

2009 Doctorate Employment Survey

2009 DOCTORATE EMPLOYMENT SURVEY

Daniel Michalski, Jessica Kohout, Marlene Wicherski, and Brittany Hart

May 2011



Center for Workforce Studies
Science Directorate
American Psychological Association
750 First Street, NE
Washington, DC 20002

Acknowledgements

The Doctorate Employment Survey is a product of APA's Center for Workforce Studies, a unit within the Science Directorate. The authors are grateful for the continued support of Dr. Steven Breckler, Executive Director for the Science Directorate, and Dr. Norman Anderson, Chief Executive Officer and Executive Vice President of the APA. We also thank Ariel Finno for her work on the development of the instrument and William Pate, Tanya Mulvey, Victoria Pagano, and Trenise Boston for their work on the mailings.

We would like to acknowledge the tremendous contribution that the new doctorate recipients make to ongoing databases on psychologists by participating in this survey. The data are used by staff across all directorates at the APA in planning for the future, as well as by staff at various federal agencies evaluating their own data gathering efforts and the employment of new doctorates.

2009 Doctorate Employment Survey

The Doctorate Employment Survey (DES) was conducted on an annual basis between 1975 and 1985. Beginning in 1987, the decision was made to move the survey to a biennial schedule. The data on which this report is based were collected in 2010 from 2009 doctorate recipients in psychology.

Methodology

The Doctorate Employment Survey (DES) is conducted during the year following receipt of the degree. Graduate department chairs are contacted for the names and addresses of persons awarded doctorates during the previous year. A questionnaire is sent to these individuals requesting information on their experiences entering the psychology workforce and the relevance of their graduate training to their work situation.

From September through December 2009, the chairs of 528 doctorate-granting departments in the United States and Canada were contacted and asked to provide the names and addresses of individuals who had received their doctorates from July 1, 2008 and June 30, 2009. The list of departments is compiled from the APA publication *Graduate Study in Psychology* (2010), the APA Center for Workforce Studies' file of psychology-related graduate departments, and the membership roster of the National Council of Schools and Programs of Professional Psychology. The 325 (61.6%) responding departments provided the names of 2,667 PhDs, 967 PsyDs, 9 EdDs; an additional 38 names were provided with the degree type unidentified. Eleven departments reported that no doctorates were awarded during 2008-09. The total sample was 3,681.

Based on available data from the National Science Foundation (NSF), it was possible to determine that departments provided the names and addresses of 77% of the PhDs awarded in psychology (NSF, 2010). The 967 names and addresses of PsyD recipients represented about 57% of the total count for 2008-2009 (APA, 2010). Participation by PsyD granting programs was notably lower in 2009 compared to 2007, when the sample that year represented 82% of the total count of PsyDs (Wicherski, Michalski, & Kohout, 2009). However, it does appear that the pool of survey recipients was fairly representative of the majority of doctorates awarded in psychology in 2008-2009.

As has been the case since the mid-2000s, there was both a paper and online version of the questionnaire. Doctorate recipients with valid email addresses were sent an invitation for the online survey in January 2010. For graduates whose email addresses were unknown, survey packages consisting of a cover letter, survey instrument, and a postage-paid business reply envelope were mailed in January 2010. Those receiving the email survey invitation and not responding were sent three reminders approximately two weeks apart. For those not responding to the mail solicitation, one postcard reminder was mailed approximately four weeks later. (The appendix of this report contains a copy of the questionnaire.) A number of departments indicated that they were unable to directly provide names of graduates to APA, but were willing to forward on survey packages to their graduates. A total of 565 anonymous survey packages were sent out by 44 doctoral departments of psychology on or about April 2010. Of the survey recipients, 197 indicated in their returned survey that they had not received their doctorates during the 2008-2009 academic year. Another 150 survey packages (4.1%) were returned as undeliverable.

A total of 1,280 useable questionnaires were returned—961 PhDs, 310 PsyDs, 3 EdDs, 3 dual PhD/JDs, 1 dual PsyD/JD, 1 dual PhD/MD, and 1 dual PhD/RhD, yielding an overall response rate of 34.8%. Response rates differed based on the type of doctorate awarded; approximately 36% of PhDs, 32% of PsyDs, and 33% of EdDs responded. The overall level of participation was slightly higher than in 2007, but substantially lower than in 2005, when it was 46% (Wicherski, Michalski, & Kohout, 2009);

Wicherski & Kohout, 2007)

This lower than average response indicates that the data may not be as representative of the population of new doctorates as has been the case in the past. Data from other sources (NSF) may be used as available for comparison and to gauge convergence. Percentages reported in text may not add to 100 due to rounding.

Demographic Characteristics

Gender

Table 1 indicates that 75% of responding new doctorates were women, an increase of 5 percentage points in 10 years and 18% in 20 years (Kohout & Wicherski, 2003; Kohout & Wicherski, 1991). As in other science and engineering fields, women have been entering psychology in increasing numbers over the past several decades. At the same time, the numbers of men in psychology have been decreasing slightly. The representation of women among DES respondents is slightly higher than the 71% reported for new psychology PhDs by the National Science Foundation in 2006 (NSF, 2008a).

Race/Ethnicity

Seventy-four percent of respondents were white. Similarly, NSF reported that 76% of new psychology PhDs in 2006 were white (NSF, 2008b). Ten years ago we reported that just over 83% were white. Of those respondents providing an answer, Hispanics/Latinos and Blacks/African Americans each comprised 5% of the new doctorates while Asians represented 7%. Two Native Americans responded to the survey, while those who specified multiple races/ethnicities were 4% of respondents. Twenty-seven of the 1,246 respondents did not report their racial or ethnic background.

Age

About 71% of the respondents were younger than 35, with an additional 19% between 35 and 44 years of age. Seven percent were 45 to 59 years old and less than 1% were 60 years or older. The average age of respondents was 34.0 which is about the same as the 34.8 reported by 1999 DES respondents. Although the mean age has remained consistent during the past ten years, the distribution of new doctorates younger than 35 years has increased 13 percentage points; from 58% to 71% (Kohout & Wicherski, 2003).

Sexual Orientation

Of those who specified, 91% stated that they were heterosexual. Seven percent were gay or lesbian, and slightly under 2% responded that they were bisexual. Seven respondents claimed an “other” orientation. Ninety-three percent of respondents in 1999 indicated that they were heterosexual (Kohout & Wicherski, 2003).

Degree Type

Seventy-five percent of the respondents earned a PhD; 24% were awarded a PsyD (consistent with that reported in 1999) (Kohout & Wicherski, 2003). However, PsyDs comprised less than 8% of new doctorates during the mid-1980s (Kohout & Wicherski, 2003). Three respondents reported earning an EdD, and four respondents reported earning a JD degree along with either a PsyD or PhD in 2009. Table 2 depicts additional data on educational characteristics of new doctorates.

Employment Status

Sixty-three percent of the new doctorates were employed full time, approximately 8% were employed part time, 24% were working on postdoctorates, and nearly 6% were unemployed—nearly

two thirds of whom were seeking employment. Over the past two decades the proportion working full time has declined steadily (from 82% in 1986 and 69% in 1997), while the proportion working part time has remained fairly stable (Pion & Wicherski, 1989; Kohout & Wicherski, 1999). A more noticeable shift can be seen among new doctorates in postdoctorate positions: the percentage has more than doubled, from about 6% in 1986 to 20% in 2007 (Pion & Wicherski, 1989; Wicherski, Michalski, & Kohout, 2009). This increase might be attributed in part to changes in the instrument; the section on postdoctorates is now more amenable to describing pre-licensure training for clinical doctorate recipients. But the shift away from full-time employment toward postdoctoral fellowships is also apparent among graduates in traditional research and other areas. Since the 1985 survey, postdoctoral training has inched up among new doctorates in these subfields from just over 17% to 24% (Pion, Bramblett, & Wicherski, 1987). At the same time, full-time employment declined from almost three quarters of research doctorate recipients to about two thirds in 2007 (Wicherski, Michalski, & Kohout, 2009). NSF data also point to an increase in the numbers of PhDs holding postdoctorates over the past decades (NSF, 2008b).

Nearly 30% of respondents were employed in their current primary position within three months of completing the degree. Thirty-eight percent found employment before completion, and 6% had the job when they started the program. Comparisons of the amount of time to find positions in the health service sector versus other types of positions are presented in Table 5.

Men were more likely than women to be employed full time (67% versus 62%), though there was less of a disparity than seen in previous surveys (e.g., 67% versus 58% in 2005, and 78% versus 64% in 1997) (Wicherski & Kohout, 2007; Kohout & Wicherski, 1999). Correspondingly, a larger proportion of women were employed part time (7.8% versus 5.2%), but again the disparity has diminished since a decade ago (13% versus 4%) (Kohout & Wicherski, 1999). (See Table 1.)

Ethnic minorities reported full-time employment at a slightly higher rate than white respondents (65% versus 62%), with minorities as likely as whites to report postdoctoral study (24%). The highest rates of full-time employment (70%) were reported by Asians.

Unemployment remains relatively low among new psychologists—approximately 6% of survey respondents—despite the severity of the economic downturn that began in 2008. However, this does represent an increase since 2007 when approximately 2% of new doctorates were unemployed (Wicherski, Michalski, & Kohout, 2009). The largest single proportion of those respondents seeking work (36%) indicated that they could find no suitable position in their area and did not want to relocate. Just over 2% reported being unemployed but not seeking employment, almost all of them women (87%). The majority of unemployed respondents who were not seeking work (67%) cited home/child care responsibilities for their decision.

Subfield of Degree

Table 2 presents the employment status for graduates of the various types of doctoral programs. The rates of full-time employment, part-time employment, postdoctoral involvement, and unemployment did **not** vary substantially for graduates from the health service provider and the research subfields when considered in the aggregate. However, when we consider specific subfields, there is variability. Only 25% of clinical neuropsychology doctorates were employed full time at the time of the study while 67% held postdoctorates. Fully 88% of the new doctorates in general psychology were employed full time. Industrial/organizational (I/O) graduates were far more likely to be employed full time than to be in postdoctorate positions (80% versus 7%) while those in neuroscience were more apt to be in postdoctorate positions rather than full-time employment (57% versus 32%). This variability highlights the different patterns of work and training across the subfields of psychology. In spite of the overall growth in postdoctorates across psychology, clear contrasts emerge when programs focusing on the biological basis of behavior (e.g., physiological and neuroscience) are examined separately from

other research psychology fields (e.g., developmental and social). The postdoctoral fellowship could be called a "necessary" step for the biologically based areas. A solid majority (56%) of respondents in these subfields were engaged in postdoctoral study in 2009, compared to only 22.3% in the remaining research fields. This represents a continued need for postdoctoral training, especially for graduates in the bio-based cluster, where the proportion in such training was 41% in 1986 and had risen to 63% in 1995 (Pion & Wicherski, 1989; Wicherski & Kohout, 1997).

Across all subfields the level of unemployment remains low, with little difference between psychologists trained to deliver health services and those in research areas. Very small numbers impede detailed inter-field comparisons.

Perceptions of the Job Market

Slightly more than a third of respondents rated the 2010 job market as "fair", while nearly a quarter rated it "good" or "excellent." This represents a substantial shift from the prior survey results throughout the 2000s. For instance, in 2008, more than half of survey respondents perceived the job market as "good" or "excellent" (Wicherski, Michalski, & Kohout, 2009).

The relationship between perceptions and employment status varied somewhat by gender. While over half of both men and women with full-time employment called the outlook "good" or "excellent" (41% and 40%, respectively), differences between men and women emerged among those employed part time. Only 13% of part-time-employed men gave the job market a good or excellent rating yet 30% of the women did.

Employment Patterns

Full-time employment was characterized in the present survey as working a minimum of 35 hours a week, including situations where the person held multiple jobs totaling 35 or more hours. Part-time-employed persons were those who held one or more part-time positions totaling less than 35 hours (See Table 3).

Of the 914 respondents for whom employment information was available, 72% were employed full time in one job only (they did not have a second or third position), while 8% worked part time in one job only. Twenty percent of employed respondents were working more than one job in 2009.

Of those working more than one position, 52% held a full-time position and a part-time position. Twenty-nine percent were employed full time but in more than one part-time position. Finally, 18% of those with more than one position were employed part time in two or more part-time jobs.

Employment Settings

Full-time Employment

Table 3 presents data on the employment settings of the respondents by type of employment pattern. Overall, the leading categories of primary full-time setting were both university settings and business, government, and other settings at 21% each. Hospital settings, predominantly VA medical centers, represented 14%, followed by other human service settings at 11%. Other human service settings included university/college counseling centers, outpatient clinics, and primary care offices or community health centers. Just over 8% of those surveyed indicated schools and educational settings for their primary full-time position. Slightly less than 6% of respondents indicated independent practice as

their primary position setting. Similarly, 6% worked in managed care; most of which were in Community Mental Health Center (CMHC) settings.

Overall, 37% of full-time positions were in the human service sector; 32% were in academia, 21% were located in business, government, and other settings, and 8% could be found in schools and other educational settings. Most of those employed in full-time human service positions worked in organized care settings rather than individual or group private practices (31% versus 6%). This pattern is to be expected for new doctorates that have yet to accumulate the hours to sit for licensing exams.

Nearly 59% of respondents who reported working in both a full-time position and secondary employment chose a higher education position (e.g., university, college, and community college) as their secondary position. Independent practice trailed at 17%.

Doctorates employed full time as the result of two or more part-time positions were located most often in independent practices (31%), university settings (22%), and other human service settings (14%) as their primary employment positions. Most secondary settings for this group were in universities (33%), independent practice (26%), and business, government and other settings (15%).

Part-time Employment

Table 3 also provides information on those who were employed part time (those with one or more positions totaling less than 35 hours). Less than half (43%) indicated their primary setting was in the human service sector, with about 20% in independent practice. Twenty-six percent of those with a secondary job were in universities.

