

**Directions in US Doctoral Education in Political Science: Integration, Quality Assurance,  
and the Role of Disciplinary Associations**

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## I. Evolution and Directions in US Doctoral Education in Political Science

*“Political Science is a discipline in constant danger of fragmentation because of the centrifugal pulls of our subfields and the contradictions in our scientific and humanistic traditions.”* (Pye 1990)

Lucian Pye keenly identified the frailty of US political science as a unified discipline of study. Indeed, the US political science community continues to question what binds them as a discipline. Further, many debate the nature and proper scope of political science. Today, we are faced with pressing questions on the content and methods of political science. Some political scientists question whether the discipline is inaptly dominated by one particular methodology or fetish: behavioralism, formal theory, quantitative analysis, Straussianism, or the like. There is no doubt that strong thematic waves have washed across US political science in the last century, though what they are and how hegemonic they have been are matters of wide debate.

The debate has focused on the character and flow of ideas more than on the institutional practices that generate and transmit them. The content of US political science graduate education is thought to be cohesive. Upon examination, however, the graduate education system may appear inchoate and atomistic, with each department a tub on its own bottom and few evident systems for standardization of practice or integration of ideas across departments. (Menand 2001) Despite this, there are institutional practices that have been developed over time to legitimize and solidify how knowledge and skills are transferred to further political science graduate training. A cursory review of the reports and materials produced by political scientists on graduate training yields a story reflecting considerable interactions between political science academics and the professionalization of the discipline.

The emergence of US graduate education in political science is well documented. Political science graduate education has its origins with the development of political science as a field of study. More importantly the institutionalization of political science graduate programs in the late 1800s created an opportunity for political science as a field to emerge as a separate scholarly entity. The year 1876 marks a turning point in the advancement of political science as a scholarly discipline with the founding of the first graduate school at Columbia University. Under the leadership of John W. Burgess, the first political science program was created with a mission to prepare men to teach political science in U.S. universities and colleges. Subsequently other political science programs were established, most notably, Harvard, Michigan, Chicago, Wisconsin, Pennsylvania and Johns Hopkins University. (Farr 2002 ; Farr 2003; Somit and Tanenhaus 1967) What is striking in the history of political science as a discipline is that there was no general acceptance of this field until separate departments of political science were established. With the proliferation of graduate departments of political science, questions were raised regarding the training of political scientists and its quality.(Gaus 1934)

Unlike other higher education systems where governmental intervention is the norm, US systems diverge from this model by emphasizing and allowing individual actors within single institutions to set agendas on an array of issues. For example, in US higher education systems, government

provides some support to finance research and development, education training, and professional development but is not in the business of influencing the day to day activities or establishment of regulations within the university. Formally there is little that ties graduate political science together across departments in the US. There is no national strategy for doctoral education, no formal accreditation, little common data gathered beyond basic information on numbers of graduates and their characteristics, nothing gathered systematically on curriculum or programs of study, very little by way of career tracking on a professional wide basis that can provide feedback for doctoral program impact, and no common discussion on performance goals for doctoral educations.

Doctoral education is conducted within a university system with variations existing across universities and departments alike. No one department is identical to another largely because there are certain factors that define and distinguish them from one another (e.g., curriculum, faculty expertise, subfield depth, methodological orientation or size). The values and/or mission of universities also have an impact on how departments of political science are structured but ultimately faculty within these departments have some influence in making authoritative decisions about goals, objectives, and processes. Nevertheless, a representation of doctoral education as an atomized enterprise is not entirely defensible as evidenced by the opportunity structures available for political science as a discipline and its professionals through professional associations, foundations, and private sector. What appears to be an isolated, fragmented, decentralized doctoral education scheme and research enterprise operates within a larger structure because of the integrated nature of political science as an intellectual discipline comprised of a body of knowledge with increasingly global reach. (Norris 1997)

At the same time that we see doctoral political science programs seemingly so disconnected and independent in their operations, we also see major “commons” issues facing the discipline that call for a more concerted response. These include questions of adoption of cross-national perspectives in training and research, of cross-disciplinary approaches in scholarship and institutional arrangements, of increased external pressures for accountability in performance and doctoral production, and for collective effort to assure diversity in the discipline across its human capital and its intellectual approach.

The first step in understanding how US political science may be able to approach these future challenges is to look more closely at whether political science is a growing scientific field in terms of its size, specialization, diversity and how the mechanisms that do exist provide coordination and integration among academic departments, in spite of their seeming independence.

