The 2012-13 Survey of Humanities Departments at Four-Year Institutions:

Full Technical Report

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The 2012-13 Survey of Humanities Departments at Four-Year Institutions

Introduction

The 2012-13 Survey of Humanities Departments at Four-Year Institutions examined the Departments or Programs granting degrees in:

- Art History (AH)
- English (EN)
- Languages & Literatures other than English (LLE) (referred to as "Foreign Languages" in the 2007-08 study)
- History (H)
- History of Science (HoS)
- Linguistics (LN)
- MLA Combined English / Languages & Literatures other than English (MLAC)
- Religion (REL)
- Communication* (CM)
- Folklore* (FL)
- Musicology* (MU)
- Classical Studies* (CLS)
- Philosophy* (PS)

The first eight disciplines listed also participated in the 2007-08 Humanities Departmental Survey; the starred disciplines were participating for the first time in the 2012-13 iteration. Comparisons with the 2007-08 results will be made where appropriate.[1] The first eight disciplines will be referred to as repeat disciplines, and the last five as new disciplines.

A Brief Primer on Understanding the Comparisons with Previous Data

This is the second time we have invited the same sample of departments[2] in eight disciplines (the repeat disciplines) to participate in a Humanities Departmental Survey (HDS). Both times, the study was limited to departments and programs housed in four-year institutions. For the repeat disciplines, we have compared the current data (HDS-2, collected during the 2012-13 academic year) with those from the previous study (HDS-1, collected during the 2007-08 academic year). We must highlight two underlying issues related to the comparisons: (1) the meaning of the totals (number of departments, number of majors, number of faculty members, etc.) reported in each round of the study and (2) the presentation of statistically significant changes between the two rounds.

First, we consider the *totals* reported in each round of the study; they are not directly comparable. The totals reported in HDS-1 were constructed to be estimates for the entire population of departments. As part of the first study, we attempted to identify all of the degree-granting departments in the eight disciplines, and we then weighted the data to calculate an estimate for all of the departments we had identified. In HDS-2, we used the same sample we used in HDS-1 with no additions; that is, we did not attempt to include any departments that had gained degree-granting status in the disciplines ("new" departments) between the two rounds. While we are able to estimate the number of departments that no longer grant degrees in each of the disciplines, we cannot estimate the number of "new" departments.

[1] Some of the Languages and Literatures other than English departments included as Foreign Languages in the 2007-08 survey were discovered to be more appropriately classified as Classical Studies departments in the 2012-13 survey.

[2] For the remainder of this report, the term "Department" will be used to indicate both departments and programs awarding degrees in the disciplines included in this report. Not every degree-granting unit is a department; however, to make the report easier to read, all will be referred to as departments.

When we weight the data to estimate the totals for HDS-2, we are estimating the totals only for the departments that remain from original population of departments; we are unable to calculate an estimate for the entire set of departments (because we have no information about the number of "new" departments). Thus, direct comparisons of the HDS-1 totals with those from HDS-2 are not appropriate. The totals reported in the HDS-2 can be treated as estimates of the minima, and one should note that the actual totals are likely higher.

Comparisons: Departmental Level or Aggregate?

We know that the number of departments granting degrees in a discipline will change from year-to-year. Some may choose to use the number of departments granting degrees as a measure of the "health" of a discipline. However, the fact that a department has the authority to grant degrees in a discipline does not necessarily mean that it does so. While we do provide an estimate of the number of HDS-1 departments that no longer grant degrees in the discipline of interest in Table D1 on page 219, we believe that departmental level comparisons are a better measure of the health of a discipline.

Examining what is happening at the departmental level may provide more insight into the health of a discipline than looking at the number of departments granting degrees. For example, if the number of students earning bachelor's degrees per department (or the average number) in a discipline is declining, we might anticipate that some of the smaller departments may lose degree-granting status. Alternatively, if that number is increasing, we might expect more departments to begin offering degrees. We provide the per-department averages and proportions and compare them directly with the data from HDS-1. All of the statistical tests for any changes are conducted at the per-department level. So, even though we cannot directly compare a total of *x* number of graduate students in discipline *y* for each round of the study, we can compare what is happening at the departmental level. For example, we can compare an average of x_1 graduate students per department in discipline *y* in HDS-1 with an average of x_2 graduate students per department in discipline *y* in HDS-2. Proportions (the proportion of faculty members who are women, for example) are also departmental level data, so it is appropriate to compare proportions from HDS-1 with those from HDS-2.

We make these comparisons using only departments that responded to both rounds of the survey. Using only these departments to test for changes results in an increase in the statistical power of the test; that is, this approach leads to a reduction in the probability that we will fail to find a difference between the two rounds when one exists.

Even though we have chosen an approach with increased statistical power, the fact remains that we are using data from a sample of departments to make statements about an entire set of departments. Thus, there is some uncertainty in the test. We have indicated the uncertainty using a standard statistic: a 95% confidence interval. The 95% refers to the process itself; it is not an indication of certainty. The width of the interval indicates the level of reliability in the estimate. For more on confidence intervals, please see Appendix C on page 217.

Finally, it must be noted that statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Key Findings (for the Field and Disaggregated by Discipline)

As with the HDS-1, one of the first elements to be determined was the number of departments or programs granting degrees in the disciplines included in the survey.[3] For the repeat disciplines, the decision was made to survey only departments that were in the HDS-1 sample. While this allows us to examine changes in the averages per department (average number of faculty members, for example) directly, the results do not include any departments which may have come into existence in the interim. A cursory examination of data from the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) suggests that it is possible that two or three departments gained degree-granting status for every department that lost degree-granting status. For the new disciplines, we used both disciplinary society databases and IPEDS data to determine the number of departments offering degrees. More details about how the base number of departments for the new disciplines was determined are available in the Appendix A which begins on page 211.

Table 1a provides estimates for the number of departments and total number of faculty members as of the Fall 2012 semester for the repeat disciplines. Throughout this report, for repeat disciplines, the changes from the Fall 2007 data per department or program are included if the change is statistically significant. If the change is not significant, the δ is shown. As was explained more fully in the introduction, the sample was not refreshed; that is, we did not attempt to include any departments or programs that were created in the five years separating HDS-1 and HDS-2. Thus, direct comparisons between totals from the two rounds of the study are inappropriate. From our survey, we know that some departments or programs ceased offering degrees. It is likely that there are departments or programs that have been granted degree-granting status since the HDS-1 study; however, we do not have data from any of these departments. We can still assess the viability of the remaining departments in these disciplines by comparing averages and proportions per department. Table 1b provides these data for the new disciplines.

[3] The focus is on scholarly disciplines only. The Survey of Humanities Departments intentionally excludes variations of the target disciplines that were classified as applied.

Table 1a: Estimated Number of HDS-1 Departments and Faculty Members, Fall 2012: Repeat Disciplines Only*

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Discipline	Estimated Number of HDS-1 Departments	Estimated Number of Faculty Members in HDS-1 Departments (Full- and Part-time)	Average Number of Faculty Members in HDS-1 Departments (Median*)
Art History (AH)	311 *See Appendix D.*	2,690	8.6 (6) No δ
English (EN)	1,064 *See Appendix D.*	28,750	27.0 (17) *Estimated decline of 0.4 to 6.4*
Languages and Literatures other than English‡ (LLE)	1,224 *See Appendix D.*	21,600	17.6 (14) No δ
History (H)	921 *See Appendix D.*	15,800	17.2 (13) No δ
History of Science (HoS)	18 *See Appendix D.*	180	10.0 (10) No δ
Linguistics (LN)	133 *See Appendix D.*	1,500.	11.3 (10) No δ
MLA Combined English / Language & Literatures other than English (MLAC)	147 *See Appendix D.*	2,840	19.3 (18) No δ
Religion (REL)	502 *See Appendix D.*	4,860	9.7 (8) No δ

* Totals should not be compared directly with 2007 data since these totals do not included data for any departments that have been created in the interim. These totals can be interpreted estimates of minima for all 2012-13 departments combined.

* The medians were not compared with medians from previous study; there is no estimate of change.

‡ Some of the departments classified as LLE for HSD-1 have been reclassified as Classical Studies for HDS-2. Any comparisons are made using only departments classified as LLE for both HDS-1 and HDS-2.

For repeat disciplines, only departments that were in the original sample for the HDS-1 were included in the HDS-2; thus, the number of departments reported does not include any departments which may have gained degree-granting status in the interim. Among the repeat disciplines, only English departments exhibit a significant change in the average number of faculty members per department. It is likely that this reduction in the total number of faculty members in English departments resulted from a reduction in part-time faculty members (see Table 2). We estimate that the typical English department lost one to six faculty members between the two rounds of the study. With the exception of English departments, the average number of faculty members per department in the departments that remain has not changed more than typical year-to-year variations that would be seen in any department.

Table 1b: Estimated Number of Departments and Faculty Members, Fall 2012: New Disciplines Only

Discipline	Estimated Number of Departments	Estimated Total Number of Faculty Members (Full- and Part-time)	Average Number of Faculty Members (Median)
Folklore (FL, new)	15	120	8.0 (3)
Musicology (MU, new)	96	830	8.6 (7)
Classical Studies (CLS, new)	276	1,920	7.0 (6)
Philosophy (PS, new)	754	7,830	10.4 (8)
Communication (COM, new)	766	13,300	17.4 (12)

In Table 2, one can see that overall about 58% of faculty members are in tenured or tenure-track positions, and over one-fourth (27%) hold part-time, non-tenure-track appointments. In four disciplines (English, Languages & Literatures other than English, MLA Combined English / Language & Literatures other than English, and Communication), about one-half of the faculty members are in tenured or tenure-track positions. These disciplines account for almost two-thirds of the total number of faculty members in this study. History also has a large number of faculty members; over 70% of them are in tenured or tenure-track positions.

Table 2: Faculty Distribution by Tenure Status, Fall 2012

(The 95% confidence interval for the **change in proportion per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Discipline	Tenured Faculty	Tenure-Track Faculty (Not Yet Tenured)	Non-Tenure-Track, Full-Time	Non-Tenure-Track, Part-time
All Departments	45%	13%	15%	27%
Art History (AH)	56% No δ	15% No δ	6% No δ	23% No δ
English (EN)	41% *Up 2% to 4%*	11% *Down 1% to 2%*	17% *Up 1% to 2%*	30% *Down 2% to 3%*
Languages and Literatures other than English‡ (LLE)	39% No δ	12% No δ	21% No δ	28% No δ
History (H)	57% *Up 2% to 3%*	14% *Down 3% to 6%*	8% *Down 0% to 1%*	21% *Up 1% to 3%*
History of Science (HoS)	72% No δ	11% No δ	8% No δ	11% No δ
Linguistics (LN)	59% No δ	15% No δ	12% No δ	14% No δ
MLA Combined English / Language & Literatures other than English (MLAC)	39% No δ	12% No δ	24% No δ	25% No δ
Religion (REL)	48% No δ	15% No δ	11% No δ	27% No δ
Folklore (FL, new)	58%	13%	5%	23%
Musicology (MU, new)	55%	16%	9%	20%
Classical Studies (CLS, new)	58%	15%	13%	14%
Philosophy (PS, new)	53%	16%	11%	20%
Communication (COM, new)	35%	15%	17%	33%

‡ Some of the departments classified as LLE for HSD-1 have been reclassified as Classical Studies for HDS-2. Any comparisons are made using only departments classified as LLE for both HDS-1 and HDS-2.

Note: For the repeat disciplines, only departments already in the 2007-08 sample were included in the 2012 sample. Thus, these numbers may not reflect data for any departments that may have been created in the interim.

The distribution of faculty members by type of appointment changed significantly for faculty members employed by English and History departments between 2007 and 2012. For History, the change is explained by a decrease in the proportion of tenure-track faculty and an increase in the proportion of tenured faculty. For the distribution of History faculty members, we find no statistically significant difference in the distributions for 2007 and 2012 when we combine the tenured and tenure-track faculty into one group. However, the same does not hold true for the distribution of English faculty members.