Full-time Employment Settings by Subfield

In Table 4, data are presented on full-time employment settings by subfield of psychology for 2009 doctorates. Universities and business, government and other settings claimed the largest proportions of new doctorates, at 28% and 21%, respectively, edging out hospitals (14%) and schools and other educational settings (9%). Managed care followed at 7%, independent practice was reported by 6%, and four-year colleges trailed at 5%.

The broad category of human service settings predominated as the primary employer of new doctorates in the health service provider subfields at 47% of all full-time employed doctorates, with hospitals in the lead (21%), followed by managed care (11%), and independent practice at 8%. Other human service settings (e.g., rehabilitation centers or nursing homes) trailed among the human service settings at 7%. As anticipated, the single largest proportion of doctorate recipients in the field of school psychology (61%) was found in schools and other educational settings. Clinical doctorates were most often found in hospitals (29%). Seventy-one percent of forensic psychology doctorates full-time positions were in business, government, and other settings.

Slightly more than two fifths (43%) of full-time-employed respondents graduating in research subfields were employed in universities, while 9% found work in four-year colleges. A substantial proportion (31%) indicated that they had found work in business, government and other settings. Focusing on the research fields, 38% of those in business, government and other settings had received their degrees in the field of I/O psychology. Eighteen percent of graduates in industrial/organizational psychology were employed in university settings, with 69% in business, government and other settings. More than half (52%) of social psychology graduates indicated university work settings and 53% of all the graduates who found full-time positions in business, government and other settings were from the research subfields.

At least half the doctorates in cognitive, developmental, educational, experimental, personality, and quantitative psychology could be found in university or four-year college settings. Eighteen percent

of neuroscience doctorates were employed in medical schools.

Job Satisfaction

Table 5 reports responses of employed 2009 doctorate recipients in terms of their satisfaction with selected elements of their job, commensurability of the job with their training, and the importance of the doctorate in obtaining employment.

Importance of the Doctoral Degree

For 62% of the respondents, the doctoral degree was an essential tool in attaining their present position; another 24% deemed it helpful (Table 5a). Asked specifically about the doctorate **in psychology**, 54% rated it essential, while 29% said it was helpful. A smaller proportion of respondents in human service delivery positions found the doctoral degree to be essential than did those in research or academic positions (58% versus 68%). Interestingly, the situation was reversed when respondents rated **the psychology doctorate** specifically, 66% of health service providers judged the psychology degree essential, compared to 49% of those working in other positions. This pattern has been found consistently across nearly twenty years of this survey.

Commensurability of Employment

Overall, slightly less than three quarters (72%) of employed respondents indicated that their primary position was their first choice.

Nearly three fourths indicated that their general graduate training was closely related to their current employment (Table 5b). About two thirds of respondents stated that courses in their major subfield were closely related. Research and teaching assistantships were far less frequently deemed closely related to current employment by the health service providers (at 7% and 6%, respectively) than was the case for those in other positions (36% and 31%, respectively). Not surprisingly, predoctoral internships with a clinical focus were deemed closely related by a majority of respondents in the human service positions (80%). Other practicum or internship experiences were also more highly valued by those in health service provider settings than was true of those in research or academic positions. Fifty-seven percent of health service providers versus 29% of those in the research or academic areas found these experiences closely related.

When asked if the employment position was related to the field of study, 79% of those in human services strongly agreed compared to 64% of those in other positions. The pattern of response to the question on whether or not the job was commensurate with level of training was similar across human service positions and research and academic positions (54% in human service positions and half of other positions strongly agreed that the position was commensurate with the level of training).

Satisfaction with Current Position

Most new doctorates appeared to be fairly satisfied with their current positions. With the exception of opportunities for promotion and salary, seventy-five percent or more of the respondents were satisfied or very satisfied with benefits, opportunities for personal development and recognition, supervisors, colleagues and working conditions. The highest levels of job satisfaction across the board were derived from co-workers and working conditions. These aspects have received uniformly high ratings from respondents each year the survey has measured them.

Obtaining Employment

More than 44% of the new doctorates were in their present employment positions prior to completing graduate school, while an additional 29% obtained employment within three months of completing the doctoral program. Those in human service positions tended to find work more quickly

than those in other positions (larger proportions of those in other positions took more than 6 months to find their current primary employment). Other positions include the academic, research, and business settings.

Overall job search strategies most often used by new doctorates included informal channels, at more than 69%, electronic resources (32%), faculty advisors (29%), *APA Monitor on Psychology* ads (25%), and *Chronicle of Higher Education* advertisements, and classified ads in newspapers (15%). See Table 5. The most successful method, regardless of type of position, remains informal channels for those in human service positions and other positions 35% and 33%, respectively.

The most successful job search strategies have shifted markedly in the past decade. Reliance on ads in the *Monitor*, *Chronicle of Higher Education* or newspapers has fallen markedly while electronic resources came in second in 2009 at 18% (Wicherski, Michalski, & Kohout, 2009). Interestingly, electronic resources were used by only 11% as recently as 1997 and were the sole best method for only 2% in that year (Kohout & Wicherski, 2003).

Postdoctoral Study

Nearly half (47%) of the 2009 doctorate recipients indicated that they were engaged in or had completed postdoctoral study. Twenty-four percent were current at the time the survey was conducted, while 23% had already completed their postdoctoral training. Doctorate Employment Survey data have shown a steady increase in postdoctorates since 1985, at which time approximately one out of ten new doctorates pursued postdoctoral training. Ninety percent of the postdoctorates were full time. NSF data also reveal an increase over the past decade (NSF, 2008a).

Demographic characteristics of postdoctorates can be found in Table 1. Seventy-six percent of those still primarily engaged in postdoctoral study at the time of the survey were White. Seven percent were Hispanic/Latino, 5% each were Black and Asian, and 4% were multiracial. Women comprised 76% of the postdoctorate population compared with 75% of respondents to the survey overall. Fifty-three percent were younger than 35 years of age. Interestingly, this represents a decrease since the 2007 survey, when 78% of respondents were less than 35 years old.

Table 2 addresses the doctoral education of respondents currently in postdoctoral training. Seventy-seven percent had earned a PhD compared to 22% with a PsyD. Sixty-seven percent of the respondents had received their doctorates in the health service provider subfields, while 32% were in the traditional research fields. Clinical postdoctorates represented 62% of the postdoctorates in a practice subfield and 24% of the clinical degrees. A somewhat higher proportion of new doctorates in research subfields were in postdoctoral study than were those from service delivery subfields (24% and 18% respectively).

Fewer respondents reported current and completed postdoctorate experiences emphasizing research training than service delivery. Nearly 53% focused on clinical service, 31% on research, and close to 15% on a combination of the two. The vast majority of research postdoctorates (95%) were full time compared to 88% of those with a health service focus.

The remainder of this section explores in more depth such aspects of the full-time fellowship as length of appointment and sources of support. Also addressed are the reasons respondents pursued postdoctoral study.

Length of Postdoctoral Appointments

Ninety percent of full-time postdoctoral training in service delivery was between one and two

years in duration, with 65% at one year. Research postdoctorates tended to be longer in duration with only 30% of research postdoctorates reporting fellowships lasting less than two years. Fully 70% of research postdoctorates were two years long compared to 10% of those with a service delivery focus. Twenty-six percent of postdoctorates with a research focus were longer than two years compared to less than 1% of those with a service focus. The average duration of a research postdoctorate was reported as 24 months compared to 14 months for those with a service delivery focus and 21 months for those with a combined research/practice focus.

Reasons for Postdoctoral Study

Table 6 reports the reasons 2009 doctorate recipients cited for taking a full-time postdoctoral fellowship. The top reason among respondents whose fellowships emphasized research was to become more employable, which at 31% edged out those whose primary reason was to complement their research knowledge and skills in the same field as their doctorate (21%). Another 19% were interested primarily in obtaining research training in another subfield.

By far the most important impetus for those in postdoctoral study focusing on clinical service delivery was to obtain supervised experience so as to be eligible to take the licensing exam (61%). Obtaining specialized clinical training was a distant second (23%). Respondents engaged in postdoctoral study with a dual research/practice focus also sought to obtain supervised postdoctoral hours in preparation for the licensing exam (33%) and to complement research knowledge & skills in the same subfield (11%).

As Table 6 suggests, improving employability (31% versus 6%) remains more salient to those with postdoctoral appointments in research training than those in clinical service. Responses to this question have remained fairly constant for two decades and appear to indicate a somewhat less optimistic employment situation for this specific group.

Respondents were also given the opportunity to name **all** their reasons for accepting a postdoctoral appointment. For research postdoctorates, common reasons included increased employability (81%), complementing research knowledge and skills in the same subfield of the doctorate (70%), the opportunity to work with a particular scientist and research group (68%), and obtaining research knowledge in another field (51%). In contrast, the postdoctorates with a service delivery focus were more apt to seek out supervised postdoctoral hours to prepare for the licensing exam (89%), to become more employable (66%), and to obtain specialized clinical training (62%). Those with a combined research/practice focus most often chose obtaining supervised postdoctoral hours to take the licensing exam (88%), obtaining specialized clinical training (69%), and complementing research knowledge and skills in the same field as the doctorate (65%). To become more employable was also a reason for 60% of these respondents.

Source and Level of Support for Postdoctoral Training

Just over 95% of postdoctoral fellows received stipends in 2009. Research fellowships in particular were rarely unpaid; only two respondents who were gaining additional research training reported receiving no stipend. Looked at another way, almost all of the research postdoctorates were paid compared to 92% of those training for service delivery.

The largest proportion of paid full-time research postdoctorates depended on federal fellowships or training grants (36%), followed by federal research grants or contracts (35%) and by university and college sources (11%). The stipends of health service postdoctorates were funded most often by miscellaneous sources such as hospital or clinic funds (35%), followed by university or college sources (23%) and client fees (17%). Those with a combined research/practice focus most often reported receiving funding from federal research grants or contracts (28%), and university and college sources (27%) and other sources (21%). Overall, stipends were supported, in descending order, by other sources

including hospital/clinic funds, university/college sources, federal fellowships, federal research grants, client fees, nonfederal fellowships, and Canadian fellowships.

Analyses of levels of support for full-time positions revealed differences in levels of support by primary emphasis of fellowship. Those with research postdoctorates reported a monthly median stipend of \$3,100. Monthly stipends for postdoctorates with a service emphasis were lower at a median of \$2,668 per month and postdoctorates with a combined emphasis received a monthly median of \$3,000. The most generous full-time awards overall in the U.S. were federal fellowships/traineeships, which provided a median funding level of \$3,333. US federal training grants paid a median of \$3,083, followed by Canadian provincial/federal fellowships/traineeships at \$2,917. The lowest full-time stipends were reported for postdoctorates paid by university sources that paid \$2,667 per month and client funds which paid a median of \$2,500 per month. The longest-term appointments yielded the highest level of funding. Medians for fellowships lasting more than two years were \$3,200 per month, followed by those lasting two years at \$3,000. The shortest appointments -- those less than one year in duration -- paid a median stipend of \$2,500.

Sources and Levels of Support for Doctoral Study

Table 7 presents data on all sources of financial support and the primary source of support used for the predoctoral training of 2009 doctorate recipients. APA's data have followed paths similar to those noted below in the NSF data. They indicate that federal sources have slipped as a primary source of support for psychology graduate students and that to compensate for these shrinking resources, students have had to look elsewhere, to personal resources, student loans and university sources of support. In 1979, federal sources of support accounted for 23%. By 1997 this had fallen to 7%. By 2009, still only 6% of new doctorates reported using grants (mostly federal) as their primary source of support. University sources comprised 43% of the primary support in 2009, with federal loans next at 29%. Own earnings and family support were cited as a primary source by close to 16% of recent doctorates. The data indicate a continuing reliance on sources that represent the potential for increasing student debt loads and financial hardship.

The new doctorates' responses to a question about all sources of support underscored the heavy reliance on personal sources of support for graduate training. Almost 78% of the respondents used their own or family resources. Some 71% received support from university-based sources. Student loans were a source of support for about 56% of the respondents. Finally, 15% had received non-university grant support at some point during their graduate training.

Sources of support were analyzed by various demographic and educational factors for the 2009 graduates. First, ethnic minority and white graduates reported using their own earnings/family support during their training in similar proportions (79% versus 75%). Little variance was noted in the proportions of ethnic minority and white doctorates that indicated these personal resources as their primary source of support: 12% and 17% respectively.

Analyses of sources of support by degree type continue to underscore the differential debt levels being assumed by those seeking PhDs versus PsyDs. A slight majority of PhD students (52%) indicated that they relied primarily upon university sources of support, with 18% using loans and 15% using own resources. PsyD recipients presented a different picture with 4% reporting university sources as their primary source of support, 65% relying on non-university or federal loans and 22% using their own earnings or family support. This represents a shift since 2007, when 55% of PsyDs reported reliance on federal loans to fund their education (Wicherski, Michalski, & Kohout, 2009). Admittedly, some of these differences are the result of the different educational settings in which the two degrees are offered but this does not lessen the consequences for the graduates of the various programs.

The data also revealed variation across broad subfield area, with over 47% of graduates in research and other subfields relying most heavily on university assistantships, with loans and own earnings each vying for a distant second place at 13%. Slightly less than 10% of graduates in these subfields relied on non-university grants. The picture is different for graduates in the health service provider subfields where only 25% of respondents used assistantships primarily, turning instead to federal loans (39%) and own or family resources (19%). Notably, amongst health service providers, a drop in reliance on own and family resources occurred between 2007 and 2009 from 24% to 19%, respectively (Wicherski, Michalski, & Kohout, 2009).

