Online Appendix

Pay to Play? How Reducing APSA Division Fees Increases Graduate Student Participation

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PS: Political Science & Politics

Email sent by the APSA Committee on the Status of Graduate Students in the Profession to Division Chairs

Dear [Division Chair],

I am writing on behalf of the APSA Committee on the Status of Graduate Students in the Profession to invite you to reconsider the [Division Name] section's fees for graduate student members. We believe that eliminating student fees will increase their participation in the section, with significant benefits both for their professional development and for the section as a whole.

As it stands, graduate students compose almost a third of the membership of the American Political Science Association, but only about one of every ten students chooses to join at least one organized section relevant to their research interests. Compare this to the section participation of APSA regular members: they compose over half the membership of the Association, and the majority (60 percent) join at least one section as well. The principal reason for this disparity is financial. Students, who often do not realize the benefits of joining sections, are reluctant to spend additional funds after paying for basic conference expenses.

Part of our task is to communicate to students the benefits of section membership. Many believe that simply joining APSA is "enough." But as you know, some of the most productive moments of professional and intellectual development take place within the smaller, subject-specific communities fostered by the APSA sections. We are producing several resources for students that explain the benefits of section membership, but we need your help incentivizing their participation.

Waiving membership fees for graduate students is not only a boon for the student, but also for the section. Doing so allows the section to:

1. Introduce the field to new students and cultivate burgeoning scholars.

Many graduate students are curious about a particular subject, but lack the exposure to develop these interests. Facilitating section membership allows us to receive information and mentorship from more senior members in the field. Moreover, students with burgeoning interests are better able to access these critical resources at a pivotal moment in their career.

2. Expand section membership and panel attendance

Banal and instrumental as it may seem, the fact remains that the livelihood of the section often depends on numerical indicators. Graduate members can help meet section targets. Expanding the section pool is also a tremendous opportunity for junior scholars. Graduate students from smaller departments may be reluctant to approach more senior scholars at the conferences. Section participation may encourage greater dialogue across ranks.

3. Train future section leadership.

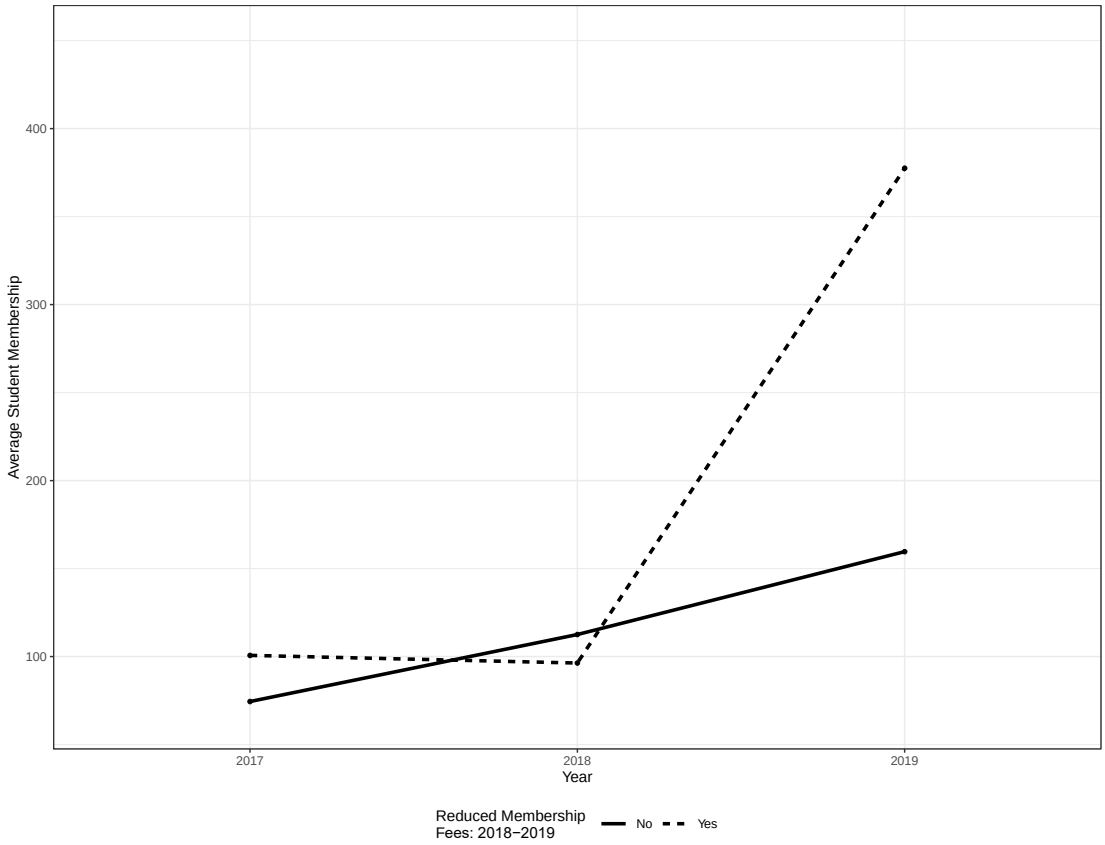
Graduate students are also excellent candidates for junior leadership roles. Whether it's copyediting the section newsletter, collating conference paper proposals, or finalizing the business meeting agenda, a graduate member can offer invaluable service to the section, all while developing important professional skills that will prepare them to take on more senior leadership roles in the future.