## **II. Trends in Political Science: Degrees Awarded, Diversity, and Employment**

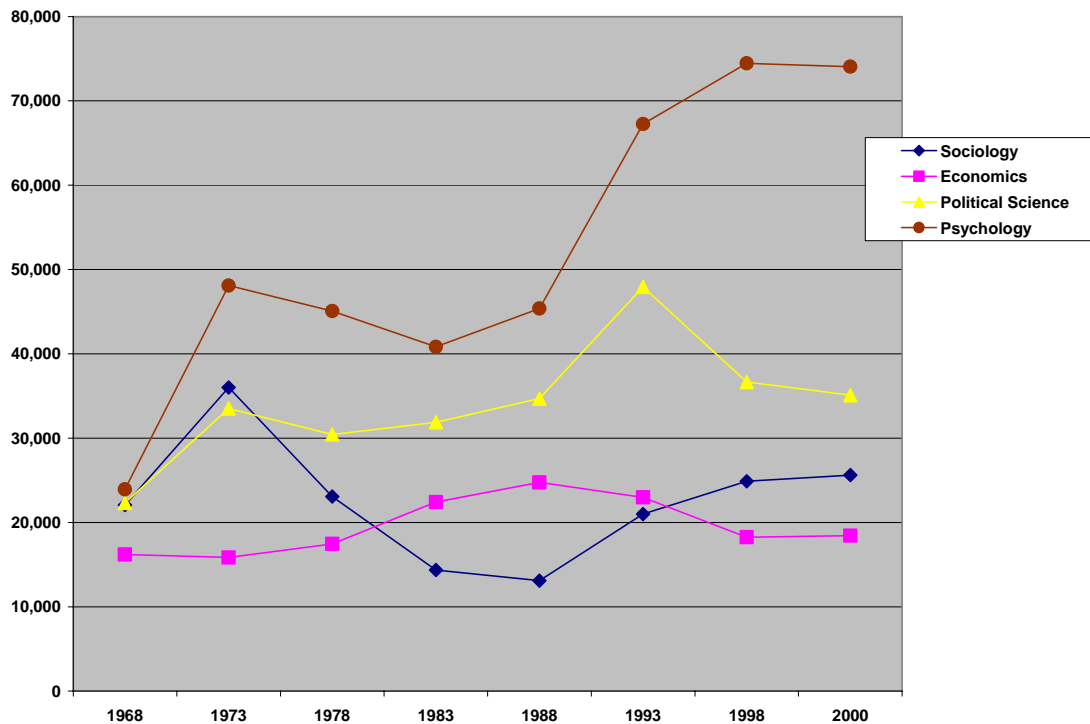
While there is no national strategy to document how well political science departments are training their Ph.D. students (performance based measures and/or assessments) or career tracking after Ph.D. completion, we do have some data points to extract information on recent Ph.D. graduates in political science. A variety of sources exist to count the number of students enrolled and those completing their PhDs including their employment characteristics. Data sources include the Survey of Earned Doctorates, National Science Foundation, National Research

Council, U.S. News and World Report as well as disciplinary based data collection efforts through the Annual Departmental Survey and Job Placement Survey.

### Political Science Degree Production

Political science degree completion rates in higher education reflect some important patterns compared to other social science disciplines. Undergraduate degrees awarded in political science as highlighted in Figure 1 have witnessed increases over the course of a few decades with larger increases observed in the mid 1990s. Political science undergraduate degrees awarded lag behind psychology, yet, numerically, are greater than economics and sociology. Figure 1 also illustrates a peak in the number of political science degrees awarded in 1993 followed by some declines in 1998 and 2000 respectively.

**Figure 1: Bachelors' Degrees Awarded in Social/Behavioral Sciences, Select Years 1968-2000**



Significant transformations have occurred in the level of degrees awarded for Master level candidates over the past few decades. Political Science ranks second in the number of Master's degrees awarded with significant increased in 1998 and some declines thereafter. These degrees are typically awarded in public policy, public administration, public affairs, international relations, and political science. Recent investments have been made by private foundations like

Alfred P. Sloan Foundation to finance professional Master's level production for science and mathematic fields.