While we do see a shift to a higher proportion of tenured faculty members (as compared to tenure-track), even when tenured and tenure-track faculty members are combined, the difference in the distribution is significant. The decline in the proportion of part-time, non-tenured / tenure-track faculty members from the 2007 level is significant. This suggests that English departments relied less on part-time faculty members in 2012 than they did in 2007. This is further supported by the decline in the total number of faculty members in English departments.

This reduced reliance on part-time faculty members by English departments is also seen in Table 3. The proportion of faculty shown as part-time in Tables 2 and 3 differs. In Table 2, the part-time tenured and tenure-track faculty members are included with the tenured and tenure-track groups. In Table 3, there is no distinction made among tenured, tenure-track, and non-tenure-track faculty members. Overall, about 70% of the faculty members employed in the disciplines included in this study are employed in full-time positions. Over 80% of the faculty members in Linguistics, History of Science, and Classical Studies are employed in full-time positions. Communication, Folklore, and English have the smallest proportion of full-time faculty members; all are below 70%.

There are no significant changes in the distribution of faculty members by gender. When all disciplines are combined, the result is an even split between men and women. However, there are apparent differences by discipline. Religion and Philosophy faculty are overwhelmingly men, while almost two-thirds of the faculty members in Languages and Literatures other than English are women.

Table 3: Faculty Distribution by Employment Status and Gender, Fall 2012

(The 95% confidence interval for the **change in proportion per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Discipline	Full-Time	Part-Time*	Men	Women
All Departments	71%	29%	50%	50%
Art History (AH)	73% No δ	27% No δ	39% No δ	61% No δ
English (EN)	69% *Up 3% to 4%*	31% *Down 3% to 4%*	45% No δ	55% No δ
Languages and Literatures other than English‡ (LLE)	70% No δ	30% No δ	37% No δ	63% No δ
History (H)	78% No δ	22% No δ	62% No δ	38% No δ
History of Science (HoS)	85% No δ	15% No δ	62% No δ	38% No δ
Linguistics (LN)	85% No δ	15% No δ	47% No δ	53% No δ
MLA Combined English / Language & Literatures other than English (MLAC)	73% No δ	27% No δ	42% No δ	58% No δ
Religion (REL)	71% No δ	29% No δ	69% No δ	31% No δ
Folklore (FL, new)	68%	32%	53%	47%
Musicology (MU, new)	78%	22%	61%	39%
Classical Studies (CLS, new)	84%	16%	60%	40%
Philosophy (PS, new)	77%	23%	74%	26%
Communication (COM, new)	65%	35%	49%	51%

‡ Some of the departments classified as LLE for HSD-1 have been reclassified as Classical Studies for HDS-2. Any comparisons are made using only departments classified as LLE for both HDS-1 and HDS-2.

Note: For the repeat disciplines, only departments already in the 2007-08 sample were included in the 2012 sample. Thus, these numbers may not reflect data for any departments that may have been created in the interim.

* The proportion of part-time faculty in Table 3 will not necessarily match that from Table 2 since some part-time faculty members are tenured or tenure-track. In Table 2, these will have been included in the tenured or tenure-track categories. In every case, the proportion shown as part-time in Table 2 should be less than or equal to that shown in Table 3.

Table 4 highlights the representation of women among faculty members at various ranks. For every discipline, the proportion of women among tenured faculty members is lower than that of women among tenure-track faculty members. This could indicate that the proportion of women among recently hired faculty members is higher than among continuing faculty members. This phenomenon is true even in Art History, Languages and Literatures other than English, and combined English / Languages and

Literatures other than English departments; these departments already have more women than men among tenured faculty. In most of the cases where the change from the first round is significant, we see the representation of women increase among tenured faculty and decrease among non-tenured and non-tenure-track faculty. All of these factors suggest that the representation of women among tenured faculty will grow.

The proportion of women among faculty members who are not tenured or tenure track is typically higher than that among tenure-track faculty members. There are no significant changes among these data.

Table 4: Representation of Women among Faculty, Fall 2012

(The 95% confidence interval for the **change in proportion per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Discipline	Tenured Faculty	Tenure-Track Faculty	Neither Tenured nor Tenure-Track Faculty (All)	Neither Tenured nor Tenure-Track Faculty (Full-Time)	Neither Tenured nor Tenure-Track Faculty (Part-Time)
All Departments	43%	52%	56%	58%	54%
Art History (AH)	56% No δ	62% *Up 10% to 19%*	69% No δ	60% *Down 18% to 36%*	71% *Up 8% to 14%*
English (EN)	48% No δ	54% *Up 9% to 14%*	60% No δ	63% No δ	59% No δ
Languages and Literatures other than English‡ (LLE)	54% No δ	58% No δ	71% No δ	71% No δ	71% No δ
History (H)	35% *Up 3% to 4%*	51% *Up 13% to 19%*	36% No δ	35% No δ	36% No δ
History of Science (HoS)	33% No δ	53% (◈)	50% (◈)	50%! (◈)	N/A
Linguistics (LN)	45% No δ	55% *Up 10% to 19%*	71% No δ	75% No δ	68% No δ
MLA Combined English / Language & Literatures other than English (MLAC)	52% No δ	57% *Up 12% to 24%*	62% No δ	57% No δ	66% No δ
Religion (REL)	29% No δ	35% *Up 9% to 17%*	32% No δ	34% No δ	32% No δ
Folklore (FL, new)	44%	63%	51%	62%!	49%
Musicology (MU, new)	34%	53%	39%	38%	40%
Classical Studies (CLS, new)	36%	46%	45%	43%	47%
Philosophy (PS, new)	26%	41%	23%	23%	22%
Communication (COM, new)	48%	52%	52%	55%	51%

‡ Some of the departments classified as LLE for HSD-1 have been reclassified as Classical Studies for HDS-2. Any comparisons are made using only departments classified as LLE for both HDS-1 and HDS-2.

Note: For the repeat disciplines, only departments already in the 2007-08 sample were included in the 2012 sample. Thus, these numbers may not reflect data for any departments that may have been created in the interim.

! interpret with caution; the standard error is more than 25% of the estimate

Table 5: Tenured, Tenure-Track, and Permanent Faculty Members Hired for 2012-13 and Departed for 2010-11 and 2011-12 Combined

(The 95% confidence interval for the **change in proportion per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Discipline	% of Departments that Hired Faculty to Start 2012-13 Year (compared to 2007-08)	Number of New Faculty Hired to Start 2012-13 Year (compared to 2007-08)	% of Departments with Departures, Retirements, or Deaths for 2010-11 and 2011-12 (compared to 2005-06 & 2006-07)	Average Number of Faculty who Left, Retired, or Departed per year during 2010-11 and 2011-12 (compared to 2005-06 & 2006-07)	Average Number of Faculty who Retired per year during 2010-11 and 2011-12 (compared to 2005-06 & 2006-07
All Departments	38%	4,247	51%	2,880	1,586
Art History (AH)	29% No δ	120 No δ	35% No δ	75 No δ	40 No δ
English (EN)	47% No δ	900 No δ	65% No δ	790 No δ	490 No δ
Languages and Literatures other than English‡ (LLE)	36% No δ	980 No δ	52% No δ	550 No δ	340 No δ
History (H)	43% No δ	630 No δ	58% No δ	460 No δ	265 No δ
History of Science (HoS)	31% No δ	12 No δ	31% No δ	5 No δ	3 No δ
Linguistics (LN)	38% No δ	75 No δ	40% *Down 2% to 9%*	40 *Down 0.1 to 0.8*	20 *Down 0.0 to 0.5*
MLA Combined English / Language & Literatures other than English (MLAC)	44% No δ	115 No δ	64% No δ	100 No δ	50 No δ
Religion (REL)	24% No δ	230 No δ	45% No δ	160 No δ	75 No δ
Folklore (FL, new)	50%	10	55%	5	3
Musicology (MU, new)	37%	70	56%	35	20
Classical Studies (CLS, new)	20%	110	31%	65	35
Philosophy (PS, new)	27%	295	35%	215	95
Communication (COM, new)	50%	700	54%	380	150

‡ Some of the departments classified as LLE for HSD-1 have been reclassified as Classical Studies for HDS-2. Any comparisons are made using only departments classified as LLE for both HDS-1 and HDS-2.

Note: For the repeat disciplines, only departments already in the 2007-08 sample were included in the 2012 sample. Thus, these numbers may not reflect data for any departments that may have been created in the interim.

In Table 5, we present data on hires and departures for the departments in the study. Since not every department experiences a departure every year, this question asked for two-year totals. The departure data in the table represent a one-year average; these are not averages per department – they are averages for the entire discipline. On the hiring side, the number of tenured, tenure-track, and permanent faculty members hired by repeat departments did not differ significantly between the two rounds of the survey. In both years, the proportion of departments which hired faculty members and the number of faculty members hired per department that did hire did not change significantly. Any decline in the number of departments hiring and the number of faculty hired would be the result of the closure of departments, not in the activity of a typical department that did not close. A smaller proportion of Linguistics departments saw faculty depart during the 2010-11 and 2011-12 years than five years earlier; this resulted in a lower number of faculty members who left the departments. For the other repeat disciplines, the departures were similar to those seen in the previous round of the study.

Table 6 examines tenure activity in the departments. Most of the departments are in institutions which have a tenure system. Since the tenure process typically covers a five- to seven-year period and there were six years between HDS-1 and HDS-2, it is not surprising that there are no significant changes in the repeat departments. At least some of the faculty members granted, or denied, tenure were already in the system during the previous round of the study. As with the data in Table 5, the averages are not departmental averages – they are averages for the whole discipline.

Table 7 provides data regarding the factors in the tenure decision. Respondents were asked to indicate the importance of four different factors: publications (including research, scholarship, and creative works, teaching, service to the department or institution, and public humanities. Public humanities was defined in the questionnaire as making the humanities and/or humanities scholarship accessible to the general public. Teaching was deemed “essential” by the highest majority of respondents (78%), and public humanities was seen as “essential” by only 1% of the departments that responded. Almost one-fourth of the departments indicated that public humanities was unimportant in the tenure decision. About three-fourths of the respondents indicated that publications were essential or very important; almost two-thirds told us that service was essential or very important. There were marked difference by the Carnegie level of the parent institution, particularly with respect to publications and teaching. Publications are deemed as essential or very important at 95% of the departments housed in Primarily Research institutions; the same is true for only 55% of the departments in Primarily Undergraduate institutions. Conversely, 89% of the departments in Primarily Undergraduate institutions rated teaching as essential versus 56% of those in Primarily Research institutions.

Almost all of the institutions or departments provide support for full-time tenured or tenure-track faculty members to do research, and two-thirds support full-time non-tenured or non-tenure-track faculty members. One-fourth of the departments provide support for part-time faculty members. These data are presented in Table 8.

Table 6: Tenure Activity over a Two-Year Period (2010-11 & 2011-12)

(The 95% confidence interval for the **change in average or proportion per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Discipline	% of Departments where Institution has Tenure System	% of Departments with Tenure Activity (during the two-year period)	Average Number of Faculty Members Granted Tenure Each Year in the Discipline	Average Number of Faculty Members Denied Tenure Each Year in the Discipline	Average Number of Faculty Members Who Left Prior to Tenure Decision Each Year in the Discipline
All Departments	96%	57%	1,020	70	290
Art History (AH)	98% No δ	43% No δ	30 No δ	1 No δ	10 No δ
English (EN)	93% No δ	70% No δ	245 No δ	15 No δ	75 No δ
Languages and Literatures other than English‡ (LLE)	96% No δ	50% No δ	165 No δ	15 No δ	60 No δ
History (H)	95% No δ	64% No δ	195 No δ	10 No δ	40 No δ
History of Science (HoS)	100% No δ	62% No δ	3 No δ	0 No δ	1 No δ
Linguistics (LN)	99% No δ	49% No δ	20 No δ	2 No δ	3 No δ
MLA Combined English / Language & Literatures other than English (MLAC)	79% No δ	67% No δ	20 No δ	2 No δ	10 No δ
Religion (REL)	94% No δ	62% No δ	75 No δ	5 No δ	20 No δ
Folklore (FL, new)	93%	60%	1	1	1
Musicology (MU, new)	96%	48%	13	2	2
Classical Studies (CLS, new)	99%	33%	15	3	5
Philosophy (PS, new)	98%	41%	75	5	20
Communication (COM, new)	90%	71%	165	10	45

‡ Some of the departments classified as LLE for HSD-1 have been reclassified as Classical Studies for HDS-2. Any comparisons are made using only departments classified as LLE for both HDS-1 and HDS-2.

