



AMERICAN
PSYCHOLOGICAL
ASSOCIATION

The Academic Psychology Workforce

Characteristics of Psychology Research Doctorates in Faculty Positions (1995-2015)

AMERICAN PSYCHOLOGICAL ASSOCIATION
CENTER FOR WORKFORCE STUDIES

Luona Lin, Peggy Christidis, Karen Stamm, and Jessica Conroy

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EXECUTIVE SUMMARY

This report provides educational, employment, and demographic information of psychology research doctorates in faculty positions based on data from the 1995 – 2015 Survey of Doctorate Recipients from the National Center for Science and Engineering Statistics of the National Science Foundation. The report included individuals with a research doctorate (such as a PhD) in psychology from a U.S. institution, who were employed full-time in a faculty job (professor, associate professor, or assistant professor, both tenure-track and non-tenure track), regardless of the department they were employed in. Major findings include:

- In 2015, approximately 29,300 psychology research doctorates were faculty, representing a quarter (25 percent) of all psychology research doctorates in the workforce, or 17 percent of all psychology doctorate or professional degree holders in the workforce.
- Between 1995 and 2015, the number of psychology research doctorates in faculty positions increased by 58 percent. The proportion of psychology research doctorates in faculty positions remained stable at approximately 25 percent.
- In 2015, the percentage of faculty was highest for those with doctorates in research-oriented subfields such as social psychology (45 percent) and experimental psychology (38 percent), and lowest for health service psychology subfields such as clinical psychology (14 percent) and counseling psychology (17 percent).
- The majority (79 percent) of psychology research doctorates in faculty positions were postsecondary teachers, and the remaining 21 percent reported other occupations such as psychologists, other scientists, and health or management occupations. For those working as postsecondary teachers, the majority (69 percent) were postsecondary teachers in psychology, with the remaining 31 percent in other fields such as education, other social sciences, and health fields.
- The majority (70 percent) of faculty worked in four-year colleges. For most faculty, the primary work activity was either teaching (45 percent) or research (33 percent).
- In 2015, psychology research doctorates in faculty positions consisted of 42 percent full professors, 32 percent associate professors, and 26 percent assistant professors. Between 1995 and 2015, the proportions of professors, associate professors, and assistant professors remained roughly stable.
- In 2015, 76 percent of faculty were in tenured/tenure-track positions and 24 percent were in non-tenured positions (not on tenure-track, or not applicable to the tenure system).
 - Between 1995 and 2015, the proportion of tenured/tenure-track positions among faculty decreased from 86 to 76 percent.
 - Faculty in tenured/tenure-track positions were more likely to be primarily engaged in research and teaching activities, and those in non-tenured positions were more likely to be primarily engaged in management and professional service activities.
 - The percentage of tenured/tenure-track positions was highest for research-oriented subfields such as social psychology (89 percent) and industrial/organizational psychology (89 percent), and lowest for health service psychology subfields such as clinical psychology (48 percent) and counseling psychology (45 percent).
 - Among faculty who were tenured, most (59 percent) were tenured 4-9 years after they received their doctorates.

- In 2015, approximately 4,600, or 16 percent of faculty worked in leadership positions: approximately 400, or two percent in *top-level* leadership (president, provost, or chancellor), and approximately 4,200, or 14 percent in *mid-level* leadership (dean, department head, or department chair).
 - The percentage of leadership positions was highest in 4-year colleges (18 percent).
 - Faculty in leadership positions were more likely to be primarily engaged in management activities compared to all faculty (48 versus 33 percent).
- Between 1995 and 2015, the number of female faculty more than doubled (an increase of 126 percent), and the percentage of female faculty increased from 37 to 53 percent.
- In 2015, psychology research doctorates in faculty positions consisted of 78 percent White and 22 percent racial/ethnic minorities: ten percent Asian, five percent Black/African American, five percent Hispanic, and two percent other racial/ethnic groups. Between 1995 and 2015, racial/ethnic minority representation among faculty increased from eight to 22 percent.

INTRODUCTION

This report provides educational, employment, and demographic information of psychology research doctorates in faculty positions. The data analyzed in this report were from the 1995 – 2015 Survey of Doctorate Recipients (restricted-use data), conducted by the National Center for Science and Engineering Statistics of the National Science Foundation.

This report included individuals with a research doctorate (such as a PhD) in psychology from a U.S. institution,¹ who were employed full-time (35 hours more work hours per week) in a faculty job (professor, associate professor, or assistant professor, both tenure-track and non-tenure-track),² regardless of the department they were employed in.³ Individuals with PsyD degrees, and those working as instructors, lecturers, or post-doctoral positions were not included in this report.

The Survey of Doctorate Recipients (SDR) is a biennial survey of individuals with a research doctorate in a science, engineering, or health field from a U.S. academic institution. It collects information pertaining to education, employment, and demographic characteristics. In 2015, the SDR underwent major changes in sample design. The 2015 SDR sample size more than doubled to 120,000 individuals, from approximately 47,000 individuals in the 2013 cycle. The sample size increase was designed to significantly improve estimation capabilities of the survey.

[Section 1](#) of this report provides an overview of psychology research doctorates in faculty positions and examines trends over the period of 1995-2015. [Section 2](#) describes the employment characteristics of faculty, including types of educational institutions they were employed at, their work activities, and faculty rank. [Section 3](#) examines the tenure status of faculty members and focuses on tenured faculty. [Section 4](#) describes characteristics of faculty in leadership positions. [Section 5](#) presents the demographic characteristics of faculty members, including gender, age, race/ethnicity, and disability status. Strengths and limitations of the data presented in the report are discussed in the [Conclusion](#). [Appendix A](#) contains technical documentation of methodology used in this report. Data supporting figures presented in the report are provided in [Appendix B](#).

¹ A research doctorate requires the completion of a dissertation or equivalent project and is not primarily intended for the practice of a profession.

² Respondents were asked to select one of the following faculty ranks based on their principal job (job worked most hours): Professor; Associate Professor; Assistant Professor; Instructor; Lecturer; Other; Not applicable: no ranks designated at this institution; Not applicable: no ranks designated for my position. Those selected professor, associate professor, or assistant professor were coded as faculty.

³ This definition of faculty was based on faculty rank and differs from a faculty definition based on occupation (such as a postsecondary teacher). Not all postsecondary teachers are faculty, as some work in positions without faculty rank. Not all faculty are postsecondary teachers. In 2015, 79 percent of psychology research doctorates in faculty positions were postsecondary teachers and 21 percent reported other occupations (see “Field of Teaching” in Section 2).

SECTION 1

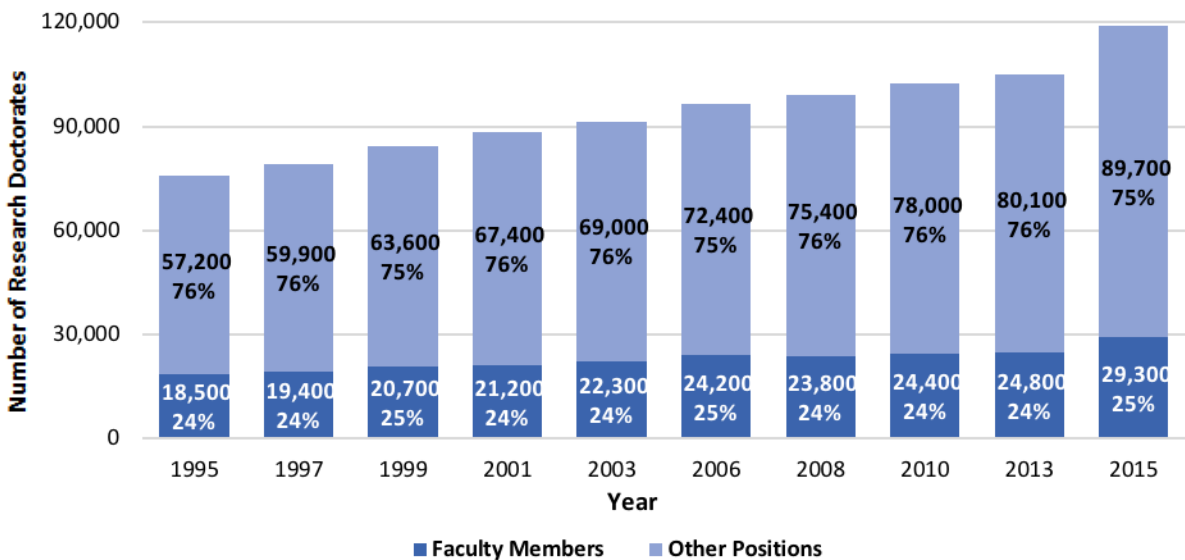
OVERVIEW

In 2015, approximately 29,300 psychology research doctorates worked as faculty, representing a quarter (25 percent) of all psychology research doctorates,⁴ or 17 percent of all individuals in the workforce with a doctorate or professional degree in psychology.⁵

Trends

Figure 1 presents the number and proportion of psychology research doctorates in faculty and other positions⁶ between 1995 and 2015. Over the two decades, the number of psychology research doctorates in faculty positions increased by 58 percent. The proportion of psychology research doctorates who were faculty remained stable at approximately 25 percent.

FIGURE 1.
PSYCHOLOGY RESEARCH DOCTORATES WORKING AS FACULTY MEMBERS, 1995-2015



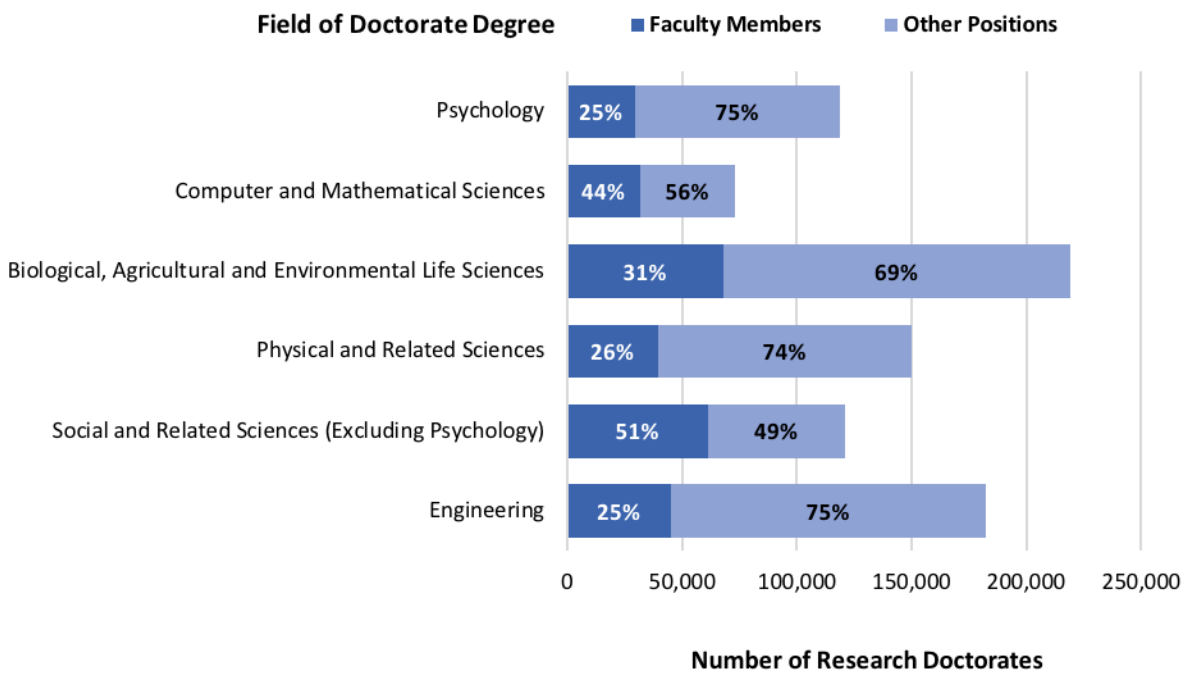
Source: 1995-2015 Survey of Doctorate Recipients, National Science Foundation.

⁴ In 2015, approximately 139,600 individuals in the workforce held a research doctorate in psychology from a U.S. institution.
⁵ According to 2015 National Survey of College Graduates, there were approximately 207,100 individuals in the U.S. who held doctorate or professional degrees in psychology as their highest degrees. Approximately 3,000 were unemployed and 31,300 were not in labor force (e.g., retired, student, did not want to work). The remaining 172,700 were in the workforce. An estimated 32,900 individuals with professional degrees in psychology (such as PsyD) were employed, and approximately 1,800 (six percent) were employed as postsecondary teachers. These individuals with psychology professional degrees were not captured in this report due to data limitations.
⁶ Other positions include all other positions psychology research doctorates were employed in, such as positions in non-educational settings, non-faculty positions in educational settings, and/or part-time positions in educational settings.

Comparison with other Disciplines

Figure 2 presents the percentage of research doctorates working as faculty by field of doctorate degree. The percentage of psychology research doctorates working as faculty (25 percent) was smaller when compared to research doctorates in science and engineering fields overall (32 percent).

FIGURE 2.
**RESEARCH DOCTORATES IN SCIENCE AND ENGINEERING FIELDS EMPLOYED AS FULL-TIME FACULTY,
BY FIELD OF DOCTORATE DEGREE, 2015**

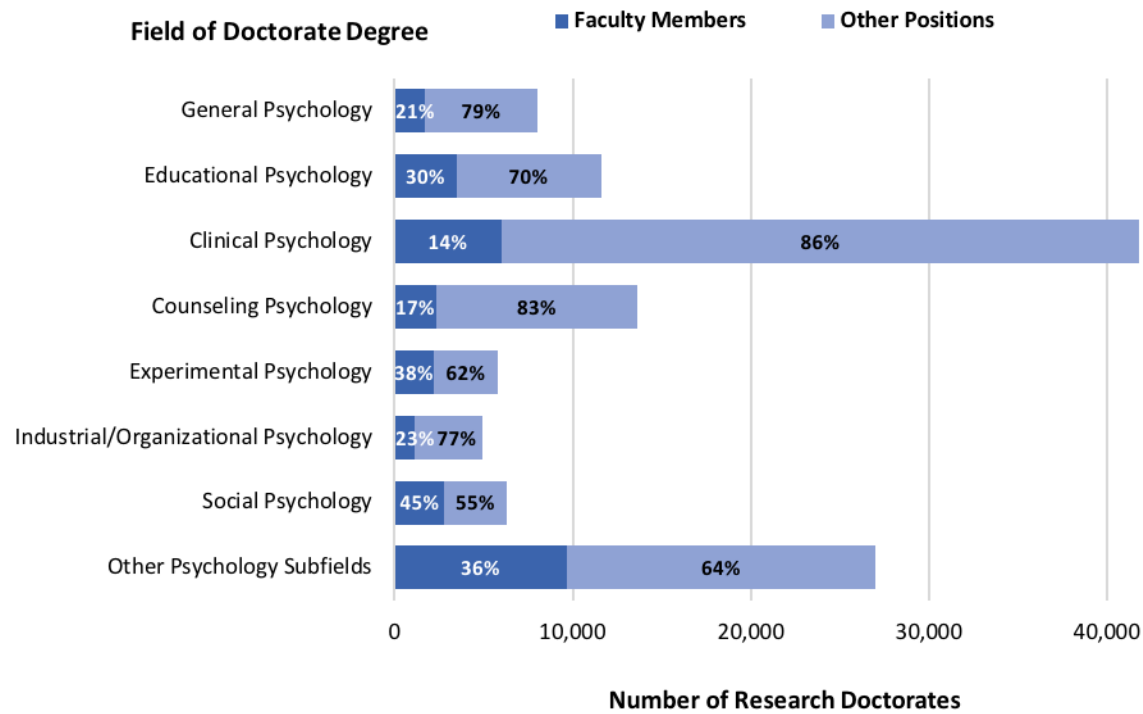


Source: 2015 Survey of Doctorate Recipients, National Science Foundation.

