

# **APDA 2021 Survey of Philosophy PhD Students and Recent Graduates: Demographic Data, Program Ratings, Academic Job Placement, and Non-Academic Careers**

Carolyn Dicey Jennings and Alex Dayer  
Cognitive and Information Sciences  
University of California, Merced

**Abstract:** Doctoral graduates in philosophy are an excellent source of information about the discipline: they are at the cutting edge of research trends, have an inside view of research-focused departments, and their employment prospects provide early insights on the future health of the discipline. We report on the results of a survey sent to recent PhD graduates and current students, as well as data gathering efforts by Academic Placement Data and Analysis that have taken place over the past ten years. In this report we especially focus on demographic representation, program ratings, academic job placement, and non-academic careers.

1. Introduction and Background	2
2. Methods	4
2.1 Questions	4
2.1.1 Program-related questions	4
2.1.2 Questions regarding diversity and inclusivity	5
2.1.3 Placement-related questions	5
2.1.4 Demographic questions	7
2.2 Participants	8
3. Results	9
3.1 Demographics	9
3.1.1 Gender and Sexuality	10
3.1.2 Race and Ethnicity	12
3.1.3 Personal Background	13
3.1.4 Family Background	15
3.2 Ratings	17
3.2.1 Overall Rating	17
3.2.2 Satisfaction with Program Climate	18
3.2.3 Adaptation to Virtual Learning during COVID-19	19
3.3 Academic Job Placement	20
3.4 Non-Academic Careers	23
3.4.1 Comparative Salary for Academic and Non-Academic Careers	24

3.4.2 Program Support for Non-Academic Careers	25
3.4.3 The Relevance of a Philosophy PhD for Non-Academic Careers	26
4. Summary	27
Appendix A: Email	29
Appendix B: Participation Rates	30
Appendix C: Program Ratings	33
Appendix D: Permanent Academic Placement Rate	37

## 1. Introduction and Background

Academic placement data and analysis (APDA) is a project that gathers and analyses data about philosophy PhD graduates and their subsequent job placements in order to serve both prospective students and the profession at large. It has been running in some form since late 2011. Over the past ten years it has had a number of important milestones, including its first grant from the American Philosophical Association in 2014, its first research report and website in 2015, its first survey in 2016, its first collaborative project in 2018, and its first board of advisors in 2020. 16 graduate students and 12 undergraduate students have worked on the project so far, with funding from several small grants from the American Philosophical Association and University of California, Merced.<sup>1</sup> The board of advisors is currently made up of 14 members who help to determine the best procedures for gathering and disseminating data.<sup>2</sup>

The APDA database contains data for over 14,300 PhD graduates and current students, including primary area of specialization (AOS); graduating university and year; and placement location, type, and year. These data come from research by APDA personnel, reports by program representatives, and the graduates themselves. More than 200 PhD programs are included in the database, with a focus on primarily English-language programs, but graduates have found placement at more than 1,700 universities around the world.<sup>3</sup> Of the over 15,300 job placements in the database, there are over 6,000 permanent academic placements, over 7,600 temporary academic placements, and over 1,600 non-academic placements. The majority of those in the

<sup>1</sup> In alphabetical order, these students have included Joshua Clingo, Patrice Cobb, Pablo Contreras Kallens, Alex Dayer, Anna Durbin, Karna Errande, Riley Fette, Cruz Franco, Regino Fronda, Chelsea Gordon, Lilly-anne Hermosilla, M.A. Hunter, Jessica Imes, Armaan Kapoor, Umesh Krishnamurthy, Zoe Johnson King, Bryan Kerster, Angelo Kyrilov, Yang Lu, Blair MacLeod, Evette Montes, Seth Robertson, Sam Spevack, Aubrey Spivey, Aramis Valverde, David Vinson, Justin Vlasits, Sharai Wilson.

<sup>2</sup> In alphabetical order, the board of advisors from October 1st, 2020 to September 30, 2021 was Marcus Arvan, Berit Brogaard, Amy Ferrer, Carrie Figdor, Ivan Gonzalez-Cabrera, Linus Huang, Quill Kukla, Mohan Matthen, Eric Schwitzgebel, Amia Srinivasan, Janet Stemwedel, Morgan Thompson, Manuel Vargas, Brian Weatherston, and Kevin Zollman. David Attanasio and Neil Sinhababu joined the board on October 1st, 2021, replacing Amia Srinivasan and Brian Weatherston. (Mohan Matthen stepped down from the board in October 2021 and has not yet been replaced.)

<sup>3</sup> Overall, 65% of the graduates in the database are from programs in the United States, 15% from the United Kingdom, 7% Canada, 3% Australia, 2% Belgium, and 1% from Germany, France, Netherlands, Italy, and New Zealand (22 other countries are represented, with less than 1% of the graduates in the database each). Only about a third of placements have been categorized, but the profile of these universities is similar, with 87% of placements in primarily English-speaking countries.

database are recent graduates and current students, with over 6,600 graduates between 2011 and 2021 and over 4,300 current students.

Analyses of these data have been provided in 6 research reports so far, as well as numerous blog posts. In the 2015 report, multilevel regression was used to determine the impact of three factors on whether a graduate is placed in a permanent academic job: graduation year, AOS, and gender.<sup>4</sup> (Graduates were nested within graduating programs to remove the impact of this difference on placement outcomes, which is what made it a “multilevel” regression.) All three made a difference to placement outcome, but most significantly the odds of finding permanent academic placement were 85% greater for women than men, and 95% greater for those with an AOS in the category of Science, Logic, and Mathematics than for those in the category of Language, Epistemology, Metaphysics, and Mind.<sup>5</sup>

Over 2,600 of these individuals have taken part in at least one survey. Past research reports based on these survey results have uncovered a number of important findings. One is that those in non-academic jobs report higher salaries than those in academic jobs.<sup>6</sup> A regression analysis found the difference between someone in a nonacademic job and a permanent academic job to be around \$37,000, taking account of graduation year, gender, race/ethnicity, and AOS. (Those in temporary academic jobs made around \$16,000 less than those in permanent academic jobs.) Another is that several groups are underrepresented among philosophy PhD students, including women, first generation college students, veterans and members of the military, and members of the following racial and ethnic categories: American Indian/Alaska Native, Asian/Pacific Islander, Black/African American, and Chicana/Latina/Hispanic.<sup>7</sup> Further, all those who were members of at least one underrepresented group reported finding themselves less comfortable in the discipline as well as finding the discipline less welcoming to those from underrepresented groups.

For this year’s survey we decided to continue gathering evidence on these important themes. For instance, consistent with previous reports we found that many groups are underrepresented among philosophy doctoral students and recent graduates: women, people of color, first-generation college students, and veterans. We also found evidence for underrepresentation of a new group: those with conservative political leanings. Consistent with our last report, we did not find underrepresentation for philosophers who identify as non-binary, LGBT, having a disability,

---

<sup>4</sup> Jennings, C.D., Kyrilov, A., Cobb, P., Vlasits, J., Vinson, D. W., Montes, E., & Franco, C. (2015). Academic placement data and analysis: 2015 final report. *The Academic Placement Data and Analysis Project*.

<sup>5</sup> A graduate’s first-listed AOS is sorted into one of four categories: Language, Epistemology, Metaphysics, and Mind; Value Theory; History and Traditions; or Science, Logic, and Math. AOS category is assigned as follows: Language, Epistemology, Metaphysics, and Mind contains Action, Epistemology, Language, Metaphilosophy (incl. Experimental), Metaphysics, Mind, and Religion; Value Theory contains Aesthetics, Applied Ethics (incl. Bio and Medical), Education, Ethics, Gender/Race/Sexuality/Disability Studies, Law, Meta-Ethics, Social/Political, and Value (General); History and Traditions contains 19th/20th, African, American (incl. Latin American), Analytic (History of), Ancient, Asian, Comparative, Continental (incl. Phenomenology), German (incl. Kant), History (General), Medieval/Renaissance, and Modern; Science, Logic, and Math contains Biology (incl. Environmental), Cognitive Science/Psychology/Neuroscience/Linguistics, Decision Theory, Economics, Logic, Math, Physics, Science (General), and Technology.

<sup>6</sup> Jennings, C.D., Cobb, P.R., Kallens, P.C., & Kyrilov, A. (2017). Academic Placement Data and Analysis: 2017 Report. *The Academic Placement Data and Analysis Project*.

<sup>7</sup> Jennings, C. D., Fronda, R., Hunter, M. A., Johnson King, Z. A., Spivey, A. C., & Wilson, S. (2019). The Diversity and Inclusivity Survey: Final Report.

learning English as a second language, or originating from a country other than the United States. We found, instead, surprising instances of overrepresentation, which we discuss below.

In this survey we also decided to dive deeper into non-academic careers. We added a new question on the level of support offered by graduate programs for non-academic careers, finding that overall participants see their programs as neither supportive nor unsupportive. We added a new question on the relevance of philosophy graduate training for non-academic careers, finding that participants especially note the value of philosophical skills to non-academic careers. As in past surveys, we find that salaries are higher for those in non-academic careers, which appears to be a motivating force behind those who take this path.

We also added new questions that were unrelated to non-academic careers, such as questions about the COVID-19 pandemic. Against our prior expectations is the finding that the COVID-19 pandemic did not alter overall program evaluations. This might be partly explained by the fact that respondents were either satisfied or neutral with respect to their program's efforts to adapt to virtual learning in the pandemic.

## **2. Methods**

All those working with data on the APDA project have research ethics training and work with the oversight of the University of California Merced Institutional Review Board. The project itself has been approved as "exempt" since 2015 (UCM15-0033). This status was updated and extended in April 2021 for the purpose of this year's data gathering efforts and survey.

Between May and July 2021 we updated the database, adding hundreds of new PhD graduates.<sup>8</sup> We especially focused on those who graduated between 2019 and 2021, since previous data gathering efforts completed the database up to 2018 graduates. Program representatives were invited to check and update their records in this time period. We sent out the survey on July 22nd to over 10,000 individuals (all those for whom we had an email address on file; see **Appendix A**). On August 15th we determined that over 1000 new participants had taken part in the survey.

### **2.1 Questions**

The survey included questions of the following four types (each on a separate page of the survey): questions related to the participant's PhD program, questions related to issues of diversity and inclusivity, questions related to job placement, and demographic questions. All questions were optional.

#### **2.1.1 Program-related questions**

The first three questions on this page have been asked in previous surveys and are included to allow for longitudinal trends. In addition to these are new questions relating to departmental climate and the COVID-19 pandemic. (Note that all open response questions will be analyzed in a separate report.)

---

<sup>8</sup> Riley Fette, our undergraduate research assistant, did the bulk of this research.

1. *How likely would you be to recommend the program from which you obtained or will obtain your PhD to prospective philosophy students?*
2. *Describe aspects of your program that you found most relevant in answering Question 1, especially the ones that would be useful to prospective students. These comments will remain anonymous, and we will release them only with your authorization.*
3. *Select from this list up to 5 keywords that you would associate with this program.*
4. *a) Rate your satisfaction with this program's efforts to foster a healthy, respectful academic culture or climate.*  
*b) Please elaborate on your previous answer. These comments will always remain anonymous, and we will release them only with your authorization.*
5. *a) Rate your satisfaction with this program's efforts to adapt to virtual learning during the COVID-19 pandemic.*  
*b) Please elaborate on your previous answer. These comments will always remain anonymous, and we will release them only with your authorization.*

### **2.1.2 Questions regarding diversity and inclusivity**

The questions on this page were developed for a previous survey focused on diversity and inclusivity. We use the same questions, both numerically-scored and text-based, to provide a sense of how comfortable and welcoming the philosophy profession is perceived to be by different demographic groups, and whether this changes over time. (We intend to analyze these results in a separate report.)

