



# **THE CHANGING GENDER COMPOSITION OF PSYCHOLOGY: UPDATE AND EXPANSION OF THE 1995 TASK FORCE REPORT**

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The Committee on Women in Psychology  
American Psychological Association  
Women's Program Office

Educational Webinar  
August 30, 2017

# Friendly Reminders for Successful Webinars

- This webinar is being recorded and will be posted at a later date. To reduce background noise, please mute your phone or computer.
- Submit all questions via the question tab on the webinar screen.
- Questions will be addressed at the end of the webinar.
- Please complete webinar feedback survey at the end of the session.

# Introduction

- Dr. Ruth Fassinger, Principal Investigator
- Advisory Committee
  - David Blustein, Dorothy Cantor, Stephen de Mers, Barbara Gault, Lucia Gilbert, Shelley Thomas, Melba Vasquez, Karen Wyche
- Committee on Women in Psychology (CWP)
  - Joan Chrisler, Alette Coble-Temple, Paola Contreras, Sarah Cook, Edna Esnil, Cynthia de las Fuentes, Maureen McHugh, Mimi Ormerod, Cheryl Travis, Earlise Ward, Jennifer Wisdom
- Center for Workforce Studies (CWS)
  - Peggy Christidis, Auntre Hamp, Luona Lin, Andrew Nigrinis, Karen Stamm, Marlene Wicherski
- Women's Program Office (WPO)
  - Shari Miles-Cohen, Tanya Burrwell, Aislinn Gherman

American Psychological Association,  
Committee on Women in Psychology  
(2017). *The Changing Gender  
Composition of Psychology*.  
Washington, DC: American  
Psychological Association.

## Goals for Webinar

- Highlight a sampling of major findings from the updated *Changing Gender Composition* (CGC) report
- Review a sampling of recommendations for future action steps to be taken by psychology/APA
- Answer participant questions and invite participant involvement in implementing report recommendations
- Identify interests regarding future webinars, other activities related to the report

# Purpose of Current Report

- **To update and expand** the 1995 American Psychological Association (APA) *Task Force Report on the Changing Gender Composition of Psychology*
  - CWP initiative, funded by Science Directorate
  - Responding to concerns about “feminization” of field, i.e., large influxes of women into psychology in 1980s and early 1990s
  - Investigated:
    - **Sociocultural context**
    - **Education variables and patterns**
    - **Employment status and patterns**
    - **Status of women within APA as professional organization**
  - CWP responsible for follow-up and monitoring progress on recommendations
- Same structure used in current updated and expanded report
  - Six chapters, 170 pages, tables and charts embedded in report
- Particular attention given to issues in academic and healthcare provider settings, and to underrepresented groups

# Methods and Caveats

- Most data provided and synthesized by CWS
- Other agency sources used (e.g., NSF, ACS, IPEDS)
- Investigator also computed, synthesized, and provided data
- Gender conceptualized not as binary characteristic, but as institutionalized system of social practices; however, data mostly descriptive of categorical gender differences (i.e., women vs. men)
- Accessed available data on underrepresented groups, and data tested for significant differences where possible:
  - Race/ethnicity
  - Sexual orientation and gender identity
  - Disability
  - Intersections of identity variables (e.g., gender AND race/ethnicity)
- However, data limited on most underrepresented groups, and intersectional data almost non-existent

# Overview of Findings

- Main overall finding: **GENDER DISPARITIES PERSIST!**
- Disparities represented in:
  - **Educational Patterns**
    - Degree attainment
    - Student debt levels
  - **Employment Patterns**
    - Salary inequities
    - Advancement/promotion inequities
  - **Professional Attainment and Leadership Patterns**
    - Professional governance participation
    - Scholarly recognition and leadership

## Gender Disparities Persist!

- Despite the predominance of women in the psychology workforce (60-65% of approximately 180,000 psychologists currently working), women continue to experience a lack of parity with men in many critical areas.
- Some areas show little or no progress in past two decades

American Psychological Association, Committee on Women in Psychology (2017). *The Changing Gender Composition of Psychology*. Washington, DC: American Psychological Association.



