

# APSA Ralph Bunche Summer Institute (RBSI) Working Group Executive Summary

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**Submitted by the APSA RBSI Working Group  
to the APSA Council  
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## Summary of Recommendations

In response to the charge, the RBSI Working group began meeting in September 2014 via a series of conference calls face-to-face meetings at regional meetings with each other and ASPA staff. After thoughtful discussion and review of the RBSI mission and goals, program outcome data, funding considerations, and similar summer institutes, the working group put forth the following recommendations to ensure the continuation of the RBSI:

- Continue to support the operation (direct and in-kind support—including staff time and professional development at the APSA annual meeting) of the Ralph Bunche Summer Institute in its current form at Duke University, under the direction of Dr. Paula D. McClain and her team.
- Design and implement a funding plan to secure the short term funding (those costs that are not covered by external grant funds and the Duke University contribution) of the RBSI at Duke University for at least the next three years.
- For future short and long term programmatic planning of the RBSI program, use as a point of reference, the first principles, mission, and goals of the RBSI program.
- Design and implement a diversified development plan to secure the long term funding and support of the RBSI program using the APSA Ralph Bunche Endowment Fund as a vehicle.
- In addition to the existing partnership with Duke University, explore strategies to expand the program’s reach and ability to provide intensive research experiences and training to a greater number of undergraduate students from underrepresented backgrounds, by engaging in partnerships with departments and universities in a way that complements, but does not compete with, the existing RBSI program.
- Pursue new partnerships and reinvigorate existing collaborative relationships with professional associations such as NCOBPS, to jointly support the RBSI program—both in the short term and the long term.
- Establish an RBSI Advisory Committee to consult on the long-term future stability, sustainability and growth of the RBSI program, as well as the future format, partnerships, and funding strategies.
- Continue to engage RBSI alumni as stakeholders in the future of the RBSI program.

## Executive Summary

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Due to continued shortcomings in the recruitment and retention of blacks, the APSA and its Committee on the Status of Blacks have concluded, after extensive deliberation on the question, that something more must be done to increase the number of blacks who pursue graduate education. That something more should include concerted efforts that have programmatic and institutional dimensions. Thus we propose the Summer Institute for Blacks in Political Science.<sup>1</sup>

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### Introduction

The above statement represents the basis for the creation of what was originally called the American Political Science Association (APSA) Summer Institute for Blacks in Political Science in 1986, and which is now known as the APSA Ralph Bunche Summer Institute (RBSI).<sup>2</sup> In 1986 political science professors Jewel Limar Prestage (Southern University) and Peter Zwick (Louisiana State University) submitted a proposal, based on research conducted by the APSA Committee on the Status of Blacks, to the APSA for a joint summer program for African American students for the purpose of enhancing diversity within the discipline of political science.<sup>3</sup> The original program received funding support from the Ford Foundation. The program became known as the Ralph Bunche Summer Institute, named in honor of Dr. Ralph J. Bunche, 1950 Nobel Peace Prize winner, UN Undersecretary and mediator, former APSA president (1953-1954), and the first African American to earn a PhD in political science. In 2000, the program's eligibility was expanded to include "all undergraduate students from underrepresented racial and ethnic groups or those interested in broadening participation in political science and pursuing scholarship on issues affecting underrepresented groups."<sup>4</sup> For nearly 30 years, the program, currently held at Duke University under the direction of Dr. Paula D. McClain, has taught and trained over 500 undergraduate students and produced 66 political science PhDs, with over 30 PhDs in the pipeline.

### Working Group Charge

In 2014, APSA president John Aldrich and the APSA Council approved the creation of the RBSI Working Group to offer recommendations to the council for the future of the RBSI. Here is an excerpt the charge:

*The RBSI has a venerated position in the discipline of political science, originating through the efforts and support of NCOBPS, and the three institutions (APSA, Duke, and NCOBPS) have contributed greatly to its success...The leadership of APSA, Duke University, and NCOBPS has agreed to establish the **Ralph Bunche Summer Institute Working Group** to investigate options and make recommendations to the three institutions about how to ensure the continuation of a program, whether redefined or not, that continues to seek to achieve the aims of RBSI. The charge to the Group is, first, to assess options for medium- and long-term funding for RBSI. Second, the Group is charged to consider the implications of alternative funding options on the structure and content of the RBSI – how would it change from the current model under any given funding plan? Third, the Group is charged with the opportunity to consider alternative models of RBSI programs that would achieve the aims and ambitions of the RBSI.*

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<sup>1</sup> Prestage, Zwick, Combs, and Braxton, 1985, 1.