The percentage of psychology research doctorates working as faculty varied across different psychology subfields (Figure 3). The percentages of research doctorates working as faculty were highest for research-oriented subfields, such as social psychology (45 percent) and experimental psychology (38 percent), and were more in line with other science and engineering fields. The percentages of research doctorates working as faculty were lowest for health service psychology subfields, such as clinical psychology (14 percent) and counseling psychology (17 percent), which primarily train students to be practitioners or for direct service positions among other roles.

FIGURE 3.

**RESEARCH DOCTORATES IN PSYCHOLOGY EMPLOYED AS FULL-TIME FACULTY,
BY SUBFIELD OF PSYCHOLOGY DOCTORATE DEGREE, 2015**



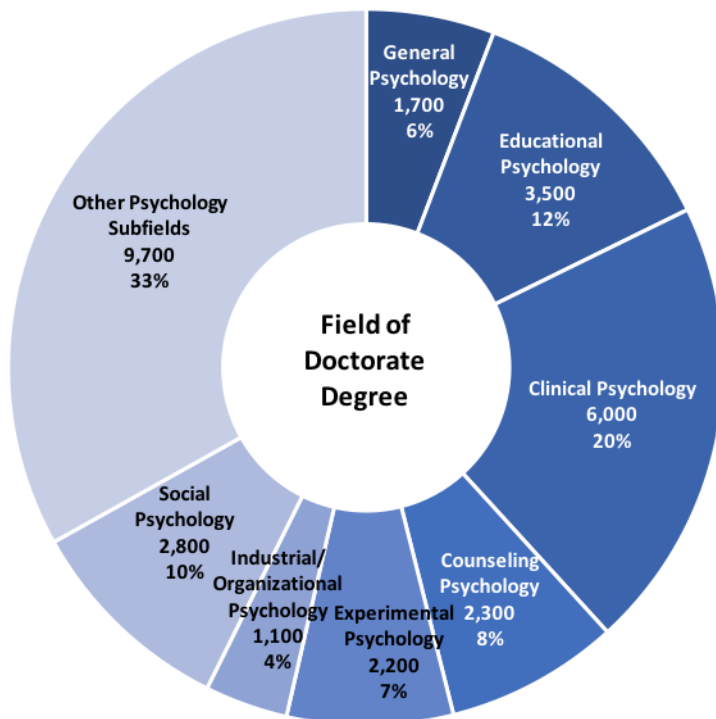
Source: 2015 Survey of Doctorate Recipients, National Science Foundation.

Educational Background

Figure 4 presents the number and percentage of psychology research doctorates in faculty positions, by subfield of doctorate degree. Twenty percent of faculty had a research doctorate in clinical psychology, followed by 12 percent in educational psychology, ten percent in social psychology, and eight percent in counseling psychology.

FIGURE 4.

PSYCHOLOGY RESEARCH DOCTORATES IN FACULTY POSITIONS BY SUBFIELD OF DOCTORATE DEGREE, 2015



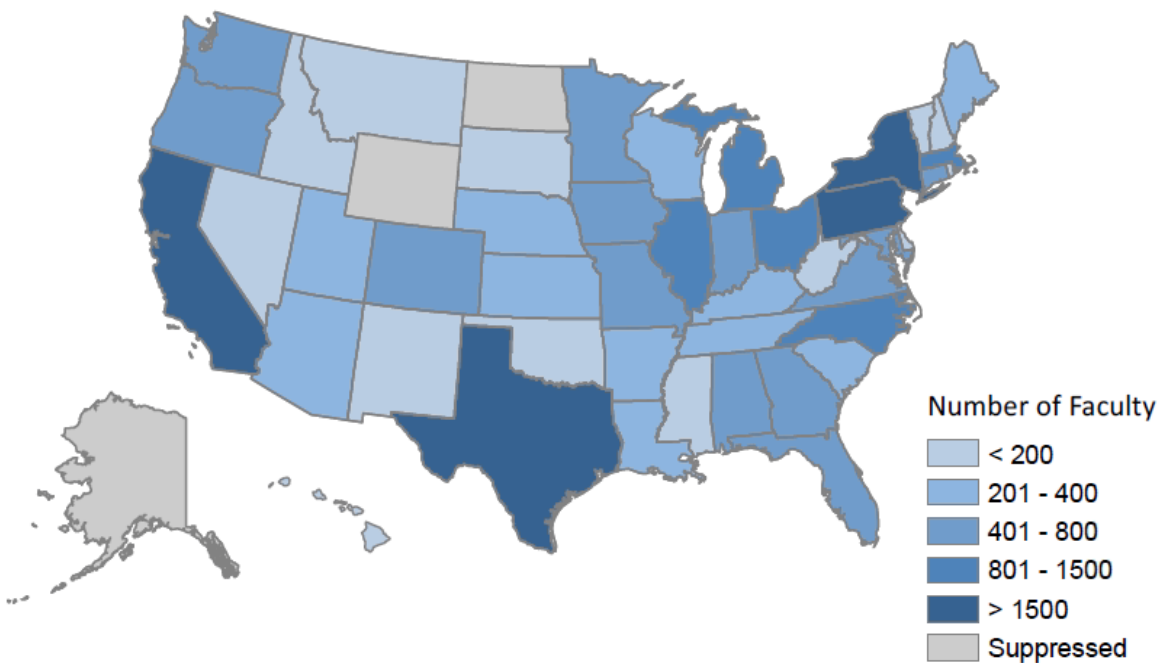
Source: 2015 Survey of Doctorate Recipients, National Science Foundation.

Note: Other psychology subfields include cognitive psychology, comparative psychology, developmental psychology, personality psychology, psychometrics, psycholinguistics, school psychology, and other psychology subfields not listed.

Geographic Distribution

The geographic distribution of psychology research doctorates in faculty positions is shown in Figure 5. In 2015, California (2,800), New York (2,400), Texas (1,800), Pennsylvania (1,600), and Illinois (1,300) had the largest numbers of faculty. Approximately eight percent (2,300) of faculty worked in countries outside the U.S.

FIGURE 5.
**GEOGRAPHIC DISTRIBUTION OF PSYCHOLOGY RESEARCH DOCTORATES
IN FACULTY POSITIONS, 2015**



Source: 2015 Survey of Doctorate Recipients, National Science Foundation.
Note: Data from the following states were suppressed due to small cell sizes: Alaska, North Dakota, and Wyoming.

SECTION 2

EMPLOYMENT CHARACTERISTICS

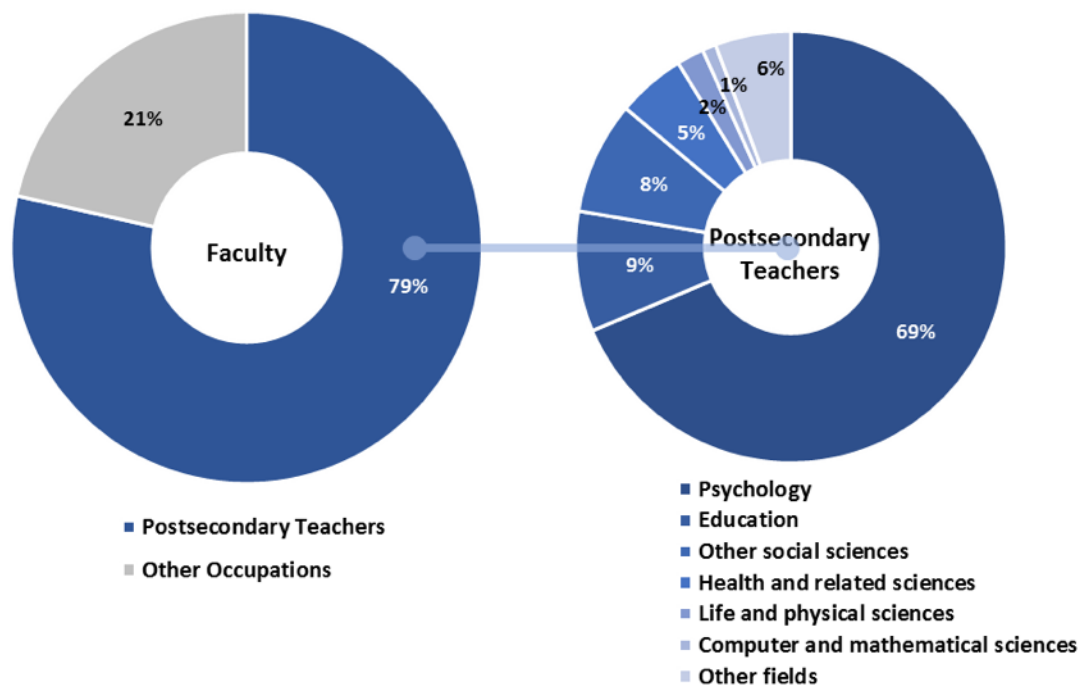
This section presents employment characteristics of psychology research doctorates in faculty positions, such as field of teaching, type of educational institutions, primary work activity, and faculty rank.

Field of Teaching

Figure 6 presents the reported occupation of psychology research doctorates in faculty positions. Approximately 79 percent of faculty reported an occupation of “postsecondary teacher.” The remaining 21 percent reported other occupations such as psychologists, other scientist occupations (medical scientists, biological scientists, etc.), health occupations (counselors, diagnosing/treating practitioners, etc.), and management occupations (education administrators, medical and health service managers, etc.).

For those reported as “postsecondary teachers,” the majority (69 percent) reported postsecondary teachers in psychology, followed by nine percent in education, eight percent in other social sciences (excluding psychology), and five percent in health and related sciences.

FIGURE 6.
**PSYCHOLOGY RESEARCH DOCTORATES IN FACULTY POSITIONS
BY REPORTED OCCUPATION AND FIELD OF TEACHING, 2015**



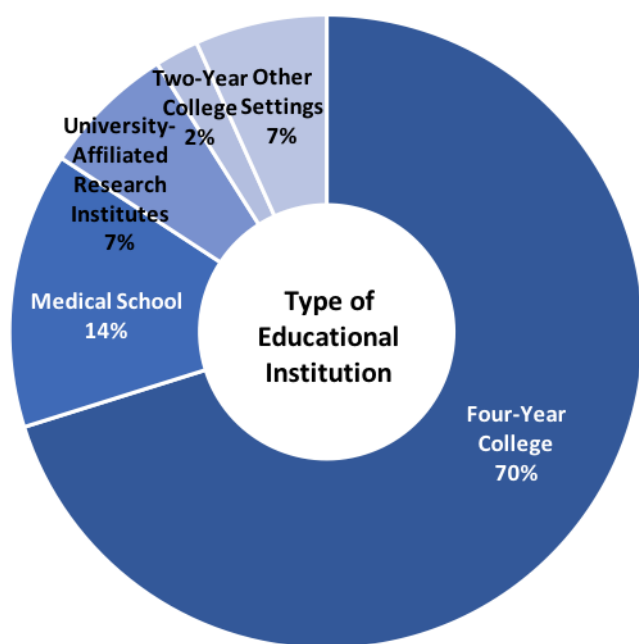
Note: Details may not sum to total due to rounding.
Source: 2015 Survey of Doctorate Recipients, National Science Foundation.

Types of Educational Institutions

Figure 7 displays the type of educational institution where psychology research doctorates in faculty positions were employed at. In 2015, most faculty (70 percent) worked in four-year colleges, followed by 14 percent in medical schools, seven percent in university-affiliated research institutes, two percent in two-year colleges, and seven percent other settings.⁷ Most faculty (61 percent) worked in public institutions, with the remaining 39 percent working in private institutions.

FIGURE 7.

PSYCHOLOGY RESEARCH DOCTORATES IN FACULTY POSITIONS BY TYPE OF EDUCATIONAL INSTITUTION, 2015



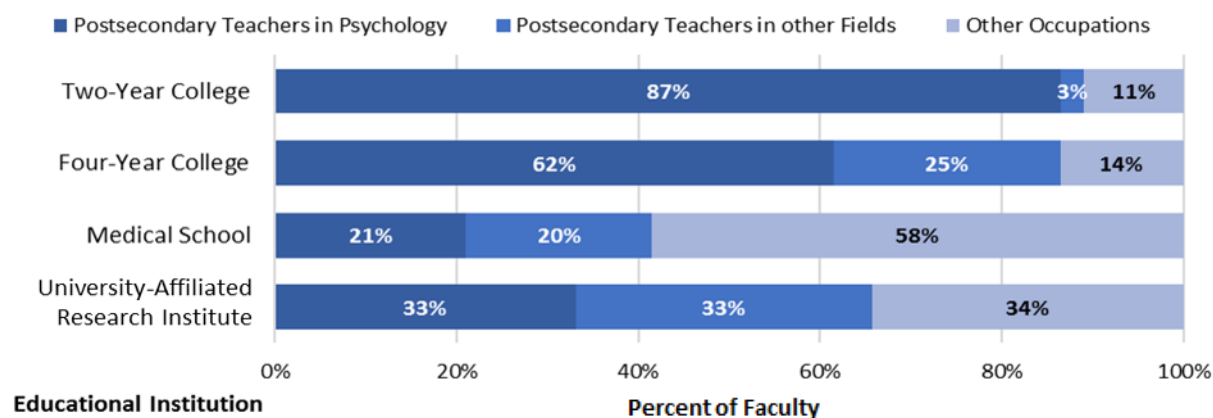
Source: 2015 Survey of Doctorate Recipients, National Science Foundation.

Figure 8 presents the occupations of psychology research doctorates in faculty positions by type of educational institution in 2015. The majority of faculty in two-year colleges (90 percent) and four-year colleges (87 percent) worked as postsecondary teachers. The percentage of faculty working as psychology postsecondary teachers was highest in two-year colleges (87 percent), followed by four-year colleges (62 percent), and university-affiliated research institutes (33 percent). The percentage of faculty working as postsecondary teachers in other fields was highest in university-affiliated research institutes (33 percent) and four-year colleges (25 percent). In medical schools, the majority of faculty (58 percent) worked in other occupations, such as psychologists, medical scientists, and medical and health service managers.

⁷ Other settings include educational or non-educational settings not specified otherwise.

FIGURE 8.

**PSYCHOLOGY RESEARCH DOCTORATES IN FACULTY POSITIONS
BY OCCUPATION AND EDUCATIONAL INSTITUTION, 2015**



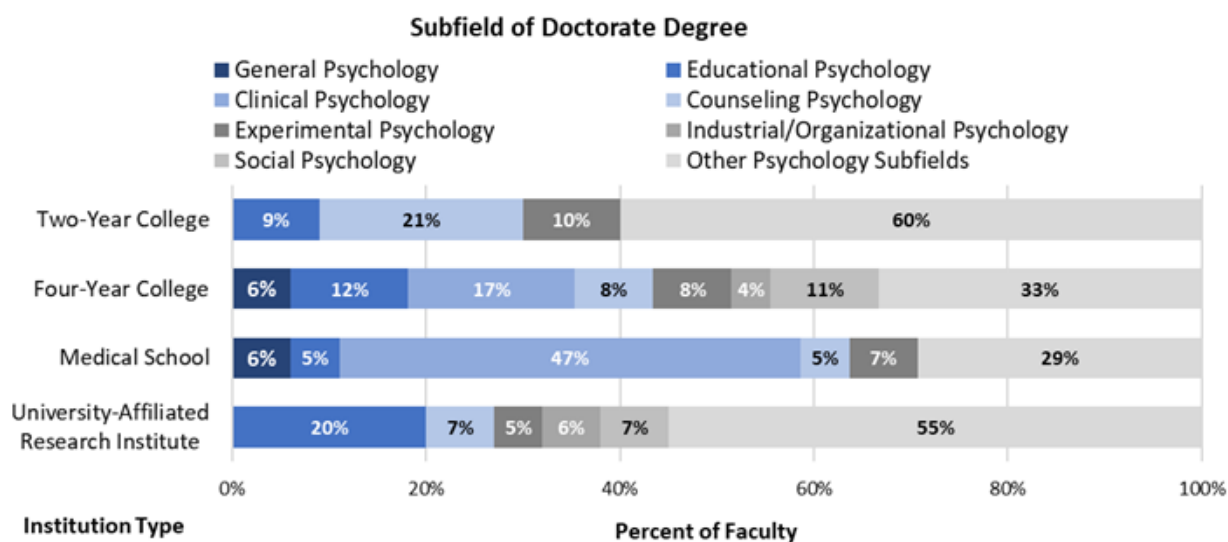
Note: Details may not sum to total due to rounding.

