



Center for Innovation
and Research in
Graduate Education

*Social Science PhDs
Five+ Years Out*

**ANTHROPOLOGY
REPORT**

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EXECUTIVE SUMMARY

To assess the career paths of PhDs and the quality of doctoral education in U.S. social science programs, the Center for Innovation and Research in Graduate Education (CIRGE) at the University of Washington, Seattle surveyed a national sample of recent social science PhDs in six fields, yielding career and family data spanning the time from the beginning of graduate school to 6 to 10 years post-PhD. The survey achieved a 45% response rate, yielding a sample of 3,025 respondents, which includes 432 anthropologists.

Key findings about anthropology career paths:

- Most anthropology PhDs were employed full-time in jobs they found satisfying.
- Skills central in PhD education, including critical thinking, data analysis, writing, and publishing, were “very important” in most jobs in all sectors, including academic, business, government, and non-profit.
- In all job sectors, 6 to 10 years post-PhD, most anthropologists used knowledge of their dissertation topic “sometimes” or “often.”
- Career paths were diverse and uncertain; only 1/5 of first jobs were tenure track.
- Anthropologists were less likely to be tenured than other social scientists.
- Men and women were equally likely to be tenure-track faculty, but men more often worked outside academia, with women more often in non-tenure track positions.
- People who became parents before earning the PhD were less likely than others to be in tenure-track positions 6 to 10 years later.

Key findings based on anthropology graduates’ views of the quality of training (formal or informal) during PhD studies and other aspects of their PhD program:

- More than 3/4 reported “excellent” training in critical thinking, and more than half returned “excellent” ratings for training in data analysis/synthesis.
- More than 2/3 evaluated training in the critical skills of presenting, writing, publishing, and grant writing as merely “adequate” or “poor.”
- Working in teams and diverse groups were “very important” for most non-faculty careers and 1/3 faculty, but training was usually merely “adequate” or “poor.”
- Management skills were key for 45%, but only 5% reported “excellent” training.
- Nearly 2/3 (63%) had no formal training in teaching available to them during graduate school.
- More than 2/3 gave their program low ratings for career preparation.
- Those in business, government, and non-profit sector jobs 6 to 10 years post-PhD were similar in terms of presenting and publishing papers, time-to-degree, and rank of PhD-granting program to those in tenure-track faculty positions.

Social Science PhDs–Five+ Years Out offers evidence for the continuing relevance of PhD training for anthropologists’ careers. It also suggests that programs and dissertation advisors leave students too much on their own when it comes to mastering practical skills and knowledge that would facilitate the transition from student to practicing professional in the actually existing labor markets for PhD anthropologists.

INTRODUCTION

The quality of PhD programs is of great interest not only to graduate programs and current and prospective students, but also to employers, foundations, and the federal and state governments that support doctoral education. Critics of the PhD in the United States charge that too many PhDs are being produced and that they are not well prepared for the jobs they get (see Nerad 2004). Criticisms like these motivate current debates about evaluating the quality of PhD programs. Traditional evaluations, including the National Research Council's (NRC) 1982 and 1995 rankings, measure quality by the productivity and prestige of graduate faculty (Ostriker & Kuh 2003). But these indicators may relate only loosely to a graduate program's success educating students. For this reason, policy makers and researchers are developing "student-focused" indicators of program quality such as career outcomes and job satisfaction of graduates, and measures of time-to-degree, mentoring, and advising (Denecke 2006, xi-xiii; Maki & Borkowski 2006; Nerad, Aanerud, and Cerny 2004; Ostriker & Kuh 2003).

The survey *Social Science PhDs–Five+ Years Out* ("SS5") provides information about students' experiences in graduate school and their post-PhD careers based on a sample of doctorate recipients from 65 universities who received their PhD between July 1, 1995 and June 30, 1999 in anthropology, communication, geography, history, political science, and sociology. With a national sample of 3,025 respondents, the survey achieved a response rate of 45%. The Center for Innovation and Research in Graduate Education (CIRGE) at the University of Washington conducted this web survey with funding by the Ford Foundation. Using data

from SS5, Parts 1 and 2 of this report examine careers of anthropology PhDs, including career paths, usefulness of PhD training for careers, job satisfaction, work-family intersections, and debt and income. Part 3 analyzes strengths and weaknesses of anthropology PhD education in relation to careers.

Survey Methods and Sample Demographics

Social Science PhDs–Five+ Years Out collected survey data from March 2005 through February 2006. The survey sample contained doctorate holders from sixty-five U.S. institutions selected to provide a mix of public and private universities, geographic diversity, and a range of 1995 NRC rankings (including unranked departments). To be included, institutions had to grant doctorates in at least three of the six disciplines and departments must have conferred at least six PhDs between 1995 and 1999. Participating universities gave CIRGE information on graduates, which was used to construct the sampling frame. The sampling frame finally included 6,670 doctorate holders confirmed in records of the Survey of Earned Doctorates (SED) to fit SS5 eligibility criteria and for whom CIRGE located reliable contact information. Using CIRGE's contact information, the survey administrator contacted sampled individuals up to six times (an initial contact and 5 reminders) and the last reminder included a short, alternative survey that could be printed, filled out, and mailed to the survey center with a CV. Most respondents (2,695) self-administered the survey on the web and 330 people mailed in the short, paper and pencil questionnaire, yielding a sample of 3,025 (Table 1) and a response rate of 45%. Surveyed individuals

responded at similar rates across disciplines (Table 2). Men account for 51% of the SS5 sample, and 87% of respondents reporting race identified as “white.” Among anthropologists, 58% reported gender “female” and 88% indicated race “white” with a median age at PhD award of 35.8 years.

Respondents evaluated their graduate programs, provided relationship and family history from the time they began their PhD studies to the time of the survey, and listed jobs held since PhD award up until the time surveyed. SS5 also invited narrative responses on several topics, including advice to graduate programs, advice to current

students, work and family trade-offs, and experiences with mentoring, diversity, and identity issues during doctoral studies. Open-ended responses added detail and context to survey responses, and allowed writers to comment on things not captured by the closed-ended survey items. Narratives were coded for themes. Quotations from PhDs used in this report are from answers by anthropology PhDs to open-ended questions and they illustrate sentiments frequently expressed by anthropologists.

Data presented in this report are actual data; we have not imputed missing data.

	Respondents by Field
	N
Anthropology	432
Communication	343
Geography	164
History	839
Political science	701
Sociology	546
Total	3,025

Source: CIRGE, *Social Science PhDs–Five+ Years Out*

	Response Rates by Discipline*
Anthropology	46.2
Communication	46.3
Geography	49.1
History	45.2
Political Science	50.6
Sociology	47.0

*Discipline response rates inflated by exclusion from of 258 cases with disciplines unspecified by NORC but included in calculation of study response rate.
Source: NORC special tabulation

Sample Limitations

The National Opinion Research Center (NORC) conducted a non-response analysis comparing the survey sample to findings of the *Survey of Earned Doctorates* (SED) for the population of PhDs in the study disciplines from the sixty-five participating institutions. The SED obtains information from more than 90% of all doctorate recipients in the U.S. This analysis revealed over-representation in the SS5 sample of women, whites, and unmarried individuals. Respondents were significantly

more likely to report to the SED definite post-graduation plans to work in the academic sector. This over-representation probably results from it being easier to locate people working in the academic sector. The over-representation of academically oriented graduates in the SS5 sample is substantively large and statistically significant. Implications of this include overestimating proportions of anthropologists in faculty positions and underestimating the true size of the non-academic labor market for anthropology PhDs.