<sup>2</sup> Prestage and Zwick 1986.

<sup>3</sup> Prestage et al. 1985.

<sup>4</sup> APSA RBSI Webpage, [www.apsanet.org/rbsi](http://www.apsanet.org/rbsi).

## State of the Discipline

In preparation for addressing the council's charge to make recommendations on ensuring the continuation of the RBSI program, the working group reflected upon the state of the discipline as it pertains to the under-representation of racial and ethnic groups. Taking into the consideration the state of the discipline in terms of demographic representation of science and engineering (S&E) degrees<sup>5</sup>, the persistence of racial and ethnic disparities in terms of successful advancement through the academic and the professional pipeline warrant interventional, research-experience programs such as RBSI that seek to broaden participation and introduce students from diverse backgrounds into the discipline. These programs are still very much needed, and they provide a benefit to the broader discipline and the workforce. Furthermore, it is incumbent upon disciplinary associations, departments and faculty to the join forces in taking the lead in undertaking such programs and where possible, partnering to provide support for such programs.

### Undergraduate Degrees

According to the National Science Foundation's National Center for Science and Engineering Statistics *Report on Women, Minorities and Person with Disabilities in Science and Engineering* (2015):

In 2012, nearly one in six adults with a bachelor's degree or higher was a member of an underrepresented minority group. Underrepresented minorities, like whites, earn a higher share of non-S&E degrees than of S&E degrees, particularly at the master's and doctoral levels. Underrepresented minorities' share of S&E bachelor's and master's degrees has been rising since 1993, but their share of doctorates in these fields has flattened at about 7% for the past 10 years.<sup>6</sup>

In terms of trends in the discipline, between 2002 and 2012, Black and Latino undergraduates exhibit small increases in political science and public administration BA attainment: Black undergraduate degrees in political science and public administration increased from 10.0% in 2002 to 10.7% in 2012, and Hispanic students saw a 3% increase from 8.4% to 11.7% over the same time period. American Indian/Native American BA attainment remained relatively unchanged, and Whites students' BA attainment dropped 9% from 69.7% to 60.9%.<sup>7</sup> . . . In terms of doctorates, individuals with BAs in political science and public administration comprised only 53.35% of PhD degrees in political science and public administration. The working group views this as an opportunity to recruit more broadly outside of the political science major, and across all historically underrepresented racial and ethnic groups.

### Doctoral Degrees

The marginal gains among Black and Hispanic undergraduate students earning BA's in political science and public administration has not translated into proportionate PhD attainment for these groups. The Survey of Earned Doctorates (SED) shows that political science and government doctorate recipients, regardless of citizenship status, account for 803 (17%) of the social science doctorates conferred in 2013. Taking US citizens

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<sup>5</sup> The National Science Foundation, National Center for Education Statistics uses "political science and public administration" to count political science degrees and considers this to be a science and engineering (S&E) degree field, and therefore a STEM (science, technology, engineering and mathematics degree). The Survey of Earned Doctorates counts "political science and government" as a subfield and "political science" as a major field degree. Therefore the total number of "political science" degrees earned will vary by dataset, with political science and public administration designations resulting in higher numbers of degrees per year.

<sup>6</sup> National Science Foundation, National Center for Science and Engineering Statistics. 2015. *Women, Minorities, and Persons with Disabilities in Science and Engineering: 2015*. Special Report NSF 15-311. Arlington, VA. Available at <http://www.nsf.gov/statistics/wmpd/> | <http://www.nsf.gov/statistics/2015/nsf15311/digest/theme3.cfm#mindegrees>.