Source: 2015 Survey of Doctorate Recipients, National Science Foundation.

Figure 9 presents the subfield of the psychology research doctorate working as faculty in each type of educational institution. In medical schools, the percentage of faculty with a research doctorate in clinical psychology (47 percent) was higher than in other types of educational institutions.

FIGURE 9.

**PSYCHOLOGY RESEARCH DOCTORATES IN FACULTY POSITIONS BY SUBFIELD
OF RESEARCH DOCTORATE AND TYPE OF EDUCATIONAL INSTITUTION, 2015**



Note: Some subfields were collapsed into "Other Psychology Subfields" due to small cell size. Details may not sum to total due to rounding. Refer to Appendix B for data underlying this Figure.

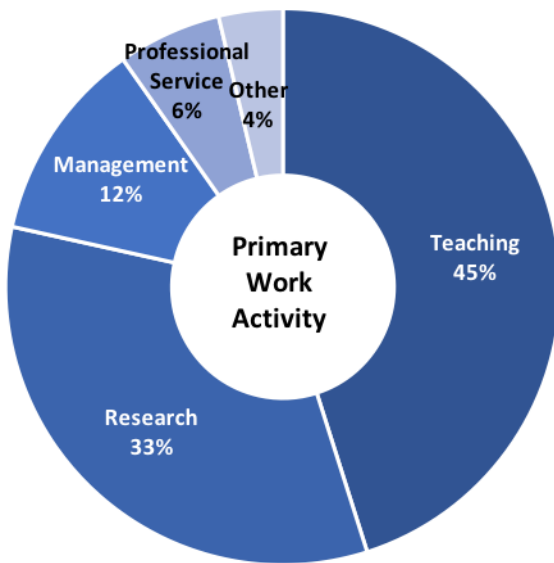
Source: 2015 Survey of Doctorate Recipients, National Science Foundation.

Work Activities

Figure 10 presents the primary work activity of psychology research doctorate in faculty positions in 2015.⁸ For most faculty, the primary work activity was either teaching (45 percent) or research (33 percent). Twelve percent reported management as their primary work activity, six percent reported professional service, and four percent reported other work activities.

FIGURE 10.

PSYCHOLOGY RESEARCH DOCTORATES IN FACULTY POSITIONS BY PRIMARY WORK ACTIVITY, 2015



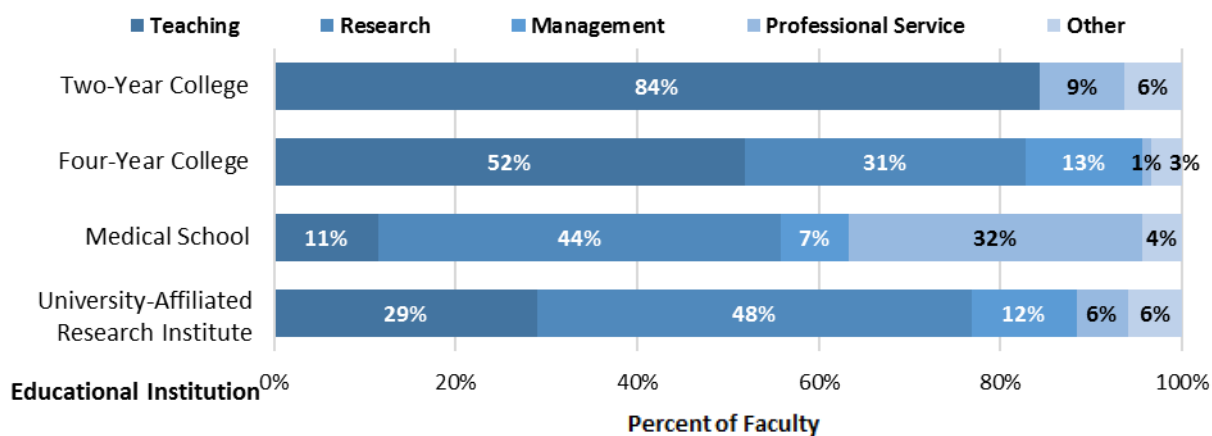
Source: 2015 Survey of Doctorate Recipients, National Science Foundation.

Faculty's primary work activity varies across types of educational institutions (Figure 11). In four-year colleges, about half (52 percent) of faculty were primarily engaged in teaching, and 31 percent in research. By comparison, faculty in two-year colleges were most likely to be primarily engaged in teaching (84 percent). Those employed at university-affiliated research institutes were more likely to be primarily engaged in research (48 percent) than other settings, whereas those in medical schools were more likely to be primarily engaged in research (44 percent) and professional service activities (32 percent).

⁸ Primary work activity refers to the activity on which the respondent spent the most hours working during a typical work week in their principal jobs. Professional services include healthcare, counseling, financial, or legal services. Other work activities include computer science, production, operations, maintenance, sales, etc. For more information, refer to Appendix A.

FIGURE 11.

PSYCHOLOGY RESEARCH DOCTORATES IN FACULTY POSITIONS BY WORK ACTIVITY AND EDUCATIONAL INSTITUTION, 2015



Note: Some cells were collapsed into "Other" work activities due to small cell size. Refer to Appendix B for data underlying this Figure. Details may not sum to total due to rounding.

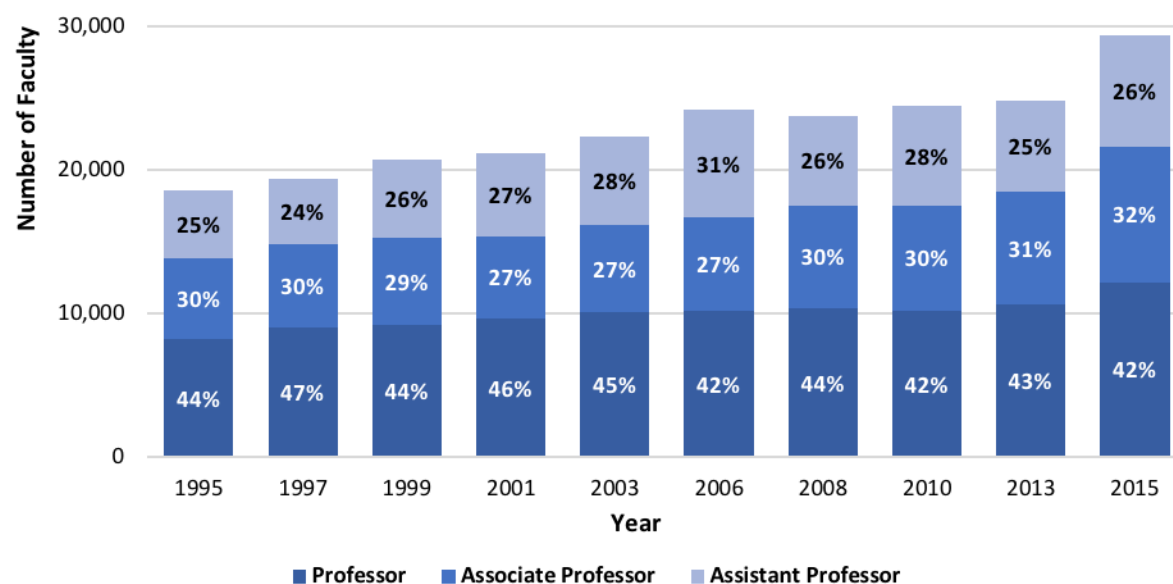
Source: 2015 Survey of Doctorate Recipients, National Science Foundation.

Faculty Rank

In 2015, psychology research doctorates in faculty positions consisted of 42 percent full professors, 32 percent associate professors, and 26 percent assistant professors. Between 1995 and 2015, the proportions of professors, associate professors, and assistant professors remained roughly stable (Figure 12).

FIGURE 12.

PSYCHOLOGY RESEARCH DOCTORATES IN FACULTY POSITIONS BY RANK, 1995-2015



Note: Details may not sum to total due to rounding.

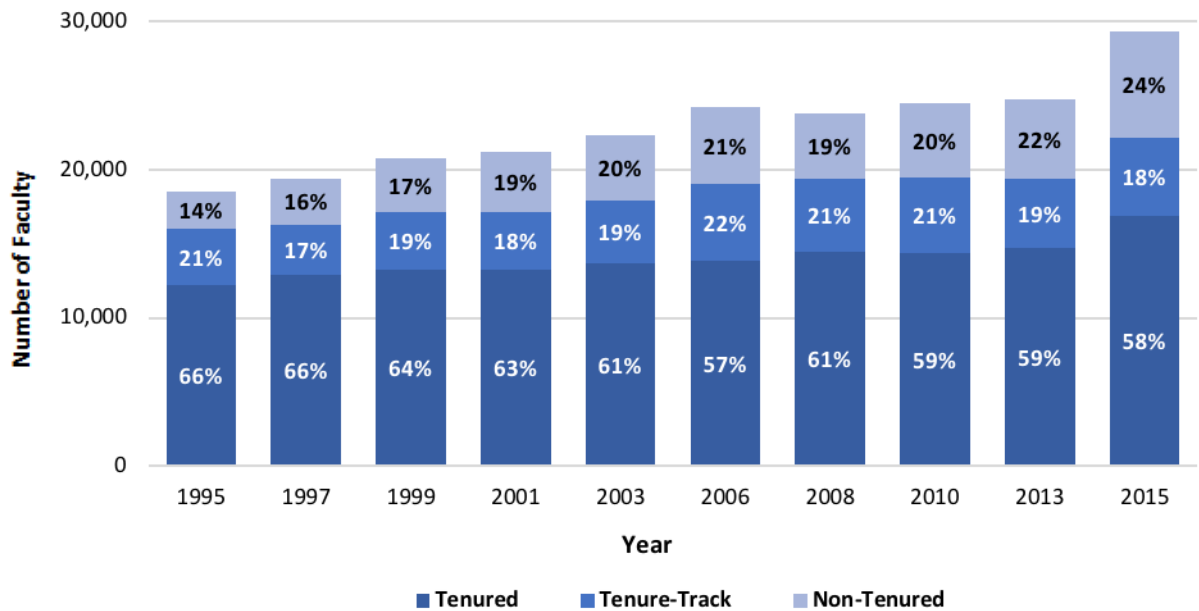
Source: 1995-2015 Survey of Doctorate Recipients, National Science Foundation.

SECTION 3

TENURE STATUS

In 2015, 76 percent of psychology research doctorates in faculty positions held tenured/tenure-track positions and 24 percent held non-tenured positions.⁹ Figure 13 presents the tenure status of psychology research doctorates in faculty positions between 1995 and 2015. Over the last two decades, the number of faculty in tenured/tenure-track positions increased by 39 percent, whereas the number of faculty in non-tenured positions increased by 179 percent. During the same period, the proportion of tenured/tenure-track positions decreased from 86 to 76 percent, and the proportion of non-tenured positions increased from 14 to 24 percent.

FIGURE 13.
PSYCHOLOGY RESEARCH DOCTORATES IN FACULTY POSITIONS BY TENURE STATUS, 1995-2015



Note: Details may not sum to total due to rounding.
Source: 1995-2015 Survey of Doctorate Recipients, National Science Foundation.

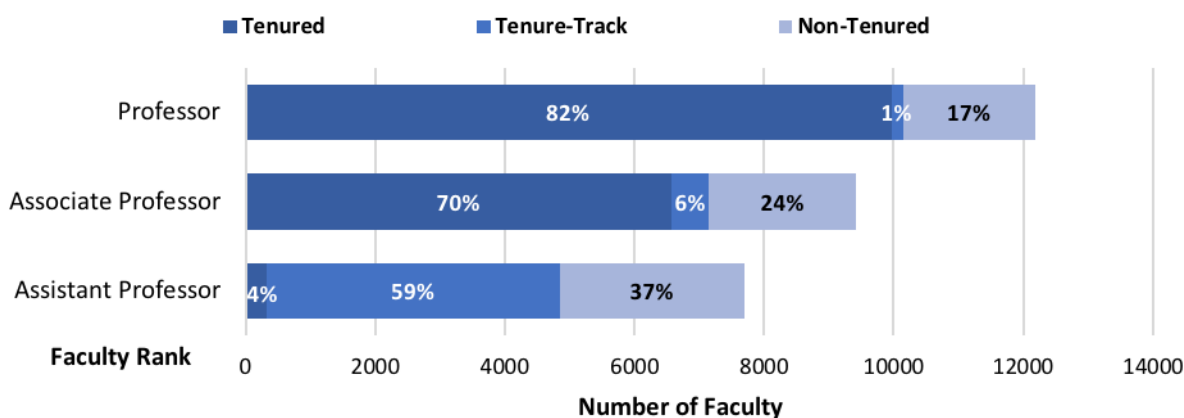
Tenure Status and Faculty Rank

Figure 14 presents the faculty ranks and tenure status for psychology research doctorates in faculty positions in 2015. The majority of faculty in the full professor rank (83 percent) were in tenured/tenure-track positions. That percentage was lower for those in the associate professor rank (76 percent) and the assistant professor rank (63 percent). The percentage of faculty who were on tenure-track but were not yet tenured was highest among those in the assistant professor rank (59 percent).

⁹ Tenure status includes the following mutually exclusive categories: tenured, on tenure-track, and non-tenured. Non-tenured positions include (1) positions that are not on tenure track, and (2) positions that are not applicable to tenure system. For more information, refer to Appendix A.

FIGURE 14.

**PSYCHOLOGY RESEARCH DOCTORATES IN FACULTY POSITIONS
BY TENURE STATUS AND FACULTY RANK, 2015**



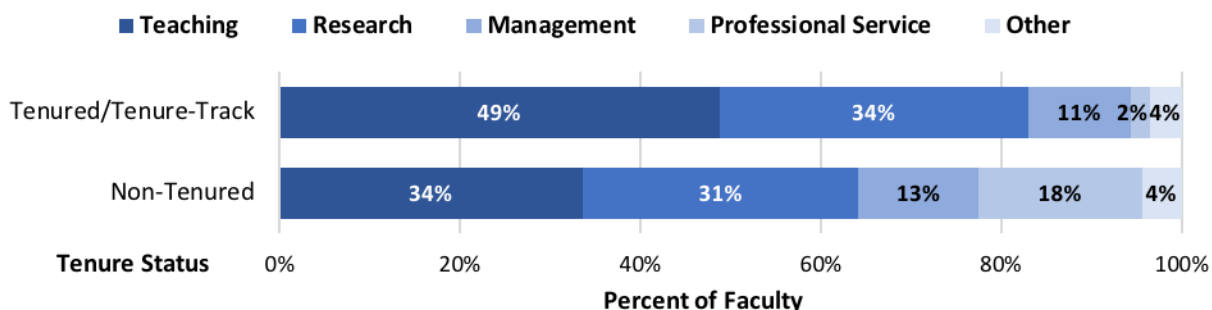
Source: 2015 Survey of Doctorate Recipients, National Science Foundation.

Tenure Status and Primary Work Activity

Figure 15 presents the primary work activity of psychology research doctorates in faculty positions by tenure status. For faculty in tenured/tenure-track positions, about half (49 percent) were primarily engaged in teaching, and 34 percent were primarily engaged in research activities. Those in non-tenured positions were less likely to be primarily engaged in teaching (34 percent) or research (31 percent) and were more likely to be primarily engaged in management (13 percent) and professional service (18 percent) activities.

