

TO: APSA Council

FROM: RBSI Advisory Committee, (Nadia Brown, Chair) and Kimberly Mealy, APSA

RE: APSA RBSI Advisory Committee Final Report

DATE: March 5, 2019

EXECUTIVE SUMMARY

At the recommendation of the 2014-2015 APSA RBSI Working Group, the APSA council approved the creation of an RBSI Advisory Committee. The advisory committee was charged with assisting the APSA council, APSA leadership, and APSA staff with planning:

1. the mid and long-term future of the RBSI program, sustainability & growth of RBSI program
2. the future format, partnerships, and funding strategies.
3. provide leadership in the governance of the use of endowment fund (once the endowment fund is up and running (possibly in 2022)).

The RBSI advisory committee, chaired by RBSI Alumna, Nadia Brown, of Purdue University, met on several occasions (both by phone and in person) to discuss the charge and options for the future of the RBSI program. The committee discussed a variety of possible models for what the future RBSI Program(s) might look like. Based upon the committee's research, RBSI program data, and input from the program director, and alumni, the committee's recommendation is for APSA to increase the support to the existing institute (presently at Duke University), and to provide support for several new RBSI satellite institutes (of various forms and foci) that would interact with the main institute over the upcoming years. These additional institutes, or satellite programs, could be based on the current model in terms of format and structure, or they could adopt an alternative format that optimizes and leverages the resources of the institution(s) at which they are housed. This model—one main institute—with two to three satellite programs that offer complementary content would serve to expand the reach (in terms of student, faculty and staff participation as well as diversity-recruitment and retention more broadly) of the current RBSI programming, provide interested students with additional options in terms of educational content, and serve to advance APSA's commitment to increasing diversity and inclusion in the profession within the graduate student population and the professoriate.

FULL REPORT

Introduction

The APSA Task Force on Political Science in the 21st Century, under the direction of former APSA president Dianne Pinderhughes, concludes its 2011 report with the following warning: "*(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*" (p.4). In the years following the publication of the task force report, APSA has improved its member data collection and reporting mechanisms and increased the number of MFP fellows, expanded programming for mentors and mentees, and increased the number of recruiting departments in the Minority Student Recruitment Program (MSRP) of the APSA diversity and inclusion programs. Additionally, a number of political scientist scholars have addressed the issue of the lack of diversity and inclusion in the discipline: there was a PS symposium on "How political science can be more diverse" (Hero, 2015) which featured a piece on "Leveraging diversity in political science for institutional change" (Sinclair-Chapman, 2015); a virtual PS issue on "Gender, race, ethnicity and diversity" (Pinderhughes and Kwakwa, 2017); and a piece entitled "Women also know stuff: meta-level mentoring to battle gender bias in political science" (Beaulieu, et al. 2017), to name a few. One flagship APSA program that has sought to address the lack of diversity in the professoriate, through early recruitment, methods trainings and exposure to theoretical political science concepts, is the APSA Ralph Bunche Summer Institute (RBSI), established in 1986 (for more information on the lack of representativeness within the

APSA membership and academic fields of study, see the APSA data in table 1 and figure 1 in the appendix and [2018 APSA Diversity and Inclusion Report](#), Mealy 2018).

APSA Ralph Bunche Summer Institute (RBSI)

Programs like the APSA RBSI were created to increase diversity within the discipline by providing a pipeline to graduate school and the professorate for under-represented minority students (URM). Professional development, exposure to the discipline, methods training, research experience, and mentoring are key to the successful outcomes of the program over the last 33 years. Building upon this type of interventional programming should be a priority of the profession, departments, and faculty. Each year between 12-20 students attend the program. While onsite, RBSI Scholars participate in a graduate school recruitment fair that is attended by over 25 political science PhD departments. Upon completion of the program a select group of scholars present research posters at the annual meeting. RBSI is funded by the National Science Foundation (NSF), Duke University, and APSA. The NSF funding was in place through 2018 due to a \$327,465 grant awarded to Dr. Paula D. McClain in 2016. This is the seventh NSF grant that Dr. McClain has received for the RBSI. In August of 2018, Dr. McClain submitted a renewal proposal to NSF for funding for another three-year cycle, 2019-2021. The grant is written for a 15-student program (see table 4 for number of RBSI applicants and attendees by year).

According to the program director, Dr. McClain, the institute's history should be considered in two phases: Phase I, from 1986-1995 and Phase II, 1996-the present (McClain, NSF Proposal Narrative, 2018). To date, 15% of the RBSI alumni (from the combined phases I and II) have earned political science doctorates, and a number of alumni are currently in political science PhD programs. NSF grant proposal data for Phase II, supplied by Dr. McClain (see appendix, table 5 which includes RBSI outcomes from 1996-2017), shows that 65 RBSI Scholars who attended during Phase II have earned PhDs in political science. Of the RBSI alumni who have earned PhDs in political science, the majority hold tenure track faculty positions. Additionally, 11 RBSI alumni have earned PhDs in cognate fields (e.g. education). RBSI alumni have earned or are in the process of earning 52 JDs, and 120 MA's. Program alumni are working in the public and private sectors.

The Work of the RBSI Advisory Committee

To address the council's aforementioned charge—to think strategically about the future of the RBSI Program, and its sustainability and growth—the advisory committee reviewed programs that offer research experience, training and professional development in political science (see appendix, table 6), reviewing program outcome data from RBSI, interviewing the RBSI director and RBSI program alumni, and visiting the RBSI recruitment fair onsite at Duke University on numerous occasions. Their work led them to the development of four possible models for the future of the RBSI: 1. Current Model; 2. Consortium Model; 3. Hybrid Model; and 4. Home Institution Model. In identifying and assessing these four options, they looked for program formats and models that would permit the continuance of the support of the existing RBSI program, provide the association with strategies for growing the number of students served, and expand the reach of the RBSI program (which was one of the goals of the committee's charge and one of the recommendations of the 2016 RBSI Working Group).

Possible Future Models

Below is a description of the four models that the committee considered:

1. **Current Model** –Increase support for the current format and structure (One institute with 15-20 students).
2. **Consortium Model** –Multiple institutional partners or “RBSI sites”/ satellites, each specializing in a particular issue/topic (e.g., such as political psychology, immigration, comparative or IR, etc.).

With the possibility of holding a combined one to two-week session in DC at APSA HQ or at the annual meeting for additional training, cohort building, and networking.

3. **Hybrid Model**—Combination of the Current Model and the Consortium Model: a. One main RBSI institute with 20 students; b. Multiple institutional partners. Support (direct and in-kind) for additional institutional partners to facilitate a smaller program or satellite at their home institutions. Each satellite program would specialize in a particular political science topic or field, with the possibility of holding a combined one to two-week session in DC at APSA HQ or in conjunction with the annual meeting for additional training, cohort building, and networking.
4. **Home Institution Model** – Support (e.g. matching funds, direct and in-kind) for multiple year-long academic and research based RBSI-affiliated programs. Undergraduate students working closely with advisors at their home institution to gain research and mentorship experiences. With the possibility of convening periodically with students at other institutions affiliated with the programs and a cohort building activity in conjunction with the annual meeting.

Recommendation: Hybrid Model

Hybrid Model: After careful consideration, the committee’s recommendation is the Hybrid Model – a combination of the current and consortium models, with increased support for the existing institute (serving between 15-20 students) and the creation of multiple satellite programs specializing in a particular issue/topic/field. The committee agrees that the hybrid model is optimal because it would allow for a wider range of disciplinary coverage in terms of field of study. Having additional satellite RBSI programs hosted by other institutions would allow for greater flexibility and variety of format. It would also allow for an expansion in the types of specializations (both in terms of field and methodological approach) that students could choose from. Finally, the population of students served could be expanded because of the increase in the number of sites and the possible inclusion of quarter-systems school as host satellite sites.

Current Institute

The effectiveness of the current model has been established above, in McClain’s NSF outcomes report, and in the RBSI Working Group Report. The advisory committee recommends that the direct and indirect support for the current program be increased. The committee inquired as to what additional support would be beneficial to the current program and interviewed current faculty to gain additional insights on the matter. Considerations include alternative funding strategies that would replace the reliance upon NSF funding.

The Hybrid Model

The Hybrid Model is discussed below. The following discussion is inspired by the SWOT analysis framework, which examines the *strengths, weaknesses, opportunities, and threats* of a particular model.

Strengths

Program Content

The hybrid model would offer increased variety in course content and field of specialization options. In terms of field of study, the current program focuses primarily on race, ethnicity, and politics from an American politics perspective (this focus is considered a strength of the current model). Students who participate in the program often express interests in research topics other than American politics. When it comes time for the RBSI Scholars to complete their final research paper, the RBSI faculty and TA’s encourage and support the RBSI Scholars to pursue their research interests, even if those interests lie in other fields. This coverage of a variety of research projects demonstrates the versatility of the current

program faculty and staff. The committee feels that having a collection of complementary institutes that focus on a variety of political science fields (other than American politics) would expand the opportunities for a wider range and greater number of students to receive graduate level training and exposure to the profession—across all fields.