6. *a) When you interact with other philosophers in professional and social settings, how comfortable do you find yourself?*  
*b) Please elaborate on your previous answer. These comments will always remain anonymous, and we will release them only with your authorization.*
7. *a) How welcoming do you find academic philosophy to be toward students who are members of underrepresented groups, e.g., women, racial or ethnic minorities, members of the LGBTQ community, people with low socio-economic status, veterans and members of the military, and people with disabilities?*  
*b) Please elaborate on your previous answer. These comments will always remain anonymous, and we will release them only with your authorization.*
8. *What steps should philosophy take to become more inclusive, if any? These comments will always remain anonymous, and we will release them only with your authorization.*

### **2.1.3 Placement-related questions**

This page of the survey differed depending on the participant's current status in the database. All survey respondents received an initial question about the steps philosophy might take to better prepare graduate students for non-academic employment. Those in both academic and non-academic employment were then asked questions based on their respective employment and the extent to which the philosophical material and/or skills acquired during graduate school prepared them for that employment. Individuals with no employment information (who are primarily current students) were asked about departmental support for non-academic careers. Finally, all survey participants were asked about their placement preference.

*Academic employment, Non-academic employment, and No employment*

- 9.** *What steps should philosophy take to better prepare students for non-academic positions, if any? These comments will always remain anonymous, and we will release them only with your authorization.*

*Academic employment*

- 10.** *What is the distribution of your expected working hours (e. g. according to your job description) between teaching, research, and service?*
- 11.** *What is the approximate distribution of your actual working hours between teaching, research, and service?*
- 12.** *What is your ideal distribution of working hours?*
- 13.** *What is your approximate yearly salary? (Please provide in US dollars or name the currency you are using.)*
- 14.a)** *What kind of placement was your priority after graduating from your program?*  
**b)** *Please elaborate on your previous answer. These comments will always remain anonymous, and we will release them only with your authorization.*
- 15.a)** *How relevant would you say the philosophical material you engaged with throughout your graduate education is with respect to your primary employment?*  
**b)** *Please, elaborate on your previous answer providing details about how or why the philosophical material you engaged with is relevant or not for the work you perform. These comments will always remain anonymous, and we will release them only with your authorization.*
- 16.a)** *How relevant would you say the skills you acquired during your graduate education are with respect to your primary employment?*  
**b)** *Please elaborate on your previous answer. These comments will always remain anonymous, and we will release them only with your authorization.*

*Non-academic employment*

- 10.a)** *How relevant would you say the philosophical material you engaged with throughout your graduate education is with respect to your primary employment?*  
**b)** *Please elaborate on your previous answer. These comments will always remain anonymous, and we will release them only with your authorization.*
- 11.a)** *How relevant would you say the skills you acquired during your graduate education are with respect to your primary employment?*  
**b)** *Please elaborate on your previous answer. These comments will always remain anonymous, and we will release them only with your authorization.*
- 12.a)** *How supportive would you say your graduate program was with respect to their students pursuing non-academic jobs?*  
**b)** *Please elaborate on your previous answer. These comments will always remain anonymous, and we will release them only with your authorization.*
- 13.a)** *What kind of placement was your priority after graduating from your program?*

*b) Please elaborate on your previous answer. These comments will always remain anonymous, and we will release them only with your authorization.*

**14.** *What is your approximate yearly salary? (Please provide in US dollars or name the currency you are using.)*

*No employment*

**10.a)** *What kind of placement is your priority?*

*b) Please elaborate on your previous answer. These comments will always remain anonymous, and we will release them only with your authorization.*

**11.a)** *How supportive would you say your graduate program is with respect to their students pursuing non-academic jobs?*

*b) Please elaborate on your previous answer. These comments will remain anonymous, and we will release them only with your permission*

## 2.1.4 Demographic questions

The last page of the survey includes demographic questions, which are not numbered. While these largely match the questions used in the previous survey, some changes were made. We updated the question on language to better match the relevant Census question, to allow for better comparison with the U.S. population (from “first” language to languages “spoken at home”). We specified that the participant should answer the socioeconomic status question based on their childhood, rather than their current socioeconomic status. We simplified the question on military or veteran status to make it easier to determine participation in this question. We added some guidelines to the disability question to make it easier to compare to other sources of data on disability. We combined the race and ethnicity questions, allowing the selection of multiple values, adding “Asian American” and “two or more races” to the options. Finally, we added a new question on political orientation.

- *Which of the following gender terms best describes you?*
- *Do you identify as Trans\*?*
- *Which of the following sexual identities best describes you?*
- *What language(s) was spoken at home while you were growing up?*
- *What is your country of origin?<sup>9</sup>*
- *What was your family's socioeconomic status (SES) growing up?*
- *What is the highest education level obtained by at least one of your parents/guardians?*
- *Are you in the military or are you a veteran of the military?*
- *Which of the following best describes your disability status, treating disability according to the ADA definition: "a physical or mental impairment that substantially limits one or more major life activity"? Please choose all that apply.*
- *How do you identify by race? If you identify as "two or more races," please choose all that apply.*
- *Fill in any additional details of your racial identity, as needed.*

<sup>9</sup> In future surveys we plan to change this to “country or countries of origin.”

- *When it comes to politics, how do you usually think of yourself?*

## 2.2 Participants

For this year's survey, we invited every PhD graduate in the database for whom we could find an email address, which is the majority of PhD graduates, along with the existing current students in the database.<sup>10</sup> Around 10% of those invited to participate in the survey took part (1023 total).<sup>11</sup> Over 90% of the participants graduated from their PhD programs in 2006 or later. The majority (67%) graduated between 2011 and 2021, with an additional 10% who are current students, leaving 23% who graduated 2010 or earlier. Of those invited to participate, 4% of current students and 13% of those who graduated 2006 and later took part.

Of the 280 PhD granting universities in the database, 88 had 5 or more participants in the survey. The participation rates for these 88 universities are listed in the table in Appendix B, with the total number of current students and graduates in the database listed separately from all those for whom we had an email address on file (i.e., all those invited to participate).

The majority of participants are currently in permanent academic jobs (59%), with 21% in temporary academic jobs, 8% in non-academic jobs, and 12% with no employment record in the database (primarily current students). In contrast, of those invited to participate in the survey, 42% are in permanent academic jobs, 25% are in temporary academic jobs, 7% are in non-academic jobs and 27% have no employment record in the database. Of all the variables measured, this is the one that does appear to demonstrate some response bias—more of the respondents are in permanent academic jobs than those invited to take part in the survey, meaning that we have fewer respondents in temporary academic jobs and with no employment record than we might expect. This might result in a somewhat rosier picture of the discipline than if our sample were more representative.

The majority of participants have a primary AOS in the category of Value Theory (33%), with 27% in Language, Epistemology, Metaphysics, and Mind, 21% in History and Traditions, 12% in Science, Logic, and Math, and 6% Unknown. The participation rate for those with unknown AOS was 2%, whereas it was 14% for those in Value Theory, 14% in Language, Epistemology, Metaphysics, and Mind, 13% in History and Traditions, and 13% in Science, Logic, and Math. The areas of specialization with the highest numbers of participants are Ethics (12% of all participants), Social/Political (10%), Epistemology (7%), and Mind (7%). The areas of specialization with the lowest numbers of participants are History of Analytic, Comparative, Decision Theory, Economics, Education, General History, and Technology (5 or fewer participants each).

---

<sup>10</sup> While in our last survey we gathered information on current students, this was not part of this year's data gathering efforts, due to lack of resources.

<sup>11</sup> Response rates vary widely, with much lower rates for email surveys and for longer surveys, such as our own, but "results that show the least bias have turned out, in some cases, to come from surveys with less-than-optimal response rates. Experimental comparisons have also revealed few significant differences between estimates from surveys with low response rates and short field periods and surveys with high response rates and long field periods." <https://www.aapor.org/Education-Resources/For-Researchers/Poll-Survey-FAQ/Response-Rates-An-Overview.aspx>

### 3. Results

We divide our results into four sections: results on the representation of different demographic groups (3.1), results on program ratings by past graduates and current students (3.2), results on academic job placement (3.3), and results on non-academic careers (3.4).

#### 3.1 Demographics

In sum, the demographic information collected in this survey is broadly consistent with the information collected in 2018. The only statistically significant difference with those data is in the proportion of participants who identify as having lower socioeconomic status: 23.3% selected “lower” or “lower middle” in 2018, but 32.5% selected these categories in 2021. The wording on this question did change between the surveys, with the 2021 survey specifying that this question refers to one’s childhood status, rather than one’s current status. It seems likely that this change accounts for the difference between the survey results.

In both surveys we found underrepresentation in multiple areas, comparing the participants in our survey to the United States population, doctoral recipients in the United States across all disciplines, and APA membership. We chose these comparisons because our participants are largely from programs in the United States. We report below the numbers for all participants as well as for the subset of participants that are from programs in the United States, finding the numbers to be roughly similar. When we report a difference in representation, we use the more conservative of the measures and the more conservative confidence interval. Assuming that our sample is representative, we can treat these findings as indicative of underrepresentation among philosophy PhD students and recent graduates.

In some cases, our findings fit trends reported elsewhere. Specifically, we found that women are underrepresented relative to the U.S. population and doctoral recipients, but not APA membership. This fits many other findings about the underrepresentation of women in philosophy.<sup>12</sup> Likewise, those who identify as Asian/Pacific Islander are underrepresented relative to doctoral recipients, but not the U.S. population or APA membership; those who identify as Black/African American are underrepresented relative to the U.S. population, doctoral recipients, and APA membership; and those who identify as Chicana/Latina/Hispanic are underrepresented relative to the U.S. population. Conversely, those who identify as White, and no other racial or ethnic category, are overrepresented in philosophy relative to both the U.S. population and doctoral recipients (the APA does not report this information). This is consistent with many other findings about the underrepresentation of people of color in philosophy.<sup>13</sup>

We also found underrepresentation for some groups that have not been widely considered in philosophy. Namely, those who are first-generation college students are underrepresented relative to the U.S. population and doctoral recipients (the APA does not collect this or the other categories listed in this paragraph). As far as we know this type of data was collected for the first time in our

---

<sup>12</sup> Schwitzgebel, E., & Jennings, C. D. (2017). Women in philosophy: Quantitative analyses of specialization, prevalence, visibility, and generational change. *Public Affairs Quarterly*, 83-105

<sup>13</sup> Schwitzgebel, E., Bright, L. K., Jennings, C. D., Thompson, M., & Winsberg, E. (2021). The Diversity of Philosophy Students and Faculty. *The Philosophers' Magazine*, (93), 71-90.