Debt Levels of New Doctorates by Subfield

Tables 8 through 10 address the issue of indebtedness upon completion of graduate study in psychology. As can be seen in Table 8, just over 68% of the 2009 doctorates reported some level of debt upon receipt of the doctoral degree. There were noticeable subfield differences, with 78% of new doctorates in the health service provider subfields reporting any debt compared to less than half (48%) of those in the research subfields. Among subfields with adequate numbers of respondents, graduates in health, counseling, and clinical psychology reported the highest proportion with debt (94%, 81%, and 79% respectively). Although other subfields in the health service provider areas did report debt, in some cases the small *Ns* in these subfields render interpretation difficult. However, as Table 10 shows, many new doctorates in these subfields have assumed debt and at very high levels. More than one third of new doctorates in the research subfields had incurred \$20,000 or less in debt related to their graduate education; the comparable percent for the health service graduates was less than 14%. At the high end of the scale, nearly half (49%) of the new doctorates in the health service provider subfields owed more than \$80,000 and nearly 11% reported debt in excess of \$160,000 related to their graduate education. More than one third of these had debt in excess of \$80,000. By contrast, only 28% of new doctorates in the research subfields owed more than \$60,000 and only about 21% owed more than \$80,000; less than 11% owed over \$80,000. The median level of debt for those in the practice subfields was \$80,000 – more than double that for those in the research subfields (\$32,000).

Debt levels analyzed by field and type of degree revealed some interesting differences. Fully 89% of 2009 PsyD recipients reported some debt (This was 90% for **clinical** PsyDs.), while 62% of those with PhDs did so (75% of **clinical** PhDs reported debt.).

Graduates with a PsyD in clinical psychology reported a median debt level of \$120,000 in 2009, up from \$100,000 in 2007, \$70,000 in 1999, and \$53,000 in 1997 (Wicherski, Michalski, & Kohout, 2009; Kohout & Wicherski, 2003; Kohout & Wicherski, 1999). Clinical PhD recipients reported a median level of debt of \$68,000, up from \$55,000 in 2007 (Wicherski, Michalski, & Kohout, 2009). Graduates with PhDs in the research subfields had markedly lower median levels of debt by comparison (\$38,500 across all research subfields). Almost 60% of PsyD graduates owed more than \$100,000 compared to less than 17% of PhDs. These debts have real implications for productivity and lifetime earnings among substantial segments of the doctoral population in psychology. Although debt levels may be lower for those in the research fields and for those earning PhDs, it is important to add that debt levels increased in 2009 for practice and research graduates alike. It is also important to disseminate this information to students who may be considering a career in psychology, so that their decisions can be fully informed.

Salaries of New Doctorates by Positions and Settings

Table 11 presents the salaries of full-time-employed U.S.-resident new doctorates by employment position and setting. No statistics are provided where there are fewer than ten respondents in an employment setting. Caution should be exercised in interpreting those statistics based on small numbers or where the standard deviation is large. Salaries for direct human service settings are presented separately for subfields with ten or more constituents reporting salaries. Salaries are reported on a 9-10-month basis for faculty positions. These can be converted to 11-12-month salaries by multiplying by 11/9.

The overall median starting salary in 2009 was \$64,000 with an average of \$66,008 ($SD = \$23,861$). Women reported a median salary that was \$8,000 lower than that reported by men (\$70,000 versus \$62,000, respectively). Median salaries reported by minorities were similar to that indicated by non-minorities: \$65,000. The mean salaries were also close, at \$65,962 and \$66,314 respectively.

Most graduates reported median starting salaries between \$50,000 and \$70,000. This does suggest a slight downward shift since 2007 when most reported salaries fell within the range of \$52,000 and \$72,000. Clinical psychologists working in criminal justice earned the highest median salary of \$80,500. Graduates working in applied psychology positions tended to have the highest median salaries with an overall median at \$73,332 and for those working in consulting firms, a median salary at \$75,000.

The highest median 9-10-month salaries were reported by assistant professors in “other” academic departments in universities (\$60,000). Unlike psychology or education departments, other disciplines, such as business, may be more competitive in starting salary packages for recent graduates. In general, applied and administrative positions were characterized by higher salaries in contrast with other positions. Definitions of the position types used in the survey are contained in the instrument, which can be found in the appendix.

References

- American Psychological Association (2010). *Graduate study in psychology 2011*. Washington, DC: Author.
- Kohout, J. & Wicherski, M. (2003). *1999 Doctorate employment survey*. Washington, DC: American Psychological Association.
- Kohout, J. & Wicherski, M. (1999). *1997 Doctorate employment survey*. Washington, DC: American Psychological Association.
- Kohout, J., & Wicherski, M. (1991). *1989 Doctorate employment survey*. Washing, DC: American Psychological Association
- National Science Foundation, Division of Science Resource Statistics (2010). *Doctorate recipients from U.S. universities: 2009*. Special Report NSF 11-306 [Table 11]. Arlington, VA. Retrieved from: <http://www.nsf.gov/statistics/nsf11306/>
- National Science Foundation, Division of Science Resources Statistics (2008a). *Science and engineering doctorate awards: 2006*. Detailed statistical tables NSF 09-311 [Table 2]. Arlington, VA. Retrieved from: <http://www.nsf.gov/statistics/nsf09311/>
- National Science Foundation, Division of Science Resources Statistics (2008b). *Science and engineering doctorate awards: 2006*. Detailed statistical tables NSF 09-311 [Table 8]. Arlington, VA. Retrieved from: <http://www.nsf.gov/statistics/nsf09311/>
- Pion, G., & Wicherski, M. (1989). *Selected tables: 1986 Doctorate employment survey*. Washington, DC: American Psychological Association.
- Pion, G., Bramblett, J.P. & Wicherski, M. (1987). *Preliminary report: 1985 Doctorate employment survey*. Washington, DC: American Psychological Association.
- Wicherski, M., Michalski, D., & Kohout, J. (2009). *2007 Doctorate employment survey*. Washington, DC: American Psychological Association.
- Wicherski, M. & Kohout, J. (2007). *2005 Doctorate employment survey*. Washington, DC: American Psychological Association.

Wicherski, M. & Kohout, J. (2005). *2003 Doctorate employment survey*. Washington, DC: American Psychological Association..

Wicherski, M. & Kohout, J. (1997). *1995 Doctorate employment survey*. Washington, DC: American Psychological Association.

Table 1
Demographic Characteristics of 2009 Doctorate Recipients in Psychology by Employment Status

	Employment Status										Total N (100%)
	Employed full time		Employed part time		Postdoctoral fellow		Unemployed, seeking employment		Unemployed, not seeking		
	N	%	N	%	N	%	N	%	N	%	
N=	785	63.0	64	7.5	297	23.8	48	3.9	22	1.8	1,246
Gender											
Men	196	67.4	15	5.2	69	23.7	9	3.1	2	0.7	291
Women	574	61.6	73	7.8	227	24.4	39	4.2	19	2.0	932
Not specified	15	65.2	6	26.1	1	4.3	0	0.0	1	4.3	23
Race/ethnicity											
White	578	62.3	72	7.8	225	24.2	33	3.6	20	2.2	928
Black	44	65.7	2	3.0	15	22.4	6	9.0	0	0.0	67
Hispanic	39	59.1	5	7.6	21	31.8	1	1.5	0	0.0	66
Asian	61	70.1	5	5.7	16	18.4	4	4.6	1	1.1	87
American Indian	1	50.0	0	0.0	1	50.0	0	0.0	0	0.0	2
Pacific Islander	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	1
Other	9	50.0	3	16.7	5	27.8	1	5.6	0	0.0	18
Multiracial/multiethnic	34	68.0	2	4.0	11	22.0	3	6.0	0	0.0	50
Not specified	18	66.7	5	18.5	3	11.1	0	0.0	1	3.7	27
Age											
Under 30	202	64.1	18	5.7	82	26.0	10	3.2	3	1.0	315
30-34	352	61.6	32	5.6	154	27.0	27	4.7	6	1.1	571
35-39	99	60.0	19	11.5	37	22.4	4	2.4	6	3.6	165
40-44	44	66.7	4	6.1	14	21.2	2	3.0	2	3.0	66
45-49	27	77.1	2	5.7	6	17.1	0	0.0	0	0.0	35
50-54	25	73.5	4	11.8	1	2.9	3	8.8	1	2.9	34
55-59	15	65.2	5	21.7	2	8.7	1	4.3	0	0.0	23
60 or older	6	50.0	3	25.0	0	0.0	0	0.0	3	25.0	12
Not specified	15	60.0	7	28.0	1	4.0	1	4.0	1	4.0	25
Mean	37		37		32		34		40		34
Standard Deviation	7		10		5		7		12		7
Sexual Orientation											
Heterosexual	670	62.9	81	7.6	261	24.5	36	3.4	18	1.7	1,066
Gay	34	73.9	2	4.3	5	10.9	5	10.9	0	0.0	46
Lesbian	20	64.5	0	0.0	10	32.3	1	3.2	0	0.0	31
Bisexual	16	69.6	1	4.3	5	21.7	0	0.0	1	4.3	23
Prefer not to answer	25	58.1	4	9.3	9	20.9	3	7.0	2	4.7	43
Other	3	42.9	0	0.0	4	57.1	0	0.0	0	0.0	7
Not specified	17	56.7	6	20.0	3	10.0	3	10.0	1	3.3	30
Perception of the job market											
Bleak	21	35.0	7	11.7	15	25.0	16	26.7	1	1.7	60
Poor	147	55.1	27	10.1	70	26.2	17	6.4	6	2.2	267
Fair	276	63.3	31	7.1	108	24.8	12	2.8	9	2.1	436
Good	255	70.4	23	6.4	78	21.5	2	0.6	4	1.1	362
Excellent	64	80.0	2	2.5	13	16.3	1	1.3	0	0.0	80
Not sure	22	55.0	4	10.0	12	30.0	0	0.0	2	5.0	40
Not specified	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0	1

Source: 2009 Doctorate Employment Survey, APA Center for Workforce Studies. March 2011.

Table 2

Educational Characteristics of 2009 Doctorate Recipients in Psychology by Employment Status

	Employment Status										Total N
	Employed full time		Employed part time		Postdoctoral fellow		Unemployed, seeking		Unemployed, not seeking		
	N	%	N	%	N	%	N	%	N	%	
N=	785	63.0	64	7.5	297	23.8	48	3.9	22	1.8	1,246
<i>Degree(s) earned</i>											
PhD	594	63.4	64	6.8	229	24.4	31	3.3	19	2.0	937
PsyD	187	62.3	30	10.0	64	21.3	16	5.3	3	1.0	300
EdD	1	33.3	0	0.0	1	33.3	1	33.3	0	0.0	3
PhD/JD	2	66.7	0	0.0	1	33.3	0	0.0	0	0.0	3
PsyD/JD	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	1
PhD/MD	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0	1
PhD/RhD	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0	1
<i>Subfield</i>											
Biological	4	50.0	1	12.5	2	25.0	1	12.5	0	0.0	8
Clinical	312	61.5	46	9.1	123	24.3	21	4.1	5	1.0	507
Clinical Child	34	57.6	4	6.8	18	30.5	1	1.7	2	3.4	59
Clinical Neuropsychology	9	25.0	0	0.0	24	66.7	1	2.8	2	5.6	36
Cognitive	25	61.0	2	4.9	13	31.7	1	2.4	0	0.0	41
Community	9	69.2	2	15.4	1	7.7	1	7.7	0	0.0	13
Comparative	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0	1
Counseling	70	68.0	12	11.7	15	14.6	3	2.9	3	2.9	103
Developmental	36	64.3	3	5.4	12	21.4	3	5.4	2	3.6	56
Educational	36	78.3	5	10.9	3	6.5	2	4.3	0	0.0	46
Engineering	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0	1
Environmental	2	100.0	0	0.0	0	0.0	0	0.0	0	0.0	2
Evolutionary	3	100.0	0	0.0	0	0.0	0	0.0	0	0.0	3
Experimental	8	36.4	0	0.0	12	54.5	1	4.5	1	4.5	22
Family	3	75.0	0	0.0	0	0.0	1	25.0	0	0.0	4
Forensic	8	66.7	1	8.3	2	16.7	1	8.3	0	0.0	12
General	7	87.5	0	0.0	0	0.0	1	12.5	0	0.0	8
Geropsychology	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
Health	6	33.3	2	11.1	9	0.5	0	0.0	1	5.6	18
I/O	45	80.4	2	3.6	4	7.1	5	8.9	0	0.0	56
Neurosciences	17	31.5	2	3.7	31	57.4	3	5.6	1	1.9	54
Personality	2	50.0	0	0.0	2	50.0	0	0.0	0	0.0	4
Physiological	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	1
Psycholinguistics	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	1
Psychometrics	7	100.0	0	0.0	0	0.0	0	0.0	0	0.0	7

(continued)

Table 2 (continued)

Educational Characteristics of 2009 Doctorate Recipients in Psychology by Employment Status

	Employment Status										Total
	Employed full time		Employed part time		Postdoctoral fellow		Unemployed, seeking		Unemployed, not seeking		N
	N	%	N	%	N	%	N	%	N	%	
Psychopharmacology	0	0.0	0	0.0	1	100.0	0	0.0	0	0.0	1
Quantitative	5	100.0	0	0.0	0	0.0	0	0.0	0	0.0	5
Rehabilitation	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
School	58	82.9	3	4.3	7	10.0	0	0.0	2	2.9	70
Social	53	74.6	4	5.6	10	14.1	2	2.8	2	2.8	71
Sports	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	1
Systems/History/Methods	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0
Other in psychology	10	55.6	4	22.2	3	16.7	0	0.0	1	5.6	18
Not in psychology	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0	1
Health service provider subfields	510	62.0	70	8.5	199	24.2	29	3.5	15	1.8	823
Research and other fields	263	64.6	23	5.7	95	23.3	19	4.7	7	1.7	407
Not specified	12	75.0	1	6.3	3	18.8	0	0.0	0	0.0	16

Source 2009 Doctorate Employment Survey, APA Center for Workforce Studies. March 2011.