Next, the current program offers a long-standing course in race, ethnicity and politics (REP), which is taught by Dr. McClain. This is important and should remain in place in the current model as it makes an important contribution to graduate education in the discipline (see the Task Force on PS in 21st Century discussion of the lack of graduate programs that offer degrees in REP). Under a hybrid model, the committee strongly recommends that satellite institutes also offer REP courses. Each institute would ideally approach the study of REP from a particular paradigmatic framework and theoretical perspective. Scholars of color are underrepresented in all fields of study, but certain fields are more underrepresented than others, e.g. comparative, international relations, and theory (see the data dashboard on race by field of study). Therefore, providing additional summer educational and research opportunities for students from under-represented backgrounds in fields such as comparative, international relations, theory, indigenous politics and tribal governance, or LGBT politics would lead to an increase in the RBSI program's already rich and documented contribution to the discipline and to the advancement of diversity recruitment.

Training in Research Methods

Exposure to hands-on collaborative research experiences can positively influence an undergraduate's learning outcomes and his or her decision to apply to graduate school (Bolsen, et al., 2019). Under the hybrid model, the satellite programs could offer a variety of research methods (qualitative, quantitative, and/or mixed method approaches—whichever is most appropriate for the variety of research questions that arise in any given field or sub-field). Thus, the hybrid model would allow for an expansion upon the research methods training of the flagship program.

Timing

The hybrid model would allow for semester-based and quarter-based RBSI programs. The inclusion of additional models at other universities would also allow for flexibility in the timing of the institute(s). The current program runs on the semester timeline with a start date of late May, after the end of the spring semester and ends the first week in July. Students who are enrolled in quarter system schools are unable to attend. Therefore, a satellite program could be hosted by a quarter system school, opening up the RBSI program to additional group of interested students.

Mentoring and Professional Development

In addition to methodological skills development and exposure to political science concepts, the RBSI also curriculum includes mentoring, professional development and cohort building which are just as important when it comes to ensuring that students have an impactful political science graduate school immersion experience (Strayhorn and Cleveland Terrell, 2007). The advisory committee feels that the hybrid model is conducive to the provision of these critical experiences. A recent post-institute evaluation of the 2018 RBSI Scholars asked "What did you like most about the RBSI program and why?" The responses highlight the perceived positive impact of the mentoring, peer collaboration, professional development, instruction, and advising that the students received at the RBSI program. In particular, students mentioned the cohort and the connections they made, as well as mentorship as being what they liked most about the program:

- *"I like the cohort and the staff. The bond that was created between all of us made me push myself and test my mental limits while I was there. The staff provided great guidance and aid ..."*

- *“The mentorship and professional connections I developed during my time at the program, as well as the empirical methods I got to have experience in.”*

A number of students reflected on how the nurturing, but challenging, environment influenced their decision to consider graduate school and their ability to see themselves as future political scientists:

- *“I loved how much it pushed me and humbled me making me realize all there is to learn still.”*
- *“[It] provided a space to solidify my wanting to go to graduate school.”*
- *“I loved the TAs, they really helped with putting the possibility of grad school in a simpler and more positive outlook.”*
- *“I most enjoyed the opportunity to meet and speak with so many people actively engaged with the field.”*
- *“I really enjoyed meeting the other RBSI students and learning from them throughout the time we spent together. We had the chance to learn from each other and form a tight community.”*

Faculty and graduate student development

The hybrid model would not only enable more students to be exposed to graduate education training and mentorship, but it would also actively engage a larger number of faculty and teaching assistants from a variety of fields. Thus, another strength of the hybrid model would be its positive impact upon faculty and graduate students who participate in the program as instructors and TA’s and GA’s. Faculty and students who participate would gain professional development, more experience engaging with students from diverse backgrounds, and collaborative experiences with their colleague at other institutions (Bolsen, et al., 2019). Faculty and TAs in this model would also be exposed to REP frameworks and the centrality of this subfield on the discipline.

Weaknesses/Challenges

Coordination of the application process

Future advisory committees, in close association with APSA staff and council, will need to address a number of key questions regarding the recruitment of students and the application process for an RBSI hybrid model. For instance, how would interested students apply to the RBSI program under the hybrid model? Would students self-select or be placed into one of the various programs or institutes? Should there be one application with an opportunity to list site preferences? Would all students go to the main institution for a specified time and then branch out to the satellite institutes to pursue a particular field?

Faculty and departmental involvement

How should the association further incentivize departments that are not selected as one of the satellite sites, to further develop their own diversity recruitment efforts? Or how should it work with departments who do not have existing efforts? Perhaps matching funds could be made available to departments that are actively engaged in recruiting underrepresented minority students to support their programs. Possible solutions to this weakness are discussed below.

Opportunities

URM Student Recruitment

The RBSI program presents a unique opportunity to recruit URM students, who have a diverse set of research interests, into the profession. The current RBSI program collects data from applicants on their preliminary research paper ideas. A review of the 2018 application forms shows that while the majority of applicants state that they are interested in approaching their paper from an REP framework, these same

individuals also indicate an interest in range of research questions that span across the fields and subfields of study. Examples of topics listed by RBSI Scholars include: *international relations (globalization and global conflict, trade, peace studies); comparative politics (African politics, Latin American politics, women and politics); law and courts; public policy (foreign policy, education policy and decolonization); Black political participation and engagement; Latino politics and pan-ethnic identity; intersectionality; social movements and racial coalition building; political psychology; political theory (democratic theory, LGBTQ+ theory); immigration and citizenship; media and politics; mass incarceration; policing and politics, etc.* This list shows the rich diversity of scholarly interests held by students who are applying to the RBSI program. Expanding to the hybrid model will enable the participation of more students with varied interests.

Faculty Engagement

The hybrid model provides APSA with the opportunity to engage faculty from a diverse set of backgrounds and institutional homes who are interested in, and have experience working to advance, diversity and inclusion in the discipline. These faculty would become RBSI Program faculty. Faculty could also be selected to teach a course at a host site that is not their own institution (similar to an ICPSR model). Inviting leading faculty experts to teach at a satellite program would help to alleviate concerns about institutions that might not be as well-resourced as others to host a program. It might also help to address concerns that any one institute might be “preferable” or “stronger” than another. Finally, increased faculty engagement will lead to greater inter-departmental collegiality and collaboration—thereby addressing the potential weakness of faculty and departmental involvement discussed above.

Cohort building

Any future program must include support for student cohort building and joint experience activities. Additionally, cohort building components should be a factor for assessment of any future programs. Under a hybrid model, in addition to face to face meetings and team-building (either at the annual meeting, at events in DC hosted either at APSA headquarters or Howard University, a recruitment fair, or a separate event), all students could also be connected via electronic platforms with other students in other satellite programs. Thus, the importance of cohort formation would be maintained with the hybrid model.

Threats

Lack of Resources

Not all faculty members (or departments) who wish to participate are currently employed at institutions that have the resources to host an institute at this time. For instance, these are institutions that may not have the financial, faculty, or staff support from their department or administration to do so. Additionally, they may not meet the institutional diversity-based criteria discussed below. Therefore, consideration should be made to ensure that faculty at resource-challenged institutions are able to participate in the programming, even if their department or institution is not selected as a satellite program. These faculty members would be able to bring new skills back to their home departments and institution. APSA and RBSI advisory committee can also work with these departments to help them to think strategically about ways to increase their department’s ability to host diversity-recruitment programs and activities. Thus, the aforementioned strength of faculty and graduate student development and the opportunity for faculty engagement could be used to address this threat.

Student Expectations

The committee cautions against any marketing or application feature that would give the impression that one program is in some way better than or lesser than another. Care should be taken to explain what students would gain from attending one institute over another (e.g. a focus on international relations at institute B vs. a focus on comparative politics at institute C). Instead, joint events and collaborative research projects and that bring participants from other programs together should be emphasized as

cohort building, peer-mentoring, networking opportunities that will lead to professional and personal development that the program participants can build upon throughout their careers (Lopatto, 2010).

Wish List

The committee is aware that much progress has been made in reaching the Bunche Fund goal, including a very generous contribution of \$200,000 made by current APSA president Rogers Smith and his wife, Mary Summers in November 2018. (Read more about his gift here: <http://politicalsciencenow.com/major-gifts-to-apsa-support-new-partnerships-and-diversity-in-the-discipline/>.) One of the questions that the council asked the advisory committee to consider is “if money/funding were not an issue, what would the committee’s recommendations be”? The committee discussed this question at length and after taking the above SWOT analysis into consideration, they agreed that if funding were not an issue, a combination of the following types of programming would be on their wish list: post-institute training; support for graduate education, increased alumni engagement—including professional development opportunities; and support for alumni dissertation completion and research projects that involve junior RBSI alumni and the current year’s cohort. Thus, the committee supports the solidifying and extension of the RBSI pipeline of scholars from undergraduates to full professors. Below, the committee provides additional details on these recommendations—all of which are compatible with the hybrid model:

1. **Pre-RBSI Program:** the Pre-RBSI program would target sophomores for a 2-3 days Bunche crash course. This could be held at one campus where students gather for a conference to draw together the key themes and resources of the RBSI. The location could rotate year to year across partner satellite campuses. This would also help to get the word out and increase applications for RBSI.
2. **Post-RBSI Research Methods Camp:** A 2017 RBSI Alumni focus group recommended that a post-RBSI reunion event (e.g. methods or math camp, or other professional development) could bring together each cohort six months after the institute at the end of the fall semester. Additional alumni programming such as an “RBSI Grad Program” could be designed to host between 15-20 RBSI alumni who are advanced grad students and PhD candidates who have taken comps and are now in the dissertation writing phase.
3. **Funding for RBSI Graduate Students:** Provide funding for RBSI Scholars who are applying to PhD programs so they can begin the program with funding. Graduate programs may look favorably upon students who apply with funding and support in hand.
4. **BUNCHE Dissertation Fellowship:** To aid RBSI Alumni with completing their doctoral dissertations.
5. **RBSI/BUNCHE Post Doc Fellowship:** Create a post doc fellowship that would go to an RBSI Alumni.
6. **Increased Alumni Programming:** Many RBSI Alumni enter the professoriate. Therefore, there should be additional alumni professional development programming to support them in the post-PhD stages of their careers. Alumni could apply to the fund for a course release or research support. A requirement of the funding could be to mentor groups of undergraduates and/or current RBSI Scholars. Thus, APSA would be supporting Bunche alumni’s advancement through grad school, the dissertation stage, as well as supporting younger students of color through mentoring. Both the Bunche alumni who are faculty members and the students whom they mentor (who would be a combination of RBSI scholars and non-RBSI Scholars –in order to support program growth) would receive professional development opportunities. This type of alumni engagement could be facilitated through online venues such as webinars, Slack, or APSA Connect. APSA currently invites RBSI Alumni to mentor RBSI Scholars. The committee recommends that APSA expand upon this this program by providing in person and online professional development sessions (hosted by RBSI and MFP) for RBSI students, post-RBSI.
7. **Develop the RBSI TA and GA Network:** provide a platform for former RBSI TA’s and GA’s to network, gain professional development, and to participate in the future of the program, as advisors, program recruiters, and future program faculty and leaders. Former TA’s and GA’s also have a great deal of knowledge, experience and skill teaching students from diverse backgrounds. Future RBSI programs could invite them to teach or speak at future RBSI events.

8. **RBSI II:** One-week intensive institute for graduate students interested in REP theories and concepts.
9. **RBSI III:** One-week intensive institute for REP Scholars (across levels).
10. **Virtual BUNCHE:** A virtual seminar series that allows students across the country to participate in an online course taught by a group of REP scholars. This could be thematic (e.g. a winter quarter course on Justice and Democracy, etc.) or more general (e.g. Race and Ethnicity in American Politics). The course could culminate with an in-person research colloquium at one of the partner sites.
11. **RBSI Alumni Faculty Research Grants:** Funding for RBSI alumni who are faculty members to hire undergraduates or grad students to conduct research. This type of support would advance research agendas and also provide experience to undergrad and grad students. The committee could open a call to solicit proposals from faculty who identify with the purpose and goals of the RBSI program and who are looking to provide research opportunities to students from underrepresented racial and ethnic backgrounds. RBSI Alumni and Scholars would be invited to participate as well.
12. **Bunche Award to Departments or Teams of Departments:** Departments who demonstrate a commitment to diversity, inclusion, advancement, recruitment, retention and placement of graduate students from racial and ethnic under represented backgrounds could compete for an association-wide diversity excellence awards (e.g. Athena SWAN, HEED, APSA Diversity Spotlight).

Interview with Dr. Paula D. McClain, RBSI Director

On November 28, 2018, the committee interviewed the director of the RBSI Program, Dr. Paula D. McClain, in order to gain additional insights on how the current program is facilitated and to ascertain whether there are any needs that the current institute may have that could be addressed by APSA. Additional topics discussed during the interview include what future successful RBSI programs might look like and how to partner with college and university administrators for future programming. In the following section, the committee's questions appear in bold and Dr. McClain's responses in italics.

1. How do you conceptualize the parts/aspects of the RBSI to make it run; in other words what are the components that make it work effectively?

Dr. McClain stated that there is a great deal of logistical work that goes into ensuring that the RBSI program runs smoothly each year. She addressed these details and the component parts in her response:

"There's lots of moving and working parts. First of all, there is the staffing; there has to be a central person who can handle all of the reservations. You have to make sure risk management is willing to cover anything that might happen, and this is something you have to ask your institution. Because invariability, things happen...When these things happen, does the university cover this or does it devolve to the program and the program then has to pay for it?"

"The moment we finish one program, Doris (Cross) is making reservations for housing, classrooms and getting on everyone's schedule... At Duke if you bring on a summer program, they have to go through a safety orientation, so we have to coordinate with Duke University Police and that's one of the first things we have to do when they get here. You need to find out whether or not your university, depending on the age of the student, requires people to go through a criminal background check. Duke's requirement is that if you bring children under the age of 18 to campus for a program, everyone working on that program must go through a criminal background check. Since our students are over 18, we do not have to have our students go through that."

Thus, adequate staffing is key to the preparations. The RBSI program has a central administrator, the aforementioned Doris Cross, who coordinates the logistics of the program each year, working closely with the director and staff (graduate teaching assistants and graduate program assistants) on one hand, and

university officials on the other hand. In particular, Dr. McClain stated that the central administrator is responsible for scheduling student orientations and trainings with campus security and other summer school offices to making reservations for classroom and lab space for programmatic events. Teaching assistants work closely with RBSI Scholars and are available to meet with them during office hours and to help the students with their research papers. Two to three graduate student assistants are on hand to assist with the day to day inner workings of the summer program and according to McClain these graduate assistants may also work to assist students in finding on-campus resources to address personal non-academic issues that may arise. The graduate student assistants can also help to “mitigate conflicts”.

Another key component of the RBSI mentioned by Dr. McClain is tuition and fees. McClain stated that for those programs that are credit-bearing, as is the case with the RBSI program, tuition costs must be factored into the costs of running the program. Tuition will vary depending upon the college or university and the term during which the program takes place. McClain stated that Duke University provides a substantial reduction in tuition costs for RBSI Scholars each summer. Such an agreement helps to reduce the overall costs of the program and saves funds for other programmatic costs like health care, room and board, resources and materials, transportation, etc. Despite the costs associated with offering credits, there are benefits. When asked how students perceive the opportunity to earn course credits at the RBSI, Dr. McClain stated that the course credit component is viewed as an added-value of RBSI participation. Students can transfer credits back to their home institutions and apply those credits towards their political science major requirements. In some cases, students reported that they were able complete their degree requirements earlier, with the assistance of the Duke University credits. Secondly, RBSI Scholars receive a Duke University transcript, which can be viewed as an asset when applying for graduate schools.

Finally, Dr. McClain states that one of the most important aspects of successfully mounting a program like RBSI is the following: *“Know your institution and who to talk to. You really have to have the support of the institution. Duke is willing to do this. Yes, they love having the institute and they are supportive of me, so they have found ways to make this work over the years.”* The committee agrees that a having a good working relationship with one’s institution and administration, with open lines of communication, is essential to running a successful program year after year.

2. How do you measure success of the RBSI Program? Outcome based results (e.g. number who apply to/attend grad school) or more intrinsic results (e.g. greater appreciation for the study of race, ethnicity and politics (REP)?

For Dr. McClain, the key metric for measuring success is outcome-based in nature, e.g. the number of PhD’s completed in both political science and cognate fields, the number of masters and professional degrees, and other notable accomplishments. This measure is based upon the original mission of the program, which is to increase diversity (the number of underrepresented minorities) in graduate school and in the professoriate. However, she states that the intrinsic impact is also very valuable:

“It’s probably more the former, because that is the purpose of the RBSI— to do a political science bootcamp to get students to go to graduate school. We do it a little broader, not just in terms of graduate school in political science... But we’ve had about twelve students who have done PhD’s in cognate fields, and lots of students who’ve done master’s in political science. Many of these students have gone on to public service or to PhD programs, but we count them more in terms of their PhD programs...”

“On the latter question regarding appreciation of REP, I would say that there is an appreciation for the intellectual curiosity that students develop by being in the Bunche Institute-- that will serve them even if they don’t decide to go to graduate school.” McClain uses the example of Sam Sanders, the NPR reporter, who is an RBSI Alumnus. Mr. Sanders *“ended up getting an MPP from the Harvard Kennedy School. He said*

the RBSI gave him a desire to dig into questions and to do things. He didn't get a PhD, but my gosh, he's doing wonderful things having had the RBSI experience!"

Summing up this part of the interview that focused on outcomes, one of the RBSI Advisory Committee members put it this way, "[T]he RBSI creates a professional, personal, and a public good." Dr. McClain wholeheartedly agreed. Another committee member shared that one of the things the RBSI does is to provide a context for students. In addition to the courses, seeing departments who want to recruit them, it gives students an understanding of why they would want to pursue this type of work as a career. McClain responded that this program helps students to understand that they can do this (attend graduate school) and that they have the capacity to do so. Being a member of an RBSI cohort and having the RBSI experience helps students avoid "imposter syndrome". She concluded by saying that "*many of them blossom as a result of the RBSI.*"

3.a. What is the relationship between the institute and the university administration? b. What are the aspects of the program that are valuable to the administration and which aspects are potential rough spots that need to be ironed out or worked through?

Dr. McClain states that there is a very strong relationship between the RBSI program and the university administration. The only possible point of tension or rough spot that she thinks could present itself for other programs (as they work with their university administrations) would be tackling financial concerns and program costs.

"The benefits for Duke and SROP—they can point to several programs to say look what Duke is doing to build a pipeline into several disciplines. It's an inexpensive way for them to get a lot of public good for doing these kinds of things... I just think it's a win-win."

"Rough spots—we haven't hit this yet and I don't anticipate it. Everyone is in a resource constrained environment. I've been at Duke for 19 years on July 1st. Duke has continued to support the RBSI since I got here. And I don't anticipate that as long as I do it that it will be any different. But if someone were to try to do this now in a resource constrained environment, it might be a little different..."