Note: For the repeat disciplines, only departments already in the 2007-08 sample were included in the 2012 sample. Thus, these numbers may not reflect data for any departments that may have been created in the interim.

Table 7: Considerations in Tenure Decision Made by Humanities Departments (All Disciplines Combined), by Institutional Type, Fall 2012

	CC*	Essential	Very Important	Important	Marginally Important	Unimportant
Publications (research, scholarship, and creative work)	All	54%	19%	19%	7%	1%
	PUG	35%	20%	28%	14%	3%
	Comp	39%	28%	24%	8%	1%
	PRes	91%	7%	2%	0%	0%
Teaching	All	78%	18%	4%	0%	0%
	PUG	89%	9%	1%	0%	1%
	Comp	87%	11%	2%	0%	0%
	PRes	56%	34%	9%	1%	0%
Service to the department or institution	All	28%	36%	28%	7%	1%
	PUG	30%	41%	26%	2%	1%
	Comp	36%	39%	22%	3%	0%
	PRes	19%	28%	37%	15%	1%
Public humanities (making the humanities and/or humanities scholarship accessible to the general public)	All	1%	6%	24%	46%	23%
	PUG	1%	5%	27%	43%	24%
	Comp	2%	8%	26%	44%	20%
	PRes	1%	7%	18%	52%	22%

*CC – Carnegie Classification and PUG – Primarily Undergraduate, Comp – Comprehensive, & PRes – Primarily Research

Note: Information for the individual disciplines is provided in the disciplinary section of the report. (Comparisons to 2007 data are not valid since the question changed.)

Table 8: Availability of Institutional or Departmental Support for Research Provided by Humanities Departments (All Disciplines Combined), Fall 2012

	% of Institutions or Departments Providing Support
For full-time tenured or tenure-track faculty members	93%
For full-time non-tenured or non-tenure-track faculty members	66%
For part-time faculty members	25%

Note: Information for the individual disciplines is provided in the disciplinary section of the report.

Undergraduate students are the lifeblood of the department. Tables 9a and 9b provides data on the number of students earning bachelor's degrees, the number of students completing minors in the various disciplines, and the number of juniors and seniors with declared majors in these areas. The comparisons were made on a per-department basis. In most cases, the averages per department did not change significantly between the two rounds of the study. One notable exception is Linguistics, which saw an increase in every area. Fewer juniors and seniors have declared a major in Art History, and Religion exhibits a decrease in the number of juniors and seniors with a declared major in the discipline. The number of students completing bachelor's degrees in English department declined; the large

interval indicates more uncertainty in this estimate. Among the disciplines in the study, Communication had the highest number of students earning bachelor's degrees and the highest number of juniors and seniors with a declared major accounting for almost one-third of the total in both cases. Communication also averaged the highest number of students earning bachelor's degrees per department and the highest number of juniors and seniors per department. For students completing a minor in the discipline, Languages and Literatures other than English had the highest number of students and the highest average per department.

Table 9a: Undergraduate Students in HDS-1 Departments: Repeat Disciplines Only

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Discipline	Among Remaining HDS-1 Departments					
	Students Completing a Bachelor's Degree during the 2011-12 Year		Students Completing a Minor during the 2011-12 Year		Juniors and Seniors with a Declared Major as of the Start of the Fall 2012 Term	
	Total*	Average per Department (Median*)	Total*	Average per Department (Median*)	Total*	Average per Department (Median*)
Art History (AH)	4,660	15.0 (8) No δ	3,410	11.0 (7) No δ	7,760	25.0 (12) *Down 4.6 to 14.6*
English (EN)	45,780	43.0 (25) *Down 0.9 to 36.1*	15,040	14.1 (8) No δ	91,760	86.2 (35) No δ
Languages and Literatures other than English‡ (LLE)	30,240	24.7 (12) No δ	49,200	40.2 (15) No δ	58,360	47.7 (33) No δ
History (H)	34,780	37.8 (25) No δ	15,890	17.3 (10) No δ	86,270	93.7 (50) No δ
History of Science (HoS)	125	6.9 (2) No δ	45	2.5 (0) No δ	210	11.7 (7) No δ
Linguistics (LN)	2,970	22.3 (15) *Up 2.5 to 9.8*	1,500	11.3 (5) *Up 0.2 to 5.9*	8,190	61.6 (33) *Up 5.3 to 27.1*
MLA Combined English / Language & Literatures other than English (MLAC)	3,380	23.0 (12) No δ	2,190	14.9 (8) No δ	7,670	52.2 (19) No δ
Religion (REL)	5,010	10.0 (6) No δ	4,780	9.5 (5) No δ	9,150	18.2 (12) *Down 4 to 14.6*

* Totals should not be compared directly with 2007 data since these totals do not included data for any departments that have been created in the interim. These totals can be interpreted estimates of minima for all 2012-13 departments combined.

* The medians were not compared with medians from previous study; there is no estimate of change.

‡ Some of the departments classified as LLE for HSD-1 have been reclassified as Classical Studies for HDS-2. Any comparisons are made using only departments classified as LLE for both HDS-1 and HDS-2.

Table 9b: Undergraduate Students: New Disciplines Only

Discipline	Students Completing a Bachelor's Degree during the 2011-12 Year		Students Completing a Minor during the 2011-12 Year		Juniors and Seniors with a Declared Major as of the Start of the Fall 2012 Term	
	Total	Average per Department (Median)	Total	Average per Department (Median)	Total	Average per Department (Median)
Folklore (FL, new)	95	6.3 (2)	130	8.7 (3)	120	8.0 (4)
Musicology (MU, new)	375	3.9 (1)	375	3.9 (0)	390	4.1 (1)
Classical Studies (CLS, new)	2,240	8.1 (6)	1,920	7.0 (4)	4,770	17.3 (12)
Philosophy (PS, new)	9,850	13.1 (9)	8,960	11.9 (6)	20,490	27.2 (15)
Communication (COM, new)	59,810	78.1 (39)	21,910	28.6 (10)	135,190	176.5 (90)

We asked respondents to tell us the instructor of record for their undergraduate introductory courses and all other (non-introductory) undergraduate courses. Tables 10 and 11 summarize the results. Overall, about three-fourths of the students in introductory undergraduate courses are taught by full-time faculty members, including tenured, tenure-track, and non-tenure-track faculty member. About 20% of students in these courses are taught by part-time faculty members. The remaining students are taught by graduate assistants.

Most of the students (86%) in all other (non-introductory) undergraduate courses are taught by full-time faculty members; only 2% of the students in these classes are taught by graduate students.

The differences indicated by the asterisk (*) in these tables mean that the proportion of students taught by that rank faculty member differs significantly from all other disciplines combined. A student in an introductory Art History class is more likely to be taught by a full-time tenured or tenure-track faculty member than students in introductory classes in all the other disciplines combined. The same is also true for a student in an introductory History class. Students in introductory courses in Languages and Literatures other than English are less likely to be taught by a full-time tenured or tenure-track faculty member than in all the other disciplines combined. The same is true for students in introductory courses in Linguistics, combined English & Languages and Literatures other than English, and Communication.

Table 10: Instructor of Record for Undergraduate Introductory Courses, Fall 2012 Term

Discipline	% of students taught by …			
	Full-Time Tenured or Tenure-Track Faculty Members	Full-Time Non-Tenure-Track Faculty Members	Part-Time Faculty Members	Graduate Students in the Department
All Departments	56%	19%	20%	5%
Art History (AH)	64%*	12%*	21%	3%
English (EN)	56%	19%	20%	5%
Languages and Literatures other than English (LLE)	39%*	25%*	26%	11%*
History (H)	67%*	14%*	17%	2%*
History of Science (HoS)	73%	12%	1%*	13%
Linguistics (LN)	43%*	26%*	16%	16%*
MLA Combined English / Language & Literatures other than English (MLAC)	48%*	27%	25%	0%
Religion (REL)	57%	17%	24%	2%*
Folklore (FL, new)	39%	16%	16%	30%*
Musicology (MU, new)	62%	19%	15%	4%
Classical Studies (CLS, new)	61%	20%	13%*	6%
Philosophy (PS, new)	57%	18%	21%	4%
Communication (COM, new)	45%*	25%*	24%	6%

* Proportion is significantly different from all other disciplines combined at the 5% level. We used regression analysis for this test with a binary (0-1) variable for the discipline of interest. If the coefficient for the binary variable differed significantly from 0, then the interpretation from regression is that the discipline differs from all other disciplines combined.

Statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems “large enough” are a smaller sample size or a larger variation within that discipline.

Table 11: Instructor of Record for All Other (Non-Introductory) Undergraduate Courses, Fall 2012 Term

Discipline	% of students taught by …			
	Full-Time Tenured or Tenure-Track Faculty Members	Full-Time Non-Tenure-Track Faculty Members	Part-Time Faculty Members	Graduate Students in the Department
All Departments	71%	15%	12%	2%
Art History (AH)	75%	10%*	14%	1%
English (EN)	75%	17%	7%*	1%
Languages and Literatures other than English (LLE)	66%	19%	10%	5%*
History (H)	77%*	13%	9%	1%*
History of Science (HoS)	71%	8%	20%	1%
Linguistics (LN)	65%	16%	11%	8%*
MLA Combined English / Language & Literatures other than English (MLAC)	73%	18%	8%	0%
Religion (REL)	65%*	14%	20%*	1%
Folklore (FL, new)	85%	11%	1%	2%
Musicology (MU, new)	72%	14%	10%	3%
Classical Studies (CLS, new)	73%	16%	9%	3%
Philosophy (PS, new)	73%	14%	11%	2%
Communication (COM, new)	60%*	21%*	16%*	2%

* Proportion is significantly different from all other disciplines combined at the 5% level. We used regression analysis for this test with a binary (0-1) variable for the discipline of interest. If the coefficient for the binary variable differed significantly from 0, then the interpretation from regression is that the discipline differs from all other disciplines combined.

Statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems “large enough” are a smaller sample size or a larger variation within that discipline.

In the late 1980s and early 1990s, the regional accrediting agencies began to include learning outcomes assessment as part of the reaffirmation of accreditation process. Learning outcomes assessment is an aggregate assessment which attempts to measure the effectiveness of a program or institution by examining the competence of a given cohort of students. We did not ask about the assessment of individual students; we asked respondents to tell us whether or not they assessed undergraduate

student learning. Overall, 85% of the departments indicated that they employed a departmental assessment for some group of students. The results are shown in Table 12. Note that the totals may sum to more than 100% because respondents could indicate multiple answers. History of Science and Folklore are the least likely to assess undergraduate student learning.

Table 12: Learning Outcomes Assessment* of Overall Undergraduate Student Learning by Discipline as of Fall 2012 Term

Discipline	No Departmental Assessment	Departmental Assessment for …		
		All Majors	Majors in Honors Program Only	Some Other Group of Students
All Departments	15%	80%	1%	13%
Art History (AH)	23%	71%	3%	11%
English (EN)	9%	85%	0%	18%
Languages and Literatures other than English (LLE)	17%	79%	0%	16%
History (H)	15%	80%	1%	11%
History of Science (HoS)	58%	33%	0%	17%
Linguistics (LN)	40%	45%	1%	17%
MLA Combined English / Language & Literatures other than English (MLAC)	0%	100%	0%	4%
Religion (REL)	14%	77%	2%	17%
Folklore (FL, new)	55%	18%	0%	27%
Musicology (MU, new)	44%	56%	2%	2%
Classical Studies (CLS, new)	29%	65%	1%	12%
Philosophy (PS, new)	15%	80%	1%	13%
Communication (COM, new)	6%	90%	1%	8%

Note: The sum of the columns across each row may exceed 100% because respondents could select multiple choices.

* The "assessment" referenced is an aggregate assessment based on examining the results from a given cohort of students in an attempt to examine the effectiveness of a program.