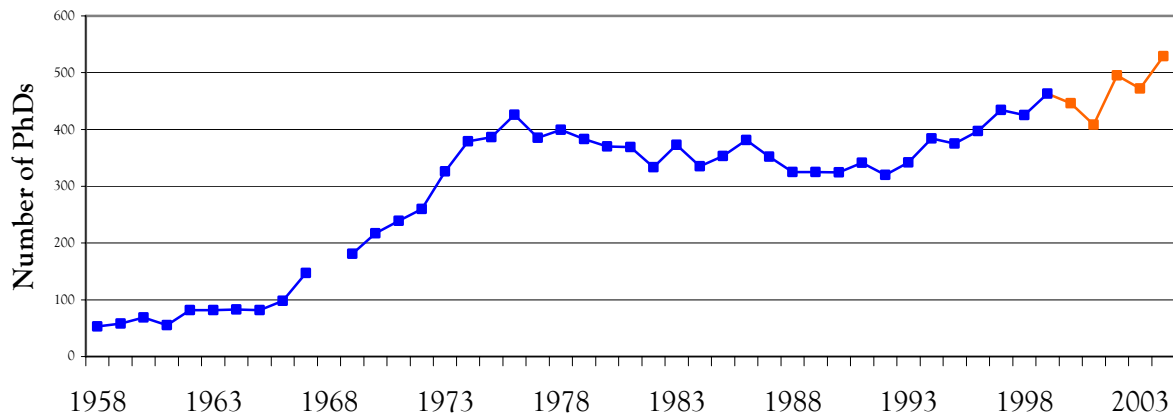
SS5 used a retrospective design to get assessments of doctoral education informed by several years of working. The advantage of respondents' longer-term view of the value of their graduate training comes with the danger of forgetting and revision. However, research shows that subjects recall information about relationship and family events (including spouse characteristics such as spouse's educational level) and about occupational and employment histories with reasonable reliability (Dex 1995, Klein and Fischer-Kerli 2000, Solga 2001).

For detailed information on SS5 sampling, survey design and administration, and sample demographics see the SS5 Methodology Working Paper on the CIRGE website (www.cirge.washington.edu).

Anthropology PhDs in the United States 1958 - 2004

In the early 1960s there were 39 PhD-granting departments of anthropology or archaeology in the United States (Office of Scientific Personnel 1967). Today, the American Anthropological Association (AAA) reports 105 PhD-granting departments. In 1958, 53 people received PhDs in anthropology and in 2004 more than 500 degrees were awarded. Anthropology PhD production decreased slightly during the 1970s and 1980s, but since the early 1990s the trend is again upwards. The cohorts of 1995 - 1999 surveyed for SS5 graduated during the period of increase, when U.S. institutions were awarding about 400 PhDs a year in anthropology. Fifty six percent of the anthropology PhDs awarded by U.S. universities between 1995 and 1999 went to women (National Science Foundation, WebCASPAR)

Figure 1. Anthropology PhDs Awarded at United States Universities 1958 - 2004



Source: Doctorate Recipients from United States Universities. Summary Reports 1958-1966, 2000,2001,2002,2003,2004 (1968 not available for unknown reasons)

Part 1: EMPLOYMENT SITUATION

SS5 was premised on the idea that career paths of PhDs partly reflect the quality of their graduate education, while acknowledging that multiple influences shape career paths of anthropology PhDs, including individual career goals and performance, family situation and labor market conditions. Labor markets clearly structure careers in ways that cannot be controlled by doctoral programs or individuals, nevertheless, **programs can be better and worse at preparing PhD graduates to succeed in the labor markets they enter and to excel in the jobs that they get.** In order to investigate the

relationships between doctoral studies and early career post-PhD employment situations with SS5 data, we define four basic job categories: “Ladder faculty” includes the tenure-track and tenured professors; non-tenure-track faculty are employed as professors in positions that are temporary or simply not eligible for tenure (including research professors); “academic other” refers to people who work in the academic sector in non-faculty positions; we label employment in business, government, or non-profit sectors “BGN.”

Ninety-nine percent of anthropologists responding to SS5 held jobs when surveyed 6 to 10 years post-PhD award. Fifty-three percent reported holding tenured or tenure-track faculty positions. In addition, 13% held non-tenure-track faculty jobs, and 12% worked in the academic sector but held non-faculty jobs (labeled here “academic other”). “Academic other” positions are usually professional staff positions, including non-faculty administrative staff, such as a deans of students or assistant deans and non-faculty research positions.

Full time	82%
Part time	8%
Self-employed	3%
Multiple jobs	6%
Not working	1%

Source: CIRGE, *Social Science PhDs—Five+ Years Out*

Academic Research without Tenure

Cathy Morley earned her PhD in bio/physical anthropology after ten years at a tier 1 institution, graduating in her early 30s with more than 10 presentations at professional meetings on her CV, 2 peer-reviewed articles, and 3 research awards. She wrote that relationships with mentors were “a great experience.”

Dr. Morley aspired to hold an academic position, and started out with a postdoctoral fellowship in a medical research center before moving on to a non-tenure track position as research faculty in a department of physiology.

She reported being very satisfied with most job aspects, including the intellectual challenge of the work, career growth opportunities, autonomy, level of responsibility, and use of her doctoral education. However, she was only somewhat satisfied with job security/stability and salary (\$55,000 in 2005), and she was somewhat dissatisfied with flexibility and work-life balance.

*An individual career path from Social Science PhDs—Five+ Years Out
“Cathy Morley” is a pseudonym, of course.*

In anthropology, non-tenure-track faculty are sometimes full-time research professors. Half of anthropology PhDs in the academic sector were employed in PhD-granting institutions. Twenty-two percent of the anthropologists worked outside academia, with 9% in non-profit work (including 4 individuals in K-12 education), 7% in business, and 6% in government.

The First Job is Just the First Step

A common myth about PhD careers is that they begin in tenure track positions and progress to tenure within 7 years. In fact, that notion is an ideal type and is not actually typical. Only 22% of SS5 respondents reported first jobs as ladder faculty, while the modal first job (32%) was a non-tenure-track faculty position. This reflects the general faculty labor market in which the modal first job is now a full-time but term-limited or non-tenurable position (Schuster and Finkelstein 2006). Including postdoctoral fellowships among first jobs brings the proportion of anthropologists' first jobs that were term appointments to more than 40%. Nevertheless, although only 16% of first jobs were on tenure track, 53% of jobs reported at the time of the survey were ladder faculty positions. Among the SS5 fields, anthropologists and sociologists were most likely (16%) to hold a postdoctoral fellowship ("postdoc") and these fellowships helped launch tenure-track careers. Sixty-eight percent of SS5 anthropologists who had held

Table 4. Anthropology	First Jobs and Jobs at Survey	
	First	Last Job
Tenured faculty	6%	19%
Tenure track faculty	16%	34%
NTT faculty	32%	13%
Postdoc	12%	(2)
Academic other	11%	12%
Non-profit	7%	8%
Government	10%	7%
Business/Industry	7%	7%
	(n = 313)	(n = 371)

Source: CIRGE, *Social Science PhDs—Five+ Years Out*

A Mixed Path to Tenure Track

After earning his PhD in bio/physical anthropology in a first tier department, Edgar Fox worked in a non-tenure-track faculty position at a bachelor's institution for a year. He followed this with several years in a government agency before starting his first tenure-track faculty position, which was at a 4-year public institution.

He reported an annual income of more than \$65,000 (in 2005), and described his job as very satisfying in terms of intellectual challenge, autonomy, level of responsibility, and job security, as well as providing recognition, being a good fit with his skills and abilities, and being a tolerant environment. He reported using the specific knowledge of his PhD topic "often." On the other hand, the job was somewhat dissatisfying in terms of opportunities for his wife, proximity to extended family, geographic location, work/life balance, and salary.