Table 3

Primary and Secondary Employment Settings for 2009 Psychology Doctorate Recipients by Employment Pattern

		Employed full time in a full-time position				Employed full time in two or more part-time positions				Employed part time (positions[s] total less than 35 hours)			
		Primary position		Secondary position		Primary position		Secondary position		Primary position		Secondary position	
		N	%	N	%	N	%	N	%	N	%	N	%
University settings	Psychology department	81	10.8	22	22.2	4	7.3	10	18.5	12	11.7	4	11.8
	Education department	26	3.5	6	6.1	0	0.0	1	1.9	2	1.9	0	0.0
	Business department	5	0.7	0	0.0	1	1.8	0	0.0	0	0.0	0	0.0
	Other academic department	27	3.6	3	3.0	4	7.3	4	7.4	0	0.0	3	8.8
	Administrative office	2	0.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Research center or institute	14	1.9	2	2.0	3	5.5	2	3.7	4	3.9	1	2.9
	Other setting	4	0.5	1	1.0	0	0.0	1	1.9	1	1.0	1	2.9
	<i>Subtotal</i>	159	21.3	34	34.3	12	21.9	18	33.4	19	18.5	9	26.4
Four-year colleges	Psychology department	25	3.3	6	6.1	1	1.8	1	1.9	4	3.9	0	0.0
	Education department	0	0.0	1	1.0	0	0.0	0	0.0	1	1.0	0	0.0
	Other academic department	6	0.8	3	3.0	0	0.0	2	3.7	2	1.9	0	0.0
	Administrative office	2	0.3	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Research center or institute	1	0.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Other four-year college setting	1	0.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	<i>Subtotal</i>	35	4.6	10	10.1	1	1.8	3	5.6	7	6.8	0	0.0
Medical school	Psychiatry	19	2.5	2	2.0	1	1.8	0	0.0	2	1.9	0	0.0
	Department other than psychiatry	12	1.6	1	1.0	0	0.0	1	1.9	1	1.0	0	0.0
	<i>Subtotal</i>	31	4.1	3	3.0	1	1.8	1	1.9	3	2.9	0	0.0
Other academic settings	2-year college	13	1.7	1	1.0	1	1.8	1	1.9	6	5.8	5	14.7
	University -affiliated professional school for health services other than medical	2	0.3	2	2.0	1	1.8	0	0.0	1	1.0	0	0.0
	Professional school of psychology, independent	1	0.1	5	5.1	0	0.0	0	0.0	0	0.0	2	5.9
	<i>Subtotal</i>	16	2.1	8	8.1	2	3.6	1	1.9	7	6.8	7	20.6
Schools & other educational settings	Elementary-Secondary school	36	4.8	3	3.0	1	1.8	1	1.9	3	2.9	0	0.0
	School system district office	18	2.4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Other educational setting	7	0.9	0	0.0	1	1.8	1	1.9	1	1.0	0	0.0
	<i>Subtotal</i>	61	8.1	3	3.0	2	3.6	2	3.8	4	3.9	0	0.0

(continued)

Table 3 (continued)

Primary and Secondary Employment Settings for 2009 Psychology Doctorate Recipients by Employment Pattern

		Employed full time in a full-time position				Employed full time in two or more part-time positions				Employed part time (positions[s] total less than 35 hours)			
		Primary position		Secondary position		Primary position		Secondary position		Primary position		Secondary position	
		N	%	N	%	N	%	N	%	N	%	N	%
Independent practice	Individual private practice	17	2.3	11	11.1	4	7.3	8	14.8	12	11.7	2	5.9
	Group practice	25	3.3	6	6.1	13	23.6	6	11.1	8	7.8	3	8.8
	Primary care group practice	1	0.1	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Subtotal	43	5.7	17	17.2	17	30.9	14	25.9	20	19.5	5	14.7
Hospital	Public general hospital	11	1.5	0	0.0	1	1.8	0	0.0	1	1.0	0	0.0
	Private general hospital	16	2.1	0	0.0	0	0.0	1	1.9	3	2.9	0	0.0
	Public psychiatric hospital	22	2.9	1	1.0	0	0.0	0	0.0	0	0.0	0	0.0
	Not for-profit private psychiatric hospital	5	0.7	0	0.0	1	1.8	0	0.0	0	0.0	0	0.0
	VA medical center	44	5.9	0	0.0	0	0.0	0	0.0	4	3.9	0	0.0
	For-profit private psychiatric hospital	1	0.1	0	0.0	0	0.0	0	0.0	1	1.0	0	0.0
	Military hospital	5	0.7	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Nursing home	3	0.4	0	0.0	1	1.8	0	0.0	0	0.0	2	5.9
	Subtotal	107	14.3	1	1.0	3	5.4	1	1.9	9	8.8	2	5.9
Other human service	University/college counseling center	44	5.9	1	1.0	2	3.6	2	3.7	6	5.9	1	2.9
	Outpatient clinic	10	1.3	1	1.0	2	3.6	0	0.0	1	1.0	0	0.0
	Counseling/guidance center	0	0.0	1	1.0	0	0.0	0	0.0	1	1.0	1	2.9
	Specialized health service	10	1.3	0	0.0	0	0.0	0	0.0	1	1.0	0	0.0
	Other human service setting	7	0.9	0	0.0	3	5.5	0	0.0	0	0.0	0	0.0
	Rehabilitation facility	3	0.4	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Primary care office/community health center	6	0.8	0	0.0	1	1.0	0	0.0	1	1.0	0	0.0
	Subtotal	80	10.6	3	3.0	8	13.7	2	3.7	10	9.9	2	5.8
Managed care	CMHC	43	5.7	3	3.0	3	5.5	2	3.7	3	2.9	1	2.9
	HMO	0	0.0	0	0.0	0	0.0	1	1.9	1	1.0	0	0.0
	Other managed care	2	0.3	0	0.0	0	0.0	0	0.0	1	1.0	0	0.0
	Subtotal	45	6.0	3	3.0	3	5.5	3	5.6	5	4.9	1	2.9

(continued)

Table 3 (continued)

Primary and Secondary Employment Settings for 2009 Psychology Doctorate Recipients by Employment Pattern

		Employed full time in a full-time position				Employed full time in two or more part-time positions				Employed part time (positions[s] total less than 35 hours)			
		Primary position		Secondary position		Primary position		Secondary position		Primary position		Secondary position	
		N	%	N	%	N	%	N	%	N	%	N	%
Business/ govt and other	Self-employed, not practice	3	0.4	1	1.0	0	0.0	1	1.9	2	1.9	2	5.9
	Consulting firm	24	3.2	1	1.0	1	1.8	1	1.9	0	0.0	0	0.0
	Private research organization or lab	5	0.7	1	1.0	0	0.0	0	0.0	1	1.0	0	0.0
	Government research organization or lab	13	1.7	0	0.0	0	0.0	0	0.0	3	2.9	0	0.0
	Business-industry	17	2.3	1	1.0	2	3.6	0	0.0	0	0.0	0	0.0
	Independent consultant	1	0.1	3	3.0	0	0.0	0	0.0	3	2.9	2	5.9
	Criminal justice system	31	4.1	1	1.0	0	0.0	0	0.0	0	0.0	0	0.0
	Military service	2	0.3	0	0.0	0	0.0	1	1.9	0	0.0	0	0.0
	Federal government	15	2.0	0	0.0	1	1.8	0	0.0	0	0.0	1	2.9
	State government	11	1.5	0	0.0	1	1.8	0	0.0	0	0.0	0	0.0
	Local government	6	0.8	0	0.0	0	0.0	0	0.0	1	1.0	0	0.0
	Other nonprofit organization	23	3.1	2	2.0	0	0.0	1	1.9	2	1.9	1	2.9
	Other non-educational, non-service	5	0.7	4	4.0	1	1.8	4	7.4	1	1.0	1	2.9
<i>Subtotal</i>	156	20.9	14	14.0	6	10.8	8	15.0	13	12.6	7	20.5	
Not specified	17	2.3	3	3.0	0	0.0	1	1.9	6	5.8	1	2.9	
Total	750	100.0	99	100.0	55	100.0	54	100.0	103	100.0	34	100.0	

Source 2009 Doctorate Employment Survey, APA Center for Workforce Studies, March 2011.

Table 4
Degree Subfield by Full-time Work Setting: 2009 Psychology Doctorate Recipients

		University settings		Four-year colleges		Medical School		Other academic settings		Schools & other educational settings	
		N	%	N	%	N	%	N	%	N	%
	N=	213	28.4	40	5.3	31	4.1	12	1.6	67	8.9
Health service provider subfields	Clinical	45	15.7	8	2.8	13	4.5	1	0.3	5	1.7
	Clinical Child	5	15.2	0	0.0	1	3.0	0	0.0	2	6.1
	Clinical Neuropsychology	4	44.4	0	0.0	3	33.3	0	0.0	0	0.0
	Community	3	37.5	0	0.0	0	0.0	0	0.0	0	0.0
	Counseling	28	44.4	6	9.5	0	0.0	1	1.6	2	3.2
	Family	1	33.3	0	0.0	0	0.0	0	0.0	0	0.0
	Forensic	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Geropsychology	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Health	1	20.0	0	0.0	2	40.0	0	0.0	0	0.0
	Rehabilitation	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	School	6	10.7	0	0.0	1	1.8	6	10.7	34	60.7
	Sports	0	0.0	1	100.0	0	0.0	0	0.0	0	0.0
	Subtotal	93	19.7	15	3.2	20	4.2	8	1.7	43	9.1
Research and other subfields	Biological	0	0.0	0	0.0	1	25.0	0	0.0	1	25.0
	Cognitive	18	69.2	1	3.8	1	3.8	0	0.0	0	0.0
	Comparative	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Developmental	15	42.9	4	11.4	2	5.7	0	0.0	4	11.4
	Educational	19	52.8	3	8.3	0	0.0	2	5.6	11	30.6
	Engineering	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Environmental	2	1.0	0	0.0	0	0.0	0	0.0	0	0.0
	Evolutionary	0	0.0	1	33.3	0	0.0	0	0.0	0	0.0
	Experimental	5	62.5	1	12.5	0	0.0	0	0.0	1	12.5
	General	2	33.3	1	16.7	0	0.0	0	0.0	1	16.7
	I/O	8	17.8	2	4.4	1	2.2	0	0.0	1	2.2
	Neurosciences	7	31.8	2	9.1	4	18.2	1	4.5	2	9.1
	Personality	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0
	Physiological	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0
	Psycholinguistics	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Psychometrics	2	28.6	0	0.0	1	14.3	0	0.0	0	0.0
	Psychopharmacology	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Quantitative	4	80.0	0	0.0	0	0.0	0	0.0	0	0.0
	Social	27	51.9	9	17.3	0	0.0	1	1.9	1	1.9
	Systems/History/Methods	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Other in psychology	3	25.0	0	0.0	1	8.3	0	0.0	0	0.0
		Subtotal	114	42.7	24	9.0	11	4.1	4	1.5	22
	Not in psychology	1	100.0	0	0.0	0	0.0	0	0.0	0	0.0
	Not specified	5	45.5	1	9.1	0	0.0	0	0.0	2	18.2

(continued)

Table 4 (continued)
Degree Subfield by Full-time Work Setting: 2009 Psychology Doctorate Recipients

		Independent practice		Hospital		Other human service		Managed care		Business/govt and other		Total	
		N	%	N	%	N	%	N	%	N	%	N	%
	N=	43	5.7	104	13.9	33	4.4	51	6.8	156	20.7	750	100.0
Health service provider subfields	Clinical	31	10.8	82	28.6	20	7.0	38	13.2	44	15.3	287	100.0
	Clinical Child	2	6.1	6	18.2	6	18.2	4	12.1	7	21.2	33	100.0
	Clinical Neuropsychology	0	0.0	1	11.1	0	0.0	1	11.1	0	0.0	9	100.0
	Community	0	0.0	0	0.0	0	0.0	0	0.0	5	62.5	8	100.0
	Counseling	2	3.2	10	15.9	3	4.8	6	9.5	5	7.9	63	100.0
	Family	1	33.3	0	0.0	0	0.0	0	0.0	1	33.3	3	100.0
	Forensic	0	0.0	0	0.0	1	14.3	1	14.3	5	71.4	7	100.0
	Geropsychology	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Health	1	20.0	1	20.0	0	0.0	0	0.0	0	0.0	5	100.0
	Rehabilitation	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	School	1	1.8	1	1.8	1	1.8	1	1.8	5	8.9	56	100.0
	Sports	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0
	Subtotal	38	8.1	101	21.4	31	6.6	51	10.8	72	15.3	472	100.0
Research and other subfields	Biological	0	0.0	0	0.0	0	0.0	0	0.0	2	50.0	4	100.0
	Cognitive	0	0.0	0	0.0	1	3.8	0	0.0	5	19.2	26	100.0
	Comparative	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Developmental	0	0.0	2	5.7	0	0.0	0	0.0	8	22.9	35	100.0
	Educational	1	2.8	0	0.0	0	0.0	0	0.0	0	0.0	36	100.0
	Engineering	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Environmental	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	2	100.0
	Evolutionary	0	0.0	0	0.0	0	0.0	0	0.0	2	66.7	3	100.0
	Experimental	0	0.0	0	0.0	0	0.0	0	0.0	1	12.5	8	100.0
	General	1	16.7	0	0.0	0	0.0	0	0.0	1	16.7	6	100.0
	I/O	1	2.2	1	2.2	0	0.0	0	0.0	31	68.9	45	100.0
	Neurosciences	0	0.0	0	0.0	0	0.0	0	0.0	6	27.3	22	100.0
	Personality	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0
	Physiological	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0
	Psycholinguistics	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0	1	100.0
	Psychometrics	1	14.3	0	0.0	0	0.0	0	0.0	3	42.9	7	100.0
	Psychopharmacology	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
	Quantitative	0	0.0	0	0.0	0	0.0	0	0.0	1	20.0	5	100.0
	Social	0	0.0	0	0.0	0	0.0	0	0.0	14	26.9	52	100.0
	Systems/History/Methods	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0
Other in psychology	1	8.3	0	0.0	0	0.0	0	0.0	7	58.3	12	100.0	
	Subtotal	5	1.9	3	1.1	1	0.4	0	0.0	82	30.7	267	100.0
	Not in psychology	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0
	Not specified	0	0.0	0	0.0	1	9.1	0	0.0	2	18.2	11	100.0

Source: 2009 Doctorate Employment Survey, APA Center for Workforce Studies. March 2011.