2018 study.<sup>14</sup> In addition, those who are serving or have served in the military are underrepresented relative to the U.S. population and doctoral recipients. To our knowledge, this form of underrepresentation has not received prior attention in philosophy and was first discussed in our 2018 report. Finally, those who identify as politically conservative are underrepresented relative to the U.S. population and doctoral recipients. This fits earlier survey results on political representation in philosophy.<sup>15</sup>

On the other hand, we found other groups to have higher than expected representation. Those who identify as LGB or non-binary are overrepresented relative to the U.S. population but not doctoral recipients.<sup>16</sup> This is consistent with the finding that those who identify as LGBT tend to choose occupations that “provide a high degree of task independence or require a high level of social perceptiveness,” leading to greater representation in academia.<sup>17</sup> Those philosophers who identify as having one or more disabilities are overrepresented relative to the U.S. population, doctoral recipients, and APA members. As we noted in 2018, standards as to what qualifies as a disability vary across surveys, making it difficult to make these comparisons. For this reason, we added clarifying language to this year’s survey to indicate a more restrictive notion of disability. One potential explanation of the high numbers is the mental health crisis among graduate students, since more than two-thirds of these respondents selected “mental health condition (e.g., depression).”<sup>18</sup>

### 3.1.1 Gender and Sexuality

In 2021, 741 participants provided information about their gender, with 518 selecting “man” (69.9%), 198 selecting “woman” (26.7%), 16 selecting “non-binary” (2.2%), and 9 selecting “other” (1.2%). Restricting this to just those 575 respondents at programs in the United States, 70.1% selected “man,” 26.6% selected “woman,” 1.9% selected “non-binary,” and 1.4% selected “other.” In 2018, 824 participants provided this information, with 530 selecting “man” (64.3%), 271 selecting “woman” (32.9%), and 23 selecting “non-binary (e.g., genderqueer, agender)” (2.8%).

For the purpose of comparison, the American Community Survey estimated in 2019 that the U.S. population is 50.8% women.<sup>19</sup> Combining these population estimates with the Williams Institute survey in 2020, we can estimate that 0.7% of the U.S. population is non-binary.<sup>20</sup> The Survey of Earned Doctorates found in 2019 that 54.3% of all doctoral degree recipients are women.<sup>21</sup> The

---

<sup>14</sup> Yet the issue has been discussed elsewhere; see, e.g., De Cruz, H. (2018). Prestige bias: An obstacle to a just academic philosophy. *Ergo: An Open Access Journal of Philosophy*, 5.

<sup>15</sup> Peters, U., Honeycutt, N., De Block, A., & Jussim, L. (2020). Ideological diversity, hostility, and discrimination in philosophy. *Philosophical Psychology*, 33(4), 511-548. (Thanks to Eric Schwitzgebel for this reference.)

<sup>16</sup> Note that this is for all ages of the United States population, and may not be true for an age-matched population.

<sup>17</sup> Tilcsik, A., Anteby, M., & Knight, C. R. (2015). Concealable stigma and occupational segregation: Toward a theory of gay and lesbian occupations. *Administrative Science Quarterly*, 60(3), 446-481

<sup>18</sup> Levecque, K., Anseel, F., De Beuckelaer, A., Van der Heyden, J., & Gisle, L. (2017). Work organization and mental health problems in PhD students. *Research Policy*, 46(4), 868-879

<sup>19</sup> American Community Survey data: <https://data.census.gov/cedsci/table?q=population&tid=ACSDP1Y2019.DP05>

<sup>20</sup> 1.2 million adults 18-60 divided by around 180 million adults in the United States in this age range: <https://williamsinstitute.law.ucla.edu/publications/nonbinary-lgbtq-adults-us/>

<sup>21</sup> Survey of Earned Doctorates data: [https://nces.ed.gov/programs/digest/d20/tables/dt20\\_324.20.asp](https://nces.ed.gov/programs/digest/d20/tables/dt20_324.20.asp)

American Philosophical Association membership in 2020 was 26.5% women and 0.4% “something else.”<sup>22</sup>

In 2021, 744 participants provided information about their sexual identity, with 590 selecting “straight” (79.3%), 56 selecting “bisexual” (7.5%), 37 selecting “queer” (5.0%), 29 selecting “other” (3.9%), 22 selecting “gay” (3.0%), and 10 selecting “lesbian” (1.3%). In a separate question, 12 of 749 participants identified as transgender (1.6%). Restricting this to just those 575 respondents at programs in the United States, 78.4% selected “straight,” 12.2% selected “lesbian,” “gay,” or “bisexual,” and 1.2% identified as transgender in a separate question. In 2018, 840 participants provided this information, with 690 selecting “straight” (82.1%), 77 selecting “bisexual” (9.2%), 37 selecting “queer” (4.4%), 19 selecting “gay” (2.3%), 11 selecting “lesbian” (1.3%), and 6 selecting “asexual” (0.7%). Separately, 9 of 828 participants identified as transgender (1.1%).

While the United States Census and Survey of Earned Doctorates do not include information about sexuality, in 2020 the Williams Institute estimated that 4.1% of the United States population is LGB and 0.6% is transgender.<sup>23</sup> In 2019 the American College Health Association had 11.3% of respondents identify as LGB and 1.5% as transgender.<sup>24</sup> (The APA combines this information, with 508 APA members identifying as LGBT in 2020, but a denominator isn’t provided. It would yield a proportion of 5.9% if out of total membership, 9.7% if out of those who provided race/ethnicity information, and 21.3% if out of those who provided information about gender.)

The comparison table below provides the above information, bolding the values that differ significantly from the 2021 survey findings. In sum, the proportion of women among philosophy PhD students and recent graduates (CI: 23.0% to 30.4%) is *lower* than that of the U.S. population and doctoral graduates as a whole but not overall APA membership, whereas the proportion of philosophy PhD students who identify as non-binary (CI: 1.0% to 3:4%) is *higher* among philosophy PhD students than the U.S. population and overall APA membership. Similarly, the proportion of philosophy PhD students who identify as LGB (CI: 9.6% to 15.1%) is *higher* than that of the U.S. population but not doctoral graduates as a whole.

	2021 Survey	2018 Survey	2019 U.S. Population	2019 U.S. Doctorates	2020 APA Members
<b>Women</b>	<b>26.6-26.7%</b>	33.8%	<b>50.8%</b>	<b>54.3%</b>	26.5%
<b>Non-Binary/Other</b>	<b>3.3%</b>	2.8%	<b>0.7%</b>		<b>0.4%</b>

<sup>22</sup>American Philosophical Association data:

[https://cdn.ymaws.com/www.apaonline.org/resource/resmgr/data\\_on\\_profession/fy2020-demographicstatistics.pdf](https://cdn.ymaws.com/www.apaonline.org/resource/resmgr/data_on_profession/fy2020-demographicstatistics.pdf)

<sup>23</sup> Williams Institute data:

<https://williamsinstitute.law.ucla.edu/wp-content/uploads/LGBT-Adult-US-Pop-Jul-2020.pdf>

<sup>24</sup>American College Health Association data:

[https://www.acha.org/documents/ncha/NCHA-II\\_SPRING\\_2019\\_GRADUATE\\_AND\\_PROFESSIONAL\\_REFERENCE\\_GROUP\\_DATA\\_REPORT.pdf](https://www.acha.org/documents/ncha/NCHA-II_SPRING_2019_GRADUATE_AND_PROFESSIONAL_REFERENCE_GROUP_DATA_REPORT.pdf)

<b>Transgender</b>	1.2-1.6%	1.1%	0.6%	1.5%	5.9%-21.3%
<b>LGB</b>	<b>11.8-12.2%</b>	12.7%	<b>4.1%</b>	11.3%	

### 3.1.2 Race and Ethnicity

In 2021, 761 participants provided information about their racial identity. Separating those who selected only “White” from those who selected at least one other race or ethnicity, 626 selected “White” (85.2%) and 109 selected something else (14.8%), excluding 26 for whom it is unclear (e.g., those who selected “Other”). Including those who selected multiple answers, 660 selected “White” (86.7%), 48 selected “Chicanx/Latinx/Hispanic” (6.3%), 45 selected “Asian or Asian American” (5.9%), 20 selected “Other (e.g., MENA)” (2.6%), 14 selected “Black or African American” (1.8%), 8 participants selected “American Indian or Alaskan Native” (1.1%), and 2 selected “Pacific Islander” (0.3%).

Restricting this to those 591 respondents in graduate programs in the United States, 81.6% selected only “White,” whereas if we include those who selected multiple answers, 86.5% selected “White,” 7.3% selected “Chicanx/Latinx/Hispanic,” 6.1% selected “Asian or Asian American,” 2.7% selected “Other (e.g. MENA),” 2.2% selected “Black or African American,” 1.2% selected “American Indian or Alaskan Native,” and 0.2% selected “Pacific Islander.”

In 2018 this question was broken up into separate race and ethnicity questions, with between 6.5% and 9.2% reporting Chicanx/Latinx/Hispanic identity (51 out of 555 to 788 participants). 895 participants answered the question on race, with 741 selecting only “White” (82.8%). Including those who selected multiple options, 76 selected “Other” (8.5%), 65 selected “Asian” or “Pacific Islander” (7.3%), 13 selected “Black or African American” (1.5%), and 9 selected “American Indian or Alaskan Native” (1.0%). 85.3% selected both “White” and “not Chicanx/Latinx/Hispanic.”

For comparison, the American Community Survey estimated in 2019 that the U.S. population is 72.0% White, 13.9% Black or African American, 6.5% Asian, 1.6% American Indian or Alaskan Native, and 0.2% Native Hawaiian or Other Pacific Islander. Separately, 18.4% of the population identifies as Hispanic or Latino, overlapping with race categories. The Survey of Earned Doctorates found in 2019 that 65.7% of all doctoral degree recipients identify as White, 12.9% identify as Asian or Pacific Islander, 9.2% identify as Black, 8.6% identify as Hispanic, 3.1% identify as Two or more races, 0.4% identify as American Indian or Alaska Native, with no overlap between Hispanic and other categories. In 2020 78.4% of APA members identified as White or Caucasian, 7.9% as Asian or Pacific Islander, 6.0% as Hispanic or Latino, 3.8% as Black or African American, 1.1% as American Indian or Alaska Native, with overlaps between these categories.

The comparison table below provides the above information, bolding the values that differ significantly from the 2021 survey findings. In sum, the proportion of philosophy PhD students and recent graduates who identify as Black or African American (CI: 1.2% to 3.7%) and Chicanx/Latinx/Hispanic (CI: 5.3% to 9.7%) is *lower* than that of the U.S. population, with the

former also lower than doctoral graduates as a whole and overall APA membership. The proportion of those who identify as Asian/Asian American or Pacific Islander (CI: 4.5% to 8.5%) is *lower* than that of doctoral graduates as a whole but not the U.S. population or overall APA membership. The proportion of those who identify as only White (CI: 78.2% to 84.6%) is *higher* than both the U.S. population and doctoral graduates as a whole (the APA doesn't supply this exact information, but the confidence intervals of the proportions provided overlap). The proportion of those who identify as American Indian or Alaska Native (CI: 0.5% to 2.4%) appears higher than that of doctoral graduates as a whole, but this is likely because a very high proportion of those who identify as American Indian or Alaska Native also identify with other racial or ethnic categories and this dataset separates those out.