# Disparities in Education:

## Doctoral Degrees Awarded to Women

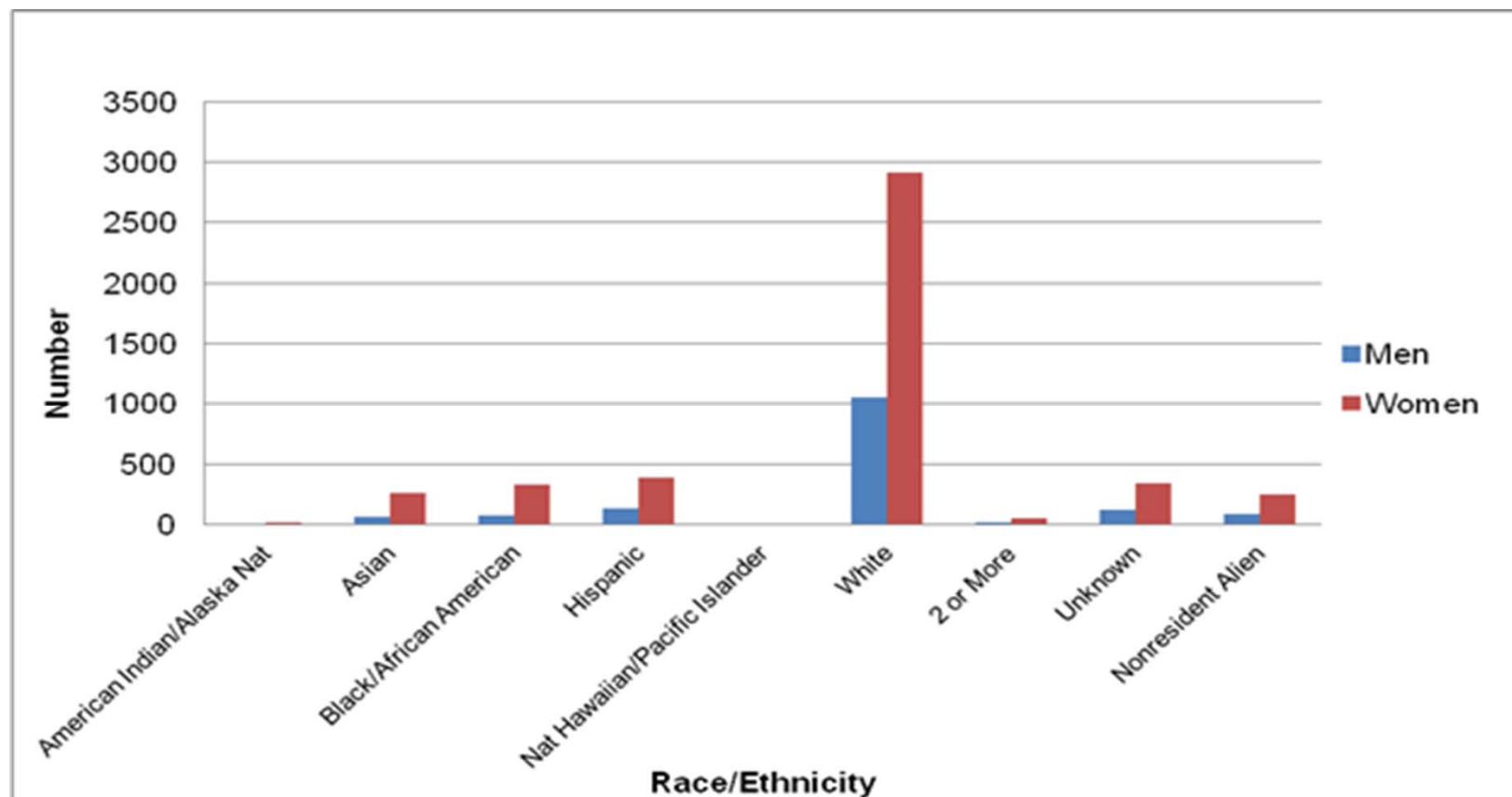
**Table III.4. Percentage of Doctoral Degrees Awarded to Women in Psychology and Other Major Fields and Professions: 1993, 2002, 2011**

Major Field	Percentage of Women Doctorates		
	1993	2002	2011
Anthropology (doctoral)+	62%	58%	60%
Computer Sciences (doctoral)*	14%	23%	20%
Dentistry (DDS or DMD)*	34%	39%	46%
Law (LLB or JD)*	43%	48%	47%
Medicine (MD)*	38%	44%	48%
Neurosciences (doctoral)+	40%	41%	49%
Psychology (doctoral)*	62%	68%	75%
Sociology (doctoral)+	47%	61%	61%
Veterinary Medicine (DVM)*	63%	72%	77%
Biological/Biomedical Sciences (doctoral)*	40%	44%	53%
Social Sciences and History (doctoral)*	36%	42%	47%
Health Professions and Related Programs (doctoral)*	41%	50%	58%
Pharmacy (PharmD)*	65%	66%	64%
Nursing/Nursing Science (doctoral)+	--	95%	91%

*Sources: \*U.S. Department of Education, National Center for Education Statistics (1995, 2003, 2012b), Digest of Education Statistics; + National Science Foundation (1994, 2003, 2012), Survey of Earned Doctorates, Doctorate Recipients from U.S. Universities.*

