

Faculty Survey Methodology

What is a Faculty Survey?

Beginning in 2004, at intervals of 2-5 years, the Teaching, Research and International Policy (TRIP) Project at the College of William & Mary has fielded a survey to a sample of international relations (IR) scholars to assess the state of the discipline in order to facilitate bridging the gap between theory and practice in IR. The scholars in this sample come from more than two dozen countries. Questions on the survey include those regarding teaching, especially introductory IR courses, research and how it's conducted, and policy and the extent to which scholars engage with it. This data allows TRIP and others to analyze trends in the IR academy over time as it relates to those three domains.

With the assistance of country partners, we work to construct and administer comparable, but not identical, surveys for each country represented in the sample. The surveys are adjusted to reflect differences in terminology, racial categorization, academic institutions, academic rank, and public and private institutions. The wording of some questions and answers was changed to reflect these differences. Some partners may also contribute country-specific questions that are included at the end of their country survey.

Building a Sample

The sample for this survey is US and international IR scholars. Broadly, professors with either teaching or research interests in IR qualify, **which is defined as when the independent or dependent variables cross an international border.**

We begin by compiling lists of universities in our survey countries. The United States list is produced by combining the schools from the U.S. News & World Report college rankings with U.S. military academies, Claremont Graduate University, and Monterey Institute for International Studies (which are not included in the rankings). The Canadian list is produced from MacLean's college rankings. Other lists are provided by our local country partners (typically international relations scholars living in or with close ties to that country) or from a UNESCO database of universities. Local partners are allowed to use country specific expertise to adjust the criteria for eligible institutions.

In order to be considered for inclusion in the sample, scholars must meet one of the following conditions:

1. Individual is affiliated with a political science unit at a university, such as a department of government.
2. Individual is affiliated with a professional or policy school (e.g. Kennedy School of Government).
3. Individual is affiliated with a research institute at a university (e.g. Hoover Institution).

Interdisciplinary programs (e.g. Departments of Social Science) in which scholars teach or research international relations are considered.

Every year, scholars who graduate with political science and related PhDs are manually added to the sample based on the criteria outlined below. Coders use academic websites, curricula vitae, university and department websites, and professional networks like LinkedIn to collect names, titles, and email addresses and assess whether they qualify as "in-sample." Once a list has been developed, it goes through a round of arbitration to ensure that those included in the sample are, in fact, IR scholars. This list is also periodically updated to remove those who have left academia for other work, have retired, or who are deceased.

Research Interests/Course Qualifications:

Scholars who taught or had research interests in the following list were considered 'IR' and were included in our sample:

- Introduction to International Relations/World Politics/Global Politics, etc..
- International Security (terrorism from this perspective. Terrorism is not automatically in, needs to be international in scope and purpose. So, needs to be "international" Islamic terrorism, not just "Islamic terrorism")
- Peace and Conflict Studies (excludes purely country specific research)
 - We included scholars that taught in peace studies departments as long as they were not approaching the field from another discipline such as sociology or history.
- Foreign Aid/ International Development
- Global Environmental Governance
- International Organization
- European Integration / European Union
- Regional Integration
- International Law
 - We included scholars with PhDs that taught and researched on international law. Non-PhDs qualified if they taught international law in a qualifying department (such as politics or government) and did not qualify if teaching strictly in a law program.
- International Resource Competition
 - Includes food, water, & oil
- Globalization/Trans-national social movements
- US Foreign Policy
- Non-US Foreign Policy
- International Political Economy
- Bi-lateral Studies (ex: US/China Relations)

- This is imperfect, but if they are in different regions, then it is IR. But, if the scholar is primarily a country specialist or a comparativist who writes an occasional paper on U.S.-Mexico relations or Vietnam-Cambodia relations, they are excluded.

Research Interests Non-Qualifiers:

While there are many issues that are interesting to IR scholars and are an important part of IR research and teaching, these subjects must be addressed within an international context for the scholar to qualify for the sample. Simply addressing these issues within a single country study or in a comparative way do not qualify. We do **not** consider the following subjects as inherently “IR” and coders are instructed to examine whether the subject matter is taught or researched from an international perspective by examining syllabi, published articles, etc.

- Human Rights
- Ethnic Conflict
- Comparative Political Economy
- Inter-governmental Relations (including federalism)
- International Economics
- Regional Studies
- Democratization