**Figure 2: Masters' Degrees Awarded in Social/Behavioral Sciences, Select Years 1968-2000**

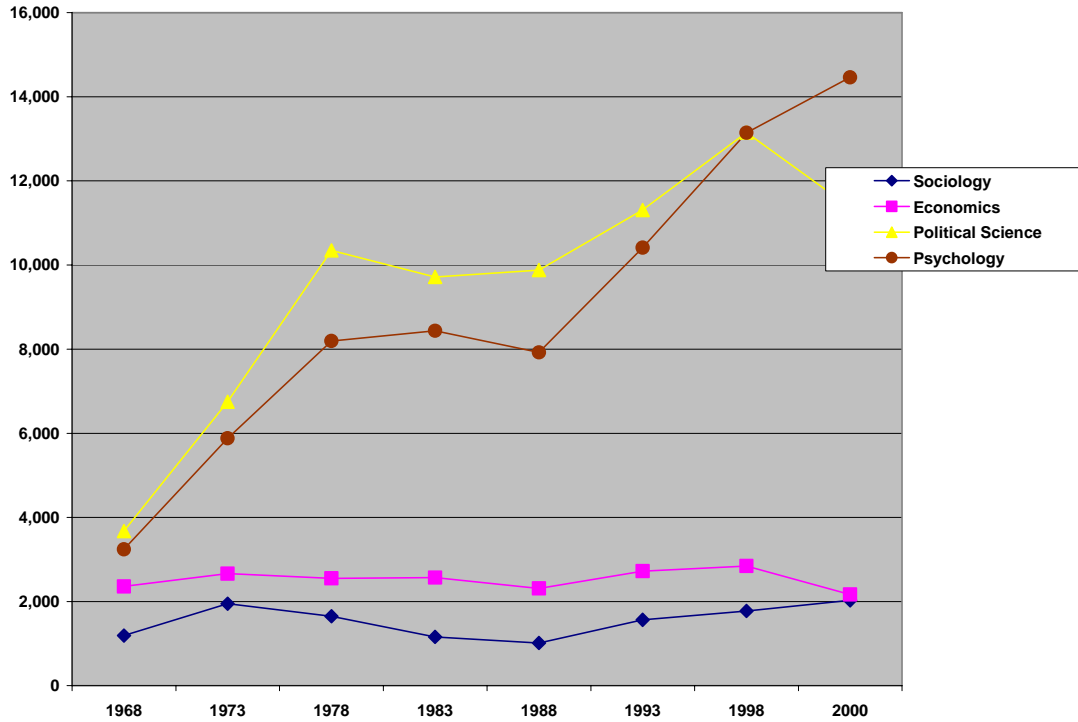
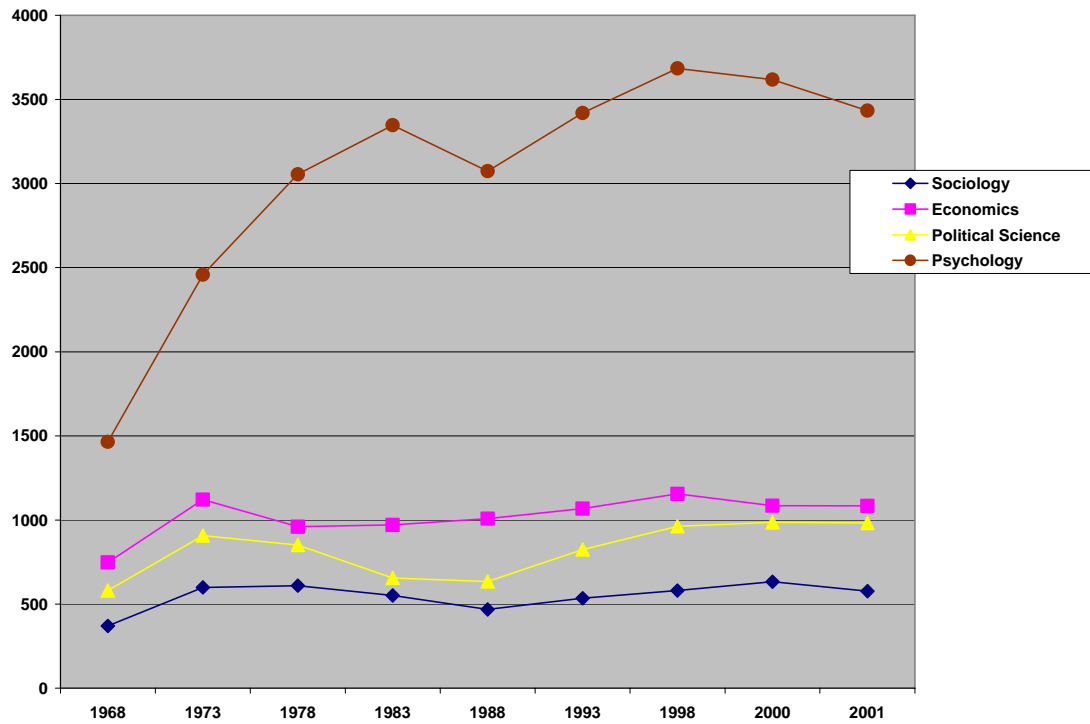


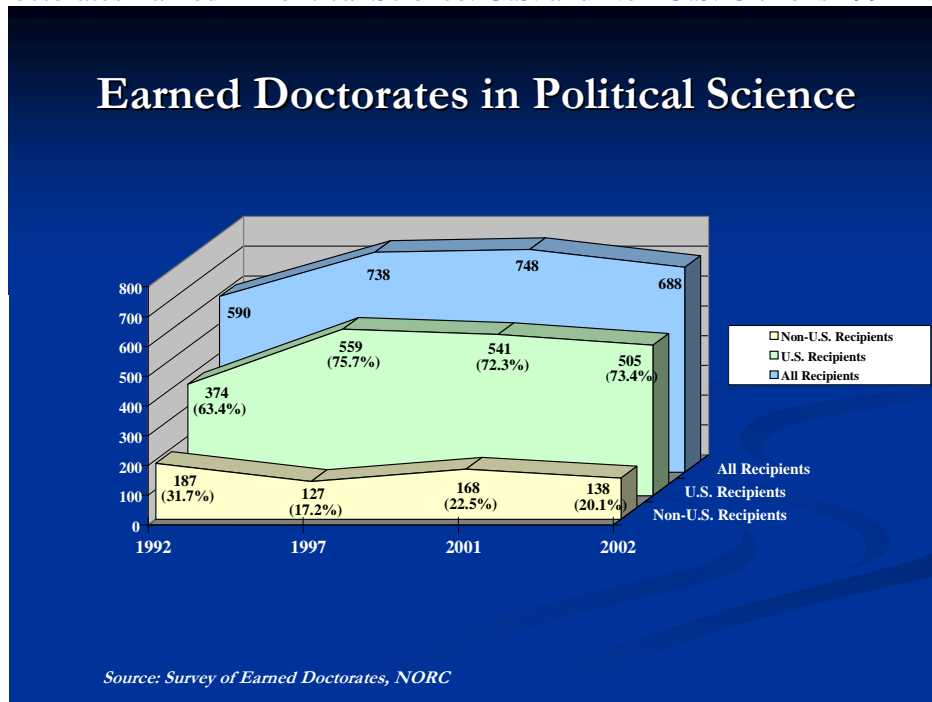
Figure 3 highlights trend data in the number of doctorates awarded for the social and behavioral sciences. For political science doctorates, steady annual increases are shown with the production of PhDs in political science ranging from about 580 in 1968 with a peak maximum of 986 in 2000. The greatest share in PhD production for political science can be found in 1973, 1998, 2000 and 2001. Despite general increases in the number of PhDs in political science over time, comparisons with other social science fields provide a different dimension to explore PhD production. Psychology has produced the greatest number of doctorates in the past two decades, followed by economics, political science and sociology.

