1. The 2010 Academic Job Market in Political Science

For the look ahead, we turn to numbers of listings on APSA eJobs for new openings at the assistant professor level. This is the most salient indicator for a quick look into current academic job posting conditions – since all assistant professor positions in political science are to be listed there.1

As of March 2010, 412 assistant professor positions have been posted to APSA’s eJobs database.2 This is 68% of the number of listings posted at the same time last year, and 63% of the mean number of listings up to that date annually for the past 5 years – a slight improvement since the end of the last calendar year.3 The market is indeed tight. How (and whether) departments are filling these positions – e.g. drawing on new graduates or turning to faculty already placed in temporary positions, is still to be seen – and will be a focus of a placement survey later in the year.

2. The 2009 Academic Job Market in Political Science in Retrospect

As the discipline moves through this difficult period, we can look back to last year, when the market was relatively strong for new academic placements. Gradu-

1  The Guide to Professional Ethics, Rights and Freedoms in Political Science calls for all positions at the assistant professor level to be listed in the APSA system as an assurance that there is a common and transparent marketplace, and with rare exceptions this appears to be honored. Listings for other openings (associate professor, research professors, etc.) are optional. Assistant professor listings thus provide the best available single marker of the condition of the market for new programs.

2  Total listings, at all ranks, including nonacademic positions, are 964, a bit more than three-quarters of previous years. Some of these openings are at open or multiple ranks and would provide opportunities for new graduates as well. We also know that jobs have been posted later in the recruiting season this year than in the past. The modal months for numbers of listings posted for the 2008-2009 recruiting year was July, and has been July or August for the past several years; for the current recruiting year it was September.

3  See the following chart for a summary of the dataset.

ate departments report that 813 new graduates were placed in academic year 2008-09: 404 in permanent academic positions, 198 in temporary positions, and 151 in positions outside academia. In 2002, when APSA last tracked the placement case, a similar class size was placed – though with fewer (297) in permanent positions and more in temporary positions (317).4

In fall 2009, APSA initiated a survey of graduate placement directors, asking about outcomes for each of their doctoral students who had been in the placement class for appointments in fall 2009, as well as their observations about the future of placement of graduate students. Similar surveys have been run from time to time over many years. With the 2009 survey, APSA launched a new online software system for gathering these data. The system used similar questions from past paper surveys, but in a new format, and so some comparative results may differ.5

Sixty one doctoral departments provided data on their placement class, about half of all doctoral departments. The larger doctoral programs responded at a higher rate than smaller. The results reported here are weighted relative to departmental size and numbers of doctoral programs to reflect all doctoral programs.

This report examines the 2009 placement class. It looks at characteristics and changes in the emerging generation of new political scientists. The report also prepares a baseline to prepare us for understanding the anticipated changes in placement from both the difficult economy and changes in the character of academic employment overall.6

5  The new software system, developed by PeerFocus, Inc. allows custom and secure benchmarking and user generated analysis as well as collection of survey responses. The benchmarking services will be available to APSA Departmental Services members.
2.1 Placement Outcomes in 2009

Placement directors reported that there were 969 job candidates from doctoral programs on the market for 2009. As noted, this is just shy of the number reported in 2002 and is greater than in most years reported prior to that. However, there is reason to think that graduate directors reporting in 2009 had a slightly different population in mind than in earlier years, since the 2009 class had a higher percentage of candidates with Ph.D. in hand (83% compared to 63%) and a lower rate of repeat candidacy (30% compared to 42%) than in earlier years. This suggests one of two things: either that the job search has changed and new candidates are entering the market later in their academic preparation than before; or that the placement directors were viewing the placement pool today a bit differently.

In any case, for 2009, reported placement success was very high. In 2009, 96% percent of the candidates on the market reportedly landed somewhere – 48 percent in a permanent academic position; 16% in a non-academic position; 21% in a temporary position; and 11% in a post-doc. In 2002, and prior years, surveys showed such placement success for about three-quarters of students on the market, although the percentage was near 90% for those with a Ph.D. in hand.

Probably several factors are at work here in accounting for this high placement success rate in 2009. One is likely a selective reporting bias avoring students who were placed over those not placed. But another factor may also be academic departments “hiring up” in anticipation of difficult economic times down the road limiting recruiting opportunities.

