

0:00:08.340,0:00:16.320

I... I am ready. Uh, let me share my screen. Can everyone see my screen?

0:00:18.240,0:00:25.620

Is that a yes or no? Okay. Sounds good. Uh, and I'll try to keep within the allotted time.

0:00:26.460,0:00:32.100

Um, hopefully I have a bunch of... too many slides but, um, I'm hoping

0:00:32.100,0:00:37.320

to go maybe 20 minutes at most and then we can have some time for questions and conversation.

0:00:38.040,0:00:43.440

Uh, as Paula said uh, our group focused on promotion [inaudible] associate and

0:00:43.440,0:00:51.060

full professor. I want to thank Paula for the opportunity to, you know, work with or for her. It

0:00:51.060,0:00:58.560

was an honor, but it was also really a joy to tap colleagues and ask them to participate in this,

0:00:58.560,0:01:03.600

all of these people are our friends. I guess that's how you get people in working groups. And

0:01:05.220,0:01:07.920

every, you know, these are exceptional scholars

0:01:07.920,0:01:11.760

with deep insight and they all said yes and I'm deeply appreciative.

0:01:11.760,0:01:18.600

And just to highlight one of the issues about promotion, uh, Matthew Nelson was a postdoc,

0:01:19.320,0:01:23.880

um, on a project that I was working on and he is now an assistant professor

0:01:23.880,0:01:28.320

at the University of Miami. So he said he learned a lot in terms of his negotiations,

0:01:28.320,0:01:31.320

uh, when he became an assistant professor.

0:01:32.520,0:01:37.740

Just briefly: our charge. So our charge was... we were kind of tasked with exploring what we call,

0:01:37.740,0:01:43.680

kind of, two important moments in a faculty member's career: hopefully their promotion to,

0:01:43.680,0:01:49.440

uh, associate professor from assistant professor with tenure, right, and then their promotion

0:01:49.440,0:01:55.980

to full professor. And we were especially focused on, as we say here, the ways in which

0:01:56.700,0:02:01.320

categories, identities, positionalities of race, ethnicity, gender, sexuality,

0:02:01.320,0:02:08.940

and institution-type, right, shape someone's ability to, we might say, move smoothly through

0:02:08.940,0:02:13.320

the ranks. And instead, what we find of course is that there are kind of these leaky pipelines

0:02:13.320,0:02:18.960

along the process that disproportionately impact certain, uh, certain groups and certain people.

0:02:20.460,0:02:26.280

So we, uh, adopted a mixed methodological approach to kind of examine these topics

0:02:26.280,0:02:31.020

and let me just say a little bit about the data projects and I'll say more about the quantitative

0:02:31.020,0:02:38.400

analysis in a moment. Part of this, uh, the reason we adapted these two approaches has to

0:02:38.400,0:02:44.220

do with the kind of limited nature of the data that was available through APSA. And both Kim

0:02:44.220,0:02:49.380

and Steve have heard me say this before, and I think they're attentive to this, which is,

0:02:49.380,0:02:55.740

we just need a different type of data project and

you'll hear that in the recommendations to really

0:02:55.740,0:03:00.840

get a sense of how people are progressing,
right. So cross-sectional data is great,

0:03:00.840,0:03:06.060

but it doesn't really tell us how someone who's
starting as an assistant professor when they end

0:03:06.060,0:03:11.100

up being promoted and what their experience
was. So, we need longitudinal data and we

0:03:11.100,0:03:16.620

would argue we also need really kind of fine
qualitative analysis so we can hear the kind

0:03:16.620,0:03:22.260

of layered, nuance experiences of people's
promotion, um, journeys we might call them.

0:03:22.260,0:03:30.060

So we try to attack this by really kind
of generating the most exploratory, right,

0:03:30.060,0:03:36.660

this is not representative data in many ways,
but exploratory data so that we could begin to

0:03:36.660,0:03:44.520

identify possible questions and trends that a more
extensive data set might answer, right. So for

0:03:44.520,0:03:50.580

the quantitative methodology, since there was...
were no kind of longitudinal panels that we could,

0:03:51.720,0:03:57.540

um tab, we tried to become creative and
we use what is the way back machine,

0:03:57.540,0:04:06.120

right. The archiving of websites, um, since
I think maybe 1996 or possibly earlier.

0:04:06.120,0:04:13.320

What we did was we generated a list of
50 educational institutions, 21 of the

0:04:13.320,0:04:18.060

largest MA and PhD granting institutions
that are part of the P-WAM dashboard,

0:04:18.060,0:04:24.900

and then an additional 29 institutions that were randomly selected from a list. It says it here,

0:04:24.900,0:04:29.400

from our two institutions liberal arts colleges, minority serving institutions,

0:04:29.400,0:04:35.460

and community colleges. Um, we then went to those political science departments,

0:04:35.460,0:04:41.940

right, and we basically scraped all of the individuals in 2010 who were listed

0:04:41.940,0:04:47.820

and then followed them over the next 10 years to see if they were promoted,

0:04:47.820,0:04:53.040

when they were promoted, if they left an institution, uh, and things of that sort.

0:04:53.040,0:04:59.220

Now I'll show you the data: we ended up with 100... [inaudible] 100, 602 individuals in the

0:04:59.220,0:05:05.580

data set, right. Um, and it says here again that we use kind of publicly available CV's,

0:05:05.580,0:05:12.180

personal websites, LinkedIn pages. So in a kind of weird way we were stalkers of these individuals,

0:05:12.180,0:05:17.340

but only for a good reason. Um, and we can show you the data from that.