# Disparities in Education:

## 2012 Psychology Doctorates Awarded by Gender and Race/Ethnicity

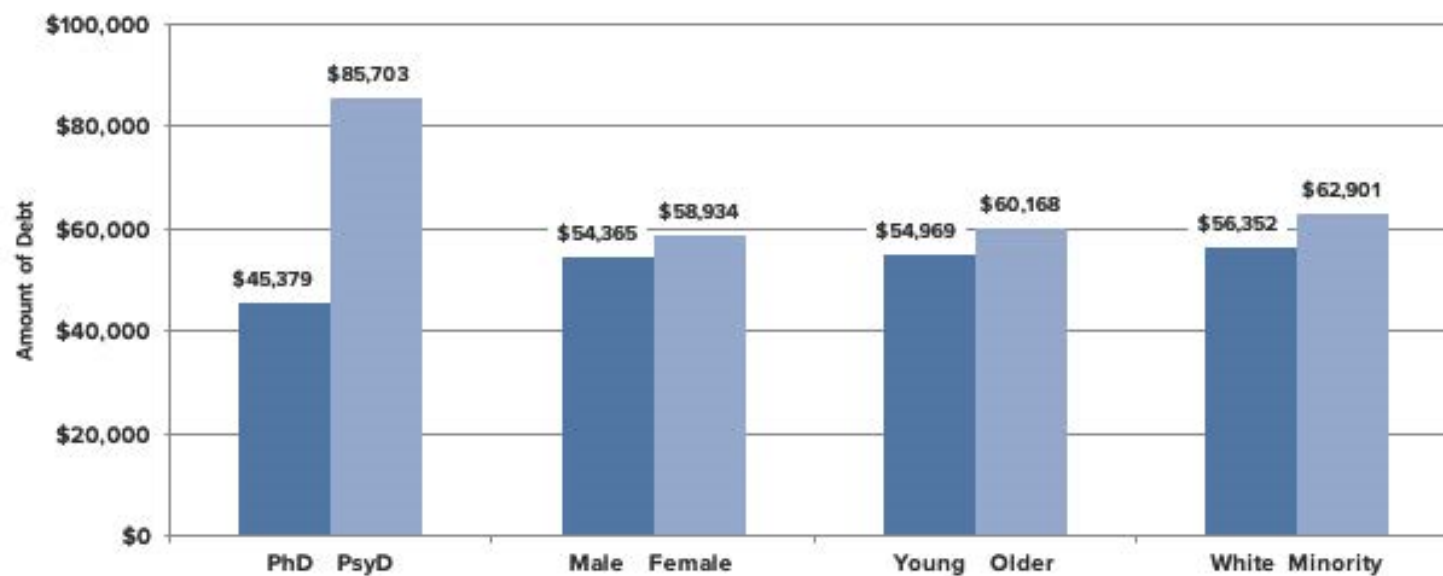


Source: National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS) Completions survey (2012). Compiled by APA Center for Workforce Studies.

Note. Percentages represent percentages within gender.

# Disparities in Education:

## Mean Graduate School Debt by Degree Type, Gender, Age, and Minority Status



Note. "Young" graduates were categorized as 32 years or younger; "older" graduates were categorized as 33 years or older. There was significantly greater mean debt for Doctor of Psychology (PsyD) graduates,  $t(7965) = 38.038, p < .001$ ; female graduates,  $t(7872) = 3.881, p < .001$ ; older graduates,  $t(7868) = 4.891, p < .001$ ; and minority graduates,  $t(7815) = 4.658, p < .001$ . PhD = Doctor of Philosophy.

Source. Doctorate Employment Survey, pooled data from years 1997, 1999, 2001, 2003, 2005, 2007, 2009 (APA, n.d.-c). Compiled by APA Center for Workforce Studies.

# Disparities in Employment:

## Median Salaries of Employed Recent Doctoral Degree Recipients Across Fields, 2010

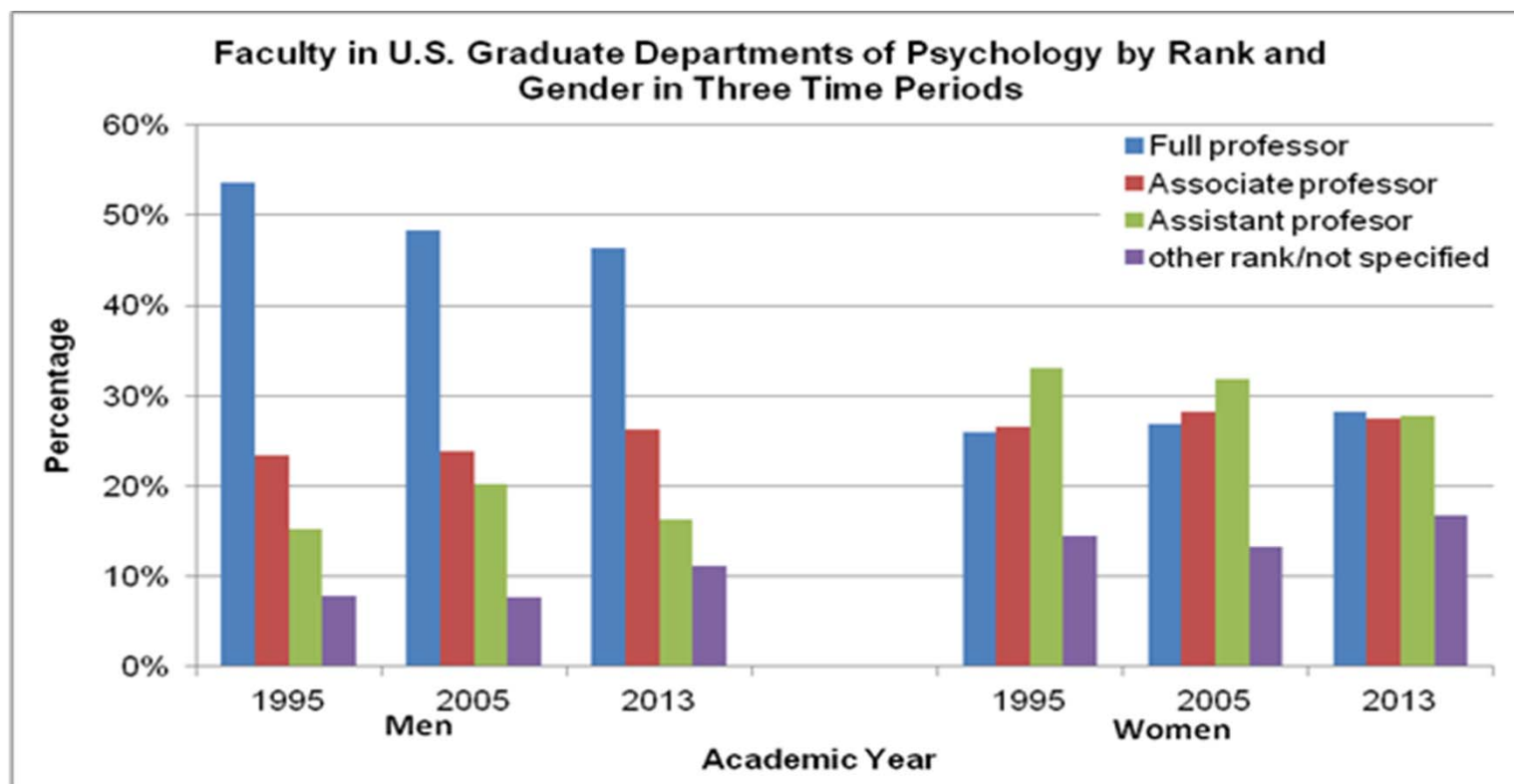
Field	All full-time employed	Gender		Race/ethnicity					
		Male	Female	American Indian or Alaska Native	Asian	Black or African American	Hispanic or Latino/a	White	Other
Biological sciences	91,000	99,000	80,000	113,000	85,000	78,000	78,000	95,000	83,000
Psychology	86,000	98,000	80,000	83,000	75,000	79,000	79,000	89,000	81,000
Social sciences	90,000	96,000	80,000	63,000	94,000	80,000	77,000	90,000	74,000
Health	93,000	103,000	87,000	D	100,000	85,000	87,000	94,000	88,000