FIGURE 15.

**PSYCHOLOGY RESEARCH DOCTORATES IN FACULTY POSITIONS
BY TENURE STATUS AND PRIMARY WORK ACTIVITY, 2015**



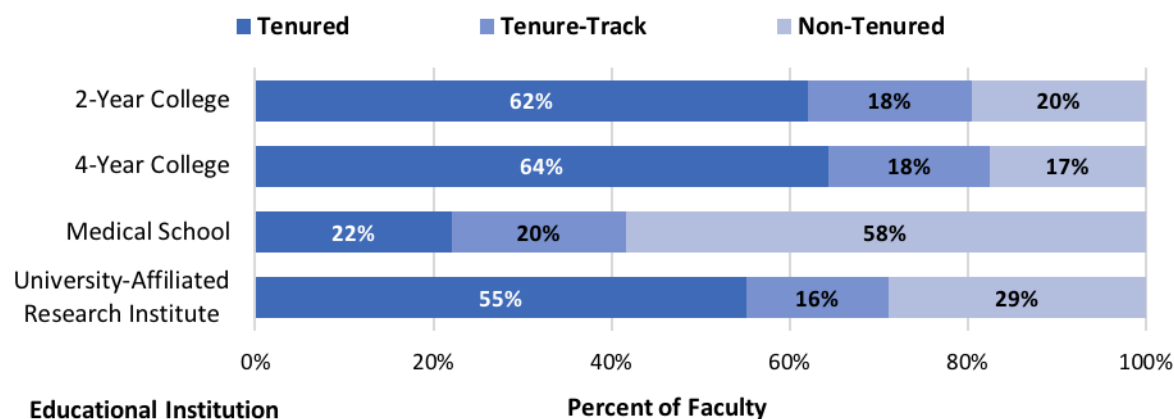
Source: 2015 Survey of Doctorate Recipients, National Science Foundation.

Tenure Status and Educational Institution

Figure 16 presents the percentage of psychology research doctorates in faculty positions by tenure status in each type of educational institution. In 2015, the percentage of tenured/tenure-track faculty was highest in four-year colleges (82 percent), followed by two-year colleges (80 percent), and university-affiliated research institutes (71 percent). In medical schools, the majority of faculty (58 percent) were in non-tenured positions.

FIGURE 16.

PSYCHOLOGY RESEARCH DOCTORATES IN FACULTY POSITIONS BY TENURE STATUS AND EDUCATIONAL INSTITUTION, 2015



Note: Details may not sum to total due to rounding.

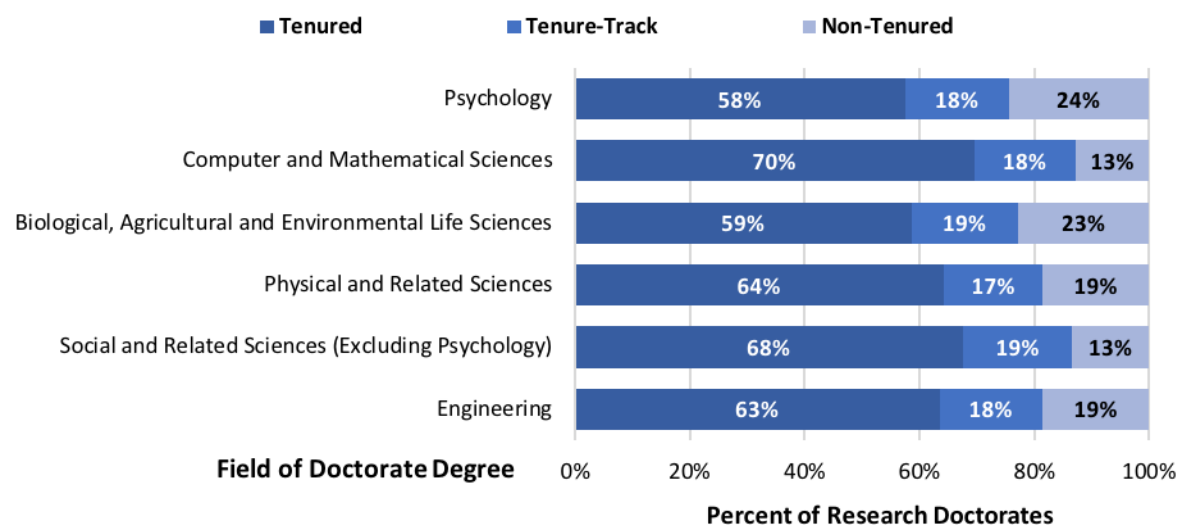
Source: 2015 Survey of Doctorate Recipients, National Science Foundation.

Tenure Status and Fields

The percentage of tenured/tenure-track positions among psychology research doctorates in faculty positions (76 percent) was low when compared to faculty in science and engineering fields overall (82 percent). Figure 17 displays the tenure status of research doctorates by field of doctorate degree.

FIGURE 17.

PERCENTAGE OF TENURED FACULTY MEMBERS BY FIELD OF DOCTORATE, 2015



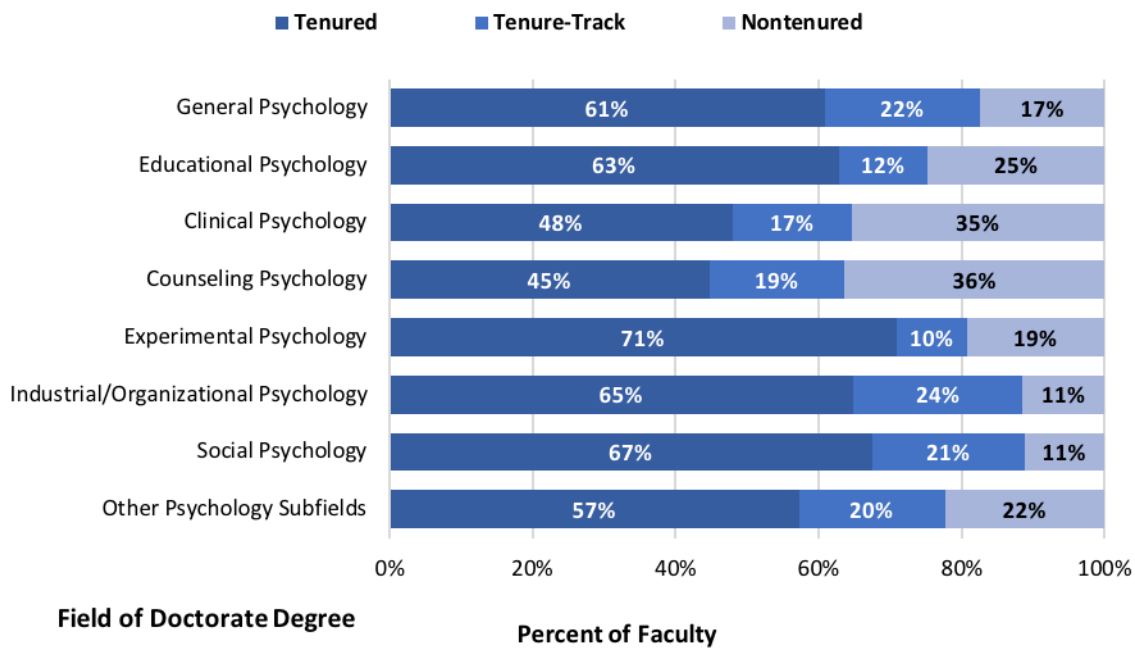
Note: Details may not sum to total due to rounding.

Source: 2015 Survey of Doctorate Recipients, National Science Foundation.

Figure 18 presents the psychology research doctorates in faculty positions by field of doctorate and tenure status. The percentage of tenured/tenure-track positions was highest for faculty with research doctorates in research-oriented subfields such as social psychology (89 percent) and industrial/organizational psychology (89 percent), which were more in line with other science and engineering fields. The percentage of tenured/tenure track positions was lowest for faculty with research doctorates in health service psychology subfields such as clinical psychology (48 percent) and counseling psychology (45 percent).

FIGURE 18.

**PSYCHOLOGY RESEARCH DOCTORATES IN FACULTY POSITIONS
BY FIELD OF DOCTORATE AND TENURE STATUS, 2015**



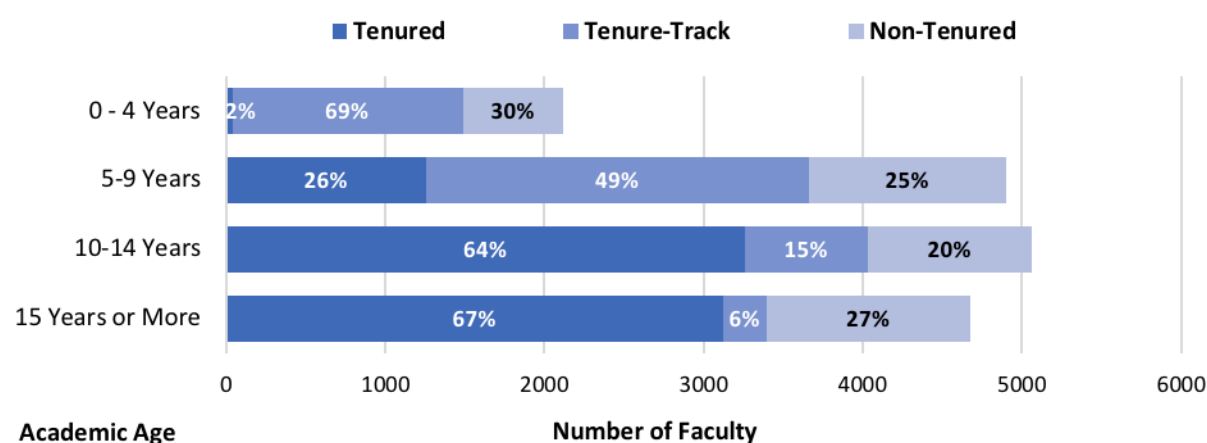
Source: 2015 Survey of Doctorate Recipients, National Science Foundation.
Note: Details may not add up to total due to rounding.

Tenure Status by Academic Age

Academic age refers to years since obtaining doctorate degree. Figure 19 presents the percent of psychology research doctorates in faculty positions by academic age and tenure status. For those within four years of earning their doctorates, only two percent were tenured and the vast majority (98 percent) were not. For those who had earned their doctorates in the last 5-9 years, about a quarter (26 percent) were tenured. For those who had earned their doctorates ten or more years prior, the majority (66 percent) were tenured.

FIGURE 19.

PSYCHOLOGY RESEARCH DOCTORATES IN FACULTY POSITIONS BY ACADEMIC AGE AND TENURE STATUS, 2015



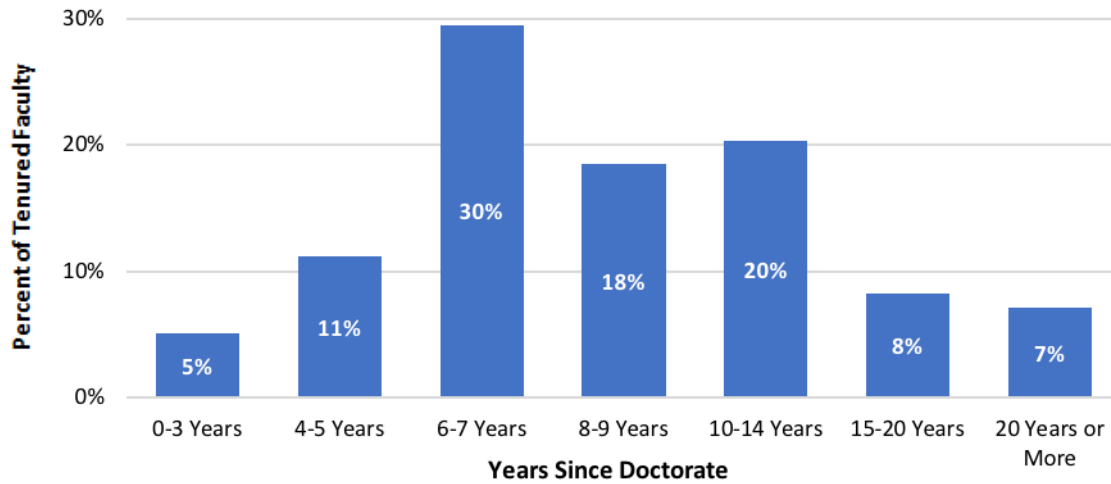
Note: Details may not sum to total due to rounding.
Source: 1995-2015 Survey of Doctorate Recipients, National Science Foundation.

Academic Age at Tenure

Figure 20 presents the academic age at tenure for psychology research doctorates in faculty positions. Among tenured faculty, most (59 percent) were tenured 4-9 years after they earned their doctorates. About five percent of faculty were tenured within three years of earning their doctorates, and about a third (35 percent) were tenured ten or more years after earning doctorates.

FIGURE 20.

**ACADEMIC AGE AT TENURE FOR PSYCHOLOGY RESEARCH DOCTORATES
IN FACULTY POSITIONS, 2015**



Source: 2015 Survey of Doctorate Recipients, National Science Foundation.

Note: Details may not add up to total due to rounding.

SECTION 4

FACULTY IN LEADERSHIP POSITIONS

In 2015, approximately 4,600, or 16 percent of psychology research doctorates in faculty positions held leadership positions: approximately 400, or two percent, in top-level leadership (president, provost, or chancellor), and approximately 4,200, or 14 percent, in mid-level leadership (dean, department head, or department chair).¹⁰

Figure 21 presents the number of psychology research doctorates in academic leadership. Between 2003 and 2015, the number of faculty in leadership positions increased by 61 percent (73 percent increase in top-level leadership and 59 percent increase in mid-level leadership). The proportion of faculty in leadership positions increased from 13 percent in 2003 to 16 percent in 2015.

FIGURE 21.
PSYCHOLOGY RESEARCH DOCTORATES IN LEADERSHIP POSITIONS, 2003-15



Source: 2003-15 Survey of Doctorate Recipients, National Science Foundation.

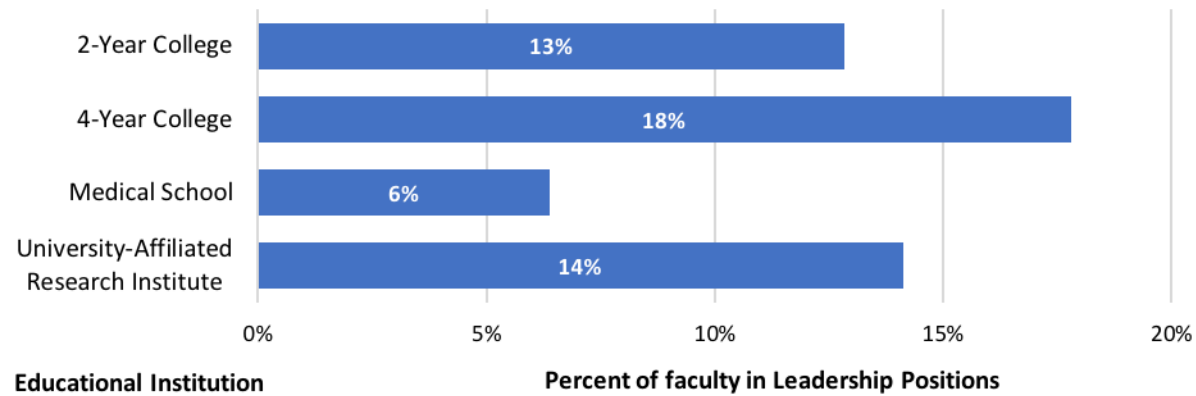
¹⁰ Since the 2003 SDR, respondents were asked to choose one or more options from the following academic positions: president, provost, or chancellor (any level); dean (any level), department head, or department chair; research faculty, scientist, associate, or fellow; teaching faculty; adjunct faculty; postdoc (e.g., postdoctoral fellow or associate); research assistant; teaching assistant; other positions.

