

Placement of Political Science Doctoral Students in 1996: Degrees Matter

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This report on the experiences of the 1995–96 political science doctoral students seeking professional placement addresses continuing concerns about the job market.¹

Terry W. Hartle and Fred Galloway (1996) summarized studies of the academic job market made at the end of the 1980s and in the early 1990s that predicted a demand for faculty would emerge from 1997 to 2002 due to projected increases in the number of undergraduate students and retirement of faculty who earned Ph.D.s into the 1950s and 1960s. Data on the academic job market of the mid 1990s, however, challenge these optimistic predictions. The most recent studies of the supply and demand for science Ph.D.s and M.D.s conclude that there is an oversupply of these professionals. *CPST Comments*, the journal of the Commission on Professionals in Science and Technology, reports that more young scientists than ever are not able to find permanent jobs (1996b, 3). A note in a later issue of *CPST Comments* points out that many universities and colleges welcome the retirements of full time faculty as opportunities to make needed budget cuts. In such institutions, the positions held by retiring faculty are eliminated or filled with part-time faculty (1996d, 3).

In their review essay, Hartle and Galloway point out that while recent studies do not estimate the supply and demand for Ph.D.s in social sciences and humanities disciplines, the employment opportunities for these Ph.D.s “would be even more dismal” (1996, 29). However, Hartle and Galloway caution against replacing the earlier optimistic projections of academic job opportunities with a thoroughly pessimistic outlook. They point out that the recent dismal job market projections do not allow for market adjustments, particularly those due to nonacademic employ-

ment of Ph.D.s (31–32). They advise that, “Perhaps the most valuable step universities could take is to make certain that potential graduate students have more timely information about employment prospects for recent graduates” (32). Their recommendation should be amended to include advisors in academic programs as well as professional associations. To better inform political science faculty advisors and graduate students about career prospects, APSA collected some additional data on the 1995–96 placement class in its annual survey of Ph.D. departments, and is surveying the members of this placement class about their placement experiences directly. This latter special survey has been made possible through APSA’s participation in a multidisciplinary study of the job placement experiences of doctoral students in the sciences and social sciences coordinated by the Commission on Professionals in Science and Technology with funding from the National Science Foundation.

Information presented in this report is based on analysis of the departmental responses to APSA’s survey about the placement of 1995–96 political science doctoral students. Findings from the special survey of the students themselves will be reported in a 1998 issue of *PS* and discussed at the 1998 APSA Annual Meeting in order to determine what increased assistance can be given to doctoral students in their search for employment.

The Placement Class

APSA has conducted surveys on the employment of political science doctoral students for more than a generation. The current placement survey used e-mail to encourage departments to respond in hopes of assuring a higher response rate, especially from political science de-

partments awarding three or more Ph.D.s annually. As a result, while 76% of all Ph.D. departments responded, 86% departments awarding an average of three or more degrees annually and 94% of the departments awarding eight or more degrees annually, submitted reports on their placement classes.

Table 1 is a profile of the 1995–96 placement class. The percentage of women (29%) is larger than the previous two years, approaching the highest percentage (30%) reported in 1992. The percentages of African Americans (4%) and Latinos (3%) in this placement class are the same as in last year’s class. This latest survey also asked departments to distinguish among doctoral students seeking employment on the basis of citizenship. As Table 1 shows, 15% of this placement class are not U.S. citizens. The international composition of political science graduate students is an important characteristic of the profession. An analysis of the placement and career plans of these international students clarifies the pattern of placement in the United States for political science graduates.

Table 1 also shows the percentages of all of the job candidates in major fields of the discipline. While the largest percentage are in American politics, which includes Public Law (29%), the percentage specializing in comparative politics (27%) is nearly the same. Distinguishing between students who are U.S. citizens and those who are not yields information about the specializations of political scientists seeking employment, and provides data that a significant proportion of these comparativists are foreign students. Table 2, on the fields of specialization of international doctoral students, shows that 48% specialize in comparative politics, accounting for 29% of the job candidates in the field, and 28% specialize in international relations, accounting for 17% of the job candidates in this field.

