

respect for wisdom, but it will also display a certain impatience with scholarship that aspires only to produce wisdom. In short, it will strive to be a scientific theory of politics, one that not only correlates causes with effects but also goes on to explain why the causes are necessarily connected with those effects. Expect it in time for the bicentennial celebration!

The intellectual history of the president-elect is a record of personal accomplishment that has had a substantial and significant impact on the science of politics and on many of its students. My own association with a proximity to the subject of this biography permits one final observation. Bill Riker personifies the Willie Mays Principle. A youthful Willie, unbounded in his enthusiasm for the game of baseball, is reported to have exclaimed, "And they even pay you to play!" William Riker's enthusiasm and respect for scholarship, and his capacity to transmit them to his students and colleagues, are easily recognized by those who know him. The APSA is fortunate to have him as its official representative. ■

Placement of Political Scientists, 1980-1981

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American Political Science Association

This is the eighth report on the experience of new political scientists looking for jobs. The seventh report, published in *PS*, winter 1980, presented data collected in 1978 and 1979.¹ This is a report on the last two placement classes, those for 1980 and 1981. Some of the characteristics of placement discerned in the last report persist and indicate how the profession is responding to the academic job market.

Of particular interest and concern are questions about how graduate faculty perceive the job market, evaluate current

graduate students, and consider changing graduate programs to help students secure employment. Following a 1979 placement survey, the Association posed a set of questions on these issues to Ph.D. departments in the course of conducting the 1980-81 departmental survey. Their responses are reported here along with the data on the 1980 and 1981 placement classes.

The academic job market for political science (like most disciplines in the humanities and the social sciences) will continue to be poor until the mid-1990s. The relatively current steady state in undergraduate enrollments and the projected decline in these enrollments over the next 15 years mean that most faculty positions are generated by the resignations, retirements and deaths of current faculty.¹ Since the median age of political scientists remains in the mid-30s, there will not be many retirements. (See News of the Profession article, "The Slow Gray-ing of Our Professoriate," by John C. Lane in this issue of *PS* for elaboration.)

To some extent, individual and institutions have responded to these conditions.² In the mid-1970s the supply of political scientists leveled off and since 1977, the supply has declined. Table 1 records this phenomenon, showing decreases in number of students' studying for a Ph.D. and in the number of doctorates awarded annually. Additionally, each year since 1977, around 150 political scientists have resigned from their faculty positions to take non-academic positions.³ In this same period, 18 per-

²For a thorough review of the academic job market and interpretations of its future size, see, "Academe in the Late Twentieth Century: Disharmony, Discontinuity and Development," by Stephen P. Dresch and Adair L. Waldenber, prepared for the National Endowment for the Humanities-Institute for Demographic and Economic Studies, Yale University Conference, *Toward a Better Understanding of the Humanities Labor Market: The Role of Economic Analysis and Forecasting*, Washington, D.C., November 30, 1981.

³A National Science Foundation Study of Science and engineering faculty reports that six percent of the social sciences faculty left

¹*PS*, Winter 1980, pp. 10-13.

TABLE 1
Supply of Political Scientists, 1969-1981

Year	New Students Beginning Ph.D. Study in Political Science	Graduate Students Enrollments in Ph.D. Programs in Political Science	Ph.D.s Awarded
1969-70	2487	*	634
1970-71	2138	*	821
1971-72	1695	*	911
1972-73	1576	*	906
1973-74	1414	6450	907
1974-75	1443	6150	862
1975-76	1174	6150	885
1976-77	1064	5462	881
1977-78	1182	5737	851
1978-79	1034	5742	766
1979-80	1100	5888	729
1980-81	1058	5326	*
1981-82	1027	5659	*

*Figure not available.

cent of the Ph.D. departments responding to our special survey have reported having introduced curricula designed to prepare graduate students for non-academic careers. Another 23 percent of these departments reported contemplating such changes. Table 2 records these data and also shows that more of the Ph.D. departments with fewer than 20 faculty have made these changes while

one-third of the Ph.D. departments with more than 21 faculty are contemplating such changes.

academic positions in 1978-79 and that 13 percent of these faculty took a non-academic position. The percentage of social science faculty leaving academe is lower than that for engineering faculty (28%), physical science faculty (23%), and even psychology faculty (21%). Three times as many social scientists (39%) who have one academic position do so to take another academic position. A report on the study appeared in, *The Chronicles of Higher Education*, December 2, 1981, p. 3.