"I can see it as a possible rough spot, particularly if you are trying to get other institutions to do a smaller version or the RBSI or whenever I stop doing it, to take it over – because it is an expensive program. There's no getting away from that... It's expensive and I think we do it pretty efficiently from a financial standpoint. That I think could be a potential rough spot (in the future). I don't see Duke retreating from its commitment; it's all in the strategic plan. The graduate school strategic plan that we finished last spring has diversity and inclusion. We are one of [Sloan's University Centers for Exemplary Mentoring](#). With \$1 million-dollar commitment"

4. What advice do you have for those individuals or departments who might be interested in establishing a program, but who find themselves in less than favorable environments?

To respond to this question, Dr. McClain uses her work with the Duke Sloan University Center for Exemplary Mentoring as an example:

"For the Sloan University Center for Exemplary Mentoring, the Sloan grant, which is \$1 million to the graduate school and another matching commitment from provost and graduate school for nine STEM disciplines for underrepresented students-- one of the things that we had to do to build support was that we identified faculty champions in each of the nine departments. These were faculty who had a commitment to diversity and doing these kinds of things anyway, but by aggregating these individuals into

these faculty champions, we now have a real commitment from these nine departments to admit and fund [these students]. They can't say we'll admit, but someone has got to fund... They have to admit and fund and then the Sloan money comes on top of that. If someone wants to do something like the RBSI, I would try to identify allies around the campus that will help you build a coalition. That this is something we need to do."

"[For example], when I think back to when I wanted to bring the [RBSI] institute to the University of Virginia, the person that was critical to helping us do this was Gene Block, who is now chancellor at UCLA. Gene was VP for research at UVA. I talked to him about what I wanted to do and how it would be good for UVA and for the political science department to have the RBSI at UVA. He helped me to navigate and negotiate getting funds from UVA. He was a real ally on that initial foray to try and get this done."

5. In your view, what kinds of institutions are best suited to host the summer institute or possible smaller satellite programs, e.g. schools with graduate departments? This has historically been the case. Former RBSI directors, Jewell Prestage and Lois Moreland were based at institutions with graduate programs).

"Jewel was Jewel, trying to replicate what she did is literally impossible...When RBSI was at Southern and LSU, LSU has the graduate program, Southern has some. You have an institution that at least has a graduate program where people have an understanding or know something about graduate education in order to be able to talk to the students."

McClain shares an example of how the current Bunche program holds sessions for the RBSI Scholars on applying to graduate school and evaluating graduate school applications. Her description highlights the importance of hosting the site at an institution that regularly deals with graduate school admissions so that the students can receive first-hand exposure, training and professional development in strategies for applying to graduate school:

"One of the sessions we have is that they [the RBSI Scholars] come over to the graduate school. They have a session on applying to grad school. But they also have a session where the applications were blinded that the students then evaluate and make a determination of who they would admit and who they wouldn't admit. Sometimes what they find is that the people that they thought were the right ones to be admitted, with the high GPA's etc., were not the ones that were actually admitted, because the committee dug a little deeper and looked at things. So, this gives them a sense of when they are putting their applications together, how they should do this."

"So whatever institution would have to have some access to a graduate program or people who are used to doing that. So, with Jewel (Southern) and LSU and then it was the Emory and Spelman— there was a partnership so they could draw upon the graduate aspect of it. If it were a small liberal arts program, again they would have to be able to connect with or have a partnership with another institution where people understood how to get into graduate school and what they should look at, etc."

"In terms of if an institution didn't have the kinds of resources that it would take to mount the 5-week Bunche Institute, they could certainly do smaller types of programs, but maybe with a much narrower scope. Maybe a pre-Bunche [program]? We have a requirement that students attend in the summer of their junior year, because they are applying for graduate school. Any earlier is a waste of money. They get pulled off, they end up thinking they are going to go to grad school, but they are only in their sophomore year, etc. ...but maybe there could be pre-Bunche where you do take sophomores. Where you have them for a week and then funnel them into the RBSI. I think if you're going to have a program that is smaller than [the current RBSI], you have to scale back your expectations of what it is you want that program to actually do."

6. Can you talk a bit more about scaling back the expectation? So much of the Bunche experience is about building the cohort, but also about building that confidence in ability and (about) the exposure. You are exposing students to other students from different kinds of institutions, and faculty. Would you see a difference in expectation, outcome and benefit if Bunche, a satellite program or a pre-Bunche program were shorter?

“For us, it’s actually 5 weeks [total], but it’s 4 ½ intensive weeks. Anything longer is too long. And anything shorter we couldn’t accomplish, because a good part of this is the empirical paper that they do. Building up to that takes an awful lot. To get them from zero to being able to use regression in a paper and at least in a utilitarian way. I don’t see how you can do that in a program that is two weeks or a week. The expectations would have to be a little different about what you would be doing in those shortened periods. There is no way that they would do an empirically based paper at the end.”

7. What if we expanded the number of students to say 30 students?

“One year we had extra funds from NSF and we expanded the number of students to 25. However, it was double the work. The program ended up with cliques... and it was not worth the money..., I don’t think the experience of those students was as positive because of the internal dynamics and the amount of work it took just to absorb 5 additional students. If we could get back up to 20, that’s ideal. Beyond 20, you would have to double the staff, TA’S, GA’s, etc. That takes far more money than just the cost of the students.”

8. The RBSI has graduate student assistants and graduate teaching assistants, correct? Do the TA’s apply or are they Duke students or both?

“There are TA’s who are in the classes and then we have a writing tutor... Right now, we have 4 TA’s, a writing tutor, and three graduate assistants for a program of 15 students. The TA’s are political science graduate students. For the REP class, most of them do REP in their graduate program. Some of them are former Bunche students. For the methods class, Dave Siegel teaches methods. We discuss what type of student [TA] is appropriate. Someone with a great deal of patience and not a lot of arrogance. Someone who understands that students may not have the background but can interact well with the students...we take a lot of care. For Duke graduate students who were not REP students but who worked with RBSI, having that experience is helpful to them on the job market. They can work with a diverse group of students and they have that experience...Many of the former Bunche TA’s now send students to Bunche as a result of having been TA’s. They are just as committed to the program as our former RBSI students.”

The committee agreed that an institution’s ability to identify individuals to serve as teachers and instructors is of critical importance. One committee stated the following: “The Institutional support – whoever is hosting Bunche or a spinoff programs would have to have healthy supply of graduate students who can meet those needs, not just the technical expertise. But the comfort level and ability to teach students who may not have the methods background.”

9. What areas of the program’s facilitation, if any, could use additional support from the association?

“As long as we have the NSF grant, and as long as we have Duke University’s commitment, I would prefer for APSA to continue to build the development fund and raise money. APSA pays for one teaching assistant and that is fine. I am assuming the NSF grant will be renewed...I’m hoping we’ll have another three years. If it is not renewed, then we may have to discuss what APSA can do. I would prefer to develop a fund, raise money, get the endowment to the point where it can sustain the program or at least cover some of the costs that an institution couldn’t cover”.

10. Aside from a development campaign for the Bunche Fund, what other strategies would you recommend to APSA to effectively seek alternative funding sources?

“Years ago, in the early days of the Bunche program, the Ford foundation funded the program. [Former APSA executive director] Kathy Rudder and I were trying to find funding for the first couple of years at UVA, and I spent time in New York. Maybe foundations have shifted their focus. Sloan now has eight university centers for exemplary mentoring for underrepresented minorities (URM) in STEM, Mellon-Mays etc. Maybe exploring whether there has been a shift in the priorities of foundations that may be something like pipeline programs that they are shifting back to...Maybe it’s time to reach back out... It’s tough raising money for sending people to PhD programs...Let’s circle back to foundations.”

11. What are some strategies to identify future sites and partners, or to best train graduate students and faculty members to do this important work?

“We have so many former RBSI TA’s that are now in faculty positions. Maybe we should organize an RBSI TA network of alumni of students who taught in the program and who now have knowledge that may be able to do workshops at the annual meetings, etc. Maybe one of these TA’s might be in a position to say, ‘I’d like to do the Bunche program here’. They are a resource that haven’t tapped into that we need to maintain connections to and have as broad a network as possible.”

To conclude the discussion, the committee commented on the importance of having heard Dr. McClain speak about the civic details and institutional connections that need to be maintained when facilitating and running a program like the RBSI. These connections will vary by institution, since every institution is different and functions in a unique way. Nevertheless, these insights on institutional connections, as well as on the other components of the program are invaluable. The committee thanks Dr. McClain for her time and for sharing her expertise and insights regarding the RBSI Program.

Recommendations

Based upon the committee’s research, deliberation and input from the program director and alumni, the committee’s main recommendation is that APSA expand from one RBSI Program to a Hybrid model that allows for a collection of “RBSI Programs” with one main institute and multiple complimentary, but related sites. The full list of recommendations follows:

1. In keeping with the RBSI Working Group Recommendations: **develop programming that seeks to increase diversity and broaden participation of students from underrepresented racial and ethnic backgrounds** (Recommendation #3, first principles).
2. **Expand the current RBSI Program to a collection of “RBSI Programs” in the form of a Hybrid Model** that continues to support the current model and additionally supports one or more satellite institutes.
3. **Increase support for the existing RBSI Model, in the form of additional direct funding and indirect support:** e.g. support for additional onsite staff; inviting all RBSI Scholars to attend the annual meeting for professional development; two-year association membership RBSI Scholars upon acceptance into the program, etc.
4. **Diversify and expand the fields of study featured at future RBSI programs:** Satellite institutes should provide educational and training content that specializes in a particular political science field or topic (e.g. international relations, comparative politics, or political theory, etc.), thereby enriching and expanding the fields of study URM students are exposed to.
5. **Use the current RBSI Program as a model:** Each of the satellite institutes would, to some degree, be modeled after the existing RBSI program in that they would provide professional development

opportunities; have a focus on the study of race, ethnicity and politics and research methods (e.g. qualitative, quantitative, and/or mixed method approaches, as appropriate).