Table 13 presents these same results by Carnegie classification and form of control. Departments at both public and private institutions are equally likely to report having an assessment program. Departments housed in "Primarily Research" institutions, as defined by their Carnegie classification, are least likely to have an assessment program in place.

Table 13: Learning Outcomes Assessment* of Overall Undergraduate Student Learning by Carnegie Classification and Form of Control, Fall 2012 Term

	All Institutions	Carnegie Classification			Form of Control	
		Primarily Undergraduate	Comprehensive	Primarily Research	Public	Private
No Departmental Assessment	15%	14%	6%	28%	15%	15%
Departmental Assessment for All Majors	80%	82%	90%	64%	80%	79%
Departmental Assessment for Majors in Honors Program Only	1%	1%	1%	1%	1%	1%
Departmental Assessment for Some Other Group of Students	13%	14%	13%	13%	11%	15%

Information for individual disciplines is available in the disciplinary section of the report.
The sum of the four rows in any column may exceed 100% because respondents could select multiple choices.
* The "assessment" referenced is an aggregate assessment based on examining the results from a given cohort of students in an attempt to examine the effectiveness of a program.

Graduate student enrollments are presented in Tables 14a and 14b. The comparisons with the previous round are on a per-department basis. The test for a change in the number of graduate students using only departments that responded in both rounds for Languages and Literatures other than English shows a statistically significant decrease.

Table 14a: Number of Graduate Students* in HDS-1 Departments, Fall 2012: Repeat Disciplines Only

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Discipline	Among Remaining HDS-1 Departments	
	Number of Graduate Students	Average per Department awarding Graduate Degrees (Median*)
Art History (AH)	4,030	36.0 (21) No δ
English (EN)	21,810	54.3 (50) No δ
Languages and Literatures other than English‡ (LLE)	9,900	22.1 (18) *Down 1.1 to 5.9*
History (H)	18,500	49.5 (29) No δ
History of Science (HoS)	260	18.6 (18) No δ
Linguistics (LN)	4,250	41.7 (34) No δ
MLA Combined English / Language & Literatures other than English (MLAC)	2,070	48.1 (13) No δ
Religion (REL)	3,030	30.9 (19) No δ

* Totals should not be compared directly with 2007 data since these totals do not included data for any departments that have been created in the interim. These totals can be interpreted estimates of minima for all 2012-13 departments combined.

* The medians were not compared with medians from previous study; there is no estimate of change.

‡ Some of the departments classified as LLE for HSD-1 have been reclassified as Classical Studies for HDS-2. Any comparisons are made using only departments classified as LLE for both HDS-1 and HDS-2.

Table 14b: Graduate Students, Fall 2012: New Disciplines Only

Discipline	Number of Graduate Students	Average per Department awarding Graduate Degrees (Median)
Folklore (FL, new)	420	32.3 (12)
Musicology (MU, new)	1,240	13.9 (12)
Classical Studies (CLS, new)	1,310	16.2 (15)
Philosophy (PS, new)	4,650	32.5 (25)
Communication (COM, new)	13,750	46.1 (35)

Many doctoral students receive some financial support from the department or institution or an external funding agency. We asked respondents to tell us how many of their full-time, first-year doctoral students received this type of support. We indicated that personal, spousal, or family support, wages from work unrelated to the program, and loans should not be considered financial support for this question. Table 15 presents the results. Overall, over half of first-year, full-time doctoral students receive support.

Table 15: Financial Support for Full-Time First-Year Students in Doctoral Program, Fall 2012

Discipline	Financial Support			Average Number of Full-Time, First-Year Doctoral Students	Number of Departments Responding (Estimated Number of Departments offering a Doctorate)
	Full	Partial	None		
All Departments	57%	20%	23%	7.4	478 (1,107)
Art History (AH)	61%	21%	18%	5	34 (68)
English (EN)	51%	5%	44%	11	68 (147)
Languages and Literatures other than English (LLE)	93%	1%	6%	4	94 (249)
History (H)	71%	6%	23%	10	61 (164)
History of Science (HoS)	50%	50%	0%	3	9 (17)
Linguistics (LN)	55%	22%	23%	9	43 (52)
MLA Combined English / Language & Literatures other than English (MLAC)	*	*	*	*	* (4)
Religion (REL)	42%	37%	21%	9	23 (35)
Folklore (FL, new)	33%	61%	6%	7	5 (6)
Musicology (MU, new)	24%	73%	3%	5	18 (52)
Classical Studies (CLS, new)	52%	37%	11%	5	30 (52)
Philosophy (PS, new)	85%	5%	10%	7	38 (85)
Communication (COM, new)	72%	16%	12%	9	55 (86)

* Only two of the responding departments offer a doctorate; neither responded to this question.

As we did with undergraduate courses, we asked about the instructor of record in graduate courses. Overall, more than 95% of the students enrolled in graduate courses are taught by a full-time faculty member. The differences indicated by the asterisk (*) in these tables mean that the proportion of students taught by that rank faculty member differs significantly from all other disciplines combined. A student enrolled in a graduate English class is more likely to be taught by a full-time tenured or tenure-track faculty member than students in graduate classes in all the other disciplines combined. The same is also true for a student in a graduate History class. Students in graduate classes in Musicology are less likely to be taught by a full-time tenured or tenure-track faculty member than in all the other disciplines combined.

Table 16: Instructor of Record for Graduate Courses, Fall 2012 Term

Discipline	% of students taught by …			
	Full-Time Tenured or Tenure-Track Faculty Members	Full-Time Non-Tenure-Track Faculty Members	Part-Time Faculty Members	Graduate Students in the Department
All Departments	87%	9%	4%	1%
Art History (AH)	85%	10%	6%	0%
English (EN)	96%*	3%	1%	1%
Languages and Literatures other than English (LLE)	85%	12%	3%	0%
History (H)	93%*	4%	2%	0%
History of Science (HoS)	95%	1%	4%	0%
Linguistics (LN)	86%	10%	4%	1%
MLA Combined English / Language & Literatures other than English (MLAC)	91%	9%	0%	0%
Religion (REL)	79%	13%	8%*	0%
Folklore (FL, new)	85%	2%	9%	5%*
Musicology (MU, new)	69%*	23%*	6%	2%
Classical Studies (CLS, new)	91%	5%	2%	2%
Philosophy (PS, new)	91%	8%	1%	0%
Communication (COM, new)	84%	10%	6%	0%

* Proportion is significantly different from all other disciplines combined at the 5% level. We used regression analysis for this test with a binary (0-1) variable for the discipline of interest. If the coefficient for the binary variable differed significantly from 0, then the interpretation from regression is that the discipline differs from all other disciplines combined.

Statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

We asked responding departments to tell us whether or not they had offered any for-credit online courses during the 2011-12 academic year, either fully online courses or hybrid courses. (We indicated that they should include any courses offered during the 2012 summer term and any intersession terms.) Table 17 summarizes their responses.

Table 17: Departments Offering Online Courses (All Disciplines Combined), by Carnegie Classification and Form of Control, 2011-12 Academic Year

	All Institutions	Carnegie Classification			Form of Control	
		Primarily Undergraduate	Comprehensive	Primarily Research	Public	Private
% of Departments Offering Fully Online Courses	33%	16%	43%	37%	55%	18%
Average Number of Fully Online Courses Offered*	5.7	3.6	6.3	5.8	5.1	6.9
Average Enrollments per Fully Online Course Offered	25.5	15.5	21.1	34.8	30.9	17.9
% of Departments Offering Hybrid Courses	19%	13%	26%	16%	29%	13%
Average Number of Hybrid Courses Offered*	4.3	4.3	4.3	4.3	5.4	2.6
Average Enrollments per Hybrid Course Offered	31.2	33.0	27.8	35.9	35.1	19.4

* This includes only institutions that offer online courses.
Information for individual disciplines is provided in the disciplinary section of the report.

We asked several questions about digital humanities; Table 18 presents a summary of the responses. Only 15% of the responding departments indicated that they had offered a seminar or course that focused on digital methods for research or teaching during the academic year, and only 12% reported having formal guidelines for evaluating digital publications to ensure that faculty members receive credit for tenure and promotion.

Table 18: Engagement with Digital Humanities (All Disciplines Combined), by Carnegie Classification and Form of Control, 2011-12 Academic Year

	All Institutions	Carnegie Classification			Form of Control	
		Primarily Undergraduate	Comprehensive	Primarily Research	Public	Private
Center or Lab Dedicated to Digital Humanities Research on Campus	24%	15%	15%	46%	32%	19%
Offered Seminar on Digital Methods for Research and Teaching	15%	9%	19%	19%	18%	14%
Guidelines for Evaluating Digital Publications for Tenure and Promotion	12%	8%	12%	18%	19%	8%

Information for individual disciplines is provided in the disciplinary section of the report.

Programs in the humanities can support professional programs. First, a department could offer professional programs; these could be, for example, a teacher credentialing program within a History department or a journalism program within an English department. About one-third of the departments report having a professional program; almost half of the English departments indicated they had such a program. In addition to having its own professional program, faculty members or graduate students from a department might teach a course in a professional school at their institution. Over 20% of the departments at institutions which have a professional school reported having faculty or graduate students teach courses at the professional school. Humanities faculty and graduate students were responsible for teaching over 11,000 courses in professional schools during the 2011-12 academic year. More details are provided in Table 19.

Table 19: Departments with Professional Programs and/or Instruction in Professional Schools, Fall 2012 Term

Discipline	Department Housed within an Institution with Professional Program(s)	Department Teaches Courses in Professional School (as % of Departments at Institutions with Professional Schools)	For Departments that Teach in Professional Schools	
			Average Number of Courses Taught in Professional Schools	Total Number of Courses Taught in Professional Schools
All Departments	72%	21%	12.1	11,210
Art History (AH)	75%	5%	3.0	35
English (EN)	72%	21%	32.0	4,995
Languages and Literatures other than English (LLE)	70%	23%	5.3	1,055
History (H)	75%	18%	3.0	360
History of Science (HoS)	70%	14%	1.0	2
Linguistics (LN)	77%	6%	28.3	165
MLA Combined English / Language & Literatures other than English (MLAC)	54%	32%	17.4	445
Religion (REL)	75%	17%	9.6	610
Folklore (FL, new)	89%	15%	4.0	8
Musicology (MU, new)	77%	16%	32.7	380
Classical Studies (CLS, new)	72%	14%	37.1	1,020
Philosophy (PS, new)	84%	24%	3.7	560
Communication (COM, new)	62%	32%	10.5	1,575

We asked about ways in which humanities departments prepared students for the workforce. Specifically we asked respondents to indicate whether they offered or required occupationally-oriented presentations by employers, employees or alumni; internships for students; and, occupationally-oriented coursework or workshops. Table 20 presents the results for undergraduate students, and Table 21 provides the information regarding doctoral students. Internships were offered or required at about two-thirds of the departments, including all of the Communications departments for both undergraduate and doctoral students and in the combined English and Languages & Literatures other than English departments for doctoral students. It should be noted that the second of the two columns for each activity is not a subset of the first; rather, the total proportion of departments offering the activity is the sum of the two columns.

Table 20: Occupationally-Oriented Activities for Undergraduate Students, 2011-12 Academic Year

	Activity					
	Occupationally-oriented presentations by employers, employees, or alumni*		An internship in an employment setting		Occupationally-oriented coursework or workshops	
	Status**					
Discipline	Activity is offered	Activity is required	Activity is offered	Activity is required	Activity is offered	Activity is required
All Departments	58%	3%	62%	10%	44%	7%
Art History (AH)	60%	1%	86%	6%	51%	3%
English (EN)	74%	3%	72%	15%	54%	10%
Languages and Literatures other than English (LLE)	54%	0%	59%	4%	49%	4%
History (H)	55%	2%	81%	5%	40%	4%
History of Science (HoS)	20%	0%	20%	0%	0%	0%
Linguistics (LN)	44%	2%	36%	4%	34%	6%
MLA Combined English / Language & Literatures other than English (MLAC)	86%	0%	77%	9%	51%	9%
Religion (REL)	50%	3%	51%	10%	38%	6%
Folklore (FL, new)	67%	0%	33%	0%	33%	0%
Musicology (MU, new)	27%	0%	27%	0%	27%	0%
Classical Studies (CLS, new)	38%	0%	35%	1%	31%	3%
Philosophy (PS, new)	36%	2%	36%	2%	20%	3%
Communication (COM, new)	81%	9%	64%	36%	57%	21%

* Includes job fairs geared to the interests of the department's majors

** There were three possible choices (Activity is not offered, Activity is offered, Activity is required); respondents could choose only one. Thus, the total proportion of departments that participate in the activity is the sum of the two columns; the remainder to sum to 100% is the proportion of departments that do not offer the activity.