	2021 Survey	2018 Survey	2019 U.S. Population	2016-9 U.S. Doctorates	2020 APA Members
<b>Only White</b>	<b>81.6-85.2%</b>	85.3%	<b>72.0%</b>	<b>65.7%</b>	
<b>American Indian/Alaska Native</b>	1.1-1.2%	1.0%	1.6%	0.4%	1.1%
<b>Asian/Pacific Islander</b>	<b>5.9-6.1%</b>	7.3%	6.7%	<b>12.9%</b>	7.9%
<b>Black/African American</b>	<b>1.8-2.2%</b>	1.5%	<b>13.9%</b>	<b>9.2%</b>	<b>3.8%</b>
<b>Chicanx/Latin x/Hispanic</b>	<b>6.3-7.3%</b>	6.5%	<b>18.4%</b>	8.6%	6.0%

### 3.1.3 Personal Background

In 2021, 709 participants provided information about their disability status, with 472 selecting “no known disability” (66.6%). Including those who selected multiple answers, 169 selected “mental health condition (e.g. depression)” (23.8%), 34 selected “long-standing illness or health condition (e.g. cancer)” (4.8%), 27 selected “other type of disability” (3.8%), 22 reported “specific learning disability (e.g. dyslexia)” (3.1%), 17 reported “social/communication impairment (e.g. Asperger's syndrome)” (2.4%), 15 selected “physical impairment or mobility issues (e.g. difficulty using arms)” (2.1%), 4 selected “blind or visual impairment uncorrected by glasses” (0.6%), and 4 selected “deaf or serious hearing impairment” (0.6%).<sup>25</sup> (No one reported “general learning disability (e.g. Down's syndrome).”) Restricting this to just those 555 respondents in the United States, 66.8% selected “no known disability.” In 2018, 890 participants answered a similar question, “Which of the following best describes your disability status? Please choose all that apply.” In this case, 641 selected “no known disability” (72.0%).

<sup>25</sup> In future surveys we aim to change “Asperger's syndrome” to “autism spectrum disorder.”

For comparison, in 2019 the U.S. Census estimated that 12.7% of the “noninstitutionalized population” has a disability.<sup>26</sup> The National Postsecondary Student Aid Study from 2016 reports that 12.0% of doctoral students have a disability.<sup>27</sup> Finally, the APA reports that 394 members provided disability status, but as with LGBT members the denominator is unclear, putting the proportion at somewhere between 5.5% and 19.7%.

In 2021, 10 of 756 participants reported being in the military or a veteran of the military (1.3%) and 746 selecting “no” (98.7%). For the 585 respondents from the United States, 0.9% reported military or veteran status. In 2018 an estimated 1.4% reported military service of some kind in answer to a similar question.

For comparison, in 2019 the U.S. Census estimated that 6.9% of the civilian population has veteran status and the National Postsecondary Student Aid Study from 2016 reports that 6.7% of doctoral students has veteran or military status.

Finally, in 2021 we added a new question on political leaning, with 769 respondents. Of these, 386 selected “very liberal” (50.3%), 257 selected “liberal” (33.5%), 93 selected “moderate” (12.1%), 22 selected “conservative” (2.9%), and 10 selected “very conservative” (1.3%). Restricting this to just those 596 respondents in graduate programs in the United States, 83.2% selected “liberal” or “very liberal,” 12.2% selected “moderate,” and 4.5% selected “conservative” or “very conservative.”

In comparison, Gallup reports that the proportion of those who identify as conservative in the United States was 34% in 2020.<sup>28</sup> In 2016 the Pew Research Center listed that 24% of those with at least some postgraduate experiences were either mostly or consistently conservative.<sup>29</sup>

The above information is captured in the comparison table below, with values that differ significantly from the 2021 survey findings in bold. In sum, the proportion of philosophy PhD students and recent graduates who report having a disability (CI: 29.2% to 37.2%) is *higher* than for the U.S. population, U.S. doctoral students, and APA membership. Yet, it is difficult to compare different measures of disability, and the numbers are closer on some measures. For example, a 2018 report estimates that 27.2% of the U.S. population has a disability “based on the broad measure of disability.”<sup>30</sup> Also notable is that some estimates of mental health disorders among graduate students are much higher than reported by NCES, and closer to the proportion that reported a mental health condition in our survey.<sup>31</sup> The proportion of philosophy PhD students and

---

<sup>26</sup> US Census data:

<https://data.census.gov/cedsci/table?q=population%20data&tid=ACSDP1Y2019.DP02>

<sup>27</sup> National Postsecondary Student Aid Study data:

<https://nces.ed.gov/datalab/powerstats/codebook.aspx?dataset=122&type=subject#MILTYPE>

<sup>28</sup> Gallup data:

<https://news.gallup.com/poll/316094/conservatism-down-start-2020.aspx>

<sup>29</sup> Pew Research data:

<https://www.pewresearch.org/politics/2016/04/26/a-wider-ideological-gap-between-more-and-less-educated-adults/>

<sup>30</sup> Taylor, D. M. (2018). Americans with disabilities: 2014. *US Census Bureau*, 1-32.

<sup>31</sup> Levecque, K., Anseel, F., De Beuckelaer, A., Van der Heyden, J., & Gisle, L. (2017). Work organization and mental health problems in PhD students. *Research Policy*, 46(4), 868-879

recent graduates who reported veteran status (CI: 0.5% to 2.5%) and conservative leaning (CI: 3.0% to 6.5%), on the other hand, is significantly *lower* than for the U.S. population and doctoral students as a whole.

	2021 Survey	2018 Survey	2019-20 U.S. Population	2016 U.S. Doctorates	2020 APA Members
<b>Disability</b>	<b>33.2-33.4%</b>	28%	<b>12.7%</b>	<b>12.0%</b>	<b>5.5%-19.7%</b>
<b>Veteran</b>	<b>0.9-1.3%</b>	1.4%	<b>6.9%</b>	<b>6.7%</b>	
<b>Conservative</b>	<b>4.2-4.5%</b>		<b>34%</b>	<b>24%</b>	

### 3.1.4 Family Background

Finally, in 2021 745 participants answered questions about their country of origin, with the majority originating from the United States of America (477; 64.0%). Of the 50 other countries represented, those reported by three or more participants include Argentina, Australia, Brazil, Canada, China, Colombia, Finland, France, Germany, India, Ireland, Israel, Italy, Mexico, Netherlands, New Zealand, Norway, Pakistan, Romania, Russia, South Africa, Sweden, Turkey, and the United Kingdom. Looking only at those who graduated from or are current students at PhD programs in the United States, 409 of 536 are from the United States (76.3%). In 2018, 870 participants answered this question with similar results—50 countries represented, with 561 participants originating from the United States (63.8%).

In addition, 749 participants answered a question about the languages spoken at home while growing up, with 625 reporting English as at least one of those languages (83.4%) and 68 reporting two or more languages spoken at home (9.1%). A total of 43 non-English languages were represented, with 3 or more participants reporting Afrikaans, Arabic, Bengali, Cantonese, Dutch, Finnish, French, German, Greek, Hebrew, Italian, Korean, Mandarin, Norwegian, Polish, Portuguese, Romanian, Russian, Spanish, Swedish, Turkish, and Vietnamese. Looking only at those who graduated from or are current students at PhD programs in the United States, 425 of 538 only spoke English growing up (79.0%). In 2018, 865 participants answered a variant of this question—“What is your first language?”—with 30 first languages reported and 723 of participants reporting English (83.6%).

In comparison, 13.7% of the U.S. population were classified as immigrants by the Pew Research Center in 2018, while the Survey of Earned Doctorates determined that 34.2% of doctorates in the United States were awarded to temporary visa holders in 2019.<sup>32</sup> (Far more temporary visa holders are in science and engineering fields than in other fields, so this percentage is likely much lower

<sup>32</sup>Pew Research Center data:

<https://www.pewresearch.org/hispanic/2020/08/20/facts-on-u-s-immigrants/>

for non-science and engineering fields, on average.)<sup>33</sup> Thus, the percentage of philosophy PhD graduates and current students in the United States who originate from other countries (CI: 20.1% to 27.3%) is *higher* than for the United States population as whole. The proportion of those who spoke only English at home, on the other hand (CI: 75.6 to 82.4) does not appear to differ from that of the U.S. population.<sup>34</sup>

In 2021, 754 participants provided information about their family's socioeconomic status while growing up, with 61 selecting "lower" (8.1%), 184 selecting "lower middle" (24.4%), 272 selecting "middle" (36.1%), 213 selecting "upper-middle" (28.2%), and 24 selecting "upper" (3.2%). Restricting this to just those 585 respondents in programs in the United States, 32.1% selected "lower" or "lower middle," 34.7% selected "middle," and 33.2% selected "upper middle" or "upper." In 2018, 893 participants answered a similar question—"What is your socioeconomic status (SES)?"—with 49 selecting "lower" (5.5%), 159 selecting "lower-middle" (17.8%), 387 selecting "middle" (43.3%), 258 selecting "upper-middle" (28.9%), and 40 selecting "upper" (4.5%).

In 2021, 758 participants provided information about their parents or guardians' level of education, with 16 selecting "primary or middle school" (2.1%), 76 selecting "high school (6th form)" (10.0%), 51 selecting "some college or university" (6.7%), 23 selecting "associate's degree" (3.0%), 169 selecting "bachelor's degree" (22.3%), 146 selecting "master's degree (MA, MSc, MPhil, MLitt, etc.)" (19.3%), 117 selecting "professional degree (MD, JD, LLM, MBA, etc.)" (15.4%), and 160 selecting "doctoral degree (PhD, EdD, etc.)" (21.1%). Restricting this to just those 587 respondents in the United States, 19.6% qualify as first-generation college students.

In 2018, 906 participants answered this question, with 14 selecting "primary or middle school" (1.5%), 99 selecting "high school (6th form)" (10.9%), 66 selecting "some college or university" (7.3%), 33 selecting "associate's degree" (3.6%), 231 selecting "bachelor's degree" (25.5%), 158 selecting "master's degree (MA, MSc, MPhil, MLitt, etc.)" (17.4%), 117 selecting "professional degree (MD, JD, LLM, MBA, etc.)" (12.9%), and 188 selecting "doctoral degree (PhD, EdD, etc.)" (20.8%).

In comparison, the Pew Research Center estimates that 29% of the United States population is in the lower income bracket.<sup>35</sup> The National Center for Education Statistics found that 57% of school age children have the potential to be first-generation college students, whereas the Survey of Earned Doctorates found that 29.6% of doctorates are awarded to those who were first generation college students, in both cases a higher proportion than for philosophy PhD students. Thus, the proportion of those participants who were the first in their family to go to college (CI: 19.0 to 25.0) is *lower* than for both the U.S. population and for doctoral recipients in the United States.

	2021 Survey	2018 Survey	2018-2020 U.S.	2019 U.S.
--	-------------	-------------	----------------	-----------

<sup>33</sup> National Science Foundation data:

<https://www.nsf.gov/nsb/sei/one-pagers/Foreign-Born.pdf>

<sup>34</sup> Zeigler, K., & Camarota, S. A. (2019). 67.3 million in the United States spoke a foreign language at home in 2018. *Center for immigration studies*, 1-7.

<sup>35</sup> Fry, R., & Kochhar, R. (2016). Are you in the American middle class? Find out with our income calculator. *Pew Research Center*.

			Population	Doctorates
<b>Non-U.S. Origin</b>	<b>23.7-36.0%</b>	22.1%	<b>13.7%</b>	34.2%
<b>Only English</b>	79.0-83.4%	83.2%	78.2%	
<b>Lower SES</b>	<b>32.1-32.5%</b>	<b>23.3%</b>	29%	
<b>First-Generation College Graduate</b>	<b>19.6-21.9%</b>	23.4%	<b>57%</b>	<b>29.6%</b>

### 3.2 Ratings

As in past years, APDA has asked participants to rate PhD programs in terms of their likelihood of recommending the program to prospective students. In addition, this year we asked participants questions about program climate and response to COVID-19. We pair these data with summaries of public comments from survey participants to give a sense of the difference between programs.