2.2 Characteristics of the 2009 Placement Class and Their Placements

In examining characteristics of the placement class, we find some continuities and some change. The following table provides an omnibus summary of placement outcomes for a variety of groups in the profession.

Field and Institution

Among the permanent academic positions, half are in Ph.D.-granting departments, a third in undergraduate degree departments, and a sixth in MA departments. Less than one percent are in community colleges. Temporary positions are more likely to be in undergraduate degree departments – about half of the temporary placements.

Overall, placement in 2009 continued a trend, noted to a lesser degree in 2002, toward greater comparative and international politics, with 55% of the permanent positions placed in those fields (about equally balanced). A quarter are in American politics, 10 percent in political philosophy, and the others in public law, PA, policy, and methods. Temporary positions were more heavily represented in international politics, and post-docs in comparative politics. Almost two-thirds of the permanent placements in doctoral degree-granting departments were in comparative and international politics.

Gender

Women are 38 percent of the 2009 placement class, virtually unchanged from 2002 (37%) and low relative to percentages of women now earning Ph.D.s in political science. National Center for Education Statistics (NCES) data on Ph.D. production in political science, PA, policy, and IR, and APSA data focused on political science departments, show the percentage of women earning a Ph.D. growing to 41% by 2009, with a peak of 47% in NCES data and 45% in APSA data of the 2007 Ph.D. class being women. While the trend line in the percentage (and number) of women earning Ph.D.s moves slowly upward, it also has a good bit of annual variability. Whether the relative percentage of number of women in the 2009 placement class is simply experiencing a valley in the curve along the trend line, or evidence that women’s placement experience is different cannot be determined from these data. APSA will soon be reporting on a more in-depth survey of academic careers that may shed more light on this.

Permanent placement rates for women in 2009 exceeded that for men: 52% of women on the market were placed in permanent positions compared to 46% of men. There is no appreciable difference in the types of institutions in which men and women found permanent positions and little difference in fields – though women tend more to comparative and men to international politics.

The higher permanent placement rate for women occurs even though the women being placed are less likely to have a Ph.D. in hand than men at the time of the search: 21% of the women placed in permanent academic positions were ABD, compared to just 9% of the men.

7 In 1988 only about a quarter of all PhD’s awarded in political science went to women.
Race and Ethnicity

There are small increases in racial and ethnic diversity in the placement class. Looking only at US citizens, 81% of the class is White, a lower percentage than in earlier years, when the rate was 88%. Of the U.S. citizens, 5% are African American, 5% Asian Pacific Islander, 4% Latino/a, and 4% "other." Only four candidates (0.4%) were identified as American Indian. These rates are very small proportional increases from 2002 when 4% of the class were African American, 4% Latino/a, and 3% Asian American.

Members of underrepresented racial and ethnic groups all had relatively high placement rates in permanent academic positions: 65% of African American candidates, 52% of Latino/a, and 53% of Asian Pacific Islander, compared to 47% of Whites. For most groups, the type of institution (doctoral, MA, undergraduate) in which they took a position was relatively similar. However, African American candidates on the market were far more likely to be have positions in undergraduate degree-granting departments than in doctoral degree departments – compared to all other groups. Just 27% of African American appointments were in Ph.D. departments, compared to 48% overall. This difference may be related to fields of study: African American job candidates are less likely to be working in comparative or international politics as their major field than other candidates, and the doctoral degree granting programs, more so than BA degree-departments, tended to be hiring in these fields.

International Students and Placements

Twenty-six percent of the placement class was made up of non-US workers. These are candidates who are not citizens or permanent residents. This is a greater percentage than reported in 2002 when the proportion was 18%. As in 2002, the largest number of foreign students came from Korea. However, this year the second largest nationality of foreign students, surprisingly, is Turkish – followed as before by Canadian, Mexican, Indian, Chinese, and German students.

The non-US workers were placed at rates similar to US workers – 47% in permanent positions, 18% in nonacademic posts, 15% in temporary positions and 17% in post-docs. Regarding post-doc appointments proportionately more went to non-US students than the US workers.