Dr. Fox advises graduate students to "publish papers as soon as possible, learn to give excellent presentations, try to get grants." He encourages programs to "provide students with broad skills that can be used in different contexts, not just in academia: good analytical, communication, and writing skills."

*An individual career path from Social Science PhDs—Five+ Years Out
Names and details have been changed to protect confidentiality, of course.*

postdocs were in ladder faculty positions when surveyed compared with 49% of those without postdocs ($p < 0.01$). Among those employed in academia, having held a postdoc was also associated with being at a PhD-granting university ($p < 0.015$). Men and women were equally likely to hold postdocs.

The Interdisciplinarity of Anthropologists

Among the 209 academic anthropologists providing enough information to classify their department, only 62% worked in a department with “anthropology” in its title (for instance, in addition to anthropology departments, departments of anthropology and sociology, and anthropology, sociology, and social work). This proportion is low compared to the average of 73% in the other 5 surveyed fields. Five percent of anthropology professors were employed in another social science, including sociology, criminal justice and social sciences, psychology/sociology, history, philosophy, and social science, and epidemiology and population studies. Fourteen percent identified employing departments outside the social sciences, including foreign languages and literature, comparative human development, East Asian Studies, and a college of nursing.

	<i>Anthropology</i>	<i>Others</i>
PhD-discipline	62%	73%
Other social science	5%	3%
Not a social science	14%	10%

Source: CIRGE, *Social Science PhDs–Five+ Years Out*

Researchers in academic settings were employed in museums, departments of psychiatry, community health, and family medicine, as well as a national primate center.

Anthropologists in the World

Anthropologists in business claimed job titles including researcher and independent scholar and mid-level and executive management. In government, SS5 found anthropologists in administration, statistical analysis, environmental science, military service, and research. Work of anthropologists in the non-profit sector encompassed management, research, statistical analysis, museum work and project management.

<i>Title</i>	<i>n</i>
Executive manager	7
Mid-level manager	8
Project manager	5
Statistician/computing analyst	3
Environmental scientist/ resource conservation engineer	3
Researcher & independent scholar	21
Curator/museum work	8

Source: CIRGE, *Social Science PhDs–Five+ Years Out*

The diversity of job titles begs for further inquiry on the relationships between PhD education and actual work activities. An anthropologist in business wrote in open-ended questions that she does “more anthropological research now than most of my university-bound peers.” (She also reported an annual income of \$185,000, which is much higher than average for social scientists.)

Anthropology Subfields and Career Paths

Anthropology subfields have somewhat distinct job markets. Data from SS5 indicate that socio-cultural and biological or physical anthropology degrees are more likely to lead to faculty careers in academia, and archaeology training is more likely to lead to jobs in the BGN sectors and to non-tenure-track positions in academia, primarily in researcher and non-faculty administration positions.

For archaeologists, be aware that the majority of available jobs are in the private sector, which is looking for a different skill set than the academic sector. A few schools offer some training in contract archaeology and it would be wise to look to them when choosing a graduate program.

—from SS5 open-ended question
“Advice to Students”

Anthropologists vs. The Others

Most surveyed PhDs worked in the academic sector, yet there was a substantial job market outside of academia for PhDs in each of the SS5 disciplines. Anthropology and geography had a relatively high proportion of jobs in BGN sectors, while proportionately fewer history and communication graduates worked outside academia.

➤ ANTHROPOLOGISTS WERE LESS LIKELY TO BE TENURE-TRACK FACULTY 6 TO 10 YEARS POST-PHD THAN OTHER SOCIAL SCIENTISTS.

The tenure rates for anthropologists 6 to 10 years post-PhD were relatively low, with 19% of anthropologists reporting tenure compared to 32% in communication and geography, 35% in history, and 33% in political science and sociology. Even in

An Anthropologist in the Non-Profit World

“Get as much out of the university as you possibly can, it is a special period, to be devoted to scholarship.”
—from Dr. Gray’s response to the open-ended question “Advice to Students”

A socio-cultural anthropologist working for an educational research foundation at the time of the survey, Marilyn Gray earned her PhD from a second tier program in under 8 years and had one peer-reviewed publication when she graduated. When surveyed in 2005, she earned a salary of more than \$65,000 and reported being very satisfied with her job in terms of intellectual challenge, career growth opportunities, autonomy, level of responsibility, making a contribution to society, and using her doctoral education.

Her first position after graduate school was a postdoctoral fellowship in which she gained specific skills in evaluation research. She credits her PhD program with “excellent training in thinking, reading, and writing, which have served me well in my career.” She has found the PhD useful as a credential and for career advancement in the non-profit world.

Skills developed in graduate school that are very important in her work include analyzing and synthesizing data, critical thinking, research design, and presentation skills. She also identifies very important skills for which training during graduate school was not adequate, including managing people and budgets, publishing, and report writing.

She advises students to devote themselves to scholarship while in graduate school and emphasizes the value of publishing, even if the content seems “useless or obscure,” because “publishing is a means, not an end.”

An individual career path from Social Science PhDs—Five+ Years Out “Marilyn Gray” is not the actual name of the person whose career path is described here.

sociology, the other field with 16% of graduates holding postdoctoral fellowships before starting their first job, tenure rates were higher at the time of the survey. Similarly, in history and geography, fields in which a large proportion of respondents also began careers in non-tenure-track faculty positions, tenure rates at the time of the survey were much higher than in anthropology. Anthropologists and geographers have the highest proportion of PhDs working in colleges and universities in non-faculty positions, such as administrative and research jobs.

PhD Anthropologists' Perspectives on their Jobs

Anthropologists were most likely to endorse “intense interest in the field” as a reason for enrolling in a PhD program, followed by the PhD being “a necessary

credential for my desired position.” Only 10% began graduate school with no definite career goals and 66% wanted to become a professor. By the time they earned their degree, almost everybody (98%) indicated a definite career goal and 71% planned a faculty career.

Did anthropologists get jobs they wanted?

When surveyed only 53% of all respondents held ladder faculty positions, but of those who had wanted to be a professor 64% were professors. Among would-be professors whose career goals changed *after* earning the PhD, most explained in open-ended comments that they had encountered difficulties or become disillusioned while seeking a faculty appointment. Typical comments included: “The lack of university jobs.” “Unable to find a position.” “Disenchanted with academia.”

Table 7. Anthropology		Career Goals vs. Career Outcomes (n = 358)			
	Percent Respondents in Job Type at Survey				
Career Goal at End of Studies	Ladder faculty	NTT faculty	Academic other	BGN	N
Professor	64	12	8	16	261
Academic other	29	31	20	21	52
BGN	11	0	21	68	28
No Goal or “Other”	(3)	(3)	(2)	(9)	17

BGN = business, government, or non-profit sector
 Source: CIRGE, *Social Science PhDs–Five+ Years Out*

With 29% indicating non-faculty career plans by the end of their PhD studies, anthropologists were among the most likely to plan a career as something other than a professor. Only among geographers was the proportion (35%) higher of those seeking careers outside the conventional faculty path. Whether or not the jobs they held when surveyed were consonant with their career goals, those working in BGN sectors were less likely than ladder faculty to feel their career expectations had been met or exceeded and most likely to indicate their career was “not at all what you expected.”

However, undermining the common assumption that the PhD degree has little value outside the conventional faculty career path, more than 2/3 of SS5 anthropology respondents working in non-faculty positions in academia, non-tenure-track faculty jobs, and in BGN sectors reported that their PhD was important for career advancement.