6. **For staffing of future RBSI programs, draw upon the expertise of faculty and graduate students (especially RBSI Alumni and former TA's and GA's)** who have experience and/or expertise in working, teaching, and researching in the relevant area, as well as experience working with students from under-represented backgrounds and a demonstrated commitment to advancing diversity and inclusion in the profession.
7. **Develop strategies to engage, develop, and support the community of RBSI TA's and GA's** to serve as future faculty and partners of the RBSI programs and to provide workshops for others who are interested in learning best practices for teaching, advising and mentoring students from underrepresented backgrounds.
8. **Identify and cultivate future program partners and stakeholders:** Establish partnerships with political science departments and associations (such as NCOBPS) to assist with outreach, assisting the committee with review of proposals, and direct and in-kind support of the RBSI Programs. Additionally, organized sections and caucuses could be invited to sponsor a site or student's attendance to one of the sites. Finally, develop partnerships with minority serving institutions (MSI's) to serve as potential partners and consideration as host sites. "More targeted and collaborative work is needed—at all levels—to actively engage departments and individual members in the critical work of fostering environments...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" (APSA Diversity and Inclusion Report, 2018, Executive Summary, p.2).
9. **Develop an open call for proposals to identify future institutional partners and sites:** A call for proposals should be issued for institutions (political science PhD departments) to compete to be awarded support to facilitate one of the RBSI satellite programs (to be designated as an RBSI site department). Institutions that wish to host the RBSI programs should display a commitment to diversity, inclusion, recruitment and retention; a history of providing programming for URM students; and a core group of faculty members with experience teaching and mentoring URM students. Faculty members from non-host institutions should also be invited to teach at the satellite programs to supplement existing resources and the existing faculty rosters. Host sites will also be expected to provide direct and indirect support for satellite programs.
10. **Create training, workshops and certification opportunities** (with the help of former RBSI TAs and GA's, alumni, APSA status committees and APSA staff, etc.) for those departments and institutions that are interested in participating in hosting a portion of the RBSI program, so that they can develop the resources and capacity to serve as future host institutes. This recommendation helps to address one of the aforementioned SWOT weakness: "faculty and departmental involvement".
11. **Increase RBSI Alumni Engagement and Support:** Develop and implement concrete strategies for increased engagement and support of RBSI program alumni. Funded fellowships (e.g. Bunche graduate fellowships) for RBSI Scholars who are applying to PhD programs; fellowships and additional professional development for RBSI alumni who are enrolled in graduate programs (e.g. Bunche dissertation fellowship) to aid RBSI Alumni with completing their doctoral dissertations, and a Bunche Post-Doc fellowship.
12. **Secure the remaining funding:** Continue the important work of meeting the goal of the Bunche Fund, through outreach to alumni, individual donors, and appeals to the discipline. In addition, cultivate relations with foundations and corporations to supplement with multi-year grants or additional external support.

Evaluation Criteria

Looking ahead to preparations for the future RBSI programs, to assist the association with any upcoming transitions—whether it be to the Hybrid Model or towards the identification of another host site for the main institute—the RBSI Advisory Committee took up the following key questions regarding future evaluation criteria for site selection.

1. What should be the criteria for selecting/evaluating schools, institutions, or departments that are interested in hosting a satellite RBSI program, some other proposed aspect of the future program, or potentially the main site (in the event that the current director or site wishes to cease hosting)?
2. Should APSA issue a call for proposals and establish review RBSI committee?
3. What types of institutions are best suited to host an RBSI-affiliated program?
4. What are the core competencies that a potential partner institution should possess?
5. How can APSA work with, train, or support potential partner institutions and faculty who are interested but not yet equipped to host?

In thinking through the necessary criteria for those institutions interested in entering into a future RBSI partnership, the committee relied on their experience with similar programs, feedback from Dr. McClain and existing criteria and evaluation framework. For instance, the Carnegie 2020 Classification for Community Engagement (<https://www.brown.edu/swearer/carnegie>) served as a model framework for thinking through what a criteria and evaluation framework might look like. The Carnegie classification system “involves data collection and documentation of important aspects of institutional mission, identity and commitments and requires substantial effort invested by participating institutions.” Further, it is “evidence-based documentation of institutional practice to be used in a process of self-assessment and quality improvement” for those institutions that wish to be classified as a locus for community engagement (Ibid.). According to a 2018 press release announcing an updated classification system and framework, the Swearer Center at Brown University stated that obtaining the Carnegie classification for one’s campus will “assist in a process of institutional change to improve the educational effectiveness of the campus through the institutionalization of community engagement. The classification framework represents best practices in the field and encourages continuous improvement through periodic re-classification.” (<https://www.brown.edu/academics/college/swearer/2020-carnegie-classification-cycle-launches-swearer-center-jan-22>). It is the hope of the committee that the association, working with the next advisory committee, the APSA status committees, and APSA staff would be able to develop an RBSI Program Classification Framework to provide to interested partners as they prepare their proposals.

Other frameworks that could be reviewed for the development of institutional and department criteria include the Athena SWAN framework (Scientific Women’s Academic Network) established to advance the representation of women in science, technology, engineering, medicine and mathematics (STEMM) (<https://www.ecu.ac.uk/equality-charters/athena-swan/about-athena-swan/history-of-athena-swan/>) and Insight into Diversity’s Higher Education Excellence in Diversity (HEED) Award criteria which “recognizes colleges and universities that demonstrate an outstanding commitment to diversity and inclusion”. HEED “measures an institution’s level of achievement and intensity of commitment in regard to broadening diversity and inclusion on campus through initiatives, programs, and outreach; student recruitment, retention, and completion; and hiring practices for faculty and staff.” (<http://www.insightintodiversity.com/about-the-heed-award/>).

Each of these frameworks can provide the association with useful models for developing an APSA RBSI Classification or Criteria System for future call for proposals. In general, regardless of which framework is selected, the committee agreed that there should be a substantial commitment of resources from the faculty, department, and the potential host institution. Additionally, the host department and institutions

should demonstrate a commitment to advancing diversity and inclusion in their mission and vision statements. Responses to the committee's prompts on developing evaluation criteria questions are shared below:

1. What should be the criteria for selecting/evaluating schools, institutions, or departments that are interested in hosting a satellite RBSI program, some other proposed aspect of the future program, or potentially the main site (in the event that the current director or site wishes to cease hosting)?

Faculty Commitment

First and foremost, a meaningful faculty commitment is essential. The interested department should identify a core group and significant number of a faculty members who are committed to engaging in the work of leading the institute and coordinating with APSA and other host sites. The lead faculty of the institute should be tenured faculty (and should have been in residence for at least three or more years) with an appropriate area of expertise in the areas of diversity, inclusion and equity, as well as teaching and research interests in the area of race, ethnicity, and politics, (REP) and methods. Ideally there would be at least two, preferably more, faculty members in each area depending upon the size of the program and the needs of the institute. In addition to the core faculty in REP and methods, the interested institution should also identify faculty who specialize in one of the major fields of the discipline—whichever field the institute decides to specialize in.

Departmental Commitment

The interested department should provide departmental level commitments such as course buyouts and incentives for interested faculty to participate in the program (e.g. salary based, an increase in a research budget, etc.). Departments should also commit space and physical resources that would advance the work of the institute or satellite program (e.g. computer lab space, access to electronic journals and datasets, etc.). Next, the department must have a demonstrated commitment to diversity and inclusion, as is evidenced in the mission and vision statements of the department and the institution. There should be a 3-5 year strategic plan that addresses a tangible commitment to diversity and inclusion. Documentation of prior initiatives, evidence-based research and records of success in recruitment, retention, and promoting diversity and inclusion within the department should be included in the department's proposal (e.g. records of acceptance, matriculation, and placement for students of color; diversity of faculty and staff within the department and a diversity recruitment plan, etc.).

Interested departments should also exhibit a commitment to professional development of their faculty and graduate students and a discussion of how hosting an RBSI would help to advance that goal. The existence of faculty peer mentoring, training for early career faculty and advanced graduate students who are interested in gaining skills and experience in teaching and mentoring students from underrepresented backgrounds, as well as strategies for recruitment and retention are all appropriate signs of the department's commitment to professional development of their faculty in the area of diversity, inclusion and excellence in pedagogy.

Finally, it is preferable for the department to have established ties and participation (for at least two years) to existing APSA programs such as the RBSI, Minority Fellowship Program (MFP), Minority Student Recruitment Program (MSRP)—which currently has 50 PhD departments enrolled, Departmental Services Program (DSP), the online APSA Spotlight on Diversity Recruitment and Retention, the Fund for Latino Scholarship, the Teaching and Learning Conference (TLC) and other programs. Participation in these programs can range from sending students to the RBSI program and admitting MFP Scholars, to active participation in MSRP-based recruitment, or receiving a faculty or institutional Centennial Center grant

from the Fund for Latino Scholarship, etc. These programs provide faculty and departments with association-wide resources that can assist them in fulfilling their strategic goals for diversity recruitment and retention and program assessment. Finally, participation in these APSA programs can also provide access to a broader network of faculty and departments to share best practices with. Therefore, it is advantageous for interested departments to be involved in with APSA programs.