Educational Institution

Figure 22 presents the percentages of faculty in leadership positions in each type of educational institution. The percentage of faculty in leadership positions was highest in 4-year colleges (18 percent).

FIGURE 22.

PSYCHOLOGY RESEARCH DOCTORATE FACULTY IN LEADERSHIP POSITIONS BY TYPE OF EDUCATIONAL INSTITUTION, 2015



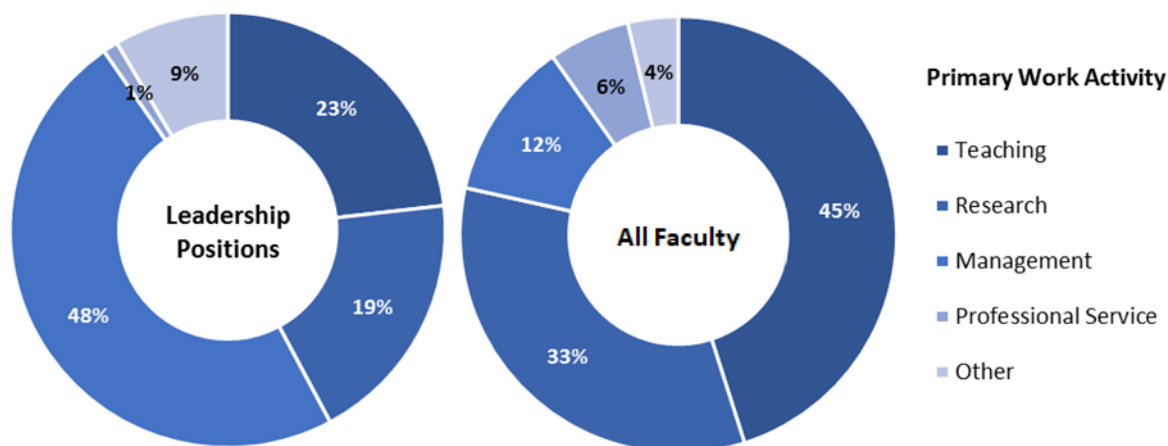
Source: 2015 Survey of Doctorate Recipients, National Science Foundation.

Work Activities

Figure 23 presents the primary work activity for psychology research doctorates in academic leadership. Faculty in leadership positions were more likely to be primarily engaged in management activities compared to all faculty members (48 versus 12 percent). They were less likely to be engaged in other activities such as teaching, research, and professional services.

FIGURE 23.

PSYCHOLOGY RESEARCH DOCTORATE FACULTY IN LEADERSHIP POSITIONS BY WORK ACTIVITY, 2015



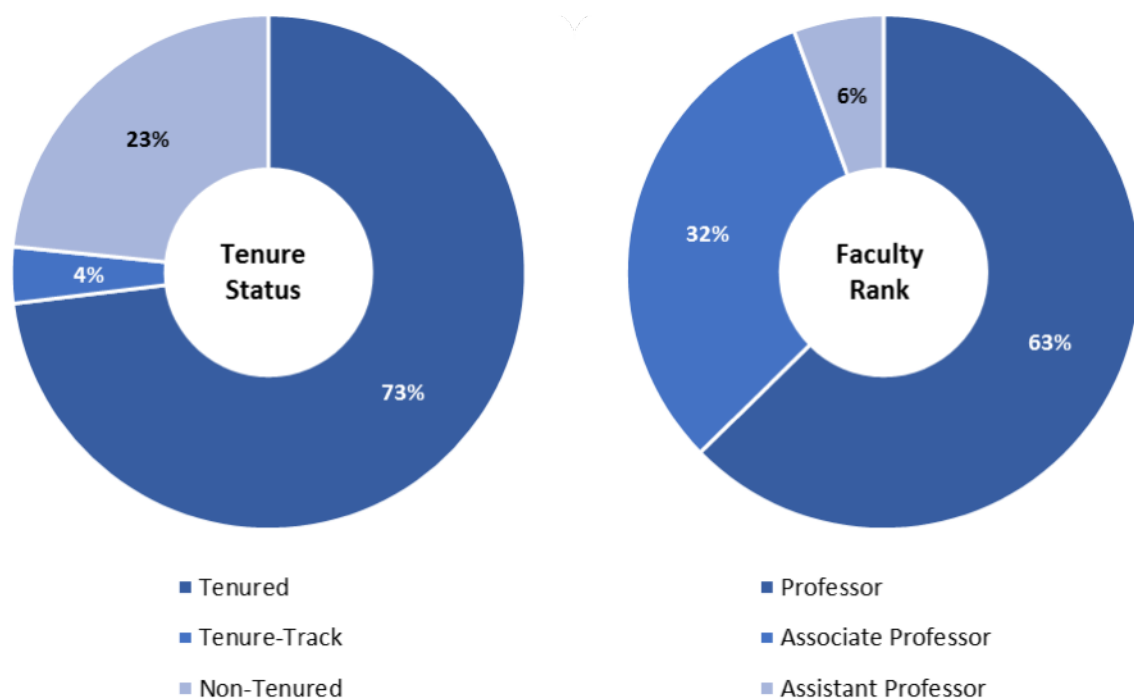
Source: 2015 Survey of Doctorate Recipients, National Science Foundation.
Note: Details may not add up to totals due to rounding.

Faculty Rank and Tenure Status

Figure 24 presents psychology research doctorates in academic leadership by tenure status and faculty rank. Seventy-seven percent of faculty in academic leadership were in tenured/tenure-track positions. Sixty-three percent were full professors.

FIGURE 24.

PSYCHOLOGY RESEARCH DOCTORATE FACULTY IN LEADERSHIP BY TENURE STATUS AND FACULTY RANK, 2015



Source: 2015 Survey of Doctorate Recipients, National Science Foundation.
Note: Details may not add up to totals due to rounding.

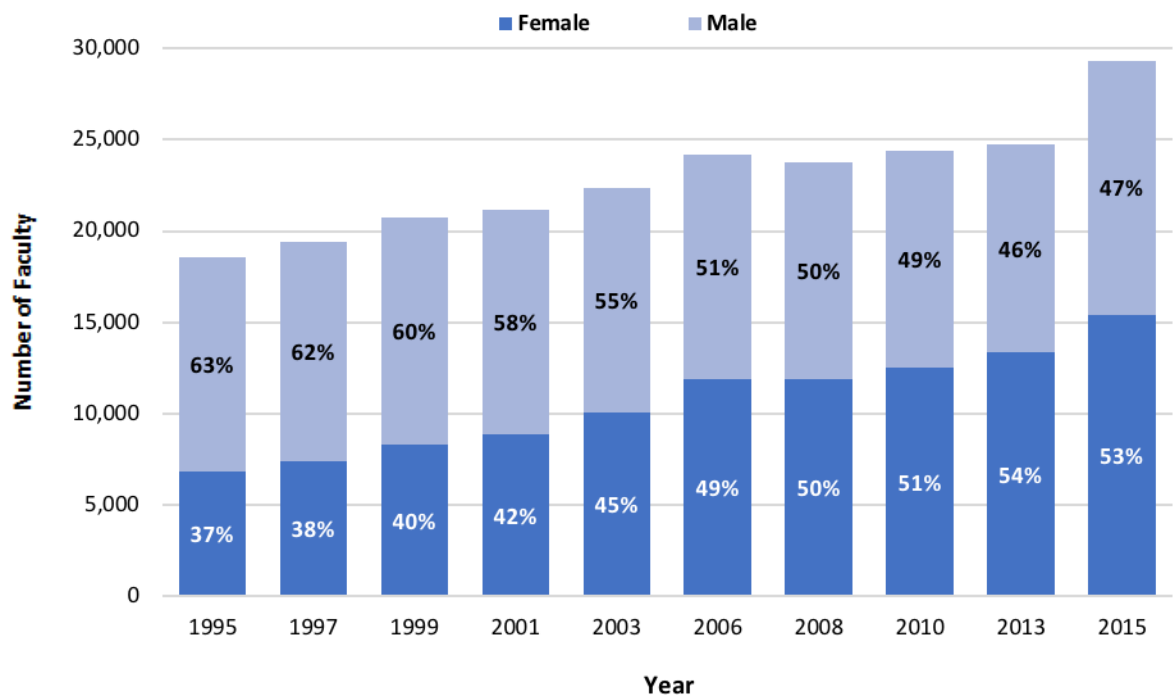
SECTION 5

DEMOGRAPHIC CHARACTERISTICS

Gender

Between 1995 and 2015, the number of female psychology research doctorates in faculty positions more than doubled (an increase of 126 percent), and the percentage of female faculty increased from 37 to 53 percent. During the same period, the number of male faculty increased by 19 percent, and the percentage of male faculty decreased from 63 to 47 percent (Figure 25). Female representation among faculty (53 percent) was low when compared to its representation within the entire psychology workforce (69 percent).¹¹

FIGURE 25.
PSYCHOLOGY RESEARCH DOCTORATE IN FACULTY POSITIONS BY GENDER, 1995-2015



Source: 1995-2015 Survey of Doctorate Recipients, National Science Foundation.

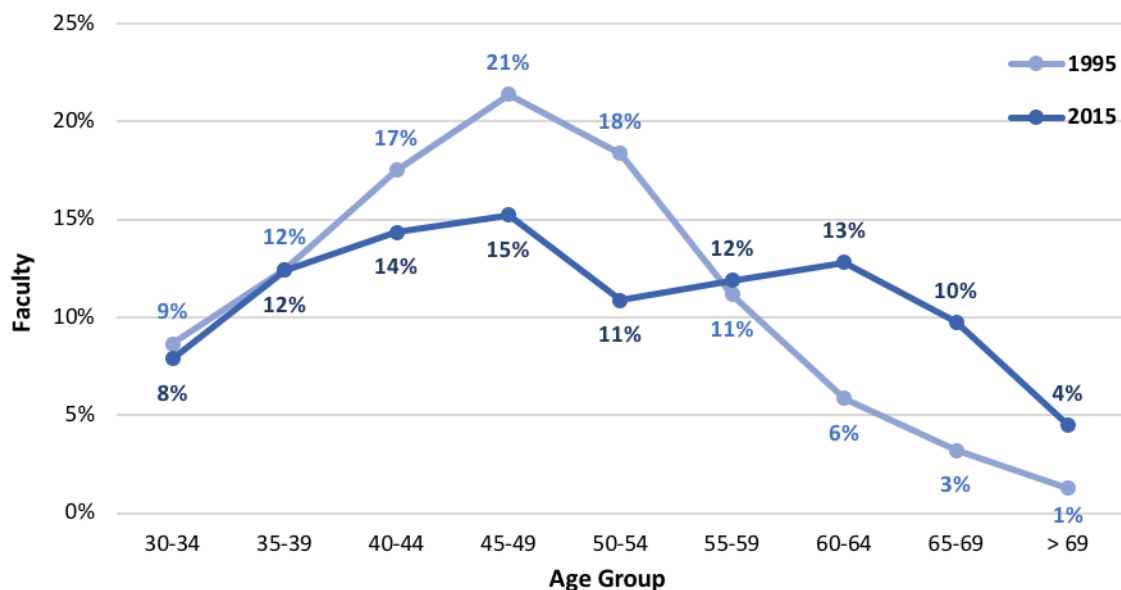
¹¹ American Psychological Association. (2018). *Demographics of the U.S. psychology workforce: Findings from the 2007-16 American Community Survey*. Retrieved from <https://www.apa.org/workforce/publications/16-demographics>. In 2015, the psychology workforce consisted of 69 percent women and 31 percent men.

Age

Between 1995 and 2015, the age distribution of psychology research doctorates in faculty positions changed considerably. Figure 26 displays the age distribution of faculty members in 1995 and 2015. In 1995, the majority of faculty (56 percent) were between the ages of 40 to 54 years. In 2015, the age distribution of faculty was spread out more evenly across ages 35 to 69 years.

FIGURE 26.

PSYCHOLOGY RESEARCH DOCTORATE IN FACULTY POSITIONS BY AGE GROUP, 2015



Source: 1995 and 2015 Survey of Doctorate Recipients, National Science Foundation.

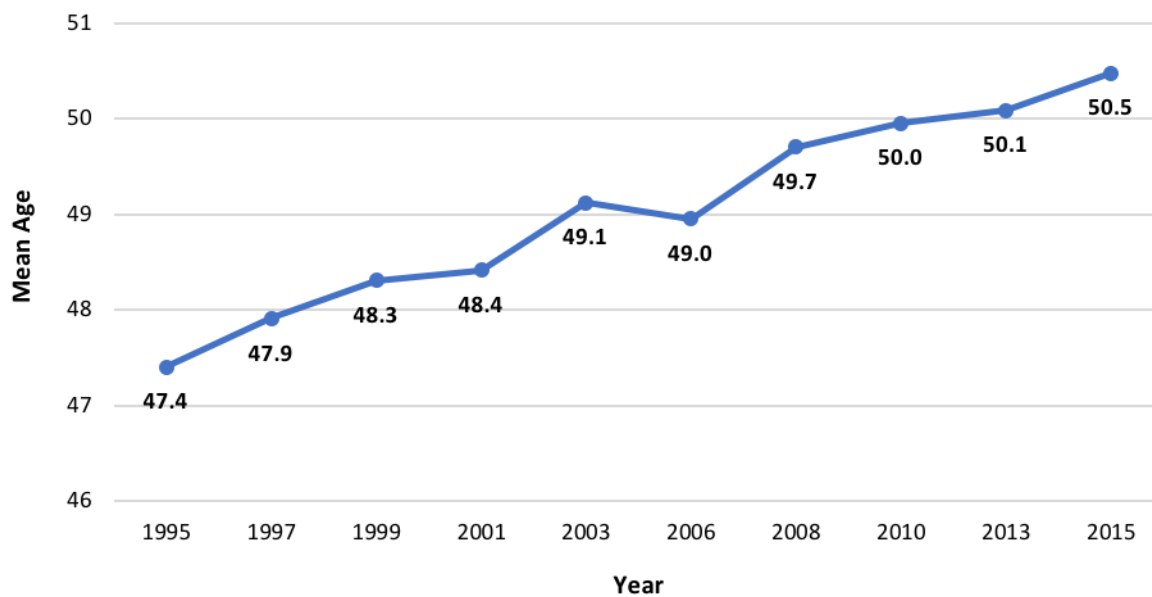
Note: Faculty members ages 29 or younger were suppressed in this figure due to small cell sizes.

The mean age of psychology research doctorates in faculty positions was 50.5 years in 2015, an increase of more than three years from the mean age in 1995 (47.4 years) (Figure 27). The mean age of faculty in 2015 was older when compared to the entire psychology workforce (mean age = 48.9 years).¹²

¹² American Psychological Association. (2018). *Demographics of the U.S. psychology workforce: Findings from the 2007-16 American Community Survey*. Retrieved from <https://www.apa.org/workforce/publications/16-demographics>. There was a decrease in the mean age of the entire psychology workforce starting in 2015, mostly due to the larger number of younger psychologists entering the workforce (ages 26-35) relative to those retiring. This decrease was not found among faculty. This might be related to the smaller representation of younger psychologists (ages 26-35) within faculty (eight percent) than within the entire psychology workforce (18 percent) in 2015.

FIGURE 27.

MEAN AGE OF PSYCHOLOGY RESEARCH DOCTORATE IN FACULTY POSITIONS, 1995-2015



Source: 1995-2015 Survey of Doctorate Recipients, National Science Foundation.

Race/Ethnicity

In 2015, psychology research doctorates in faculty positions consisted of 78 percent White and 22 percent racial/ethnic minorities: ten percent Asian, five percent Black/African American, five percent Hispanic, and two percent other racial/ethnic groups.¹³ Between 1995 and 2015, racial/ethnic minority representation among faculty increased from eight to 22 percent (Figure 28).

