming and inviting. With regards

to race and ethnicity—across all groups—a majority or plurality of respondents state that the climate at the meeting is welcoming and inviting.

**Table 4. Annual Meeting Evaluation Climate Item by Gender**

			Gender			Total
			Female	Male	Other Gender	
The APSA Annual Meeting has a welcoming and inviting climate.	Strongly disagree	Count	13	17	0	30
		% within Gender	2.5%	2.6%	0.0%	
	Disagree	Count	60	61	1	122
		% within Gender	11.4%	9.5%	50.0%	
	Neither agree nor disagree	Count	131	146	1	278
		% within Gender	25.0%	22.6%	50.0%	
	Agree	Count	259	318	0	577
		% within Gender	49.3%	49.3%	0.0%	
	Strongly agree	Count	62	103	0	165
		% within Gender	11.8%	16.0%	0.0%	
Total	Count	525	645	2	1172	

N=1172. Source: 2017 APSA Annual Meeting Evaluation

### Publications

APSA has implemented submission-data collection for the three APSA-wide journals published by Cambridge University Press (APSR, PS and Perspectives). The collected data include race, gender, institutional and subfield information for all co-authors on every submission. This data collection process went live at the end of December 2017 and has been largely successful over the last month. This data will be collected over the next year and the publications policy committee is developing a template for analysis and display of the demographic information for all submitting authors to our journals. The committee hopes to issue its first report in the spring of 2019, once a full year of data is collected.

### APSA Awards and Funds

APSA provides support to scholars for excellence in research, teaching and service and career achievement. Many of these awards are facilitated through the Centennial Center for Political Science and Public Affairs. The focus of the APSA 2017 Giving Tuesday and the 2017 End of the Year campaign was support for APSA funds that broaden support/recognition of research and career achievements in race, ethnicity and politics; politics and gender; and politics and sexuality. Here is a list of those funds:

#### APSA Centennial Center Research Funds

**Fund for Latino Scholarship:** This fund, established by the Latino Caucus and the APSA Committee on the Status of Latinos/as, encourages and supports the recruitment, retention and promotion of Latino/a political scientists, including junior faculty. The fund also supports research on Latino/a politics.

**Marguerite Ross Barnett Fund:** This fund, established by APSA in conjunction with the Women's Caucus, supports grants for research on issues of diversity, cultural nationalism, African American voting behavior, education policy, or urban and minority policy and politics.

**Rita Mae Kelly Fund:** Supports research on the intersection of gender, race, ethnicity, and power.

**Women and Politics Fund:** This fund supports research in the field of women and politics.

#### **Book Award**

**Victoria Schuck Award Fund:** This award is given annually for the best book published on women and politics. It honors the lifelong service to the field of Victoria Schuck, who earned her PhD from Stanford University in 1937 and served in senior administrative roles.

#### **Career Awards**

**Hanes Walton, Jr. Award Fund:** This award, named in honor of former APSA Vice President Hanes Walton, Jr., recognizes a political scientist whose lifetime of distinguished scholarship has made significant contributions to our understanding of racial and ethnic politics and illuminates the conditions under which diversity and intergroup tolerance thrive in democratic societies.

#### **Dissertation Award**

**Kenneth Sherrill Prize Fund:** This prize fund recognizes the best dissertation proposal for an empirical study of lesbian, gay, bisexual, or transgender (LGBT) topics in political science. It encourages empirical work on LGBT topics by grad students to broaden the recognition of this work within political science.

#### **APSA Funds:**

##### **Ralph Bunche Fund**

This fund helps APSA ensure the continuity of the Ralph Bunche Summer Institute and supports programming that introduces students from underrepresented racial and ethnic groups to careers and graduate study in political science, including the professoriate.

##### **Prestage-Fenno Fund**

The Jewel L. Prestage and Richard F. Fenno Fund for Minority Opportunities promotes and supports expanded opportunities for minority students contemplating advanced training in political science through such programs as, though not limited to, the RBSI. The fund honors two political scientists who were instrumental in developing the RBSI: Jewel Prestage, who served as its first director, and Richard Fenno, who advanced the idea during his term as APSA president.