Table 21: Occupationally-Oriented Activities for Doctoral Students, 2011-12 Academic Year (Non-Academic Employment Only)

	Activity					
	Occupationally-oriented presentations by employers, employees, or alumni*		An internship in an employment setting		Occupationally-oriented coursework or workshops	
	Status**					
Discipline	Activity is offered	Activity is required	Activity is offered	Activity is required	Activity is offered	Activity is required
All Departments	59%	0%	65%	2%	55%	3%
Art History (AH)	77%	0%	98%	0%	70%	0%
English (EN)	83%	0%	83%	4%	78%	9%
Languages and Literatures other than English (LLE)	58%	0%	67%	0%	67%	0%
History (H)	50%	0%	83%	0%	33%	0%
History of Science (HoS)	29%	0%	29%	0%	14%	0%
Linguistics (LN)	42%	0%	32%	5%	51%	8%
MLA Combined English / Language & Literatures other than English (MLAC)	0%	0%	100%	0%	100%	0%
Religion (REL)	69%	0%	36%	18%	36%	9%
Folklore (FL, new)	33%	0%	56%	22%	33%	0%
Musicology (MU, new)	20%	0%	13%	0%	27%	0%
Classical Studies (CLS, new)	26%	0%	19%	0%	45%	0%
Philosophy (PS, new)	54%	0%	39%	0%	31%	0%
Communication (COM, new)	89%	0%	100%	0%	72%	6%

* Includes job fairs geared to the interests of the department's majors

** There were three possible choices (Activity is not offered, Activity is offered, Activity is required); respondents could choose only one. Thus, the total proportion of departments that participate in the activity is the sum of the two columns; the remainder to sum to 100% is the proportion of departments that do not offer the activity.

One of the goals of institutions of higher learning is the dissemination of knowledge. This can be accomplished in the classroom and through community outreach. We asked about service to or collaboration with PreK – 12 teachers or students and with state humanities councils or community organizations. In about half of the departments, faculty members, staff or students who are enrolled in courses in the department participate in such endeavors.

Table 22: Service to the Community, 2011-12 Academic Year

Discipline	Department's faculty members, other staff or students who are enrolled in a course served or collaborated with …	
	PreK-12 teachers or students	State humanities councils or community organizations
All Departments	47%	49%
Art History (AH)	25%	64%
English (EN)	69%	62%
Languages and Literatures other than English (LLE)	62%	49%
History (H)	54%	66%
History of Science (HoS)	20%	70%
Linguistics (LN)	60%	43%
MLA Combined English / Language & Literatures other than English (MLAC)	48%	31%
Religion (REL)	22%	32%
Folklore (FL, new)	41%	77%
Musicology (MU, new)	21%	42%
Classical Studies (CLS, new)	57%	35%
Philosophy (PS, new)	26%	34%
Communication (COM, new)	28%	42%

In order to gauge the condition of the humanities, we asked responding departments to indicate whether or not they had ceased offering degrees at some level. This question examines whether or not a department that continues to offer degrees in the discipline no longer offers degrees at some level; for example, the department may still grant undergraduate degrees but no longer grant graduate degrees. The departments that no longer offer degrees in a discipline are discussed in Appendix D on page 219. The proportion of departments that have ceased offering degrees at some level is twice as high at public institutions compared to private institutions. Overall, 6% of the departments in the study that still offer degrees have ceased to grant degrees at some level. The results are summarized in Table 23. Departments that include a language or literature other than English suffered a loss of degree-granting status as some level at a higher rate than other disciplines in this study; this includes Languages and Literatures other than English and combined English & Languages and Literatures other than English departments.

Table 23: Departments Ceasing to Grant Degrees at Some Level (Fall 2007 – Fall 2012), by Carnegie Classification and Form of Control

Discipline	All Institutions	Carnegie Classification			Form of Control	
		Primarily Undergraduate	Comprehensive	Primarily Research	Public	Private
All Departments	6%	6%	5%	7%	8%	4%
Art History (AH)	4%	4%	6%	3%	2%	5%
English (EN)	5%	6%	4%	6%	6%	5%
Languages and Literatures other than English (LLE)	12%	13%	12%	11%	18%	8%
History (H)	1%	0%	3%	0%	3%	0%
History of Science (HoS)	0%	◈	◈	0%	0%	0%
Linguistics (LN)	6%	◈	◈	6%	6%	5%
MLA Combined English / Language & Literatures other than English (MLAC)	21%	15%	◈	◈	◈	◈
Religion (REL)	4%	2%	6%	5%	3%	4%
Folklore (FL, new)	0%	◈	◈	◈	0%	0%
Musicology (MU, new)	3%	◈	◈	3%	5%	0%
Classical Studies (CLS, new)	5%	2%	0%	10%	11%	1%
Philosophy (PS, new)	1%	0%	0%	3%	2%	0%
Communication (COM, new)	7%	9%	3%	10%	6%	7%

◈ indicates there are too few respondents to provide a reliable estimate.

While it is the departments in Languages and Literatures other than English and the combined English & Languages and Literatures other than English departments that are most likely to have ceased offering degrees at some level, it is also true that 85% of the doctoral programs in this study require candidates for the degree to demonstrate competence in a language other than English (excluding computer languages). Details by discipline and form of control are presented in Table 24. (The 85% does not include doctoral programs in Languages and Literatures other than English departments, combined English & Languages and Literatures other than English departments, and Classical Studies departments; at least some of the programs in these departments require competence in a language other than English or a computer language.)

Table 24: Departments with Language Requirements for Doctoral Degree, by Carnegie Classification and Form of Control, Fall 2012

Discipline	All Institutions	Form of Control	
		Public	Private
All Departments	85%	84%	86%
Art History (AH)	100%	100%	100%
English (EN)	96%	94%	100%
Languages and Literatures other than English (LLE)	Degree requirements already include demonstrated competence in language other than English		
History (H)	87%	86%	90%
History of Science (HoS)	75%	57%	100%
Linguistics (LN)	78%	78%	78%
MLA Combined English / Language & Literatures other than English (MLAC)	Requirements for at least some degrees already include demonstrated competence in language other than English		
Religion (REL)	92%	100%	88%
Folklore (FL, new)	60%	60%	◈
Musicology (MU, new)	87%	85%	91%
Classical Studies (CLS, new)	Degree requirements already include demonstrated competence in language other than English		
Philosophy (PS, new)	70%	69%	70%
Communication (COM, new)	68%	71%	50%

◈ indicates there are too few respondents to provide reliable estimate

Profiles of Individual Disciplines

In the following sections, we provide profiles for each of the thirteen disciplines included in HDS-2. Each disciplinary section follows the same format. Data regarding the number of faculty members and departments are presented by Carnegie Classification and by highest degree the department offers. The number of departments for each group is also provided; not every department housed within an institution that is classified as Primarily Research offers a doctorate. The type of institution and the highest degree offered can both affect the number of faculty members and the number of students.

Following the data on the number of faculty is data on students, both undergraduate and graduate students. We also include tables showing the proportion of students in various courses that are taught by different types of faculty members. We include data on the assessment of overall undergraduate student learning.

We then provide data about tenure considerations by Carnegie Classification and the availability of institutional or departmental support for faculty members. We include data about online courses and engagement with digital humanities.

A Note about Comparisons with HDS-1 Data for Repeat Disciplines

As previously noted, in HDS-2 we do not have data regarding the number of departments which have begun granting degrees in a discipline since HDS-1. Thus, any of the totals provided reflect only departments that were granting degrees when HDS-1 was conducted. The totals are not estimates for all of the departments granting degrees at the time HDS-2 was conducted.

We have made comparisons on a per-department basis (using averages or proportions) where appropriate.

A Note about Interdisciplinary Comparisons

While it is certainly possible to compare averages across disciplines, one should note that any observed differences may not be statistically significant.

Art History

In this section, we provide an overview of the HDS-1 Art History departments still awarding degrees in Art History at the time of HDS-2. Four years ago, the College Art Association began a regular data collection effort for data on graduate programs in the arts, including Art History. For complementary data to that reported here, please contact the College Art Association. Table AH1 shows the number of faculty members. There has been no statistically significant change in the number of faculty members per department.

Table AH1: HDS-1 Departments and Faculty Members by Carnegie Classification and Highest Degree Offered, Fall 2012

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Carnegie Classification	Number of Remaining HDS-1 Departments*	Among Remaining HDS-1 Departments	
		Average Number of Faculty Members	Total Number of Faculty Members*
Primarily Undergraduate	91 *See Appendix D.*	4.9 No δ	450
Comprehensive	83 *See Appendix D.*	6.7 No δ	555
Primarily Research	137 *See Appendix D.*	12.3 No δ	1,685
Highest Degree Offered	**Number of Remaining HDS-1 Departments***	**Among Remaining HDS-1 Departments**	
		Average Number of Faculty Members	**Total Number of Faculty Members***
Bachelor's	199 *See Appendix D.*	6.4 No δ	1,275
Master's	42 *See Appendix D.*	7.7 No δ	325
Doctorate	70 *See Appendix D.*	15.6 No δ	1,090
All Remaining HDS-1 Departments	**311** *See Appendix D.*	**8.6** No δ	**2,690**

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

Table AH2 presents faculty members by tenure status. As with the total number of faculty members, there have been no statistically significant per-department changes in the distribution of faculty members across the types of appointments since the previous round of the study.

Table AH2: Faculty Members at HDS-1 Departments* by Tenure Status, Fall 2012

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

	Among Remaining HDS-1 Departments			
Carnegie Classification	**Tenured**	**Tenure-Track**	**Neither Tenured nor Tenure-Track, Full-Time**	**Neither Tenured nor Tenure-Track, Part-Time**
Primarily Undergraduate	240 No δ	60 No δ	40 No δ	110 No δ
Comprehensive	280 No δ	60 No δ	50 No δ	165 No δ
Primarily Research	990 No δ	290 No δ	80 No δ	325 No δ
	Among Remaining HDS-1 Departments			
Highest Degree Offered	**Tenured**	**Tenure-Track**	**Neither Tenured nor Tenure-Track, Full-Time**	**Neither Tenured nor Tenure-Track, Part-Time**
Bachelor's	625 No δ	165 No δ	105 No δ	380 No δ
Master's	175 No δ	55 No δ	25 No δ	70 No δ
Doctorate	720 No δ	190 No δ	40 No δ	140 No δ
All Remaining HDS-1 Departments	**1,520** No δ	**410** No δ	**170** No δ	**590** No δ

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

Table AH3 presents faculty members by employment status and gender. There has been only one statistically significant per-department change in the number of full-time and part-time faculty members or in the number of men and women among faculty members; the number of men at Primarily Undergraduate institutions is down slightly (0.1 to 0.9 per department).

Table AH3: Faculty Members at HDS-1 Departments* by Employment Status and Gender, Fall 2012

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Carnegie Classification	Among Remaining HDS-1 Departments			
	Full-Time	**Part-Time**	**Men**	**Women**
Primarily Undergraduate	330 No δ	120 No δ	170 *Down 0.1 to 0.9 per department*	280 No δ
Comprehensive	320 No δ	235 No δ	195 No δ	360 No δ
Primarily Research	1,325 No δ	360 No δ	700 No δ	985 No δ
Highest Degree Offered	**Among Remaining HDS-1 Departments**			
	Full-Time	**Part-Time**	**Men**	**Women**
Bachelor's	815 No δ	460 No δ	435 No δ	840 No δ
Master's	250 No δ	75 No δ	100 No δ	225 No δ
Doctorate	920 No δ	170 No δ	530 No δ	560 No δ
All Remaining HDS-1 Departments	**1,985** No δ	**705** No δ	**1,065** No δ	**1,625** No δ

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

Not every department housed in an institution classified as Primarily Research using the Carnegie classifications offers a doctorate, or even a master's. Table AH4 details the highest degree offered by HDS-1 Art History departments housed at various institutions. At one Primarily Undergraduate institution, the Art History department offers a doctorate.