Table 5

Job Search and Satisfaction Reported by 2009 Psychology Doctorate Recipients by Type of Employment Position

	Human Services		Other Positions		Total	
	N	%	N	%	N	%
<i>Job search methods used</i>						
Informal channels	252	71.6	309	66.5	561	68.7
Faculty advisor(s)	68	19.3	172	37	240	29.4
Newspaper ads	56	15.9	64	13.8	120	14.7
National convention placement service	7	2	31	6.7	38	4.7
Regional convention placement service	6	1.7	10	2.2	16	2
APA Monitor ads	87	24.7	116	24.9	203	24.8
APA Observer ads	7	2	63	13.5	70	8.6
Chronicle or other prof. newsletter	25	7.1	123	26.5	148	18.1
Journals	23	6.5	35	7.5	58	7.1
Civil Service application	32	9.1	13	2.8	45	5.5
Employment Agency	3	0.9	8	1.7	11	1.3
Met employer thru former job	59	16.8	48	10.3	107	13.1
Postdoc became permanent	56	15.9	17	3.7	73	8.9
Sent unsolicited vitae	53	15.1	55	11.8	108	13.2
Received unsolicited offer	24	6.8	40	8.6	64	7.8
Electronic resource	140	39.8	128	27.5	268	32.8
Other method	26	7.4	39	8.4	65	8
Not specified	26	7	30	3.1	56	6.5
<i>Most successful method</i>						
Informal channels	128	34.9	160	33.3	288	34
Faculty advisor(s)	6	1.6	40	8.3	46	5.4
Newspaper ads	5	1.4	8	1.7	13	15.5
National convention placement service	0	0	2	0.4	2	0.2
Regional convention placement service	0	0	1	0.2	1	0.1
APA Monitor ads	3	0.8	23	4.8	26	3.1
APA Observer ads	0	0	5	1	5	0.6
Chronicle or other prof. newsletter	2	0.5	42	8.7	44	5.2
Journals	0	0	0	0	0	0
Civil Service application	12	3.3	6	1.2	18	2.1
Employment Agency	0	0	1	0.2	1	0.1
Met employer thru former job	28	7.6	24	0.5	52	6.1
Postdoc became permanent	39	10.6	8	1.7	47	5.5
Sent unsolicited vitae	15	4.1	15	3.1	30	3.5
Received unsolicited offer	14	3.8	18	3.7	32	3.8
Electronic resource	74	20.2	79	16.4	153	18
Other method	21	5.7	30	3.2	51	6
Not specified	20	5.4	19	4	39	4.6

(continued)

Table 5 (continued)

Job Search and Satisfaction Reported by 2009 Psychology Doctorate Recipients by Type of Employment Position

	Human Services		Other Positions		Total	
	N	%	N	%	N	%
<i>Time to find current position</i>						
In job when began doctoral study	17	4.6	33	6.7	50	5.8
Before completing program	117	31.4	213	43.3	330	38.2
Within 3 months	141	37.3	111	22.6	252	29.1
4 - 6 months	60	16.1	75	15.2	135	15.6
More than 6 months	36	9.7	60	12.2	96	11.1
Not specified	2	0.5	0	0	2	0.2
<i>Perceived underemployment</i>						
Not underemployed	280	75.1	369	75	649	75
Underemployed	89	23.9	112	22.8	201	23.2
Not specified	4	1.1	11	2.2	15	1.7
<i>Current position was first choice</i>						
Yes	280	75.4	344	69.9	624	72.1
No	79	21.2	118	24	197	22.8
Not specified	14	3.8	30	6.1	44	5.1
<i>Perception of the Job market</i>						
Bleak	8	2.1	20	4.1	28	3.2
Poor	73	19.6	97	19.7	170	19.7
Fair	125	33.5	177	36	302	34.9
Good	130	34.9	144	29.3	274	31.7
Excellent	21	5.6	43	8.7	64	7.4
Not sure	14	3.8	11	2.2	25	2.9
Not specified	2	0.5	0	0	2	0.2

Source: 2009 Doctorate Employment Survey, APA Center for Workforce Studies

Note. Total column includes employed respondents who did not specify their type of position. Included in these tables are all respondents who reported on any level of employment.

Table 5a

Importance of Degree for Attaining Present Position Reported by Employed 2009 Psychology Doctorate Recipients.

	Essential Qualification	Helpful	Unimportant	Unsure	Not Specified
Doctoral degree important to attaining job	62.0	24.1	5.0	1.6	8.2
Doctorate in psychology important	54.4	28.9	6.6	1.1	9.0

Table 5b

Extent of Graduate Training Related to Current Primary Position Reported by Employed 2009 Doctorate Recipients in Psychology

	Closely related	Somewhat related	Not related	Not applicable	Not specified
Grad training in general	73.4	19.2	1.3	1.1	4.6
Courses in major subfield	65.5	23.7	4.0	1.1	5.7
Courses outside specialty	25.2	42.4	16.3	10.2	6.0
Research assistantship	21.8	24.8	23.8	22.9	6.7
Teaching assistantship	18.7	22.1	27.8	24.9	6.6
Clinical/counseling/school predoctoral internship	46.5	13.0	5.6	29.0	5.9
Other practicum/internship	37.9	22.7	7.4	26.1	5.9

Table 5c

Level of Satisfaction with Current Position Reported by 2009 Employed Psychology Doctorate Recipients

	Very dissatisfied	Dissatisfied	Satisfied	Very satisfied	Not applicable
Income/Salary	11.0	22.4	44.1	22.6	0.0
Benefits	8.6	10.8	34.5	40.9	5.3
Opportunities for promotion	8.1	22.0	40.6	21.6	7.7
Personal development	5.0	16.3	40.3	37.1	1.4
Recognition	5.0	17.5	47.3	27.9	2.3
Supervisor	5.5	9.0	35.8	41.4	8.2
Co-workers	2.1	7.6	37.0	47.6	5.7
Working conditions	4.6	12.4	42.6	38.6	1.8

Table 5d

Appropriateness of Current Primary Position Reported by Employed 2009 Doctorate Recipients

	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
Related to field of study	6.2	1.7	2.7	19.7	69.6
Commensurate with level of training	8	7.7	7.6	24.8	54.9
Commensurate with level of experience	7.8	5.9	7.5	28.8	49.9
Similar to expectations when began doctoral program	15.1	17.7	12.8	26.7	27.7
Professional challenging	7.5	6.9	9.5	26.6	49.5

Table 6
Reasons for Postdoctoral Study for 2009 Doctorate Recipients with Full-time Postdoctoral Appointments by Major Emphasis of Study

	All reasons						Primary reason					
	Research training		Clinical service		Research & practice		Research training		Clinical service		Research & practice	
	N	%	N	%	N	%	N	%	N	%	N	%
N=	183	100.0	310	100.0	88	100.0	183	100.0	310	100.0	88	100.0
To complement research knowledge & skills in same subfield	128	69.9	53	17.1	57	64.8	39	21.3	1	0.3	10	11.4
To obtain research training in another subfield	94	51.4	20	6.5	17	19.3	34	18.6	0	0.0	4	4.5
To work with a particular scientist or research group	125	68.3	9	2.9	35	39.8	27	14.8	1	0.3	3	3.4
To obtain specialized clinical training	14	7.7	193	62.3	61	69.3	0	0.0	70	22.7	22	2.5
To obtain supervised hours to take the licensing exam	38	20.8	277	89.4	77	87.5	4	2.2	189	61.4	29	33.0
To switch from research to practice	3	1.6	6	1.9	1	1.1	0	0.0	1	0.3	1	1.1
To become more employable	148	80.9	204	65.8	53	60.2	56	30.6	18	5.8	8	9.1
Employment not available	39	21.3	34	11.0	5	5.7	16	8.7	5	1.6	1	1.1
Other reason	13	7.1	19	6.1	11	12.5	4	2.2	11	3.6	6	6.8
Reason not specified	0	0.0	0	0.0	0	0.0	3	1.6	12	3.9	4	4.5

Source: 2009 Doctorate Employment Survey, APA Center for Workforce Studies. March 2011.

Note. Included are respondents with current or completed postdoctoral appointments. Not included are those individuals whose fellowships emphasized neither research nor practice. Respondents were asked to indicate all reasons for accepting a postdoctoral fellowship, and many indicated multiple reasons. Therefore, percentages indicated in the "all reasons" columns exceed 100.0%.

Table 7

Sources of Financial Support for Doctoral Training Reported by 2009 Doctorate Recipients in Psychology

	All sources		Primary Source	
	N	%	N	%
Own earnings/family support	942	77.5	199	16.4
University research and/or teaching assistantship	859	70.7	401	33.0
University scholarship/fellowship	573	47.2	94	7.8
University loan	208	17.1	25	2.1
Non-university loans (e.g. fed. Loans)	675	55.6	350	28.8
Non-university grant	184	15.1	75	6.2
Other	100	8.2	39	3.2
Not specified	17	1.4	32	2.6
Total	1215	***	1215	100.0

Source: 2009 Doctorate Employment Survey, APA Center for Workforce Studies. March 2011.

Note. Respondents were asked to indicate all sources of financial support, and many indicated multiple sources. Therefore, percentages in the "all sources" column exceeded 100.0%.

Table 8

Debt Related to Graduate Education on Receipt of the Doctoral Degree: 2009 Doctorate Recipients in Psychology

		Yes		No		Total	
		N	%	N	%	N	%
	N=	866	68.2	403	31.8	1269	100.0
Degree	PhD	586	61.7	364	38.3	950	100.0
	PsyD	275	88.7	35	11.3	310	100.0
	EdD	1	33.3	2	66.7	3	100.0
	PhD/JD	2	66.7	1	33.3	3	100.0
	PsyD/JD	1	100.0	0	0.0	1	100.0
	PhD/MD	0	0.0	1	100.0	1	100.0
	PhD/RhD	1	100.0	0	0.0	1	100.0
	Health Service Provider subfields	Clinical	412	78.8	111	21.2	523
Clinical Child		47	77.0	14	23.0	61	100.0
Clinical Neuropsychology		25	69.4	11	30.6	36	100.0
Community		8	61.5	5	38.5	13	100.0
Counseling		84	80.8	20	19.2	104	100.0
Family		1	25.0	3	75.0	4	100.0
Forensic		9	75.0	3	25.0	12	100.0
Geropsychology		0	0.0	0	0.0	0	0.0
Health		17	94.4	1	5.6	18	100.0
Rehabilitation		0	0.0	0	0.0	0	0.0
School		55	77.5	16	22.5	71	100.0
Sports		0	0.0	1	100.0	1	100.0
Subtotal		658	78.1	185	21.9	843	100.0
Research and other subfields	Biological	6	75.0	2	25.0	8	100.0
	Cognitive	10	23.3	33	76.7	43	100.0
	Comparative	1	100.0	0	0.0	1	100.0
	Developmental	28	47.5	31	52.5	59	100.0
	Educational	26	55.3	21	44.7	47	100.0
	Engineering	1	100.0	0	0.0	1	100.0
	Environmental	1	50.0	1	50.0	2	100.0
	Evolutionary	0	0.0	3	100.0	3	100.0
	Experimental	8	36.4	14	63.6	22	100.0
	General	8	1.0	0	0.0	8	100.0
	I/O	40	72.7	15	27.3	55	100.0
	Neurosciences	22	40.0	33	60.0	55	100.0
	Personality	2	50.0	2	50.0	4	100.0
	Physiological	0	0.0	1	100.0	1	100.0
	Psycholinguistics	0	0.0	1	100.0	1	100.0
	Psychometrics	2	28.6	5	71.4	7	100.0
	Psychopharmacology	0	0.0	1	100.0	1	100.0
	Quantitative	1	20.0	4	80.0	5	100.0
	Social	34	47.2	38	52.8	72	100.0
	Systems/History/Methods	0	0.0	0	0.0	0	0.0
Other in psychology	11	57.9	8	42.1	19	100.0	
Subtotal	201	48.4	214	51.6	415	100.0	
	Not in psychology	0	0.0	1	100.0	1	100.0
	Not specified	7	63.6	4	36.4	11	100.0

Source: 2009 Doctorate Employment Survey, APA Center for Workforce Studies. March 2011.

Table 9

Level of Debt Related to Graduate Education Owed on Receipt of Doctorate: 2009 Doctorate Recipients in Psychology Who Reported Any Debt

		Median	Q1	Q3	Mean	SD	N
	Total	70,000	30,000	120,000	79,297	57,467	1271
Degree	PhD	50,000	20,000	90,000	60,899	47,362	961
	PsyD	120,000	74,500	160,000	118,327	57,588	310
	Health service provider subfields						
	Clinical	100,000	50,000	150,000	100,725	60,004	523
	Clinical Child	80,000	35,000	120,000	82,529	55,686	61
	Clinical Neuropsychology	65,000	30,000	80,000	62,180	37,061	36
	Community	59,500	28,500	100,000	62,500	36,363	13
	Counseling	60,000	35,000	100,000	70,777	42,031	104
	Family						4
	Forensic	100,000	50,000	140,000	100,333	64,842	12
	Geropsychology						0
	Health	20,000	10,000	80,000	56,279	66,796	18
	Rehabilitation						0
	School	40,000	20,000	89,000	53,655	36,623	71
	Sports						1
	Subtotal	80,000	40,000	130,000	88,610	57,749	843
Research and other subfields	Biological	52,500	15,000	90,000	58,000	45,056	8
	Cognitive	23,000	8,220	32,000	27,522	24,495	43
	Comparative						1
	Developmental	42,500	11,000	72,000	43,732	33,087	59
	Educational	23,500	14,500	60,000	40,361	37,986	47
	Engineering						2
	Environmental						2
	Evolutionary						3
	Experimental	47,500	24,000	130,000	74,000	63,514	22
	General	95,000	87,000	124,000	105,250	24,812	8
	I/O	45,000	20,000	93,000	60,350	52,748	56
	Neurosciences	25,500	15,000	70,000	42,432	37,392	55
	Personality	50,000	20,000	80,000	50,000	42,426	4
	Physiological						1
	Psycholinguistics						1
	Psychometrics	120,000	90,000	150,000	120,000	42,426	7
	Psychopharmacology						1
	Quantitative	32,000	32,000	32,000	32,000		5
	Social	21,000	10,500	38,000	24,937	19,155	72
	Systems/History/Methods						0
	Other in psychology	58,000	17,000	153,000	83,364	70,455	19
	Subtotal	32,000	15,000	80,000	49,440	44,871	417
	Not in psychology						1
	Not specified	49,000	25,000	110,000	72,714	66,256	20

Source: 2009 Doctorate Employment Survey, APA Center for Workforce Studies. March 2011.