Institutional Commitment

The interested institution should have a demonstrated commitment to advancing diversity and inclusion (as evidenced in its mission and vision statement, as well as through institutional enrollment, curriculum and graduation data and recruitment and retention strategies for faculty, students and staff). In the proposal, institutions/administration should also include a statement on how the institution/administration has and will continue to work with its office of diversity, inclusion and equity on its recruitment and retention efforts, as well as to support the interested department with regards to the overall facilitation of the program. Such partnership and collaboration within the institution will help to assure a shared commitment and stakeholder buy-in to the principles of the program and to the delineation of sustainable recruitment and retention policies and will assist the institution in meeting its strategic goals in the area of diversity and inclusion (Locks and Gregerman, 2008). The HEED Award competition provides examples for how to evaluate institutions in the areas of diversity and inclusion. The HEED submission form asks institutions to identify (from a comprehensive checklist) all of the strategies used by their college/university to recruit diverse faculty, any “pipeline programs your school has with other institutions of higher education or that you have created within your own institutions that focus on the recruitment and retention of faculty,” and the “role of the president/chancellor (or dean if you are law school or graduate school) plays in your campus diversity policies”.

Second, the institution should make a formal commitment to supporting the program for a pre-determined time frame. Institutional support should be in the form of direct and indirect support and should be clearly outlined at the application or proposal stage. Direct support is needed to help offset the costs of hosting students for the program and paying faculty and staff salaries and fringe benefits. Institutions should also communicate a willingness to support core faculty course releases, infrastructure resources and staff to facilitate the running of the program. Having a dedicated staff who are committed to the proposal and its goals is key to the success of the program. They must have (and make available) the resources for executing whatever it is that they propose to do. Indirect support would include physical space in a central location – classrooms, data labs, workspace, access to computers and high speed wi-fi, etc. Additionally, administrative support (both direct and indirect) is crucial to having a successful program. If the institution’s administration can provide matching resources and/or commit to covering a meaningful portion of the program’s operation budget, this would go a long way in ensuring stakeholder buy-in.

2. Should APSA issue a call for proposals and establish an RBSI review committee?

The association should hold an open and competitive call for proposals that clearly states the purpose of the program(s) and the key criteria for departmental and institutional eligibility and excellence. This should be a merit-based process that takes into consideration the history and experience of the department and institution in diversity recruitment and retention, instructing students from underrepresented backgrounds, and a good placement record for women and students of color.

The association should appoint a committee (which may include individuals from a variety of constituencies, e.g. program alumni, current advisory committee members, representatives from status

committees, NCOBPS and experts in REP, etc.) that will draft the call for proposals in coordination with APSA staff. (This committee can also recommend potential members of a review committee). The call should include opportunities for hosting and/or participating in an RBSI satellite site, as well a more developed proposal option for serving as the host of the main institute when the time comes. The development of criteria and the call will take some time, therefore this should be among the first tasks taken up in the 2019-2020 term. The committee of reviewers should be set up around the same time.

3. What types of institutions are best suited to host an RBSI-affiliated program?

Holding the RBSI program or satellite programs at a graduate institution would align with the program goals of promoting political science as a profession to participating students. The committee agreed that “high research activity” and “very high research activity” institutions—that fit the future criteria—seem best-suited to host the program, given that they have graduate faculty and researchers. Institutions such as Georgetown University and Howard University (which sponsored RBSI anniversary events and a RBSI Scholar DC visit in 2016 prior to the annual meeting for the 30th anniversary) UCLA and the University of Michigan may be viable candidates (the latter three programs have a number of REP faculty and also experience in producing graduate students in the field of REP). Furthermore, individual faculty members from each of these institutions have expressed interest in participating in future Bunche programming. Lastly, as Dr. McClain explained in her interview, BA institutions that partner with a graduate institution would also make for an ideal arrangement that would serve the RBSI program participants well.

Multiple satellite institutions could be located in the major regions of the country (Northeast, Southeast, Southwest, West, and the Midwest) and rotate every two to three years. This model would make the program more accessible to students in various regions of the country. A common program that would permit participants to meet up as a cohort and take workshops and courses together for 1 to 2 weeks, could rotate each year between these sites to give programs recovery time between program years.

4. What are the core competencies that a potential partner institution should possess?

Potential partner institutions and departments should have an excellent record on diversity, inclusion, and equity—along with a strategic plan for future improvements. They should also have an outstanding teaching reputation at the graduate and undergraduate level, proven development and fundraising skills and experience, and a significant size graduate college with a history of facilitating summer programs or intensive research training programs. Institutions should provide a comfortable working environment for the program and its participants (access to excellent computing and lab spaces, wired and smart classrooms, comfortable dorm areas --for residential programs), accessible student services and resources, and an active office of diversity and inclusion. Interested institutions should provide evidence of research centers, institutes, or other colloquia that organize scholars and scholarship around seminal subjects of inquiry that relate to political science research (especially, centers for the study of race, immigration, ethnic politics and indigenous politics), which can serve as additional resources for their development/enhancement of the programs on their campuses.

5. How can APSA work with, train, or support potential partner institutions and faculty who are interested but not yet equipped to host?

The association should develop a clear plan for how it will engage, train and support those departments and institutions that are interested in being considered as a future site, but whom do not currently meet the criteria as outlined in the call for proposals.

For example, the association could support visits to the current institute by faculty members and advanced graduate students that are interested in learning more about the program or serving as the lead faculty of a future site. These visits would permit observation and discussion with the current faculty and staff. Since there are several more years on the current RBSI at Duke University, it would be wise to begin to identify interested universities that need more time and resources, and to create opportunities for them to interact with the Duke RBSI faculty, staff, and GA's and TA's that manage the program, in a way that does not interfere with the current program.

Secondly, the association could create training workshops and webinars for interested faculty or departments to learn more about what it takes to host a satellite or the main program. Such a training program could take place at the Annual Meeting or the Teaching and Learning Conference. In terms of content, in addition to courses and training in running an undergraduate graduate training satellite site, participants could also receive training in diversity recruitment and retention strategies and grant-writing for NSF and other agency calls for proposals. APSA could connect scholars and practitioners of best practices in diversity and inclusion to help build such practices to be specific for addressing pipeline issues in our discipline. The "Political Science in the 21st Century" Task Force Report (2011) should be a guide for this work. The chief diversity officers at the participant host universities also can be instrumental in helping APSA to establish such a network. The association should also connect interested, but under-prepared, institutions with leading scholars and practitioners in the fields and subfields that can complement (e.g. as a guest speaker or team teacher) alongside the faculty at the universities.

Conclusion

This report presents recommendations to the APSA Council that will provide guidance as it plans for the future of the long-standing RBSI Program. The topics that were addressed include: the importance of departmental and institutional resources and support; identification of the strengths and weakness of the hybrid model; strategies and timing for a transition plan so that the association is well-prepared for next-steps; and consideration of the criteria, resources, and qualities of future sites. It is the hope of the advisory committee members that the council will seek to adopt and implement the committee's recommendations and seek strategic mechanisms for putting the programmatic wish list items into place.

Recommended next steps include appointing the next advisory committee (it is recommended that the council consider rolling over some of the members from this committee for the sake of continuity). The next advisory committee should be charged with assessing the feasibility of the hybrid model; offering advice on the financial outlook of the RBSI program and the development strategy; conducting informational conversations with departments and institutions that have expressed interest in partnering with APSA to provide the RBSI experience for young political science scholars and informational discussions with faculty and graduate students who are currently doing this work at their home institutions (including RBSI alumni and former RBSI TA's and GA's). The future committee should also consider undertaking a review of existing programs (both within the discipline and outside of the discipline) and relevant data to look for models and components that can be incorporated into the hybrid model, with the goal of increasing diversity and inclusion, expanding the reach of the program and the benefits of engaging undergraduate research experiences (Gregerman, 1998 and 1999, et al.). The committee should also ensure that the future programming supports professional development and the PhD attainment outcomes. Finally, the committee should draft a call for proposals that includes a clear set of faculty, department, and institutional criteria and requirements for interested partners. The creation of such a clear-set of criteria will also serve a broader purpose of better equipping the association in its efforts to provide faculty and departments with good and promising practices and recommended guidelines for advancing and promoting diversity, inclusion, and equity in their departments and at their institutions. The committee welcomes follow up questions and conversations with the APSA staff and the APSA council on any of the recommendations and content contained in this report.