About 5% of the permanent academic placements are outside the U.S. – a percentage that is about the same whether the candidate is a U.S. worker or alien. For U.S. workers, no foreign country prevails – there were six placements in Great Britain, four in Mexico, and two each in Austria, Canada, Mexico, China, Chile, Spain, Hong Kong, Italy, and Korea.

3. Views from Graduate Program Directors

In the course of reporting on placement experiences for last year, the graduate program directors were asked about this year: Almost all reported that the placement class for 2010 would be about the same size as 2009. Nearly 60% expected the job prospects to be worse than 2009 – with most others expecting the market to be about same (and a couple of optimists expecting improvement).

In response to questions about the effects of a tight market, just one-fifth expected students to show greater interest in nonacademic positions. About half the programs said they planned changes in their programs to help graduates in the job market (the others may already have activities in place). In about equal proportions, the program directors in departments that are taking steps to change programs in support of students on the market said they were: 1) revising curriculum “to put emphasis on training that is more in demand in the discipline”; 2) offering more help for students to navigate the placement experience, including mentoring and “a seminar about the job market”; 3) providing additional teaching experience, and greater development of “teaching credentials” for the market; and 4) making “enhanced efforts at getting students involved in research and writing.”

4. Adjuncts

One of the emerging areas of high attention is the overall loss in higher education of tenure track positions, and the growing reliance on adjuncts and other contingent faculty.¹ These issues were not explored in this placement survey but are the target of an intensive departmental survey now in the field. APSA has been partnering with a network of scholarly societies gathering data on these issues,⁹ and we will be building baseline data collection, reports on current activities in departments, and comparative assessments with other-institutions on these topics over the next year.

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## Political Science Placement Summary

<table>
<thead>
<tr>
<th></th>
<th>Permanent Academic</th>
<th>Non Academic</th>
<th>Temporary Academic</th>
<th>Post-Doctoral Position</th>
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<td>151</td>
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<td>80</td>
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Resources and Guidance on
How to Find a Job in Political Science

Hundreds of academic positions are advertised each year in political science. Finding the openings is the easy part; knowing how to approach the application and interview process is a little more challenging. At APSA, we have collected resources to assist candidates in the academic job search. We would like to highlight a few of these key resources here. The complete list of job resources is available online at www.apsanet.org/jobs.

eJobs: APSA's eJobs is an online resource for political science employment opportunities and job candidates. It contains a comprehensive online listing of political science jobs, is updated daily with new job listings and candidate resumes, and is fully searchable by field of interest, name of employer/candidate, region, keyword, position, salary, type of institution, and most recent postings.

Data on Jobs Market: APSA gathers and releases data regarding the placement of political science Ph.D.s. View this information at www.apsanet.org/content_7693.cfm.

Mentoring: Enroll in the APSA Mentoring Program online at www.apsanet.org/mentoring.

ejobs Placement Interview Services: The eJobs Annual Meeting Placement Interview Service provides space and facilities for employers who have eJobs posted to interview candidates at the APSA meeting. Many other conferences, such as the Northeastern and Western, also use the APSA online service to schedule placement interviews. Check the listings online in eJobs.

Ethics Guide: The APSA Guide to Professional Ethics in Political Science includes specific guidance about certain hiring and employment practices that represents a community agreement about good practice (order a print copy or view online at www.apsanet.org/section_513.cfm).

Asking the Right Questions: APSA Job Candidate Questions to Ask Program

Asking the right questions provides valuable information for career decisions. As part of the APSA Job Candidate Questions to Ask (JCQ) Program participating political science departments have agreed to answer the following questions from job candidates.

Salary
1. What is the salary structure?
2. How is salary normally negotiated?
3. How are annual increases handled?
4. Is there an automatic escalator to ensure the salaries of future hires will not outpace those of existing department members?

Service Activities
1. What are the expectations of pre-tenure and tenured faculty regarding:
   • departmental and institutional committee work,
   • professional or disciplinary activities, and
   • outreach activities to communities external to institution?

Research Support
1. What departmental or institutional resources are available to support:
   • access to research materials and equipment,
   • the employment of research assistants,
   • research expenses on/off campus, and
   • travel expenses for conferences?

2. What departmental or institutional resources are available to seek external funding and to administer external funding awards?

