

# Department Responsibilities for Doctoral Programs and Employment in the Discipline

*A Report and Recommendations from the Committee on Education and Professional Development*

APSA's Committee on Education and Professional Development has been focusing on how the profession can address the preparation and placement of political science Ph.D.s and support the professional development of newly appointed faculty. The Committee has prepared a report on these two important topics. Political science department chairs, faculty and graduate students are encouraged to review the report. Comments are welcome by email ([dsp@apsanet.org](mailto:dsp@apsanet.org)) and by discussion at the Conference for Chairs.

The production of PhD's in Political Science, the job markets for individuals holding doctorates in political science, the placements of those holding those degrees, and the conditions of employment for those degree holders must be core concerns for the American Political Science Association. Since October 1998, the Committee on Education and Professional Development has focused on these concerns and now offers recommendations that we believe will inform members of the profession about these concerns, create incentives to PhD departments to develop imaginative responses to these concerns, and establish expectations for institutions drawing on the talents of PhDs in political science.

Various studies offer a collage of statistics and anecdotes about the production, placement, and employment conditions of PhD holders in political science. Although the statistics reported in these studies vary depending on the source of the data and one can find differences over time, all of these studies paint a consistent picture of the market conditions for individuals emerging from approximately 120 PhD programs. Perhaps the clearest rendering of these market conditions emerge from analyses regarding the 1996 placement class and job market.<sup>1</sup> These analyses reveal the following about job candidates and jobs:

- PhD programs reported having 984 job candidates
- The Personnel Newsletter listed 720 open positions (at any rank)
- Hiring departments received 21,309 applications
- PhD programs reported that 354 job candidates were placed in permanent positions
- All hiring departments reported making 420 hires (including advanced hires)
- PhD programs reported 285 job candidates were placed in temporary positions
- Presumably 345 of the 984 candidates were not placed

Data<sup>2</sup> from the comprehensive survey of the 1996 job market and job candidates revealed the following:

- 417 job candidates responded to the APSA survey
- 64 respondents (15%) had tenure track jobs in PhD departments
- 81 respondents (19%) had tenure track jobs in MA/Undergraduate departments
- 126 respondents (30%) had non-tenure track jobs in academic institutions (2 year, 4 year, and graduate level institutions)
- 88 respondents (21%) had positions in non-academic or other settings
- 58 respondents (14%) reported that they had no employment at that time

Personal assessments among the 417 respondents to the 1996 survey included the following:

- 240 respondents (58%) were satisfied with their career choice
- 147 respondents (35%) felt they were underemployed
- 180 respondents (43%) were actively looking for another position
- 71 respondents (17%) would recommend their career to others

Responses to the APSA survey of departments reveals the following about employment conditions in 1996:

- The modal department of political science offers exclusively undergraduate degrees
- The average sized department has roughly 6 faculty members
- The average department has 1 (one) secretarial staff member
- The average total departmental budget for travel is \$2000 annually

These statistics represent a job market and employment situations that are neither bleak nor rosy. Certainly, some job candidates find satisfactory positions and some departments offer supportive environments for professional development. Equally as certain, many PhDs in political science do not find the kind of employment situation they expected in either academic or non-academic settings. For this latter group especially, the best interests of these PhDs and of the discipline require that the APSA take action to address the training and graduation of doctoral students in political science and to assure that employment opportunities draw on their professional capabilities while also affording support for professional development.

## Rostering PhD Programs In Political Science

The Committee on Education and Professor Development recommends that PhD programs give serious and lasting thought to how they might respond to current market conditions. Doctoral departments need to consider whether and how their programs are addressing the following propositions:

- There will always be more PhDs produced than there are open faculty positions.
- Some faculty positions will offer opportunities to teach at the undergraduate and graduate levels, but most will involve undergraduate teaching exclusively.
- Some positions will offer significant opportunities and support for professional development, but many others will offer minimal support.
- Increasing numbers of PhDs in political science will find employment in non-faculty academic positions, in government and the non-profit sector, and in private business.

The Committee is not prepared to recommend a reduction in the number of PhDs produced by doctoral programs or a reduction in the number of programs producing PhDs in political science. Realistically, however, departments need to assess the goals, curricula, and success of their programs, keeping in mind how their students are trained and where their graduates are placed.