APPENDIX

APSA Demographic Data

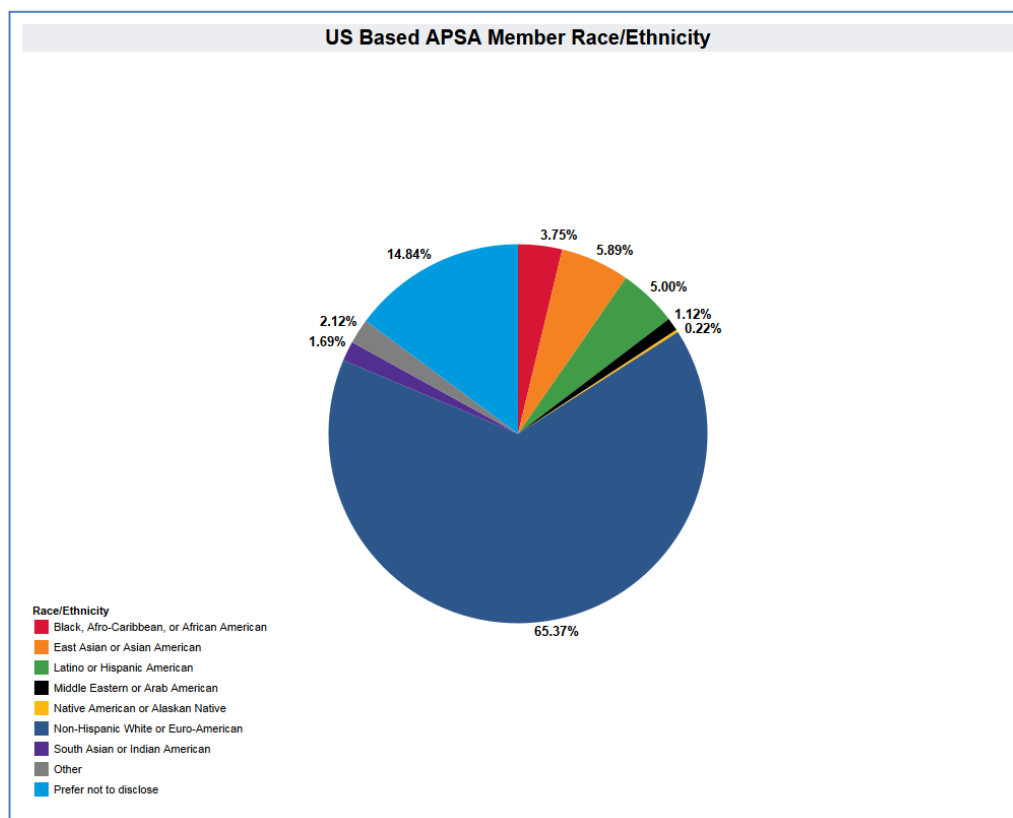
As the RBSI Working Group Report (2016) indicates, the rate at which underrepresented students of color earn political science and government BA's outpaces the rate at which underrepresented students of color earn PhDs in political science (see 2015 NSF-NCSES data and the 2016 RBSI Working Group Report, pp. 4-5, for a more detailed description of these trends). The APSA Membership Data Dashboard shows that with the exception of Non-Hispanic White or Euro American members, APSA's membership is also non-representative when compared to the US racial and ethnic group population (APSA Diversity and Inclusion Report, 2018, p.2). The majority of racial and ethnic groups in the US are under-represented in APSA membership (among US-based members). (See the demographic breakdown in Figure 1. and Table 1). Women are also underrepresented in the APSA membership; women are 50.8% of the US population but comprise only 35.6% of the APSA membership (table not shown). Men make up 49.2% of the US population, but are overrepresented in the APSA membership, comprising 64.1% (table not shown).

Table 1. APSA Membership by Race/Ethnicity (2017- 2019)
(US-based members only)

	2017	2018	2019
Race/Ethnicity	December	August	February
Black, Afro-Caribbean, or African American	3.59%	3.78%	3.75%
East Asian or Asian American	5.89%	5.95%	5.89%
Latino or Hispanic American	4.76%	5.04%	5.00%
Middle Eastern or Arab American	1.18%	1.29%	1.12%
Native American or Alaskan Native	0.23%	0.24%	0.22%
Non-Hispanic White or Euro-American	61.51%	65.12%	65.37%
South Asian or Indian American	1.77%	1.85%	1.69%
Other	2.03%	2.06%	2.12%
No Response	19.04%		
Prefer not to disclose		14.67%	14.84%

Source: American Political Science Association. "APSA Membership Dashboard." Dataset generated 2/2019. 2/2019. <http://www.apsanet.org/RESOURCES/Data-on-the-Profession/Dashboard/membership>. As of February 1, 2019, 14.3% of members said they 'prefer not to disclose' their race/ethnicity.

Figure 1. APSA Membership Data—US based (2019)

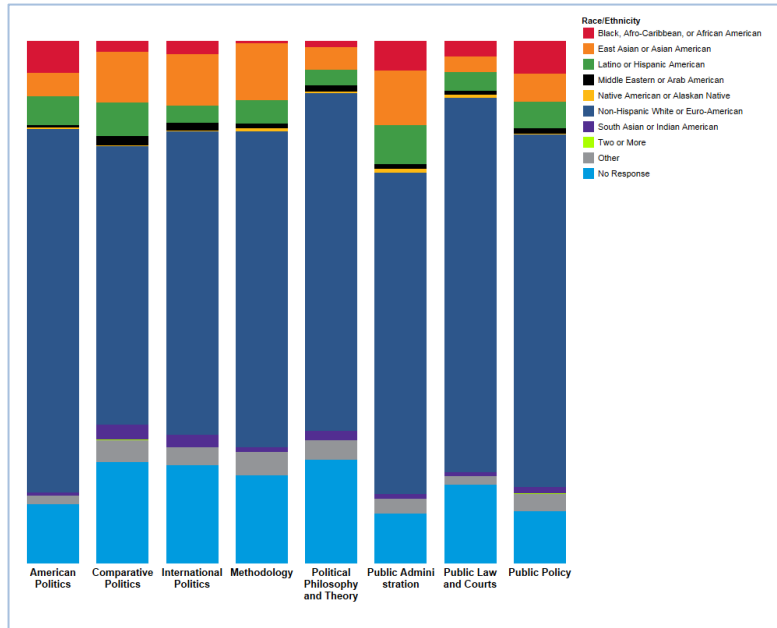


Source: American Political Science Association. "APSA Membership Dashboard." Dataset generated 2/2019. 2/2019. <http://www.apsanet.org/RESOURCES/Data-on-the-Profession/Dashboard/membership>. As of February 1, 2019, 14.3% of members said they 'prefer not to disclose' their race/ethnicity. US members only.

APSA Demographics by Field of Study

Racial and ethnic minorities are also underrepresented across of all the fields of political science. An examination of demographics by fields of study shows that the lack of representativeness by field. However, there is some variation by field. Figure 2. below, shows that public policy and public administration have the highest percentages of African Americans with 7.1% and 6.6% respectively. The field with the lowest percentage of African American APSA members is Methodology, with 0.7%. East Asian and Asian Americans are most likely to list methodology as their primary field of study (10.5%) and the least likely to mention public law and courts field (1.5%). For Latino and Hispanic Americans, comparative and public administration having the highest percentage of Latino scholars, with International politics with political philosophy and theory having the fewest (3.25 and 3.35% respectively). According to Figure 2 (and Table 3 in the appendix) Non-Hispanic White or Euro-American APSA members are overrepresented in four of the eight fields listed on the dashboard (American politics, Political Philosophy, Public Law and Courts, and Public policy).

Figure 2: Field of Study by APSA Membership Race and Ethnicity



Source: American Political Science Association. "APSA Membership Dashboard." Dataset generated 2/2019. 2/2019. <http://www.apsanet.org/RESOURCES/Data-on-the-Profession/Dashboard/membership>.

With regards to gender, women are underrepresented across all fields of study.

Table 2. Field of Study by Gender

	American Politics	Comparative Politics	International Politics	Methodolo..	Political Philosophy and Theory	Public Administration	Public Law and Courts	Public Policy
Other		0.07%		0.50%				
Prefer not to disclose	0.87%	1.66%	1.84%	1.98%	1.76%	2.07%	1.64%	1.40%
Women	34.20%	39.20%	35.45%	20.30%	30.35%	33.61%	31.97%	39.34%
Men	64.93%	59.07%	62.70%	77.23%	67.89%	64.32%	66.39%	59.27%

The APSA membership data above highlight the need for more programs that help to recruit and retain students of color, not only into the profession, but also into particular fields. The lack of representativeness, both in the membership and across fields of study “highlights the need for continued intervention and concerted efforts to increase the number of students from underrepresented background who receive impactful research experiences, exposure to graduate training, and who eventually enter graduate school” (RBSI Working Group Report, 5).

Table 3: Field of Study by Race and Ethnicity

	American Politics	Comparative Politics	International Politics	Methodology	Political Philosophy and Theory	Public Administration	Public Law and Courts	Public Policy
Black, Afro-Caribbean, or African American	6.20%	2.19%	2.54%	0.50%	1.30%	5.81%	3.01%	6.29%
East Asian or Asian American	4.42%	9.60%	9.87%	10.89%	4.28%	10.37%	3.01%	5.42%
Latino or Hispanic American	5.52%	6.46%	3.32%	4.46%	3.06%	7.47%	3.55%	5.07%
Middle Eastern or Arab American	0.50%	1.87%	1.43%	0.99%	1.07%	0.83%	0.82%	1.05%
Native American or Alaskan Native	0.23%	0.14%	0.14%	0.50%	0.38%	0.83%	0.55%	0.17%
Non-Hispanic White or Euro-American	69.49%	53.25%	58.05%	60.40%	64.60%	61.41%	71.58%	67.31%
South Asian or Indian American	0.73%	2.75%	2.40%	0.99%	1.76%	0.83%	0.82%	1.22%
Two or More		0.07%						0.17%
Other	1.64%	4.27%	3.46%	4.46%	3.67%	2.90%	1.64%	3.32%
No Response	11.26%	19.41%	18.81%	16.83%	19.88%	9.54%	15.03%	9.97%

Source: American Political Science Association. "APSA Membership Dashboard." Dataset generated 2/2019. 2/2019. <http://www.apsanet.org/RESOURCES/Data-on-the-Profession/Dashboard/membership>.