TABLE 1.
Profile of 1996 Placement Class, Numbers and (%), N = 984

Citizenship	US Citizens: 834 (85%)	Non-US Citizens: 150 (15%)*	
	White: 765 (92%) Minority: 69 (8%) African: 32 (3.8%) Latino: 23 (2.8%) Asian: 13 (1.6%) Native: 1 (0.1%)		Permanent Resident: 34 (23%) Non-Perm. Resident: 102 (68%) NA: 14 (9%) * See Appendix 2 for the list of country of origin of international candidates.
Gender	Women: 281 (29%)	Men: 703 (71%)	
Degree	Ph.D.: 561 (57%)	ABD: 422 (43%)	NA: 1 (0%)
Fields	Amer. Govt/Public Law: 282 (29%) Comparative Politics: 261 (27%) International Relations: 200 (20%) Political Theory: 132 (13%)	Public Policy: 31 (3%) Public Administration: 30 (3%) Methodology: 5 (1%) Other: 36 (4%)	NA: 7 (0%)

The annual "Survey of Doctorate Recipients" conducted by the National Research Council (NRC) collects data on doctorates awarded in all disciplines. Table 3 presents data selected from the most recently published survey of doctorates to profile the 1994–95 class of political science Ph.D.s. The survey of earned Ph.D.s in politics and government in 1994–95 shows that 21% of the degrees were awarded to non-U.S. citizens holding temporary visas, and 7% were awarded to non-U.S. citizens with permanent visas. The higher percentage of non-U.S. citizens recorded among actual doctorate recipients than among the later placement candidates suggests that a segment of international student Ph.D.s do not seek employment in

this country and may not be counted in the APSA placement survey.

Table 4 shows the percentages of non-U.S. doctorate recipients in cognate social science disciplines. Sociology and geography also awarded one-fifth of their doctorates to foreign students in 1994–95. Twice as many economics doctorates were earned by foreign students, but under one tenth of the doctorates in anthropology and history were awarded to non-U.S. students. Psychology has the lowest percentage of non-U.S.-citizen degree recipients: 4%.

The percentage of doctorates in all fields of political science awarded to women is similar in 1994–95 to the percentage in the 1995–96 placement class. The percentage of Ph.D.s awarded to Latinos (recorded by NRC as Mexican Americans and other Hispanics) in political science is the same as for the placement class, but a higher percentage of the degrees in public policy were received by Latinos (7%). The NRC reports a higher percentage of black doctoral recipients, 6%, than the 4% found among graduates seeking employment in 1995–96. Data from the 1994–95 *Survey of Earned Doctorates* on the median age and time to degree for political science doctorates appear in Appendix 1 of this report.

Placement Success

The discussion of the outcomes of the search for employment by members of the 1995–96 placement class and of the attributes associated with getting a job begins with an overview of "Trends in Placement" as recorded in Table 5. The 1996 placement class reported on here is larger than the 1995 class. This is true even though fewer departments participated in this year's survey, and is probably attributable to the high response rate among departments with a sizable number of job/candidates/degree recipients.

An important distinction among members of any placement class is whether or not they sought employment previously. Forty-six percent of the 1996 placement class are repeating a job search. This is the highest percentage of members of a placement class who are "repeats" in the period reported on, 1984–96. Moreover, the percentage of candidates continuing to seek employment increased by 5% since 1995 and is more than one-third greater than the percentage of "repeats" in 1986–92. Table 5 shows that the percentage of the 1995–96 job candidates who have a Ph.D. is about the same as in the previous year: 57% in 1996 and 56% in 1995. However, the percentage of placement candidates with a doctorate is lower in the 1990s than before.