While the annual number of political scientists has declined, as have the number of firm job candidates, Table 3 shows that the overall placement success of political scientists has remained unchanged: seven out of ten candidates succeed in finding jobs, fewer than four out of ten candidates find themselves on the job market for more than one year, and about three out of ten candidates take temporary positions. Table 3 also shows that the increase in the percentage of non-academic placements noted in 1979 held up in 1980 but declined somewhat in 1981. It is likely that this decline is temporary and that the proportion of non-academic placements will rise somewhat again in subsequent years.

TABLE 2
Changes in Ph.D. Programs to Attract/Prepare Students for Non-Academic Careers

	All Ph.D. Departments	Ph.D. Departments with 21+ Faculty	Ph.D. Departments with 20- Faculty
Made Changes	18%	14%	22%
Considering Changes	23	33	12
No Changes	59	53	66
Total	100%	100%	100%
N =	99	49	50

TABLE 3
Trends in Placement, 1972-1981

	1972	1973	1974	1975	1976	1977	1978	1979	1980	1981
Number of firm candidates	912	1000	1050	1000	1135	971	967	837	779	697
Percentage repeats	*	*	*	31%	33%	39%	38%	37%	36%	35%
Placement success of all firm candidates	70%	73%	67%	68%	67%	68%	68%	73%	68%	73%
Placement success of Ph.D.s	80%	83%	84%	78%	76%	77%	77%	79%	74%	81%
Percentage of placements in temporary positions	*	*	*	30%	32%	29%	31%	33%	33%	28%
Percentage of placements to Ph.D.s	37%	42%	53%	52%	57%	60%	53%	51%	54%	56%
Percentage of placements in non-academic positions	12%	16%	16%	14%	14%	17%	15%	26%	24%	18%

*Figure not available.

TABLE 4
Placement by Type of Hiring Institution, 1980 and 1981

	Total		Men		Women	
	1980	1981	1980	1981	1980	1981
Ph.D. departments	31%	36%	32%	36%	28%	35%
M.A. departments	17	18	16	18	20	13
Undergraduate political science departments	22	25	21	24	26	33
Undergraduate social science departments	4	2	4	2	5	—
Two-year college	2	2	1	2	2	1
Non-academic, professionally related	24	18	24	18	19	18
Total	100%	101%	99%	100%	100%	100%

Data in Table 4 gave more information about placement by type of hiring institution. The distribution of placements has remained relatively constant over time. Over half of all job candidates receive positions in graduate institutions and very few candidates—between 4 and 7 percent—are placed in an undergraduate social science department or a two-year college.

Table 5 presents data on placement success by degree completion and sex. In 1980 and 1981, more Ph.D.s than ABDs received jobs and a higher proportion of male Ph.D.s than female Ph.D.s received jobs. These data are in keeping with those for 1974 through 1977. But in 1978 and 1979, the placement success of candidates with ABDs and women was higher except for the case of women ABDs. In 1980 and 1981 women ABDs fared better on the job market than their male counterparts.

In 1979, 50 percent of the non-academic placements went to ABDs, and we

speculated that an increasing number of graduate students who are aware of the limited number of faculty jobs are willing to leave graduate school before completion of the dissertation and also to forego an academic position. Comparable figures for 1980 and 1981 are 35 percent and 46 percent. Consequently, the proportion of non-academic jobs taken by ABDs in the data do not support the trend hypothesized earlier.

Table 5 and Table 6 summarize placement success and placement by field respectively. Women comprised 19 percent of the 1980 placement class and 20 percent of the 1981 placement class, continuing the slight annual increase in women political scientists. On the whole, women and men met with comparable success in securing jobs in these years, although as Table 6 indicates, there are some differences according to fields of specialization in each year.