Rather than being directive, the Association can be most helpful by affording departments a process to assess their PhD programs, a venue to highlight their strengths, and a means of informing prospective students and employers of those strengths. Thus, the Committee on Education and Professional Development recommends that creation of a **PhD Rostering Program**. This program would be entirely voluntary. Rostered PhD programs would assess their programs and provide information on critical features of their program to the APSA for publication electronically and in APSA printed materials.

A voluntary rostering program has several advantages for the discipline, the rostered departments, and PhD students in political science. By developing responses to key concerns,

a rostered program will have given serious and continuing thought to its goals, curriculum, and placements. Additionally, students considering PhD programs will have information about departmental strengths and intentions, thus assuring a better match between departmental programs and student interests. We might also expect that publicizing departmental strengths will lead to a market place fostering competition for graduate students with varied career interests. And finally, consistent cross-departmental information will assist individual programs in setting standards and seeking support for program enhancements within their own universities.

A rostering program may also prompt departments to consider consciously decisions about the investments that they are willing to commit to their graduate programs. Departments often have strong internal interests in maintaining such programs. The courses and sections graduate students teach are often vital for curricular management. Diversity initiatives in recruiting and retaining graduate students deserve and often receive a high priority. Graduate programs, however, are costly in terms of faculty courses and graduate assistantships. Departments should consider regularly whether such expenditures of resources are necessary and desirable, given the department's avowed mission. Prospective graduate students should be informed of the investments departments make in their graduate programs and the reasons for those investments.

For students, it is important to note that information provided through a rostering program can be critical and is not now available. The decision to undertake advanced study is a critical life and career choice—the "opportunity costs" of which are high, the consequences far-reaching, and the personal and financial risks considerable. Entering students often have little knowledge of the important implications of their choice of graduate study. They may find it hard to acknowledge these consequences until they are well into their graduate career, when they become all too palpable. For ethical and economic reasons, a department's ability to maintain support for its graduate programs depends increasingly on its ability not only to demonstrate that their programs are of appropriate size and diversity—but more importantly that they serve graduate students, the institution, the profession, and society well.

## **Rostering PhD Programs: Information and Expectations**

The committee recommends a rostering process that allows departments to present information concerning their department in four major areas:

- Goals of the Department's Graduate Program
- Graduate Recruitment, Admissions, Matriculation, and Graduation
- Preparing Students for Careers
- Placing Students in Jobs

There are, of course, other areas of interest to prospective students such as the faculty involved in the program, the program's curriculum and field coverage, graduate assistantships, and requirements for the degree. Information regarding these matters may also be included in rostering information, but rostering materials must include information on the above listed points.

### **Goals of the Department's Graduate Program**

A department should articulate general goals for its PhD program to identify its principal strengths, the intended contributions the program makes to the discipline, and the outcomes students might expect upon graduation. The PhD program's design, curriculum, policies, and overall thrust should be consistent with those articulated goals. To provide information in a rostering statement, a department should consider the following questions:

- *What are the department's goals for its graduate program(s)? Has the department recently discussed short-term and long-term goals? To what extent does consensus exist concerning these goals?*
- *To what extent does the department view the Ph.D. as preparation for a variety of careers, such as teaching and scholarship in graduate departments and in four- and two-year colleges, teaching in secondary schools, and employment in business, government, and not-for-profit organizations?*
- *Has the department trained its graduate students well? To what extent does the department faculty communicate the value of and provide training for research and publication, undergraduate teaching and involved in the profession?*
- *To what extent do undergraduate teaching responsibilities influence the size of the graduate program? What are the implications of this for departmental goals?*
- *To what extent does the department have procedures for assessing how new developments in political science and higher education might affect its program?*

#### Graduate Recruitment, Admissions, Matriculation, and Graduation

The department's recruitment plan should inform prospective students about the general goals of the program, criteria for admission, the rates of success in the program, and the placement of graduates from the program. In providing information used in the rostering process, departments should consider addressing the following:

- *How does the department recruit students for its PhD programs?*
- *To what extent are applicants routinely provided information about criteria for admission and the recent graduates' rates and types of job placements? About the proportion of enrolling students that eventually receive degrees? About the median number of years students take to complete a degree? About the proportion of students who receive financial aid, the types and terms of aid available and median levels of indebtedness of recent graduates?*
- *To what extent are applicants provided information from the APSA's surveys of PhD placement, which show national rates and trends for job placement of PhDs in political science within 12 months of receipt of the degree?*
- *To what extent are graduate admissions driven by specific internal goals, such as field distribution, demand for teaching assistants in introductory courses and enrollments in graduate courses?*

#### Preparing Students for Careers

The department should have a program which introduces students to (1) the fundamentals of teaching political science, (2) the essential elements of research and publication in the discipline, and (3) the expectations of citizenship in an academic community and participation in disciplinary activities. The department should also inform students of career opportunities outside the academy and offer guidance concerning how students might pursue those careers. Departments developing information for rostering their PhD programs should consider the following:

- *The Mentoring Process*

- *Successful doctoral training is fundamentally a mentoring process. How is this process established and supported in the department? How and when are students advised on curricular and career issues?*
- *What steps does the department take to inform its graduate students and remind its faculty members of the diversity of institutions and teaching situations in higher education? What opportunities does the department offer its graduate students to observe and participate in these other settings?*
- *How does the department advise graduate students about their curricular choices for developing both breadth and depth in political science?*
- *Careers in Post Secondary Education*
  - *Teaching*
  - *How are teaching assistants introduced to, prepared for, and supported in their assignments? Does the department offer credit-bearing or noncredit seminars in appropriate areas, such as the teaching of undergraduates? Are the seminars evaluated for effectiveness? Do faculty members actively and consistently provide teaching assistants the ongoing supervision and support that allows teaching assistantships to be vital parts of graduate students' education?*
  - *What ranges of teaching experiences are graduate students afforded? What opportunities do students have to reflect about issues in the teaching of political science? What is the balance between independent responsibility for courses and more closely supervised work as a section leader in a course for which a regular faculty member is the instructor of record*
  - *How does the department promote competence among graduate students at leading discussions, lecturing, constructing a syllabus, creating assignments and evaluating student writing? Are students given effective opportunities to have their classroom performance observed in a variety of formats? Are graduate students informed of the obligations and rights that inhere in the institutional and professional position of the classroom teacher?*
  - *Does the department ensure that at least one faculty member can speak specifically and fully to each graduate student's abilities and accomplishments as an undergraduate teacher?*
- *Scholarly Activity and Publication*
  - *What opportunities do graduate students have to learn about scholarly journals and presses, the electronic dissemination of scholarly work and professional meetings and conferences?*
  - *Is support available for graduate students to attend professional meetings, conferences, training institutes or workshops?*
  - *Is there a systematic means for students to learn about preparing an effective conference presentation and participating in a conference panel?*
  - *Is there a systematic means for students to learn about the standards and procedures of scholarly publishing, about preparing and submitting manuscripts, and about corresponding with editors?*
  - *What opportunities do graduate students have to work in group research projects with peers and professors?*
  - *What opportunities do graduate students have to create research designs and receive faculty evaluation of their designs?*

- *How does the faculty provide evaluation of student scholarly work, particularly with regard to possible publication, both within and beyond standard course work?*
- *How are faculty encouraged to present conference papers and publish scholarly articles with students, and to train graduate students to present papers and publish research?*
- *How does the department encourage and collaborate with students to secure external funding for their professional development?*
- *Academic Citizenship*
  - *Are graduate students informed of the obligations and rights that inhere in the institutional and professional position of classroom teacher, scholar and political scientist?*
  - *How do graduate students learn about the concept and practice of academic freedom?*
  - *What opportunities do graduate students have to learn about working with others on committees and the ethical and legal contexts of job searches and departmental discussion and debate?*
  - *Are graduate students informed of the importance of joining and supporting professional associations?*

#### Placing Students in Jobs

Although the responsibility for securing employment after graduation rests with the students, the department should play an active role in the placement of graduates in jobs within and outside the academy. The department should, at a minimum, ensure that students have access to job announcements, provide placement support with letters of recommendation, and offer counseling about successful interviews. To the greatest extent possible, departments should support those students wishing to pursue non-teaching academic careers, teaching careers in post-secondary institutions, or careers in governmental, non-profit, and for-profit organizations. In addressing these matters, rostering departments should consider the following:

- *Academic Jobs*
  - *What steps does the department take to ensure that graduate students and faculty members are well informed about the job market for PhDs and about related matters?*
  - *Do all students have access to the APSA Personnel Service Newsletter, Chronicle of Higher Education and job postings from regional and local institutions?*
  - *How do students learn how to seek an academic position (including preparing a curriculum vitae, soliciting letters of recommendation, writing letters of application, taking part in convention and on-campus interviews, and negotiating job offers)?*
  - *What is the role of the mentor in the placement of graduate students? The dissertation committee? The placement director? The graduate director? The department chair?*
  - *Do students receive financial support to defray the costs of a job search, including costs for photocopying credentials, mailing dossiers, and traveling to convention interviews? Does the department provide current application packets tailored for particular job opportunities?*
  - *Does the department provide opportunities for practicing the facets of the job interview, including presentation of research, teaching demonstrations, group and*

*one-on-one interviews with faculty, administration and students? To what degree are faculty involved in these processes?*

- *Does the department encourage students to develop ancillary skills that enhance their marketability within and outside academia, in areas such as statistics, languages, programming, cost-benefit analysis and similar skills?*
- *Does the department maintain data on placement and make it available to graduate students?*
- Other Job Opportunities
  - *Does the department actively develop and maintain contacts with employers other than colleges and universities and with program graduates who have gone on to work in business, government, and not-for-profit organizations? Are there regular opportunities for graduate students to hear and learn from such employers and graduates?*
  - *Does the department encourage graduate students early and consistently to learn about employment options outside the academy?*
  - *Does the department provide or encourage internships or relevant employment experience?*
  - *Does the department or institution provide a workshop or seminar, led by a job-placement professional, on developing credentials for jobs in business, government, or not-for-profit organizations?*
- *Do graduate students have access to the university's placement service?*

#### Summary

A thorough review of a PhD program's goals and activities is likely to result in a self-assessment about the department. That self assessment need not be part of a department's rostering materials, but could lead the faculty to consider the following:

- *What picture of the graduate program emerges from this self-study? Are the educational goals of the program congruent with and appropriate to students' development as political scientists and to eventual job placements?*
- *What aspects of the program and procedures do the data suggest need improvement in the department's educational and placement efforts?*

## **Rostering PhD Programs: Process and Implementation**

Departments wishing to provide information on the matters discussed above and agreeing to post that information on the American Political Science Association web site will be recognized as a "Rostered PhD Program." Rostered PhD programs will also be noted in APSA publications, including the APSA Guide to Graduate Studies.

Information provided by departments seeking to roster their PhD programs should cover the four areas listed above addressing issues raised in the associated questions. Every question need not be answered, but sufficient detail should be provided to inform prospective students and prospective employers of graduates from the program. Information for the rostering process should be updated at least every two years. The departmental responses should be submitted electronically in a standard Web-based format that can be added to the APSA web page. Rostered departments may also include a link to their own home page to provide additional information about their departments and universities. Materials submitted by

departments will be reviewed for completeness by the APSA staff and by members of the Committee on Educational and Professor Development.

Rostered departments should also be so identified in APSA publications, including the APSA Guide to Graduate Studies, with a designation in the publication and an explanation that rostered departments have provided information on the APSA web site about their programs.

### **Registered Employers for PhDs in Political Science<sup>3</sup>**

The Committee recommends that the employers of PhDs in political science, especially academic employers, give careful thought to how they can support the professional development of political scientists. In considering support for political science doctorates, we urge consideration of the following:

- Holders of PhDs in political science represent a valuable resource in terms of knowledge about the political system, the skills to conduct research to produce new understandings about the system, to teach others about the discipline, and to offer helpful insights about political systems
- Holders of political science doctorates must remain abreast of developments in the field if they are to make valuable contributions to educational institutions or to other organizations employing their knowledge and skills
- Educational institutions or other employing organizations should support the professional development of PhDs in political science so they remain current with developments in their field and to continue research, teaching, or service activities as appropriate to their employment setting

The APSA is not in a position to set expectations for all employers of PhDs in political science, nor even for a more limited range, academic employers. Nevertheless, the APSA can help departments and job candidates by articulating questions regarding the support for new and continuing PhDs in academic settings. As with the above mentioned voluntary Rostering Program for PhD Programs, academic organizations can give serious thought to professional development activities and provide information on those activities for prospective job candidates to review. Accordingly, the Committee recommends the establishment of a Registered Academic Organization Program to provide information about professional support afforded PhDs in political science in academic organizations.