Teaching Support
1. What departmental or institutional resources are available to support:
   • the development of teaching expertise,
   • innovations in teaching, and
   • the introduction of new courses and new technologies?

2. What are departmental expectations regarding:
   • the average course load,
   • the number of different courses taught by faculty, and
   • advising of graduate and undergraduate students?

Tenure, Renewal, and Annual Review
1. What policies and procedures govern the granting of tenure, renewal of contracts for pre-tenure faculty, and annual reviews of faculty performance?

2. What are the department's expectations for successful performance leading to the granting of tenure or renewal of contracts for pre-tenure faculty?

3. What are the department's expectations for a positive annual review?

Mentoring and Faculty Support Initiatives
1. What attention does the department give to integrating new faculty into the department, the institution, and in the profession?

2. Does the department or institution have programs that address:
   • the employment of dual-career professional couples,
   • family needs of faculty and staff, and
   • issues associated with minority faculty and staff?

Health and Life Insurance
1. What are the plans offered?
2. How are benefits disbursed?
3. What are the out-of-pocket expenses?
4. Are partners and/or children covered, and to what extent?

5. What portion of my paycheck will be deducted for these benefits?

Retirement
1. How many types of retirement plans are offered?
2. What is the matching percentage of the institution?
3. Is contribution required (and what is it)?

More on the APSA Job Candidate Questions to Ask (JCQ) Program
For more information about the JCQ program and to view the departments who have agreed to answer these questions at www.apsanet.org/section_418.
American Political Science Association

APSA eJobs Current Listings
as of March 22, 2010

About eJobs

eJobs is a comprehensive website of job postings for political scientists in university, government, nongovernment organizations, nonprofit, public and public sector employment in the U.S. and around the world. APSA provides free access to individual and departmental members to eJobs and the “Daily Digest” is an additional premium service offered to members.

This digest contains jobs that are current and posted to eJobs by the prior day of the date of the digest. APSA updates the eJobs website daily with new jobs and candidate CVs and resumes. To see the most current listings, members are encouraged to use the browse and search features on the eJobs website.

Ethical Employment Practices in Political Science

The following ethical guidelines are excerpted from the APSA Guide to Professional Ethics, Rights and Freedoms and provided for employers and candidates.

Open Listing Policy

It is the professional obligation of all political science departments to list in eJobs, APSA's online job database, all positions for which they are recruiting at the Instructor, Assistant, and Associate Professor levels. In addition, the listing of openings at the Full Professor level are strongly encouraged. It is also a professional obligation for departments to list temporary and visiting positions on eJobs.

Nepotism Rules

Institutions employing political scientists should abolish nepotism rules, whether they apply departmentally or to an institution as a whole. Employment and advancement should be based solely on professional qualifications without regard to family relationships, subject only to appropriate rules governing conflict of interest.

Part-Time Positions

Institutions employing political scientists should make more flexible use of part-time positions for fully qualified professional women and men, just as is now done for those professionals with joint appointments or part-time research positions. Part-time positions should carry full academic status, equivalent rank, promotion opportunities, equal rates of pay, commensurate departmental participation and commensurate fringe benefits, including access to research resources. The policy of flexible part-time positions is not intended to condone any practice such as moonlighting or any practice by employers used to circumvent normal career-ladder appointments.

Equal Employment Practices

The guiding principal is that employment decisions should be based on only those criteria which relate directly to professional competence. It is Association policy that educational institutions not discriminate in any condition of employment (including the provision of domestic partner benefits) on the basis of gender, race, color, national origin, sexual orientation, age, marital status, physical handicap, disability, or religion except in those cases in which federal law allows religious preferences in hiring. In pursuit of the objective of ending discrimination, it is Association policy to support the principles of affirmative action and urge political science departments to pursue aggressively affirmative action programs and policies with regard to African Americans, Latinos, women, minorities based on self-identified sexual orientation, and other minorities. Appropriate strategies may differ for each group. The Association will not indicate preference, limitation, or specification based upon the categories mentioned in the second paragraph in job listings, except that religious preferences may be indicated when allowed by federal law.

A complete list of APSA ethical guidelines is online at www.apsanet.org/ethics.

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NOTE: Jobs may be cross-listed in multiple fields.

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