Placement success for the 1995–96 job candidates is compared with that of candidates in previous years in

TABLE 2.
Percent of the Non U.S. Citizens in the 1995–96 Placement Class by Field

American Government	5%
Public Policy	5
Comparative Politics	48
International Relations	28
Public Administration	4
Political Theory	8
Methodology	1
Other	2
Total	101%*

*Does not add up to 100% due to rounding

TABLE 3.
Characteristics of Doctoral Recipients in all Political Science Fields, 1994–95: Number and (%)

Type of Degree	Total Doctorates	Men	Women	Non U.S. Citizens with Temp. Visas	Total	Ethnicity of U.S. Citizens and Non U.S. Citizens with Perm. Visas					
						Am. India	Asian	Black	White	Latino**	Unknown
Political Science & Government	600	433 (72%)	167 (28%)	126 (21%)	450	1 (0%)	37 (8%)	28 (6%)	367 (82%)	14 (3%)	3 (1%)
International Relations/ Affairs	72	51 (71%)	21 (29%)	17 (24%)	54	1 (2%)	10 (18%)	5 (9%)	37 (69%)	1 (2%)	0 (0%)
Public Policy Analysis	92	57 (62%)	35 (38%)	11 (12%)	80	0 (0%)	4 (5%)	6 (8%)	64 (80%)	5 (6%)	1 (1%)

*Compiled from Table A-1, p. 105, A-2, p. 108 with % added. Total is for all individuals with U.S. citizenship and permanent visa status at time of doctorate. Degrees awarded July 1, 1994 through June 30, 1995 as recorded in the 1995 *Survey of Earned Doctorates*. Henderson, P.H., J.E. Clarke, and M.A. Reynolds. 1996. *Summary Report 1995: Doctorate Recipients from United States Universities*. Washington, D.C.: National Academy Press. (The report gives the results of data collected in the *Survey of Earned Doctorates*, sponsored by five federal agencies: NSF, NIH, NEH, U.S. Dept. of Ed., and USDA and conducted by the NRC.) **Mexican American and other Hispanic.

TABLE 4.
Ph.D.s Awarded to Non U.S. Citizens in Social Science Disciplines, 1994–95 (%)

Anthropology	9%
Economics	42%
Geography	21%
History	9%
Political Science	21%
Psychology	4%
Sociology	20%

(Percent of total doctorates in each discipline)

Source: National Research Council, 1996, p. 108.

Table 6. Sixty-four percent of the 1995–96 candidates are employed, the lowest overall percentage in the last decade. In view of the current concern about growth of temporary positions, relative to permanent (tenure track) positions it should be noted that the percentage of all 1996 placements in temporary positions (29%) is lower than for 1995 and that the highest percentages of placements in temporary positions were in 1986 and 1988. The percentage of Ph.D.s placed (77%) is comparable to students' placement success in 1990 and 1992, but less than that in 1995 and 1994 and in the late-1980s.

The sharpest decline in placement

success is among ABD students. The percentage of political science ABDs meeting with success in their search for employment (49%) is the lowest in the decade, albeit just marginally lower than in 1994. The difference in placement success between political science graduates who have Ph.D.s and those who have yet to receive their degrees is persistent over the last three years.

Placement success rates differ overall by gender and ethnicity. Table 6 shows that more of the women graduates seeking jobs were successful (70%) than the men (62%). Table 7 shows that, among U.S. citizens, a higher percentage of each group of minority doctoral students

TABLE 5.
Trends in Placement

	1996	1995	1994	1992	1990	1988	1986	1984
Number of job candidates	984	799	1037	763	823	740	690	672
% repeats	46	41	40	33	32	32	32	38
% Ph.D.	57	56	59	59	59	64	69	64
% women	29	28	27	30	26	25	26	25

Note: 1996 figures are from 96 departments (76% response rate of all Ph.D. programs, 86% of programs awarding more than an average of three Ph.D.s annually, and 94% of programs awarding more than an average of eight Ph.D.s annually). 95 departments for 1995 (73% response rate), 106 departments for 1994 (81% response rate), 110 departments for 1992 (87% response rate), 118 departments for 1990 (93% response rate), 115 departments for 1988 (92% response rate), 83 departments for 1986 (70% response rate), and 83 departments for 1984 (71% response rate).