Placement success by fields of specialization for 1980 and 1981 is quite similar

TABLE 5
Degree Completion and Placement Success, 1980 and 1981

	Placement Success				Percentage of Those Placed			
	ABD		Ph.D.		ABD		Ph.D.	
	1980	1981	1980	1981	1980	1981	1980	1981
Total	63%	66%	74%	81%	76%	44%	54%	56%
Men	61%	63%	75%	83%	43%	41%	57%	59%
Women	70%	79%	72%	70%	57%	54%	43%	46%

TABLE 6
Placement of Job Candidates, 1980 and 1981*

	Number of Firm Candidates		Number Placed		Placement Success		Percentage of Placements in Temporary Positions	
	1980	1981	1980	1981	1980	1981	1980	1981
Total	779	697	560	511	68%	73%	33%	28%
Men	630	596	451	437	68%	73%	32%	28%
Women	149	101	109	75	69%	73%	35%	30%

*Figures are estimates of the total population based on samples of 97 departments in 1980 (79% response rate) and 94 departments in 1981 (76% response rate).

to that recorded in the past several years. Political scientists who specialize in public administration, public policy and American politics are more successful in getting positions than colleagues who specialize in comparative politics, international relations and political theory.

Finally, the placement surveys for 1980 and 1981 also report data comparable to past surveys with respect to the proportion of minorities in the placement class but indicate a higher rate of success for blacks in security jobs. Blacks comprised 5 percent of the 1980 placement class and 4 percent of the 1981 placement class. Spanish surnamed political scientists comprised 1 percent of the 1980 class and 2 percent of the 1981 placement class. The placement success of blacks was 90 percent in 1978 and 96 percent in 1981 (compared with 67 percent in 1978 and 77 percent in 1979). The placement success of Spanish surnamed political scientists was 100 percent in 1980 and 67 percent in 1981 (compared with 80 percent in 1978 and 83 percent in 1979).

Placement data for the last decade do indicate some adjustment by the profession to the contraction of the academic marketplace. But, these findings are not a source of comfort. The response by individuals and institutions to pressures to reduce the quantity of political scientists, raises questions about the quality of political scientists. As William G. Bower has noted:

“Preserving the quality of graduate education in the arts and sciences—and ultimately the continuity of schol-

arship in basic fields of knowledge—may be the single most serious educational challenge facing American universities over the next decade and a half.

“With job opportunities in academia declining rapidly, and with financial aid for graduate students becoming increasingly scarce, many of the ablest students nationwide are being discouraged from considering academic careers at the same time that the overall number of Ph.D. candidates in many fields remains too large.”¹⁴

Graduate political science faculty expressed similar concerns in the past few years. In particular, Malcolm Jewell suggested that the Association survey Ph.D. departments regarding the quality of students applying for graduate education in political science and whether the fields of specialization selected by these students are those in demand by institutions having faculty positions. The 1980-81 Departmental Survey posed a set of questions on these issues to Ph.D. departments. Tables 8 and 9 record responses from the 99 Ph.D. departments answering the questions (80 percent response rate).

¹⁴William G. Bower, “Graduate Education in the Arts and Sciences: Prospects for the Future,” *Change*, July/August, 1981, p. 40. The entire essay, on pages 40-44 features projections of the supply of earned doctorates, junior faculty positions and demand for faculty for the rest of the century. The projections indicate an increase in the demand for faculty after 1995.

TABLE 7
Placement Success Within Fields of Specialization, 1980 and 1981

	Placement Success						Percentage of Those Placed					
	Total		Men		Women		Total		Men		Women	
	1980	1981	1980	1981	1980	1981	1980	1981	1980	1981	1980	1981
American Government	74%	85%	75%	85%	71%	83%	29%	30%	28%	28%	32%	35%
Public Policy	64%	94%	61%	100%	78%	75%	7%	8%	6%	9%	8%	7%
Comparative/Area Studies	55%	59%	55%	60%	55%	56%	22%	21%	22%	20%	21%	22%
International Relations	64%	57%	62%	54%	80%	79%	17%	13%	15%	13%	14%	13%
Public Administration	97%	91%	96%	100%	100%	50%	7%	10%	7%	11%	6%	5%
Political Theory	57%	68%	47%	65%	65%	78%	11%	12%	10%	13%	13%	11%
Methodology	50%	81%	60%	83%	50%	100%	1%	3%	1%	3%	0	4%
Other	100%	100%	100%	43%	100%	100%	7%	2%	8%	2%	5%	2%