The use value of an anthropology PhD

Dissertation topics sometimes seem too narrow to be useful in themselves, even if we affirm that dissertation research and writing gives PhD students useful transferable skills. Yet, SS5 found that close to half of anthropologists used specific knowledge of their dissertation topic in their jobs at least sometimes whether they worked in academia, business, government, or the non-profit sector. Ninety percent of those in ladder faculty positions reported using specific knowledge of the dissertation topic “often” or “sometimes,” as did 88% of those in non-tenure-track positions, and nearly half (46%) of those working in BGN sectors. Compared to academics in other fields, academic anthropologists more often used knowledge of their dissertation topic in their current job.

➤ **IN ACADEMIC AND NON-ACADEMIC CAREERS, 6 TO 10 YEARS POST-PHD, MOST ANTHROPOLOGISTS USED KNOWLEDGE OF THEIR DISSERTATION TOPIC “SOMETIMES” OR “OFTEN.”**

Graduate schools are aware of PhD students’ need to acquire in addition to their research training the kinds of skills which are referred to variously as “transferable,” “generic,” and “professional development” competencies. The professional development competencies identified by graduate schools and policy research as too often neglected within traditional departments include skills needed to work successfully with others and to describe and communicate one’s research not only to disciplinary colleagues but also to funding agencies and people outside the discipline (COSEPUP 1995; Nyquist 2002). SS5 included a skills inventory to assess the importance of skills traditionally fundamental to PhD education and the importance of teamwork and communication skills in the current work of social science PhDs. Respondents rated both the importance of each skill in their work and the quality of their training in it during graduate school. Competencies traditionally central in PhD education included in the inventory are: critical thinking, data analysis and synthesis, research design, and publishing and writing articles and reports. Professional development skills included in the SS5 inventory are working with diverse groups, working in an interdisciplinary context, collaborating in a team, grant writing, and managing people and budgets.

Anthropologists’ responses indicate three key findings. Core PhD education skills were important in most respondents’ jobs inside and outside of the academic sector, including: critical thinking, data

synthesis and analysis, and writing and publishing. Even research design, which is clearly more important for ladder faculty, is very important in half of jobs held by non-tenure-track faculty and in BGN sectors. In other words, traditional PhD education in anthropology provides skill sets that are valuable in non-academic careers.

➤ **SKILLS TRADITIONALLY CENTRAL IN PHD EDUCATION, INCLUDING CRITICAL THINKING, DATA ANALYSIS, AND WRITING AND PUBLISHING, ARE VERY IMPORTANT IN MOST RESPONDENTS’ JOBS IN ACADEMIA AND IN BUSINESS, GOVERNMENT, AND NON-PROFIT SECTORS.**

	Ladder faculty	NTT faculty	Academic other	BGN
Critical thinking	93	91	73	84
Presenting	90	81	65	69
Data analysis/synthesis	85	81	54	78
Write, publish reports & articles	83	75	32	59
Working with diverse groups	66	56	68	60
Working in interdisciplinary context	66	56	62	56
Grant writing	65	59	40	42
Research design	66	50	27	51
Collaborating in a team	49	53	70	78
Manage people and budgets	39	41	51	54

BGN = business, government, or non-profit sector
Source: CIRGE, *Social Science PhDs—Five+ Years Out*

Second, skills most anthropologists rated as “very important” in their work were similar across the job categories of ladder faculty, non-tenure-track faculty, academic other, and BGN. In every job category, critical thinking and presentation skills are very important for most respondents. More than 2/3 of faculty and BGN employees rated data analysis very important, as did more than half of those in non-faculty academic jobs. Across the board, more than half rated competencies for working with diverse groups of people and in interdisciplinary contexts “very important.”

Finally, skills in managing people and budgets and collaborating in teams are clearly more important in BGN sector work and non-faculty academic positions, but are still

very important for many anthropologists in the traditional academic career of tenure-track faculty. Offering opportunities to acquire skills in team work and management should be viewed as valuable for many students headed into faculty careers as well as for graduates who end up working in unconventional PhD careers inside and outside of academia.

➤ **TEAM WORK AND MANAGEMENT SKILLS ARE VERY IMPORTANT FOR MOST RESPONDENTS WORKING IN NON-FACULTY ACADEMIC JOBS AND IN BGN SECTORS, BUT ARE ALSO VERY IMPORTANT FOR MORE THAN 1/3 LADDER FACULTY.**

Do they like their jobs? In short, yes.

SS5's job satisfaction inventory consisted of 18 items and respondents indicated their level of satisfaction on a four-point scale (very satisfied, somewhat satisfied, somewhat dissatisfied, very dissatisfied). Most respondents indicated being very or at least somewhat satisfied for most of the job satisfaction items. Even among the group least satisfied overall—non-tenure-track faculty—more than half of responses for each satisfaction dimension fell on the satisfied side of the scale. Factor analysis revealed four separate dimensions of job satisfaction (see Appendix for details). One factor reflects

satisfaction with the work itself, e.g., intellectual challenge, use of doctoral education, autonomy, and recognition. Satisfaction with income, resources available at the workplace, and job security contribute to the second factor, “income & resources.” “Work-life integration,” consists of work-life balance, flexibility of work, and tolerance for all types of people in the workplace. A fourth factor, labeled “work-family,” applied only to respondents with a spouse or partner (at time of survey) because it included the item “opportunities for spouse/partner in the area” as well as geographic location, and proximity to extended family.

Figure 2. Anthropology~Proportion Responses "Very Satisfied" on 4 Job Satisfaction Factors by Job at Time of Survey



Ladder faculty tended to be more satisfied with their work than with their income and resources, while satisfaction with work-life integration and work-family situation fell in between. Those in non-faculty academic positions and BGN employment generally expressed higher levels of satisfaction with income and resources, and work/life and work/family factors than

with their work itself. Not surprisingly, then, ladder faculty were more likely to be very satisfied with their work itself than were those in other job categories ($p < .05$). Those in academic other and BGN employment were not statistically significantly more likely to be satisfied with income and resources than were ladder faculty, although the data trend towards this conclusion (Figure 2).

Non-tenure-track faculty were clearly the disgruntled outsiders, registering lower satisfaction (and higher dissatisfaction, not shown) on both intrinsic aspects of their work and on income and resources, a factor that includes the item “job security/stability.” Although the data suggest that non-tenure-track faculty were less satisfied than those in other job categories with work-life integration and work-family items, no statistically significant differences were found among anthropologists.

Demographics: Who Does What?

At the time of the survey, women and men worked at equivalent rates; women worked part-time slightly more often but the difference was not statistically significant. Similarly, men and women worked in the same kinds of jobs, with approximately 1/3 on tenure track and fewer than 1/5 having

tenure. Proportionately more women were in non-tenure-track positions, including non-faculty academic employment, but the differences were not statistically significant. First-generation college goers were as likely as others to land in ladder faculty positions. Similarly, having at least one parent with a PhD was not associated with higher chances of becoming ladder faculty. In other words, gender and class background (as indicated by parents’ educational attainment) were not associated with career outcomes.