TABLE 6.
Placement Success* (%)

	1996	1995	1994	1992	1990	1988	1986
Overall	65	72	69	74	72	69	69
Ph.D.	77	85	82	79	78	83	83
ABD	49	56	50	66	63	53	57
Men	62	72	67	73	73	70	67
Women	70	71	74	75	70	67	74
% placed in temporary positions	29	34	29	32	21	38	38
Men	30	36	29	34	NA	38	38
Women	26	31	29	28	NA	33	35

*Placement success measures number placed within each category as a percentage of the total candidates within the respective category.

got jobs than did all men and, to a lesser degree of difference, all women. Placement success rates were 77% for African Americans, 74% for Latinos, and 83% for Asian Americans. This overall positive placement record for 1995–96 American minority doctoral students is consistent with the placement experience of their cohorts in the last several years.

Table 7, which has more detail on the relationship between attributes of graduates seeking employment and the outcome of their searches,

TABLE 7.
Placement Experience of 1995–96 Political Science Doctoral Students by Citizenship, Gender, and Ethnicity (%)

	All U.S. Citizens N = 834		U.S. Citizens Minority Candidates			Non U.S. Citizens N = 150	
	Men N = 592	Women N = 242	African*	Latinos*	Asian*	Men N = 111	Women N = 39
			American		American		
Percent:							
In Placement Class	71	29	4	3	2	74	26
Repeating	50	41	22	56	38	46	29
With Ph.D.	56	54	53	70	85	72	49
With ABD	44	46	47	30	15	28	51
Placed:	64	70	77	74	83	55	68
In Perm. Position	32	42	45	30	66	12	18
In Temp. Position	32	28	32	44	17	19	20
Outside U.S.						24	30
Placed with Ph.D.	81	81	81	81	90	59	68
In Perm. Position	43	56	44	37	70	15	21
In Temp. Position	38	25	37	44	20	20	5
Outside U.S.						24	42
Placed with ABD	44	57	74	57	50	48	68
In Perm. Position	18	26	47	14	50	6	15
In Temp. Position	26	31	27	43	0	16	34
Outside U.S.						26	19
Percent Placed by Field:							
American Gov't	37	32	29	19	10	7	0
Public Policy	3	7	8	6	0	3	15
Comp./Area Stud.	21	17	17	50	20	48	37
Int'l Relations	20	17	17	25	30	28	26
Pub. Admin.	2	7	17	0	10	3	7
Political Theory	14	11	12	0	20	8	11
Methodology	0	1	0	0	0	0	0
Other	3	8	0	0	10	3	4
Percent Placed in:							
Ph.D. Dept.	36	34	26	50	30	42	43
M.A. Dept.	15	19	30	19	0	6	24
Undergrad. Dept.	29	27	33	31	40	21	14
Two Year College	2	3	0	0	0	0	5
Non Academic	13	11	7	0	30	14	10

*Men and women are included in these categories.

TABLE 8.
Placement Success by Field of Specialization, 1986–96 (%)*

	1996	1995	1994	1992	1990	1988	1986
American Government	70	76	74	78	71	74	86
Public Policy	94	82	80	78	74	82	95
Comparative Politics	57	69	69	77	74	63	65
International Relations	64	73	63	68	71	65	54
Public Administration	80	86	79	77	74	77	80
Political Theory	60	56	61	70	61	59	73
Methodology	40	NA	50	50	83	100	100

*Placement success measures number placed within each category as a percentage of the total candidates within the respective category.

shows that degree status is associated with placement success and can be more important than personal attributes. Among U.S. citizens with Ph.D.s, there are no differences in placement success by gender and only a slight difference by ethnicity. For these doctorate recipients, 81% of the men, women, African Americans, and Latinos and 90% of the Asian Americans got jobs.

A difference in placement success between Ph.D.s and ABDs occurs within every demographic group, and is particularly large for men. Having a Ph.D. is associated with securing a permanent position as well. Forty-three percent of the men and 56% of the women doctorates were placed in permanent positions; but only 18% of the men and 26% of the women ABDs obtained permanent positions. However, a notably higher percentage of African-American ABDs (74%) got jobs than did any other group of ABDs.

