

United States and 73 from outside the United States (32 = United Kingdom, 18 = Canada, 14 = Australia/New Zealand, 4 = Ireland, and 5 = other). We sought to discover if there are any differences that might warrant further investigation between what faculty and students report regarding teacher training through the survey and what departments publicly present on websites. We discovered that there are not differences that warrant further investigation. We did, however, note one important quantitative difference: philosophy graduate programs' websites suggest that there is less teacher training taking place than the survey data suggest. Departmental websites usually do not provide much information regarding the duration, content, format, or perceived value of the training available, nor do they provide details regarding the expertise of the trainers. Since the website data is less illuminating than, but not inconsistent with, the survey data, below we focus on the survey data.

### Analysis

We ran a frequency distribution in order to obtain an overall picture of the sample. Females are 37.5% of respondents (Table 1), which is higher than the representation of women in philosophy, which stands at slightly less than 30%.<sup>8</sup> The sample consists of 81.4% of respondents who identify as from European origin (Table 1), which is slightly lower than the 86.4% of regular members of the American Philosophical Association who identify as white/caucasian.<sup>9</sup> Over 60% of respondents have completed three years of graduate study at the time of survey taking (Table 1), which suggests that we may be confident that a majority of respondents would have experienced, or have reliable knowledge of forthcoming, training. Among the early career faculty, 72.4% of respondents report that their first academic job after completing a PhD in Philosophy was *not* tenure-track. Similarly, our study suggests that only 12.6% (or 1 out of 8) of recent PhDs in Philosophy gains a job in an institution that traditionally strongly emphasizes research over teaching (Table 2). These findings differ slightly from data discovered by the American Association of University Professors, which reports that as of 2007 almost 70% of faculty members are employed off the tenure track.<sup>10</sup> While researchers must always be careful to not over-generalize their findings, the congruence of our data with other data gives us confidence that this study is representative of philosophy as a discipline at the time of its administration.

In attempting to describe the frequency and nature of the teaching training offered to graduate students in philosophy we were sensitive to the fact that different types of programs and geographic regions might offer varied training programs. We were also aware that different students with different experiences might seek out training to varying

degrees that might impact the findings. To tease out these effects we ran correlations, cross-tabulations, and means tests to determine if any statistically significant differences existed by groups or experience characteristics. Correlations identify when two variables are related. The data contained many correlations, most of which were not especially interesting (e.g., those respondents that went to more training sessions received more total hours of training).

We ran means tests (for responses that can be represented numerically) and cross tabulations (for nominal variables, those that do not have an inherent numerical value—e.g., male/female) to further examine the correlations that were discovered. We ran chi-squared tests on the cross tabulations to determine if there is a significant difference between the expected frequencies and the observed frequencies in one or more categories. The findings in the appendix identify those situations where group differences exist. We did not find significant differences based on age, level or quantity of training, desire for more teacher training, topics covered in training, or trainer expertise. The responses of survey participants also did not vary relative to national origin. If they had, we would not have been able to establish whether the variance was significant because the number of people not-of-European origin was too small. The sample of women was large enough to run comparisons; men and women were very similar in their views and assessments of training, except in one case: women (51.5%) “strongly agree” that they want more teacher training during graduate school more frequently than did men (39.8%). In short, we have confidence in the summary findings presented because we have no reason to believe that there are systematic biases in the findings that are a result of group differences.

### *Central Findings*

In this section we report central findings. The appendix provides more detail.

#### Do Graduate Programs in Philosophy Value Teacher Training?

In philosophy at least, it is assumed that teaching is some sort of talent [that] requires no training at all, something which of course is not true. How are we to change such deep-seated prejudice is a mystery to me.—Survey Respondent

The vast majority (95.2%) of faculty in graduate programs “agree” or “strongly agree” that it is important for philosophy graduate programs to prepare students for the teaching aspects of professorial work (Table 3). This may reflect a social desirability bias given the nature of the survey, but it nevertheless indicates a strong commitment to the