Table AH4: Number of Remaining HDS-1 Departments* by Carnegie Classification and Highest Degree Offered, Fall 2012

		Highest Degree Offered			All Remaining HDS-1 Departments
		Bachelor's	Master's	Doctorate	
Carnegie Classification	Primarily Undergraduate	88	2	1	**91**
	Comprehensive	76	5	2	**83**
	Primarily Research	35	35	67	**137**
All Remaining HDS-1 Departments		**199**	**42**	**70**	**311**

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

Table AH5 summarizes responses to the question of how many bachelor's degrees were awarded in Art History by HDS-1 departments during the 2011-12 academic year. Departments at Primarily Research institutions accounted for about two-thirds of the bachelor's degrees awarded. This is consistent with data from the previous round of the study.

Table AH5: Bachelor's Degrees completed in Art History in HDS-1 Departments in the 2011-12 Academic Year

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Carnegie Classification	Number of Remaining HDS-1 Departments*	Among Remaining HDS-1 Departments	
		Average Number of Bachelor's Degrees Awarded	Total Number of Bachelor's Degrees Awarded*
Primarily Undergraduate	91	9.6 No δ	870
Comprehensive	83	7.6 No δ	630
Primarily Research	137	23.1 No δ	3,160
Highest Degree Offered	**Number of Remaining HDS-1 Departments***	**Among Remaining HDS-1 Departments**	
		Average Number of Bachelor's Degrees Awarded	**Total Number of Bachelor's Degrees Awarded***
Bachelor's	199	10.1 No δ	2,000
Master's	42	27.9 No δ	1,170
Doctorate	70	21.3 No δ	1,490
All Remaining HDS-1 Departments	**311**	**15.0** No δ	**4,660**

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

Table AH6 presents data on the number of juniors and seniors with a declared major in Art History in HDS-1 departments. Overall, there is a significant decrease in the per-department number of juniors and seniors with a declared major in Art History in these departments. This decrease is seen in both the Primarily Undergraduate and Primarily Research institutions and the departments that offer only a bachelor's degree and departments that offer a doctorate. The interval for the change in departments which offer a doctorate is quite large; this indicates more uncertainty in this estimate.

If the number of students receiving bachelor's degrees is to remain fairly constant, then one would expect the number of juniors and seniors with a declared major to be at least twice as large as the number of bachelor's degree recipients. While that was true in the first round of this study, it is not the case in Art History this round. Given the number of juniors and seniors with a declared major in Art History in HDS-1 departments, we might expect to see the number of bachelor's degrees awarded in this discipline to decline in the next few years.

Table AH6: Number of Juniors and Seniors with Declared Major in Art History in HDS-1 Departments as of the Beginning of the Fall 2012 Term

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Carnegie Classification	Number of Remaining HDS-1 Departments*	Among Remaining HDS-1 Departments	
		Average Number of Juniors & Seniors with Declared Major	Total Number of Juniors & Seniors with Declared Major*
Primarily Undergraduate	91	12.1 *Down 0.1 to 6.5*	1,100
Comprehensive	83	10.0 No δ	830
Primarily Research	137	42.6 *Down 5.9 to 29.2*	5,830
Highest Degree Offered	**Number of Remaining HDS-1 Departments***	**Among Remaining HDS-1 Departments**	
		Average Number of Juniors & Seniors with Declared Major	**Total Number of Juniors & Seniors with Declared Major***
Bachelor's	199	17.4 *Down 1.0 to 10.4*	3,470
Master's	42	40.5 No δ	1,700
Doctorate	70	37.0 *Down 6.9 to 55.9*	2,590
All Remaining HDS-1 Departments	**311**	**25.0** *Down 4.6 to 14.6*	**7,760**

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

There were no statistically significant changes in the average number of students in each department completing a minor in Art History in HDS-1 departments. These data are detailed in Table AH7. During the 2011 – 2012 academic year, HDS-1 Art History departments awarded, on average, about 25 bachelor's degrees per department and had about 11 students per department earn a minor in the field.

Table AH7: Number of Students Completing a Minor in Art History in HDS-1 Departments during the 2011-12 Academic Year

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Carnegie Classification	Number of Remaining HDS-1 Departments*	Among Remaining HDS-1 Departments	
		Average Number of Students Completing a Minor	Total Number of Students Completing a Minor*
Primarily Undergraduate	91	6.6 No δ	600
Comprehensive	83	7.7 No δ	640
Primarily Research	137	15.8 No δ	2,170
Highest Degree Offered	**Number of Remaining HDS-1 Departments***	**Among Remaining HDS-1 Departments**	
		Average Number of Students Completing a Minor	**Total Number of Students Completing a Minor***
Bachelor's	199	9.2 No δ	1,830
Master's	42	11.1 No δ	465
Doctorate	70	15.9 No δ	1,115
All Remaining HDS-1 Departments	**311**	**11.0** No δ	**3,410**

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

As shown in Table AH8, there were just over 4,000 graduate students enrolled in programs in HDS-1 Art History departments during the Fall 2012 term. Most of these students were in departments that awarded a doctorate. There were eighty students enrolled in graduate programs in departments that offer only a bachelor's degree. It is likely that these students are in departments that had a graduate program at one time, and the department no longer awards graduate degrees. These departments have been allowed to retain currently enrolled graduate students.

Table AH8: Number of Graduate Students in Art History in HDS-1 Departments during Fall 2012 Term

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Carnegie Classification	Number of Remaining HDS-1 Departments*	Among Remaining HDS-1 Departments	
		Average Number of Graduate Students (per department that offers graduate degree)	Total Number of Graduate Students*
Primarily Undergraduate	91	30.0 No δ	90
Comprehensive	83	30.0 No δ	210
Primarily Research	137	36.6 No δ	3,730
Highest Degree Offered	**Number of Remaining HDS-1 Departments***	**Among Remaining HDS-1 Departments**	
		Average Number of Graduate Students	**Total Number of Graduate Students***
Bachelor's*	199	0.4 No δ	80
Master's	42	16.0 No δ	670
Doctorate	70	46.9 No δ	3,280
All Remaining HDS-1 Departments	**311**	**36.0** No δ	**4,030**

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

*This is per department since none of these departments currently offers a graduate degree. These students are likely students who started when the department did offer a graduate degree, but the department has since lost degree-granting status.

Overall, about three-fourths of the students enrolled in undergraduate introductory Art History courses in HDS-1 departments are taught by a full-time faculty member, and 3% are taught by graduate students. These data are presented in Table AH9. The differences indicated by the asterisk (*) in the table means that the proportion of students taught by that rank faculty member in that type of department differs significantly from the other comparable types of department (either by Carnegie Classification, by highest degree offered, or by form of control). A student in a department housed in a Primarily Undergraduate institution (by Carnegie Classification) is more likely to be taught by a full-time tenured or tenure-track faculty member than students in departments housed in Comprehensive or Primarily Research institutions. The same is also true for a student in a department housed in a private institution.

It must again be noted that statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically

significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Table AH9: Instructor of Record for Undergraduate Introductory Courses in Art History in HDS-1 Departments, Fall 2012 Term

	% of students taught by …			
	Full-Time Tenured or Tenure-Track Faculty Members	**Full-Time Non-Tenure-Track Faculty Members**	**Part-Time Faculty Members**	**Graduate Students in the Department**
By Carnegie Classification				
Primarily Undergraduate	70%*	12%	18%	0%*
Comprehensive	60%	10%*	30%*	0%*
Primarily Research	58%	14%	16%	12%
By Highest Degree Offered				
Bachelor's	64%	12%*	24%*	0%*
Master's	56%	16%*	22%*	6%*
Doctorate	62%	8%	10%	19%
By Form of Control				
Public	60%	13%	19%	8%
Private	65%*	12%	23%*	0%*
All Institutions	**64%***	**12%***	**21%**	**3%**

* indicates that the proportion is significantly different from primarily research (for Carnegie Classification) or from Doctorate (for Highest Degree Offered) or from Public (for Form of Control) at the 5% level.

* indicates that the proportion is significantly different from all other disciplines combined at the 5% level

We used regression analysis for these tests with a binary (0-1) variable for the level of interest. If the coefficient for the binary variable differed significantly from 0, then the interpretation from regression is that the discipline differs from all other levels combined.

Statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Table AH10 presents results for the instructor of record for all other (non-introductory) classes in Art History in HDS-1 departments. Students in departments housed in Primarily Undergraduate institutions (Carnegie classification) are more likely to be taught by full-time faculty members than students in departments housed in Comprehensive or Primarily Research institutions. There is little difference by form of control.

Finally, Table AH11 summarizes the results for the instructor of record in graduate courses. There is very little difference for graduate courses. At private institutions, students are less likely to be taught by full-time faculty members and more likely to be taught by part-time faculty members.

Table AH10: Instructor of Record for All Other Undergraduate (Non-Introductory) Courses in Art History in HDS-1 Departments, Fall 2012 Term

	% of students taught by …			
	Full-Time Tenured or Tenure-Track Faculty Members	**Full-Time Non-Tenure-Track Faculty Members**	**Part-Time Faculty Members**	**Graduate Students in the Department**
By Carnegie Classification				
Primarily Undergraduate	80%*	9%	11%*	0%*
Comprehensive	73%	9%	18%*	0%*
Primarily Research	70%	11%	14%	5%
By Highest Degree Offered				
Bachelor's	76%	9%	14%*	0%*
Master's	72%	11%	17%*	0%*
Doctorate	73%	8%	11%	8%
By Form of Control				
Public	74%	10%	13%	3%
Private	76%	9%	15%	0%*
All Institutions	**75%**	**10%**	**14%**	**1%**

* indicates that the proportion is significantly different from primarily research (for Carnegie Classification) or from Doctorate (for Highest Degree Offered) or from Public (for Form of Control) at the 5% level.

We used regression analysis for these tests with a binary (0-1) variable for the level of interest. If the coefficient for the binary variable differed significantly from 0, then the interpretation from regression is that the discipline differs from all other levels combined.

Statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Table AH11: Instructor of Record for All Graduate Courses in Art History in HDS-1 Departments, Fall 2012 Term

	% of students taught by …			
	Full-Time Tenured or Tenure-Track Faculty Members	**Full-Time Non-Tenure-Track Faculty Members**	**Part-Time Faculty Members**	**Graduate Students in the Department**
By Carnegie Classification				
Primarily Undergraduate	84%	9%	7%	0%
Comprehensive	88%	6%	6%	0%
Primarily Research	88%	6%	6%	0%
By Highest Degree Offered				
Bachelor's	82%	13%*	5%	0%
Master's	84%	11%*	6%	0%
Doctorate	87%	6%	6%	0%
By Form of Control				
Public	87%	8%	5%	0%
Private	80%*	12%	8%*	0%
All Institutions	**85%**	**9%**	**6%**	**0%**

* indicates that the proportion is significantly different from primarily research (for Carnegie Classification) or from Doctorate (for Highest Degree Offered) or from Public (for Form of Control) at the 5% level.

We used regression analysis for these tests with a binary (0-1) variable for the level of interest. If the coefficient for the binary variable differed significantly from 0, then the interpretation from regression is that the discipline differs from all other levels combined.

Statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Table AH12 presents the results for the assessment of undergraduate student learning in HDS-1 Art History departments. Learning outcomes assessment is an aggregate assessment which attempts to measure the effectiveness of a program or institution by examining the competence of a given cohort of students. We did not ask about the assessment of individual students; we asked respondents to tell us whether or not they assessed undergraduate student learning.

Table AH12: Assessment of Overall Undergraduate Student Learning in Art History in HDS-1 Departments as of the Fall 2012 Term

	All Institutions	Carnegie Classification			Form of Control	
		Primarily Undergraduate	Comprehensive	Primarily Research	Public	Private
No Departmental Assessment	23%	10%	20%	36%	27%	22%
Departmental Assessment for All Majors	71%	86%	73%	57%	66%	73%
Departmental Assessment for Majors in Honors Program Only	3%	2%	2%	4%	5%	2%
Departmental Assessment for Some Other Group of Students	11%	8%	14%	11%	10%	11%

Note: The sum of the four rows in any column may exceed 100% because respondents could select multiple choices.