Fifty-five percent of the men who are not U.S. citizens did not succeed in their search for jobs, the highest percentage of unsuccessful candidates of any group of doctoral students. And, in contrast with the 81% of American men with Ph.D.s who got jobs, only 59% of the foreign men with Ph.D.s did so. There is also less of a difference in placement success associated with the degree status for the foreign male graduates and no difference for the foreign women graduates. A notable portion of the doctoral students who are not Americans got jobs in other countries: 29% of the men and 33% of the women. Consequently, making a distinction between the placement

success of job candidates according to their citizenship status, and accounting for the placement in other countries of a segment of the students who are not U.S. citizens, improves the placement record for U.S. doctoral students. (See Appendix 2 for the country of origin of the doctorate students responding to the survey.)

Placement by Fields and Institutions

Each year, there is some variation in placement success according to fields of specialization. Table 8 shows the percentage of candidates in each major field who received any type of position, and reports this association for previous placement classes. In 1996, lower percentages of graduates specializing in American government, comparative politics, and international relations got jobs than did their cohorts in the previous placement classes of the 1990s. In contrast, a higher percentage of 1995–96 public policy specialists got positions than did graduates in the field in the past placement classes. Placement success in political theory is up slightly, by 4% from 1995 overall, but is generally comparable to that in past years. Only in 1992 and 1986 were 70% or more of the political theorists placed.

Table 7, which also has data on the placement by field of specific groups of doctoral students, shows that a slightly higher percentage of men got positions in American politics (37%) than women (32%). While the largest percentage of Afri-

can-American doctoral students have positions in American politics (29%), the same percentage (17%) have positions in each of the fields of comparative politics, international relations and public administration. A higher percentage of women (7%), African Americans (8%), and Latinos (6%) are in public policy positions than are men (3%). Half of the Asian-American doctoral students have positions in comparative politics and international relations. And, in accord with their stated major fields, 76% of the men and 63% of the women graduates who are not U.S. citizens who are placed are in positions in comparative politics or international relations.

Data for the 1995–96 job candidates share of jobs by their major fields compared with that of previous placement classes appears in Table 9. A slightly lower percentage of the placements went to candidates specializing in comparative politics in comparison with past placement classes, while the percentage of placements accounted for by political theorists is as high (13%) as in 1992 and 1994 after dropping in 1995 (9%). For this recent class, American politics positions accounted for the largest percentage (31%) of placements, the same percentage as in 1994 and slightly higher than in 1995 (28%).

Table 10 records the percentages of political science doctoral students hired by different types of institutions in 1996 and in past placement classes. The distribution of 1996 placements by institution is essentially the same in 1996 as in 1995, and has been stable over the last decade. What is notable, particularly in light of the introductory reference to market adjustments in response to declines in academic positions, is the slight but steady increase in the percentage of non-academic positions taken by political science doctoral students in the last two years. Many of these placements are taken by public policy and public administration students, probably a contributing factor in the overall strong placement success of these specialists.

Table 7 also reports on the attributes of doctoral students placed in each type of institution. Among both American and international

TABLE 9.
Placement by Fields, 1986–96 (%)*

	1996	1995	1994	1992	1990	1988	1986
American Government	31	28	31	25	21	23	29
Public Policy	5	6	5	6	6	6	8
Comparative Politics	23	27	25	27	28	26	25
International Relations	20	24	19	23	25	19	18
Public Administration	4	5	4	4	5	6	5
Political Theory	13	9	13	13	10	12	12
Methodology	0	0	0	0	1	2	1
Other	5	2	3	2	4	7	2
Total	101	101	100	100	100	101	100

*Measures the total number placed from a particular field as a percentage of the total number placed from all fields. May not add up to 100% due to rounding.

students, a slightly lower percentage of women than men took non-academic jobs while the reverse is true for placements in two year colleges. And while the number of Asian-American students is small, 30% of these students are in non-academic jobs.