We think our proposal is a win-win, and we hope you do, too. Please respond to this e-mail and let us know if you are willing to add this item to the agenda at this year's XXXX business meeting in San Francisco. If you like, a representative of our committee will attend to discuss the proposal in person.

Thank you for your consideration. We look forward to hearing from you soon.

Parallel Trends Assumption

Figure A1: 2017-2019 Trend for Those Treated 2018-2019



Note: This Figure shows the pre-treatment trend (2017-2018) for the treatment and control groups used in the 2018-2019 analyses (Table A2).

Difference-in-Differences Regression Tables

Table A1: 2017-2018 DID Analyses

	Dependent variable:	
	Student Membership	
	(1)	(2)
Treated	-14.892	-5.267
	(17.429)	(17.197)
Time	5.417	5.417
	(16.618)	(16.036)
Already at zero		57.750***
		(21.515)
Treated x Time	59.133**	59.133**
	(24.649)	(23.786)
Constant	84.792***	75.167***
	(11.751)	(11.893)
Observations	88	88
R^2	0.144	0.212
Adjusted R^2	0.113	0.174
Residual Std. Error	57.567 (df = 84)	55.552 (df = 83)
F Statistic	4.699*** (df = 3; 84)	5.586*** (df = 4; 83)

Note: SEs in Parentheses; *p<0.1; **p<0.05; ***p<0.01

Table A2: 2018-2019 DID Analyses

	Dependent variable:	
	Student Membership	
	(1)	(2)
Treated	-16.193	-11.598
	(45.110)	(45.211)
Time	47.079**	47.079**
	(23.558)	(23.516)
Already at zero		43.654
		(38.314)
Treated x Time	234.088***	234.088***
	(63.796)	(63.683)
Constant	112.526***	107.931***
	(16.658)	(17.111)
Observations	88	88
R^2	0.303	0.314
Adjusted R^2	0.278	0.280
Residual Std. Error	102.687 (df = 84)	102.506 (df = 83)
F Statistic	12.160*** (df = 3; 84)	9.477*** (df = 4; 83)

Note: SEs in Parentheses; *p<0.1; **p<0.05; ***p<0.01

Table A3: 2017-2019 DID Analyses

	Dependent variable:	
	Student Membership	
	(1)	(2)
Treated	17.494	36.044*
	(19.397)	(19.878)
Time	19.722	19.722
	(25.827)	(25.092)
Already at zero		83.476***
		(28.451)
Treated x Time	127.643***	127.643***
	(33.597)	(32.641)
Constant	83.833***	65.283***
	(14.911)	(15.806)
Observations	132	132
R^2	0.326	0.369
Adjusted R^2	0.310	0.349
Residual Std. Error	89.466 (df = 128)	86.920 (df = 127)
F Statistic	20.661*** (df = 3; 128)	18.569*** (df = 4; 127)

Note: SEs in Parentheses; *p<0.1; **p<0.05; ***p<0.01