#### 3.2.1 Overall Rating

To gauge survey respondents' overall satisfaction with their program, they were asked how likely they would be to recommend their program to other potential PhD students ( $N = 1000$ ). The majority of respondents selected that they either were “somewhat likely to recommend” (352; 35%) or “definitely would recommend” their program (405; 41%). These values were coded as 4 and 5 out of 5, respectively. A smaller portion of respondents were somewhat unlikely to recommend (82; 8%) or definitely would not recommend their program (45; 5%). These values were coded as 2 and 1 out of 5, respectively. The remaining respondents were neither likely nor unlikely to recommend their program (116; 12%), coded as 3 out of 5. On average, survey respondents were likely to recommend their program to potential graduate students, with no significant difference from the 2018 results (4.0 average for both years). Participation rates and average ratings are provided for each program in **Appendix C**.

Combining 2021 results with those of prior surveys, programs can be compared by their average student ratings. Including those 127 programs with at least 5 respondents, the top ten rated programs are (in alphabetical order): Australian National University (4.8), Carnegie Mellon University (4.6), Massachusetts Institute of Technology (4.7), Rutgers University (4.7), Saint Louis University (4.7), University of California Berkeley (4.7), University of California Irvine (LPS; 4.6), University of California Riverside (4.8), University of Southern California (4.6), and Uppsala University (5.0). The bottom ten are (in alphabetical order): DePaul University (3.3), Johns Hopkins University (3.2), Marquette University (3.2), McGill University (3.3), Southern

Illinois University (3.2), Temple University (2.4), University of Georgia (2.8), University of Guelph (2.8), University of Illinois at Urbana-Champaign (2.7), and University of Kansas (3.2).<sup>36</sup>

Participants provided comments to explain their program ratings, but there is not space here to provide all these comments. Instead, we used a freely available summary tool (SMMRY). This tool uses an algorithm that ranks sentences based on the total popularity of the words used in the sentence, relative to the whole set. Using this tool, public comments from participants at the top 10 programs were reduced to the following three sentences:<sup>37</sup>

- *The amazingly high quality of the faculty and graduate students; the collaborative feeling of the environment among grad students and faculty; and huge institutional support, from both the faculty and the graduate school.*
- *Extremely supportive environment, lots of involvement and interest from all faculty-advisors and others who are happy to help, a happy place to be a student.*
- *Faculty and other students in the program are very supportive, both from a strictly professional and from an emotional point of view.*

In contrast, public comments from the bottom 10 programs were reduced to the following three sentences:

- *Regrettably, getting an academic job in philosophy depends heavily on the social status of the PhD program.*
- *The majority of faculty who supervised PhD students have either retired or moved to other institutions.*
- *Graduate advisors are committed to seeing their students succeed in their careers after leaving with a PhD in philosophy.*

One difference that can be seen even in these brief summaries of the comments is that those in the top programs more often describe a positive climate in the program. We noticed this in earlier surveys and decided to ask participants about this issue directly in this year's survey.

### 3.2.2 Satisfaction with Program Climate

Participants were asked to rate their satisfaction with their program's efforts to foster a healthy, respectful academic culture or climate ( $N = 982$ ). The majority of survey respondents were satisfied (satisfied,  $N = 392$  or 40%; very satisfied,  $N = 297$  or 30%), 173 respondents were neither satisfied nor unsatisfied (18%), and the remaining respondents were unsatisfied (unsatisfied,  $N = 73$  or 7%; very unsatisfied,  $N = 47$  or 5%). Coding these responses from 5 for very satisfied to 1

<sup>36</sup> The full table is available here: [https://prezi.com/i/zi2i9gybb\\_f4/](https://prezi.com/i/zi2i9gybb_f4/). It is worth noting that programs change and that the ratings may not reflect recent changes in a program. For this reason, we have created a separate table that includes only ratings from recent graduates and current students: [https://prezi.com/i/x2do\\_p12tudt/](https://prezi.com/i/x2do_p12tudt/). University of Georgia, for example, writes: "As stated above, the results combine surveys from 2018 and 2021 and researchers have informed us that 'current students were not added in the most recent data gathering round due to lack of resources.' There have been dramatic changes to the UGA graduate program since 2018, including: streamlined requirements, reduced teaching loads, refurbished graduate student study space, notable results from increased emphasis on preparation for the job market, increased funding levels, and increased teaching opportunities during summers."

<sup>37</sup> The results of this algorithm were lightly edited.

for very unsatisfied, the mean response is 3.8 out of 5. Average climate ratings are provided for each program in **Appendix C**.

The top ten programs for climate rating were (in alphabetical order): Australian National University (4.5), London School of Economics and Political Science (4.5), Saint Louis University (4.5), St Andrews and Stirling Graduate Programme in Philosophy (4.6), Stanford University (4.5), The Catholic University of America (4.6), University at Buffalo (4.6), University of Sheffield (4.6), Uppsala University (5.0), and William Marsh Rice University (5.0). The bottom ten are (again, in alphabetical order): Katholieke Universiteit Leuven (3.2), McGill University (3.2), McMaster University (3.3), Princeton University (3.3), Southern Illinois University (3.0), University of Chicago (2.8), University of Missouri (3.2), University of Texas at Austin (3.3), Western University (2.6), and York University (3.3).

Public comments from the participants at the top 10 programs were summarized using the same summary tool described in the previous section (SMMRY):

- *Efforts to make it more inclusive for international students.*
- *Most faculty there mentored students on professionalism and actively modelled healthy and respectful behaviour.*
- *All my personal interactions with faculty, staff, and fellow students were warm and pleasant.*

Public comments from all the participants at the bottom 10 programs were likewise summarized:

- *My first semester in the PhD program, many white students and white professors explained to me how I reminded them of a former Black male philosophy student whom most in the philosophy department did not like.*
- *Multiple professors in our department have sexually harassed students.*
- *None have faced serious consequences, and the department chair has said nothing to the grad students about how the issue is being dealt with as a long-term, systemic problem.*

We intend to explore the themes raised in these comments in greater depth in a future publication.

### **3.2.3 Adaptation to Virtual Learning during COVID-19**

Participants who graduated during the COVID-19 pandemic were asked about their satisfaction with their specific PhD programs' efforts to adapt to virtual learning during the COVID-19 pandemic ( $N = 102$ ).<sup>38</sup> The plurality of survey respondents were neither satisfied nor unsatisfied with their program's efforts to adapt to virtual learning ( $N = 50$ , or 49%). The remaining respondents were either satisfied ( $N = 33$ , or 32.3%) or very satisfied ( $N = 19$ , or 18.6%). No survey respondents were unsatisfied with their program's efforts to adapt to virtual learning during the pandemic.

---

<sup>38</sup> While this question was posed to past graduates as well, we removed responses from these graduates.

One possible reason for the majority of responses being neither satisfied nor unsatisfied is that many of the adaptations asked of graduate students during the COVID-19 pandemic were outside of the specific department's control. For example, one respondent said:

*The Duke Graduate School rather than the department was mostly responsible for transitioning classes to virtual/hybrid format. The resources provided were sufficient.*

In any case, the data here suggest that the majority of survey respondents were either neutral or satisfied with their department's efforts to adapt to virtual learning during the COVID-19 pandemic. However, some respondents indicated in open-responses that there were some difficulties:

- *Some professors insisted on continuing to offer in person classes throughout the pandemic. This felt unfair to students required to take those courses.*
- *We have to pay full tuition but get no access to offices or the physical library.*
- *Very few members of the department embraced virtual learning as its own mode of learning by actually adapting and utilizing the technologies that were introduced. The department only had a one-time funding support for a measly \$100 during the transition for grad students to buy the tech required to learn and teach online courses.*

But many respondents noted that they were satisfied with their department's adaption to virtual learning:

- *The department used every resource available to help their faculty and graduate students teach online. They also prioritized the safety of both the faculty and students.*
- *Already had a lot of online courses for undergraduate students available. The shift to virtual learning was fairly smooth. Synchronous learning activities were limited to 90 minutes per week, and many courses were shifted to not have synchronous activities in recognition that adequate Internet access is not available to all students away from the campus.*

### **3.3 Academic Job Placement**

For job placement we look only at graduates from the last ten years (2011 to 2021) because these are the years for which we have the most complete data. There are 6030 graduates in the database for this time period, 2265 of which are now in permanent academic jobs, and 846 of which are now in non-academic jobs.<sup>39</sup> Thus, 38% of the graduates from the last ten years are now in permanent academic jobs; 44% if we exclude those in non-academic positions. In the last five years (2016-2021), there have been 3221 graduates, with 963 in permanent academic jobs and 408 in non-academic jobs. Thus, 30% of the graduates from the last five years are now in permanent

---

<sup>39</sup> Permanent academic jobs include tenure-track positions, permanent lectureships (especially in the United Kingdom, Australia, and New Zealand), and other positions that are taken with the assumption of continuation. Temporary positions, in contrast, require a contract that covers a specified time period, typically a quarter, semester, or year. These positions are widely regarded to be less attractive to job seekers, all else being equal.

academic jobs; 34% if we exclude those in non-academic positions. The remaining graduates are either in temporary academic jobs or have no employment on record.

An alternative way of thinking about placement rate is according to those admitted to philosophy PhD programs. That is, a significant number of those admitted to philosophy PhD programs leave those programs and are unlikely to continue in an academic career. While it is difficult to gather information on attrition, a recent survey estimates that around 27% of those admitted to PhD programs in philosophy leave prior to completion of the degree.<sup>40</sup> In that case, we would estimate that 8260 students admitted to philosophy PhD programs might have graduated between 2011 and 2021, were it not for attrition. Thus, we can estimate that around 27% of these admitted students are now in permanent academic jobs (2265 out of 8260).

In order to compare placement rate by program, we removed from consideration those programs with no placement page or public dissertation records (leaving 131 programs), as well as those programs with no recorded graduates in 2020 and 2021 (leaving 123 programs). For this subset the numbers are slightly improved, with 40% of graduates in the last ten years in permanent academic positions, and 31% of graduates in the last five years in permanent academic positions (46% and 34% if we exclude those in non-academic positions). Placement rates are provided for each of these programs in **Appendix D**.<sup>41</sup>

Breaking this down by graduation year, 55% of 2011 PhD graduates are now in permanent academic jobs, whereas this is only 19% of 2021 graduates (see the chart below). While the proportion of those in permanent academic jobs decreases with more recent graduation years, this is likely due to the total available time to find employment. In the graph below we charted placement rates according to both graduation year (y-axis) and placement year (x-axis). For example, those 2011 graduates who found a permanent academic job in 2011 are divided by the total number of 2011 graduates to yield a placement rate of 13% (top left corner). In contrast, 7% of those who graduated in 2011 found permanent academic placement in 2012. The cells are shaded white if they have higher numbers, and gray if they have lower numbers. It is clear that the highest proportion of graduates each year are placed in their first year out, and that this proportion has not reduced over time.<sup>42</sup>

Year	2011	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	
2011	13%	7%	9%	6%	5%	4%	4%	3%	1%	1%	0%	55%
2012	1%	13%	8%	8%	6%	6%	2%	3%	1%	1%	1%	51%
2013	0%	2%	10%	8%	7%	6%	6%	5%	2%	1%	0%	49%

<sup>40</sup>[https://www.apaonline.org/members/group\\_content\\_view.asp?group=110435&id=918649#attrition](https://www.apaonline.org/members/group_content_view.asp?group=110435&id=918649#attrition)

<sup>41</sup> This information is combined with ratings from recent graduates here: [https://prezi.com/i/x2do\\_p12tudt/](https://prezi.com/i/x2do_p12tudt/).

<sup>42</sup> It is worth pointing out that data for 2019 through 2021 may be less complete than in 2018 and earlier, and it is possible it has a smaller proportion of graduates in temporary academic positions. Nonetheless, the same measures were taken as in previous years: every program was checked using placement pages as well as ProQuest/dissertation records to achieve as complete a dataset as possible.