The "assessment" referenced is an aggregate assessment based on examining the results from a given cohort of students in an attempt to examine the effectiveness of a program.

For Art History, 81% of the HDS-1 departments view publications as either essential or very important in tenure decisions; 73% of all of the departments view publications this way. The importance of teaching is about the same in HDS-1 Art History departments as it is in all other disciplines combined, and service is deemed slightly less important. The views of HDS-1 Art History departments on the importance of public humanities are also similar to that for all disciplines combined. Details for HDS-1 Art History departments are shown in Table AH13.

Table AH13: Considerations in Tenure Decisions in Art History in HDS-1 Departments, Fall 2012

	CC*	Essential	Very Important	Important	Marginally Important	Unimportant
Publications (research, scholarship, and creative work)	All	65%	16%	14%	5%	<1%
	PUG	47%	27%	17%	7%	2%
	Comp	47%	14%	29%	10%	0%
	PRes	88%	10%	2%	0%	0%
Teaching	All	78%	19%	2%	0%	<1%
	PUG	92%	5%	2%	0%	1%
	Comp	84%	14%	2%	0%	0%
	PRes	66%	32%	2%	0%	0%
Service to the department or institution	All	33%	37%	26%	5%	0%
	PUG	39%	36%	20%	5%	0%
	Comp	33%	35%	30%	2%	0%
	PRes	28%	40%	26%	6%	0%
Public humanities (making the humanities and/or humanities scholarship accessible to the general public)	All	2%	13%	17%	49%	19%
	PUG	3%	13%	22%	44%	18%
	Comp	4%	6%	23%	47%	20%
	PRes	0%	18%	10%	54%	18%

*CC – Carnegie Classification and PUG – Primarily Undergraduate, Comp – Comprehensive, & PRes – Primarily Research

Table AH14: Faculty Tenure Decisions and New Hires in HDS-1 Departments

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

	Number in Remaining HDS-1 Departments*	Relative to …
Tenured Faculty Members as of Fall 2012 (Fall 2007)	1,485	56% of total faculty members No δ
Tenure-Track Faculty Members (not yet tenured) as of Fall 2012 (Fall 2007)	395	15% of total faculty members No δ
Tenure-Track Faculty Members Granted Tenure per Year (Two-Year Average) 2010-11 & 2011-12 (2005-06 & 2006-07)	30 per year	8% of tenure-track, not yet tenured faculty members No δ
Faculty Members Denied Tenure or Leaving Prior to Tenure Decision per Year (Two-Year Average) 2010-11 & 2011-12 (2005-06 & 2006-07)	11 per year	3% of tenure-track, not yet tenured faculty members No δ
Tenured, Tenure-Track and Permanent Faculty Members Hired for 2012-13 (2007-08)	120	6% of full-time faculty members No δ

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

As seen in Table AH14, there are no significant changes in the faculty tenure decisions and new hires in HDS-1 Art History departments.

Almost all HDS-1 Art History departments (or the institutions in which they are housed) provide support for research for full-time tenured or tenure-track faculty members; this is comparable to all disciplines combined. However, it appears that full-time non-tenured or non-tenure-track faculty members these departments are less likely to receive research support than in other disciplines. About one part-time faculty member in four receives this support; this is about the same as in all disciplines combined. The data are presented in Table AH15.

Table AH15: Availability of Institutional or Departmental Support for Research in HDS-1 Departments, Fall 2012

	% of Institutions or Departments Providing Support
For Full-time tenure or tenure-track faculty members	94%
For full-time non-tenured or non-tenure-track faculty members	59%
For part-time faculty members	24%

When looking at all disciplines, about one department in three (33%) offers a fully online course, and about one in five (19%) offers a hybrid course. HDS-1 Art History departments appear to be less likely to offer either type of course. At the departments where these courses are offered, it appears that there are fewer fully online or hybrid courses offered than for all the disciplines combined. The details are shown in Table AH16.

Table AH16: HDS-1 Art History Departments Offering Online Courses by Carnegie Classification and Form of Control, 2011-12 Academic Year

	Departments Offering Fully Online Courses	Average Number of Fully Online Courses Offered	Departments Offering Hybrid Courses	Average Number of Hybrid Courses Offered
By Carnegie Classification				
Primarily Undergraduate	10%	1.8	4%	1.5
Comprehensive	22%	3.0	8%	1.7
Primarily Research	23%	1.7	18%	1.6
By Form of Control				
Public	35%	2.1	17%	1.5
Private	9%	2.2	8%	1.7
All Institutions	19%	2.1	11%	1.6

Even though they appear to be less likely to offer online courses, HDS-1 Art History departments overall are comparable to all disciplines combined when asked about their engagement with digital humanities. These results are summarized in Table AH17.

Table AH17: Engagement with Digital Humanities by Carnegie Classification and Form of Control in HDS-1 Departments as of Fall 2012

	Offered Seminar Focusing on Digital Methods for Research and Teaching	Have Formal Guidelines for Evaluating Digital Publications for Tenure and Promotion
By Carnegie Classification		
Primarily Undergraduate	6%	10%
Comprehensive	14%	14%
Primarily Research	26%	18%
By Form of Control		
Public	19%	16%
Private	15%	14%
All Institutions	**17%**	**14%**

English

In this section, we will provide an overview of all HDS-1 English departments still awarding degrees at the time of HDS-2. We will start with the number of departments and faculty members. Next we will examine undergraduate and graduate education. We will then present data regarding tenure decisions, new hires, and faculty support for research. We also present information regarding online education and digital humanities.

Table EN1: HDS-1 Departments and Faculty Members by Carnegie Classification and Highest Degree Offered, Fall 2012

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Carnegie Classification	Number of Remaining HDS-1 Departments*	Among Remaining HDS-1 Departments	
		Average Number of Faculty Members	Total Number of Faculty Members*
Primarily Undergraduate	398 *See Appendix D.*	13.0 No δ	5,190
Comprehensive	440 *See Appendix D.*	26.8 No δ	11,770
Primarily Research	226 *See Appendix D.*	52.2 Down 2.3 to 14.6	11,790
Highest Degree Offered	**Number of Remaining HDS-1 Departments***	**Among Remaining HDS-1 Departments**	
		Average Number of Faculty Members	**Total Number of Faculty Members***
Bachelor's	662 *See Appendix D.*	14.5 No δ	9,580
Master's	250 *See Appendix D.*	43.3 No δ	10,830
Doctorate	152 *See Appendix D.*	54.9 Down 0.4 to 16.9	8,340
All Remaining HDS-1 Departments	**1,064** *See Appendix D.*	**27.0** Down 0.4 to 6.4	**28,750**

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

There is a reduction in the average number of faculty members per department overall; the decrease appears to originate in the larger departments – those housed in primarily research institutions and those offering a doctorate.

Table EN2 presents faculty members by tenure status. While the proportion of full-time faculty members increased relative to the proportion of part-time faculty members (Table 3 in the Introduction), we see that the changes in the average number of faculty members has not changed significantly, except for a slight reduction in the number of tenure-track faculty members per department. The reduction in the number of tenure-track faculty members means the proportion of tenured faculty members increases. The small changes in the proportion of faculty members who are

non-tenure-track full-time and part-time (Table 3 in the Introduction) is not reflected in the averages per department at the more granular level.

Table EN2: Faculty Members at HDS-1 Departments* by Tenure Status, Fall 2012

(The 95% confidence interval for the change from 2007 data is shown; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Carnegie Classification	Among Remaining HDs-1 Departments			
	Tenured	Tenure-Track	Neither Tenured nor Tenure-Track, Full-Time	Neither Tenured nor Tenure-Track, Part-Time
Primarily Undergraduate	2,400 No δ	730 No δ	700 No δ	1,360 No δ
Comprehensive	4,370 No δ	1,170 No δ	1,340 No δ	4,890 No δ
Primarily Research	5,100 No δ	1,330 Down 0.4 to 3.1 per department	3,060 No δ	2,300 No δ
Highest Degree Offered	**Among Remaining HDs-1 Departments**			
	Tenured	**Tenure-Track**	**Neither Tenured nor Tenure-Track, Full-Time**	**Neither Tenured nor Tenure-Track, Part-Time**
Bachelor's	4,060 No δ	1,180 No δ	1,260 No δ	3,080 No δ
Master's	3,970 No δ	1,110 Down 0.3 to 2.4 per department	1,710 No δ	4,040 No δ
Doctorate	3,840 No δ	940 No δ	2,130 No δ	1,430 No δ
TOTAL	**11,870** No δ	**3,230** Down 0.3 to 1.4 per department	**5,100** No δ	**8,550** No δ

* These should not be compared directly with 2007 data since these data do not included any departments that have been created in the interim. These data can be interpreted estimates of minima for all 2012-13 departments combined.

Table EN3 presents faculty members by employment status and gender. As with the tenure status, there are a few significant per-department changes in the average number of part-time faculty members and in the average number of men among the faculty members in some departments. These slight changes did not result in a significant change in the proportions shown in Table 3 (in the Introduction).

Table EN3: Faculty Members at HDS-1 Departments* by Employment Status and Gender, Fall 2012

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Carnegie Classification	Among Remaining HDS-1 Departments			
	Full-Time*	**Part-Time***	**Men***	**Women***
Primarily Undergraduate	3,790 No δ	1,400 No δ	2,270 No δ	2,920 No δ
Comprehensive	6,735 No δ	5,035 No δ	5,400 No δ	6,370 No δ
Primarily Research	9,385 No δ	2,405 Down 0.2 to 10.8 per department	5,405 Down 2.2 to 8.5 per department	6,385 No δ
Highest Degree Offered	**Among Remaining HDS-1 Departments**			
	Full-Time*	**Part-Time***	**Men***	**Women***
Bachelor's	6,400 No δ	3,180 Down 0.1 to 2.2 per department	4,285 No δ	5,295 No δ
Master's	6,680 No δ	4,150 No δ	4,940 No δ	5,890 No δ
Doctorate	6,830 No δ	1,510 No δ	3,850 Down 1.5 to 9.9 per department	4,490 No δ
TOTAL	**19,910** No δ	**8,840** No δ	**13,075** Down 0.4 to 3.5 per department	**15,675** No δ

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

Not every department housed in an institution classified as primarily research using the Carnegie classifications offers a doctorate, or even a master's. Table EN4 details the highest degree offered by English departments housed at various institutions. At eleven "Primarily Undergraduate" institutions, the English department offers a master's. All of the doctoral-granting departments are housed in primarily research institutions.

Table EN4: Number of Remaining HDS-1 Departments* by Carnegie Classification and Highest Degree Offered, Fall 2012

(The 95% confidence interval for the change from 2007 data is shown; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

		Highest Degree Offered			All Remaining HDS-1 Departments
		Bachelor's	Master's	Doctorate	
Carnegie Classification	Primarily Undergraduate	387	11	0	**398**
	Comprehensive	266	174	0	**440**
	Primarily Research	9	65	152	**226**
All Remaining HDS-1 Departments		**662**	**250**	**152**	**1,064**

*These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

Table EN5 summarizes responses to the question of how many bachelor's degrees were awarded in English during the 2011-12 academic year. Departments at "Primarily Research" institutions accounted for almost half of the bachelor's degrees awarded. While the overall average exhibits a statistically significant decline, it should be noted that the confidence interval is quite large, indicating a higher level of uncertainty. The decline is not statistically significant at the more granular levels in the table.