0:05:18.300,0:05:24.600

I just want to point out and some of the sampling challenges again, right, that lots of community

0:05:24.600,0:05:29.700

colleges don't have distinct political science departments and so, there were no websites.

0:05:30.480,0:05:36.180

Um, and some of these schools that we targeted, liberal arts, community colleges, minority serving

0:05:36.180,0:05:42.600

have much smaller and fewer faculty and thus,

faculty of color so those numbers are especially

0:05:42.600,0:05:48.480

small. Um, and they're... you know... there are just all kinds of other issues for example

0:05:48.480,0:05:54.600

like being able to code for sexuality. We could code for if someone studies sexuality,

0:05:54.600,0:06:00.000

but often it was incomplete information that would allow us to say this person,

0:06:00.000,0:06:05.940

uh, identifies as gay or lesbian or trans or something like that. So again, as the... as

0:06:05.940,0:06:10.620

APSA builds out a different type of data set, we'll want to be attentive to those issues.

0:06:10.620,0:06:16.320

All right, so very quickly that's what the demographics of our kind of way-back sample

0:06:16.320,0:06:24.240

looked like and we compared it to the APSA 21st century report. Um, and generally you

0:06:24.240,0:06:30.960

know it looked similar we might say. And you all should stop me if you want, if you have questions,

0:06:30.960,0:06:36.420

but we'll hopefully have some time at the end to talk about this. Just really quickly so that you

0:06:36.420,0:06:41.760

can see areas of study, we did make sure that we had some people, right, only 81,

0:06:41.760,0:06:47.280

but 13 percent of those who studied race and those who studied gender, as well as sexuality.

0:06:48.540,0:06:52.860

Uh, also there was a public, private analysis that we tried to do to see if

0:06:52.860,0:06:57.900

there were differences in the kind of journey to promotion for those individuals at public

0:06:57.900,0:07:02.100

institutions versus those at private,
and I'll point out some of that data.

0:07:03.060,0:07:09.160

And then R1, R2, liberal arts, community colleges,
and minority-serving institutions. Alright.

0:07:10.440,0:07:14.940

So, just so you know, the first... kind of,
I wouldn't even say analysis, right, the the

0:07:14.940,0:07:20.760

bar chart I'm going to show you, uh, will look at
career paths. Did someone leave the academy? Did

0:07:20.760,0:07:24.960

they move to a new institution? Did they move
to a new department in the same institution?

0:07:25.860,0:07:31.020

Um, and did they just stay at the same institution
and department, right? Um, and then we're gonna

0:07:31.020,0:07:36.960

show some data on promotion paths, right. How
many people were not promoted, right? Again,

0:07:36.960,0:07:43.380

just trying to highlight some of the big trends
that [inaudible] in this very exploratory data.

0:07:44.400,0:07:48.840

Um, were they... did they move from a non-tenure
track position to an assistant position and

0:07:48.840,0:07:56.220

again, because we [inaudible] action in 2010 and
we have a list of where everyone was at in 2010

0:07:56.220,0:08:03.600

when we traveled over time to 2020, we can see
did they move from associate to associate... um,

0:08:03.600,0:08:08.880

to assistant to associate with tenure,
right. So we're able to look at how they're,

0:08:08.880,0:08:13.320

at least their career, their promotion
paths progressed over this time period.

0:08:14.580,0:08:19.860

Um, and I'm just going to point out that analysis

from the 2009 APSA survey demonstrates that men

0:08:19.860,0:08:24.780
of color are nearly 50 percent less likely
than White men to be promoted to associate

0:08:24.780,0:08:29.700
professor and you're going to see this in our
[inaudible] also. So again, I think we're finding,

0:08:30.300,0:08:34.920
um, many of the same insights that should
be troubling to all of us. All right,

0:08:34.920,0:08:40.920
so I'm sure my colleagues who are on the panel
are gonna have much prettier slides than I

0:08:40.920,0:08:49.620
do. I apologize... like yucky colors, it's
not like animated, but okay the basic data.

0:08:49.620,0:08:55.740
So I think the thing that's kind of most
alarming... most alarming for our working group

0:08:55.740,0:09:04.800
was the salmon pink color, right, "Left Academia".
And here we find that about 24 percent of our

0:09:04.800,0:09:10.980
Black respondents or the Black individuals,
Black scholars that we were tracing, um,

0:09:10.980,0:09:19.080
left the academy. Now again, because we are just
generating data from CV's and websites, we don't

0:09:19.080,0:09:26.820
know why they left the academy, but that number
is, you know, twice that of White scholars that

0:09:26.820,0:09:36.000
we were following. And for us, it just signals a
trend or a finding that APSA has to dive into with

0:09:36.000,0:09:42.060
better data, right. Are people being pushed out
of the academy? Are they deciding to exit because

0:09:42.060,0:09:47.340
they have better opportunities? Are they finding
that their departments are kind of hostile to

0:09:47.340,0:09:53.220

the work that they want to do? Don't know, but in fact, we think the the number is troubling.

0:09:53.940,0:10:00.480

And then when we break it down by both race and gender, right, we find that 30 percent,

0:10:00.480,0:10:09.840

almost a third of Black men, um, end up leaving the academy, right. So that has to be a question

0:10:09.840,0:10:17.460

that we want to answer why. What is happening to Black man and, I would argue, to Black women,

0:10:18.720,0:10:24.780

um, that are kind of pushing them, and I'm saying push, they're leaving the academy,

0:10:26.040,0:10:30.780

um. One quick question that... um, so when we look at this just to see if in fact there's

0:10:30.780,0:10:35.880

a statistically significant difference, we do see that if we look at the proportion of

0:10:35.880,0:10:40.380

Whites versus Blacks leaving the academy that that is statistically significant.

