

2014 ASPA Teaching and Learning Conference

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APSA is looking forward to the 2014 APSA Teaching and Learning Conference (TLC). Registration opened in November 2013, including a new graduate student rate. The theme of the meeting is “Teaching Inclusively: Integrating Multiple Approaches into the Curriculum.” The meeting will be held on February 7–9, 2014 in Philadelphia. This will be the 11th annual meeting of the teaching conference.

The 2014 Teaching and Learning Conference program committee has planned an interesting program that includes a keynote address, a new paper track on distance learning, and a pre-conference short course on massive open online courses, or MOOCs, led by John Ishiyama, University of North Texas. In addition, Cengage, a Benefactor sponsor, is generously sponsoring the Saturday lunch. During this time, they will be hosting a product demo of MindTap. The following themes/tracks return for the 2014 program: Curricular and Program Assessment; Civic Engagement; Teaching Research Methods; Internationalizing the Curriculum; Simulations and Role Play; Diversity, Inclusiveness, and Equality; Graduate Education: Teaching

and Advising Graduate Students; Core Curriculum/General Education.

The research presented at this meeting is a resource to students, faculty, and the discipline more broadly. For example, each year the track discussions and major research findings that are presented at the APSA Teaching and Learning Conference are summarized and shared with the discipline in the July edition of *PS* and online, thus providing a pedagogical resource. Scholars who participate in the TLC share their experiences with departmental colleagues and students, and, in many cases, go on to publish their work on teaching and learning in political science. Victor Asal of SUNY, University at Albany, and conference chair says this about the meeting:

The APSA Teaching and Learning Conference has expanded my knowledge base about different approaches to teaching and has expanded my network of colleagues who care about teaching. It has also greatly expanded the repertoire of many educators by exposing them to the innovative approaches of many of their colleagues related to assessment, simula-

tions, teaching methodology, political theory, and other important components of teaching. My participation in the TLC has had a huge impact on my teaching and has given me a sounding board and brainstorming group that has become integral to my efforts to be a better and more effective teacher. The TLC has also made a very important contribution to empirically based pedagogy by bringing together people who are serious about research into effective teaching and giving them an incentive to do academic research on such questions.

The 2014 program committee includes Victor Asal, SUNY, University at Albany (Chair); Mark Johnson, Minnesota State Community and Technical College; Agnieszka Paczynska, George Mason University; Boris Ricks, California State University, Northridge; Cameron Thies, Arizona State University; and Sherri Wallace, University of Louisville.

We hope to see you at the meeting in February! For more information on the upcoming 2014 Teaching and Learning Conference, please visit <http://www.apsanet.org/teachingconference>. ■

Report on the Meeting of the Political Science Members of the National Academy of Sciences

David Laitin, *Stanford University*, and Gary King, *Harvard University*, *rapporteurs*

With assistance of the APSA, the political science members of the National Academy of Sciences (NAS) held their standing meeting at the annual APSA convention in Chicago. The purposes of these meetings are two-fold: First, as required, to discuss ways that political science can fulfill the NAS mission in providing scientific evidence to address consequential public issues that come from queries posed by various agencies of government; and second, to increase the presence of political scientists in the Academy, where membership from our discipline is, in our view, much lower than political scientists' con-

tributions to the scientific community, and does not adequately recognize the many political scientists who merit election. While we have made some progress toward this second goal, it is a complicated battle: 2,179 members and 437 foreign associates across scientific disciplines have been elected to and currently serve in the NAS, but only 21 are political scientists.¹ Although the science-based mission of NAS does not seek to represent all of the highly pluralistic discipline of political science, far more research relying on methods that are recognized in the natural sciences is produced in our field than is presently represented in the NAS.

Although the NAS is an honorific society, its members have a responsibility to the US government. As its mission statement reads: “The National Academy of Sciences (NAS) is a private, non-profit society of distinguished scholars. Established by an Act of Congress, signed by President Abraham Lincoln in 1863, the NAS is charged with providing independent, objective advice to the nation on matters related to science and technology. Scientists are elected by their peers to *membership* in the NAS for outstanding contributions to research. The NAS is committed to furthering science in America, and its members are active