<sup>7</sup> Ibid., <http://www.nsf.gov/statistics/2015/nsf15311/tables/pdf/tab5-6.pdf>.

and permanent residents only, the number of political science PhDs earned in 2013 drops to 593. Using this figure as a baseline, the data shows that Hispanic/ Latinos accounted for 5.4% of the PhDs earned in 2013; Black/African American, 8.4%; Asian American 5.9%; American Indian/Native American 0.3%; and White 73%. Among the social sciences, only sociology reported more Black PhDs in 2013. A higher percentage of Latinos earned PhDs in anthropology, sociology, and psychology than in political science. Asians were more likely to earn a PhD in economics and anthropology.<sup>8</sup>

#### Faculty Representation and the Political Science PhD Pipeline

Continuing through the academic pipeline to the professional pipeline, the working group took note of the percentage of political science faculty from underrepresented backgrounds. There are critical and persistent challenges facing the discipline in terms of the lack of population-proportionate representation of women and people of color. APSA data on political science faculty (1980-2010) shows that while there have been increases in the number of women faculty and faculty of color in political science, these increases are occurring at a slow pace. This is especially the case for faculty of color.<sup>9</sup> Specifically, there are racial/ethnic, as well as, gender disparities in political science faculty representation. The APSA Task Force Report on Political Science in the 21st Century (2011) states:

- “In 1980, of 7,473 total faculty members, 182 or 2.4% were African Americans, and 86 or 1.2% was Latina/o. In 2010, of a total of 9,302 faculty members, 461 or 5% were African American; 249 or 2.7% were Latina/o; and 319 or 3.4% were Asian Pacific Islander.”<sup>10</sup>
- “The overwhelming majority of women political science faculty members are Caucasian. Here is the breakdown for 1980: Caucasian, 93.4%; African American, 4.3%; Latina, 2.3%. In 2010: Caucasian, 86.6%; African American, 6.1%; Latina, 3.0%; and Asian Pacific Islander, 4.4%.”<sup>11</sup>
- “[T]here is a significant gender gap present for each group.” However, within each group, this gap is narrowing: Among Caucasians it is 50.4%; among African Americans, 33.4%; among Latinas and Latinos, 36.6%; and among Asian Pacific Americans, 26.6%.<sup>12</sup>

The task force report goes on to say that in no uncertain terms that “(A)bsent direct intentional efforts to further diversify faculty, we should expect the pace of progress will continue to be slow and that the rate of inclusion will also be very slow”.<sup>13</sup> This data highlights the need for continued intervention and concerted efforts to increase the number of students from underrepresented backgrounds that receive impactful research experiences, exposure to graduate training, and who eventually enter graduate school. Beyond that, the task force data also demonstrates the importance of efforts aimed at recruiting and retaining individuals from underrepresented backgrounds into the professoriate through continued mentoring and peer/cohort support that programs like the APSA RBSI can provide. Professional development and interventions through exposure, methods training, research experience, and mentoring should remain a priority of the profession, departments, and faculty.

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<sup>8</sup>Ibid. <http://www.nsf.gov/statistics/sed/2013/data/tab24.pdf>.

<sup>9</sup> APSA Task Force on Political Science in the 21<sup>st</sup> Century. 2011. pp. 39-42. <http://www.apsanet.org/21stcentury>.

<sup>10</sup> Ibid.

<sup>11</sup> Ibid.

<sup>12</sup> Ibid.

<sup>13</sup> Ibid., 4.

## **RBSI Background, Mission and Goals**

### RBSI Goal, Objectives and First principles

The primary goal of the RBSI program is to increase the number graduate students from underrepresented racial and ethnic groups, and eventually faculty, in the profession of political science. The original proposal for a summer institute outlined first principles and strategies that were to be implemented to achieve this goal: “the time has come for a coordinated, discipline-wide program to attract potential graduate students and prepare them for the graduate experience”.<sup>14</sup> This program mission is operationalized in the following set of five main purposes /objectives:

- 1) Socialize students in the profession;
- 2) Enhance the academic skills of students in the profession
- 3) Encourage students to pursue a graduate degree in political science
- 4) Inform students of the career opportunities for political scientists
- 5) Provide a medium for departments of political science to recruit [students from underrepresented backgrounds] to their graduate programs.<sup>15</sup>

### RBSI Sites

The first summer institute was held at Southern University in Baton Rouge, LA, at a jointly sponsored program run by Southern University and Louisiana State University in summer of 1986 and continued there through 1989. Since then, the program has been held at various universities -- often in partnership with one another. From 1990-1994, the RBSI program was held in Atlanta, GA, through a five university consortium which included Spelman College, Clark-Atlanta University, Emory University, Georgia State University, and Morehouse College. In 1995, the RBSI program moved to the University of Virginia, and then to Duke University in 2000, in both instances under the direction of Dr. Paula McClain.<sup>16</sup> The RBSI program

[M]ust be viewed in two phases—the period from 1986 to 1995 and 1996 to the present. The first phase represents the very important formative period that established the RBSI and kept it going. Professor Jewel L. Prestage was the driving force behind establishing the RBSI and keeping it afloat. But it was also a time in which funding was limited and uncertain; the Institute did not operate one summer due to the lack of funds. The second phase represents a period in which funding for student support from NSF, and from the Principal Investigator’s home institutions, the University of Virginia and now Duke University, for teaching assistants, computer lab, speakers honoraria and travel, and other related expenses have been consistent.<sup>17</sup>

### Application Process and Program Components

Today, the RBSI program is an intensive 5 week summer program that simulates the graduate school experience for 20 students from underrepresented backgrounds—and operates in a similar format to the early program. Currently, the RBSI is jointly sponsored by Duke University and the APSA. Interested students submit applications to the APSA for processing. Applications are then shared with the RBSI Selection Committee at Duke University in a competitive application and review process. Since its inception the RBSI program has hosted students from a diverse collection of 290 different colleges and universities. Accepted RBSI Scholars participate in GRE prep and two transferable graduate-level credit bearing courses, one is a research methods course focusing on quantitative analysis and one in Race and American politics.

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<sup>14</sup> Ibid., 8.

<sup>15</sup> Ibid., 9.

<sup>16</sup> *PS: Political Science & Politics*, 29, Association News, p. 217, 1996.

<sup>17</sup> McClain 2012. NSF Budget Narrative.

In 2013, the expected NSF funds were cut and the RBSI program was canceled for that year. At the 2013 annual meeting the APSA organized alternative professional development programming for 14 students (referred to as the Ralph Bunche Fellows) who had applied to the 2013 RBSI program. This programming and the additional recruitment activities were co-sponsored by 15 political science departments who joined in partnership with APSA. Additionally, APSA collaborated with three universities to host six of these students at alternative summer programs.

### **The APSA RBSI Program**

Given the aforementioned discipline-wide need, how has the RBSI program sought to meet the primary goal of increasing the number of racial/ethnically underrepresented grad students, and eventually faculty, in the political science profession? The working group approached this question with the program's first principles in mind. From a theory of change perspective, these first principles can be summarized in the following manner: *under-representation exists within the population of political science faculty and purposive action is needed to broaden participation. This purposive action can take the form of programmatic interventions, e.g. recruitment at the undergraduate level, introduction to graduate study in political science, graduate training, research experiences for undergraduates from underrepresented backgrounds, and professional development.* The working group examined the current model and found that it meets the mission/ goals and stated first principles by providing a vehicle through which the profession and its partners can recruit, educate, train and provide professional development experiences for students from underrepresented backgrounds.