0:10:41.580,0:10:48.600

Alright, now the question about kind of paths to promotion or promotion paths. Again, if

0:10:48.600,0:10:58.080

you look at the kind of pink, salmon color, "Not Promoted", um, what we see is that 42 percent of

0:10:58.980,0:11:03.900

Black people that... Black scholars that we were following were not promoted during this

0:11:03.900,0:11:12.420

tenure period. And 34... 38 percent of Latinx, um, scholars were not promoted. The other thing is if

0:11:12.420,0:11:18.840

you look at assistant to associate with tenure, so that's a kind of a different kind of green,

0:11:18.840,0:11:23.800

not the green, but I don't know...

but again, bad color choices, but um.

0:11:25.320,0:11:33.600

It's that, you know, it looks generally about 27 percent of blacks, so if you think about,

0:11:33.600,0:11:41.220

uh... no no no, wait, what was the one I wanted to show you? ...Assistant, yes, without tenure.

0:11:41.220,0:11:45.960

It was really more of a non-promotion, but what I wanted to say is assistant to associate with

0:11:45.960,0:11:53.040

tenure, the numbers generally look similar to other groups, right. It is, um, associate

0:11:53.040,0:11:59.580

to full where we see smaller numbers, um, this blue here for African-Americans in particular.

0:12:00.660,0:12:08.760

Again, if we break it down by race and gender, it's... again it's not easy. Um, if you look

0:12:08.760,0:12:17.520

at those who were not promoted, uh, among both Black men and Black women we're in the 40 percent,

0:12:18.180,0:12:27.660

right. Um, among Latinx men, 42 percent. Again, you know, there are... you know I was surprised

0:12:27.660,0:12:37.440

that 27 percent of Asian women are not promoted or 29 percent of White women in our sample

0:12:37.440,0:12:46.260

are not promoted. Um, but the numbers for, um, African-American men and women are substantially

0:12:46.260,0:12:51.780

larger and again, suggest to us that there has to be an investigation of what is going on.

0:12:51.780,0:12:58.140

I'll also point out if you look again at associate to full where people promoted from associate and,

0:12:58.140,0:13:03.360

you know, they were at the associate status in 2010 were they promoted to full? Uh,

0:13:03.360,0:13:11.100

for Black women, only 13 percent. So we want to know what's going on there. Alright, uh,

0:13:11.100,0:13:17.700

time to promotion by gender, this says propor... proportion leaving the academy, that's wrong. It's

0:13:17.700,0:13:23.580

supposed to be time to promotion and the two areas where in fact we see statistically significant

0:13:23.580,0:13:29.400

differences is that assistant to associate, there's a year added on for women and almost a

0:13:29.400,0:13:34.620

year and a half or a little over a year and a half for women from associate to full. And they're...

0:13:34.620,0:13:39.660

in the report we talk about all the kind of many reasons that that might exist. I'm sure,

0:13:39.660,0:13:46.560

uh, folks in the room can... can begin to list out the possibilities of why we see those differences.

0:13:46.560,0:13:52.140

Just really quickly, um, there's a significant difference in terms of

0:13:52.140,0:13:57.000

average years to promotion for assistant to associate with private... individuals

0:13:57.000,0:14:03.000

at private institutions having an additional year and then assistant to full, which is rare, right

0:14:04.080,0:14:12.600

um, being much... a much longer process at, um, private institutions. Alright. So those were just

0:14:12.600,0:14:18.780

some of the quantitative analyses and I want to move quickly through the qualitative methodology.

0:14:18.780,0:14:26.160

It was much smaller, um, it was intentional kind of sampling if we would say that. There was a

0:14:26.160,0:14:33.360

focus group and a series of individual interviews,

as well as written reflections that we asked a

0:14:33.360,0:14:38.460

small group of people to engage in. I just want to go through the highlights of the themes of the

0:14:38.460,0:14:44.460

qualitative. One was that the promotion processes were overwhelmingly discussed in negative terms.

0:14:44.460,0:14:52.260

And maybe no one is surprised at that, but you could imagine, uh, a tenure process or promotion

0:14:52.260,0:15:01.440

process where people felt nervous but informed and cared for during the process. That was not a

0:15:01.440,0:15:08.400

part of the, uh, information that we received from the qualitative, uh, interviews and focus groups.

0:15:08.400,0:15:15.120

And I... I love this idea of, "I had 28 passive aggressive bosses," right. "...barely paying

0:15:15.120,0:15:20.580

attention to anything except their own petty grievances." Um, and this is someone who was

0:15:20.580,0:15:27.000

denied tenure, but felt like no one really cared about the tenure process for him. Instead it was

0:15:27.000,0:15:33.900

really kind of trying to get back at the chair through a vote on... on his tenure process. Uh,

0:15:33.900,0:15:39.540

the second was that formal and informal mentorship are critical. We heard it over and over again,

0:15:40.860,0:15:44.820

um, and I think the other thing that we heard was that there were non-traditional

0:15:44.820,0:15:49.260

ways in which mentoring happened that a lot of individuals talked about,

0:15:50.160,0:15:56.580

um, the important role of grad school mentors and grad school colleagues that could... who had

0:15:56.580,0:16:01.200
gone through the tenure process who could
tell folks of what was in store for them.