*Note.* Median annual salaries are for the principal job and are rounded to the nearest \$1,000. American Indian or Alaska Native, Asian, Black or African American, and White are single race. Hispanic or Latino/a may be of any race. Other race includes Native Hawaiian or Other Pacific Islander and persons reporting more than one race who are not of Hispanic or Latino/a ethnicity. Biological includes agricultural/food sciences, biochemistry/biophysics, cell/molecular biology, environmental life sciences, microbiology, zoology, and other biological sciences. Social sciences include economics, political sciences, sociology, and other social sciences. D = suppressed to avoid disclosure of confidential information.

*Source.* Scientists and Engineers Statistical Data System (SESTAT), Survey of Doctorate Recipients for 2010 (NSF, n.d.-b).

# Disparities in Employment:

## Faculty in U.S. Graduate Departments of Psychology by Rank and Gender in Three Time Periods



*Source: APA Faculty Salaries in Graduate Departments of Psychology Survey (selected years), Center for Workforce Studies.*

*Note: Table includes only faculty whose gender was specified. Note 2. Table includes both Full-time and Part-time U.S. Faculty working in departments of psychology that award a Master's PhD, PsyD, and/or EdD degree.*

# Disparities in Employment:

## Number of Years Elapsed Between Doctorate and Promotion to Associate Professor for Faculty by Gender, 2013-2014

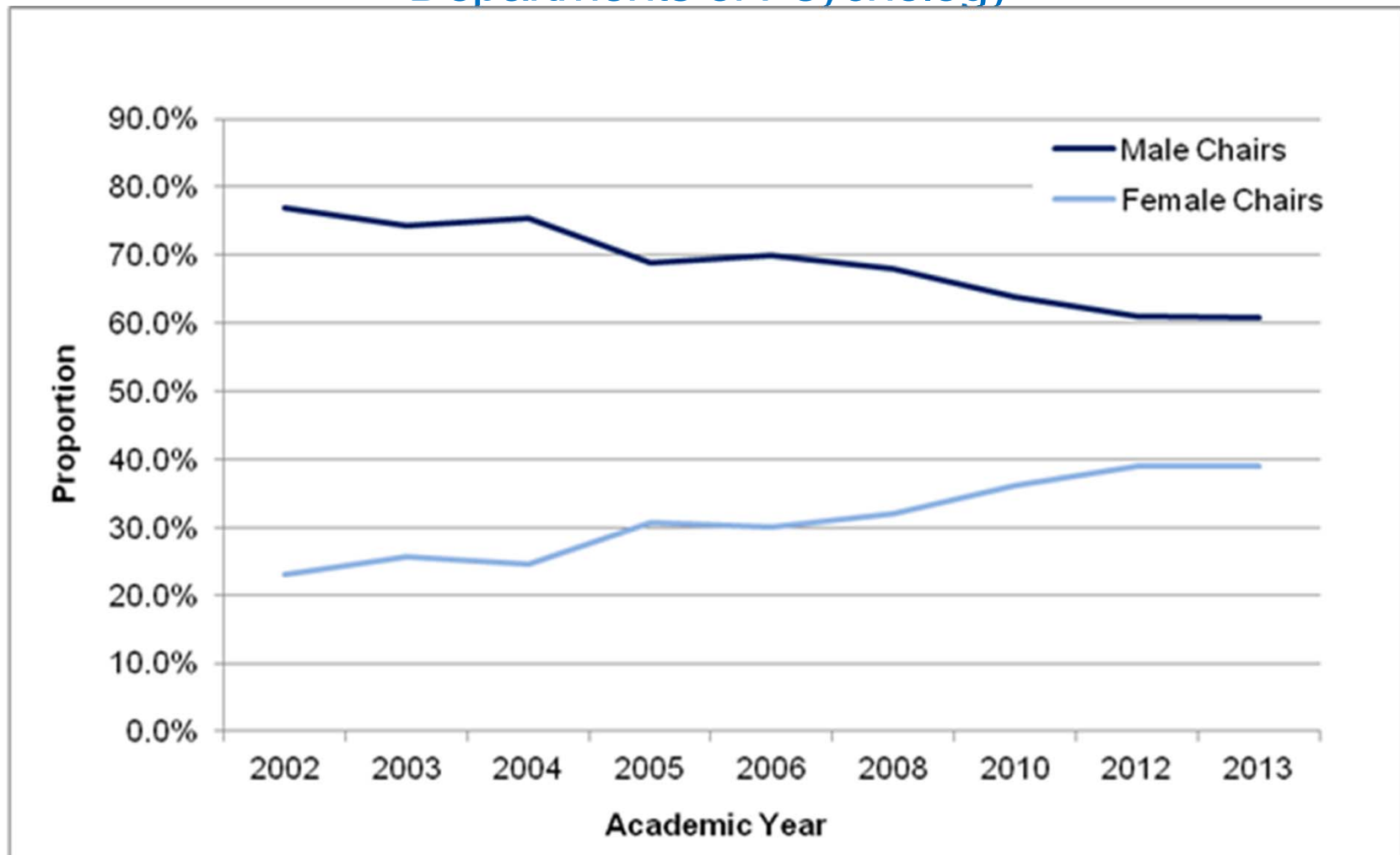
		Median	Mean	SD	N
Doctoral departments	Men	7.0	8.5	4.1	1,638
	Women	8.0	8.8	3.7	1,167
	Not specified	5.5	5.5	2.1	2
	All	8.0	8.6	3.9	2,807
Master's departments	Men	7.0	8.2	4.1	186
	Women	7.0	8.4	3.3	157
	All	7.0	8.3	3.8	343
All departments	Men	7.0	8.5	4.1	1,824
	Women	8.0	8.8	3.7	1,324
	Not specified	5.5	5.5	2.1	2
	All	8.0	8.6	3.9	3,150