Table 4. Number of RBSI Applicants and Attendees by Year

Year	# of applicants	# of attendees
2019	46	15
2018	27	14
2017	40	14
2016	25	15
2015	36	12
2014	32	12
2013	37	--
2012	41	20
2011	64	20
2010	46	20
2009	39	20
2008	34	20
Avg # of apps/yr	38.9	16.5

Source: APSA Diversity and Inclusion Program data

Table 5. RBSI Results as reported to NSF, 1996-2017

Ralph Bunche Summer Institutes Results, 1996 to 2017*											
(*Source: Dr. McClain, RBSI Director 1996-present)											
Year		1996*	1997	1998	1999	2000	2001	2002	2003	2004	Totals
Class size		(n=11)	(n=15)	(n=15)	(n=15)	(n=18)	(n=20)	(n=20)	(n=20)	(n=19)	153
PhD Political Science		2	1	5	1	5	5	3	6	7	35
PhD Cognate Field		0	0	0	3	3	0	3	0	1	10
ABD Political Science		0	0	0	0	0	0	0	0	0	0
ABD Cognate Field		0	0	0	0	0	0	0	0	0	0
In doctoral program pre-comps		0	0	0	0	0	0	0	0	0	0
MA (received or in progress)		5	7	7	3	7	5	4	6	4	48
JD (received or in progress)		3	5	2	3	2	6	4	3	5	33
No post-BA degree		0	1	1	5	1	1	1	3	2	15
No Information		2	1	0	0	2	1	4	2	0	11
*Non-REU year							1**	1**			2**
**Deceased											
Year		2005	2006	2007	2008	2009	2010	2011	2012	2014	Totals
Class Size		(n=24)	(n=20)	(n=20)	(n=20)	(n=20)	(n=20)	(n=20)	(n=20)	(n=12)	176
PhD Political Science		4	3	7	5	3	5	3	n/a	n/a	30
PhD Cognate Field		0	0	1	0	0	0	0	n/a	n/a	1
ABD Political Science		2	0	0	1	1	1	3	n/a	1	9
ABD Cognate Field		0	0	0	0	0	2	0	n/a	n/a	2
In doctoral program pre-comps		0	0	0	0	0	0	0	5	1	6
MA (received or in progress)		6	10	7	6	11	6	8	7	6	67
JD (received or in progress)		7	3	2	0	2	1	2	1	0	18
No post-BA degree		2	4	2	6	2	3	3	5	3	30
No Information		3	0	1	2	1	2	1	2	1	13
Year		2015	2016	2017							
Class Size		(n=12)	(n=15)	(n=14)							
PhD Political Science		n/a	n/a	n/a							
PhD Cognate Field		n/a	n/a	n/a							
ABD Political Science		n/a	n/a	n/a							
ABD Cognate Field		n/a	n/a	n/a							
In doctoral program pre-comps		5	7	5 (entering in Fall 2018)							
MA (received or in progress)		0	3	2 (entering in Fall 2018)							
JD (received or in progress)		1	0	0							
No post-BA degree		6	5+	7+							
No Information		0	0	0							
*Source: Dr. Paula D. McClain. 2018 NSF Results from Previous Grants.											
Total students 1996-2017: 370			Total Ph.Ds political science: 65 (52 Black [36 female/115 male]; 14 Latino [6 male/8 female])								
Total Ph.Ds cognate fields: 11 (8 Black; 2 Latino; 1 Pacific Islander)						Total ABD Pol.Sci: 9			Total ABD cognate fields: 2		
Total in doctoral program pre-comps: 23				Total MA received/in progress: 120				Total JD received/in progress: 52			
No post-BA degree: 63				Total no information: 24				Deceased: 2			
+This number is misleading as many of these students have indicated that they are taking some time off before applying to graduate school. Or some have fellowships, such as Fulbrights, and plan to apply to graduate school afterwards.											

Table 6. Listing of programs that provide research experiences and training for undergraduates interested in political science (non-comprehensive)

	Program Name	Institution(s)	Program Focus	Target Population	Website
1.	<u>APSA Ralph Bunche Summer Institute (RBSI)</u>	<u>Duke University and APSA</u>	<u>Introduce students from under-represented racial/ethnic groups to graduate study in political science.</u>	<u>Undergraduate Juniors</u>	https://www.apsanet.org/rbsi
2.	<u>American Economic Association University of New Mexico Summer Training Program (AEASP)</u> (Now at Howard University)	<u>American Economic Association, University of New Mexico, Robert Wood Johnson Foundation</u>	<u>Provide participants with skills/experience in economics research in preparation for doctoral studies.</u>	<u>Undergraduates</u>	https://news.unm.edu/news/american-economic-association-to-host-summer-training-and-minority-scholarship-program-poster-presentation https://economics.howard.edu/aeasp
3.	<u>Institutional Cooperation Summer Research Opportunities Program (SROP)</u>	<u>Various CIC Universities</u>	<u>Enhance academic and research skills by providing a faculty mentor from top-ranked CIC research institutions.</u>	<u>Undergraduates</u>	https://btaa.org/resources-for/students/srop/overview
4.	<u>Empirical Implications Of Theoretical Models (EITM)</u>	<u>Rotates annually</u>	<u>Increase the social and scientific value of theoretical modeling for advanced grad students and junior faculty.</u>	<u>Graduate students that completed one year of coursework in Political Science or a related field</u>	https://eitminstitute.org/institute/2023/

5.	<u>ICPSR Summer Internship Program</u>	<u>University of Michigan</u>	<u>Provide participants with research experience in social science research and methodological education in quantitative research.</u>	<u>Graduate students, faculty, and researchers from multiple institutions.</u>	https://www.icpsr.umich.edu/icpsrweb/sumprog/
6.	<u>McNair Scholars Program</u>	<u>Department of Education</u>	<u>Federal TRIO program funded at 151 institutions to prepare undergraduate students for doctoral studies through involvement in research and other scholarly activities.</u>	<u>Undergraduates</u>	https://mcnairscholars.com/
7.	<u>Public Policy and International Affairs Fellowship Program Junior Summer Institute (PPIA)</u>	<u>University of California, Berkeley</u>	<u>Improve the participants' analytical and quantitative skills vital at top-level grad programs in public policy and int'l affairs and law school.</u>	<u>Undergraduates</u>	https://gspp.berkeley.edu/programs/ppia-junior-summer-institute
8.	<u>Public Policy and International Affairs Fellowship Program Junior Summer Institute (PPIA)</u>	<u>Carnegie Mellon University</u>	<u>Provide training in policy, quantitative, communication, and leadership areas to excel in policy and grad school</u>	<u>Undergraduate Seniors</u>	https://www.heinz.cmu.edu/programs/junior-summer-institute/
9.	<u>Public Policy and International Affairs Fellowship Programs Junior Summer Institute (PPIA)</u>	<u>Princeton University</u>	<u>Prepare students for graduate study and careers in public policy and international affairs.</u>	<u>Undergraduate Juniors and Seniors</u>	http://www.princeton.edu/admissions/ppia-junior-summer-institute

10.	<u>Public Policy and International Affairs Fellowship Program Junior Summer Institute (PPIA)</u>	<u>University of Michigan, Ford School of Public Policy</u>	<u>Prepare students for graduate study and careers in public policy and international affairs.</u>	<u>Undergraduates</u>	https://fordschool.umich.edu/pia
11.	<u>Summer Institute in Political Psychology (SIPP)</u>	<u>Stanford University</u>	<u>Introduce graduate students, faculty members, and professionals to the world of political psychology scholarship.</u>	<u>Graduate Students and Qualified Undergraduates</u>	https://www.nsf.gov/awardsearch/showAward?AWD_ID=0963212&HistoricalAwards=false
12.	<u>Summer Training Academy for Research Success (STARS)</u> <u>UC-HBCU Initiative – see link</u>	<u>University of California, San Diego (UC-HBCU Initiative)</u>	<u>Provide hands-on research experience with a faculty mentor and GRE prep workshops.</u>	<u>Undergraduates, Recent Grads, Masters students</u>	(Link no longer available) https://today.ucsd.edu/story/uc-san-diego-faculty-partnerships-with-hbcus-help-underrepresented-students-access-graduate-school
13.	<u>Research Experiences for Undergraduates at Texas A&M University (REU)</u>	<u>Texas A&M University</u>	<u>Improve underrepresented political science students' skillset for competitive graduate programs and highly selective careers.</u>	<u>Undergraduates</u>	https://grad.tamu.edu/academic/research-at-texas-am/research-experiences-for-undergraduates
14.	<u>Research Experiences for Undergraduates at University North Texas (REU)</u>	<u>University North Texas</u>	<u>Introduction to research in the broad area of civil conflict management and peace science.</u>	<u>Undergraduates All majors</u>	https://untconflictmgmtreu.wordpress.com/

15.	<u>Summer Research Institute at University of Maryland (SRI)</u>	<u>University of Maryland</u>	<u>Increase the diversity of those who pursue doctoral degrees in the social and behavioral sciences.</u>	<u>Undergraduate Juniors and Seniors</u>	https://bsos.umd.edu/diversity/summer-research-initiative
16.	<u>Summer Undergraduate Research Fellowship at University California Irvine (SURF)</u>	<u>University of California, Irvine</u>	<u>Offers an opportunity to work with faculty members on research projects and provides graduate preparation workshops.</u>	<u>Undergraduates and master's students</u>	https://grad.uci.edu/about-us/diversity/grad-prep-programs/surf.php

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