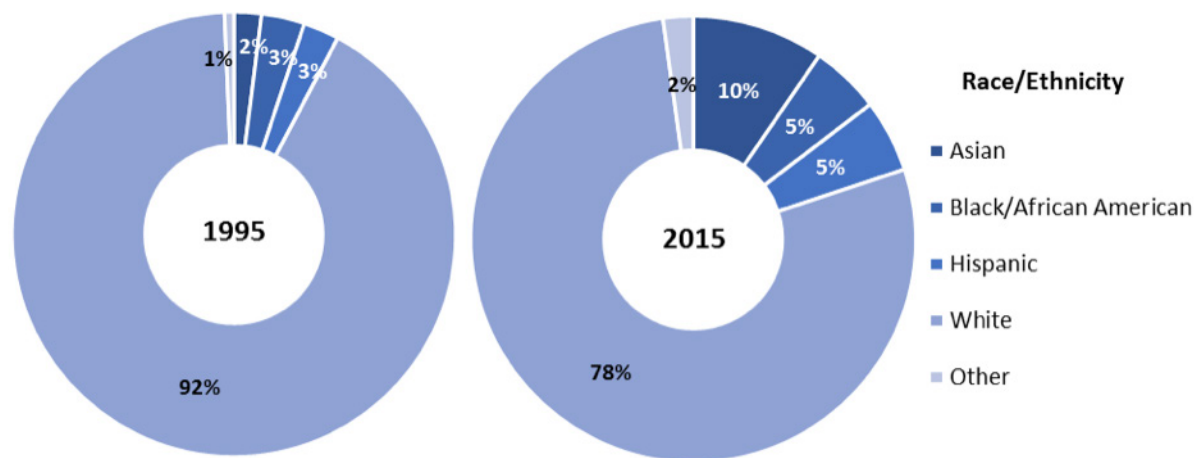
In 2015, psychology research doctorates in faculty positions were more diverse when compared to the entire psychology workforce, which consisted of five percent Asian, four percent Black/African American, five percent Hispanic, 86 percent White, and one percent other racial/ethnic groups.¹⁴

¹³ Other racial/ethnic groups included American Indian/Alaska Native, Native Hawaiian/Pacific Islander, and people with multiple races. For more information, refer to [Appendix A](#).

¹⁴ American Psychological Association. (2018). *Demographics of the U.S. psychology workforce: Findings from the 2007-16 American Community Survey*. Retrieved from <https://www.apa.org/workforce/publications/16-demographics>

FIGURE 28.

PSYCHOLOGY RESEARCH DOCTORATE IN FACULTY POSITIONS BY RACE/ETHNICITY, 1995 AND 2015



Note: Details may not sum to total due to rounding.
Source: 1995 and 2015 Survey of Doctorate Recipients, National Science Foundation.

Disability

In 2015, approximately nine percent of psychology research doctorates in faculty positions reported at least one type of disability.¹⁵

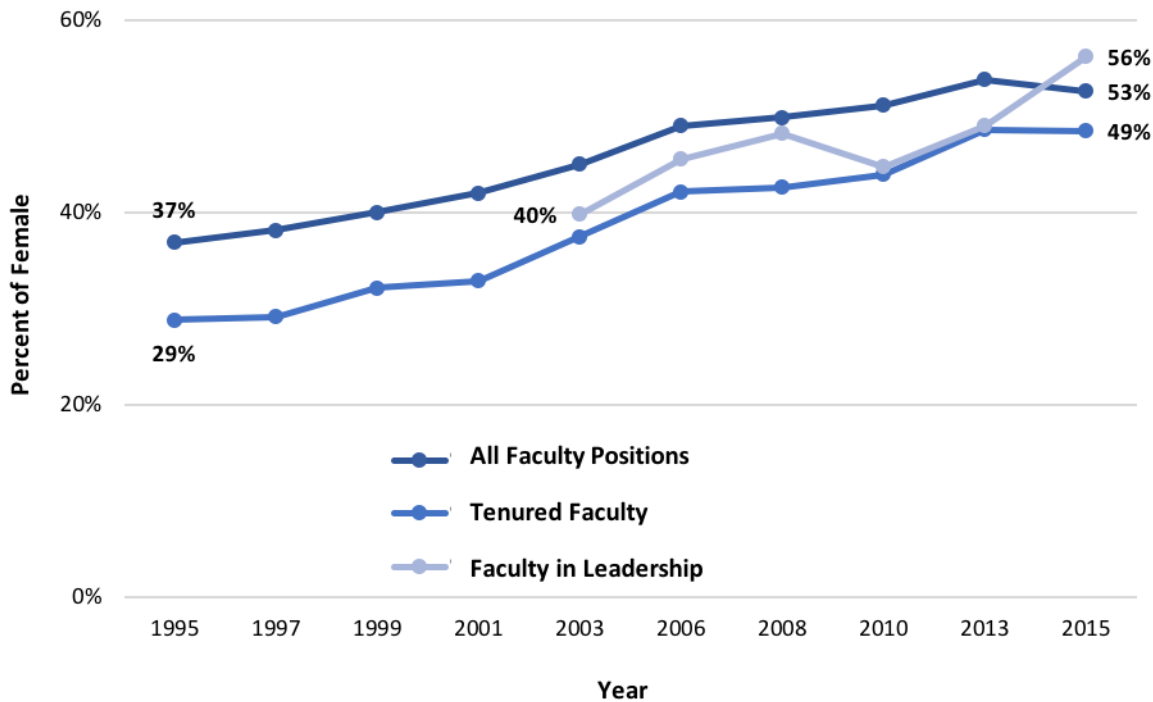
Demographic Characteristics of Tenured Faculty and Faculty in Leadership Positions

Just as female representation increased among psychology research doctorates in faculty positions, female representation among tenured faculty and academic leadership increased as well (Figure 29). The percentage of females among tenured faculty increased from 29 percent in 1995 to 49 percent in 2015. The percentage of females in academic leadership increased from 40 percent in 2003 to 56 percent in 2015.

¹⁵ Respondents were asked the usual degree of difficulty with seeing, hearing, walking, lifting, or concentrating, remembering, or making decisions: none, slight, moderate, severe, or unable to do. Those responded moderate, severe, or unable to do for any activity were coded as having a disability. For more information, refer to [Appendix A](#).

FIGURE 29.

**FEMALE REPRESENTATION AMONG FACULTY, TENURED FACULTY,
AND ACADEMIC LEADERSHIP, 1995 - 2015**

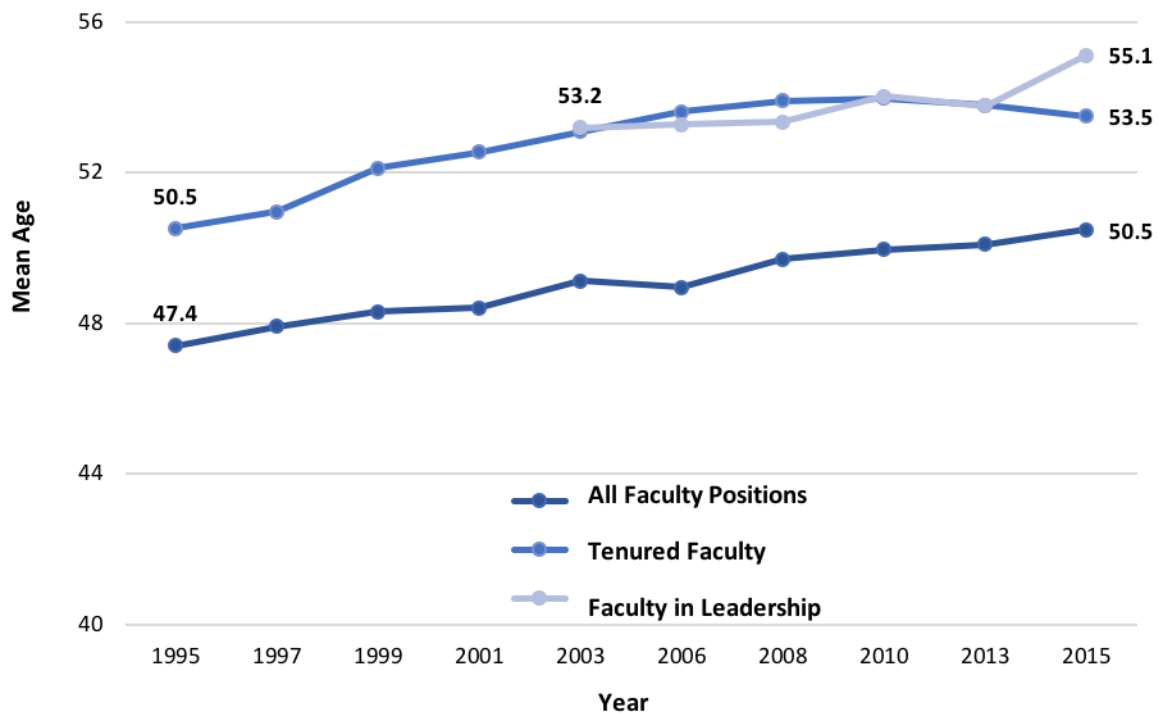


Source: 1995-2015 Survey of Doctorate Recipients, National Science Foundation.

Note: Leadership positions were coded based on SDR variables for academic positions, which were not available before 2003.

Figure 30 presents the mean age for faculty, tenured faculty, and faculty in leadership positions between 1995 and 2015. In 2015, the mean age for tenured faculty members (53.5 years) and for faculty in leadership positions (55.1 years) were both older compared to the mean age for all research doctorates in faculty positions (50.5 years). The mean age increased over time both for tenured faculty (from 50.5 years in 1995 to 53.5 years in 2015) and for faculty members in leadership positions (from 53.2 years in 2003 to 55.1 years in 2015).

FIGURE 30.

MEAN AGE OF FACULTY, TENURED FACULTY, AND FACULTY IN LEADERSHIP POSITIONS, 1995-2015

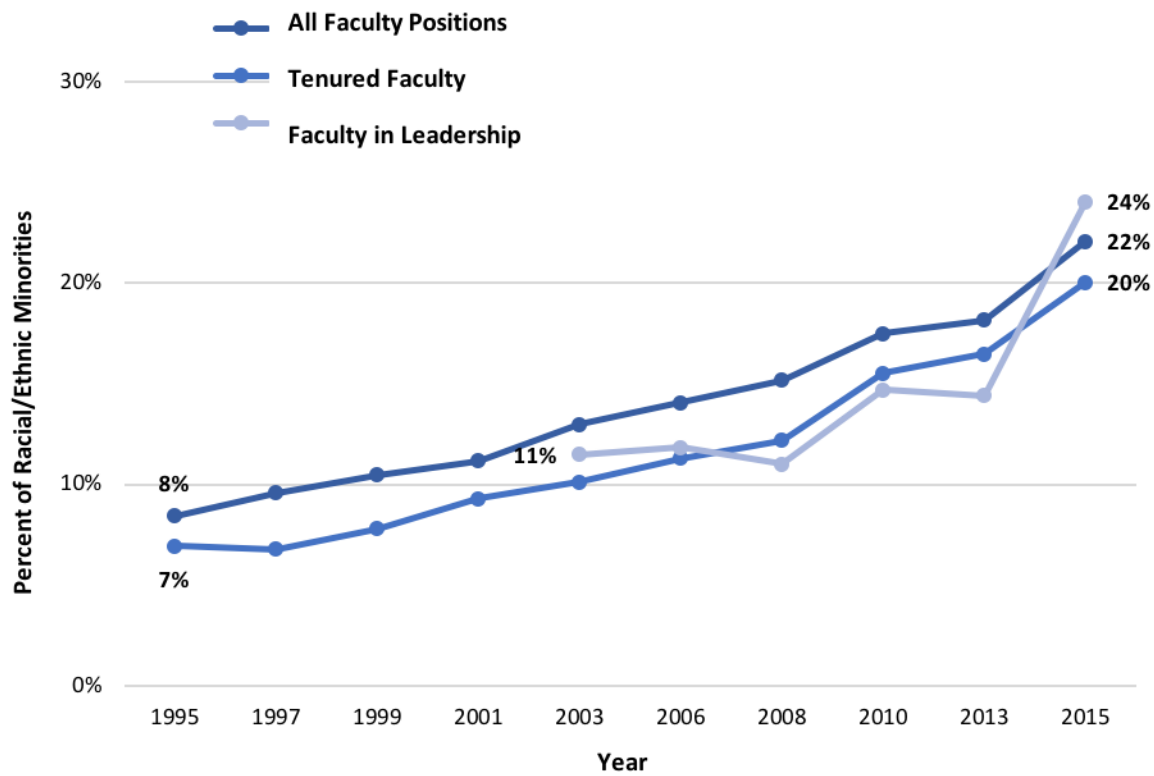
Source: 1995-2015 Survey of Doctorate Recipients, National Science Foundation

Note: Leadership positions were coded based on SDR variables for academic positions, which were not available before 2003.

Figure 31 presents racial/ethnic minority representation among faculty, tenured faculty, and faculty in leadership positions between 1995 and 2015. In 2015, racial/ethnic minority representation was 22% among faculty members, 20% among *tenured* faculty, and 24% among faculty in *leadership* positions. Similar to increase in racial/ethnic minority representation within faculty members, racial/ethnic minority representation increased among tenured faculty (from seven percent in 1995 to 20 percent in 2015) and among faculty in leadership positions (from 11 percent in 2003 to 24 percent in 2015) as well.

FIGURE 31.

**RACIAL/ETHNIC MINORITY REPRESENTATION AMONG FACULTY MEMBERS,
TENURED FACULTY, AND FACULTY IN LEADERSHIP POSITIONS, 1995-2015**



Source: 1995-2015 Survey of Doctorate Recipients, National Science Foundation

Note: Leadership positions were coded based on SDR variables for academic positions, which were not available before 2003.

CONCLUSION

This report provides information about a substantial segment of the psychology workforce: faculty. In 2015, a quarter (25 percent) of all psychology research doctorates in the workforce, or 17 percent of all psychology doctorate or professional degree holders in the workforce, were faculty members.

It can be expected that faculty will continue to be a significant component of the workforce. Of the 3,960 individuals receiving a psychology research doctorate in 2017, 25 percent had definite postgraduate commitments and 19 percent had commitments in academic employment.¹⁶ In addition, academic jobs represented a large proportion of openings in the psychology job market. Of all the job ads posted to APA psycCareers during the period of 2015-17, 37 percent were seeking psychology faculty.¹⁷ In 2017, nearly 2,000 psychology academic job ads were posted on the Psychology Job Wiki platform.¹⁸

This report highlights important trends in the academic psychology workforce. Between 1995 and 2015, the number of research doctorates in faculty positions increased by 58 percent. The proportion of faculty who held tenured/tenure-track positions decreased from 86 to 76 percent during the same period. Between 1995 and 2015, female representation among faculty increased from 37 to 53 percent, and racial/ethnic minority representation increased from eight to 22 percent. In 2015, approximately 4,600, or 16 percent of faculty members, worked in leadership positions, an increase from 13 percent in 2003.

Several limitations of this report are worth noting. One is its sole focus on faculty; psychologists working in non-faculty positions in academia, such as (non-faculty) adjunct positions and post-doctoral positions, were excluded from this report. The American Association of University Professors reported that “contingent faculty,” or instructional positions that are off the tenure track amounted to 73 percent in the US higher education (in all fields) in 2016.¹⁹ However, these positions may not be adequately reflected in our report.

Also, some faculty, particularly those who are non-tenured, may have more than one faculty position or have other jobs. However, the SDR only collects employment information for respondents’ principal jobs (job spent most hours), and does not collect secondary or tertiary job information for those with multiple jobs.

Further, the report does not include faculty members with PsyD degrees. The SDR only includes research doctorates and does not include professional degrees, such as PsyD degrees. Based on data from the 2015 National Survey of College Graduates, there were approximately 32,900 individuals in the workforce who held a psychology professional degree, and about 1,800 (six percent) were postsecondary teachers.