➤ **MEN AND WOMEN WERE EQUALLY LIKELY TO BE TENURE-TRACK FACULTY, BUT MEN MORE OFTEN WORKED OUTSIDE ACADEMIA, WITH WOMEN MORE OFTEN IN NON-TENURE-TRACK POSITIONS.**

Table 9. Anthropology		Percent Respondents in Job Type at Survey by Selected Demographic Characteristics			
	Ladder faculty	NTT faculty	Academic other	BGN	Total (n)
Women	52	16	13	19	100% (207)
Men	52	10	11	26	100% (160)
1 st college grad	52	10	14	23	100% (99)
One parent w/ bachelor’s or higher	53	11	12	23	100% (229)

BGN = business, government, or non-profit sector
 Source: CIRGE, *Social Science PhDs–Five+ Years Out*

Gender, family, and employment situation

Marital and parental status, on the other hand, *were* associated with career outcomes. In the whole SS5 sample, people who had never been married when they began their PhD program were more often in ladder faculty positions at the time of the

survey; and people who reported no children before PhD award were more often in ladder faculty and BGN positions than were parents. Parental status seemed more important than gender. These trends exist in the anthropology data as well but are not statistically significant.

Table 10. Anthropology		Percent Respondents in Job Type at Survey by Marital and Parental Status at Start of PhD Program, PhD Award, and Survey				
	Ladder faculty	NTT faculty	Academic other	BGN	100% (N)	
Married* at PhD Start	48	12	14	27	(177)	
Single at PhD Start	57	10	11	21	(150)	
Married* at PhD Award	49	12	13	26	(251)	
Single at PhD Award	62	8	12	18	(76)	
Married* at Survey	52	13	12	23	(270)	
Single at Survey	55	(3)	14	25	(56)	
Parent** at PhD Start	46	19	15	19	(52)	
No Children at PhD Start	54	10	12	24	(263)	
Parent** at PhD Award	44	15	16	25	(100)	
No Children at PhD Award	56	10	11	22	(218)	
Parent** at Survey	55	11	11	22	(211)	
No Children at Survey	48	11	15	27	(109)	

*Includes separated, widowed, and divorced individuals as well as respondents who reported being in a committed relationship. **Reported having any children (including biological, step-, foster, and adopted children) before time of event (start of PhD program, PhD award, or survey).
BGN = business, government, or non-profit sector
Source: CIRGE, *Social Science PhDs—Five+ Years Out*

Hypergamamy among the anthropologists

Men and women were equally likely to be married or in a committed partnership when they started their PhD studies; men’s marriage rate rose slightly in relation to women’s during and after graduate school. More importantly, marriage differs by gender. On average men married less-educated spouses than women did. At the time of the survey, 61% of men were partnered with someone who had not earned a professional or PhD degree, compared to 40% of women.

Only 19% of men’s spouses had a professional or PhD degree, compared to 29% of women’s spouses. Insofar as educational attainment indicates intensity of career investment, compared to men, women entered more often into dual-career professional marriages. Dual-career marriages, in turn, constrain partners’ careers because of the “two-body problem”—difficulties finding two professional jobs in the same area.

Table 11. Marital Status and Spouse's Education by Gender by Start of PhD Program, at Anthropology PhD Award, and at Survey

		Partnered or Married				
		Single	Spouse less educ.	Spouse prof/PhD	Sep/Div/Widowed	N
PhD Start	Women	46%	35%	9%	10%	205
	Men	45%	47%	2%	6%	156
PhD Award	Women	26%	40%	23%	11%	205
	Men	18%	65%	8%	8%	157
Survey	Women	20%	40%	29%	11%	205
	Men	12%	61%	19%	8%	157

Source: CIRGE, *Social Science PhDs—Five+ Years Out*

In practice, women followed a partner's career more often than men did and women "pulled" a partner with them to a new location less often than men did (Table 12). Nevertheless, both men and women reported more often that their partner had moved for their job than that the respondent had relocated for a partner's career move. Marriage might hinder faculty careers in particular, because these usually require geographic mobility. In fact, anthropologists who held ladder faculty jobs

were less likely to be working in the state in which they had earned their PhD than were respondents in other types of jobs (22% vs. 42%).

"We stayed where my husband had a tenured position, now we are in the job market again to find something more satisfying for both of us."
—Married mother, non-tenure-track faculty, from open-ended item Work/Family

Table 12. Anthropology	Job-Related Mobility of Respondents and Partners*			
	Did not report a move	Respondent moved for partner's job	Partner moved for respondent's Job	Moved for both
<i>Partner has less education</i>				
Women (n=77)	55%	6%	34%	5%
Men (n=101)	41%	5%	45%	9%
<i>Partner has prof. or PhD degree</i>				
Women (n=47)	57%	19%	8%	15%
Men (n=12)	75%	0	(1)	(2)

*Respondent or partner moved because of the other's job since respondent earned the PhD. Only includes respondents ever partnered since earning the PhD.

“Seems like only one can have a real job. That’s a huge strain, and I can’t see a way out of it. We grad students grimaced when our professors told us not to marry each other, but now I think the warning was justified.”

—Married mother, tenured faculty, from open-ended item Work/Family

Children and careers

Long years of graduate school, early career instability, and the pressure to earn tenure may disrupt a normative family biography in which establishing career and financial stability come before having children. Narrative responses to open-ended questions reveal the salience of these considerations. Some doctorate holders delayed becoming parents and had fewer children than they had wished for. One woman, employed at a PhD-granting university after several years of term appointments, reported that graduate school contributed to her divorce and that she would like children but does not have them because of her job. A father of one child who finally landed a tenure track position after several years in term appointments and working in government noted that he and his partner “would have wanted one or two more [children], but the uncertainties of the job market have not allowed that possibility.”

“[We] wound up having only one child (instead of two children) because of financial pressures, lack of medical care, and career-development issues.”

—Married father of one, lecturer, from open-ended item Work/Family

Children, in turn, shaped career paths. For the SS5 sample as a whole, respondents who were already parents before earning their PhD were less likely to be professors when

surveyed. The anthropology sample shows the same trend, without statistical significance.

➤ **PEOPLE WHO BECAME PARENTS BEFORE EARNING THE PhD WERE LESS LIKELY THAN OTHERS TO BE IN TENURE-TRACK POSITIONS 6 TO 10 YEARS LATER.**

In sum, anthropology careers hinder family formation and marriage limits geographic mobility, thereby influencing career paths. Among respondents to SS5, both men’s and women’s careers were constrained by their family situations in similar ways, however, women’s careers more often were constrained than men’s: Women were more likely to be in dual-career marriages and to have moved to follow a spouse’s career.

Part 2: FINANCIAL SITUATION—DEBT AND INCOME

The financial cost to graduate students of getting a PhD include the opportunity costs of not working. Graduate students in social sciences and humanities often also borrow money. Among anthropology respondents, 46% reported owing at least \$10,000 “directly related to” their doctoral education when they completed the PhD, while 44% reported no PhD-education-related debt. These numbers probably underestimate recent doctorate recipients’ loan burden. Among social science PhDs graduating in 2005, 21% of respondents to the Survey of Earned Doctorates reported carrying more than \$50,000 in education-related debt (Hoffer et al. 2006).

Turning now to the value of anthropologists’ labor power, employed anthropologists reported median total annual income (at time of survey) including all sources of income of \$55,000, with 25% of respondents reporting \$46,000 or less and 25% reporting \$65,000 or more. Among ladder faculty the median annual income reported was \$55,000, compared with \$48,800 for non-tenure-track faculty, \$51,500 for those in other kinds of academic sector employment, and \$55,000 for those in business, government, and non-profit sectors. In the six SS5 fields, anthropologists share the low earning spot with historians. Moreover, among those working in BGN sectors, PhDs from the other fields report significantly higher annual earnings.