0:16:01.200,0:16:04.740
So it wasn't necessarily
individuals in their own department.

0:16:06.720,0:16:14.400
Um, the third theme of the, uh, qualitative
work was that joint appointments were enriching,

0:16:14.400,0:16:19.140
but they doubled the workloads and made
it difficult to pursue research. And so,

0:16:19.140,0:16:25.740
I want to be clear about what we heard. We heard
people say I really appreciate the different

0:16:25.740,0:16:32.580
perspectives I get in terms of my thinking
through my research, but there is no agreement

0:16:32.580,0:16:38.400
between my chairs, right, about my service.
And so it might be beneficial at one level,

0:16:38.400,0:16:45.120
but it really does feel like it is doubling
my workload and making it almost [inaudible].

0:16:45.120,0:16:53.940
So I don't think the idea is to stop with joint
appointments as we'll say in the recommendations,

0:16:53.940,0:16:59.340
but in fact to detail how service will be handled
by those that have joint appointments. Okay.

0:17:00.120,0:17:02.700
Um, and then you know, Paula talked about this,

0:17:02.700,0:17:09.300
also that marginalized areas of study, and we're
calling them marginalized areas of study, right,

0:17:09.300,0:17:16.020
not... not incomplete areas of study, but areas
such as race, ethnicity, gender, and sexuality,

0:17:17.280,0:17:22.680
um, can shape trajecter... uh...
shape career trajectories, right.

0:17:23.760,0:17:28.500

Um, and that in certain departments, for example, those are considered niche areas,

0:17:28.500,0:17:35.400

they're considered as Paula said, "Me-search". They are, um, not thought of as rigorous,

0:17:36.420,0:17:41.460

um, and so what does it mean to say that this is the work I want to do? One of the things we

0:17:41.460,0:17:47.580

also heard from people and we noted in the report is that, uh, departments will say the expectation

0:17:47.580,0:17:53.040

for tenure is that you publish in the top three journals and we know that, at least in the past,

0:17:53.040,0:17:58.980

the top three journals were much less likely, right, to include articles on race,

0:17:58.980,0:18:04.140

ethnicity, uh, sexuality. Uh, and so what does it mean to be committed to

0:18:04.140,0:18:11.040

doing that work and then have a tenure, uh, expectation of publishing in those journals.

0:18:12.000,0:18:18.720

Alright. Let me just get quickly to the recommendations and then we can chat. Um,

0:18:18.720,0:18:24.720

the number one recommendation if you... is for APSA, really, and it is about a data project.

0:18:25.980,0:18:34.080

Um, you know, we recommend a large, sustained quantitative and qualitative longitudinal data

0:18:34.080,0:18:38.400

project that will actually be able to answer some of the questions that we,

0:18:39.420,0:18:48.000

um, I guess identified through our data, right. Are Black men leaving the profession at

0:18:48.000,0:18:55.260

much higher rates and why? Are they choosing to leave or are they being pushed out and what is,

0:18:55.260,0:19:01.560

you know, what does the environment feel like for them? Why are Black women less likely than other

0:19:01.560,0:19:09.240

groups possibly to be promoted from associate to full? What are the obstacles, um, that they face?

0:19:09.240,0:19:15.360

Uh, the other thing that we say is that a longitudinal data project must include adequate

0:19:15.360,0:19:21.840

measures of the complexity of identities. So how do we think about the expansive nature of gender,

0:19:21.840,0:19:27.900

of sexuality, right, of ethnicity? How do we construct, and think about, and identify race?

0:19:27.900,0:19:34.680

And how do we have enough individuals that we have those, uh, identities intersecting so that the

0:19:34.680,0:19:41.760

cells are not too small? And that we really have to be more intentional about LGBTQ+ identified

0:19:41.760,0:19:48.300

scholars, including, um, both those scholars and their issues in the data that we collect.

0:19:49.260,0:19:55.020

Alright, mentoring. Um, we have some ideas about an expansive way of thinking about mentoring,

0:19:55.020,0:19:59.760

right. That we often think about assigning colleagues, often senior colleagues to junior...

0:19:59.760,0:20:05.160

junior faculty, that is one way I guess of mentoring. I think many of us who've been

0:20:05.160,0:20:10.020

in institutions long enough know that not all of our colleagues should be mentoring. Um, [laughs].

0:20:10.020,0:20:16.080

The danger to some people to have certain people as mentors.

0:20:17.580,0:20:24.480

Are there other ways we can think about mentoring?
Can we identify funds to allow scholars of color,

0:20:24.480,0:20:30.960

for example, to attend identity-based conferences
and working groups where they have articulated

0:20:30.960,0:20:37.800

to us they feel seen and embraced? Can we
facilitate a convening of junior faculty in

0:20:37.800,0:20:42.360

departments and across departments to share
information about the promotion process?

0:20:43.500,0:20:51.540

Um, and can mentoring occur across institutions,
right? So if in fact I don't have experts in my

0:20:51.540,0:20:57.900

working area in my department or maybe even at
my university, is there money to bring in kind

0:20:57.900,0:21:05.880

of scholars from other institutions? They might
be locally, um uh, geographically in proximity,

0:21:05.880,0:21:11.460

to... to help with some of the mentoring and of
course, providing those scholars... those mentors

0:21:11.460,0:21:17.520

with some incentive and compensation. Alright, so
we just have to think differently about mentoring.

0:21:18.480,0:21:24.300

Um, recommendation three is about promotion
metrics, transparency, and communication.