Source: APA Faculty Salaries in Graduate Departments of Psychology Survey (2013-14), Center for Workforce Studies.

Note. Table excludes faculty whose doctorate year or year of promotion to associate professor was not specified.

# Disparities in Employment:

## Gender of Department Chairs in U.S. Graduate Departments of Psychology

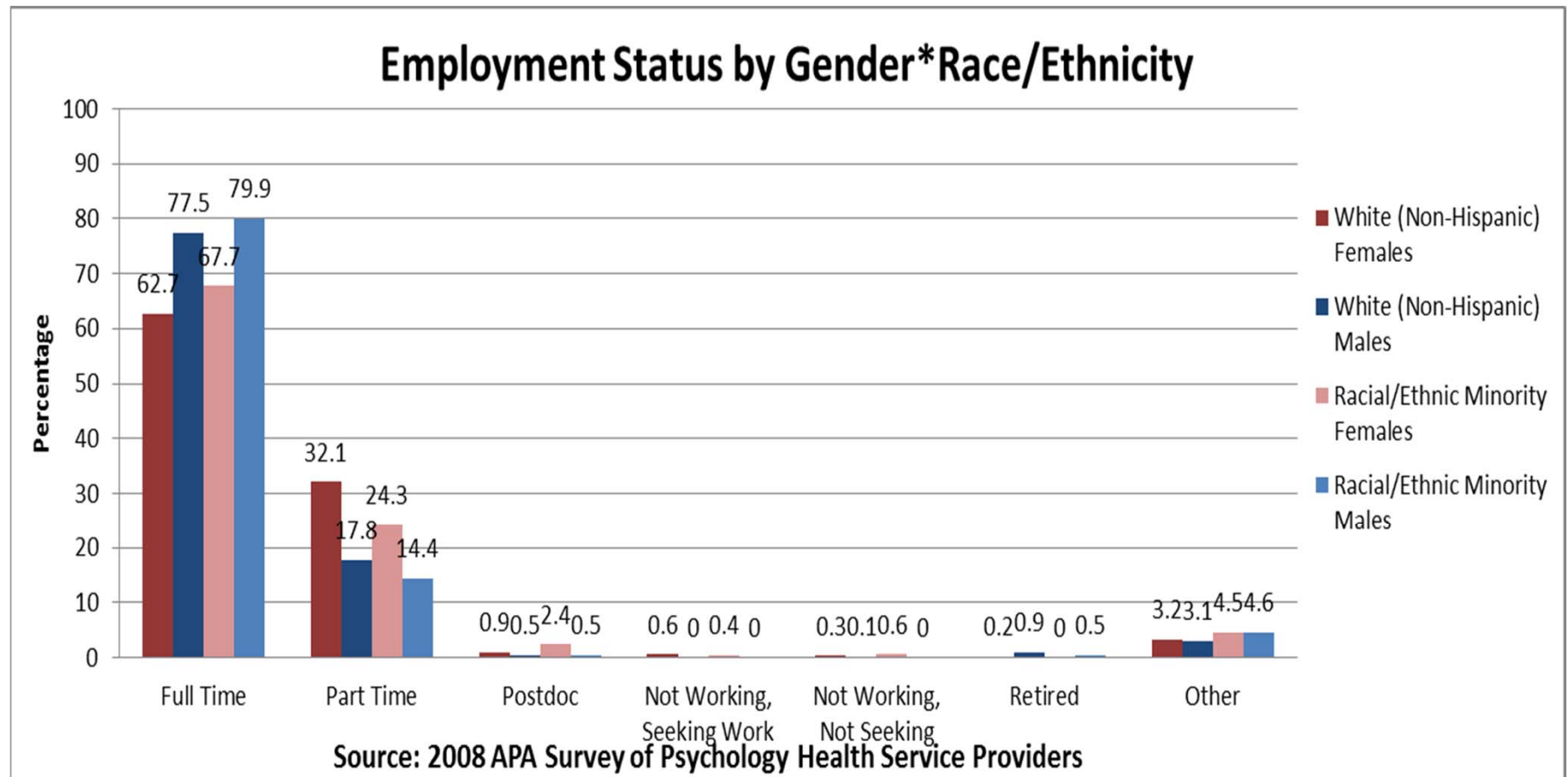


*Source: APA Faculty Salaries in Graduate Departments of Psychology (selected years), Center for Workforce Studies.*

*Note: Figure includes graduate departments of psychology that award a Master's PhD, and/or PsyD degree*

# Disparities in Employment:

## Psychologist Employment Status by Gender and Race/Ethnicity



Source: APA Survey of Psychology Health Service Providers (2008), Center for Workforce Studies.  
 $\chi^2 (18, N=5977) = 214.141, p < .01$ .



