ECPR-IPSA World of Political Science, 2023 (WPS-2023)

Codebook

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AIMS AND OBJECTIVES

The first ECPR-IPSA World of Political Science survey (WPS-2019), conducted in conjunction with the European Consortium of Political Research (ECPR) and the International Political Science Association (IPSA), was implemented by Pippa Norris in spring 2019.

This second study, WPS-2023, seeks to update the evidence, to pursue new themes, and to provide a representative profile of the political science profession across the globe. It has been designed to address several issues:

- Firstly, what are the background characteristics, qualifications, and career profiles of political scientists employed in higher education and how does this distribution compare in different cohorts, regions and countries around the world, such as in terms of gender, work status, institutional affiliations, and academic rank? How has this changed in recent years? How do colleagues evaluate developments in the profession, and what is thought to have been lost -- and what gained in recent years?
- Secondly, are there equality opportunities for study, employment and academic mobility in the discipline, including by nationality, gender and sexuality, for ethnic minorities, and for those with health disabilities?
- Thirdly, what is the ideological profile of the discipline and what are perceptions and experiences of challenges to academic freedom and viewpoint pluralism, including evidence analyzing contemporary concerns about cancel culture?
- Finally, how can professional associations respond strategically to technological changes in communications, including to minimize threats of climate change, such as through holding online conventions and meetings?

Subsequent surveys are planned to build on this baseline every few years to replicate and monitor developments, as well as adding new thematic issues.

METHODS AND DATA

The *World of Political Science* (WPS) surveys of the profession have been designed to gather information about multiple aspects within the discipline, including 1. Nation of current work or study; 2. Academic work experiences, satisfaction, and perceptions; 3. Ideological values; 4. Equality, diversity and inclusion within the discipline; 5. Experience and perceptions of academic freedom; 6. Preferences for in-person or online communications; 7. Their background characteristics, including socio-demographic, educational qualifications, institutional contexts, methods and sub-fields; 8. Academic geographic mobility; and 9. The macro-level national context of academic and media freedom within each society of work or study, from V-Dem 13.0. The surveys provide the broadest geographic scope for any previous equivalent study in the discipline.

The WPS-2023 questionnaire can be downloaded here in PDF format.

Invitations asking political scientists to participate have been widely distributed through social media notifications (Facebook, emails, and Twitter), the ECPR Newsletter list and IPSA lists, and through newsletters among several national associations (CPSA, PSA UK, Australian PSA, and the Russian PSA).

All individual responses in the study are treated as anonymous and no identifiable personal data is collected in the survey. Data collected by the ECPR is treated in the strictest confidence, under the terms of the UK Data Protection Act and in accordance with the ECPR's Privacy Policy.

Technical queries should be sent to the Survey Administrator, ECPR's Communications Manager, Rebecca Gethen rgethen@ecpr.eu.

SAMPLE AND RESPONSE RATE

For the WPS-2023 survey, **1,989** responses were collected online between 29 November 2022 and 31 January 2023. This included replies from respondents who were currently studying or working in 103 countries located in eight global regions, including Western Europe and North America (1224), Latin America (362), Eastern and Central Europe (157), Asia-Pacific (129), the Middle East and North Africa (59), and Sub-Saharan Africa (48). The dataset also allows analysis of national samples in several diverse countries which generated many responses, such as in Germany (214), the UK (185), the US (128), Brazil (116), Switzerland (84), Italy (74), Mexico (66), Argentina (62), Belgium (56), Spain (54), India (52), the Netherlands (50), Canada (44), and Norway (39).

One important qualification to the survey should be noted, however; by tapping into ECPR and IPSA networks and email membership lists, the survey may potentially systematically over-represent political scientists who are already actively involved in these organizations, and thus most likely to be globalized, while under-representing colleagues who have not joined these international organizations.

This potential bias was checked by examining the survey data which monitored how actively respondents said that they attended meetings of the ECPR, IPSA and their national association. Like the first survey, the results suggest that the overwhelming majority of respondents reported that they 'Never' or 'Not very often' attended the ECPR (70%) or IPSA (83%) meetings, while by contrast the majority (55%) said that they were 'Fairly' or 'Very' active in their national association meetings. Thus, the survey may overestimate the most internationally engaged scholars, but respondents are likely to provide a reasonably representative cross-section of the profession as a whole.