#### **The APSA Centennial Center Fund Awards**

In December 2017, APSA announced that the APSA Centennial Center Fund awarded 17 awards were made, totaling \$47,200. In the summer of 2017, another fund of the Centennial Center, the Fund for Latino Scholarship, awarded 9 awards. The awards that have a focus on race, ethnicity, or gender (either in terms purpose of the fund or the content of the research focus) are displayed below:

**Table 5. APSA Centennial Center Awards - 2017**

Centennial Center Awards	2017 Funding
<b>Edward Artinian Fund for Publishing</b>	
Lorrie Frasure-Yokley; Associate Professor, University of California-Los Angeles, USA Tyson King-Meadows; Associate Dean, University of Maryland-Baltimore County, USA <i>“Collaborative Writing and Publishing Workshop using 2016 Collaborative Multiracial Post-Election Survey”</i>	\$8,000
<b>Marguerite Ross Barnett Fund</b>	
Nicole Yadon; PhD Candidate, University of Michigan, USA. <i>“The Politics of Skin Color”</i>	\$2,000
Ethan Busby; PhD Candidate, Northwestern University, USA. <i>“I can hear you loud and clear: Intergroup interactions and racial threat”</i>	\$1,000
<b>Huang Hsing Foundation Chun-tu Hsueh Fellowship Fund</b>	
Chao-yo Cheng; PhD Candidate, University of California-Los Angeles, USA. <i>“Autonomy in Autocracy: Explaining Ethnic Policies in Post-1949 China”</i>	\$2,100
<b>Rita Mae Kelly Fund</b>	
Nadia Brown; Associate Professor, Purdue University, USA and Danielle Lemi; Postdoctoral fellow, Southern Methodist University, USA. <i>“Melanin and Curls: Evaluation of Black Women Voters by Phenotype”</i>	\$2,000
<b>Fund for Latino Scholarship</b>	
Rudy Alamillo University of California, Riverside* 2017 Annual Meeting Attendance/Prof. Dev.	\$500
Estefania Castañeda Pérez, UCLA <i>“US-Mexico Border (In)Security: Cross-Border Commuters Perceptions on Border Enforcement and Policing”</i>	\$500
Teresa Yolotl Gomez, San Jose State University 2017 APSA Annual Meeting Participation/ Prof. Dev.	\$250
Alfredo Gonzalez, University of Chicago <i>“Archival Research on the Immigration and Nationality Act of 1952—Patrick McCarran Archives”</i>	\$500
Jereny Mendoza <i>“Policy Diffusion of Felon Disenfranchisement Laws”</i>	\$500
Heather Silber Mohamed, Clark University <i>“Who Are They? Examination of Identities of Media Coverage of Immigration”</i>	\$500
Maricruz Osorio, Knox College <i>“The Political Socialization of Refugee Women”</i>	\$500
Juliana Restrepo Sanin	\$500
University of Maryland Center for American Politics and Citizenship	\$1000

(Institutional Award) (Stella Rouse, PI)	
<b>Special Fund for Women and Politics</b>	
Anabella España-Nájera; Associate Professor, California State University-Fresno, USA and Abby Córdova; Assistant Professor, Univ. of Kentucky, USA. <i>“Making Decentralization Work for Women: The Electability and Representation of Women in Local Governments”</i>	\$1,800
Ezra Temko; PhD Candidate, University of New Hampshire, USA. <i>“The Path to Presence: Getting to Gender Quotes in Iowa”</i>	\$700
<b>William A. Steiger Fund for Legislative Politics</b>	
Kelly Dittmar; Asst. Professor, Rutgers University, USA. <i>“The Changing Roles, Experiences, and Influence of Women Congressional Staff”</i>	\$2,500
<b>Second Century Fund</b>	
Margaret Karns; Professor Emerita, University of Dayton, USA and Kristen Williams; Professor, Clark University, USA. <i>“Women in Leadership in Global Governance”</i>	\$1,500
Caroline Tolbert; Professor, University of Iowa, USA <i>“Travel Grants for VIM--Visions in Methodology Conference”</i>	\$10,000

In the 2017-18 APSA Annual Report the top earning APSA funds (in terms of contributions) were listed. The table 6, below, is a reprint from that report and shows that seven of the top 10 earning funds are related to advancing diversity and inclusion in the profession or awarding research in related fields.

**Table 6. TOP 10 APSA FUNDS FOR FY2017**

<b>Victoria Schuck Award Fund *</b>	\$67,492.00
<b>Tom Carsey Award Fund</b>	\$39,995.00
<b>Kenneth Sherrill Prize Fund*</b>	\$6,975.00
<b>APSA Annual Fund</b>	\$5,133.00
<b>Ralph Bunche Programs Endowment Fund*</b>	\$5,070.00
<b>Congressional Fellowship Program Annual Fund</b>	\$4,121.00
<b>Hanes Walton, Jr. Award Fund*</b>	\$2,923.00
<b>Prestage-Fenno Fund*</b>	\$1,779.00
<b>Rita Mae Kelly Fund*</b>	\$1,752.00
<b>Fund for Latino Scholarship*</b>	\$1,597.00

\*Denotes funds whose mission/ purpose are related to diversity, inclusion, e.g. race, ethnicity, pluralism, gender, or LGBT scholars or funds that award based on an area of study/research related to diversity and inclusion. For more information on APSA funds, please visit: <http://www.apsanet.org/Donate-Now>.