#### Program Strategies

The current program has maintained the focus on providing a meaningful educational experience coupled with rigorous instruction. The following strategies have been employed by the RBSI program to meet the goals and objectives. Immersion in a graduate school experience that includes: hands-on research experience; professional development training; graduate level instruction and coursework; an original research paper; interaction with graduate and teaching assistants; close interaction with and mentoring from leaders in the discipline (e.g. talks lead by senior faculty members, RBSI alumni, and graduate, research and teaching assistants) who model professional disciplinary behavior; exposure to the professional association and discipline norms; and membership into a networked cohort of fellow RBSI scholars and alumni. According to Dr. Paula McClain, "[A] major part of the Institute is the students' preparation of original, analytical and empirical research papers, and, for the top students, the opportunity to present their papers in a poster session at the annual meeting of the American Political Science Association. This immersion in aspects of political science as an analytical field of inquiry encourages top black, Latino and American Indian students to consider graduate education in political science rather than the typical law school career track".<sup>18</sup>

Each year the APSA staff leadership and the Diversity and Inclusion Program Department develops a series of post-institute professional development experiences and programming for the RBSI Scholars. In addition to professional development opportunities (e.g. poster presentations, panel attendance and networking) at the annual meeting, with guidance provided by a designated APSA RBSI Alumni Liaison, this programming also includes APSA mentor matching; exposure to the RBSI alumni network and the LinkedIn community; enrollment in the APSA Minority Student Recruitment Program (MSRP); and information about applying to the APSA Minority Fellowship Program (MFP). The post-institute APSA RBSI programming is viewed as an integral part of the RBSI programmatic goals and the broader APSA diversity and inclusion goals-- intended to provide structure and experiences that will aid in advancing the RBSI alumni scholars towards graduate school application, admittance, retention and eventually PhD attainment. The APSA staff works closely with the RBSI program scholars, faculty and staff both, prior to and following the summer institute, to ensure that the participants' experience with the association and the discipline is positive and impactful, with the aim of increasing the number of RBSI alumni who apply, and are accepted to, doctoral programs.

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<sup>18</sup> McClain 2012, 4.

## **RBSI Program Outcomes**

In order to get a sense of the impact and effectiveness of the current program and format, the working group examined both direct and indirect RBSI program positive outcomes, as well as attendee evaluations. Specifically, working group members reviewed: the number of PhDs attained and in progress; RBSI Alumni by academic/faculty position; and RBSI attendee program evaluations and feedback.

### RBSI Alumni Outcomes, 1986-2014

The RBSI program has successfully moved undergraduate political science students of color through the pipeline to doctoral programs and faculty positions in political science. RBSI Alumni have attended graduate programs at 130 different universities. Nineteen RBSI alumni who attended during Phase I (with Dr. Jewel L. Prestage), earned PhDs. Forty-seven RBSI alumni from Phase II (1996-2014--with Dr. McClain), earned PhDs. Based on APSA data, there are 37 RBSI Alumni from 2005-2013 in the PhD graduate program pipeline.<sup>19</sup> Assuming these alumni earn PhDs, the successful PhD outcome rate over the entirety of the program is expected to be above 20%. In terms of comparison, the reported PhD attainment rate for the Mellon Mays Undergraduate Fellowship (MMUF) Program is 12.5%.<sup>20</sup> Thus, the APSA RBSI program is performing at a rate comparable and higher to a program with similar goals. RBSI Alumni are represented on the faculty of political science departments across the country, ranging from the rank of assistant professor to full professor. 46 of the RBSI Alumni currently hold tenure or tenure track faculty positions. An additional nine RBSI alumni are post-docs, fellows, or adjuncts. A listing of RBSI alumni faculty and their home institutions is available upon request.

### RBSI Participant Evaluation (2014) and Direct Positive Outcomes

In November 2014, an RBSI evaluation survey was distributed to participants in the classes of 2012 and 2014. The RBSI alumni evaluation of the impact of the RBSI program is overwhelmingly positive, especially in terms of increasing analytical skills and interest in graduate school. The working group also examined the role of the RBSI program's focus on providing participants with hands-on training in political science research methodology. Students are required to take a course in statistical/research methods and at the conclusion of the program they are required to complete a final research paper. The RBSI faculty selects students with the top research papers to present posters at the annual meeting. Based upon responses to the RBSI Alumni evaluation, it is evident that graduates of the RBSI program also go on to engage in post-programmatic research activity at their home institution. These types of activities speak to whether students are utilizing the skills gained at the institute to advance independent research projects during their senior year and beyond—one of the desired outcomes of the RBSI program. Research experience gained during the program can provide a stepping stone to conducting required senior research projects and independent study with increased methodological skill and confidence. Specifically RBSI Alumni take advantage of opportunities to convert their RBSI research papers into projects that will advance their academic and professional goals, such as senior research posters, undergraduate publications, or writing samples for graduate school essays. Of the respondents to the 2014 survey, 68% (13 of 19) of RBSI Alumni report being involved in post-RBSI program research activities, projects, or presentations, including a number of senior theses. These research activities are often directly related to the research papers completed during the RBSI program. Early feedback from five respondents from the RBSI Class of 2015 show that 100% report anticipate being engaged in some type of research project during their senior year—either as