MACRO-LEVEL DATA

In addition to the individual or micro-level survey data, contextual information about the country or macro-level data from the latest available year closest to the WPS survey was merged from several sources, such as levels of GDP per capita (in ppp) in 2022 from the World Development Indicators. Macro-level data includes several new measures about academic freedom and varieties of indoctrination in education from the Varieties of Democracy project (V-Dem 13, March 2023), with full information about the construction of these variables available from the V-Dem V13 Codebook available from https://www.v-dem.net/

RESULTS, PUBLICATIONS, DOCUMENTATION AND DATA

The initial profile of the profession from WPS-2019 was published in Pippa Norris "The World of Political Science: Internationalization and its Consequences" as Chapter 3 in *European Political Science at 50* Eds. Isabelle Engeli, Thibaud Boncourt, and Diego Garzia. Essex: ECPR Press (summer 2020).

The analysis of perceptions and attitudes towards the 'cancel culture' were published in Pippa Norris. 2021. 'Cancel Culture: Myth or Reality', *Political Studies* **https://doi.org/10.1177/00323217211037023**

The WPS-2023 dataset, questionnaire and codebook can all be downloaded from Dataverse: https://doi.org/10.7910/DVN/FM8UY3

The baseline WPS-2019 dataset, questionnaire, and codebook can also all be downloaded from Dataverse.

More details are available at https://www.pippanorris.com/wps and from https://ecpr.eu/ContentPage.aspx?ID=1215

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VARIABLES

VAR	VAR LABEL
RespondentID	RespondentID
StartDate	StartDate
EndDate	EndDate
NATION	**1.NATION OF CURRENT WORK OR STUDY**
q2	In what country do you currently work or study?
Work_country_name	Q2: Current country of work or study: Name
Work_country_text_id	Q2 Country work or study: Name abbreviation (ISO-3 alpha)
Work_Nation_name_ISO	Q2 Country work or study: Nation name ISO
Work_Alpha2code_ISO	Q2 Country work or study: Alpha-2 code ISO
Work_Alpha3code_ISO	Q2 Country work or study: Alpha-3 code_ISO
Work_COWCode	Q2 Country work or study: COW (Correlates of War) Country Code
Work_S003	Q2 Country work or study: ISO Country Code
Region	Q2: Country work or study: Region of the world
Western	Country work or study: Western society (North America, Europe & Australasia) or not
Development	Country work or study: High or low/moderate level of development by current pc GDP (2 cat) (WDI)
GDP_PC_Constant	Country work or study: GDP per capita, PPP (constant 2017 international $) (WDI, latest 2017-2021)
GDP_PC_Current	Country work or study: GDP per capita, PPP (current international $) (WDI, latest 2017-2021)
Growth_GDP	Country work or study: GDP growth (annual %) (WDI, latest 2017-2021)
filterlarger	Country work or study: Filter for nations with 10+ respondents
ACADEMIC_WORK	**2.ACADEMIC LIFE EXPERIENCES, SATISFACTION, AND PERCEPTIONS**
q6_1	Academic freedom to teach and research
q6_2	Opportunities and resources available for research
q6_3	The quality of methodological and technical skills in the profession
q6_4	Social diversity in the profession
q6_5	The quality of students
q6_6	The quality of articles published in high quality peer-reviewed journals
q6_7	Job security, pay, status, and working conditions
q6_8	Opportunities for academic collaboration within the discipline
q6_9	Opportunities to move jobs
q7_1	Pressures of teaching
q7_2	Opportunities in my country for academic study and employment
q7_3	Opportunities to move to other countries for academic study and employment
q7_4	Administrative duties within the university
q7_5	Pressures to publish
q7_6	The relevance of political science for society
q7_7	Respect for methodological pluralism within the profession
q7_8	Opportunities for multidisciplinary collaboration
q7_9	Opportunities to attend professional meetings
q7_10	Respect for open debate from diverse perspectives
q7_11	Pressures to be 'politically correct'
q7_12	Tolerance of alternative viewpoints
q7_13	Freedom of speech
q8	How satisfied are you with your life as a whole these days?
q9	Generally speaking, how satisfied are you with your work and career?
q10	Generally speaking, how satisfied are you with your opportunities for research, publications, and grants?
q11	Generally speaking, how satisfied are you with your opportunities for academic appointment and promotion?
IDEOLOGY	**3.IDEOLOGICAL VALUES**
q12	Left-Right: Generally speaking, how would you usually describe yourself ideologically?
LR_10	Left-Right 10-pt scale: Generally speaking, how would you usually describe yourself?
LR_5	Left-Right scale: 5 cat
LR_3	Left-Right scale: 3 cat