0:21:24.300,0:21:31.260

And here it's just that, you know, if we take
something basic like we know that there is bias in

0:21:31.260,0:21:38.760

teaching a value. We've know that now for 20 years
and I don't know a department that doesn't still

0:21:38.760,0:21:46.680

include teaching evaluations, including at the
UFC even though I keep screaming about this. Uh,

0:21:46.680,0:21:52.440

as part of the teaching... as part of the tenure evaluation, right, at least at UFC, we now have

0:21:52.440,0:21:58.860

a footnote that says we know that these can be biased, but people still rely on them. So we're

0:21:58.860,0:22:06.000

suggesting that departments engage in a kind of equity evaluation of their tenure process.

0:22:06.000,0:22:11.820

Just take a look at the tenure process and say, are there parts of the process where we

0:22:11.820,0:22:18.960

are introducing bias, um, and systematically disadvantaging certain faculty over others?

0:22:18.960,0:22:25.740

And it, you know, the tenure... I mean the teaching evaluations... it's one area it might be,

0:22:25.740,0:22:30.840

again, this idea about which journals are the right journals, but some, uh,

0:22:30.840,0:22:34.740

analysis and evaluation should go on. And then we say that they should

0:22:34.740,0:22:38.760

post their equity evaluations on the departmental websites for transparency.

0:22:40.020,0:22:43.920

Um, that they should have meetings with individual and cohort meetings with junior faculty.

0:22:45.180,0:22:53.580

Um, and when possible, put things in writing so that younger scholars have, um, kind of written

0:22:53.580,0:23:00.360

analysis and written, uh, statements and notes about what the tenure process is meant to be.

0:23:01.140,0:23:06.900

Okay, finally. Recommendation four is really about departmental culture and practices,

0:23:08.340,0:23:13.320

um, and these are, I think, at times much more difficult. We know that there are all kinds of

0:23:13.320,0:23:22.260
informal service that scholars, uh, of color,
women, uh, queer scholars engage in. Is there

0:23:22.260,0:23:27.840
a way to make that more transparent? And is there
a way again to... for these scholars to receive,

0:23:27.840,0:23:33.600
for example, course load reductions that offset
the time that they're spending on committees,

0:23:33.600,0:23:39.780
advising additional students? And often, you know,
we say well we're going to take, um, we're gonna

0:23:39.780,0:23:45.180
have a sense of the advising that's happening
in the department. We know that faculty of

0:23:45.180,0:23:51.000
color are often advising students outside of their
department. So how do we make that, um, visible?

0:23:52.380,0:23:57.540
Um, you know, make the expectations regarding
joint appointments more transparent, I talked

0:23:57.540,0:24:02.880
about that. Conduct a climate evaluation
to monitor and track resource allocation.

0:24:02.880,0:24:10.440
Here we mean of course, you know, how do you
feel about, you know, the the environment in

0:24:10.440,0:24:15.360
the in the department, but also for example,
if you take look at the American Workshop,

0:24:15.360,0:24:21.600
who's coming to the American Workshop? How are
those resources being spent and do they extend

0:24:21.600,0:24:28.380
to scholars who are studying race, ethnicity,
politics, sexuality, things of that sort?

0:24:29.220,0:24:35.640
Um, and again the last thing is to establish
an equity and inclusion committee. Not

0:24:36.180,0:24:43.200

comprised of folks of color, right. But that says that the department is thinking about

0:24:43.200,0:24:48.720

these issues and thinking about them both at the departmental level, but also, um, through the

0:24:48.720,0:24:55.560

subfields where we are always kind of evaluating our work through a lens of equity and inclusion.

0:24:56.640,0:25:04.980

Alright. I think... yes! That's it and we got, what? Two minutes... two minutes for questions.

0:25:08.340,0:25:09.960

Sorry, it was too many slides.

0:25:12.600,0:25:22.240

Thank you. Questions, comments, concerns? Lester, I know you got something to say. [laughter]

0:25:23.940,0:25:25.920

Yeah I do, uh.

0:25:25.920,0:25:26.700

Robbie too?

0:25:27.200,0:25:29.700

He's supposed to be here, um.

0:25:33.120,0:25:38.100

This is kind of a different question.

Do you... do you have a sense of

0:25:39.360,0:25:45.900

how many people may not be leaving the, uh, the academy but actually leaving the

0:25:45.900,0:25:49.560

discipline? You know, so a number of people that you've actually trained

0:25:49.560,0:25:55.200

as political scientists they're not in political science anymore. Now that's a

0:25:55.200,0:25:58.920

different set of... that's a different set of questions, which is actually kind of related.

0:25:58.920,0:26:08.940

Right. You know, um, so in my own experiences, I've only had couple of students decide to leave,

0:26:10.620,0:26:15.840

well actually leave the department. So I've had a few students, for example, who are doing work

0:26:15.840,0:26:21.420

on gender take positions in gender and women's studies or I just recently had a student who

0:26:21.420,0:26:27.360

had lots of offers, but decided to go into a sociology department. Some of that is about,

0:26:28.620,0:26:35.820

um, believing that those other kind of spots, right, those other departments or programs are

0:26:35.820,0:26:41.880

more supportive of the work of race or, you know, the study of race, the study of gender, than a

0:26:41.880,0:26:49.500

political science department would be. Um, so yeah I have seen students that I've trained, not a lot

0:26:49.500,0:26:55.560

of them, right um, decide to take positions in other departments. I think most of the students

0:26:55.560,0:27:00.840

I've trained feel like I'm gonna... I'm gonna do the work I wanna do in political science and

0:27:00.840,0:27:07.560

believe in fact that the discipline is a little more open, um, to the work they want to do.