	Ladder faculty	NTT faculty	Acad. other	BGN	Total
Anthropology	55,000	48,800	51,500	55,000	55,000
Communication	60,000	60,000	65,000	94,000	62,000
Geography	59,000	47,600	45,500	80,000	60,000
History	55,000	40,500	56,000	70,000	55,000
Political Science	62,000	58,000	73,700	90,000	65,000
Sociology	62,000	58,600	65,000	78,000	64,000

*Excludes those not in the labor force
Source: CIRGE, *Social Science PhDs—Five+ Years Out*

In all fields but anthropology the difference between the median academic and BGN sector incomes was statistically significant ($p < 0.001$). Communication PhDs in ladder faculty positions earned a median annual income of \$60,000, but those in the BGN sectors reported a substantially higher median of \$94,000. Political scientists and sociologists reported the highest median income for ladder faculty positions (\$62,000), but also notably higher medians of

\$90,000 and \$78,000 respectively for work in the BGN sectors.

➤ **ANTHROPOLOGISTS REPORT EQUIVALENT INCOMES FOR ACADEMIC, BUSINESS, GOVERNMENT, AND NON-PROFIT SECTOR EMPLOYMENT.**

The National Science Foundation’s Survey of Doctorate Recipients 2003 (Hoffer

et al. 2004) (the most recent available at this writing) suggests that PhD anthropologists' incomes are about average for social and life sciences, but lag behind doctorate holders in mathematics, computer science, physical sciences and engineering. According to a National Science Board report, the median annual income in 2003 of early career social and life scientists within 5 to 9 years post-PhD was \$60,000, compared to \$73,000 for physical scientists. Sociologists and anthropologists (they are lumped together in the report) earned a median annual income of \$62,000 at 5 to 9 years post-PhD (National Science Board 2006).

Part 3: PHD PROGRAM ASSESSMENT

SS5 asked graduates who had already been working for several years for retrospective evaluations in order to find out about the usefulness of PhD education for subsequent careers. Survey items assessed the PhD as a credential and doctoral training as preparation for later employment. Respondents rated the importance in their jobs of particular skills (Table 8), and they rated the quality of training (formal and informal) received in those skills during their PhD education (Table 14). They evaluated their PhD programs on specific items such as support in preparing for the qualifying exam and how well their dissertation chair mentored and advised them. They also wrote narratives describing personal experiences with mentoring and offering advice to programs and to current students in their field. Using these data, in Part 3 of this report, we investigate the relationship—as understood and experienced by graduates—between PhD education and subsequent careers. Graduates’ views provide a perspective complementing evaluations based on faculty research productivity and the experiences of current students (Clark, Hartnett, and Baird 1976; Golde & Dore 2001; Jones, Lindzey and Coggeshall 1982; Goldberger, Maher, and Flattau 1995; Ostriker & Kuh 2003).

First, we examine the relationship between skills used in different kinds of jobs (see also Part I above) and respondents’ evaluations of the quality of training (formal or informal) in those skills received in their PhD programs. Then we investigate whether those who became ladder faculty experienced their graduate programs differently: Do they recall better support, guidance, and mentoring? Do they view their programs as

having provided higher quality training in specific skills? Finally, we ask whether commonly used indicators of quality look different for people who followed different career paths. We take up this question because observers of doctoral education have claimed that better mentoring leads to better career outcomes, and the literature generally considers a faculty career to be the best career outcome. Thus, we ask: Did those who become ladder faculty finish more quickly? Did they publish more while in graduate school? Did they graduate from more prestigious programs? Our findings suggest that respondents in ladder faculty positions might have received better mentoring and advising than those in non-tenure-track and academic other positions in regard to the academic job market. On the other hand, in terms of graduate school achievement, ladder faculty and anthropologists in BGN sector employment are more similar than different.

PhD Education and PhD Careers

Comparing the profile of critical skills in current jobs with the quality of training in those skills in graduate programs reveals points of mismatch between education and careers. In particular, respondents often evaluated their training in presentation skills and writing and publishing as merely adequate or even poor. The lack of excellent training in team work and managing people and budgets also stands out. These skills were especially likely to be important in work in BGN sectors, but also among faculty about 40% indicated that managing people and money was “very important” and half rated team work “very important” in their current positions.

	Ladder Faculty		NTT Faculty		Other Academic		BGN		Total	
	Very Important	Training Excellent	Very Important	Training Excellent	Very Important	Training Excellent	Very Important	Training Excellent	Very Important	Training Excellent
Critical thinking	93	82	91	72	73	78	84	75	88	79
Presenting	90	38	81	31	67	24	69	11	81	30
Data analysis/synthesis	85	60	81	53	54	62	78	48	79	57
Write, publish Reports, articles	83	31	75	19	33	14	60	25	71	26
Working with diverse groups	66	38	60	29	68	31	62	28	64	34
Interdisciplinary contexts	66	45	56	34	62	34	60	30	63	40
Grant writing	65	33	59	19	43	22	45	21	58	27
Research design	66	37	50	28	28	32	53	36	56	35
Collaborating in a team	49	25	55	13	70	18	80	13	59	20
Managing people and budgets	39	5	43	8	54	10	57	12	45	8

BGN = business, government, or non-profit sector
Source: CIRGE, *Social Science PhDs—Five+ Years Out*

➤ **MORE THAN 2/3 OF ANTHROPOLOGY PHDs EVALUATED TRAINING IN THE CRITICAL SKILLS OF PRESENTING, WRITING AND PUBLISHING REPORTS AND ARTICLES, AND GRANT WRITING AS MERELY “ADEQUATE” OR “POOR.”**

Assessment of Program Elements

Evaluation of program elements offers an information feedback loop to graduate deans and faculty that can be used to pinpoint areas for improvement and focus attention on strengths. Current and prospective students might also find such information useful for contextualizing their own experiences, or for finding a program

best suited to them. SS5 asked respondents to rate several dimensions of their PhD programs on a scale of “excellent,” “adequate,” or “poor.” These responses provide program-level feedback as well as an aggregate picture of the strengths and weaknesses of PhD education in U.S. anthropology programs in three areas: (1) support for learning, (2) program quality, and (3) career preparation.

Items reflecting support for learning (Table 15) return a mixed picture: 54% rated clarity of program requirements excellent, but fewer than 1/3 felt that feedback on student progress, socializing students into an academic community, and preparation for

the qualifying exam were excellent. Most troubling, 1/5 rated support and guidance during dissertation writing “poor” and ¼ rated academic socialization “poor.” Dimensions of overall program quality were split: 41% rated their program excellent for “overall quality,” and 59% rated their program excellent in terms of academic rigor; however, less than 1/3 felt that their program did better than adequate with financial support or having a diverse student population. Career preparation fared least well, with ¼ rating their programs excellent for academic career preparation and 1/3 rating it poor. Seventy-four percent rated

their programs poor on non-academic career preparation. On the other hand, 22% felt their program had done an adequate job in this regard, which is a more surprising finding.

Ladder faculty and those in other kinds of jobs 6 to 10 years post-PhD evaluated their programs similarly. However, ladder faculty were more likely to evaluate as “excellent” overall program quality, academic rigor, and the job their program did socializing them into the academic community and preparing them for academic careers.