Figure 3: Doctoral Degrees Awarded in Social/Behavioral Sciences, Select Years 1968-2001



An area of particular interest for political scientists more recently concerns the PhD production of non-US citizens, particularly in light of post-911 visa regulations into the US. Figure 4 shows the annual number of non-US PhD's has declined by 27% while the overall number of PhD's granted has increased by 16%. Addition data collection is necessary to make estimates in a post 9-11 environment and the consequences of student visa restrictions on Ph.D. degrees awarded for non-US citizens.

Figure 4: Doctorates Earned in Political Science: U.S. and Non-U.S. Citizens 1992-2002



### Diversity

Dramatic changes in the racial, ethnic, and gender composition in the profession have occurred since its founding, however, some evidence from Table 1 suggests continued disparities in doctorates earned nationally. Efforts are underway within the Association to address both pipeline and retention issues for under-represented groups in the profession. For example, a recent workshop held at the Association and funded by the National Science Foundation examined issues related to women’s advancement in the political science profession at all academic ranks. Many of the women faculty raised issues concerning how to balance family with academic professional life, how to create greater research and publication opportunities for women, and the building mentoring networks. Based on these conversations and debates as well as research available on women’s careers in political science, a variety of interventions were suggested by participants to address women’s academic advancement in the profession.

**Table 1. Race, Gender, and Ethnicity of Earned Doctorates, 2001**

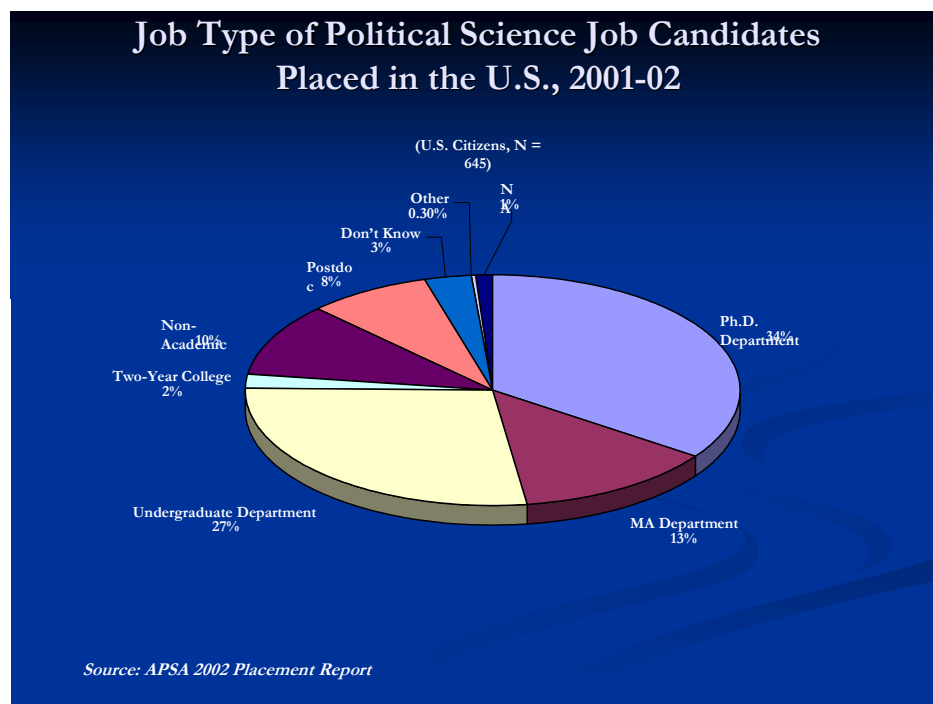
	Political Science/IR		Social Sciences		All Disciplines	
	1991	2001	1991	2001	1991	2001
Ph.D. Recipients (#)	522	748	6,152	6,825	37,533	40,744
Women (%)	27	33	50	54	37	44
Race/Ethnicity* (%)						
Asian	NA	3	2	4	3	5
Black	NA	8	5	6	4	6
Hispanic	NA	2	4	5	3	4
American Indian	NA	.7	.4	.7	.5	.6
White	NA	82	87	82	88	81