VAR	VAR LABEL
q13	Left-Right economy: People differ in their views towards ECONOMIC ISSUES such as privatization, taxes, regulation, government spending, and the welfare state. Those on the economic LEFT want government to play an active role in the economy. Those on the
LR_econ10	Left-Right 0-10-pt scale on economic issues
LR_econ5	Left-Right on economic issues: 5-cat
LR_econ3	Left-Right on economic issues: 3-cat
q14	Liberal-Conservative: People also differ in their social values. Those with LIBERAL values favor expanded personal freedoms, for example, on abortion rights, same-sex marriage, and democratic participation. Those with CONSERVATIVE values reject these ideas.
Lib_Con10	Liberal-Conservative 0-10-pt scale on social and cultural issues
Lib_Con5	Lib-Con scale collapsed into 5 cat
Lib_Con3	Liberal-Conservative scale collapsed into 3 cat
EQUALITY	**4.EQUALITY, DIVERSITY AND INCLUSION WITHIN THE DISCIPLINE**
q15_1	Support from senior advisors, mentors and managers
q15_2	Opportunities for publication
q15_3	Pay, benefits, and working conditions
q15_4	Opportunities for career advancement through tenure and promotion
q15_5	Opportunities for academic leadership
q15_6	Research support and feedback
q15_7	Respect and recognition from your peers and managers
q15_8	Teaching workload and university service
q15_9	Support to attend national and international professional meetings
q15_10	Flexible time and working conditions for care of dependents
q15_11	Social interactions and networking
q15_12	Opportunities for paid consultancies
q15_13	Opportunities for public service
q15_14	Opportunities for media commentary
q15_15	Opportunities for paid sabbatical leave
q15_16	Safeguards against discrimination arising from your gender or sexuality
q15_17	Safeguards against discrimination arising from your race, religion, nationality, or ethnicity
q15_18	Safeguards against discrimination arising from your political, moral, or ideological views
q16	% Women: Roughly what proportion of teaching and research faculty in your department are female?
q17	% Minorities: Roughly what proportion of teaching and research faculty in your department are drawn from ethnic minorities by race/ethnicity, nationality, religion or language?
q18_1	Women and men have equal opportunities for institutional recognition, such as career progression, pay, and senior leadership
q18_2	Women and men have equal opportunities for scholarly recognition such as conferences, citations and publications
q18_3	Women and men have equal opportunities for professional recognition such as awards, honors and keynote lectures
q19_1	Ethnic minorities have equal opportunities for institutional recognition, such as career progression, pay, and senior leadership
q19_2	Ethnic minorities have equal opportunities for scholarly recognition such as conferences, citations and publications
q19_3	Ethnic minorities have equal opportunities for professional recognition such as awards, honors and keynote lectures
FREEDOM	**5.ACADEMIC FREEDOM**
q20_1	Most important academic values: Freedom
q20_2	Most important academic values: Diversity
q20_3	Most important academic values: Tolerance
q20_4	Most important academic values: Protecting moral values
q21_1	Next most important academic values: Freedom
q21_2	Next most important academic values: Diversity
q21_3	Next most important academic values: Tolerance
q21_4	Next most important academic values: Protecting moral values
selfcensor_teach	Hesitant to express controversial views in my teaching
selfcensor_research	Hesitant to express controversial views in my research
selfcensor_dept	Hesitant to express controversial views in my department

