

Highlights of the *PS: Political Science & Politics* Editor's Report, 2013–14

Robert J-P Hauck, Editor, with Barbara Walthall, Managing Editor

Each year, *PS* editorial staff provides a report of activities to the APSA Publications Committee and the APSA Council. Usually we include a few items in that report to our readers here in *PS*. We provide details on submissions, demographics of authors, acceptance/ rejection rates, most-read articles, and other details

Finally, because articles in Features, The Profession, and The Teacher *PS* are blind peer-reviewed, we take this opportunity to acknowledge the work of the reviewers who offered the time and service to *PS* and the profession. Their names and affiliations are listed at the end of this report

MISSION AND EDITORIAL STATEMENT

PS: Political Science & Politics features timely, peer-reviewed articles on contemporary politics written for the informed, general reader, and commentary and debate on major issues in the political science profession. Incorporated into *PS* is “The Teacher,” a dedicated forum for teaching providing resources for college faculty, high school teachers, and students. *PS*, founded in 1968, also serves as the association’s journal of record.

SUBMISSION GUIDELINES

Each year *PS* receives more than 100 manuscripts for consideration. To help authors and reviewers, we refined the editorial guidelines to provide potential *PS* authors with better information regarding length and production processes. We now recommend articles not exceed 3,650 words,

including references and notes, tables and figures, and specific guidelines for submitting manuscripts through the Editorial Manager system. These guidelines, instituted in 2013 will result in a smoother submission process, tighter production schedule, and appropriate, timely, well-written, concise articles for our readers, both those in the discipline and other general readers.

AUTHOR DEMOGRAPHICS

In the 2013-14 *PS* Editor’s Report to the APSA Council, we reviewed the four most recent issues of *PS*: October 2013 (46.4), January 2014 (47.1), April 2014 (47.2), and July 2014 (46.3) to determine how well the 176 authors in *PS* reflect the rank, institutional, and gender demographics of APSA’s membership. We report that 28% of *PS* authors are full professors (down from 32% the previous year), 21% are associate professors (a slight increase from last year), 25% are assistant professors (up from 21% last year), and 15% are students (down from 17% last year, mostly postdoctoral and other graduate, but a few, this year, were undergraduates who served as coauthors), and 11% are nonacademics (holding close to last year). Regarding the distribution of *PS* authors by types of institutions 65% are based at public universities, 25% at private universities, 3% at colleges, and 5% at nonacademic institutions (e.g., Cook Political Report), and 2% are at other academic institutions. As in the past years, most authors are full professors at public universities, but associate and assistant professors combined make up the greatest share of *PS* authors.

There is a preponderance of *PS* authors from PhD- and MA-granting institutions (90% public and private combined). This category of *PS* authors significantly exceeds their representation among APSA members (45.0%). Faculty members from four-year BA-granting institutions make up 24% of APSA members, but only 3% of *PS* authors. Although this type of faculty has historically been underrepresented in *PS*, this marks a continued decrease (6% in 2012, 10% in 2011, 14% in 2010) that needs our consideration in the coming year.

The gender distribution of *PS* authors this year exceeds gender distribution of APSA’s total membership: 32.19% women and 66.46% men (no code assigned to 1.34%) with 35% of authors female (up from 25% last year), and 65% of the *PS* authors male. It is interesting that this year’s percentages closely track the gender distribution of recent PhDs. It is not possible to determine if *PS* authors reflect the racial, ethnic, or sexual identities of the general membership.

SUBMISSION AND DECISION

Unsolicited manuscripts in *PS* (in Features, The Profession, and The Teacher sections) have increased over the past several years (table 1 and 2). In both 2011 and 2012 *PS* witnessed an increase in the percentage of submissions in the teaching category, again in 2012, from 39% in 2011 to 45% in 2012. In 2013 a slight decrease in those submissions is shown, with an increase in The Profession.

Symposia remain a central feature of *PS*. The editor receives proposals (including overview of the symposium, list of possible topics and authors, and statement of its relevance to the profession and our readers) for consideration and review. If accepted, the “guest editor” serves as the the coordinator of the copyediting and review process and overall editor of the articles for quality, balance, consistency, and comprehensiveness.

Table 1.

New Submissions to *PS*

	2013	2012	2011	2010	2009
New Manuscripts Received	118	130	113	193	90

Table 2.

PS Submissions by Category

	2013	2012	2011	2010	2009
Features	41%	42%	39%	55%	51%
The Profession	17%	13%	22%	19%	17%
The Teacher	40%	45%	39%	26%	32%

Table 3.

Symposia Published in PS

	2013	2012	2011	2010	2009
Symposia published	9	8	6	10	6
Number of articles	68	60	41	69	49

Table 4.