### **Academic Employment: Expectations and Information**

Just as PhD's need to be trained for different markets, and the markets carry with them different skill requirements, so too faculty find themselves in a variety of different environments with respect to the importance of research, teaching and service. There is inevitably an accommodation that must be reached between the needs of the faculty member and the needs of the institution. It is important that there be a fit between the expectations about faculty performance, and the resources provided to the faculty member to meet those expectations. Those areas most important to the institution will inevitably receive a disproportionate share of faculty development emphasis, but it is important to provide at least some support in all areas. Even in a teaching oriented institution, it is important to provide resources for research, and some resources for teaching development should be provided in a research oriented school.

In an effort to provide an environment in which newer faculty can achieve their potential, schools need to consider the dimensions of support they might provide, and possibilities for programs of development in order to utilize their resources most successfully. Even in a tight job market, schools have an incentive to retain young faculty and to hire new faculty who

achieve the standards of tenure. If the job market becomes less tight, the importance of faculty development programs will be even greater. But schools will always profit from faculty with commitment to their institution and its students. Because much of the work in university and college teaching is performed alone, it is important for colleges and universities to provide faculty development opportunities in order to elicit maximum performance and commitment from faculty.

#### Tenure and Renewal Expectations:

For new faculty, many of the most important questions inevitably relate to tenure and retention. Clear standards and clear understanding of the process will inevitably allow the new faculty to more quickly develop a long-term strategy for teaching and research which will both allow her/him to utilize the programs successfully, to budget time more successfully, and ultimately to be successful in meeting both institutional and personal goals. In considering tenure and renewal issues, a department may wish to consider the following:

- Evaluation process
  - *Are there annual reviews of faculty performance? What are the components of these evaluations? Are these done by the chair alone, or by a committee of the department, or by a combination of the two? How are these evaluations transmitted to the faculty member? How is annual review tied to tenure review?*
  - *For pre-tenure faculty, are there interim in-depth reviews, besides the annual reviews? What are the written procedures for these reviews? How are they communicated? How do these in-depth pre-tenure reviews factor into the tenure decision?*
  - *Does the Department, college and university have written procedures regarding tenure and contract renewal? Do these procedures explain the process through which contract renewal/tenure decisions are made? Is the Department in compliance with the [APSA Guide to Professional Ethics](#)? When is the renewal decision made? When must tenure/renewal files be completed by the faculty member? When are letters for outside evaluation of a renewal/tenure candidate sent out?*
- *Is there a coherent introduction for new faculty to discuss expectations for research teaching and service at the Departmental level? At the university level?*
  - *What are the research expectations for tenure and contract renewal? How is the impact and quality of research assessed? Are there clear expectations for research? Is a book required? Is a second project (one past the dissertation) required? Are articles in specific journals required? How are coauthored articles counted in tenure/merit evaluations? Are grants expected? How are grants counted towards merit raises/tenure? How much weight is put on influence of the written work in the field?*
  - *How is teaching evaluated? How much reliance is placed on student evaluations? What about other devices for evaluation like teaching circles, course visitations, and exit interviews? To what extent do you consider curricular innovation in evaluating teaching? Is textbook authorship considered in assessing teaching? Are contributions such as demonstration programs, simulations, CD's for the profession, and textbooks considered in evaluating teaching? How important is the development of new courses?*
  - *To what degree is committee service expected of new faculty at the Departmental, institutional, community and professional organizational levels? Is student advising rewarded?*
- *For temporary contracts, what are the criteria for renewal?<sup>4</sup> For full-time non-tenure track positions, what are the criteria for renewal?*

## Research Support and Funds

The department should articulate a clear statement of expectations concerning research programs for faculty. To the extent possible, this statement should address expectations regarding the quality and quantity of scholarship, the acquisition of research funding, and the placement of scholarly papers, articles, and books. The department should have policies consistent with these expectations and make resources available to faculty to allow for the successful pursuit of a research program to meet these expectations. In considering support for research activities, a department may wish to consider the following:

- *Is the department's willingness to provide support for research commensurate with its research expectations?*
  - *Is there a junior leave program? Under what terms are course buyouts from grants possible?*
  - *Is summer salary support available for pre-tenure and post-tenure faculty?*
  - *Is money available for student research assistants? Are junior faculty encouraged to work with undergraduate and graduate students on research projects? Is there a statistical consultant available to help faculty members with their work?*
  - *What support is provided for application for and administration of grant support?*
  - *What computer and software resources are provided to new faculty? Is there a standard schedule for replacement of computers? What staff are available to service computers? Which programs are site-licensed?*
  - *What library and on-line resources are available? By what process can faculty order new books and journals and on-line services?*
  - *Is there departmental money available for travel to conferences, library collections, workshops, etc.? What are the requirements for receipt of money (e.g., presenting a paper, being a discussant, etc.)? What are the limits in terms of number of conferences funded or total money provided?*
  - *Does the department have research colloquia? Are untenured faculty given the opportunity to present their research at colloquia?*

## Teaching

The department should encourage high quality teaching with supportive policies on teaching assignments, teaching load, scheduling, and evaluations. To the extent possible, faculty should receive support for routine teaching activities, encouragement for innovations, and recognition of teaching excellence. In considering the department's support for teaching activities, it might consider some of the following:

- *Is the Department's willingness to provide support for teaching commensurate with the teaching expectations of the Department?*
  - *What resources are available to support the craft and practice of teaching (such as a teaching center, seminars for faculty, etc.)? Does the college sponsor teaching oriented seminars for new/continuing faculty to present ideas on various aspects of teaching? Are funds available for course/curriculum development?*
  - *Does the Department encourage and support innovation by new faculty? Is there a new faculty orientation in instructional strategies and methods? Does the department*

*or institution provide resources for staff to support service learning, internships, and community service programs?*

- *What resources are available to support new technology in teaching, both inside and outside of the classroom? Are there college staff available to teach students how to use the available software (word processing, spreadsheets, presentation, and simple statistical software) and technology (i. e., Internet searches), or does the burden fall on the faculty member using the resources? Is there a high-tech classroom? Are digital projectors available for in class teaching? Are computer labs available for teaching? Are there sufficient networked computers for students to use out-of-class?*

- *How many classes do faculty teach in a term? In a year? Is the load smaller, larger, or the same for new faculty versus more senior faculty? How many students are there in classes at various levels? What is the student load in an average semester? Are there expectations for summer, extension, or overload teaching?*

- *How much flexibility does the department have in which courses it must teach in a given year? How much flexibility do new faculty have in choosing courses to teach? Is there an effort to insure that newer faculty get to teach courses in their area of choice? What is the mix of large and small classes? What is the mix of graduate and undergraduate classes? How many seminars do faculty normally teach in a year? What percentage of courses have to be taught each and every year, and what percentage of courses can be substituted from year to year? How available are TA's/ Readers/Graders?*

- *Are assignments, textbooks and syllabi selected by individual faculty or by a committee on which all those teaching the course participate or by a departmental committee? What are the departmental expectations, in terms of the number and length of assignments and examinations?*

- *How many hours a week are office hours held? How many days a week is the faculty member expected to be in his/her office?*

- *Is major/freshman/graduate advising a faculty responsibility? How much advising is required? Are pre-tenure faculty expected to participate as advisors in interdisciplinary programs, honors programs, service or intern programs? Is there released time (from classes) for advising? What expectations are there for faculty members to respond to calls and e-mails from students?*

#### Service Activities

The department should set reasonable standards for department and professional service activities consistent with departmental expectations for teaching and research activities. The level and kind of service activities should not interfere with the successful pursuit of teaching and research programs. In assessing service expectations, a department may wish to consider the following:

- *Is the Department's willingness to provide support for service activities commensurate with the service expectations of the Department?*

- *Does the Department expect or recognize service on departmental or college committees by untenured faculty?*

- *Does the department expect or recognize service on professional or disciplinary committees?*