2014	0%	0%	1%	11%	9%	7%	6%	5%	3%	2%	1%	46%
2015	0%	0%	0%	1%	12%	8%	4%	7%	3%	2%	2%	40%
2016	0%	0%	0%	0%	1%	11%	8%	7%	4%	3%	1%	39%
2017	0%	0%	0%	1%	1%	1%	12%	9%	6%	4%	1%	36%
2018	0%	0%	0%	0%	0%	0%	0%	14%	6%	4%	2%	28%
2019	0%	0%	0%	0%	0%	0%	0%	0%	15%	6%	5%	27%
2020	0%	0%	0%	0%	0%	1%	0%	0%	0%	16%	5%	22%
2021	0%	0%	0%	0%	0%	0%	0%	0%	0%	2%	16%	19%

Comparing placement rates across different AOS categories, Value Theory has the highest proportion of graduates from 2011 onwards now in permanent academic positions (43%); followed by History and Traditions (42%); Language, Epistemology, Metaphysics, and Mind (38%), and Science, Logic, and Math (37%). What's more, Value Theory has the highest placement into non-academic jobs: 16%. That is, a higher proportion of 2011-2021 philosophy PhD graduates with a primary AOS in Value Theory are now in non-academic jobs than any other category. This is followed by those in Science, Logic, and Math (15%), Language, Epistemology, Metaphysics, and Mind (13%), and History and Traditions (11%).

Finally, how does placement for philosophy PhDs compare to other disciplines? While each discipline has its own standards of data gathering and reporting, we found some useful points of comparison, each demonstrating that philosophy does well with respect to permanent academic placement in comparison with other disciplines.

First, in 2017 the American Psychological Association reported that 44% of those less than 10 years out from their psychology PhD now in full-time academic positions were in either tenure-track or tenured positions.<sup>43</sup> While our project does not collect information on full-time versus part-time status, 50% of those who graduated in the last ten years (2011-2021) and are now in an academic position of some sort are in permanent academic positions (2265 of 4562). Thus, philosophy appears to be doing at least as well as psychology in terms of academic placement.

Second, the American Historical Association reported that 43% of those who graduated with PhDs in history between 2011 and 2013 are now in tenure-track positions, out of all positions. In comparison, 51% of those who graduated between 2011 and 2013 with PhDs in philosophy are now in permanent academic positions (1044 of 2032).

Third, University of Toronto provides information employment information for PhD graduates

<sup>43</sup> <https://www.apa.org/monitor/2017/06/datapoint>; worth noting is that their data comes from 2013, and recent numbers are likely to be somewhat worse, increasing the gap from philosophy's numbers.

across all disciplines, reporting that 27% of 2012-2015 graduates now working in universities are in “tenure stream” positions; this is 30% for those in the humanities.<sup>44</sup> An additional between 11% and 19% of these humanities graduates are in teaching positions that may be considered permanent (41-49% total). In our project, 60% of those who graduated between 2012 and 2015 with a PhD in philosophy who are now in academic jobs of some sort are in permanent academic jobs (1302 out of 2174).

### 3.4 Non-Academic Careers

Nearly 1,700 placements in the database are listed as non-academic, and we have position information for around 1,400 of these. The top ten words used in these positions are (in order of frequency): Director, Manager, Senior, Associate, Assistant, Analyst, Research, Software, Teacher, and Consultant. We have industry section information on around 800 of the non-academic positions in the database. Of these, the top ten industries are (in order of frequency): education, technology, law, health, consultancy, government, university administration, finance, non-university education, and non-profits/NGOs.

All survey participants were asked about their preferred placement upon completing their PhD. Specifically, participants were asked “What kind of placement was your priority after graduating from your program?” and had “academic placement”, “non-academic placement”, and “no strong preference” as options. Among all survey respondents ( $N = 789$ ), 84.8% said academic placement was their priority, whereas 6.2% noted non-academic placement was their priority, and 8.9% had no strong preference. Those now in non-academic jobs ( $N = 102$ ) had a stronger preference for non-academic jobs (17.6%), but the majority still prefer academic jobs (52.9%); 29.4% had no strong preference. In contrast, 90.1% of all past survey participants preferred an academic job, and 3.0% preferred a non-academic job ( $N = 1244$ ).

When considering a non-academic career, participants appeared to consider issues such as salary, stability, and job location. In 2021, those who were both in a non-academic job and stated a preference for a non-academic career left the following public comments:

- *It was clear in my case that I would be fighting an uphill battle as an academic. With a very competitive job market, a degree from a middle-level program, and views that were not within the scope of accepted orthodoxy, there was a high probability that my career would not progress easily and that I would ultimately not be very successful.*
- *I was geographically constrained and had reason to care about salary.*
- *I was ready for some stability in my life. Pursuing academia meant, realistically, moving cities several times in the next few years.*

Similar comments were provided by those in non-academic jobs who stated a preference for an academic career:

---

<sup>44</sup> University of Toronto data:  
<https://www.sgs.utoronto.ca/about/explore-our-data/10000-phds-project/>

- *I finished in spring of 2009 and was on the job market as the economy was crashing. It gave me the opportunity to ask myself how badly I wanted to be a philosopher. Was I willing to live hundreds or thousands of miles from my partner? Would I be willing to have children in a place not of my choosing? The answer to those questions was no.*
- *I enjoyed teaching philosophy, and I was good at it. I had hoped to secure a tenure-track position, but I could not afford to spend years on the job market in hopes of someday making a living wage.*

Some of those in non-academic jobs reported having no preference between non-academic and academic careers, but their explanations were similar to those above:

- *I saw strengths and weaknesses in both academic and non-academic employed. I pursued both avenues and took the option that seemed best to me. That was a non-academic option.*
- *When I first entered the job market, I strongly desired to have an academic job and nothing else. Two things changed that. First, I received nearly 100 rejections, which made it clear how hard it would be to get an academic job, especially during Covid. Second, my son was born, which made it much more important for us to be close to family. With those two considerations, we began looking much more seriously at nonacademic jobs that would keep us close to family.*

These responses reflect similar considerations to those of previous surveys. We report below the salary advantage of non-academic careers as well as new questions on how supportive and relevant philosophy programs are with respect to non-academic work.

### 3.4.1 Comparative Salary for Academic and Non-Academic Careers

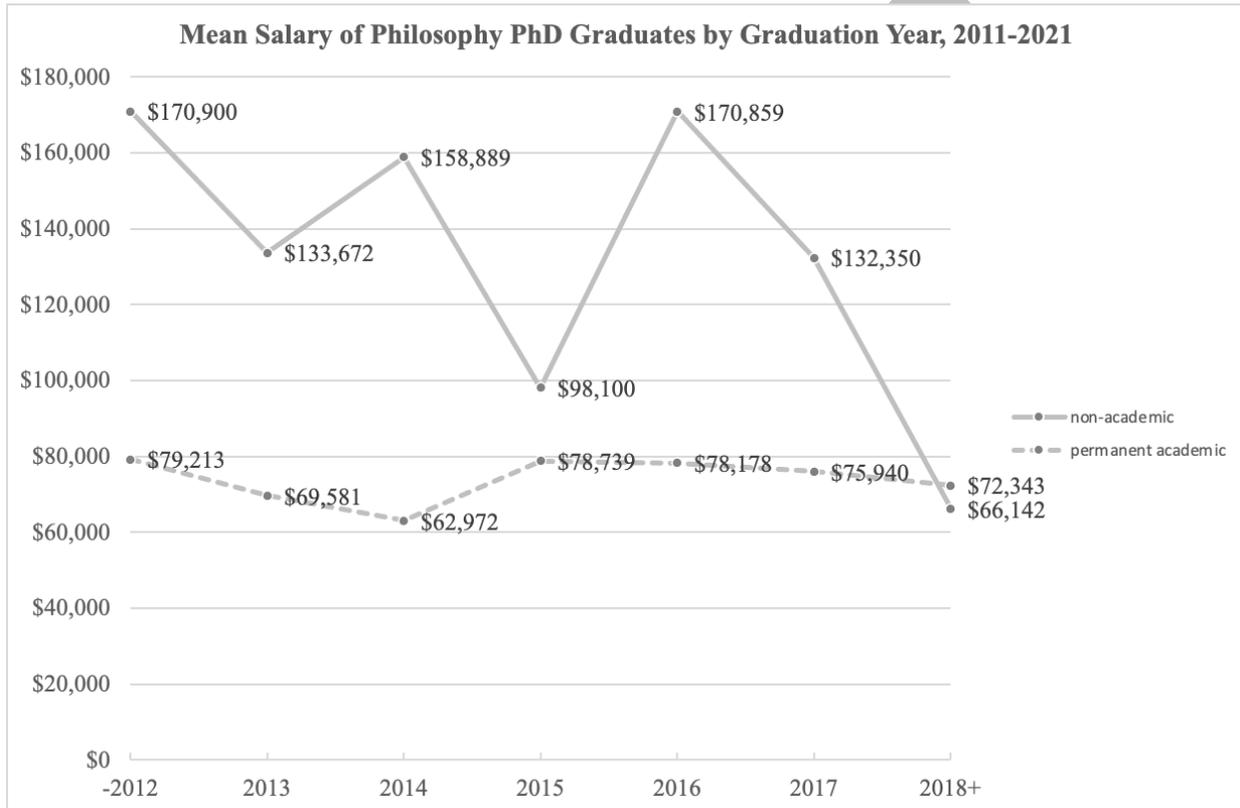
Survey participants with academic and non-academic placement were asked: “What is your approximate yearly salary?” 644 participants answered this question. We removed those who graduated prior to 2011, those whose graduation year is unknown, and those who reported under \$10,000 in annual salary. The salaries for these participants were translated into USD, providing a mean of \$82,201 ( $N = 460$ ). The salary for those in permanent academic jobs is \$78,644 ( $N = 285$ ), temporary academic jobs is \$54,866 ( $N = 121$ ), and non-academic jobs is \$162,161 ( $N = 54$ ).<sup>45</sup> The difference in salary between permanent academic jobs and non-academic jobs is statistically significant ( $p = .009$ ). That non-academic careers have higher salaries is consistent with our 2017 findings (the regression coefficient in that case was \$37,000 for those in non-academic careers, considering cohort, AOS, gender, race/ethnicity, and job type).<sup>46</sup>

Combining the salaries reported in this and previous surveys, the mean salary is \$73,277 ( $N = 1035$ ), with \$74,265 for permanent academic jobs ( $N = 657$ ), \$52,899 for temporary academic jobs ( $N = 293$ ), and \$135,892 for non-academic jobs ( $N = 85$ ). Salaries are charted below by graduation

<sup>45</sup> These numbers differ somewhat from those provided in a blog post at Philosopher’s Cocoon because those salaries that were reported in non-USD were not included in that analysis by mistake.