Table 15. Percent Respondents Rating Program Element “Excellent” by Job Type at Anthropology Survey

	Ladder faculty	NTT faculty	Academic other	BGN
<i>Support in Learning</i>				
Clear program requirements	57%	58%	41%	51%
Feedback on student progress	32%	37%	23%	32%
Socializing students into an academic community	40%	15%**	13%***	14%***
Preparation for qualifying exam	37%	35%	21%^	28%
Support and guidance during dissertation writing	41%	33%	26%^	38%
<i>Overall Program Quality</i>				
Financial support	30%	26%	26%	30%
Having a diverse student population	32%	20%	26%	37%
Academic rigor	68%	58%	46%*	55%^
Overall program quality	51%	39%	29%*	31%**
<i>Career Preparation</i>				
Academic career preparation	35%	14%*	13%**	12%***
Non-academic career preparation	6%	(0)	3.2%	1.4%

^ p < 0.1 * p < .05 ** p < .01 *** p < .001 (compared to ladder faculty) BGN = business, government, or non-profit sector Source: CIRGE, *Social Science PhDs–Five+ Years Out*

Ladder faculty were somewhat more likely to be “very satisfied” with the quality of help and support they received from their dissertation chair, in terms of help in publishing, support in the job search, and

support in career decisions. There were no statistically significant differences in terms of quality of advice developing the dissertation topic or guidance to complete the dissertation. The items on which ladder

faculty were more likely to return very satisfied or excellent ratings, then, were those directly related to the academic job market. Possibly these respondents DID receive more and/or better advice and guidance specifically with respect to navigating the

academic job market than respondents did who ended up working in other types of jobs 6 to 10 years post-PhD. Or perhaps their experiences as professors led them to a gentler view of their faculty advisors.

Table 16. Percent Respondents “Very Satisfied” with Support and Guidance of Dissertation Chair by Job Type at Survey

	Ladder faculty	NTT faculty	Academic other	BGN
Quality of advice developing topic	53	53	49	48
Quality of guidance to complete PhD	49	58	54	48
Quality of help publishing	25	6*	16	20
Support in job search	49	26*	25**	24***
Support in career decisions	55	46	27**	26***
Overall quality of mentoring	52	43	28	36

^ p < 0.1 * p < .05 ** p < .01 *** p < .001 (compared to ladder faculty) BGN = business, government, or non-profit sector
Source: CIRGE, *Social Science PhDs–Five+ Years Out*

➤ **LADDER FACULTY MORE OFTEN EVALUATED THEIR PROGRAM AS “EXCELLENT” IN SOCIALIZING STUDENTS INTO THE ACADEMIC COMMUNITY AND PREPARING THEM FOR ACADEMIC CAREERS. LADDER FACULTY WERE ALSO MORE LIKELY TO BE “VERY SATISFIED” WITH THE QUALITY OF HELP RECEIVED FROM THE DISSERTATION ADVISOR IN PUBLISHING AND SUPPORT IN THE JOB SEARCH AND CAREER DECISIONS.**

Availability of Formal Training in Teaching

The “by hook or by crook” acquisition of teaching skills by graduate students continues. About half (47%) of anthropology respondents reported having had available to them formal instruction in teaching or formal supervision and evaluation of teaching. This group largely overlapped with the group reporting they had the opportunity to prepare and deliver one or more courses.

Table 17. Percent Respondents Reporting Teaching Training Elements Available, Used, and Useful

	Available	If available Used	If available and used Useful
Formal Instruction in Teaching	37	69	73
Formal Supervision and Evaluation	34	61	69
Variety in Opportunities to Teach	42	65	88
Opportunities to Prepare, Deliver A Course	54	70	90

Source: CIRGE, *Social Science PhDs–Five+ Years Out*

Ladder faculty were about equally likely as respondents in other job categories to report having had available to them or used formal supervision and evaluation of their teaching during graduate school. Neither experience nor formal training in teaching was associated with getting a ladder faculty position.

Are Ladder Faculty Different? Graduate School Performance: Time-to-Degree, Publications, and Prestige

Time-to-degree is a common measure of the quality of a PhD recipient, as well as of the effectiveness of PhD programs. Generally (although not always), shorter time-to-degree is viewed as better. To calculate time-to-degree, SS5 asked people to state when they started the program in which they earned their PhD. Compared to the other SS5 fields, anthropology PhDs spent the longest time in graduate school with a median time-to-degree of 7.7 and a mean of 8.5 years. The shortest time-to-degree was in communication, with a median of 5.2 and an average of 5.5 years.

Presenting at national meetings and publishing articles during graduate school are activities that socialize students into the academic community and gain them visibility and contacts needed in a job search. Programs in which students present and publish are generally considered better and students who present and publish are higher performers. While still in graduate school, anthropologists presented at national meetings an average of 5.3 times. Only 5% never presented a paper at a national

meeting. Slightly more than half had authored or co-authored a peer-reviewed article that was published or in press when their PhD was awarded, with about 1/4 having one publication and 1/3 having two or more.

Finally, the 1995 National Research Council rankings of departments in terms of “scholarly quality” are commonly used to indicate the prestige of a PhD-granting department, and therefore the “quality” of its graduates. For anthropology programs participating in *Social Science PhDs–Five+ Years Out* these rankings range from 1 to 69, with a median of 22.5. These rankings are based primarily on the research reputation of graduate faculty (Ostriker & Kuh 2003).

These indicators of graduate school performance are displayed in relation to first job type in Table 18 and job held at survey in Table 19. These tables reveal a paradox: type of first job is less likely to be related to graduate school performance than is type of last job. In Table 18 none of the data trends are statistically significant. The trends suggest, however, that those whose first jobs were tenure-track (or tenured) faculty positions had a shorter median time-to-degree. The group with first jobs in any kind of faculty position (ladder and non-tenure track) had done more presentations during graduate school and were more likely than those in other academic and BGN first jobs to have published at least once. On the other hand, those whose first jobs were ladder faculty were less likely to have had three or more publications than non-tenure-track faculty, postdoctoral fellows or BGN sector employees.

Table 18.
Anthropology Graduate School Performance by First Job Type

	Ladder faculty	NTT faculty + postdocs	Academic other	BGN
<i>Median time-to-degree</i>	7.3	7.8	8.2	8.3
<i>Presentations</i>				
3+ presentations at national meetings	68%	74%	69%	76%
<i>Publications at PhD</i>				
Zero articles	42%	39%	54%	50%
1 article	27%	24%	21%	17%
2 articles	23%	15%	4%	13%
3 + articles	8%	22%	21%	20%
<i>Prestige of department (median NRC rank)</i>	22	22	27	22

BGN = business, government, or non-profit sector
Source: CIRGE, *Social Science PhDs–Five+ Years Out*

➤ **LOOKING AT FIRST JOBS, PUBLICATION PRODUCTIVITY OF THOSE IN TENURE TRACK AND NON-TENURE-TRACK JOBS IS EQUIVALENT. 6 TO 10 YEARS POST-PHD, THOSE IN NON-TENURE-TRACK FACULTY POSITIONS HAD PUBLISHED LESS DURING GRADUATE SCHOOL AND TAKEN LONGER TO GET THEIR DEGREE THAN THOSE HOLDING TENURE-TRACK FACULTY POSITIONS.**

Table 19.
Anthropology Graduate School Performance by Job Type at Survey

	Ladder faculty	NTT faculty + postdocs	Academic other	BGN
<i>Median time-to-degree</i>	7.5	8.5*	8.7**	7.7
<i>Presentations</i>				
3+ presentations at national meetings	75%	71%	68%	70%
<i>Publications at PhD</i>				
Zero articles	39%	54%*	60%*	46%
1 article	27%	23%	15%	19%
2 articles	17%	6%	15%	10%
3 + articles	17%	17%	10%	25%
<i>Prestige of department (median NRC rank)</i>	19.5	24	25	24

* p < .05 ** p < .01 (difference in comparison to ladder faculty)
BGN = business, government, or non-profit sector
Source: CIRGE, *Social Science PhDs–Five+ Years Out*

When looking at first jobs, ladder faculty and non-tenure-track faculty have similar graduate school performance indicators and differ from those in non-faculty academic jobs and the BGN sectors. Six to ten years post-PhD, however, the people in non-tenure-track faculty jobs or academic other positions differ from those in ladder faculty jobs at that time: on average they spent more years in graduate school and they were less likely to have published a peer-reviewed article at PhD. In contrast, anthropology PhDs in the BGN sectors look more like ladder faculty, with an equivalent median time-to-degree of and publication productivity similar to ladder faculty and different from the other two groups. There were still no statistically significant differences between the average NRC rank of the PhD-granting department across categories of job at time of survey.