## Conclusion and Recommendations

Excellence in diversity and inclusion will strengthen and grow the profession and its capacity to address the challenging issues of the 21<sup>st</sup> Century. The association is strategically working to increase diversity and inclusion across the profession with recent enhancements to demographic data collection; an

increased commitment to research support and fellowships for scholars from underrepresented backgrounds; planned expansion of Bunche programming; increased engagement with sections; and the creation of anti-sexual harassment resources. Yet more targeted and collaborative work is needed at all levels to actively engage departments and members in the critical work of fostering inclusive environments that will help to increase participation across the profession. Creating a sustainable level of diversity begins with data collection and tracking, support for underrepresented scholars, meaningful partnerships, inclusive dialogue and support for pipeline programs. The council, policy committees, status committees, sections, and association leadership—joining forces with members—can play an integral role in advancing the association’s mission in a manner that ultimately increases the value proposition and addresses the continuing problems of underrepresentation and obstacles to advancement for women, scholars of color, first generation scholars and other underserved populations

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## Appendix

Figure 7. US Census 2017 Projections: Race and Hispanic Origin

Race and Hispanic Origin	
White alone, percent, July 1, 2016, (V2016)(a)	76.9%
Black or African American alone, percent, July 1, 2016, (V2016)(a)	13.3%
American Indian and Alaska Native alone, percent, July 1, 2016, (V2016)(a)	1.3%
Asian alone, percent, July 1, 2016, (V2016)(a)	5.7%
Native Hawaiian and Other Pacific Islander alone, percent, July 1, 2016, (V2016)(a)	0.2%
Two or More Races, percent, July 1, 2016, (V2016)	2.6%
Hispanic or Latino, percent, July 1, 2016, (V2016)(b)	17.8%
White alone, not Hispanic or Latino, percent, July 1, 2016, (V2016)	61.3

Source: <https://www.census.gov/quickfacts/fact/table/US/PST045217>

## Figure 8: 2017 Annual Meeting Recap of RBSI iPosters



Annual Meeting

### 2017 APSA Ralph Bunche Scholars Present iPosters

**B**enefitting from work completed at the 2017 Ralph Bunche Summer Institute, seven RBSI scholars presented their research in several iposter sessions, sponsored by Cambridge University Press, at the Annual Meeting:

**Sydney Carr**, University of Connecticut, "Where are all the Women at in Congress?: An Analysis of the Lack of Female Political Representation in the US"

**Rebecca Gonzalez**, Temple University, "The Intersections of Latino Identity: Religion, Group Consciousness, and Immigration Policy"

**Joan Joseph**, Florida State University, "Institutional Persistence: Colonial Legacies and Corruption"

**Monique Newton**, Oberlin College, "Everything's Corrupt: Evaluating Perceptions of Corruption and Voter Turnout in the United States"

**Avery Pearl**, Augustana College, "Black Perceptions Towards the Black Lives Matter Movement"

**Rodolfo Solis**, Wabash College, "Intergroup Interaction and its Effect on Public Opinion"

**Angie Torres**, University of Central Florida, "Voter Sensibility to Terrorism in the United States" ■



**Kimberly Mealy**, Senior Director of Diversity & Inclusion, APSA, with some 2017 Ralph Bunche Summer Institute scholars (L to R) **Rodolfo Solis**, Wabash College, **Rebecca Gonzalez**, Temple University, **Joan Joseph**, Florida State University, **Avery Pearl**, Augustana College, **Monique Newton**, Oberlin College, **Sydney Carr**, University of Connecticut, **Angie Torres**, University of Central Florida, as well as RBSI Director **Paula D. McClain**, Duke University.



**Monique Newton**, Oberlin College, walks attendees through her research in her iposter presentation.



**Angie Torres**, University of Central Florida, explains her research to an annual meeting attendee.



**Avery Pearl**, Augustana College, discusses his research on "Black Perceptions Towards the Black Lives Matter Movement."



**Rebecca Gonzalez**, Temple University, discusses her iposter on "The Intersections of Latino Identity: Religion, Group Consciousness, and Immigration Policy."



RBSI Director **Paula D. McClain**, Duke University, talking with 2017 scholars at the RBSI Reception.

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