Note. No statistics reported where the N of respondents is less than 5.

Table 10

Level of Debt Related to Graduate Education Owed on Receipt of Doctorate Recipients in Psychology Who Reported Any Debt

	\$10,000 or less		\$10,001 - 20,000		\$20,001 - 40,000		\$40,001 - 60,000		\$60,001 - 80,000		\$80,001 - 100,000		\$100,001 - 120,000		\$120,001 - 140,000		\$140,001 - 160,000		\$161,000 - 180,000		More than \$180,000		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
N=	74	8.7	85	10.0	127	14.9	113	13.2	91	10.7	103	12.1	61	7.1	63	7.4	60	7.0	29	3.4	48	5.6	850	100.0
PhD	69	12.0	79	13.7	109	18.9	86	14.9	61	10.6	78	13.5	29	5.0	25	4.3	21	3.6	12	2.1	8	1.4	577	100.0
PsyD	5	1.8	6	2.2	18	6.6	26	9.6	30	11.0	24	8.8	32	11.8	36	12.2	39	14.3	17	6.3	39	14.3	272	100.0
EdD	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	1.0	0	0.0	0	0.0	0	0.0	0	0.0	0	0.0	1	100.0

		\$10,000 or less		\$10,001 - 20,000		\$20,001 - 40,000		\$40,001 - 60,000		\$60,001 - 80,000		\$80,001 - 100,000		\$100,001 - 120,000		\$120,001 - 140,000		\$140,001 - 160,000		\$161,000 - 180,000		More than \$180,000		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Health service provider subfields	Clinical	22	5.4	19	4.7	43	10.6	40	9.8	51	12.5	45	11.1	35	8.6	40	9.8	48	11.8	26	6.4	38	9.3	407	100.0
	Clinical Child	4	8.5	5	10.6	4	8.5	6	12.8	6	12.8	6	12.8	5	10.6	7	14.9	2	4.3	0	0	2	4.3	47	100.0
	Clinical Neuropsychology	1	4	3	12	6	24	2	8	7	28	3	12	2	8	0	0	1	4	0	0	0	0	25	100.0
	Community	0	0	0	0	4	50	0	0	0	0	4	50	0	0	0	0	0	0	0	0	0	0	8	100.0
	Counseling	3	3.6	4	4.8	17	20.5	20	24.1	8	9.6	14	16.9	5	8	9	10.8	1	1.2	1	1.2	1	1.2	83	100.0
	Family	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	100	0	0	0	0	1	100.0
	Forensic	1	11.1	0	0	0	0	3	33.3	0	0	1	11.1	1	11.1	1	11.1	0	0	0	0	2	22.2	9	100.0
	Geropsychology	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	100.0
	Health	5	29.4	4	23.5	2	11.8	0	0	2	11.8	0	0	2	11.8	0	0	1	5.9	0	0	1	5.9	55	100.0
	Rehabilitation	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	100.0
	School	4	7.3	12	21.8	12	21.8	9	16.4	3	5.5	9	16.4	5	9.1	0	0	1	1.8	0	0	0	0	0	100.0
	Sports	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	100.0
Subtotal	40	6.1	47	7.2	88	13.5	80	12.3	77	11.8	82	12.6	55	8.4	57	8.7	55	8.4	27	4.1	44	6.7	635	100.0	

(continued)

Table 10 (continued)

Level of Debt Related to Graduate Education Owed on Receipt of Doctorate Recipients in Psychology Who Reported Any Debt

		\$10,000 or less		\$10,001 - 20,000		\$20,001 - 40,000		\$40,001 - 60,000		\$60,001 - 80,000		\$80,001 - 100,000		\$100,001 - 120,000		\$120,001 - 140,000		\$140,001 - 160,000		\$161,000 - 180,000		More than \$180,000		Total	
		N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Research and other subfields	Biological	1	16.7	1	16.7	0	0	2	33.3	0	0	1	16.7	0	0	1	16.7	0	0	0	0	0	0	6	100.0
	Cognitive	4	40	0	0	4	40	1	10	1	10	0	0	0	0	0	0	0	0	0	0	0	10	100.0	
	Comparative	0	0	0	0	1	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	100.0	
	Developmental	7	25	4	14.3	3	10.7	6	21.4	5	17.9	2	7.1	1	3.6	0	0	0	0	0	0	0	25	100.0	
	Educational	4	16.7	8	33.3	3	12.5	4	16.7	2	8.3	1	4.2	0	0	2	8.3	0	0	0	0	0	24	100.0	
	Engineering	0	0	0	0	1	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	100.0	
	Environmental	0	0	0	0	1	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	100.0	
	Evolutionary	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	100.0	
	Experimental	0	0	1	16.7	1	16.7	2	33.3	0	0	0	0	0	0	1	16.7	0	0	1	16.7	0	0	6	100.0
	General	0	0	0	0	0	0	0	0	1	12.5	4	50	1	12.5	1	12.5	1	12.5	0	0	0	0	8	100.0
	I/O	4	10	8	0.2	7	17.5	7	17.5	2	5	5	12.5	2	5	1	2.5	2	5	1	2.5	1	2.5	40	100.0
	Neurosciences	5	22.7	4	18.2	4	18.2	3	13.6	1	4.5	4	18.2	1	4.5	0	0	0	0	0	0	0	22	100.0	
	Personality	0	0	1	50	0	0	0	0	1	50	0	0	0	0	0	0	0	0	0	0	0	2	100.0	
	Physiological	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	100.0	
	Psycholinguistics	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	100.0	
	Psychometrics	0	0	0	0	0	0	0	0	0	0	1	50	0	0	0	0	1	50	0	0	0	2	100.0	
	Psychopharmacology	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	100.0	
	Quantitative	0	0	0	0	1	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	100.0	
	Social	8	25	8	25	10	31.3	5	15.6	0	0	1	3.1	0	0	0	0	0	0	0	0	0	32	100.0	
	Systems/History/Methods	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	100.0	
Other in psychology	0	0	3	27.3	1	9.1	2	18.2	1	9.1	1	9.1	0	0	0	0	1	9.1	0	0	2	18.2	11	100.0	
<i>Subtotal</i>		33	16.9	38	19.5	37	19	32	16.4	14	7.2	20	10.3	5	2.6	6	3.1	5	2.6	2	1	3	1.5	192	100.0
	Not in psychology	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	100.0	
	Not specified	1	14.3	0	0	2	28.6	1	14.3	0	0	1	14.3	1	14.3	0	0	0	0	0	1	14.3	7	100.0	

Source: 2009 Doctorate Employment Survey, APA Center for Workforce Studies. March 2011.

Table 11
Starting Salaries for Full-time Employment Positions: 2009 Doctorate Recipients in Psychology

Position Type	Employment setting	Median	Mean	SD	N
Assistant Professor*	All settings	56,727	59,155	14,762	130
	University Psychology department	58,000	58,797	10,665	54
	University Education department	57,000	58,330	8,693	19
	Other University academic department	60,000	59,447	10,268	12
	4-year college Psychology department	52,000	51,103	8,286	20
Lecturer/Instructor*	All settings	40,909	42,212	7,768	13
Educational Administration	All settings	71,000	72,767	20,759	13
Research	All settings	60,000	60,767	17,535	62
	University research center or institute	63,000	67,364	17,716	11
	Medical school, psychiatry department	45,000	50,275	12,407	12
Direct human services: Clinical psychology	All settings	61,000	60,046	15,629	175
	University counseling center*	60,000	56,430	8,052	14
	City/county/state psychiatric hospital	68,000	66,500	14,819	17
	VA medical center	71,000	70,542	7,216	28
	Group psychological practice	55,000	50,667	15,199	13
	Community mental health center or clinic (CMHC)	49,000	48,846	10,656	28
	Criminal justice system	80,500	73,563	14,810	16
Direct human services: Clinical Child psychology	All settings	58,500	56,643	11,036	14
Direct human services: Counseling psychology	All settings	54,200	56,533	14,945	32
Direct human services: School psychology	All settings	58,000	63,391	14,863	29
Administration of Human Services	All settings	62,000	67,804	22,341	21
Applied psychology	All settings	73,332	75,304	19,038	59
	Consulting firm	75,000	78,727	9,350	11
Other positions	All settings	67,000	79,191	54,085	53

Source: 2009 Doctorate Employment Survey, APA Center for Workforce Studies. March 2011.

Note. Salaries are those at the time of the survey (Spring, 2010) and are presented for only those settings reported by 10 or more individuals. Figures for "all settings" include settings reported by fewer than 10.

* Salaries in these settings are typically paid on a 9-10-month (academic year) basis. The statistics given here can be converted to their 11-12-month (calendar year) equivalents by multiplying by 11/9.

APPENDIX

2009 APA Doctorate Employment Survey

2009 APA DOCTORATE EMPLOYMENT SURVEY



AMERICAN
PSYCHOLOGICAL
ASSOCIATION

ID:

Please indicate
today's date

Write the
number in the
boxes

Then darken the
corresponding
rectangle below
each box

Month

Day

, 2010

01
02
03
04
05
06
07
08
09
10
11
12

0	0
1	1
2	2
3	3
	4
	5
	6
	7
	8
	9

- Were you awarded your doctorate between **July 1, 2008, and June 30, 2009?**
 - Yes (Please proceed)
 - No (Please **STOP HERE** and return the questionnaire in the enclosed postage-paid envelope)

DIRECTIONS – PLEASE READ CAREFULLY BEFORE CONTINUING TO PAGE 2

- PLEASE BE ASSURED THAT ALL RESPONSES TO THIS QUESTIONNAIRE ARE CONFIDENTIAL
- This questionnaire should take 25 minutes of your time. We would appreciate your completing and returning it AS SOON AS POSSIBLE.
- Although Question 52 asks for name and address of your employer, we will not contact your employer; instead we use the information to give us actual examples of companies and work settings.
- Please read all response options before answering.
- For analysis and advocacy purposes, we have kept employment separate from postdoctoral fellowships/traineeships. **Please do NOT describe your postdoctoral fellowship/traineeship in the employment section.**
- We welcome your comments on both your employment experiences and the survey itself. At the end of the questionnaire, space has been provided for any comments that would help us to better understand the employment of new doctorate recipients. In addition, throughout the questionnaire, boxes have been provided so that you can elaborate on “other” responses to specific items.
- If you have any questions, please contact Ariel Finno or Daniel Michalski by email at DESsurvey@apa.org or by calling 1-800-374-2721 extension 5980.
- Thank you very much for your participation. Return this completed form in the enclosed postage paid envelope or send to:

**Center for Workforce Studies
2009 Doctorate Employment Survey
American Psychological Association
750 First Street, NE
Washington, DC 20002-4242**

**AMERICAN PSYCHOLOGICAL ASSOCIATION
2009 DOCTORATE EMPLOYMENT SURVEY**

ALL RESPONSES ARE CONFIDENTIAL

Directions: Your responses will be read by an optical mark reader. Your careful observance of these few simple rules would be most appreciated.

- Make heavy marks that fill the oval/rectangle.
- Mark clearly any answer you wish to change.
- Make no stray markings of any kind.
- For the questions that require you to write in and code your response, please complete by entering the numbers in the boxes provided and by darkening the corresponding oval/rectangle below each box.



A. EDUCATION AND TRAINING

1. In the boxes below, indicate the month in which you were awarded your doctorate (e.g., June= "06"). Then darken the corresponding rectangle below the box. Next, darken the appropriate oval, on the right, for the year in which you were awarded your doctorate.

<p>Write the number in the box</p> <p>→</p>	<div style="border: 1px solid black; width: 40px; height: 25px; margin: 0 auto;"></div>	<p>Year</p> <p><input type="radio"/> 2008</p> <p><input type="radio"/> 2009</p>
<p>Then darken the corresponding rectangle below the box</p> <p>→</p>	<div style="border: 1px solid black; width: 40px; height: 25px; margin: 0 auto; background-color: #e0f0ff;"> <div style="border: 1px solid black; width: 20px; height: 15px; margin: 2px auto; text-align: center; font-size: 8px;">01</div> <div style="border: 1px solid black; width: 20px; height: 15px; margin: 2px auto; text-align: center; font-size: 8px;">02</div> <div style="border: 1px solid black; width: 20px; height: 15px; margin: 2px auto; text-align: center; font-size: 8px;">03</div> <div style="border: 1px solid black; width: 20px; height: 15px; margin: 2px auto; text-align: center; font-size: 8px;">04</div> <div style="border: 1px solid black; width: 20px; height: 15px; margin: 2px auto; text-align: center; font-size: 8px;">05</div> <div style="border: 1px solid black; width: 20px; height: 15px; margin: 2px auto; text-align: center; font-size: 8px;">06</div> <div style="border: 1px solid black; width: 20px; height: 15px; margin: 2px auto; text-align: center; font-size: 8px;">07</div> <div style="border: 1px solid black; width: 20px; height: 15px; margin: 2px auto; text-align: center; font-size: 8px;">08</div> <div style="border: 1px solid black; width: 20px; height: 15px; margin: 2px auto; text-align: center; font-size: 8px;">09</div> <div style="border: 1px solid black; width: 20px; height: 15px; margin: 2px auto; text-align: center; font-size: 8px;">10</div> <div style="border: 1px solid black; width: 20px; height: 15px; margin: 2px auto; text-align: center; font-size: 8px;">11</div> <div style="border: 1px solid black; width: 20px; height: 15px; margin: 2px auto; text-align: center; font-size: 8px;">12</div> </div>	

2. Please indicate doctoral degree(s) earned: (Mark all that apply)

- Ph.D
- Psy.D.
- Ed.D.
- J.D.
- M.D.
- Rh.D.
- Other Doctorate (please specify)

3. Please indicate the subfield(s) of your doctorate. (Mark all that apply)

- Biological
- Child Clinical
- Clinical
- Clinical Neuropsychology
- Cognitive
- Community
- Comparative
- Counseling
- Developmental
- Educational
- Engineering
- Environmental
- Evolutionary
- Experimental
- Family
- Forensic
- General
- Geropsychology
- Health
- Industrial/Organizational
- Neurosciences (not Clinical Neuropsychology)
- Personality
- Physiological
- Psycholinguistics
- Psychometrics
- Psychopharmacology
- Quantitative
- Rehabilitation
- School
- Social
- Sport
- Systems/History/Methods
- Other, in psychology (please specify)

- Other, not in psychology (please specify)

4. If you had the choice, would you again choose *psychology* as your field?

- Yes
- Not sure
- No

→ If **No**, what **field** would you choose (e.g., biological neuroscience, medicine, business, law)?