<sup>46</sup> Jennings, C.D., Cobb, P.R., Kallens, P.C., & Kyrilov, A. (2017). Academic Placement Data and Analysis: 2017 Report. *The Academic Placement Data and Analysis Project*.

year for both those in permanent academic jobs and those in non-academic jobs, with years prior to 2012 and after 2018 combined to account for small numbers of participants with non-academic jobs in those years. As is clear from this chart, graduates in recent years have lower non-academic salaries, closer to those in permanent academic jobs. This is consistent with the finding that while philosophy majors do not have high entry-level salaries, relative to other majors, “philosophy majors have the highest salary growth trajectory from entry to mid-career.”<sup>47</sup>



### 3.4.2 Program Support for Non-Academic Careers

This year we asked participants a new question about how supportive they felt their graduate program was with respect to pursuing non-academic careers. The plurality of those now in non-academic employment ( $N = 63$ ) felt their program was neither supportive or unsupportive (42.9%), while 39.7% felt their program was supportive (“very supportive” or “supportive”) and 17.5% felt that it was unsupportive (“very unsupportive” or “unsupportive”). In contrast, of those with no known employment ( $N = 103$ ), the plurality felt that their program was unsupportive (45.6%), while only 23.3% felt that it was supportive and 31.1% felt that it was neither supportive nor unsupportive. Overall, if we score responses from 1 (“very unsupportive”) to 5 (“very supportive”), participants mean response was 3.0 (“neither supportive nor unsupportive”).

<sup>47</sup> <https://fivethirtyeight.com/features/philosophers-dont-get-much-respect-but-their-earnings-dont-suck/>

When asked to elaborate, participants often report that academic placement is encouraged while non-academic placement is either ignored or actively discouraged. Here are some sample comments from individuals who wished to have their comments be publicly available:

- *The faculty of my department were unprepared to offer support for students pursuing non-academic jobs. If anything, they looked down on such students.*
- *Nonacademic jobs were mentioned in the professional development seminar, but no real guidance was offered beyond that. There may have been other resources available, but I did not know about them.*
- *Pursuing professions other than teaching philosophy is discouraged. Several of my fellow students did not disclose that they were interested in professions other than teaching, for example, pursuing a law degree.*
- *Program officials and some professors have made comments supporting non-academic jobs and they occasionally offer a talk on this. However, there is no focused and continued support.*
- *My department has taken some pretty good steps to help us with this. But during the times where I have thought about not pursuing an academic career, I have felt like I had to keep it secret or the department would take me less seriously, give me less support, etc.*

### 3.4.3 The Relevance of a Philosophy PhD for Non-Academic Careers

Finally, survey respondents were asked about the relevance of the philosophical material and skills learned in their philosophy program with respect to their primary employment. Those in academic jobs found both material and skills to be relevant: 93.2% of 620 respondents found the skills to be relevant and 91.5% of 621 respondents found the material to be relevant. In contrast, while 84.1% of those in non-academic jobs found the skills to be relevant ( $N = 63$ ), only 53.2% found the material to be relevant ( $N = 62$ ).

Survey respondents were given the option to elaborate on their answers. Of respondents in non-academic jobs, the majority of the public comments indicated that the skills acquired during graduate school were relevant to the respondent's career:

- *I engage in textual analysis and rational argument on a regular basis in my employment as a business lawyer: skills that I acquired and honed in my philosophy graduate education.*
- *The skills of reading and thinking carefully, and communicating well orally and in writing, have helped make me more effective in my position as an academic administrator.*
- *In a generic way, the critical thinking, writing, teaching and public speaking skills I have gained have all set me apart in the workplace.*
- *None of my research was directly applicable, but studying logic helped prepare me for a career in tech.*
- *The vast majority of the topics you study in philosophy are irrelevant to work in the business world. However, the skills you develop and the techniques you learn*

*through the practice of philosophy are invaluable. Being a strong and logical thinker is a huge asset in a business environment.*

- *Doing logic and looking at formal systems made the transition into coding and data analysis quite easy.*

Many respondents noted that studying logic was highly valuable for transitioning into careers in technology, whereas others noted that critical thinking skills were relevant in a wide range of non-academic jobs: law, administration, business, marketing, etc.

In contrast, the majority of public comments from respondents noted that the philosophical material they engaged with during their graduate education was not applicable to their current line of work. For example, one respondent said:

*Today I am a software engineer. This has everything to do with my software engineering bootcamp, and little to do with my background studying metaethics. As a software engineer today, I would have been better off learning more about computer science, mathematics, and logic.*

Yet, many noted that the philosophical material they engaged with did help them in their current jobs. Here is one example:

*My work in narrative ethics informs everything I do from managing business functions such as HR, to fostering community values, developing student leadership as well as developing our marketing strategy and posting on Instagram. Everything we do as humans involves stories and sharing experiences - I have never doubted that my PhD research was valuable, practical and of ongoing benefit to me as a person and as a CEO.*

#### 4. Summary

Academic Placement Data and Analysis offers some surprising findings about the field of academic philosophy through this year's survey on the topics of demographic representation, non-academic careers, and the impact of the COVID-19 pandemic on program ratings and academic job placement.

On demographic representation, we found a new area of underrepresentation: political leaning. That is, women, people of color, first-generation college students, and veterans are underrepresented relative to the United States population and doctoral graduates, but so are those with conservative political leanings.

Conversely, we found areas of surprising overrepresentation: those who identify as non-binary and LGB are overrepresented relative to the United States population, but not doctoral graduates. This may be reflective of the age range of our respondents relative to the United States population, or the observed career preferences of those who identify as LGBT (see 3.1). Those who identify as having one or more disability are overrepresented relative to both the United States population and doctoral graduates. We speculate that the mental health crisis among graduate students is a likely

factor)<sup>48</sup>. Finally, those who originated in countries other than the United States are overrepresented relative to the United States population but not its doctoral graduates.

On non-academic careers, both the preference for these careers and the mean salaries have gone up since the last survey, widening the gap with academic careers. Yet, the extent of this difference is likely driven by a few very high non-academic salaries, and non-academic salaries for recent graduates are about the same as for those in permanent academic positions.

While those in non-academic careers find the skills they obtained in their PhD programs to be nearly as relevant to their work as do those in academic careers, they find the material to be less relevant. Yet, the majority of those in both academic and non-academic jobs find *both* the skills and the material learned in their graduate programs to be relevant to their work. Given this and the findings on salary, as well as the fact that most of those who enter a program in philosophy do not go on to permanent academic careers, it is unfortunate that programs are not seen as especially supportive of non-academic careers.

Finally, we found that overall program ratings were not impacted by COVID-19; the ratings were the same for the 2018 and 2021 surveys. We also found that *no* respondents were unsatisfied with their program's response to the pandemic. Further, placement into permanent academic jobs right out of the PhD is about the same for recent years as for ten years ago. While these numbers continue to be low, they are higher than for other disciplines and do not appear to be getting worse.

---

<sup>48</sup> Evans, T. M., Bira, L., Gastelum, J. B., Weiss, L. T., & Vanderford, N. L. (2018). Evidence for a mental health crisis in graduate education. *Nature biotechnology*, 36(3), 282-284.

## Appendix A: Email

Subject: Invitation to Participate in a Survey about Philosophy

Dear [name],

I am writing to you on behalf of Academic Placement Data and Analysis (<http://placementdata.com/about/>). This project aims to discover employment and other trends for PhD graduates, primarily for the benefit of prospective graduate students. We use publicly available information and surveys to do this research.

You are currently listed in our database as someone either with a doctoral degree in philosophy or on your way to obtaining such a degree. Please check and edit your record in our database using the link to your dashboard, provided below:

[link]

Note that graduation and placement information as well as area of specialization will be made publicly available, but that other personal information, such as your name, will not be made publicly available. (See the consent form for more details: <https://www.dropbox.com/s/dbgprlutkq3yi5a/NewConsentForm.pdf?dl=0>.)

As part of our research project, we have designed a survey to collect information about your graduate program and subsequent job placement. The dashboard link provided above will also allow you to participate in this survey. We ask that you complete the survey no later than August 10th, 2021. (Please note that the survey is best viewed on a desktop or laptop computer and some questions may not be fully visible when viewed on a phone. Also, saved pages will not be visible to you again when you go back, but they will be saved in our system.)

Survey responses will be accessible only to those project personnel with IRB approval and will be publicly released only in aggregate form. Your participation in this survey may help give philosophy students a better picture of the overall discipline, specific graduate programs, and potential employment opportunities.

We appreciate your time and effort reviewing your data and taking this survey. Your efforts will greatly assist us in this project. If you have any questions, please don't hesitate to contact us at [apda@ucmerced.edu](mailto:apda@ucmerced.edu).

Sincerely,

**Appendix B: Participation Rates**

<i>University Name</i>	<i>Participants</i>	<i>All Current Students &amp; Graduates</i>	<i>Invited to Participate</i>	<i>Participation Rate</i>
Georgetown University	17	86	74	23%
University of Washington	9	43	40	23%
Massachusetts Institute of Technology	17	92	80	21%
Duke University	14	79	66	21%
University of Virginia	12	73	57	21%
University of California, Irvine (LPS)	12	66	63	19%
Carnegie Mellon University	11	70	58	19%
Vanderbilt University	11	71	58	19%
William Marsh Rice University	5	45	27	19%
University of Utah	6	43	33	18%
McGill University	9	60	50	18%
University of North Carolina at Chapel Hill	23	151	128	18%
University of South Florida	14	127	81	17%
Yale University	15	103	92	16%
York University	6	57	37	16%
Uppsala University	5	33	31	16%
Baylor University	9	85	57	16%
University of Texas at Austin	17	116	108	16%
University of Iowa	8	71	51	16%
Brown University	10	86	65	15%
University of California, San Diego	15	121	101	15%
Rutgers University	15	120	102	15%
Washington University in St. Louis	10	78	69	14%
Australian National University	13	106	90	14%
University of California, Los Angeles	17	133	122	14%
McMaster University	5	82	36	14%

University of Hawai'i at Manoa	9	99	65	14%
University of Pittsburgh	17	139	123	14%
Princeton University	17	147	124	14%
Villanova University	11	91	82	13%
Harvard University	12	99	92	13%
Ohio State University	11	109	86	13%
University of Southern California	10	88	80	13%
Loyola University Chicago	7	83	56	13%
University of Toronto	23	214	185	12%
University of Pittsburgh (HPS)	10	90	81	12%
University of Arizona	13	123	106	12%
University of Michigan	13	112	108	12%
King's College London	9	169	76	12%
University of British Columbia	5	56	43	12%
The Catholic University of America	7	148	61	11%
Columbia University	13	125	115	11%
University of Colorado Boulder	13	130	116	11%
New York University	11	110	100	11%
University of Maryland, College Park	8	88	73	11%
Boston University	8	125	73	11%
University of Nebraska, Lincoln	5	55	46	11%
University of Connecticut	8	86	74	11%
University of California, Berkeley	11	119	102	11%
Emory University	10	111	93	11%
University of Calgary	5	57	48	10%
Boston College	13	155	125	10%
University of Massachusetts Amherst	9	101	87	10%
Northwestern University	13	143	127	10%
University of Kentucky	5	63	49	10%
University of Notre Dame	14	148	138	10%
Syracuse University	9	107	91	10%
University of Cambridge	9	112	94	10%

St Andrews and Stirling Graduate Programme in Philosophy	9	135	94	10%
Graduate Center of the City University of New York	16	210	172	9%
University of Sheffield	9	122	97	9%
University of Minnesota Twin Cities	9	111	99	9%
Southern Illinois University	7	93	77	9%
Fordham University	10	146	114	9%
Michigan State University	7	87	82	9%
University of Wisconsin-Madison	10	148	118	8%
Florida State University	7	91	84	8%
Duquesne University	8	109	96	8%
Western University	10	146	121	8%
University of California, Riverside	7	96	86	8%
University of Oxford	14	283	172	8%
Stanford University	6	107	75	8%
London School of Economics and Political Science	5	149	63	8%
Cornell University	7	113	92	8%
University of Pennsylvania	6	91	79	8%
University of Missouri	5	89	72	7%
Stony Brook University	8	149	117	7%
Saint Louis University	5	129	74	7%
University of California, Irvine	5	85	75	7%
University at Buffalo	5	97	75	7%
University of Chicago	8	137	127	6%
University of Edinburgh	5	175	80	6%
Purdue University	8	160	130	6%
Pennsylvania State University	6	122	105	6%
Indiana University Bloomington	5	108	89	6%
The New School	7	154	127	6%
University of Oregon	5	114	104	5%
Katholieke Universiteit Leuven	5	265	159	3%