Source: Survey of Earned Doctorates

### Employment Trends

Academic budget shortfalls across a number of US universities and colleges have made job opportunities all the more salient. For many years the American Political Science Association has been tracking employment trends for PhDs in political science. What we do know is that many doctorates overwhelmingly select or are hired in academic positions over applied political science (approximately 20-25% of our membership is in the applied setting as compared to 75-80% in academic positions). Some reasons for this could be attributed to the nature of graduate education training in political science. Students who are in PhD programs receive training in large research universities with a curriculum emphasizing political science knowledge in a specialized field, methodologies, and theory. Another reason why political science PhDs continue to seek careers in academia can be partially explained by faculty encouraging students to obtain a position in a university whether it is predominately a research setting or teaching intensive one. Rarely is it the case that faculty in departments encourage graduate students to seek a position in government, or in think tanks or even in the private sector. A newly released report by the APSA Task Force on Graduate Education suggests a broader view on how departments as well as faculty should consider career preparation. The report encourages faculty to accept the idea that business, government, and non-profit careers can be appropriate goals for Ph.D. students.

A brief glimpse at employment trends in political science suggests that the academic careers are overwhelmingly the place of employment for newly minted PhDs.



## II. Coordination and Integration Across the Discipline

Given the evident complexity and growth in the discipline, the next step in understanding how US political science may be able to approach its future challenges as a community is to look more closely at the mechanisms that do exist to provide coordinate and integration among academic departments, in spite of their seeming independence.

The coordination and integration of doctoral education in political science is driven by at least five issues. These are so-called commons problems – situations in which individual providers of doctoral degrees have a stake in how all providers of doctoral degrees are performing. One of these might be called the “branding” issue – how can one assure consumers of doctorates in political science that the degree means approximately the same thing regardless of the institution from which a student received it – the question of what it means in public discussion to have a degree in political science.

The second of these is a question of quality assurance – what mechanisms are there to detect and perhaps to root out low quality degree providers. This of course is related to the branding issue, and speaks both to the receptivity to the degree as a whole (is a political science degree worth anything at all) and to policing of individual providers that may be below standards.

The third is a question of pipelines – assuring there is a motivated, high quality, and diverse pool of candidates for doctoral study. While departments are highly motivated to do this individually, and indeed competitively, there is also a common interest in expressing interest in advancing information about the career and in particular in building up pools of candidates from traditionally underrepresented communities.

The fourth addresses resources for study and scholarship, particularly the need to take a common stance to build support with foundations, the National Science Foundation, other government programs, and in the private sector. This drives departments to collaborate on efforts to highlight the value of political science products, as reflected in programs such as a series of Task Forces at the American Political Science Association to promote the public presence of political science.

And the fifth motive for collaboration across the discipline involves directionality – a potentially common concern about content, methods and theory. This is the most complex and contentious of the commons issues, and one on which the APSA has recently taken a significant step.

There are limitations on how many tools are available for addressing these commons issues, as we have mentioned. Perhaps the most significant limit is the absence of any national system of professional accreditation for the doctoral degree through which there is a formal plan for standards and program review, as is found in many professional degree programs such as law, medicine, and public administration.

But the remaining tools are powerful, if indirect ones. They include:

- the integrative role of professional, disciplinary associations,
- partnerships initiated by efforts of private foundations,
- a practice of informal peer review of programs,
- moderate, but compelling pressures from the labor market,
- training institutes for doctoral students, and the rare, but occasional
- overtly collaborative study.

### Role of Disciplinary Associations in Promoting Graduate Education and Training in Political Science

Efforts to meet many of the commons issues mentioned above – certainly branding, pipelines, and some aspects of quality assurance issues – require a ground for interaction among departments and their faculty. Professional and disciplinary associations provide this setting.

As noted earlier much of what transpires in political science graduate education is based on how individual departments develop their curriculum, research expertise, and pedagogical orientation. Departments are the institutional locus for many PhD candidates who are trained to learn how to conduct scholarship and teaching. Beyond the graduate school experience, disciplinary associations, like the APSA, play an important role in integrating both faculty and graduate

students into professional networks to further advance scholarly production, enhance political science education, opportunities for professional development including other intangibles. Given this characterization of the role of disciplinary association, it is not surprising that despite some elements of a fractional political science as described initially, linkages exist to fulfill common interests, objectives, and a common identity for political scientists.

Within the association structure, under-represented groups have utilized governance committees (e.g., Women's Committee, Committee on the Status of Blacks, and Committee on the Status of Latinas/os) to promote the recruitment and retention of women and racial and ethnic minorities in the discipline. More recently, the status committees have been interested in issues related to increasing the number of graduate students in the profession and creating networks to ensure that these students complete their degrees. Some have begun to raise endowment funds to help support both graduate students and faculty in their professional development. In the area of minority recruiting, the Association has established a Minority Fellowship Program (1970) to provide funding for under-represented minorities pursuing graduate education.