VAR	VAR LABEL
selfcensor_socmedia	Hesitant to express controversial views in social media
selfcensor_public	Hesitant to express controversial views in other public venues
selfcensor100	Self-censorship index (standardized summary teaching, research, dept, social media, public)
q22_1	Hesitant to express controversial views: In my teaching
q22_2	Hesitant to express controversial views: In my research and publications
q22_3	Hesitant to express controversial views: In my department or institution
q22_4	Hesitant to express controversial views: In social media platforms such as Twitter and Facebook
q22_5	Hesitant to express controversial views: In other public venues
q22_other	Other (please specify)
q23_1	The majority of people share my personal views: In your department
q23_2	The majority of people share my personal views: In your local community
q23_3	The majority of people share my personal views: In your society
q23_other	The majority of people share my personal views: Other (please specify)
q24_1	Scholars should be careful in their language to avoid giving offense to people
q24_2	It is important for faculty to challenge conventional dogma and orthodoxies
q24_3	Faculty and students are too easily offended by what others say
q24_4	University policies should respect the expression of extremist views
q24_5	Teachings inciting violence should be banned
q24_6	Academics should have freedom to communicate unpopular views without threat of sanction
q24_7	University policies should restrict intentionally offensive language
q24_8	Scholars should debate the pros and cons of unpopular views about issues of race, ethnicity, gender, and class
q24_9	Faculty and students should seek to shame and restrict morally offensive speech
q24_10	Claims of growing intolerance for contrarian views in academic life exaggerate the problem
ONLINE	**6.PREFERENCES FOR IN-PERSON OR ONLINE COMMUNICATION**
q25	Preferences for ways of participating INTERNATIONALLY in academic conferences, events, and seminars outside your country.
q26	Preferences for ways of participating NATIONALLY in academic conferences, events, and seminars within your country.
q27	Preferences for ways of teaching and learning.
q28_1	Convenience of attending the event
q28_2	Academic interaction and feedback from my peers
q28_3	Financial costs for travel and fees
q28_4	Opportunities to attend, present and participate in discussions
q28_5	Opportunities for professional and social networking
q28_6	Carbon and other environmental costs
q28_7	Quality of discussion(s)
q28_8	Quality of presentation(s)
q29_1	Convenience of attending the event
q29_2	Academic interaction and feedback from my peers
q29_3	Financial costs for travel and fees
q29_4	Opportunities to attend, present, and participate in discussions
q29_5	Opportunities for professional and social networking
q29_6	Carbon and other environmental costs
q29_7	Quality of discussion(s)
q29_8	Quality of presentation(s)
ECPR	How often attend ECPR meetings
IPSA	How often attend IPSA meetings
NatAssoc	How often attend National Association meetings
BACKGROUND	**7. BACKGROUND CHARACTERISTICS**
q30	What is your gender identity?
q31	In your sexual preferences, do you consider yourself to be...?
q32	In what year were you born? (enter 4-digit birth year; for example, 1976)
cohort	Cohort of birth
decade	Decade of birth

VAR	VAR LABEL
q33	What is your religious denomination, if any?
q33_other	Other (please specify)
q34	What languages do you most often speak at home?
q34_other	Other (please specify)
q35	Which of the following best describes your current relationship status?
q36	To what ethnic or racial group do you think you belong? (Please specify)
q37	Do you currently have responsibilities for any dependents living at home?
q37_other	Other (please specify)
Work	Current work status
Academic_status	Academic Job Status
Dept	Type of department or school
q41	DEPARTMENT SIZE: FTE staff: If currently in academic employment or studying
Sector	Type of institutional sector
q42	INSTITUTION SIZE: FTE students:
Contract	If in employment, type of contract
q48	In what country did you study for your undergraduate degree?
q51	In what country did you study for your highest degree?
Educ	Highest level of education completed
q48_other	Other (please specify)
Field	Field of highest degree
q50	In what year did you complete your highest degree? (enter 4-digit year; for example, 1976)
degreedecade	Decade of completing final degree
fiveyearcohort	Cohort of completing final degree
q53	What is your 'h' index (all years) in Google Scholar, if known?
q46	INCOME: Please indicate your gross personal annual income (i.e. before taxes and benefits) in US dollars
disability	DISABILITY: Any health-related disabilities affecting your work or study?
SPECIALIZATION	SUBFIELD OF INTEREST AND METHODS USED
subfield	Subfields of interest
q5_other	Other (please specify)
q4_1	Subfield: Normative political theory
q4_2	Subfield: Comparative politics
q4_3	Subfield: IR
q4_4	Subfield: Political behavior
q4_5	Subfield: Public policy
q4_6	Subfield: Political institutions
q4_7	Subfield: Political economy
q4_8	Subfield: Methods
q4_9	Subfield: Social movements
q4_10	Subfield: Other
q4_other	Other (please specify)
method	Methods commonly used
q5_1	Methods use: Normative, analytical and conceptual
q5_2	Methods use: Behavioral
q5_3	Methods use: Econometrics
q5_4	Methods use: Experimental
q5_5	Methods use: Qualitative and historical
q5_6	Methods use: Big data
q5_7	Methods use: Rational choice and formal models
q5_8	Methods use: Policy analysis
q5_9	Methods use: Other
MOBILITY	**8.ACADEMIC MOBILITY, COUNTRY OF BIRTH AND CITIZENSHIP**
migrant	Country of destiny (current work or study) different from country of origin (birth)
q1	COUNTRY OF BIRTH: In what country were you born? (your country of origin)
q1_other	Other (please specify)