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<sup>19</sup> This report presents RBSI program data from 1986 -2014. APSA is in the process of updating program outcome data based upon recent RBSI alumni developments and evaluations, including summer 2015 PhD attainment and fall placement.

<sup>20</sup> The Mellon Mays Undergraduate Fellowship Program MMUF features 46 member schools and consortia and is multidisciplinary in nature, <http://www.mmuf.org/about>. Political science is not one of the eligible fields of study for MMUF program fellows.

part of a course or through an independent research project. In short, the RBSI program, the course instruction and the overall immersive experience result in direct positive outcomes for participants.<sup>21</sup>

#### Discipline-wide Impact

There are measureable positive outcomes for the political science profession more broadly. To drill down on the broader impact and contribution that RBSI Alumni have made upon the discipline, the working group explored the long-term and indirect benefits of the program by surveying RBSI alumni who have earned PhDs in political science to inquire about their service to the discipline in the form of mentoring and advising. The responses received shed light upon the far-reach of the program long after students have participated. Of the 11 (out of 66) alumni who provided information, a majority reported being engaged in formal and informal mentoring both within and outside of their department. These alumni also reported sending a combined total of 35 of their former students to graduate school in political science. Five alumni reported having co-authored with at least one former student and three reported that two of their former students attended RBSI. RBSI Alumni have also authored a host of scholarly peer-reviewed articles and academic books on a wide range of topics. The APSA is in the process of compiling these titles, and a current listing of accomplishments is available upon request. Additionally, RBSI Alumni news and accomplishments appears periodically in the *PS* journal. One RBSI alumni who is now an assistant professor stated the following:

*RBSI has made me conscientious of the gender and racial gaps in both interest and pursuit of a higher education in Political Science. I make concerted efforts to encourage all my students, as well as to reach out to those that are underrepresented in the discipline... RBSI provided me with useful and positive templates and role models who demonstrated through example how to encourage students with a passion for academic work with a solid understanding of what is to come and their potential place in the discipline. It also gave me the insight to understand that for the underrepresented, the path towards higher education would require intervention and nurturing that starts in undergraduate mentorship. It has highlighted the importance of my own mentorship experiences, as well as the need for continued mentorship of future scholars from underrepresented groups.*

#### Future Funding Considerations

Given the demonstrated commitment of the Duke University administration and the political science department, as well as the demonstrated commitment of the APSA, and in light of the costs associated with operating the RBSI, the working group recommends that the APSA continue to maintain the partnership with Duke University and pursue all options to continue to secure the APSA's contribution. In the long-term future, any attempts to seek cost-cutting measures as it pertains to the various components of a summer program should ensure that the RBSI mission, goals, and first principles will still be met under alternative formats. In order to maintain the integrity of the program components taken as a whole, a cost-sharing model is preferred over removing any of the key programmatic elements. Additionally, in August of 2015 Dr. McClain submitted an NSF grant proposal for three years of funding for the 2016-2018 RBSI programs. If this grant is awarded, it is the hope of the working group that the RBSI program would operate at near or full capacity for the duration of the award and that the APSA's support will adjust accordingly.

The APSA staff is actively considering various avenues for future RBSI funding including a strategic development effort for the Ralph Bunche Endowment Fund that seeks support from a variety of sources: APSA members, diversity program alumni, foundations, corporations, and external grants. In addition, at the 2015 fall council meeting, APSA staff will seek council approval for the use of board-designated funds for the RBSI program.

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<sup>21</sup>Between 1996 and 2014, 15% of the RBSI Scholars went on to receive APSA Minority Fellowship Program Fellowships.