5. If you had the choice, would you again choose the same *subfield* in psychology (e.g., clinical, general, experimental).

- Yes
- Not sure
- No

If **No**, what **subfield** would you choose?

6. If you had the choice, would you choose the same program or department for your doctoral program?

- Yes
- Not sure
- No

If **No**, why would you **not** choose the same program or department?

7. When did you begin your doctoral program? Include time spent on master's-level study if part of the doctoral program. In the boxes below, indicate the month and year in which you began (e.g., July, 2001 = "07" "01"). Then darken the corresponding rectangle below each box.

	Month	Year
Write the number in the boxes		
Then darken the corresponding rectangle below each box		
	01	0
	02	1
	03	2
	04	3
	05	4
	06	5
	07	6
	08	7
	09	8
	10	9
	11	9
	12	9

8. Sources of Support for Doctoral Training

In the left column, indicate ALL sources of support during your doctoral training. (Mark all that apply)

In the right column, indicate the MAJOR source of support during your doctoral training. (Mark one only)

- | | |
|--|---|
| <input type="radio"/>Own earnings/Family support.....
<input type="radio"/> ..University research/Teaching assistantship....
<input type="radio"/>University scholarship/fellowship.....
<input type="radio"/>University loan.....
<input type="radio"/>Non-university loans (e.g. Federal Loan)....
<input type="radio"/>Non-university grant.....
<input type="radio"/>Other..... | <input type="radio"/>
<input type="radio"/>
<input type="radio"/>
<input type="radio"/>
<input type="radio"/>
<input type="radio"/>
<input type="radio"/> |
|--|---|

(Please specify)

9. Upon receipt of your doctoral degree, did you have any debt directly related to your GRADUATE education (Tuition, fees, loans, living expenses, books and supplies, etc.)?

- Yes – if yes, please answer question 10 about debt related to your GRADUATE education
- No – please **SKIP** to Question 11

10. If YES, what was the level of your cumulative GRADUATE debt at the time of graduation with your doctorate (e.g., \$5,000 = 005)?

	LEVEL OF CUMULATIVE DEBT (Thousands of dollars)
Write the number in the boxes	\$,000. ⁰⁰
Then darken the corresponding rectangle below each box	
	0
	1
	2
	3
	4
	5
	6
	7
	8
	9

11. Are you currently seeking employment?

- No
- Yes → If yes, how many **months** have you been seeking?

Write the number in the boxes →

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Then darken the corresponding rectangle below each box →

12. Overall, how would you rate the job market for a person like yourself? (Mark one only)

- Bleak
- Poor
- Fair
- Good
- Excellent
- Not sure

13. Are you licensed as a psychologist by a state or provincial psychology board?

- Yes
- No

14. If no, are you planning to pursue a license to practice as a psychologist?

- Yes
- No

15. What is your CURRENT employment status? (Mark one only)

- Currently employed, do NOT have/never have had a postdoctoral fellowship/traineeship. (Answer Sections C, E, and F)
- Currently employed, but have completed a postdoctoral fellowship/traineeship previously. (Answer Sections B, C, E, and F)
- Currently employed and currently have postdoctoral fellowship/traineeship. (Answer Sections B, C, E, and F)
- Currently employed in a temporary position other than a postdoctoral fellowship/traineeship. (Answer Sections C, E, and F)
- Currently I am completing a postdoctoral fellowship/traineeship. (Answer Sections B, E, and F)
- Unemployed and already completed a postdoctorate. (Answer Sections B, D, E, and F)
- Not currently employed. (Answer Sections D, E, and F)

B. POSTDOCTORAL FELLOWSHIP/TRAINESHIP

16. Is/was your fellowship/traineeship: (Mark one only)

- Current
- Already completed

17. Is/was your fellowship/traineeship: (Mark one only)

- Full time (35 or more hours per week)
- Part time (less than 35 hours per week)

18. What is/was the source of your stipend? (Mark one only)

- Not applicable, no payment
- Federal fellowship/traineeship grant (Answer Question 18a)
- Federal research grant/contract (Answer Question 18a)
- Canadian provincial/federal fellowship/traineeship
- Nonfederal nationally-awarded fellowship/traineeship (e.g., private foundation)
- University or college
- Client fees
- Other (please specify)

↓

18a. If the source of your postdoctoral stipend is/was a federally funded fellowship/traineeship OR federally funded research grant/contract, please provide the name of the granting agency.

19. What is/was the duration of your fellowship/traineeship? (In months)

Write the number in the boxes →

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Then darken the corresponding rectangle below each box →

20. Is/was the primary emphasis of your fellowship/traineeship: (Mark one only)

- Research training
- Clinical service
- Both research and practice
- Other (please specify)

21. In the boxes below, indicate the amount of monthly stipend to the nearest dollar from your postdoctoral position (e.g., \$950=0950). If you do/did not receive a stipend, mark the oval "Not applicable".

- Not applicable; do/did not receive a monthly stipend

Write the number in the boxes

\$

--	--	--	--

 .00

Then darken the corresponding rectangle below each box

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

22. In the left column, indicate all your reasons for accepting a postdoctoral fellowship/traineeship. In the right column, indicate your primary reason for accepting this fellowship/traineeship.

Mark all that apply

Mark one only

-To complement research knowledge and skills in the same doctorate subfield.....
-To obtain research knowledge or training in a different doctorate subfield.....
-To work with a particular scientist or research group.....
-To obtain specialized clinical training.....
-To obtain supervised postdoctoral hours so as to take the licensing exam.....
-To switch from research to practice.....
-To become more employable.....
-Employment not available.....
-Other (please specify).....

IF CURRENTLY UNEMPLOYED – SKIP TO SECTION D.
IF CURRENTLY EMPLOYED – CONTINUE WITH SECTION C.

C. CURRENT EMPLOYMENT

In this section we are interested in your current employment: where you work, how many hours per week you work, your work activities and so forth. The section is designed so that people holding more than one position (e.g., two 20-hour per week jobs), as well as those holding one position can accurately complete the questions. Thus, some of the questions refer to both "primary" and "secondary" employment positions. If you have a postdoctoral fellowship/traineeship in addition to your employment, report **ONLY** your employment in this section and your postdoctoral fellowship/traineeship in Section B. **DO NOT DESCRIBE YOUR POSTDOCTORAL FELLOWSHIP/ TRAINEESHIP IN THIS SECTION.**

23. How many employment positions do you currently have? (Mark one only)

- 1 position
- 2 positions
- 3 or more positions

24. Do you spend a total of 35 or more hours/week in this (these) position(s)?

- Yes
- No

24a. In the boxes below indicate the number of hours per week you spend in each employment position. Primary position is the one in which you spend the most time. If the number is less than 10, please mark leading zeros (e.g., 8 hours per week = "08").

Primary position	Secondary position	Tertiary position
Hours/week	Hours/week	Hours/week
<input type="text"/>	<input type="text"/>	<input type="text"/>
<input type="text"/> 0 <input type="text"/> 0	<input type="text"/> 0 <input type="text"/> 0	<input type="text"/> 0 <input type="text"/> 0
<input type="text"/> 1 <input type="text"/> 1	<input type="text"/> 1 <input type="text"/> 1	<input type="text"/> 1 <input type="text"/> 1
<input type="text"/> 2 <input type="text"/> 2	<input type="text"/> 2 <input type="text"/> 2	<input type="text"/> 2 <input type="text"/> 2
<input type="text"/> 3 <input type="text"/> 3	<input type="text"/> 3 <input type="text"/> 3	<input type="text"/> 3 <input type="text"/> 3
<input type="text"/> 4 <input type="text"/> 4	<input type="text"/> 4 <input type="text"/> 4	<input type="text"/> 4 <input type="text"/> 4
<input type="text"/> 5 <input type="text"/> 5	<input type="text"/> 5 <input type="text"/> 5	<input type="text"/> 5 <input type="text"/> 5
<input type="text"/> 6 <input type="text"/> 6	<input type="text"/> 6 <input type="text"/> 6	<input type="text"/> 6 <input type="text"/> 6
<input type="text"/> 7 <input type="text"/> 7	<input type="text"/> 7 <input type="text"/> 7	<input type="text"/> 7 <input type="text"/> 7
<input type="text"/> 8 <input type="text"/> 8	<input type="text"/> 8 <input type="text"/> 8	<input type="text"/> 8 <input type="text"/> 8
<input type="text"/> 9 <input type="text"/> 9	<input type="text"/> 9 <input type="text"/> 9	<input type="text"/> 9 <input type="text"/> 9

25. When did you find your present primary employment (i.e., accepted the job offer)? (Mark one only)

- I was already employed in this position when I started my doctoral program.
- I was employed before completing requirements for doctorate.
- I found my present job after receiving my doctorate.

Indicate below the month and year in which you found your present primary position (e.g., October 2002 = "10" "02")

Write the number in the boxes →

Month	Year
<input type="text"/>	<input type="text"/>
<input type="text"/> 01	<input type="text"/> 0 <input type="text"/> 0
<input type="text"/> 02	<input type="text"/> 1 <input type="text"/> 1
<input type="text"/> 03	<input type="text"/> 2 <input type="text"/> 2
<input type="text"/> 04	<input type="text"/> 3 <input type="text"/> 3
<input type="text"/> 05	<input type="text"/> 4 <input type="text"/> 4
<input type="text"/> 06	<input type="text"/> 5 <input type="text"/> 5
<input type="text"/> 07	<input type="text"/> 6 <input type="text"/> 6
<input type="text"/> 08	<input type="text"/> 7 <input type="text"/> 7
<input type="text"/> 09	<input type="text"/> 8 <input type="text"/> 8
<input type="text"/> 10	<input type="text"/> 9 <input type="text"/> 9
<input type="text"/> 11	
<input type="text"/> 12	

Then darken the corresponding rectangle below each box →

26. How many months did you spend actively looking for employment before accepting this primary position?

Months

Write the number in the boxes →

<input type="text"/>	<input type="text"/>
<input type="text"/> 0	<input type="text"/> 0
<input type="text"/> 1	<input type="text"/> 1
<input type="text"/> 2	<input type="text"/> 2
<input type="text"/> 3	<input type="text"/> 3
<input type="text"/> 4	<input type="text"/> 4
<input type="text"/> 5	<input type="text"/> 5
<input type="text"/> 6	<input type="text"/> 6
<input type="text"/> 7	<input type="text"/> 7
<input type="text"/> 8	<input type="text"/> 8
<input type="text"/> 9	<input type="text"/> 9

Then darken the corresponding rectangle below each box →

27. Is this your first job since receiving the doctorate?

- Yes
- No, second position
- No, third position
- No, other (please specify) →

28. (IF YOUR PRIMARY POSITION IS LESS THAN 35 HOURS PER WEEK) What was the MOST important reason for choosing one or more part-time position(s)? (Mark one only)

- I prefer having one or more part-time positions because it provides a broader range of work responsibilities.
- I could not find a full-time position that was suitable.
- I prefer having one or more part-time positions because of family responsibilities.
- Other (please specify) →

29. How many hours per week do you spend in the following activities in your primary employment position? (Write the hours for each activity in the boxes.) Write "0" if you do not engage in a particular activity. YOUR ANSWERS SHOULD ADD UP TO THE TOTAL NUMBER OF HOURS PER WEEK IN YOUR PRIMARY POSITION PROVIDED IN QUESTION 24a. After writing in the hours for each activity, mark the matching rectangle for each digit of your answers.