**Appendix C: Program Ratings**

<i>University Name</i>	<i>Participants</i>	<i>Overall Rating</i>	<i>Program Climate</i>	<i>COVID Response</i>
Australian National University	13	4.7	4.5	3.6
Baylor University	9	4.1	4.2	3.5
Boston College	13	3.9	4.0	3.5
Boston University	7	4.1	3.9	3.8
Brown University	10	3.8	3.7	3.0
Carnegie Mellon University	11	4.5	3.8	3.1
Columbia University	13	4.4	3.8	3.4
Cornell University	7	4.0	4.3	3.5
Duke University	14	4.1	3.8	3.5
Duquesne University	8	3.5	3.4	3.3
Emory University	10	3.4	3.4	3.4
Florida State University	7	4.1	4.1	3.0
Fordham University	10	3.1	3.6	3.8
Georgetown University	17	4.5	4.2	3.3
Graduate Center of the City University of New York	16	4.2	3.7	3.6
Harvard University	12	4.2	3.7	4.3
Indiana University Bloomington	5	3.6	3.6	3.3
Katholieke Universiteit Leuven	5	4.2	3.2	3.3
King's College London	9	4.1	4.0	4.0
London School of Economics and Political Science	5	3.3	4.5	3.7
Loyola University Chicago	7	3.9	3.6	3.2

Massachusetts Institute of Technology	17	4.6	4.3	3.2
McGill University	9	3.3	3.2	3.3
McMaster University	5	3.8	3.3	3.7
Michigan State University	7	3.9	3.5	3.0
New York University	11	4.2	3.4	3.4
Northwestern University	13	4.1	3.7	3.0
Ohio State University	11	3.9	3.9	3.0
Pennsylvania State University	6	4.0	4.0	3.0
Princeton University	17	4.0	3.3	3.3
Purdue University	8	4.0	3.4	3.3
Rutgers University	14	4.8	4.3	3.3
Saint Louis University	5	4.6	4.5	3.7
Southern Illinois University	7	2.7	3.0	2.5
St Andrews and Stirling Graduate Programme in Philosophy	9	4.3	4.6	3.3
Stanford University	6	4.7	4.5	3.5
Stony Brook University	8	3.6	3.5	3.3
Syracuse University	8	2.9	3.4	2.8
The Catholic University of America	7	4.3	4.6	3.0
The New School	7	4.1	4.1	3.2
University at Buffalo	5	4.2	4.6	3.0
University of Arizona	13	4.2	4.3	3.0
University of British Columbia	5	4.4	4.2	3.5
University of Calgary	5	3.6	4.0	3.0

University of California, Berkeley	11	4.3	3.8	3.2
University of California, Irvine	5	3.5	3.7	3.3
University of California, Irvine (LPS)	12	4.3	3.8	3.9
University of California, Los Angeles	16	4.1	3.9	3.1
University of California, Riverside	7	4.7	4.1	3.4
University of California, San Diego	15	4.3	4.3	3.4
University of Cambridge	9	3.3	3.3	3.0
University of Chicago	8	3.3	2.8	3.5
University of Colorado Boulder	13	3.8	3.5	3.3
University of Connecticut	8	4.3	4.1	3.7
University of Edinburgh	5	4.4	4.5	3.5
University of Hawai'i at Manoa	9	4.3	3.9	3.1
University of Iowa	8	3.6	4.3	3.3
University of Kentucky	5	4.0	4.2	3.6
University of Maryland, College Park	8	3.9	4.3	3.0
University of Massachusetts Amherst	9	4.2	3.6	3.0
University of Michigan	13	4.2	4.0	3.8
University of Minnesota Twin Cities	9	3.3	3.8	3.0
University of Missouri	5	3.4	3.2	3.0
University of Nebraska, Lincoln	5	4.0	3.6	3.0
University of North Carolina at Chapel Hill	23	4.4	4.1	3.1
University of Notre Dame	14	3.9	4.1	3.7
University of Oregon	5	4.4	4.4	3.5

University of Oxford	13	4.5	3.4	3.2
University of Pennsylvania	6	3.7	3.7	3.0
University of Pittsburgh	17	4.2	3.6	3.0
University of Pittsburgh (HPS)	10	4.4	3.7	3.5
University of Sheffield	8	4.4	4.6	3.3
University of South Florida	14	3.7	3.8	2.9
University of Southern California	9	4.4	3.8	3.4
University of Texas at Austin	15	3.4	3.3	3.3
University of Toronto	23	4.0	3.8	3.4
University of Utah	6	4.2	4.0	4.2
University of Virginia	12	4.1	4.3	4.0
University of Washington	8	4.0	3.5	3.3
University of Wisconsin-Madison	10	4.4	4.4	3.9
Uppsala University	5	5.0	5.0	4.2
Vanderbilt University	11	4.4	3.8	3.1
Villanova University	11	3.0	3.5	3.4
Washington University in St. Louis	10	4.1	3.8	3.7
Western University	10	3.1	2.6	3.3
William Marsh Rice University	5	4.6	5.0	3.3
Yale University	15	4.3	3.7	3.5
York University	6	4.3	3.3	3.8

**Appendix D: Permanent Academic Placement Rate**

<b>University Name</b>	<b>Total Grads 2011-2021</b>	<b>10-Year Permanent Academic Placement Rate</b>	<b>Total Grads 2016-2021</b>	<b>5-Year Permanent Academic Placement Rate</b>
<b>Average</b>	<b>46</b>	<b>46%</b>	<b>23</b>	<b>34%</b>
Arizona State University	17	50%	5	60%
Australian National University	62	44%	28	23%
Baylor University	44	71%	22	55%
Binghamton University	32	56%	19	53%
Boston College	77	55%	38	35%
Boston University	48	55%	22	64%
Bowling Green State University	23	50%	12	36%
Brown University	31	43%	12	33%
Carnegie Mellon University	32	58%	19	47%
Columbia University	68	56%	41	53%
Cornell University	62	51%	34	43%
DePaul University	43	58%	22	30%
Duke University	37	45%	19	42%
Duquesne University	60	47%	31	44%
Emory University	54	58%	30	46%
Florida State University	44	48%	20	31%
Fordham University	66	57%	33	39%
Georgetown University	48	59%	24	44%
Graduate Center of the City	134	46%	74	32%

## University of New York

Harvard University	48	76%	24	60%
Indiana University Bloomington	41	51%	19	35%
Indiana University Bloomington (HPS)	18	33%	6	17%
Johns Hopkins University	29	65%	14	50%
London School of Economics and Political Science	49	33%	18	22%
Loyola University Chicago	49	35%	24	32%
Marquette University	45	32%	27	18%
Massachusetts Institute of Technology	51	84%	31	73%
McGill University	34	35%	18	33%
Michigan State University	51	41%	29	42%
New York University	58	56%	34	41%
Northwestern University	39	53%	21	37%
Ohio State University	49	30%	30	26%
Pennsylvania State University	53	67%	31	62%
Princeton University	87	59%	44	44%
Purdue University	71	38%	37	41%
Rutgers University	73	64%	35	51%
Saint Louis University	55	49%	33	41%
Southern Illinois University	64	33%	26	17%
St Andrews and Stirling Graduate Programme in Philosophy	93	28%	48	16%

Stanford University	67	67%	35	52%
Stony Brook University	63	60%	30	56%
Syracuse University	42	54%	17	53%
Temple University	38	29%	16	21%
Texas A & M University- College Station	20	32%	12	36%
The Catholic University of America	66	67%	46	57%
The New School	87	31%	48	16%
Tilburg University	17	20%	9	25%
Tulane University	31	32%	15	8%
University at Albany	21	24%	7	0%
University at Buffalo	50	47%	28	40%
University College London	45	26%	25	4%
University of Alberta	27	45%	10	20%
University of Arizona	55	51%	26	36%
University of Arkansas	17	38%	8	0%
University of British Columbia	26	43%	9	50%
University of Calgary	28	23%	16	6%
University of California, Berkeley	56	61%	31	47%
University of California, Davis	33	38%	18	28%
University of California, Irvine	45	26%	22	17%
University of California, Irvine (LPS)	26	52%	13	31%
University of California, Los Angeles	61	55%	25	40%

University of California, Riverside	33	66%	16	40%
University of California, San Diego	47	50%	27	24%
University of California, Santa Barbara	33	34%	13	25%
University of California, Santa Cruz	22	25%	11	11%
University of Cambridge	71	45%	40	23%
University of Cambridge (HPS)	27	52%	14	31%
University of Chicago	69	50%	35	38%
University of Chicago (CHSS)	12	56%	5	33%
University of Cincinnati	19	53%	12	27%
University of Colorado Boulder	55	36%	32	21%
University of Connecticut	41	54%	23	45%
University of Dallas*	12	33%	3	0%
University of Edinburgh	80	23%	28	7%
University of Georgia	37	48%	26	43%
University of Guelph	34	14%	10	0%
University of Hawai'i at Manoa	34	58%	17	56%
University of Illinois at Chicago	32	39%	18	18%
University of Illinois at Urbana-Champaign	35	38%	16	36%
University of Kansas	31	67%	13	33%
University of Kentucky	33	27%	14	18%
University of Maryland, College Park	43	26%	19	19%

University of Massachusetts Amherst	34	52%	24	50%
University of Memphis	37	50%	21	32%
University of Miami	35	50%	16	38%
University of Michigan	55	69%	28	48%
University of Missouri	35	31%	18	18%
University of Nebraska, Lincoln	24	37%	12	25%
University of North Carolina at Chapel Hill	64	59%	34	39%
University of Notre Dame	105	54%	58	35%
University of Nottingham	21	32%	14	15%
University of Oklahoma	29	37%	20	22%
University of Oregon	44	61%	21	45%
University of Otago	18	33%	10	29%
University of Oxford	135	47%	68	33%
University of Pennsylvania	49	57%	32	45%
University of Pittsburgh	58	54%	24	43%
University of Pittsburgh (HPS)	41	63%	19	44%
University of Reading	36	53%	14	45%
University of Rochester	22	47%	9	29%
University of Sheffield	77	34%	38	18%
University of South Carolina	27	22%	16	21%
University of South Florida	74	34%	47	20%
University of Southern California	56	79%	28	78%

University of Tennessee	28	67%	12	25%
University of Texas at Austin	57	49%	32	44%
University of Toronto	94	48%	43	33%
University of Toronto (IHST)	26	37%	10	0%
University of Utah	28	42%	8	38%
University of Virginia	45	63%	23	55%
University of Washington	28	42%	16	23%
University of Waterloo	26	24%	15	10%
University of Wisconsin-Madison	61	66%	22	65%
University of York	37	23%	16	42%
Vanderbilt University	43	65%	23	47%
Victoria University of Wellington	14	11%	10	0%
Villanova University	56	52%	35	36%
Washington University in St. Louis	37	53%	17	46%
Wayne State University	11	22%	6	20%
Western University	92	25%	43	15%
William Marsh Rice University	28	67%	13	60%
Yale University	46	77%	22	73%
York University	32	34%	13	23%

DRAFT