### **Additional Summer Programs that Train Political Science Students**

The working group responded to the final component of the charge—considering alternative models-- by examining 14 summer programs that share the goal of providing research experience and education to students in the area of STEM, and the social sciences in particular.<sup>22</sup> In short, there are similarities and differences between the RBSI program and its goals, and the 14 summer programs reviewed. These programs differ from the RBSI program in the following ways: credit availability; number of sites; consortium participation (e.g. multiple university sites that either rotate or run simultaneously (PPIA)); and target audience (undergrad vs. graduate students or faculty). Two of the 14 programs appear to be formal NSF REU programs. Others highlight research experience, but are not NSF funded. A number of programs have “lab” components or feature opportunities to work one on one with faculty on a pre-determined research project. Some programs offer “classes or workshops” but not for credit. Instead, they instruct students on how to apply for credit at their home institutions after completion of the program. Despite some programmatic differences, six of these programs, have similar goals to the RBSI and provide research experience.

### **Future Programming Options**

Based on its review of the RBSI program format and the other programs operating in the same sphere, the RBSI working group came away with a number of additional insights to share with the APSA council regarding ideas for future expansion and growth of the program. First, the current RBSI program is producing positive outcomes and support for its operation should continue. Next, in the long-term future, if multiple sites or rotating sites were to be considered, such a structure may be a potential cost-sharing measure that would also increase the number of students served by the resulting program. Additionally, the program would be able to draw upon the strengths of each site, in terms of available faculty expertise, facilities, and infrastructure. Under such an expanded program, in addition to the courses taught at the current RBSI program, additional thought should be given to future strategies for expanding the range of political science fields covered by the RBSI Program, e.g. qualitative and mixed methodology, international relations and comparative, IT and public policy. These additional course topics would respond to the growing interest in topics of globalization, IR, governance, and conflict resolution—areas that Dr. Bunche focused on in his academic career and scholarly research--, and would complement the courses currently featured at the RBSI. Discussions with the RBSI faculty show that an increase in the number of courses taught would be welcomed, however, there would need to be additional faculty time/hours to teach these courses over the summer. If multiple sites were to operate concurrently, this would alleviate the burden on one program’s faculty.

In terms of future funding and sponsors, an increase in the courses available at the RBSI may be a boost to potential funders, sponsors and supporters whose missions reside in other content areas. In addition to course content differences, a program with multiple sites would allow for differences in program format whereby one site could maintain the existing balance between coursework and research, while another could follow the NSF-REU model with students being assigned to work with a faculty mentor on a project over the course of summer, a semester, or the year.

In the event that additional funding and sponsorships were made available, a future RBSI program might expand to include one to two weeks in residence at APSA headquarters in DC (perhaps at the APSA Centennial Center). While at APSA headquarters the scholars could engage in additional professional development and mentor-related workshops in policy-making, public engagement, conflict resolution, advocacy, and diplomacy—all areas in which Dr. Bunche specialized and practiced. The time in DC would also afford the scholars an opportunity to visit with research think-tanks, universities, policy experts, and federal agencies. It could also be used to visit congressional offices -- perhaps the offices of the APSA Congressional Fellows, as Dr. Bunche was on the one of the vice presidents of the APSA council when the CFP program was created and was the president during the year that the first CFP first class took residence in DC. Possible DC partners for the RBSI-in-DC include

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<sup>22</sup> While this is not an exhaustive list of summer programs, it does provide an opportunity to examine the ways in which the wide range of programs operating in this space, operate.

the Brookings Institute, the Woodrow Wilson Center, the Congressional Black Caucus Foundation, the Hispanic Caucus, the Washington Center, Johns Hopkins, or the Ronald Walters Center for Public Policy at Howard University among others. Dr. Bunche was the first chair of the Howard University Political Science Department.

### **Recommendations**

After thoughtful discussion and review of the RBSI mission and goals, RBSI program outcome data, funding considerations, and similar summer institutes, the working group put forth the recommendations shown on page 2 above, to ensure the continuation of the RBSI.

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