Research Basic and Applied	Human Services	Other Applied Psychology	Education/ Teaching
□ □	□ □	□ □	□ □
0 0	0 0	0 0	0 0
1 1	1 1	1 1	1 1
2 2	2 2	2 2	2 2
3 3	3 3	3 3	3 3
4 4	4 4	4 4	4 4
5 5	5 5	5 5	5 5
6 6	6 6	6 6	6 6
7 7	7 7	7 7	7 7
8 8	8 8	8 8	8 8
9 9	9 9	9 9	9 9

Management and Administration	Development or Design	Other Activities
□ □	□ □	□ □
0 0	0 0	0 0
1 1	1 1	1 1
2 2	2 2	2 2
3 3	3 3	3 3
4 4	4 4	4 4
5 5	5 5	5 5
6 6	6 6	6 6
7 7	7 7	7 7
8 8	8 8	8 8
9 9	9 9	9 9

30. Type of position. Please select the category that best describes the type of position you hold in your primary and secondary (if any) work setting(s). You may be involved in several types of work activities; however, your employment position can usually be described by one of the following categories. PRIMARY POSITION IS THE ONE IN WHICH YOU SPEND THE MOST TIME. (Mark only one in each column)

Primary Position		Secondary Position
↓	<p>Faculty position. Includes teaching and/or research activities appropriate to your academic setting. If you are primarily employed in a faculty position (including being chair of a department) please indicate your academic rank</p> <p>○ Full Professor ○</p> <p>○ Associate Professor ○</p> <p>○ Assistant Professor ○</p> <p>○ Adjunct/Visiting Faculty ○</p> <p>○ Lecturer/Instructor ○</p> <p>○ Other Faculty Position (please specify) ○</p> <div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div>	↓
○	<p>Educational Administration. Includes college or university administrative positions (such as president, provost, asst. dean, etc.) although you may also have a faculty appointment. Does <u>not</u> include department chair. Includes superintendent of school district or other administrative position related to education.</p> <p>○ Research. Includes basic or applied research in any field. Includes <u>non-faculty</u> research positions, and work in government or private research laboratories and institutes.</p> <p>○ Administration of Research. Includes the management of a research organization or program. Although you may be directly involved in research design, data collection, and so forth, your primary responsibility is administering research activities, including supervising research personnel.</p> <p>○ Direct Human Services. Includes diagnosis and assessment, psychotherapy, counseling and guidance, school psychological services, prevention and consultation.</p> <p>○ Administration of Human Services. Includes the management of a program of human services. Although you may be directly involved in the delivery of human services, your primary responsibility is administering human service activities, including supervising human service personnel.</p> <p>○ Applied Psychology. Includes the practice of industrial/organizational psychology, personnel selection or assessment, systems or equipment design, organizational consultation, analysis or training.</p> <p>○ Administration of Applied Psychology. Includes the management of an applied psychology organization or program, such as a consulting firm specializing in industrial/organizational psychology. Although you may be directly involved in applied psychology activities, your primary responsibility is administering the program, including supervising personnel.</p> <p>○ Other Administrative Position. Includes management of a business, government agency, or non-profit organization that cannot be described as the direct administration of educational, research, human services, or applied psychology. Often this type of position is related to psychology, such as administering a government program to fund psychological research. Includes policy or program development or review, personnel administration, and budgeting.</p> <p>○ Other Position. Includes any type of position that cannot be reasonably assigned to the above categories (e.g., sales, publishing, secondary school teacher). Please specify</p>	○
	<div style="border: 1px solid black; height: 20px; width: 100%; margin-top: 5px;"></div>	

31. Using the code list below, indicate in the boxes the employment setting(s) of your primary and secondary (if any) positions.

Educational Institutions and School Systems

Organized Human Service Settings

University Settings (not medical or independent professional school):

- 01 Psychology department
- 02 Education department
- 03 Business school or department
- 04 Other academic department or unit
- 05 Management or administrative unit
- 06 Student counseling or services center
- 07 Research center or institute
- 27 Professional school of psychology, university based
- 09 Other university setting

Four-year college Settings:

- 11 Psychology department
- 12 Education department
- 13 Business school or department
- 14 Other academic department or unit
- 15 Management or administrative unit
- 16 Student counseling or services center
- 17 Research center or institute
- 19 Other four-year college setting

Other Educational Institutions:

- 21 Two-year college
- 22 Medical school, psychiatry department
- 30 Medical school, pediatrics department
- 23 Medical school, other than psychiatry or pediatrics department
- 24 Independent professional school of Psychology (not university based)
- 74 Professional schools not listed above (e.g., nursing, dentistry, law, etc.)
- 25 Elementary or secondary school
- 26 School system district office
- 29 Other educational setting (e.g., vocational or special education)

Private Practice

- 41 Individual private practice
- 42 Group psychological practice
- 43 Primary care group practice

(Codes continue in the next column)

Primary Position

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

Secondary Position

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

- 31 Public general hospital
- 32 Private general hospital
- 33 City/county/state psychiatric hospital
- 34 Not for profit private psychiatric hospital
- 36 For profit, private psychiatric hospital
- 35 VA medical center
- 37 Military hospital (e.g., Air Force)
- 44 Outpatient mental health clinic, freestanding
- 45 Community mental health center or clinic (CMHC)
- 73 Primary care office/community health center
- 46 Health Maintenance Organization (HMO)
- 47 Counseling or guidance center (not school or college)
- 40 Nursing home
- 48 Specialized health service (e.g., substance abuse or mental retardation)
- 38 Independent Practice Association (IPA)
- 39 Preferred Provider Organization (PPO)
- 70 Other managed care setting
- 71 Rehabilitation facility
- 49 Other human service setting

Business, Government, and Other Employment Settings

- 51 Self-employed (not private practice)
- 56 Independent consultant
- 52 Consulting firm
- 53 Private research organization or lab
- 54 Government research organization or lab
- 72 Union
- 55 Business or industry (excluding consulting firm or research organization)
- 61 Criminal justice system
- 62 Military service (not military hospital)
- 63 Federal government agency (other than above settings)
- 64 State govt. agency (other than above settings)
- 65 Local govt. agency (other than above settings)
- 66 Other non-profit organization
- 69 Other non-educational or non-service setting not listed above

32. If you have a faculty position, are you on the tenure track? (Mark one only)

- Yes, already have tenure
- Yes, on tenure track
- No, not on tenure track
- Not applicable, tenure system not used
- Not applicable, not academically employed

33. Current Salary for Primary Position

Indicate in thousands of dollars the amount of salary in your current primary position (e.g., \$35,000=035). Persons in independent practice should report income after deducting office expenses. Do not report postdoctoral fellowship/traineeship stipend here.

Indicate the period for this salary (Mark one only)

- 9-10 month
- 11-12 month

Salary
(Thousands of Dollars)

Write in boxes salary in thousands of dollars

Then darken the corresponding rectangle below each box

\$

--	--	--

,000.⁰⁰

0	0	0
1	1	1
2	2	2
3	3	3
4	4	4
5	5	5
6	6	6
7	7	7
8	8	8
9	9	9

34. How important was each in enabling you to attain your present primary position? (Mark one only in each column)

DOCTORAL DEGREE

**DOCTORAL DEGREE
IN PSYCHOLOGY**

- | | | |
|-----------------------|--------------------------------------|-----------------------|
| <input type="radio"/> |Essential qualification..... | <input type="radio"/> |
| <input type="radio"/> |Helpful, but not essential..... | <input type="radio"/> |
| <input type="radio"/> |Unimportant..... | <input type="radio"/> |
| <input type="radio"/> |Cannot ascertain..... | <input type="radio"/> |

35. Indicate the extent to which each of the following was related to your current primary position. (Mark one for each row)

	Closely Related	Somewhat Related	Not Related	Not Applicable
Graduate training in general	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate courses in major subfield or specialty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate courses outside subfield or specialty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research assistantship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching assistantship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinical, counseling or school predoctoral internship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other type of practicum or internship (e.g., applied research)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

36. Do you consider yourself underemployed in your current primary position?

- No, I am not underemployed
- Yes, I am underemployed

37. Was your current position your first choice?

(Mark one only)

- Yes, my current position was my first choice
- No, I would have preferred to have the same type of position but in a different institution/ organization

No, I would have preferred to have a...:

- Faculty position
- Educational administration position
- Research position
- Administration of research position
- Direct human services position
- Administration of human services position
- Applied psychology position
- Administration of applied psychology position
- Other administrative position
- Other type of position (please specify) →

38. Please indicate your agreement or disagreement with the following five statements regarding your primary position. (Mark one only for each statement)

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
The position is related to my field.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The position is commensurate with my level of education and training.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The position is commensurate with my level of experience.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The position is similar to what I expected to be doing when I began my doctoral program.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The position is professionally challenging.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

39. Please indicate how satisfied you are with each of the following dimensions of your current primary position. (Mark one response for each dimension)

	Very Dissatisfied	Dissatisfied	Satisfied	Very Satisfied	Not Applicable
Income/Salary	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Benefits	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for promotion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for personal development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for recognition	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Supervisor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Co-workers	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working conditions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

40. Mark in the left hand column all the following job search methods used in obtaining your current primary employment position. (Mark all that apply)

Then, in the right-hand column, indicate the ONE that was most successful. (Mark one only)

ALL USED		MOST SUCCESSFUL
<input type="radio"/>	..Informal channels including colleagues/friends..	<input type="radio"/>
<input type="radio"/> Faculty advisor (s).....	<input type="radio"/>
<input type="radio"/>Newspaper advertisements.....	<input type="radio"/>
<input type="radio"/>National convention placement service.....	<input type="radio"/>
<input type="radio"/>Regional convention placement service.....	<input type="radio"/>
<input type="radio"/>Advertisements in the <i>APA Monitor</i>	<input type="radio"/>
<input type="radio"/>Advertisements in the <i>APS Observer</i>	<input type="radio"/>
<input type="radio"/>Advertisements in the <i>The Chronicle of Higher Education</i> or other professional newsletter.....	<input type="radio"/>
<input type="radio"/>Professional journals or periodicals.....	<input type="radio"/>
<input type="radio"/>Filled out a civil service application.....	<input type="radio"/>
<input type="radio"/>Used an employment agency.....	<input type="radio"/>
<input type="radio"/>Met employer through former job.....	<input type="radio"/>
<input type="radio"/>	...Postdoctorate was changed to permanent job...	<input type="radio"/>
<input type="radio"/>Sent unsolicited vitae.....	<input type="radio"/>
<input type="radio"/>Received an unsolicited offer.....	<input type="radio"/>
<input type="radio"/>	...Internet/Electronic resource (please specify)....	<input type="radio"/>
<input type="radio"/> Other (please specify) →	<input type="radio"/>

IF EMPLOYED, SKIP TO SECTION E.
IF NOT EMPLOYED, CONTINUE WITH SECTION D.

D. CURRENTLY NOT EMPLOYED

41. Have you ever been employed in psychology at a professional level since receiving your doctorate?

- Yes
- No

42. Mark one of the following statements that best describes your present situation:

- Do not want to be employed now
- Enrolled in school
- Would like a part-time job (or a job with flexible hours), but unable to find one
- Voluntarily involved with home/child care
- Involuntarily involved with home/child care because unable to find adequate substitute care
- Am not seeking work because I feel that no jobs are available for me
- Am seeking work, but find no suitable position in my area and do not want to relocate
- Am seeking work and am willing to relocate but am unable to find suitable job
- Accident, illness, or health problem
- Moved to new location but have not found a job
- Other reason (please specify)

E. DEMOGRAPHIC INFORMATION

TO BE COMPLETED BY ALL RESPONDENTS.

43. What is your gender?

- Male
- Female
- Transgender

44. What is your age?

Write the number in the boxes

Then darken the corresponding rectangle below each box

0	0
1	1
2	2
3	3
4	4
5	5
6	6
7	7
8	8
9	9

45. Are you Spanish/Hispanic/Latino?

- No, not Spanish/Hispanic/Latino
- Yes, Cuban
- Yes, Mexican
- Yes, Puerto Rican
- Yes, South/Central American
- Other (please specify)

46. What is your race? (Mark all that apply)

- Asian (please specify)
- Caucasian/White
- African-American/Black
- Native Hawaiian/Pacific Islander (please specify)
- American Indian or Alaska Native (please specify enrolled tribe)
- Other race (please specify)

47. Where are you currently living? (Mark one only)

- In the United States
- Outside the United States

48. What is your citizenship? (Mark all that apply)

- U.S. Citizen
- Canadian Citizen
- Other citizenship (please specify)

Do you have...: (Mark one only)

- Permanent resident status in the U.S.
- Temporary visa
- Other status (please specify)

49. What is your country of birth? (please specify)

50. What is your sexual orientation?

- Prefer not to answer
- Heterosexual
- Gay
- Lesbian
- Bisexual
- Other (please specify)

└─┬─┘
└─┘

51. Were you ever a member of Psi Chi, the National Honor Society of Psychology?

- No, I never joined
- Yes, I joined as an undergraduate
- Yes, I joined as a graduate student

52. What is the name/address of your current primary employer or postdoctoral training site? (If you are an independent practitioner or self-employed, please enter “self” under employer name and include your address below.) *We will not contact your employer; instead we use the information to give us actual examples of companies and work settings.*

Employer/Site name:

Division or department:

City, State, and Zip:

53. Please use this space to comment on 1) any other aspects of your labor market experiences, such as holding position you believe to be innovative or nontraditional, and 2) the survey itself. Continue on back page of survey or attach an additional sheet if necessary.

54. We may need to contact you via email to clarify your answers to this survey.

May we have your permission to use your email address to follow up with you in future career surveys?

- Yes
- No

Would you be interested in receiving periodic email alerts (4-5 times per year) from the Center for Workforce Studies notifying you of new psychology workforce publications, reports, and data?

- Yes
- No

55. If you responded “Yes” to either part of Question 54, please provide your name (if you wish) and an email address. This information will not be used for survey purposes unless you specified so above and will not be distributed outside the Center for Workforce Studies. You may choose to opt-out at any time by emailing DESSurvey@apa.org or by calling 1-800-374-2721 extension 5980.

Name

Email Address @

F. SURVEY FOLLOW UP

56. Name and address of person not living with you who will know your address should we wish to contact you in the future for additional information regarding employment issues.

Name _____
Address _____

57. All information that you have provided in this questionnaire is completely confidential and is used for statistical purposes only. This means that information will be released only in the form of statistical summaries and no data, including your name and address, are released on an individual basis to other offices within the APA or to other organizations.

However, we do receive requests from time to time, for the names and addresses of new doctorate recipients in psychology. Currently, we do not comply with these requests; however, we need a better understanding of how respondents actually feel about this policy.

Please indicate how you feel about releasing your name and address for the following purposes. (Mark all that apply)

- I DO NOT wish to have my name and address released for ANY purpose.
- I AM WILLING to have my name and address released to the APA Membership Office so as to receive information on APA and membership application procedures.

RETURN AS SOON AS POSSIBLE

Thank you very much for your participation!
Return this completed form in the enclosed postage-paid envelope or send to:

Center for Workforce Studies
2009 Doctorate Employment Survey
American Psychological Association
750 First Street, NE
Washington, DC 20002-4242