0:27:07.560,0:27:11.280

I pulled up this slide because I was trying to think about moved to a new institution

0:27:11.280,0:27:16.440

or moved to a new department. Moved to a new institution could be for any number of reasons,

0:27:16.440,0:27:22.140

but you know, very few people in again the sample we constructed

0:27:22.140,0:27:28.440

were moving to new departments in the same institution. So, yeah.

0:27:28.440,0:27:36.240

Oh and then a second... a second question, um, I'm... I'm not... I feel a little bit surprised

0:27:36.240,0:27:43.080
at the the gendered differences within, uh, within Black populations that is, uh

0:27:43.080,0:27:48.900
um, it seems that I've seen a lot fewer Black men just in the discipline,

0:27:50.220,0:27:55.380
um but, I don't know if I would have expected to see far more of them leaving than Black women.

0:27:56.760,0:28:04.620
Right, um. Now here's the thing Lester, you and I have been trained and worked

0:28:04.620,0:28:10.440
primarily at what are considered to be elite institutions, right. This is a much broader

0:28:11.100,0:28:19.260
swath of individuals at differently positioned institutions and so it could be again we don't

0:28:19.260,0:28:24.360
know, right, and I guess we could do this analysis. Are people... are Black men leaving

0:28:24.360,0:28:33.300
primarily from community colleges or R2s versus R1s? And I think that's a place where we could

0:28:33.300,0:28:39.480
probably look at institutional type and see if there are specific types of trends. But again,

0:28:39.480,0:28:46.620
I think the data is meant to just raise these questions and to say okay we have to have...

0:28:46.620,0:28:54.960
the discipline has to commit to being able to answer questions about... right, promotion. I mean

0:28:54.960,0:29:02.400
that is at some level, right, we are knowledge producers you know that is the work we do, but we

0:29:02.400,0:29:07.380
do it in a system where people are structured to get promotion. If we can't answer questions about

0:29:07.380,0:29:13.020

who's getting promoted and the conditions under which they're being promoted, I think we are,

0:29:13.020,0:29:17.100

um, doing a disservice to kind of shaping the discipline in the future.

0:29:17.100,0:29:19.756

Cathy, I appreciate the work you've [inaudible] that sounds like it was

0:29:19.756,0:29:22.560

very valuable. I am concerned... the number of Black faculty... [inaudible]

0:29:22.560,0:29:39.180

Can you hear me?

0:29:39.720,0:29:41.880

I can kind of... I can hear parts.

0:29:42.840,0:29:47.607

Um, I heard the part where you said we did a good job and then you dropped out when you said...

0:29:47.607,0:29:51.240

Okay, so where is the microphone? Right here.

0:29:51.240,0:29:58.737

I appreciate the work [inaudible] you did ... faculty populations..." [inaudible]

0:29:58.737,0:30:05.124

It's really a question about data collection. I totally support this

0:30:05.124,0:30:11.048

idea that we need good data. As the chair I worry... [inaudible]

0:30:11.048,0:30:17.898

So do you think, how are we doing to do this well? Do you suggest that we

0:30:17.898,0:30:24.840

get money? Is APSA going to put money behind a big data collection project?

0:30:24.840,0:30:28.020

Yes, yes. I'm suggesting that APSA...

0:30:29.840,0:30:30.840
[laughter]

0:30:30.840,0:30:35.040
Yes, sorry Steve. That is exactly...
I mean, I feel like maybe Steve should

0:30:35.040,0:30:41.040
answer this question. Which is I think there
has to be a massive data collection project

0:30:42.000,0:30:48.780
in the discipline, not just members,
right um, and I know that becomes more

0:30:48.780,0:30:53.640
difficult but that might involve kind of
using departments as your sampling unit.

0:30:54.840,0:31:00.960
Um, but to answer these questions with big ends
I mean I would say, at some level ignore our

0:31:00.960,0:31:07.260
data because the n's are too small other than to
say these are kind of interesting and concerning

0:31:07.260,0:31:15.660
trends. Let's see if that is replicated in a
kind of real data project, um, which this is not.

0:31:15.660,0:31:21.120
But... and and I will say when we started
this, our intention was to just use APSA

0:31:21.120,0:31:26.400
data and then there wasn't APSA data that
we could answer these questions with. So

0:31:26.400,0:31:33.000
this is not to say that APSA is bad you know
I'm a political scientist, I believe in APSA,

0:31:33.840,0:31:39.060
um, but it is to say this is a kind
of glaring issue that has to be

0:31:39.060,0:31:43.960
addressed. I'm wondering Steve wants to say
anything. Sorry, Steve, to put you on the...

0:31:44.580,0:31:52.080
Well, I I think that... I certainly support
the idea that we need better data. So I'm... I,

0:31:52.080,0:31:57.360
you know, as you said you and I corresponded
about this and I know you corresponded extensively

0:31:57.360,0:32:01.500
with [name] about it, so we certainly need
better data about this and I'm certainly

0:32:01.500,0:32:05.880
very supportive of trying to figure out
ways that we can move forward with this.

0:32:06.840,0:32:13.020
Um, but it... and we have certainly invested
more in our [inaudible] capacity here at

0:32:13.020,0:32:17.820
APSA in recent years so we... we are now
have better capacity to move forward with

0:32:17.820,0:32:22.800
something like this and so, you know,
I... I... we look forward to continuing

0:32:22.800,0:32:27.540
to work with you and Paula and Kim and our
research department on how we can do this.