The job market creates additional opportunities for professional advancement within the discipline. Even though departments are typically the primary purveyors of training individual PhD candidates, for many, the Association provides the infrastructure to list job opportunities and connect departments who are searching for highly qualified candidates with these job seekers. These services include 1) listing/posting of job opportunities across the country and regionally; 2) public spaces to conduct face to face interviews with job seekers; and 3) tracking of the candidate pool on a yearly basis. Through the national annual meeting, the Association creates networking opportunities for both faculty and graduate students to exchange information on job opportunities and more importantly professional interactions which may prove to be useful in the future job search.

This labor network serves discipline wide integrative needs in two ways. For one, departments can gauge quality of competing programs by observing their doctoral graduates on the labor market, and in the scholarly showplace of the academic conference that surrounds it, though how fluid the results of this process is can be called into question. (Burris 2004) For another, departments display their own hiring needs and requirements for all other departments to see and compare.

Another example of how doctoral programs have perceived an issue of common importance and used the disciplinary society as a means for a collective response, is a so-named "questions to ask" program. "Questions to ask" provide a common means to prepare student applicants for graduate study, and separately, junior faculty for employment, to inquire intelligently about whether a particular doctoral program is the right one for them. Departments were increasingly hearing from their students and young faculty that the academic program there had features from what they expected – e.g. the curriculum was too quantitative or not quantitative enough, there were no women faculty or faculty of color, research support funds were too limited. In most cases this dissatisfaction was translating into criticism of the discipline as a whole, when often it could be traced simply to lack of relevant information at key decision points. The departments

collectively have thus develop a series of “questions to ask” that the department in turn promises to answer covering many key sticking points in recruitment and hiring.<sup>1</sup>

### Foundation Linkages: Public/Private Partnerships in Political Science Graduate Education

Foundations provide another outlet for scholarly engagement especially with regard to graduate education. Public and private foundations in the U.S. have supported research and development in a variety of scientific fields. These linkages or bridges serve to provide funding resources to individual researchers, university projects, and in some cases disciplinary associations. APSA has had a long tradition in partnering with the National Science Foundation, a government agency, established in 1950, “To promote the progress of science; to advance the national health, prosperity, and welfare; and to secure the national defense.” (National Science Foundation 2004) Many of the collaborative activities with the American Political Science Association have involved the collection of data on graduate students pertaining to academic training, employment, and enrollments. In addition, as early as 1968, the Association collaborated with the National Science Foundation Register to obtain data on individual political scientists on salary, employment data, and work activity.(NA 1969) The National Science Foundation has provided funding for both graduate students and undergraduates to pursue their political science doctorates through a number of fellowship opportunities. One example of cross-collaboration between the foundation and disciplinary association can be found in the Ralph Bunche Summer Institute, a program funded by NSF and APSA, designed to increase ethnic minorities and others under-represented in political science.

Private foundations have also been instrumental in financing individual faculty and graduate professional career development. The Preparing Future Faculty initiative, an interdisciplinary project aimed at connecting the disciplines with higher education associations and private foundations. Working as part of a program sponsored by the Council of Graduate Schools (CGS) and the Association of American Colleges and Universities (AAC&U), APSA has been awarded grants to support the "Preparing Future Faculty" programs of four Ph.D. departments working with political science departments in (a combination of) non-doctoral universities, colleges and community colleges to provide professional preparation for academic careers to advanced doctoral candidates. This initiative builds on and extends the Preparing Future Faculty (PFF) program that CGS and AAC&U have led since 1993 with support from The Pew Charitable Trusts and the National Science Foundation. The program brought research universities, the "producers" of PhDs, and colleges and universities, the "consumers" who hire PhDs, into partnership. The partners offered faculty preparation that highlights the broad mission of undergraduate education and the diverse needs and characteristics of students entering the academy. Doctoral degree-granting departments formed partnerships with similar academic departments in institutions ranging from community colleges to comprehensive universities to create departmental clusters as learning laboratories to train graduate students in the broad range of faculty responsibilities. The six disciplines engaged in the initiative are represented by their professional societies. They are the: American Historical Association, American Political

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<sup>1</sup> These questions can be seen at <http://www.apsanet.org/opps/grad/questions.cfm>

Science Association, American Psychological Association, American Sociological Association, National Communication Association and National Council of Teachers of English.

Each professional society, including the APSA, selected four doctoral degree-granting departments to receive grants of \$10,000 a year for two years. Over a two-year period, the departments will create innovative faculty preparation programs based on Preparing Future Faculty concepts. Throughout the implementation of the new programs, the societies and higher education organizations disseminated their findings to their constituencies and promote new thinking about the professional development of future faculty.

### Departmental/Institutional reviews

While there is no accreditation specifically for doctoral education in political science, almost all doctoral programs do borrow a key element of the accreditation system. This is the external review – done either at the behest of department chairs or deans, or under direction from state government funders. The external review is a peer review process – departments invite colleagues from other institutions to visit, examine their program, and to report. Unlike accreditation, it is not guided by formal external standards. But there is a common lore about approaches and questions, aided by a list maintained by the American Political Science Association of data resources recommended for consideration.

