

**TABLE 1.**  
**Undergraduate Institutions That Referred Students in 1991**

Arizona State University
Bethune-Cookman College
Brown University
Buffalo State College
California State University at Bakersfield
California State University at Long Beach
Clark-Atlanta University
*Cornell University
Davis and Elkins College
Delta State University
*Duke University
Florida International University
George Mason University
Grambling State University
Hampton University
*Harvard University
*Howard University
*Indiana University
Lafayette College
Marquette University
*Massachusetts Institute of Technology
Middlebury College
Mississippi Valley State University
Morehouse College
Mount Vernon College
*Northwestern University
Oberlin College
*Ohio State University
Prairie View A&M University
*Princeton University
Providence College
Rollins College
SUNY at Brockport
Santa Clara University
Savannah State College
Southern Arkansas University
Spelman College
Springfield College
St. Augustine's College
*Stanford University
Stockton State College
*Syracuse University
*The University of Michigan
The University of New Mexico
*The University of North Carolina
The University of Virginia
Texas Christian University
The University of Southwestern Louisiana
*The University of Chicago
Trinity University
Tufts University
University of Arkansas at Little Rock
University of District of Columbia
University of Tennessee at Martin
University of Akron
University of Alaska at Anchorage
*University of California at Berkeley
*University of California at Los Angeles
*University of California at San Diego
University of California at Santa Cruz
University of Central Arkansas
*University of Colorado at Boulder
University of Florida
*University of Iowa
University of Maryland at Baltimore County
*University of Massachusetts at Boston
University of Oklahoma
*University of Pennsylvania
*University of Washington
Utica College of Syracuse University
Vassar College

**TABLE 1 (continued)**

Virginia Commonwealth University
Wake Forest University
Washington and Lee University
Wayne State University
West Virginia State College
Western Washington University
Xavier University of Louisiana
*Yale University

\*Denotes core school.

these students, 52% are African American, 30% Latino, 11% Asian American, 5% American Indian, and 2% are from other ethnic and racial groups. Moreover, undergraduate faculty have provided more personal information about the students being referred, such as grade point average, fields of study, and future goals, than in the past, and are reporting increased efforts at individual contacts.

Since its inception in 1989, the program has employed three major strategies. The first strategy emphasizes personal contact between undergraduate faculty and their students as the most effective recruiting tool. This stage involves undergraduate political science faculty meeting with minority students both individually and in groups to discuss doctoral study and a career in the field. The undergraduate faculty then notifies APSA of names of students who are graduate school candidates.

The second strategy works to assure an ongoing link between undergraduate faculty and graduate schools in order to systematically strengthen career planning and recruiting for minority students in the discipline. Ideally, this link will make graduate school an integral aspect of the career options considered by minority undergraduates which is then reinforced by prompt and personal recruiting from graduate schools. APSA works to implement this link by circulating the names of students referred to the project to participating graduate schools. Graduate schools receive a student list, mailing labels, and computer diskettes where requested. APSA sends letters with information about political science careers to students and brochures on graduate programs to undergraduate advisors to assist them in their counseling.

The third strategy aims to minimize entrance barriers. Graduate schools accomplish this by recruiting students on the Minority Identification list with personal contacts, waiving application fees, and expediting financial aid consideration.

The Minority Identification Project operates on the principle that professional education should reflect the increasing diversity of the nation in order to foster the potential for diverse perspectives in future scholarship and public policy, and to provide role models for future students on campus and in society. Furthermore, political science, as the primary discipline of citizenship education, has a particular responsibility to act to assure a broad representation of scholars and teachers. This diversity is vital to the profession's ability to examine and interpret the changing nation and world.

The program operates with a group of 32 core graduate schools who receive student names and oversee implementation. The program is led by Robert Keohane of Harvard University. Other graduate schools interested in receiving student names can do so by contacting Michael Brintnall at APSA. All undergraduate institutions are encouraged to submit names of graduate school candidates.

## Finding Jobs: Placement of New Political Scientists 1990

**Michael Brintnall**  
*American Political Science Association*

The job market for new political scientists is a matter of regular interest, and the APSA has reported on the placement success of graduating classes routinely for some time. In the past, the placement success has been surveyed annually. With this report, APSA begins a cycle of monitoring the class every other year. As we report on the first placement class for the new decade, we find more continuity with the trends of the 1980s than change.

Highlights of the finding are:

# 1992 ANNUAL MEETING CHILD CARE SERVICE

## REGISTRATION FORM

The American Political Science Association will sponsor a Child Care Service at the 1992 Annual Meeting in Chicago. Child care will be available daily in the Palmer House Hilton from Thursday, September 3 to Sunday, September 6. The hours of operation are from 8:30 a.m. to 10:00 p.m. except on Sunday, September 6 when the hours of operation will be from 8:30 a.m. to 12:00 p.m.

"Club Kid" child care is available for unlimited use to children of registrants at the 1992 Annual Meeting. Parents will be asked to complete a tentative schedule following confirmation of their child care service registration. Nutritious snacks and beverages will be provided. Lunch and dinner must be provided by the parents. Diapers, special milk or formula, as well as any written special feeding instructions should be supplied by the parents.