0:32:27.540,0:32:35.700
Yeah, I was just, um, agreeing with Steve and
thanking Cathy for this important recommendation.

0:32:36.900,0:32:42.120
Um, I agree we need better data and all my
colleagues at the other associations often

0:32:42.120,0:32:47.100
say they need better data. I think this
is not only a political science issue,

0:32:47.640,0:32:54.180
um, it's a question for more broadly higher
education, for organizations that have,

0:32:54.720,0:33:00.480
uh, members that they need to track.
As all of us know, there sometimes is,

0:33:01.680,0:33:07.800
um, a fear about giving out your information or
if you're asked about your personal demographic

0:33:07.800,0:33:12.420

information on a survey, there are questions why do you want this data? What would you do

0:33:12.420,0:33:18.960

the data? So it is incumbent upon organizations and associations to explain why we need the data,

0:33:18.960,0:33:24.120

and how it will be used, and how it will be used to advance the efforts of towards the

0:33:24.120,0:33:30.840

equity and inclusion. And I think, Cathy, you referenced earlier the... task force that was

0:33:30.840,0:33:38.160

done for the leadership of Dianne Pinderhughes, um, 21st century scholars, and so one of the main

0:33:38.160,0:33:45.660

recommendations for that report was also that we need more data and as a result as students

0:33:45.660,0:33:53.580

mentioned, we immensely updated our ability to collect membership data. Um, so right now

0:33:53.580,0:34:00.540

we do have the ability to collect demographic data through the membership forms, um, but I...

0:34:08.040,0:34:12.780

...questions and so, um, I wholeheartedly...

0:34:19.440,0:34:20.700

I can't hear you Kim.

0:34:27.960,0:34:30.940

...what we may need to do while we have... [inaudible]

0:34:46.560,0:34:49.020

I don't know if anyone's talking but I can't hear.

0:35:00.180,0:35:05.700

...the presentation I'm... I'm very excited to bring it back to my department but,

0:35:05.700,0:35:09.900

um, of small n's and data, um...

0:35:13.980,0:35:16.140

I don't know what's going on you're,

0:35:16.140,0:35:21.000

uh, yeah I hear something you're hitting maybe the microphone...

0:35:24.240,0:35:24.540

Now?

0:35:25.140,0:35:25.740

Okay.

0:35:29.460,0:35:29.760

[inaudible]

0:35:36.360,0:35:39.540

I'm so sorry, I'm so... one I'm so sorry.

0:35:39.540,0:35:41.734

[inaudible]

0:35:41.734,0:35:46.920

Let's try the chat maybe.

0:35:46.920,0:35:51.780

We have the remotes now so if you wanna try...

0:35:51.780,0:35:54.840

I can hear now, yeah.

0:35:59.700,0:36:00.540

I think...

0:36:00.540,0:36:01.884

[inaudible]

0:36:01.884,0:36:03.839

Can you hear me?

0:36:03.840,0:36:06.540

I can I think.

0:36:08.340,0:36:16.620

Okay, I'll try again. On the issue of small n's and the need for better data, uh, I'm

0:36:16.620,0:36:22.680

just noticing there's no representation currently on American Indian, Native American, Indigenous

0:36:23.280,0:36:27.960

scholars. Um, and I always advocate, I mean it's usually the response as well,

0:36:27.960,0:36:33.000

there's very small n's but I usually

advocate on my own campus even if it's zero,

0:36:33.000,0:36:37.860

to put it on the list. Because that's also an important thing for us to see

0:36:37.860,0:36:45.060

visually is if it's zero zero zero zero then, rather than just have the category missing.

0:36:45.060,0:36:48.540

I... I think you're absolutely right. [echo]

0:36:49.920,0:36:51.360

I hear myself in the room.

0:36:56.120,0:36:57.120

[echo]

0:36:57.120,0:37:02.520

So yes, I think you're right and I think we're doing this differently we could try

0:37:02.520,0:37:08.340

to pay attention to those departments and be more intentional in those departments where we think

0:37:08.340,0:37:14.160

there would be indigenous or native scholars in a political science department. So, for example,

0:37:14.160,0:37:22.260

if... if we couldn't fund the big big big survey, if we did this just a little differently with

0:37:22.260,0:37:28.020

much bigger... a much bigger sample let's say thousands of political scientists we'd have to

0:37:28.020,0:37:36.600

figure out the the sampling, right uh, strategy and, um, stratification but you could even have

0:37:36.600,0:37:42.240

much bigger numbers for this but it would take a kind of group of scholars to figure

0:37:42.240,0:37:46.860

all that out. But I feel like you could... you could at least get a mapping of what the

0:37:47.460,0:37:54.600

discipline looks like outside of APSA membership just using the methodology we use with these 602.

0:37:54.600,0:38:01.260

Again, it won't tell us why people left or why people, you know, why it took longer to

0:38:01.260,0:38:07.920

be promoted, but um we could be again innovative and use all of those individuals because they're

0:38:07.920,0:38:13.800

online and then contact them specifically which we thought about doing and... and providing

0:38:13.800,0:38:20.580

those individuals with a survey. So I just feel like there are ways to get better data before

0:38:20.580,0:38:27.520

we even get the big data set that hopefully, is NSF in the room? That NSF will pay for.

0:38:37.680,0:38:38.820

Can anyone hear me?

0:38:40.920,0:38:41.460

Hello?