Future Plans of Doctoral Students and Departments

Each year, a significant number and percentage of political science doctoral students seeking professional positions are not hired. Table 11 indicates the plans of unsuccessful 1995–96 job candidates for the 1996–97 academic year. The table distinguishes between U.S. citizens and non-U.S. citizens, and for the latter group distinguishes between international doctoral students without jobs who plan to remain in the

United States and those who intend to leave the country. More than half of the American graduate students who did not secure positions planned to remain in school during the 1996–97 academic year. Two-fifths of these students had some kind of employment or financial aid. Half of the remaining 44% did not have plans and 10% expected to be unemployed. It is likely that nearly all of these students became candidates for positions in 1996–97 and will be recorded as repeating the job search in next year's placement report.

Among the relatively small number of unplaced international graduate students planning to stay in the United States, 35% plan to stay in school, most with a part-time position or financial aid. Fifty percent of these students had uncertain or unknown plans, and 3% reported being

unemployed. The majority of these foreign students may also be members of the 1996–97 placement class. On the other hand, many of the foreign students without a job had plans to leave the United States: three-fifths of these students returned to find jobs in their own country; another 11% will seek an academic job in another country. The employment status of 23% of the departing foreign students is uncertain.

The Ph.D. departments reporting on the placement of their doctoral students were asked to assess aspects of professional placement and indicate any changes being made to assist graduates in searching for jobs. Table 12 summarizes departmental assessments of the job market. A majority of these departments expect the next placement class to be the same size, and one-fourth expect their 1996–97 placement class will be larger. Nearly half of the responding departments regard current job prospects as comparable to past job prospects. However, 28% of the departments consider current prospects to be worse, while only 16% deem them to be better. A plurality of the departments (40%) views the job prospects of foreign and American students to be comparable, and most departments (62%) believe that interest in non-academic employment is consistent with past interest.

Forty-two departments report that changes are being made in their doctoral programs to assist the placement of their graduates. Table 13 categorizes the changes described by these departments. A similar proportion of departments cite programs that prepare their graduates to teach undergraduates (28%) as cite advising students to communicate/publish research early (25%). Almost one-fifth of the departments report either providing students with career information or changing their programs' substantive organization or faculty. But, a greater number of the departments, 51, responded that no changes are being made to increase placement assistance given to their doctoral students.

TABLE 10.
Placement by Type of Hiring Institutions, 1986–96 (%)*

	1996	1995	1994	1992	1990	1988	1986
Ph.D. Department	40	39	42	45	41	40	41
MA Department	16	16	14	11	16	17	16
Undergrad. Department	29	30	31	31	32	33	32
Two-Year College	2	2	2	2	2	2	1
Non-Academic	13	13	11	10	10	8	9
Total	100	100	100	99	101	100	99

*Measures the total number placed in a particular type of hiring institution as a percentage of the total number placed. May not add up to 100% due to rounding.

TABLE 11.
Plans of 1995–96 Doctoral Candidates Not Placed in U.S. Institutions (%)*

U.S. Candidates Not Placed N = 278		Non U.S. Candidates Who Plan to Stay in U.S. N = 37		Non U.S. Candidates Who Plan to Leave/Have Left U.S. N = 55	
Stay in School with Part Time position	18	Stay in School with Part Time position	7	Return to Own Country for Academic Job	53
Stay in School with Financial Aid	22	Stay in School with Financial Aid	18	Return to Own Country for Non-Academic Job	7
Stay in School without Financial Aid	16	Stay in School without Financial Aid	4	Go to Another Country for Academic Job	11
Take Job Outside profession	13	Take Job Outside Profession	11	Go to Another Country for Non-Academic Job	2
Unemployed	10	Unemployed	2	Unemployed:	4
Status Uncertain/NA	21	Status Uncertain/NA	58	Status Uncertain	23
Total	100	Total	100	Total	100

Conclusion

A lower percentage of political science doctoral students seeking employment found positions in 1995–96 than students in past years, and a higher percentage of this cohort were repeating the job search than in the past decade. But, four-fifths or more of the Americans who completed their dissertations suc-

ceeded in their job searches. Nonetheless, many students were not placed, suggesting that an equivalent or greater number of graduates seeking jobs in 1996–97 will be repeating their job search. But the placement outlook for future political science doctoral students is not totally gloomy.