PS Decisions

OUTCOME	2013	2012	2011	2010	2009
Accept	34.8%	29.4%	30%	27%	24%
Revise and Resubmit	21.2%	46.1%	31%	29%	24%
Reject	43.9%	24.5%	39%	44%	52%

MOST DOWNLOADED ARTICLES

The Cambridge Journals webpage provides monthly updates to the most frequently downloaded article as well as most cited articles. Be sure to check out the journal's pages, via your MY APSA account, to view the most up-to-date information. As of April 15, 2014, the 10 most downloaded *PS* articles, listed here, include five from The Profession section, three from symposia, and two from The Teacher, are:

Miller, Beth, Jon Pevehouse, Ron Rogowski, Dustin Tingley, and Rick Wilson. 2013. "How To Be a Peer Reviewer: A Guide for Recent and Soon-to-be PhDs" (*PS* 46(1):120-23).

Garand, James C., and Michael W. Giles. 2011. "Ranking Scholarly Publishers in Political Science: An Alternative Approach," *PS* 44(2): 375-83.

Cavdar, Gamze, and Sue Doe. 2012. "Learning through Writing: Teaching Critical Thinking Skills in Writing Assignments." *PS* 45(2): 298-306.

Collier, David. "Understanding Process Tracing." 2011. *PS* (4): 823-30.

Costello, Matthew J., and Kent Worcester. 2014. "The Politics of the Superhero: Introduction." *PS* 27(1):85-89.

Maranto, Robert, and Matthew Woessner. 2012.

"Diversifying the Academy: How Conservative Academics Can Thrive in Liberal Academia." *PS* 45(3): 469-74.

Karpowitz, Christopher F., J. Quin Monson, Kelly D. Patterson, and Jeremy C. Pope. 2011. "Tea Time in America? The Impact of the Tea Party Movement on the 2010 Midterm Elections." *PS* 44(2): 303-09.

Leech, Beth L. 2002. "Asking Questions: Techniques for Semistructured Interviews." *PS* 35(4): 665-68.

King, Gary. 2014. "Restructuring the Social Sciences: Reflections from Harvard's Institute for Quantitative Social Science." *PS* 47(1): 165-72.

Tansey, Oisín. 2007. "Process Tracing and Elite Interviewing: A Case for Non-probability Sampling." *PS* 40(4): 765-72.

PS REVIEWERS 2013

In 2013, *PS: Political Science and Politics* published articles covering a vast range of topics. The journal's commitment to publishing articles on pedagogy and the profession, as well as exemplary topical scholarship on a spectrum of issues, call for an equally broad stable of reviewers. *PS* cannot publish such diverse work without the outstanding work (and open-mindedness) of our peer reviewers. Peer review relies on the professionalism

and generosity of those who contribute their time and knowledge to read and evaluate the work of others. The *PS* editorial team thanks the following scholars who completed reviews for *PS* between January 1, 2013, and April 1, 2014.

A

Amir Abed, Western Washington University; Alan Abramowitz, Emory University; Paul Abramson, Michigan State University; Viviana Abreu-Hernandez, Research and Program Development; Martha Ackelsberg, Smith College; Joe Adams, Samford University; William Adams, William Jewell College; Alex Aguado, University of North Alabama; Mathias Albert, Universität Bielefeld; Susan Alberts, Independent consultant/writer; Jose Aleman, Fordham University; Gerard Alexander, University of Virginia; Nikol Alexander-Floyd, Rutgers, The State University of New Jersey; W. B. Allen, Michigan State University; Davida Alperin, University of Wisconsin, River Falls; John Altman, York College of Pennsylvania; Stephen Amberg, University of Texas, San Antonio; J. Theodore Anagnoson, California State University, Los Angeles; Angelo Ancheta, Santa Clara University; Kristi Andersen, Syracuse University; Sarah Anderson, University of California, Santa Barbara; Mark Anner, Pennsylvania State University; Andrew Aoki, Augsburg College; Gal Ariely, Ben-Gurion University of the Negev; Theodore Arrington, University of North Carolina, Charlotte; Victor Asal, SUNY, Albany; Chloe G. K. Atkins, University of Calgary; Dinorah Azpuru, Wichita State University

B

Paul Babbitt, Southern Arkansas University; Lisa A. Baglione, Saint Joseph's University; Andy Baker, University of Colorado, Boulder; Christopher Banks, Kent State University; Michael Baranowski, Northern Kentucky University; Ricardo M. Barrera, Nicholas Bauroth, North Dakota State University; Staci L. Beavers, California State University, San Marcos; Elizabeth Bennion, Indiana University, South Bend; J. Edwin Benton, University of South Florida; John Berg, Suffolk University; Bruce Berg, Fordham University; Jeffrey Bernstein, Eastern Michigan University; Michael Berry, University of Colorado, Denver; Jeffrey Biggs, American Political Science Association; Carol Botsch, University of South Carolina, Aiken; Paul Brace, Rice University; James Brasfield, Webster

University; James Brazier, St. Cloud State University; Allen Bronson Brierly, University of Northern Iowa; Michelle Brophy-Baermann, Rhode Island College; Kevin Bruyneel, Babson College; Alessandra Bufano, Brooklyn College; Michael J. Burton, Ohio University

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D

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H

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W, X, Y, Z

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