0:38:45.000,0:38:47.700

Hi Cathy. Yeah they could hear you,

0:38:47.700,0:38:51.600

um, I had to mute the uh their microphone for a bit just to make sure you couldn't

0:38:51.600,0:38:55.800

hear your echo while you were responding. Uh, whenever you guys have the time to,

0:38:55.800,0:39:01.860

um unmute, uh, from their ad app to headquarters um everything should be back to normal.

0:39:01.860,0:39:04.080

Um, I'm... great.

0:39:05.280,0:39:05.760

Okay.

0:39:05.760,0:39:06.600

Don't worry we got you.

0:39:06.600,0:39:07.380

All right, can you...

0:39:08.360,0:39:10.800
I think I'm over my time.

0:39:17.000,0:39:18.000
[inaudible]

0:39:18.000,0:39:25.733
We're okay. Cathy, Cathy can you hear me okay? Can you hear me?

0:39:25.733,0:39:28.260
I can. Yes, yes.

0:39:28.260,0:39:34.560
What I was going to say is that particularly in the last year we have found a big surge

0:39:34.560,0:39:39.900
in requests for data from departments and... and a lot of departments are

0:39:39.900,0:39:43.320
interested in getting more data for many of the same reasons that you're articulating,

0:39:43.320,0:39:48.780
but they want to benchmark themselves against other departments and... and we're finding that a

0:39:48.780,0:39:54.840
big surge in data so I mean it's something that's paramount on our mind these days because, again,

0:39:54.840,0:40:00.360
the demand is really escalated substantially in the last... particularly in the last year, so.

0:40:03.540,0:40:04.260
Um. [inaudible]

0:40:04.260,0:40:08.520
I'm just curious, there was mention of lower response rates. Like what

0:40:08.520,0:40:12.480
is the typical response rate for an APSA sponsored survey that is

0:40:12.480,0:40:15.000
sent out?

0:40:15.900,0:40:21.900
Uh, we don't have our research team here, but I believe it's between 30 and 40 percent. Um, we've

0:40:21.900,0:40:29.460
seen that, uh, I'll just kind of preface it or you know contextualize it by... by saying depending

0:40:29.460,0:40:35.340
on when the survey goes out, so if it's a spring survey or a summer survey or a fall survey we do

0:40:35.340,0:40:43.440
see varying response rates. Um, the departmental surveys go to departments chairs, but because of

0:40:43.440,0:40:51.360
the increasing requests for more data on more metrics within each department the surveys have

0:40:51.360,0:40:57.840
gotten longer. So then you'll see, um, fatigue, people not really being able to complete it,

0:40:57.840,0:41:04.620
or in some cases the chair may not have all the information you know themselves they send it to

0:41:05.400,0:41:12.060
their colleagues or to the administrative person in their department, which we encourage because

0:41:12.060,0:41:17.460
that person may have all the data. So it is a complex endeavor when we send out a departmental

0:41:17.460,0:41:24.900
survey we also do surveys on placements and so in that sense you'll see the same thing where

0:41:24.900,0:41:29.400
we're asking a lot of information. So, how many people did you have out on placement?

0:41:30.600,0:41:35.160
Um, what were the demographic... what is the demographic makeup of those

0:41:35.160,0:41:41.100
on placements? So it might also be that we need to prepare departments a little better in terms of

0:41:41.820,0:41:47.400
what we will be asking of them, where they can find this data, encouraging them to

0:41:47.400,0:41:50.760

talk to their colleagues to get the data. So I don't know if that answers your question but.

0:41:53.940,0:41:55.860

Alright, one more question on this topic.

0:41:55.860,0:41:56.340

[inaudible]

0:41:56.340,0:42:06.120

So one thing I was gonna say is this might be... it might be useful for APSA to help coordinate,

0:42:06.120,0:42:10.980

uh, departments collecting the data because I'm at Maryland, we're in the Big Ten,

0:42:10.980,0:42:14.820

and so the chairs get together and it's often the case that the chairs

0:42:14.820,0:42:19.500

are reaching out to each other asking about what the data are in their department. So

0:42:20.160,0:42:24.780

it seems like instead of APSA making all the effort about doing the survey you could

0:42:24.780,0:42:29.640

coordinate across departments and across kind of organizations like the Big Ten to say these

0:42:29.640,0:42:34.440

are the data we would like and the Big Ten chairs can then have a conversation about the data they

0:42:34.440,0:42:39.840

collected in their department and then it would go up to APSA. So instead of a top-down you know

0:42:39.840,0:42:45.240

all of the money is coming from APSA it could be kind of like a synergistic back and forth.

0:42:47.640,0:42:52.500

[inaudible]

0:42:52.500,0:42:59.580

Uh, Howard University just went through a big assessment and I'm blanking on... Mid-Atlantic...

0:43:01.440,0:43:06.180

Middle States, thank you, thank you!

Um, so Middle States might be able to

0:43:06.180,0:43:12.600
coordinate and then all the other assessing
organizations would be another type of way to

0:43:13.440,0:43:15.840
cross-pollinate for data collections.

0:43:19.200,0:43:24.240
Okay, so I think, um, let's thank
Cathy again for her presentation.

0:43:28.140,0:43:28.920
Thank you.

0:43:28.920,0:43:30.060
And there will be more...

0:43:30.060,0:43:31.440
Thank you Cathy.

0:43:31.440,0:43:34.080
There will be more time to talk
about these issues when we have

0:43:34.080,0:43:37.140
the breakout sessions and when we
join back into the large group.