There are some data that indicate

fewer positions were available for the 1995–96 doctoral students. Figure 1 is a graph of the number of first listings in the Association’s *Personnel Service Newsletter* for each of the past three academic years, 1994–97. The graph shows that fewer academic positions were available earlier in the 1995–96 academic year than in the previous year. The num-

TABLE 12.
Ph.D. Departments’ Evaluation of Placement (%), N = 96

	Larger or Better	About the Same	Smaller or Worse	Not Sure	NA
Expected Size of Next Placement Class	25	54	14	4	3
Job Prospects Compared to Past Years	16	47	28	6	3
Placement Experience of Int’l Candidates Compared to that of U.S. Candidates	10	40	15	20	17
Interest Showed in Non-Academic Position Compared to Past Years	13	62	12	9	5

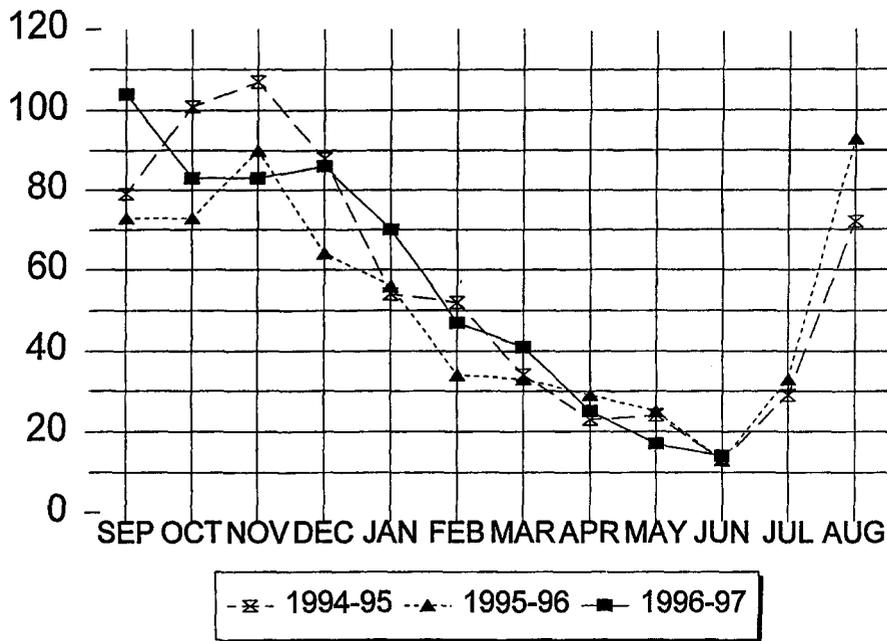
*Percentages may not add up to 100% due to rounding.

TABLE 13.
Changes Being Made in Doctoral Programs to Help Graduates Find Jobs (%)*, N = 42

Teacher training/preparation to teach undergraduate courses	28
Information on careers, non-academic careers, and job markets	18
Specific changes in subfields and faculty	18
Research orientation/preparation, e.g., encourage publication, paper presentation, conference participation	25
Other, e.g., faculty involvement, hiring placement coordinator, extending financial aid, submitting dissertations for award competition	13

*While 42 departments responded that changes are being made, 51 departments are not making changes.

GRAPH 1—
First Listing In PSN



ber of new jobs listed from September to December 1995 and in February 1996 is lower than for the same months in 1994–95. The number of jobs listed in January 1996 and March through July 1996, is comparable, but since fewer positions are listed at the end of any academic year, the decline in new positions recorded earlier in the year is more significant. An analysis of job listings in selected humanities disciplines over time found job listings in political science declined by more than 12% in the first four months of the 1995–96 academic year from the previous year (Jones 1997).

On the other hand, the listings of new jobs advertised in the *Personnel Service Newsletter* for August and September 1996 and January and March 1997 were higher than for those months in the previous two years. For the 1996–97 academic year, the number of listings was lower than past years only in November 1996 and May 1997. The modest increase in job listings suggests a possible improvement in job prospects in the past academic year. Data for the 1996–97 placement class, to be gathered this fall, will determine whether these more recent job candidates were marginally more successful.