This departmental review meets integrative needs of the discipline in two ways. It is a direct measure of quality. Even if not released publicly, departments themselves learn where they need to make changes to measure up to peer standards. Additionally, it provides a transfer of information and knowledge through the work of the peer reviewers themselves.

### Summer workshops

A growing interest in summer study by graduate students also is breaking some of the potential insularity of doctoral programs and encouraging collaborative research training across departments. Additionally, students can gauge for themselves how their own study measures against others and receive additional training if necessary. For example, the Inter-Consortium for Political Science Research (ICPSR) at the University of Michigan, a new quantitative models institute provides additional training for graduate students interested in formal modeling, qualitative methods, and other methodological techniques. Additional summer workshops include the Summer Institute in Survey Research Techniques, offered by the Survey Research Center at the University of Michigan.

In addition, the discipline now has an annual training institute for training in qualitative methods. The Consortium for Qualitative Research Methods, or CQRM (web address <http://www.asu.edu/clas/polisci/cqrm>) offers an intensive two weeks of instruction in the philosophy of science and qualitative methods in social science at Arizona State University once a year. Like the EITM, the CQRM has successfully recruited top scholars to teach state-of-the-art research techniques in their respective areas. Increasing inter-departmental exchanges across PhD programs can be observed with the creation of The Traveling Scholar Program of the Committee on Institutional Cooperation or CIC. The CIC is a forum for institutional cooperation

among the eleven members of the Big Ten Athletic Conference, plus the University of Chicago. The Traveling Scholar Program is an agreement among the CIC universities that allows a graduate student to study for up to a year at another CIC university. A student who wishes to spend a year at another CIC university must obtain the approval of both departments. Students remain registered in their home department. The host school provides the student with access to libraries and other university facilities. The home department provides the student with financial assistance. Credits earned are automatically transferred to the home department. (APSA Graduate Education Task Force Report 2004).

A final way in which the faculty of departments collaborates in training graduate students is in organizing graduate student conferences. The Society for Comparative Research, for example, holds an annual graduate student conference that is open to graduate students in sociology and political science who are doing comparative research, with faculty participating as discussants. Graduate students also attend the summer meeting of the Political Methodology Section of the APSA, where a part of the meeting is dedicated to graduate student posters. Faculty circulate around the poster room, learning about each student's work and giving informal, one-on-one advice and suggestions. These annual conferences present a good opportunity for graduate students to present their dissertation research to a broad audience and to meet other students from around the country who are working on similar topics (APSA Graduate Education Task Force Report 2004).

### Private Sector

Finally, a growing number of doctoral graduates are leaving academic settings for work in private and public institutions. These employees are stepping out of the "feedback loop" of academic placement and academic scholarly presentation since they look for employment in other circles, and tend to present their scholarship outside of the discipline. Many academic departments seek these graduates out and invite them to return for events – in part to be able to get feedback about the success of their training from outside the academic pew.

### **III. Special Case of the APSA Graduate Education Report**

In one unusual development in support of a common perspective on doctoral education, in the Spring of 2002 the American Political Science Association convened a diverse group of scholars representing a wide range of approaches in political science to serve on a Task Force on Graduate Education. Their charge, in concert with APSA staff, was to assess the current condition, problems, and options for improvements in political science graduate education in the United States. The invited scholars, named by President-Elect Theda Skocpol, represented a wide variety of backgrounds, subfields, methodologies, institutions, and levels of seniority.

This was the first time that such a group had been named within APSA since the early 1950's to address issues of doctoral education. History as a discipline as also recently visited these questions. (Bender et al. 2004) It was prompted by a period of strong debate within the discipline about what directions the field was headed and by whether the institutions of the

discipline were adaptive to diverse approaches. The new report has just been released and it remains to be seen what impact it has on doctoral education in the US system. The fact that a diverse group of scholars with approaches to the discipline would agree on a set of basic principles for doctoral education has itself been noted as a promising sign for the discipline.

It is perhaps best to let this report speak for itself. (American Political Science Association 2003)

*The Task Force quickly concluded that no single structure of graduate training could be appropriate for the wide range of institutions offering graduate instruction in political science, and that departments must decide for themselves what programs best suited their capacities and interests.*

*We also found, however, that we agreed on certain basic principles that all graduate programs could and should seek to embody, even if in widely differing forms. The principles are not so broad as to be meaningless or trivial, so they are also not uncontroversial. Still, we believe that most political scientists will on reflection come to endorse them. We also found that we could readily identify a number of steps that departments and the APSA can undertake, and often need to undertake, to fulfill these principles in ways that fit their circumstances.*

...