To register a child for the "Club Kid" child care service you must complete this form and return it to APSA by July 17, 1992. A \$25.00 non-refundable deposit is required for each registered child. The deposit and registration form must be submitted together to APSA.

Parents' Name: \_\_\_\_\_

Home Address: \_\_\_\_\_

Home Phone #: \_\_\_\_\_

Please list child/children (include name, age, and weight)

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

List name, address, and telephone number of any legal next of kin we may contact if you are unreachable. If this contact is necessary, a collect telephone call will be placed to the next of kin listed below for notification.

(Name)	(City, State)	(Telephone #)
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We, the parents of the child/children listed above, hereby give our consent to any licensed physician at, with, or from any accredited hospital to administer any medical care or medication to the above named child/children during our absence from them while attending the American Political Science Association Annual Meeting at the Palmer House Hilton, Chicago, September 3-6, 1992.

Mother's Signature \_\_\_\_\_ Date \_\_\_\_\_

Father's Signature \_\_\_\_\_ Date \_\_\_\_\_

**TO RESERVE A PLACE IN THE APSA CHILD CARE SERVICE, ALL REGISTRATION FORMS AND DEPOSITS MUST BE RECEIVED AT APSA BY JULY 17, 1992. THERE WILL BE LIMITED ON SITE REGISTRATION. ON SITE REGISTRATION WILL REQUIRE A \$40.00 NON-REFUNDABLE DEPOSIT PER CHILD.**

Return completed form and deposit to:

Child Care Coordinator  
American Political Science Association  
1527 New Hampshire Avenue, N.W.  
Washington, DC 20036

**TABLE 1.**  
Trends in Placement\*

	1982	1983	1984	1985	1986	1987	1988	1990
Number of firm candidates	611	523	672	715	690	604	740	823
% repeats	36	41	38	37	32	36	32	32
% Ph.D.	64	65	64	69	69	76	64	59
% women	21	25	25	27	26	27	25	26

\*Figures are 91 departments for 1982 (76% response rate), 87 departments in 1983 (73% response rate), 83 departments for 1984 (71% response rate), 82 departments in 1985 (68% response rate), 83 departments for 1986 (70% response rate), 103 departments for 1987 (86% response rate), 115 departments for 1988 (92% response rate), and 118 departments for 1990 (93% response rate).

- 72% of the placement class found positions, equivalent to the past several years.
- A smaller proportion of placements occurred in temporary positions than has been the case in recent years.
- Fewer new Ph.D.s are starting out in non-academic positions than was the case early in the 1980s—only about 10% of the class this year compared to almost 20% in the early 1980s.
- Placement success in comparative politics and international relations has increased over recent years, and American government has dropped slightly. Comparative and IR placements total more than half of all placements.
- Placement success of African American students, at 78%, exceeds the overall rate. Latino students were placed at a rate of just 52%, but 71% of the Latino students who had completed their Ph.D. were placed, comparable to 75% of African Americans with the Ph.D. completed, and 78% for the entire group.
- Women completing the Ph.D. in 1990 were placed successfully at equivalent rates to men 76% v. 78%. However, women fared less well when they enter the market prior to degree completion, finding positions with a success rate of 57% compared to men at 66%. The comparative success rate of men and women candidates, however, has shifted back and forth in recent years.

**The Placement Class**

Placement classes represent all students completing or nearing completion of their doctoral program, and

ready to enter the job market, typically seeking academic positions to begin the following academic year. In AY 1989-90, 823 students were reported in the placement class. This is based on a 93% response rate by schools. If non-responding schools are similar to those which responded, the placement class would be estimated to be 885 students. This is one of the largest placement classes reported. Fifty-nine percent of these students have their Ph.D. in hand; the others are ABD. Thirty-two percent of the placement class was trying again, having also gone on the market the previous year. Data describing the class are in Table 1.

The University of California—Berkeley continues to have the largest placement class—putting 32 students on the market in 1989-90. This represents 4% of all graduate students on the market, but is a significant drop from its 8% share in 1988. Other programs with large numbers of students in the placement class are Yale University with 23, Harvard University and The University of Chicago with 21 each, the University of Michigan with 20, and Columbia University, Cornell University, and the University of Virginia each with 19.

Seven of the 127 programs which offer a Ph.D. in political science had no candidates at all this year.

**Placement Success**

Just under three-quarters (72%) of the job candidates in AY 1989-90 found positions for the following year. This placement rate is typical of experience in prior years, as shown in Table 2. Those candidates with the Ph.D. in hand fared a little better than average, with 78% finding positions, doing a bit less well than their counterparts in earlier years. Encouraging news for this placement class was the relatively low proportion placed in temporary positions, just 21%. This is almost half the rate of some earlier years.

Women comprise one-quarter of the AY 1989-90 placement class. Placement success of women slightly lagged that of men, though this has gone both ways in recent years—however, placement of women without the Ph.D. in hand was distinctly lower than for men, reversing the typical pattern of earlier years.