TABLE 8
Students Composition of the Ph.D. Program, 1976-80

	Increase			Decrease			Remain the Same		
	All Departments	Departments with 21+ Faculty	Departments with 20-Faculty	All Departments	Departments with 21+ Faculty	Departments with 20-Faculty	All Departments	Departments with 21+ Faculty	Departments with 20-Faculty
Number of Annual Applications	28%	21%	36%	41%	37%	45%	31%	42%	19%
Quality of Applicants	29%	24%	35%	32%	33%	30%	39%	43%	35%
Number of Students Entering the Program	25%	26%	24%	35%	33%	38%	40%	42%	38%
N =	99	49	50	99	49	50	99	49	50

TABLE 9
Change in the Major Field Selected by Entering Students, 1976-80

	Increase			Decrease			No Change		
	All	Departments	Departments	All	Departments	Departments	All	Departments	Departments
	Departments	with 21+ Faculty	with 20- Faculty	Departments	with 21+ Faculty	with 20- Faculty	Departments	with 21+ Faculty	with 20- Faculty
American Government	19%	15%	24%	33%	31%	35%	48%	54%	41%
Public Policy	52%	59%	43%	8%	6%	10%	41%	35%	47%
Public Administration	38%	39%	36%	13%	8%	18%	50%	53%	46%
Public Law	10%	9%	12%	25%	29%	19%	66%	63%	69%
Comparative/Area Studies	17%	8%	28%	38%	44%	31%	45%	49%	41%
International Relations	38%	34%	43%	16%	15%	17%	47%	51%	40%
Political Theory	21%	16%	26%	34%	34%	34%	45%	50%	40%
Methodology	16%	15%	19%	18%	21%	15%	66%	65%	67%
N =	99	49	50	99	49	50	99	49	50

Table 8 records responses from Ph.D. departments on the quantity and assessed quality of graduate students for 1976-1980.⁹ More departments reported a decrease in the number of annual applications entering the Ph.D. program and the quality of students over this period than an increase. It is troublesome to find that one-third of the departments claim that the quality of applicants has decreased.

Table 9 indicates changes in the major field of specialization selected by entry graduate students. More departments report an increase, rather than a decrease in the students selecting public administration and public policy, two of the fields for which there is a demand for faculty. And, more departments report a decrease, rather than an increase in the number of students selecting comparative politics and political theory, two fields for which the job market is tight. These data show that, to some extent, individual student preferences on fields match the fields where they may find academic jobs. But, in a few fields, notably American government, public law, international relations and methodology, student preferences are not compatible with the availability of jobs. This is particularly troublesome with respect to American government, a field that has special prominence in undergraduate education because its share of enrollments is so high and there is a continuing demand for faculty in American government. It may be that the law schools are competing all too successfully with political science programs for undergraduates interested in American politics and public law.

The Association will continue to monitor how graduate programs address training and placement. This year we are collecting descriptions of those graduate programs that have changed or added a

⁹The Ph.D. departments report using several indicators to determine the qualifications of applicants. Eighty-three percent of the departments use grade point average, the GRE, and letters of recommendation. Thirty eight percent of these departments require additional information about the students skills and experiences.

component designed to prepare political scientists for careers outside of academia. ■

Lipset Appoints Committee Members

APSA President Seymour Martin Lipset has appointed new members of committees to fill the seats of those whose terms are expiring. (The entire list of committee assignments is printed in the Winter Features section of this issue.)

David R. Mayhew of Yale University is heading the Nominating Committee which will nominate political scientists to serve on the Council, APSA's governing body. Stanley Rothman of Smith College and Mildred A. Schwartz of University of Illinois at Chicago Circle, the other two new members of the six-person committee, will serve with Mayhew through 1983.

The Nominating Committee is soliciting suggestions for nominations for president-elect, three vice presidents, secretary, treasurer, and eight members of the Council for two-year terms.

Suzanne Garment of the *Wall Street Journal* chairs the Editorial Board of *PS* and serves with Dina Zinnes, Managing Editor of the *American Political Science Review*, as ex-officio member of the new Committee on Publications. Gerhard Loewenberg of the University of Iowa chairs this new committee which will coordinate APSA publications. Other members of the Publication Committee are: James Q. Wilson, Harvard University; Samuel Kirkpatrick, Texas A&M University; I. M. Destler, Carnegie Endowment; Richard Brody, Stanford University.

Michael J. Robinson of George Washington University and John E. Rouse of Ball State University are serving on the editorial board of *NEWS*, APSA's periodical on teaching. Charles O. Jones of the University of Virginia has been added to the *PS* editorial board.