The strengths of this report come from the large and nationally representative sample of research doctorates in the U.S., as well as the richness of information collected by the SDR. These features make it possible to capture all psychology research doctorates in faculty positions – not only those working as postsecondary teachers, and not only psychology postsecondary teachers. The SDR variables on types of academic positions, faculty rank, tenure status, and demographic characteristics also enable a more comprehensive analysis of the academic segment of the psychology workforce.

¹⁶ National Science Foundation, National Center for Science and Engineering Statistics. (2018). Doctorate Recipients from U.S. Universities: 2017. Special Report NSF 19-301 Alexandria, VA. Retrieved from <https://ncses.nsf.gov/pubs/nsf19301>

¹⁷ American Psychological Association. (2019). *Job Advertisements for Psychology Faculty Positions (2015-17)*. Retrieved from <https://www.apa.org/workforce/publications/job-market>

¹⁸ Psychology Academic Job search. (2019). Retrieved from <https://psychjobsearch.wikidot.com>

¹⁹ American Association of University Professors. (2018). *Data snapshot: Contingent Faculty in US Higher Ed*. Retrieved from <https://www.aaup.org/sites/default/files/10112018%20Data%20Snapshot%20Tenure.pdf>

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APPENDIX A

TECHNICAL DOCUMENTATION

The data analyzed in this report are from the 1995-2015 Survey of Doctorate Recipients (SDR) by the National Science Foundation's National Center for Science and Engineering Statistics. The SDR is a biennial survey conducted since 1973 to provide demographic and employment information about individuals under age 76 who earned a research doctorate degree in a science, engineering or health field from a U.S. academic institution.

The SDR uses a fixed-sample panel design with new doctoral graduates added in each survey cycle. It follows a sample of individuals throughout their careers from the year of their degree award until age 76. The panel is refreshed each biennial survey cycle with a sample of new doctoral degree recipients.

The survey is conducted through a self-administered questionnaire via mail, self-administered online survey, and computer-assisted phone interview. The data collected in the SDR are subject to both manual and automated data processing and correction procedures. SDR provides sampling weights for each respondent to produce accurate population estimates.

The 2015 SDR has a sample size of approximately 120,000 individuals (68 percent response rate) and an inferential population size of 1,047,900 individuals. The survey reference period for each SDR between 1995 and 2015 are presented in Table 1. Weighted estimates were used throughout the report and were rounded to the nearest hundred. Weighted estimates presented in Appendix B were not rounded.

TABLE 1.

SDR SURVEY REFERENCE PERIOD, 1995-2015

SDR	Survey Reference Period
1995	Week of April 15, 1995
1997	Week of April 15, 1997
1999	Week of April 15, 1999
2001	Week of April 15, 2001
2003	Week of October 1, 2003
2006	Week of April 1, 2006
2008	Week of October 1, 2008
2010	Week of October 1, 2010
2013	Week of February 1, 2013
2015	Week of February 1, 2015

Source: 1995-2015 survey of Doctorate Recipients, National Science Foundation.

Definitions of terms and variable taxonomy used in this report are documented as follows:

Faculty Rank was based on variable FACRANK and included the following categories:

1. Not Applicable: no ranks designated at this institution
2. Not applicable: no ranks designated for my position
3. Professor
4. Associate professor
5. Assistant professor
6. Instructor
7. Lecturer
8. Other

Only respondents employed at educational institutions were asked this question.

Before the 2003 SDR, “adjunct faculty” was included as a faculty rank but was removed in 2003 and later versions of the SDR.

This report included individuals with a research doctorate degree in the field of psychology [NDGMENG = 43], worked full-time [HRSWK ≥ 35] with the following faculty ranks: professor [FACRANK = 3], associate professor [FACRANK = 4], and assistant professor [FACRANK = 5].

Principal Job refers to the job the respondent worked the most hours during the survey reference week.

Field of Research Doctorate was based on variable NDGMEMG and included the following fields:

- Computer and mathematical sciences
- Biological, agricultural and environmental life sciences
- Physical and related sciences
- Social and related sciences
- Engineering
- S&E-Related fields
- Non-S&E fields

Subfield of Psychology Research Doctorate was based on variable NDGRMED and included the following subfields:

- General psychology
- Clinical psychology
- Counseling psychology
- Educational psychology
- Experimental psychology
- Industrial/organizational psychology
- Social psychology
- Other psychology fields

Geographic Distribution was based on the state where the respondent was employed.

Occupation was based on variable N2OCPR and included the following occupation categories:

- Computer and information scientists, research
- Software developers - applications and systems software
- Statisticians
- Other mathematical scientists
- Postsecondary Teachers: Computer Science
- Postsecondary Teachers: Mathematics and Statistics
- Biological scientists
- Medical scientists
- Other biological and life scientists
- Postsecondary teachers: biological sciences
- Postsecondary teachers: other natural sciences
- Chemists, except biochemists
- Postsecondary teachers: Physics
- Psychologists, including clinical
- Sociologist
- Other social scientists
- Postsecondary teachers: economics
- Postsecondary teachers: political science
- Postsecondary teachers: psychology
- Postsecondary teachers: sociology
- Postsecondary teachers: other social sciences
- Postsecondary teachers: engineering
- Diagnosing/treating practitioners
- RNs, pharmacists, dieticians, therapists, physician assistants, nurse practitioners
- Other health occupations
- Postsecondary teachers: health and related sciences
- Computer and information system managers
- Medical and health service managers
- Natural sciences managers
- Top-level managers, execs, admins
- Education administrators
- Other mid-level managers
- Personnel, training, and labor relations specialists
- Other management related occupations

- Postsecondary teachers: art, drama, and music
- Postsecondary teachers: business commerce and marketing
- Postsecondary teachers: education
- Postsecondary teachers: English
- Postsecondary teachers: foreign language
- Postsecondary teachers: history
- Postsecondary teachers: physical education
- Postsecondary teachers: other fields
- Clergy and other religious workers
- Counselors
- Other administrative
- Lawyers, judges
- Other teachers and instructors
- Other occupations

Type of educational institution was based on variable EDTP and included the following:

- 2-year college, community college, or technical institute
- 4-year college or university, other than a medical school
- Medical school (including university-affiliated hospital or medical center)
- University-affiliated research institute

Only respondents employed at educational institutions were asked this question.

Primary Work Activity refers to the activity in which the individuals worked the most hours during a typical work week at their principal job. Variable WAPRI was used in coding primary work activities and included the following:

1. Accounting, finance, contracts
2. Basic research – study directed toward gaining scientific knowledge primarily for its own sake
3. Applied research – study directed toward gaining scientific knowledge to meet a recognized need
4. Development – using knowledge gained from research for the production of materials, devices
5. Design of equipment, processes, structures, models
6. Computer programming, systems or applications development
7. Human resources – including recruiting, personnel development, training
8. Managing or supervising people or projects
9. Production, operations, maintenance (e.g., chip production, operating lab equipment)
10. Professional services (e.g., healthcare, counseling, financial services, legal services)
11. Sales, purchasing, marketing, customer services, public relations
12. Quality or productivity management
13. Teaching
14. Other

The variable was recoded into the following five categories:

- Teaching [WAPRI = 13]
- Research [WAPRI = 2, 3, 4, or 5]
- Management [WAPRI = 7 or 8]
- Professional Services [WAPRI = 10]
- Other [WAPRI = 1, 6, 9, 11, 12, or 14]

Tenure Status was based on variable TENSTA, which included the following categories:

1. Not applicable: no tenure system at this institution
2. Not applicable: no tenure system for my position
3. Tenured
4. On tenure track but not tenured
5. Not on tenure track

Only respondents employed at educational institutions were asked this question.

The variable was recoded into the following three categories:

- Tenured [TENSTA = 3]
- Tenure-track [TENSTA = 4]
- Non-tenured [TENSTA = 1, 2, or 5]

Year Tenured was based on variable TENYR, the year respondents were tenured. This variable was available since the 2010 SDR. Only respondents employed at educational institutions were asked this question.

Year of receiving research doctorate was based on variable DGRYR, the year respondents received their research doctorates.

Gender was based on variable GENDER (Female/Male).

Age was based on variable AGE.

Race/Ethnicity was based on variable RACETHM, which included the following categories:

1. Asian, non-Hispanic ONLY
2. American Indian/Alaska Native, non-Hispanic ONLY
3. Black, non-Hispanic ONLY
4. Hispanic, any race
5. White, non-Hispanic ONLY
6. Non-Hispanic Native Hawaiian/Other Pacific Islander ONLY
7. Multiple Race, non-Hispanic

The variable was recoded into the following mutually exclusive categories:

- Racial/ethnic minority
 - Asian [RACETHM = 1]
 - Black/African American [RACETHM = 3]
 - Hispanic [RACETHM = 4]
 - Other racial/ethnic groups [RACETHM = 2, 6, or 7]
- White [RACETHM = 5]

Due to the small sample size for those who reported as American Indian/Alaska Native, Native Hawaiian/Pacific Islander, or multiple race, these categories were collapsed as the “Other” category.

Disability Status was based on variable HCAPIN (physical disabilities indicator). The variable was derived from responses to the degree of difficulty (none, slight, moderate, severe, unable to do) an individual has in seeing (with glasses or contact lenses), hearing (with hearing aid), walking without assistance, lifting 10 pounds, or concentrating, remembering, or making decisions. Respondents who answered moderate, severe, or unable to do for any activity were classified as having a disability.

APPENDIX B

DATA UNDERLYING FIGURES

TABLE 2.

NUMBER OF PSYCHOLOGY RESEARCH DOCTORATES, 1995-2015

Year	Faculty Members		Other Positions		All Psychology Research Doctorates	
	N	%	N	%	N	%
1995	18,542	24%	57,240	76%	75,781	100%
1997	19,387	24%	59,885	76%	79,272	100%
1999	20,722	25%	63,553	75%	84,275	100%
2001	21,163	24%	67,384	76%	88,547	100%
2003	22,323	24%	69,045	76%	91,368	100%
2006	24,169	25%	72,370	75%	96,539	100%
2008	23,755	24%	75,404	76%	99,159	100%
2010	24,427	24%	77,964	76%	102,391	100%
2013	24,763	24%	80,120	76%	104,883	100%
2015	29,313	25%	89,711	75%	119,024	100%

Source: 1995-2015 Survey of Doctorate Recipients, National Science Foundation.

TABLE 3.

NUMBER OF PSYCHOLOGY RESEARCH DOCTORATES BY FIELD, 2015

Fields	Faculty Members		Other Positions		All Research Doctorates	
	N	%	N	%	N	%
Psychology	29,313	25%	89,711	75%	119,024	100%
General Psychology	1,719	21%	6,289	79%	8,008	100%
Educational Psychology	3,467	30%	8,134	70%	11,601	100%
Clinical Psychology	6,003	14%	35,827	86%	41,830	100%
Counseling Psychology	2,345	17%	11,275	83%	13,620	100%
Experimental Psychology	2,179	38%	3,607	62%	5,786	100%
Industrial/Organizational Psychology	1,131	23%	3,798	77%	4,929	100%
Social Psychology	2,801	45%	3,459	55%	6,261	100%
Other Psychology Subfields	9,667	36%	17,322	64%	26,988	100%
Computer and Mathematical Sciences	32,012	44%	40,932	56%	72,944	100%
Biological, Agricultural and Environmental Life Sciences	68,243	31%	150,830	69%	219,073	100%
Physical and Related Sciences	39,682	26%	110,110	74%	149,792	100%
Social and Related Sciences (Excluding Psychology)	61,429	51%	59,373	49%	120,803	100%
Engineering	45,257	25%	136,874	75%	182,131	100%
All S&E Fields	275,936	32%	587,830	68%	863,766	100%

Source: 2015 Survey of Doctorate Recipients, National Science Foundation.

TABLE 4.

NUMBER OF PSYCHOLOGY RESEARCH DOCTORATES IN FACULTY POSITIONS BY STATE, 2015

State	N	%
Alabama	405	1%
Alaska	s	s
Arizona	323	1%
Arkansas	296	1%
California	2,847	10%
Colorado	568	2%
Connecticut	632	2%
Delaware	72	0%
District of Columbia	198	1%
Florida	764	3%
Georgia	701	2%
Hawaii	132	0%
Idaho	69	0%
Illinois	1,294	4%
Indiana	605	2%
Iowa	424	1%
Kansas	204	1%
Kentucky	346	1%
Louisiana	239	1%
Maine	203	1%
Maryland	625	2%
Massachusetts	969	3%
Michigan	1,079	4%
Minnesota	557	2%
Mississippi	54	0%
Missouri	569	2%
Montana	80	0%
Nebraska	257	1%
Nevada	130	0%

New Hampshire	74	0%
New Jersey	573	2%
New Mexico	178	1%
New York	2,396	8%
North Carolina	1,042	4%
North Dakota	s	s
Ohio	1,016	3%
Oklahoma	106	0%
Oregon	533	2%
Pennsylvania	1,649	6%
Rhode Island	170	1%
South Carolina	281	1%
South Dakota	73	0%
Tennessee	316	1%
Texas	1,761	6%
Utah	358	1%
Vermont	80	0%
Virginia	641	2%
Washington	421	1%
West Virginia	105	0%
Wisconsin	358	1%
Wyoming	s	s
U.S. Total	26,858	92%
Puerto Rico	153	1%
Outside U.S.	2,302	8%
All	29,313	100%

Source: 2015 Survey of Doctorate Recipients, National Science Foundation.

s = suppressed due to small cell size. Details may not add up to totals due to rounding.

TABLE 5.

NUMBER OF PSYCHOLOGY RESEARCH DOCTORATES IN FACULTY POSITIONS BY OCCUPATION, 2015

Occupation	N	%
Postsecondary Teachers	23,019	79%
Psychology	15,804	54%
Education	2,076	7%
Other social sciences	1,941	7%
Health and related sciences	1,181	4%
Life and physical sciences	471	2%
Computer and mathematical sciences	236	1%
Other fields	1,311	4%
Other Occupations	6,293	21%
Scientists	3,667	13%
Psychologists	2,888	10%
Life and physical scientists	407	1%
Other scientists	372	1%
Managers	977	3%
Medical and health service managers	216	1%
Top-level managers, execs, admins	318	1%
Other mid-level managers	221	1%
Other management occupations	221	1%
Health Occupations	368	1%
Other Occupations	1,281	4%
All	29,313	100%

Source: 2015 Survey of Doctorate Recipients, National Science Foundation.

TABLE 6.

**NUMBER OF PSYCHOLOGY RESEARCH DOCTORATES IN FACULTY POSITIONS
BY TYPE OF EDUCATIONAL INSTITUTION, 2015**

Educational Institution	Private	Public	All	
			N	%
Four-Year College	8,243	12,319	20,562	70%
Medical School	1,670	2,458	4,128	14%
University-Affiliated Research Institute	824	1,170	1,994	7%
Two-Year College	s	s	655	2%
Other Settings	s	s	1,973	7%
All	10,780	16,625	29,313	100%

Source: 2015 Survey of Doctorate Recipients, National Science Foundation.

s = suppressed due to small cell size.

TABLE 7.

**NUMBER OF PSYCHOLOGY RESEARCH DOCTORATES IN FACULTY POSITIONS
BY TYPE OF EDUCATIONAL INSTITUTION AND OCCUPATION, 2015**

Occupation	Two-Year College	Four-Year College	Medical School	University-Affiliated Research Institute	All	
					%	N
Postsecondary Teachers in Psychology	87%	62%	21%	33%	54%	15,804
Postsecondary Teachers in other Fields	3%	25%	20%	33%	25%	7,193
Other Occupations	11%	14%	58%	34%	22%	6,316
All	100%	100%	100%	100%	100%	29,313

Source: 2015 Survey of Doctorate Recipients, National Science Foundation.

TABLE 8.