**Field of Specialization**

Both placement success and total numbers placed shifted toward the fields of comparative politics and international relations in the AY 1989-90 class compared to earlier years. These fields together accounted for over 50% of all placements. The other large field for placement, American government, accounted for 21% of placements, down from about 30% at the start of the 1980s. This is shown in Table 3. These placement patterns differed little for men and for women.

**TABLE 2.**  
Placement Success\*

	1982	1983	1984	1985	1986	1987	1988	1990
Overall	62	79	72	70	69	72	69	72
Ph.D.	68	87	77	81	83	80	83	78
ABD	55	54	68	51	57	68	53	63
Men	61	79	72	70	67	70	70	73
Women	64	66	71	69	74	75	67	70
Percent placed in temporary positions	36	33	33	43	38	27	38	21

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

**TABLE 3.**  
Placement Success by Field of Specialization, 1985-90 (%)

	Total					Men					Women				
	1985	1986	1987	1988	1990	1985	1986	1987	1988	1990	1985	1986	1987	1988	1990
<b>Placement Success<sup>a</sup></b>															
American Government	86	86	84	74	71	87	82	82	77	74	84	100	89	69	65
Public Policy	58	95	86	82	74	56	96	94	84	71	63	94	73	77	80
Comparative/Area Studies	57	65	73	63	74	59	64	76	63	78	51	68	65	62	62
International Relations	59	54	67	65	71	60	53	66	62	69	55	59	73	74	77
Public Administration	86	80	82	77	74	89	72	81	77	82	78	100	86	77	55
Political Theory	67	73	57	59	61	57	75	52	64	64	—	65	74	43	56
Methodology	40	100	100	100	83	25	100	100	100	80	100	—	100	100	100
Other	—	100	100	100	92	42	100	100	100	83	—	100	100	100	100
<b>Percentage of Those Placed<sup>b</sup></b>															
American Government	26	29	23	23	21	16	30	22	22	21	33	28	27	25	21
Public Policy	7	8	5	6	6	5	6	5	5	6	7	11	6	9	8
Comparative/Area Studies	22	25	29	26	28	15	24	30	25	29	22	29	27	25	23
International Relations	20	18	23	19	25	16	19	25	19	24	15	14	19	18	28
Public Administration	9	5	5	6	5	7	5	5	5	5	7	4	5	8	4
Political Theory	13	12	10	12	10	9	13	10	13	10	11	10	11	8	12
Methodology	1	1	1	2	1	0	1	1	2	1	0	—	2	2	1
Other	5	2	3	7	4	4	2	2	8	4	4	3	4	6	2

<sup>a</sup>Placement success measures number placed in a field as a percentage of total candidates in each of the respective fields.

<sup>b</sup>Percentage of those placed measures the total number placed in a particular field as a percentage of the total number placed in all fields.

The standard field with the highest rate of placement success is methodology, accounting for just 1 percent of all of the candidates. The most difficult field in which to be placed is political theory with a 61% placement rate, as has been typical over the past years.

### Institution

Ph.D.-granting departments continue to hire most of the candidates from the placement class; 41% of new political scientists go there. About one-third of the placement class goes to four-year undergraduate programs, one-sixth to Masters level programs, and just a very few, 2%,

to two-year schools. Just 10 percent of placements are reported in non-academic jobs; this continues a strong downward trend in placement in applied settings from the early 1980s.

Placement of men and women does not differ much in type of institution. In AY 1989-90, somewhat fewer women than men took non-academic positions, and somewhat more women than men started work in Masters level academic programs. Placement by institution is shown in Table 4.

### Minority Placement

There were 36 African American students in the placement class and

21 Latinos, a larger pool of minority candidates than 1988 when there were 24 African American candidates and 11 Latinos. Seventy-eight percent of the African American candidates were placed, compared to 72% of the whole placement class.

However, just half of the Latino candidates were placed. This differential for Latino candidates appears to be tied up with early decisions to enter the job market. When only those candidates with the Ph.D. in hand are considered, the placement success of Latino candidates resembles all others. Among candidates with the Ph.D., 71% of Latino candidates were placed, 75% of African American candidates, and 78% of all candidates.

**TABLE 4.**  
Placement by Type of Hiring Institution, 1985-90 (%)

	Total					Men					Women				
	1985	1986	1987	1988	1990	1985	1986	1987	1988	1990	1985	1986	1987	1988	1990
Ph.D. department	37	41	41	40	41	38	41	40	39	42	35	41	44	44	39
M.A. department	18	16	15	17	16	16	16	16	16	15	23	18	12	20	21
Undergraduate political science or combined	26	32	30	33	32	26	33	29	36	30	25	31	32	25	31
Two-year college	2	1	2	2	2	2	1	2	2	2	1	1	2	2	3
Nonacademic	17	9	12	8	10	18	9	13	8	12	16	9	10	9	6
Total	100	99	100	100	101	100	100	100	100	101	100	100	100	101	100