There are strategies that graduates and departments can use to enhance a positive placement outcome. Political Science Ph.D. faculty and students should consider whether the benefits of a job search experience to ABDs are sufficient to compensate for the probable time spent repeating the job search and having a lesser chance of getting a position, much less a permanent position. Science disciplines and psychology report that graduates who seek employment have earned doctorates and ABDs do not go on the job market. The American Sociological Association advises Ph.D. departments against trying to place graduates until they have earned the Ph.D.

Political science Ph.D. departments should recognize that there is a modest increase in non-academic placements. This increase is comparable to the greater non-academic placements of political science doctoral students in the early 1980s, a time when the academic job market was also tight. To facilitate assistance to students interested in positions outside of academia, the Association will prepare a brochure on potential hiring institutions and references to strategies for seeking employment in these institutions.

Political science Ph.D. departments and their graduate students could benefit from being informed about the practices of those departments making an effort to prepare doctoral students for the responsibilities of college faculty, in terms of teaching, administrative, professional, and collegial activity, along with scholarship and publishing. Higher education associations, notably the American Association for Higher Education (AAHE) and the Association of American Colleges and Universities (AAC&U) have projects devoted to teacher training and effectiveness and to preparing future faculty for all of the administrative and professional assignments given them. The 1996 National Academy of Sciences Convocation on Graduate Education (Johnson 1996, Mann 1996) and the report of the Committee on Science, Engineering and Public Policy (COSEPUP 1995) recommended that Ph.D. departments in science, engineering, and social science disciplines include broad professional training in their programs.

A particularly important component of the growth in professional education of future faculty is training that focuses on how to teach undergraduate students. An increasing number of Ph.D. departments are requiring or at least offering doctoral students a seminar course and/or mentored experience to prepare them to teach undergraduate students and increase their marketability, especially to regional universities and public and private colleges. A 1995 survey of Ph.D. departments found that nearly half organized a seminar or course directly or required their students to take a teaching seminar or preparation offered by their university. Sixty-five percent of the political science research departments listed as the “top 20” by the National Research Council’s 1995 ranking of doctoral programs responded that they have some teacher training requirement. And, one-third of all Ph.D. departments expected to introduce teacher training or strengthen the preparation already given to doctoral students. Emory University, Syracuse University, and Texas A&M University are notable, but by no means the only,

political science departments now including teacher training in their doctoral programs.

The 1998 APSA Annual Meeting will feature sessions on strategies for preparing graduate students to teach undergraduates and assessing the outcomes of such preparation with respect to placement and professional competence. There will also be a separate meeting for graduate and placement directors of Ph.D. programs to discuss professional training and placement in connection with the release of the report on the direct survey of the 1994–95 placement class. Ph.D. department chairpersons, graduate directors, and placement directors are invited to contact the APSA with suggestions for this meeting and to send descriptions of program components devoted to professional education and placement.

Notes

1. Data entry and tables are by Jun Yin. Polly Leonard and Theresa Gubicza assisted in the preparation of this report.

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**APPENDIX 1.
Median Age and Time to Degree for Doctoral Recipients in Political Science/International Relations***

Median Age at Doctorate	33.9 yrs
Percent with BA in Field	51.6%
Percent with Masters	83.8%
Median Time Lapse from Baccalaureate to Doctorate	
Total Time	10.8 yrs
Registered Time	7.9 yrs

*Source: NRC 1996, p. 111.

**APPENDIX 2.
Country of Origin of all Non U.S. Placement Candidates,
N = 150**

Country, N = 41	N
Korea	22
China, India	12*
Canada, England	11*
Taiwan	10
Russia	5
Mexico, Saudi Arabia	4*
Australia, Japan, Poland, South Africa, Switzerland, Turkey	3*
Bangladesh, Belgium, Cameroon, Egypt, France, Germany, Italy, Lebanon, Malaysia, Nigeria	2*
Algeria, Brazil, Cyprus, Ethiopia, Iraq, Jordan, Morocco, Netherlands, Pakistan, Philippines, Spain, Sri Lanka, Sweden, Uruguay, Venezuela, Yugoslavia	1*

*Same number of candidates for each country.