**NUMBER OF PSYCHOLOGY RESEARCH DOCTORATES IN FACULTY POSITIONS
BY TYPE OF EDUCATIONAL INSTITUTION AND OCCUPATION, 2015**

Subfield	Two-Year College	Four-Year College	Medical School	University-Affiliated Research Institute	All	
					%	N
General Psychology	s	6%	6%	s	6%	1,719
Educational Psychology	9%	12%	5%	20%	12%	3,435
Clinical Psychology	s	17%	47%	s	21%	6,003
Counseling Psychology	21%	8%	5%	7%	8%	2,345
Experimental Psychology	10%	8%	7%	5%	7%	2,179
Industrial/Organizational Psychology	s	4%	s	6%	4%	1,112
Social Psychology	s	11%	s	7%	10%	2,801
Other Psychology Subfields	45%	33%	27%	39%	33%	9,618
All	100%	100%	100%	100%	100%	29,214

Source: 2015 Survey of Doctorate Recipients, National Science Foundation.

s = suppressed due to small cell size. Suppressed cells were combined with "Other Psychology Subfields" in Figure 9. Therefore, percentages in Table 8 and Figure 9 may differ for "Other Psychology Subfields."

TABLE 9.

**NUMBER OF PSYCHOLOGY RESEARCH DOCTORATES IN FACULTY POSITIONS
BY PRIMARY WORK ACTIVITY, 2015**

Primary Work Activity	N	%
Teaching	13,217	45%
Research	9,785	33%
Management	3,445	12%
Professional Service	1,772	6%
Other	1,094	4%
All	29,313	100%

Source: 2015 Survey of Doctorate Recipients, National Science Foundation.

TABLE 10.

**NUMBER OF PSYCHOLOGY RESEARCH DOCTORATES IN FACULTY POSITIONS
BY PRIMARY WORK ACTIVITY AND EDUCATIONAL INSTITUTION, 2015**

Educational Institution	Teaching	Research	Management	Professional Service	Other	All	
						%	N
Two-Year College	84%	s	s	9%	s	100%	658
Four-Year College	52%	31%	13%	1%	3%	100%	22,131
Medical School	11%	44%	7%	32%	4%	100%	4,204
University-Affiliated Research Institute	29%	48%	12%	6%	6%	100%	2,221
All	45%	33%	12%	6%	4%	100%	29,214

Source: 2015 Survey of Doctorate Recipients, National Science Foundation.

s = suppressed due to small cell size. Suppressed cells were combined with "Other" work activity in Figure 11. Therefore, percentages in Table 10 and Figure 11 may differ for "Other" work activity. Details may not add up to total due to rounding.

TABLE 11.

**NUMBER OF PSYCHOLOGY RESEARCH DOCTORATES IN FACULTY POSITIONS
BY FACULTY RANK, 1995-2015**

Year	Professor		Associate Professor		Assistant Professor		All	
	N	%	N	%	N	%	N	%
1995	8,237	44%	5,594	30%	4,710	25%	18,542	100%
1997	9,043	47%	5,744	30%	4,600	24%	19,387	100%
1999	9,201	44%	6,067	29%	5,455	26%	20,722	100%
2001	9,663	46%	5,700	27%	5,800	27%	21,163	100%
2003	10,075	45%	6,076	27%	6,172	28%	22,323	100%
2006	10,185	42%	6,502	27%	7,482	31%	24,169	100%
2008	10,388	44%	7,121	30%	6,247	26%	23,755	100%
2010	10,218	42%	7,308	30%	6,900	28%	24,427	100%
2013	10,655	43%	7,797	31%	6,311	25%	24,763	100%
2015	12,194	42%	9,423	32%	7,695	26%	29,313	100%

Source: 1995-2015 Survey of Doctorate Recipients, National Science Foundation.

Note: Details may not add up to total due to rounding.

TABLE 12.

**NUMBER OF PSYCHOLOGY RESEARCH DOCTORATES IN FACULTY POSITIONS
BY TENURE STATUS, 1995-2015**

Year	Tenured		Tenure-Track		Non-Tenured		All	
	N	%	N	%	N	%	N	%
1995	12,169	66%	3,806	21%	2,566	14%	18,542	100%
1997	12,891	66%	3,370	17%	3,126	16%	19,387	100%
1999	13,219	64%	3,883	19%	3,621	17%	20,722	100%
2001	13,275	63%	3,859	18%	4,029	19%	21,163	100%
2003	13,690	61%	4,245	19%	4,388	20%	22,323	100%
2006	13,810	57%	5,257	22%	5,103	21%	24,169	100%
2008	14,474	61%	4,882	21%	4,400	19%	23,755	100%
2010	14,362	59%	5,136	21%	4,929	20%	24,427	100%
2013	14,670	59%	4,661	19%	5,432	22%	24,763	100%
2015	16,860	58%	5,299	18%	7,154	24%	29,313	100%

Source: 1995-2015 Survey of Doctorate Recipients, National Science Foundation.

Note: Details may not add up to total due to rounding.

TABLE 13.

**NUMBER OF PSYCHOLOGY RESEARCH DOCTORATES IN FACULTY POSITIONS
BY FACULTY RANK AND TENURE STATUS, 2015**

Faculty Rank/ Tenure Status	Tenured	Tenure-Track	Non-Tenured	All
Professor	9,968	176	2,051	12,194
Associate Professor	6,574	580	2,269	9,423
Assistant Professor	318	4,543	2,834	7,695
All	16,860	5,299	7,154	29,313

Source: 2015 Survey of Doctorate Recipients, National Science Foundation.

TABLE 14.

**PSYCHOLOGY RESEARCH DOCTORATES IN FACULTY POSITIONS
BY PRIMARY WORK ACTIVITY AND TENURE STATUS, 2015**

Primary Work Activity	Tenured	Tenure-Track	Non-Tenured	All
Teaching	49%	50%	34%	45%
Research	33%	39%	31%	33%
Management	14%	4%	13%	12%
Professional Service	2%	4%	18%	6%
Other	4%	3%	4%	4%
All	100%	100%	100%	100%

Source: 2015 Survey of Doctorate Recipients, National Science Foundation.

Note: Details may not add up to total due to rounding.

TABLE 15.

**PSYCHOLOGY RESEARCH DOCTORATES IN FACULTY POSITIONS BY TYPE
OF EDUCATIONAL INSTITUTION AND TENURE STATUS, 2015**

Educational Institution	Tenured	Tenure-Track	Non-Tenured	All
2-Year College	62%	18%	20%	100%
4-Year College	64%	18%	17%	100%
Medical School	22%	20%	58%	100%
University-Affiliated Research Institute	55%	16%	29%	100%
All	58%	18%	24%	100%

Source: 2015 Survey of Doctorate Recipients, National Science Foundation.

Note: Details may not add up to total due to rounding.

TABLE 16.

**TENURE STATUS OF PSYCHOLOGY RESEARCH DOCTORATES IN
FACULTY POSITIONS BY FIELD OF DOCTORATE DEGREE, 2015**

Fields	Tenured		Tenure-Track		Non-Tenured		All	
	N	%	N	%	N	%	N	%
Psychology	16,860	58%	5,299	18%	7,154	24%	29,313	100%
Computer and Mathematical Sciences	22,250	70%	5,685	18%	4,077	13%	32,012	100%
Biological, Agricultural and Environmental Life Sciences	40,002	59%	12,709	19%	15,532	23%	68,243	100%
Physical and Related Sciences	25,524	64%	6,793	17%	7,365	19%	39,682	100%
Social and Related Sciences (Excluding Psychology)	41,576	68%	11,630	19%	8,224	13%	61,429	100%
Engineering	28,715	63%	8,160	18%	8,382	19%	45,257	100%
ALL	174,927	63%	50,275	18%	50,734	18%	275,936	100%

Source: 2015 Survey of Doctorate Recipients, National Science Foundation.

Note: Details may not add up to total due to rounding.

TABLE 17.

**PSYCHOLOGY RESEARCH DOCTORATES IN FACULTY POSITIONS
BY SUBFIELD OF DOCTORATE AND TENURE STATUS, 2015**

Subfields	Tenured		Tenure-Track		Non-Tenured		All	
	N	%	N	%	N	%	N	%
General Psychology	1,048	61%	372	22%	299	17%	1,719	100%
Educational Psychology	2,177	63%	433	12%	857	25%	3,467	100%
Clinical Psychology	2,883	48%	997	17%	2,122	35%	6,003	100%
Counseling Psychology	1,049	45%	444	19%	852	36%	2,345	100%
Experimental Psychology	1,546	71%	212	10%	421	19%	2,179	100%
Industrial/Organizational Psychology	733	65%	268	24%	129	11%	1,131	100%
Social Psychology	1,889	67%	599	21%	313	11%	2,801	100%
Other Psychology Subfields	5,533	57%	1,974	20%	2,160	22%	9,667	100%
All	16,860	58%	5,299	18%	7,154	24%	29,313	100%

Source: 2015 Survey of Doctorate Recipients, National Science Foundation.

Note: Details may not add up to total due to rounding.

TABLE 18.

**PERCENT OF PSYCHOLOGY RESEARCH DOCTORATES IN FACULTY POSITIONS
BY YEARS SINCE DOCTORATE AND TENURE STATUS, 2015**

Years since Doctorate/ Tenure Status	Tenured	Tenure-Track	Non-Tenured	All
0 - 4 Years	2%	69%	30%	100%
5-9 Years	26%	49%	25%	100%
10-14 Years	64%	15%	20%	100%
15 Years or More	67%	6%	27%	100%

Source: 2015 Survey of Doctorate Recipients, National Science Foundation.

Note: Details may not add up to total due to rounding.

TABLE 19.

**TENURED FACULTY MEMBERS BY YEARS BETWEEN RECEIVING
DOCTORATE AND OBTAINING TENURE STATUS, 2015**

Years between Receiving Doctorate and Tenured	N	%
0-3 Years	849	5%
4-5 Years	1,858	11%
6-7 Years	4,907	30%
8-9 Years	3,074	18%
10-14 Years	3,383	20%
15-20 Years	1,378	8%
20 Years or More	1,181	7%
All	16,631	100%

Source: 2015 Survey of Doctorate Recipients, National Science Foundation.

TABLE 20.

PSYCHOLOGY RESEARCH DOCTORATES IN ACADEMIC LEADERSHIP, 2003-15

Year	Top-Level Leadership	Mid-Level Leadership	Non-Leadership	All
2003	259	2,609	19,455	22,323
2006	371	2,991	20,807	24,169
2008	526	2,603	20,626	23,755
2010	522	2,849	21,056	24,427
2013	511	3,681	20,571	24,763
2015	448	4,157	24,708	29,313

Source: 2003-15 Survey of Doctorate Recipients, National Science Foundation.

TABLE 21.

CHARACTERISTICS OF PSYCHOLOGY RESEARCH DOCTORATES IN ACADEMIC LEADERSHIP, 2015

Employment Characteristics	N	%
By Educational Institution		
2-Year College	85	2%
4-Year College	3,938	86%
Medical School	269	6%
University-Affiliated Research Institute	314	7%
By Primary Work Activity		
Teaching	1,068	23%
Research	875	19%
Management	2,218	48%
Professional Service	52	1%
Other	392	9%
By Tenure Status		
Tenured	3,365	73%
Tenure-Track	163	4%
Non-Tenured	1,078	23%
By Faculty Rank		
Professor	2,885	63%
Associate Professor	1,459	32%
Assistant Professor	261	6%
All	4,605	100%

Source: 2015 Survey of Doctorate Recipients, National Science Foundation.

Note: Details may not add up to total due to rounding.

TABLE 22.

PSYCHOLOGY RESEARCH DOCTORATES IN FACULTY POSITIONS BY GENDER, 1995-2015

Year	Female		Male		All	
	N	%	N	%	N	%
1995	6,842	37%	11,700	63%	18,542	100%
1997	7,400	38%	11,988	62%	19,387	100%
1999	8,306	40%	12,417	60%	20,722	100%
2001	8,900	42%	12,263	58%	21,163	100%
2003	10,053	45%	12,270	55%	22,323	100%
2006	11,866	49%	12,303	51%	24,169	100%
2008	11,863	50%	11,892	50%	23,755	100%
2010	12,501	51%	11,926	49%	24,427	100%
2013	13,335	54%	11,428	46%	24,763	100%
2015	15,431	53%	13,882	47%	29,313	100%

Source: 1995-2015 Survey of Doctorate Recipients, National Science Foundation.

TABLE 23.

PSYCHOLOGY RESEARCH DOCTORATES IN FACULTY POSITIONS BY AGE GROUP, 1995 AND 2015

Age Group / Year	1995		2015	
	N	%	N	%
< 30	s	0%	125	0%
30-34	1,601	9%	2,308	8%
35-39	2,306	12%	3,633	12%
40-44	3,244	17%	4,204	14%
45-49	3,966	21%	4,460	15%
50-54	3,403	18%	3,189	11%
55-59	2,069	11%	3,480	12%
60-64	1,084	6%	3,751	13%
65-69	594	3%	2,853	10%
> 69	s	1%	1,310	4%
All	18,542	100%	29,313	100%

Source: 1995 and 2015 Survey of Doctorate Recipients, National Science Foundation.

s = suppressed due to small cell size.

TABLE 24.

**MEAN AND MEDIAN AGE OF PSYCHOLOGY RESEARCH DOCTORATES
IN FACULTY POSITIONS, 1995-2015**

Year	Mean Age	Median Age
1995	47.4	47
1997	47.9	48
1999	48.3	48
2001	48.4	49
2003	49.1	50
2006	49.0	50
2008	49.7	50
2010	50.0	51
2013	50.1	49
2015	50.5	49

Source: 1995-2015 Survey of Doctorate Recipients, National Science Foundation.

TABLE 25.

**PSYCHOLOGY RESEARCH DOCTORATES IN FACULTY POSITIONS
BY RACE/ETHNICITY, 1995 AND 2015**

Race/Ethnicity	1995		2015	
	N	%	N	%
Asian	370	2%	2,811	10%
Black/African American	584	3%	1,481	5%
Hispanic	485	3%	1,545	5%
White	16,976	92%	22,838	78%
Other	126	1%	637	2%
All	18,542	100%	29,313	100%

Source: 1995 and 2015 Survey of Doctorate Recipients, National Science Foundation.

Note: Details may not add up to total due to rounding.

TABLE 26.

**PERCENTAGE OF WOMEN AMONG PSYCHOLOGY RESEARCH DOCTORATES
IN FACULTY POSITIONS, 1995-2015**

Year	% Women in Faculty	% Women in Tenured Faculty	% Women in Academic Leadership
1995	37%	29%	
1997	38%	29%	
1999	40%	32%	
2001	42%	33%	
2003	45%	38%	40%
2006	49%	42%	46%
2008	50%	43%	48%
2010	51%	44%	45%
2013	54%	49%	49%
2015	53%	49%	56%

Source: 1995 and 2015 Survey of Doctorate Recipients, National Science Foundation.

Note: Leadership positions were coded based on SDR variables for academic positions, which were not available before 2003.

TABLE 27.

**PERCENTAGE OF RACIAL/ETHNIC MINORITIES AMONG PSYCHOLOGY RESEARCH
DOCTORATES IN FACULTY POSITIONS, 1995-2015**

Year	% Racial/Ethnic Minorities in Faculty	% Racial/Ethnic Minorities in Tenured Faculty	% Racial/Ethnic Minorities in Academic Leadership
1995	8%	7%	
1997	10%	7%	
1999	10%	8%	
2001	11%	9%	
2003	13%	10%	11%
2006	14%	11%	12%
2008	15%	12%	11%
2010	17%	16%	15%
2013	18%	16%	14%
2015	22%	20%	24%

Source: 1995 and 2015 Survey of Doctorate Recipients, National Science Foundation.

Note: Leadership positions were coded based on SDR variables for academic positions, which were not available before 2003.



AMERICAN
PSYCHOLOGICAL
ASSOCIATION