VAR	VAR LABEL
Born_Nation_name_ISO	Q1 Country born: Nation name ISO
Born_Alpha2code_ISO	Q1 Country born: Alpha-2 code ISO
Born_Alpha3code_ISO	Q1 Country born: Alpha-3 code_ISO
Born_S003	Q1 Country born: ISO Country Code
Born_COWCode	Q1 Country born: COW (Correlates of War) Country Code
q3	CITIZENSHIP: What is your country of citizenship? (eg where you are entitled to hold a passport)
q3_other	Other (please specify)
Citizen_Nation_name_ISO	Q3 Citizen: Nation name ISO
Citizen_Alpha2code_ISO	Q3 Citizen: Alpha-2 code ISO
Citizen_Alpha3code_ISO	Q3 Citizen: Alpha-3 code_ISO
Citizen_S003	Q3 Citizen: ISO Country Code
Citizen_COWCode	Q3 Citizen: COW (Correlates of War) Country Code
VDEM_COUNTRYOFWORK	**9. VDEM V13 (DATA FOR 2022) MERGED FOR THE CURRENT COUNTRY OF WORK OR STUDY**
country_id	V--Dem country ID
e_regiongeo	Region (geographic)
e_regionpol_6C	Region (politico-geographic 6-category)
v2x_polyarchy	Electoral democracy index
v2x_libdem	Liberal democracy index
v2x_freexp_altinf	Freedom of Expression and Alternative Sources of Information index
v2xca_academ	Academic Freedom Index
v2clacfree	Freedom of academic and cultural expression
v2cauni	Existence of universities
v2canuni	Total number of universities
v2caprotac	Constitutional protection for academic freedom
e_boix_regime	Democracy (BMR)
e_democracy_breakdowns	Democratic breakdowns
e_democracy_trans	Democratic transition
e_fh_cl	Civil liberties
e_fh_pr	Political rights
e_fh_rol	Rule of law
e_fh_status	Status
e_wbgi_cce	Control of corruption --- estimate
e_wbgi_gee	Government effectiveness
e_wbgi_pve	Political stability --- estimate
e_wbgi_rle	Rule of law --- estimate
e_wbgi_rqe	Regulatory quality --- estimate
e_wbgi_vae	Voice and accountability --- estimate
e_lexical_index	Lexical index
e_coups	Coups
e_legparty	Number of Parties in legislature
e_autoc	Institutionalized autocracy
e_democ	Institutionalized democracy
e_p_polity	Polity combined score
e_polcomp	Political competition
e_polity2	Polity revised combined score
e_bnr_dem	Democratic breakdown
e_chga_demo	Democracy
e_ti_cpi	Corruption perception index
e_vanhanen	Index of Democratization
e_peaveduc	Education 15+
e_peedgini	Educational inequality, Gini
e_area	Land area
e_pop	Population
e_pop_sd	Population

VAR	VAR LABEL
e_total_fuel_income_pc	Petroleum, coal, and natural gas production per capita
e_total_oil_income_pc	Petroleum production per capita
e_total_resources_income_pc	Petroleum, coal, natural gas, and metals production per capita
e_radio_n	Radios
e_miferrat	Fertility rate
e_mipopula	Population total
e_miurbani	Urbanization
e_miurbpop	Urban population
e_pefeliex	Life expectancy, female
e_peinfmor	Infant mortality rate
e_pelifeex	Life expectancy
e_pematmor	Maternal mortality rate
e_wb_pop	Population
e_civil_war	Civil war
e_miinteco	Armed conflict, international
e_miinterc	Armed conflict, internal
e_pt_coup	Number of successful coup attempts in a year
e_pt_coup_attempts	Number of coups attempts in a year