➤ ANTHROPOLOGISTS IN BGN JOBS 6 TO 10 YEARS POST-PHD LOOK SIMILAR IN TERMS OF GRADUATE SCHOOL ACHIEVEMENTS SUCH AS PUBLICATIONS, TIME-TO-DEGREE, AND PRESTIGE OF PHD-GRANTING INSTITUTION TO THOSE HOLDING LADDER FACULTY APPOINTMENTS.

These results suggest that people are sorted differently into their first jobs than into jobs held six or more years post-PhD. In particular, 6 to 10 years post-PhD those in BGN jobs look similar to those holding ladder faculty appointments. This evidence is counter to the common assumption that only those who “can’t cut it” and the “dumb ones” leave academia to work in BGN sectors.

CONCLUSION: AN OPEN MIND ABOUT JOBS FOR ANTHROPOLOGISTS

Most anthropology PhDs are employed full time in jobs they like and are doing work that uses their PhD education, but this happy picture is the outcome of individual career paths marred by long-term uncertainty and instability. Further: *Social Science PhDs–Five+ Years Out* provides multiple indicators of the failure of PhD programs and dissertation advisors to help students master the practical skills and knowledge that would facilitate the transition from PhD student to practicing professional in the actually existing labor markets for PhD anthropologists. Forty percent of first jobs were in temporary and term appointments, 6 to 10 years post-PhD only half of graduates surveyed were in tenure track positions, and 27% worked in business, government, and non-profit sectors. A faculty career that begins with a PhD advisor who guides the student into the profession, leading first to a postdoc or tenure-track assistant professor position, and then tenure in a smooth and linear way is a mythical model that does not offer practical guidance for the real career paths of anthropology PhDs.

This disconnect between the ideal-typical conventional faculty career and the diversity of actual career paths is evident in multiple findings of SS5. It is evident in the job histories reported. It is evident in the average low rating programs received for socializing students into the academic community. It is evident in the poor evaluation of advisor's role in helping students publish and supporting them in the job search. It is evident in the high value ascribed to their PhD education by

respondents working in BGN sectors. It is evident in the mismatches between important job skills and areas of excellent training. And it is evident in the difficulties combining careers with family life expressed by both men and women. Multiple findings of this survey point to the need for programs to offer graduate students professional development training, information about careers, and support in the job search.

At the same time, anthropologists responding to SS5 expressed passion for their field, high levels of satisfaction with their work, and provided evidence for the usefulness of PhD education in anthropology in a variety of careers. Most respondents working in non-faculty positions in academia, non-tenure-track faculty jobs, and in BGN sectors stated that their PhD was important for their career advancement. Even among those working in BGN sectors, almost half reported using specific knowledge of their dissertation topic at least sometimes. Several skill areas traditionally considered core dimensions of PhD training, including data analysis and synthesis, writing and publishing, and research design were described as “very important” by more than half of respondents who were not employed in conventional faculty jobs.

In open-ended comments, respondents advised programs to better support students in the transition from graduate school to jobs. Specific directives included providing honest information “up front” about job placement, helping students publish, providing training in article writing and grant writing, general “career preparation,” skills for “marketing

themselves,” exposing students to practicing professionals in applied careers, and recognizing the existence and importance of non-faculty and non-academic labor markets for anthropology PhDs. As one anthropologist summed up the situation in her advice to students:

“Pursue [the PhD] because you’re interested in anthropology but keep an open mind about how you might apply that knowledge and those skills.”

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APPENDIX:

Notes on Methods and Measures

Career Satisfaction Indexes

Principle components analysis of response patterns on 18 job satisfaction items revealed four underlying factors. SPSS varimax rotation method was used; resulting factors met a minimum eigen value criteria of 1.0. Varimax is an orthogonal rotation method that minimizes the number of variables that have high loadings on each factor, which simplifies the interpretation of factors. The items contributing to each of the four factors are as shown below.

Factor 1 – The Work Itself

Use of doctoral education
Intellectual challenge of work
Contribution to society
Level of responsibility
Career growth
Autonomy of work
Prestige of organization
Recognition for my work
Factor 2 – Income & Resources
Salary
Resources
Job security/stability

Factor 3 – Work-Life Integration

Work-life balance and enjoyment
Flexibility of work
Support/tolerance for all types of people

Factor 4 – Work-Family Balance (only for partnered respondents)

Geographic location
Proximity to extended family
Opportunities for spouse or partner in the area

Income Differences

A rank sum test as well as a test of the difference of medians were both highly significant ($p < 0.001$) when testing for income differences by job type for the 5 other (non-anthropology) fields (either separately or together). The same tests find no statistically significant differences in income by job sector among anthropologists.

Social Science PhDs—Five+ Years Out

Participating Universities

Arizona State University	Massachusetts Institute of Technology	UC - Los Angeles	University of Nebraska at Lincoln
Boston College	Michigan State University	UC - Riverside	University of North Carolina
Brandeis University	New York University	UC - San Diego	University of Oregon
Catholic University of America	Northwestern University	UC - Santa Barbara	University of Pennsylvania
City University of New York	Ohio State University	UC - Santa Cruz	University of Pittsburgh
Clark University	Pennsylvania State University	University of Chicago	University of Rochester
Columbia University	Princeton University	University of Colorado at Boulder	University of Tennessee
Cornell University	Purdue University	University of Connecticut	University of Texas at Austin
Duke University	Rutgers University	University of Georgia	University of Virginia
Emory University	Southern Illinois University	University of Illinois	University of Washington
Florida State University	Stanford University	University of Iowa	University of Wisconsin
Harvard University	State University of New York at Buffalo	University of Kansas	Washington State University
Howard University	Syracuse University	University of Maryland	Washington University in St. Louis
Indiana University	UC - Berkeley	University of Massachusetts	Wayne State University
Johns Hopkins University	UC - Davis	University of Michigan	Yale University
Kent State University	UC - Irvine	University of Minnesota	
Louisiana State University		University of Missouri	

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The Center for Innovation and Research in Graduate Education (CIRGE) at the University of Washington, Seattle is the first U.S. research center devoted to the study of doctoral education. CIRGE's work enables graduate programs to respond effectively to the most challenging issues in graduate education today: accountability, internationalization, interdisciplinary work, and the increase in dual-career couples in the workforce. CIRGE is internationally recognized among program leaders, funders and policy makers as a trusted source of insightful analyses and practical information for improving graduate education.

Established by Dr. Maresi Nerad in 2001, CIRGE received funding from the Ford Foundation to build infrastructure, hire staff, and conduct a new national survey of PhD recipients in the social sciences, *Social Science PhDs–Five+ Years Out*. CIRGE is also supported by the Graduate School and the College of Education at the University of Washington, Seattle.

Social Science PhDs–Five+ Years Out is the third national survey of doctorate recipients directed by CIRGE Principal Investigator Maresi Nerad. *PhDs–Ten Years Later*, fielded in academic year 1996 – 1997 and funded by the Andrew W. Mellon Foundation and the National Science Foundation, surveyed biochemists, computer scientists, electrical engineers, English PhDs, mathematicians and political scientists. *PhDs in Art History–Over a Decade Later*, fielded in 2001 and funded by a grant from the Getty Grant Program, surveyed art historians. Results of these studies are available through the CIRGE website at www.cirge.washington.edu.

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