- *Does the department expect or recognize outreach activities in the local or regional community?*

## Mentoring and Other Faculty Support Initiatives

The overall environment for new and continuing faculty in a department should be supportive of professional development. Advice and counseling from senior faculty should be constructive and consistent with departmental goals. In discussing department support for professional development, a faculty may wish to consider the following:

- *Is there a mentoring system pairing junior and senior faculty? Is there a mentoring system pairing new, untenured with untenured (but more advanced) faculty? Is it mandatory or voluntary?*
- *Is there a structured opportunity for untenured faculty to interact with one another in different departments on teaching, research and the tenure process?*
- *Do tenured members of the department routinely read the work of younger colleagues and help in finding appropriate publication outlets? Is collaborative research among faculty encouraged and rewarded?*
- *What is the relationship between the mentoring process and the evaluation process?*
- *Are there diversity initiatives in faculty recruitment, support and retention? Has the Department and university been responsive to the needs of dual professional families? Does the department attempt to schedule courses with attention to the needs of newly hired faculty, dual career couples and faculty with family needs?*

## Registered Academic Employers: Process and Implementation

Academic organizations wishing to become Registered Academic Employers with the American Political Science Association would give due consideration to the employment issues raised in the section on "Expectations and Information." Moreover, they would agree to acknowledge this consideration in advertisements and to discuss these matters with prospective employees. Becoming a registered academic organization would be voluntary.

Registered academic employers need not provide to the APSA information concerning their employment policies and practices. Academic employers would receive a copy of these questions when they post positions in the APSA Personnel Newsletter and would be given an opportunity to indicate that they have given serious consideration to these questions. Academic employers indicating that they have given consideration to these issues will be listed in APSA publications and identified in the APSA Personnel Newsletter. Academic employers who do not currently have open positions may be listed as Registered Academic Employers if they certify to the APSA that they have given due consideration to questions raised in the "Expectations and Information" section of this report.

A listing of the questions in the "Expectations and Information" section would be published annually in fall issues of PS with a listing of all registered academic employers. Additionally, copies of these questions would be sent to individuals receiving copies of the APSA's Personnel Newsletter and to individuals using the Association's personnel services.

## Summary

The American Political Science Association works for the advancement of the discipline and the professional interests of political scientists. In pursuing these interests, nothing can be more important than the education and nurturing of new members of the profession. The APSA is also a cooperative organization whose powers primarily involve setting agendas for discipline-wide discussion and offering venues for the systematic exchange of information. Mindful of the

Association's goals and limited authority, the Committee on Education and Professional Development recommends the establishment of voluntary rostering and registering programs to advance the interests of individual political scientists and of the discipline. These voluntary programs identify key issues for doctoral programs to consider, provide information for prospective students and employers about those programs, and offer a basis for informed comparisons among alternative programs. Moreover, these voluntary programs will offer incentives to departments and academic employers to discuss seriously the professional development of political scientists in their organizations. These discussions about doctoral programs and employment situations should promote high quality research, teaching, and service by political scientists thereby strengthening the discipline's professionalism.

## Footnotes

1. Data on the 1996 placement class are drawn from historical data reported in Jin Yin, "Placement Report: Political Science Ph.D.s and ABDs on the Job Market in 1997" PS (December 1998) pp. 818-825; data on departments are drawn from APSA Survey of Political Science Departments: A Report for the Academic Year 1996-97 (American Political Science Association, 1997). [RETURN TO SECTION](#)
2. Data are drawn from Sheilah Mann, "Finding Jobs in Political Science: 1996 Placement Candidates Report on Their Employment Search and Outcomes," PS (September 1998) 591-608. [RETURN TO SECTION](#)
3. Although this report is fully relevant to continuing faculty in four year colleges, questions in it are also generally applicable to community college departments of political science (or divisions of social sciences). Applicability, however, might vary because of the diversity in community college governance from state to state and from district to district. [RETURN TO SECTION](#)
4. For statements regarding department support for part-time faculty, adjunct faculty, and temporary faculty, please see the American Political Science Association's Guide to Professional Ethics in Political Science, pp. 16-17; and ["Statement from the Conference on the Growing Use of Part-Time and Adjunct Faculty"](#) (PS, September, 1998)