*The Graduate Task Force believes that, despite the diversity of substantive interests and approaches visible in contemporary political science, there are some beliefs and commitments that genuinely serve to unite our discipline. Although these commitments often have to be pursued in varying fashion because of the distinctive resources, student needs, and intellectual strengths and interests that different departments have, we believe they can serve as common guides that can assist in structuring effective graduate programs in a wide variety of contexts.*

*1). Perhaps most foundational is the belief that politics is often if not always of fundamental importance to human life--so that exploration of how far politics can help explain human experiences and help resolve human difficulties is one of the primary tasks of intellectual life. This belief in the importance of politics is what motivates most students to enter political science. Graduate education should equip them to pursue the questions this conviction raises, not divert them from substantive political interests*

*2). Of equal importance is the belief that political scientists must seek to analyze politics in the most intellectually honest and rigorous ways they can attain. We may differ on how to pursue this goal -- but not on its centrality to our work.*

*3). Most if not all political scientists also affirm that the complex subject matter of politics must be studied using many methods if we are to obtain the greatly varying sorts of data, form the wide range of powerful descriptive and explanatory concepts, and engage in the many sorts of inferential testing that we need to achieve rigorous analyses.*

4). *Studies of ethical norms and normative commitments, including those in our own work, are central to the study of politics. Their rigorous analysis, clarification, and evaluation belong not only in the subfield of political theory, but in many other parts of the discipline as well.*

5). *We also affirm that the discipline today must address a diverse range of long-neglected subjects, including the political experiences of traditionally marginal groups, using all appropriate methods. Doing so requires attracting to the discipline and aiding the development of scholars with backgrounds and perspectives more varied than those that have long characterized our field.*

6). *We believe that it is essential for political scientists to be able to communicate clearly to each other and to broader publics why and how the aspects of politics they study are helping us to achieve improved understandings of substantively important features of human life. Not all aspects of all political science research can be accessibly expressed and shown to be significant to wide audiences, but our core concerns and claims can and must be.*

7). *Finally, we share the view that a serious graduate education includes a broadly informed perspective on the discipline. In contemporary academic life, research excellence is prized and rewarded. Research requires specialization and a focus on the new. Thus “cutting edge” methods and theories have a natural appeal to young scholars in any methodological tradition, and they may be tempted to put most of their energy there. However, excessively narrow training can lead to myopic perspectives and unduly parochial research.*

#### **IV. Directions and Challenge**

Our analysis on doctoral education in political science highlights the integrated nature of the discipline despite seeming fragmentation. Disciplinary associations have an important role to play in developing institutional structures and processes which help support the work of independent departments of political science and more importantly, channeling professional opportunities for individuals to advance through the professional ranks—from graduate student to full fledge political scientist. Departments continue to be the central transmitters of political science training and rely increasingly on professional associations, like the APSA, to provide opportunities for its professionals. The Task Force on Graduate Education report represents a novel step in examining the content and methods of political science graduate education and establishes broad recommendations on how departments should train students in the future. While the report by no means is intended to restructure political science programs, there are unintended consequences which may emerge from the dissemination of the report. Perhaps, it is too early to learn what the outcomes might be but there is certainly a value added component in re-thinking the way in which we prepare the next generation of political scientists.

What challenges will political science face in the future? It is difficult to forecast anything, even in the immediate future, for graduate education in political science and perhaps in the short term adaptability could be a one way to consider how we can meet new challenges in the horizon. With heightened globalization, the need to create cross-national networks for training and

research will be all the more relevant. In fact, many political scientists are increasingly interested in developing an agenda which will help to narrow the divide between US centered political science and other parts of the globe. A process of internationalizing political science is currently underway with several initiatives to focus attention to adopt more cross national perspectives in training, education and research, yet, to fully capitalize on this, individuals with certain values within the association must be willing to support these efforts in the form of financing and creating these research networks.

Another arena to consider for future includes research and development utilizing cross-disciplinary approaches in scholarship and institutional arrangements. APSA provides information to a number of graduate students and faculty on research and training opportunities through a variety of sources such as Grantlink, website, conference information and research fellowships. Many foundations are now interested in multi-disciplinarity with regard to research and teaching. Opportunities to conduct research as post-docs are also becoming more common in political science with the added advantage of having PhDs candidates conduct additional research on a political science topic of interest and increasing scientific knowledge.

Increased external pressures for accountability in performance of doctoral production to some degree translates into finding new methods to devise systems to track PhD cohorts over time. Improving assessment of doctoral students in their respective programs once they depart can provide many avenues for graduate training improvements.

The pressures for departments to work together on the issues in common will only increase. In addition to the commons issues discussed above, in which departments have a self-interest in a collaborative approach, newer issues are also emerging that reflect external pressures. These areas may lead to oversight imposed on academic departments if a response is not crafted first from within the academic community.

Perhaps the most pressing of these areas is attention to accountability systems for higher education, in which sponsors of higher education, particularly the public sector, increasingly expect to see performance measures and a clearer articulation of outcomes and their achievement. This movement so far has not actively reached doctoral education, but we can imagine that it is not far away. Without a collaborative response within the disciplines, increasingly external supporters and the public sector, will compel it from without.

The precursor of such a public interest is already apparent in the areas of oversight of human subject protections in research. University based scholars are subject to increasingly stringent oversight of research involving human subjects – even in the social sciences. Universities in turn are expected to provide human subjects review boards to conduct this oversight – and there is strong pressure for government regulation to set the standards for these reviews. So far, only collaborative efforts among scholarly societies and the research community to accredit these boards privately has forestalled government action.

New models of collaboration are called for to provide oversight and guidance in the academic realm, involving partnerships among universities, disciplinary societies, foundations, employers, and others. It is a complex and challenging world for scholarship and teaching.

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