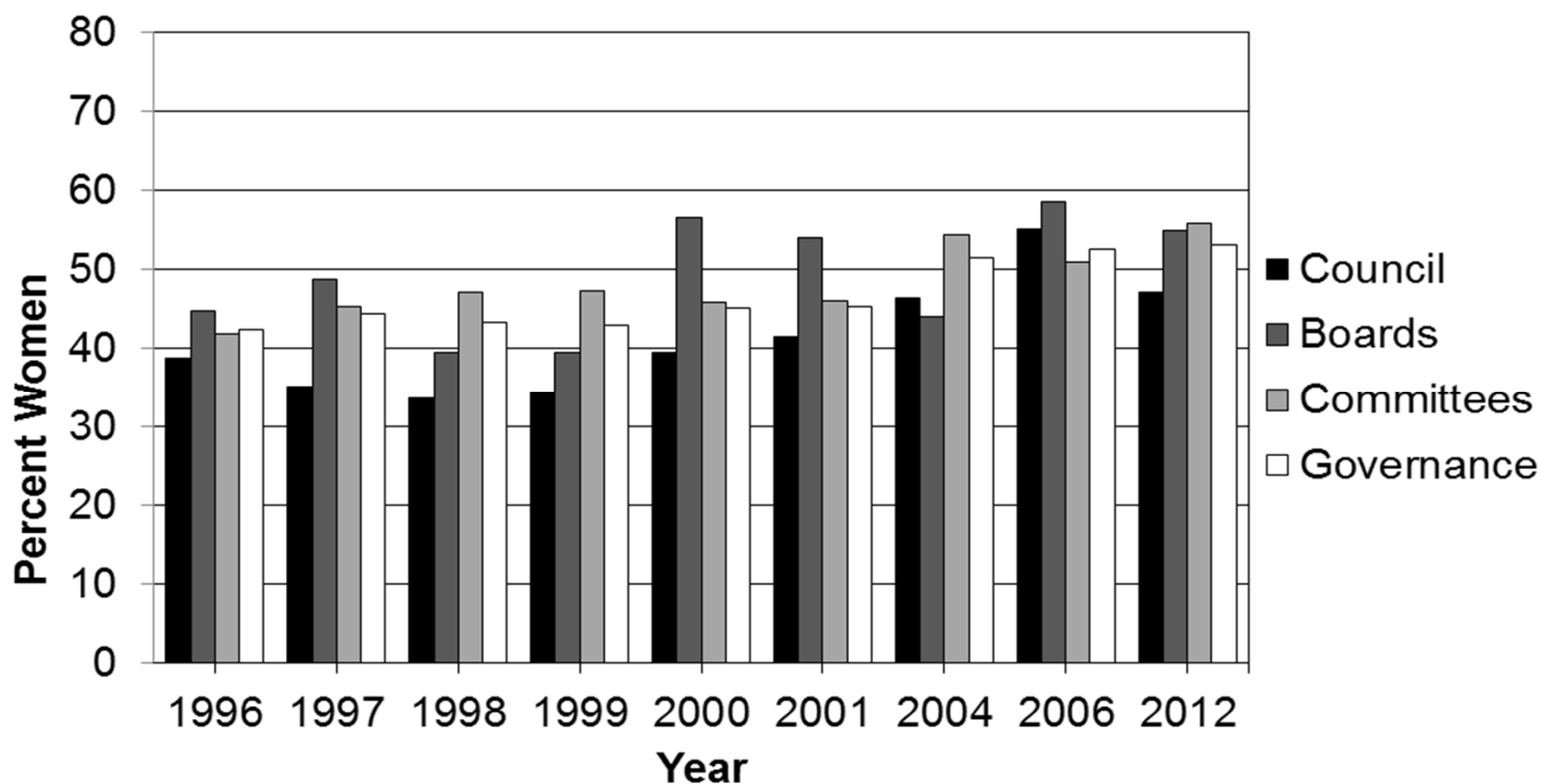
# Disparities in Professional Attainment:

## Gender Composition of Professional Attainment in APA

- By 2013, women represented **58% of APA membership**
- Women currently **hold just over half of APA governance positions**
- Women continue to be **underrepresented in positions of formal influence and authority**
- Women continue to be **underrepresented in recognition, awards, and honors**

# Disparities in Professional Attainment:

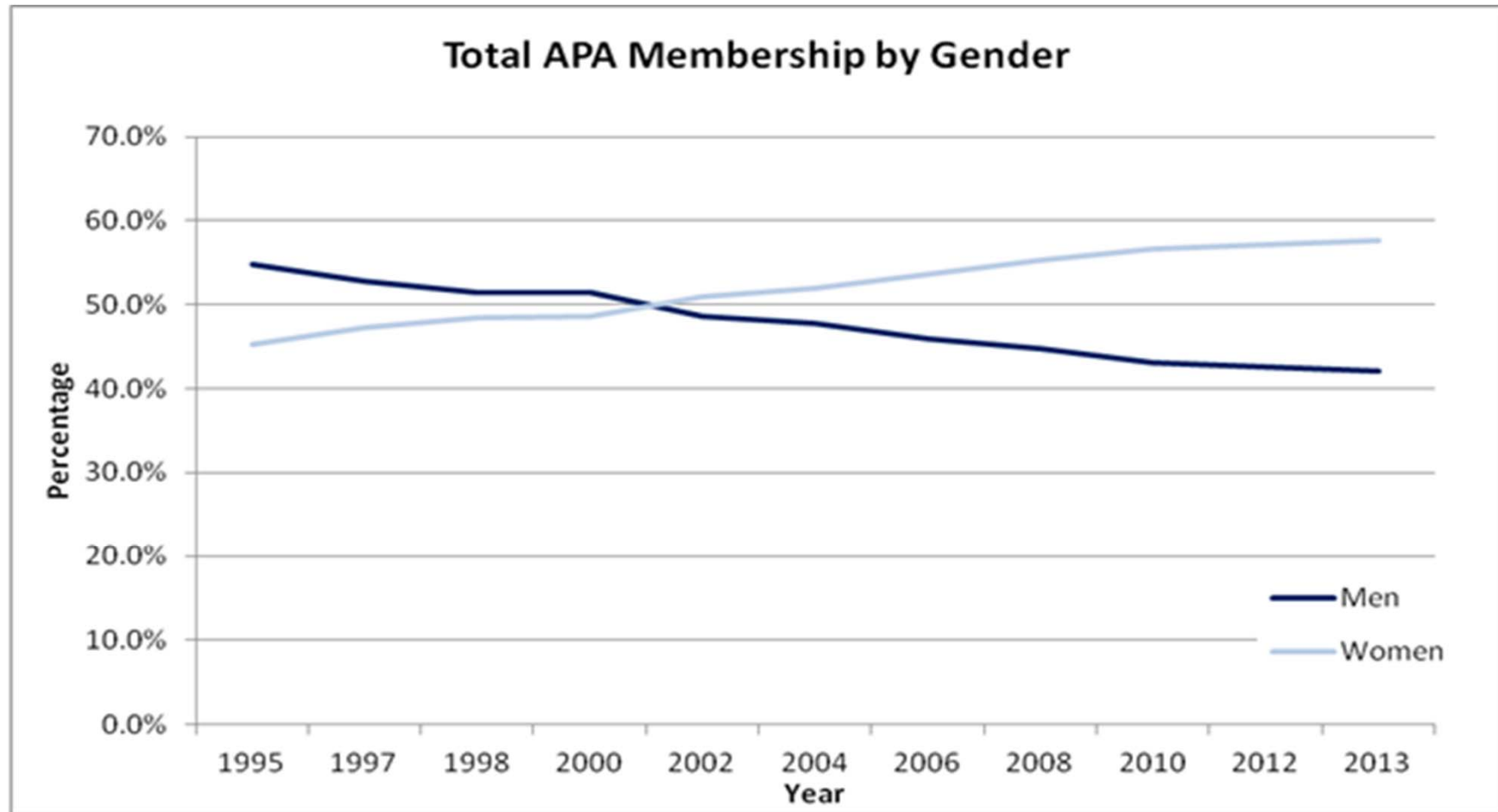
## Proportion of Women by Type of APA Service and Year



# Disparities in Professional Attainment: Women Psychologists and Scholarly Leadership

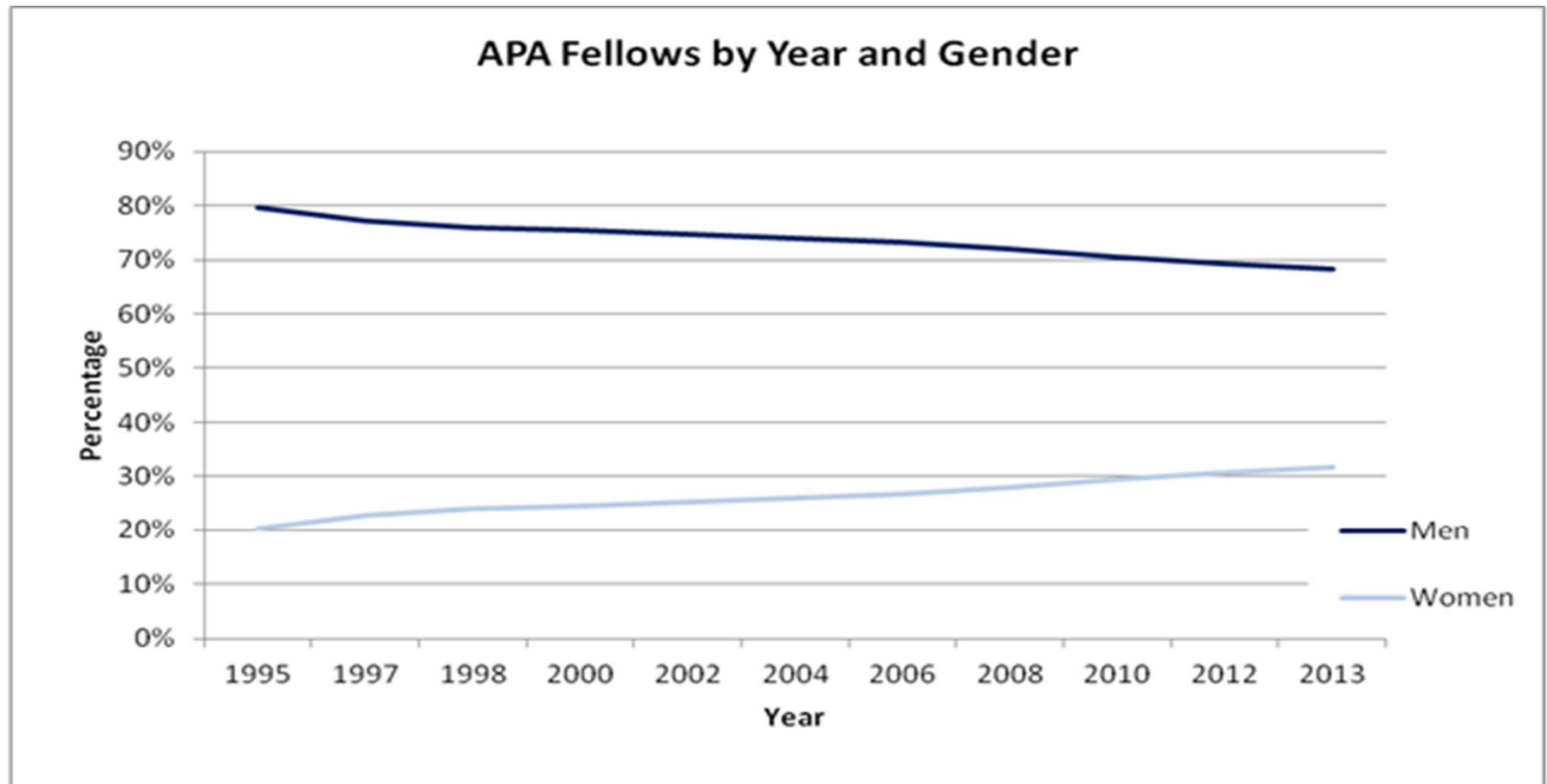
- Although one-third of psychologists involved in the scientific review process of APA journals are women (46% of ad hoc reviewers in 2013), only **18% are journal editors**
- Women's representation as lead editors of major journals has ranged from **14% to 35%**
- Women's **recognition through APA awards and honors lags** far behind men's:
  - Of 7 longstanding prestigious APA awards, men honored significantly more often in 6 awards, women marginally ahead in one
  - Even in recent years, women have not earned more than 38% of awards, have achieved parity in only one, and have been recognized less than 15% in two scientific awards
  - In 2013, 10 of 27 APA awards given to women; 3 women shared honor

# Disparities in Professional Attainment: APA Membership by Gender, 1995-2013...



Source: APA Member Profiles (selected years), Center for Workforce Studies.

# Disparities in Professional Attainment: APA Fellows by Gender, 1995-2013



Source: APA Member Profiles (selected years), Center for Workforce Studies.

Note. Figure excludes members who did not specify their gender.

1995:  $Z=32.15$ ,  $p<.001$  , 2013:  $Z=23.64$ ,  $p<.001$

# Disparities Persist! Why???

## Unanswered Questions about the Career Trajectories of Women Psychologists

- Educational bias – the “null hypothesis”
- Occupational segregation
- Bias in hiring, performance evaluation, advancement
- Workplace bias, harassment
- Isolation, tokenism, “shadow jobs”
- Lack of mentoring
- Part-time employment
- Marriage, motherhood, family role expectations
  - “Motherhood penalty” for women, “Marriage bonus” for men
  - Multiple role management as challenging issue for women
- Internalized oppression
- Compounded marginalization based on intersectional identities

# Importance of Taking Action

- Reports without action are meaningless
- CWP's core values include collaboratively achieving the empowerment of underrepresented groups
- Is in the best interest of psychology as a field to foster and maintain a diverse spectrum of perspectives and expertise
- Immediate action to remedy underrepresentation of women in prestigious positions strengthens the integrity of the Association and the field

American Psychological Association, Committee on Women in Psychology (2017). *The Changing Gender Composition of Psychology*. Washington, DC: American Psychological Association.

# Recommendations:

## Role of APA

- APA must **continue to make a concerted effort** to ensure that the contributions of women, including underrepresented minorities, to psychology are rightfully recognized.
- APA should **continue to maintain the equity** that has been achieved in women's participation in governance at APA.
- As the leading professional society in psychology (with all the attendant expertise in behavioral change), APA should **serve as a model and lead the way** in addressing gender inequity throughout the U.S. workforce.



# Recommendations:

## Building Knowledge

- Center for Workforce Studies and other relevant APA groups **identify data needed** to address recommendations in this report and support efforts to collect, analyze, and report such data  
Examples of data needed:
  - Investigate “daily lives” of women in psychology workforce
  - Identify factors that contribute to career decision making processes and outcomes for women psychologists
  - Identify important variables in organizational/workplace climates for women psychologists in various settings
  - Investigate specific barriers to optimal career development of women psychologists and develop interventions to address
- APA and APF **organize funded research** on the career experiences of women psychologists
- APA **support convention programming** on topics related to content and recommendations of this report

# Recommendations:

## Wage Inequity

- **Advocate** for gender-related wage equity in psychology

Examples:

- *American Psychologist* special issue exploring gender wage gap and highlighting effective initiatives to minimize or reduce gap
- Advocate for federal, state, and local policies that promote wage transparency
- Incorporate gender equity publicly and clearly into existing APA initiatives (e.g., Healthy Workplaces)

- **Monitor progress** regularly with data

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# Recommendations:

## The Academy

- **Create a multi-institutional task force**, led by APA, to develop an approach to eliminating gender inequities in academic settings

### **Foci:**

- **underrepresentation of women** in upper ranks of professoriate and academic leadership positions
- **slow or obstructed career paths** that impede tenure or keep women at lower ranks of professoriate
- **overrepresentation** of women in part-time and other contingent positions (versus full-time, tenure track positions)
- **institutional biases and discriminatory practices**, including hiring, performance review, promotion, grant funding, harassment, mentoring, recognition, and leadership

# Recommendations:

## Professional Leadership

- **Promote research on effective leadership development strategies and implement programs**
  - Build leadership skills and self-efficacy for would-be leaders
  - Facilitate mentoring and support for women in leadership positions
  - Increase numbers and effectiveness of women in leadership
- **Expand APA convention programming** on pathways to journal editorship, obtaining significant external funding, and other scientific leadership roles
- **Be proactive in addressing gender and race disparities** in journal editor, associate editor, and editorial board representation; consider new models of participation
- **Create a formalized advocacy mentoring program** to increase women's advocacy skills and self-efficacy
- **Make awards and recognition selection processes transparent**

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# Questions & Discussion

- Reference:

- American Psychological Association, Committee on Women in Psychology (2017). *The Changing Gender Composition of Psychology: Update and Expansion of the 1995 Task Force Report*. Washington, DC: American Psychological Association.

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