Table EN5: Bachelor's Degrees completed in English in HDS-1 Departments in the 2011-12 Academic Year

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Carnegie Classification	Number of Remaining HDS-1 Departments*	Among Remaining HDS-1 Departments	
		Average Number of Bachelor's Degrees Awarded	Total Number of Bachelor's Degrees Awarded*
Primarily Undergraduate	398	22.6 No δ	8,990
Comprehensive	440	34.1 No δ	15,010
Primarily Research	226	96.4 No δ	21,780
Highest Degree Offered	**Number of Remaining HDS-1 Departments***	**Among Remaining HDS-1 Departments**	
		Average Number of Bachelor's Degrees Awarded	**Total Number of Bachelor's Degrees Awarded***
Bachelor's	662	24.7 No δ	16,380
Master's	250	50.0 No δ	12,510
Doctorate	152	111.1 No δ	16,890
All Remaining HDS-1 Departments	**43.0** Down 0.9 to 36.1	**1,064**	**45,780**

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

Table EN6 presents data on the number of juniors and seniors with a declared major in English. There is a significant decrease in the per-department number of juniors and seniors with a declared major in English in the smaller departments (those housed in primarily undergraduate institutions and those offering only a bachelor's degree). However, there is no statistically significant change overall.

If the number of students receiving bachelor's degrees is to remain fairly constant, then one would expect the number of juniors and seniors with a declared major to be at least twice as large as the number of bachelor's degree recipients. That was true in the first round of this study, and it continues to be case in English this round.

Table EN6: Number of Juniors and Seniors with Declared Major in English in HDS-1 Departments as of the Beginning of the Fall 2012 Term

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Carnegie Classification	Number of Remaining HDS-1 Departments*	Among Remaining HDS-1 Departments	
		Average Number of Juniors & Seniors with Declared Major	Total Number of Juniors & Seniors with Declared Major*
Primarily Undergraduate	398	35.3 Down 2.8 to 19.8	14,040
Comprehensive	440	50.8 No δ	22,360
Primarily Research	226	245.0 No δ	55,360
Highest Degree Offered	**Number of Remaining HDS-1 Departments***	**Among Remaining HDS-1 Departments**	
		Average Number of Juniors & Seniors with Declared Major	**Total Number of Juniors & Seniors with Declared Major***
Bachelor's	662	38.2 Down 5.5 to 21.0	25,275
Master's	250	104.9 No δ	26,225
Doctorate	152	264.9 No δ	40,260
All Remaining HDS-1 Departments	**1,064**	**86.2** No δ	**91,760**

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

There were no statistically significant changes in the average number of students in each department completing a minor in English. These data are detailed in Table EN7. During the 2011 – 2012 academic year, English departments awarded, on average, about 43 bachelor's degrees per department and had about 14 students per department earn a minor in the field.

Table EN7: Number of Students Completing a Minor in English during the 2011-12 Academic Year

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Carnegie Classification	Number of Remaining HDS-1 Departments*	Among Remaining HDS-1 Departments	
		Average Number of Students Completing a Minor	Total Number of Students Completing a Minor*
Primarily Undergraduate	398	9.6 No δ	3,840
Comprehensive	440	12.1 No δ	5,310
Primarily Research	226	26.1 No δ	5,890
Highest Degree Offered	**Number of Remaining HDS-1 Departments***	**Among Remaining HDS-1 Departments**	
		Average Number of Students Completing a Minor	**Total Number of Students Completing a Minor***
Bachelor's	662	10.2 No δ	6,755
Master's	250	18.1 No δ	4,535
Doctorate	152	24.7 No δ	3,750
All Remaining HDS-1 Departments	**1,064**	**14.1** No δ	**15,040**

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

As shown in Table EN8, there were almost 22,000 graduate students enrolled in programs in English departments during the Fall 2012 term. About two-thirds of these students were in departments that awarded a doctorate.

Table EN8: Number of Graduate Students in English during Fall 2012 Term

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Carnegie Classification	Number of Remaining HDS-1 Departments*	Among Remaining HDS-1 Departments	
		Average Number of Graduate Students (per department that offers graduate degree)	Total Number of Graduate Students*
Primarily Undergraduate	398	0 No δ	0
Comprehensive	440	21.5 No δ	3,735
Primarily Research	226	83.3 No δ	18,075
Highest Degree Offered	**Number of Remaining HDS-1 Departments***	**Among Remaining HDS-1 Departments**	
		Average Number of Graduate Students	**Total Number of Graduate Students***
Bachelor's	662	0 No δ	0
Master's	250	28.7 No δ	7,170
Doctorate	152	96.3 No δ	14,640
All Remaining HDS-1 Departments	**1,064**	**54.3** No δ	**21,810**

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

Overall, about three-fourths of the students enrolled in undergraduate introductory English courses are taught by a full-time faculty member, and 5% are taught by graduate students. These data are presented in Table EN9. The differences indicated by the asterisk (*) in the table means that the proportion of students taught by that rank faculty member in that type of department differs significantly from the other comparable types of department (either by Carnegie Classification, by highest degree offered, or by form of control). A student in a department housed in a Primarily Undergraduate institution (by Carnegie Classification) is more likely to be taught by a full-time tenured or tenure-track faculty member than students in departments housed in Comprehensive or Primarily Research institutions. The same is also true for a student in a department housed in a private institution.

It must again be noted that statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Table EN9: Instructor of Record for Undergraduate Introductory Courses in English in HDS-1 Departments, Fall 2012 Term

	% of students taught by …			
	Full-Time Tenured or Tenure-Track Faculty Members	**Full-Time Non-Tenure-Track Faculty Members**	**Part-Time Faculty Members**	**Graduate Students in the Department**
By Carnegie Classification				
Primarily Undergraduate	62%*	19%	18%	2%*
Comprehensive	51%	17%*	30%*	3%*
Primarily Research	49%	21%	16%	15%
By Highest Degree Offered				
Bachelor's	57%	19%	23%*	1%*
Master's	49%	23%*	21%*	8%*
Doctorate	54%	15%	9%	21%
By Form of Control				
Public	52%	20%	17%	11%
Private	57%*	18%	21%*	3%*
All Institutions	**56%**	**19%**	**20%**	**5%**

* indicates that the proportion is significantly different from primarily research (for Carnegie Classification) or from Doctorate (for Highest Degree Offered) or from Public (for Form of Control) at the 5% level.

We used regression analysis for these tests with a binary (0-1) variable for the level of interest. If the coefficient for the binary variable differed significantly from 0, then the interpretation from regression is that the discipline differs from all other levels combined.

Statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Table EN10 presents results for the instructor of record for all other (non-introductory) classes in English. Students in departments housed in primarily undergraduate institutions are more likely to be taught by full-time faculty members than students in departments housed in comprehensive or primarily research institutions. There is no statistically significant difference by form of control.

Finally, Table EN11 summarizes the results for the instructor of record in graduate courses. Students are less likely to be taught by full-time faculty members in departments which offer a doctorate.

Table EN10: Instructor of Record for All Other Undergraduate (Non-Introductory) Courses in English in HDS-1 Departments, Fall 2012 Term

	% of students taught by …			
	Full-Time Tenured or Tenure-Track Faculty Members	**Full-Time Non-Tenure-Track Faculty Members**	**Part-Time Faculty Members**	**Graduate Students in the Department**
By Carnegie Classification				
Primarily Undergraduate	79%*	16%	4%	0%*
Comprehensive	73%	16%	11%*	0%*
Primarily Research	69%	19%	7%	5%
By Highest Degree Offered				
Bachelor's	76%	17%	7%*	0%*
Master's	71%	19%	10%*	0%*
Doctorate	72%	16%	4%	9%
By Form of Control				
Public	73%	17%	6%	3%
Private	75%	17%	7%	0%*
All Institutions	**75%**	**17%**	**7%***	**1%**

* indicates that the proportion is significantly different from primarily research (for Carnegie Classification) or from Doctorate (for Highest Degree Offered) or from Public (for Form of Control) at the 5% level.

* indicates that the proportion is significantly different from all other disciplines combined at the 5% level

We used regression analysis for these tests with a binary (0-1) variable for the level of interest. If the coefficient for the binary variable differed significantly from 0, then the interpretation from regression is that the discipline differs from all other levels combined.

Statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Table EN11: Instructor of Record for All Graduate Courses in English in HDS-1 Departments, Fall 2012 Term

	% of students taught by …			
	Full-Time Tenured or Tenure-Track Faculty Members	**Full-Time Non-Tenure-Track Faculty Members**	**Part-Time Faculty Members**	**Graduate Students in the Department**
By Carnegie Classification				
Primarily Undergraduate	93%	5%	2%	0%
Comprehensive	97%	2%	1%	0%
Primarily Research	96%	3%	0%	1%
By Highest Degree Offered				
Bachelor's	93%	7%*	0%	0%
Master's	94%	6%*	0%	0%
Doctorate	97%	1%	1%	1%
By Form of Control				
Public	97%	2%	0%	1%
Private	91%*	6%	3%*	1%
All Institutions	**96%***	**3%**	**1%**	**1%**

* indicates that the proportion is significantly different from primarily research (for Carnegie Classification) or from Doctorate (for Highest Degree Offered) or from Public (for Form of Control) at the 5% level.

* indicates that the proportion is significantly different from all other disciplines combined at the 5% level.

We used regression analysis for these tests with a binary (0-1) variable for the level of interest. If the coefficient for the binary variable differed significantly from 0, then the interpretation from regression is that the discipline differs from all other levels combined.

Statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Table EN12 presents the results for the assessment of undergraduate student learning in English departments. Learning outcomes assessment is an aggregate assessment which attempts to measure the effectiveness of a program or institution by examining the competence of a given cohort of students. We did not ask about the assessment of individual students; we asked respondents to tell us whether or not they assessed undergraduate student learning. Overall, 90% of the departments perform some type of aggregate assessment of undergraduate student learning.

Table EN12: Assessment of Overall Undergraduate Student Learning in English in HDS-1 Departments as of the Fall 2012 Term

	All Institutions	Carnegie Classification			Form of Control	
		Primarily Undergraduate	Comprehensive	Primarily Research	Public	Private
No Departmental Assessment	10%	8%	5%	21%	12%	8%
Departmental Assessment for All Majors	85%	85%	90%	71%	84%	85%
Departmental Assessment for Majors in Honors Program Only	1%	0%	0%	2%	0%	1%
Departmental Assessment for Some Other Group of Students	18%	23%	12%	19%	14%	20%

Note: The sum of the four rows in any column may exceed 100% because respondents could select multiple choices.

The "assessment" referenced is an aggregate assessment based on examining the results from a given cohort of students in an attempt to examine the effectiveness of a program.

For English, 63% of the department view publications as either essential or very important in tenure decisions; 73% of all of the departments in the study view publications this way. Publications appear to be more important at primarily research institutions. The importance of teaching and service are about the same in English departments as they are in all other disciplines combined. The views of English departments on the importance of public humanities are also similar to that for all disciplines combined. Details for English departments are shown in Table EN13.

Table EN13: Considerations in Tenure Decisions in English in HDS-1 Departments, Fall 2012

	CC*	Essential	Very Important	Important	Marginally Important	Unimportant
Publications (research, scholarship, and creative work)	All	46%	17%	25%	10%	2%
	PUG	29%	19%	29%	19%	4%
	Comp	35%	22%	35%	7%	2%
	PRes	96%	4%	0%	0%	0%
Teaching	All	81%	13%	4%	1%	1%
	PUG	85%	8%	4%	0%	2%
	Comp	89%	9%	0%	2%	0%
	PRes	55%	30%	13%	2%	0%
Service to the department or institution	All	25%	42%	25%	7%	1%
	PUG	25%	48%	25%	0%	2%
	Comp	29%	42%	22%	7%	0%
	PRes	17%	30%	32%	19%	2%
Public humanities (making the humanities and/or humanities scholarship accessible to the general public)	All	0%	5%	29%	46%	19%
	PUG	0%	2%	35%	42%	21%
	Comp	0%	4%	28%	48%	20%
	PRes	0%	13%	21%	49%	17%

*CC – Carnegie classification and PUG – Primarily Undergraduate, Comp – Comprehensive, & PRes – Primarily Research

Table EN14: Faculty Tenure Decisions and New Hires in HDS-1 Departments

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

	Number in Remaining HDS-1 Departments*	Relative to …
Tenured Faculty Members as of Fall 2012 (Fall 2007)	11,870	41% of total faculty members Up 2% to 4%
Tenure-Track Faculty Members (not yet tenured) as of Fall 2012 (Fall 2007)	3,230	11% of total faculty members Down 1% to 2%
Tenure-Track Faculty Members Granted Tenure per Year (Two-Year Average) 2010-11 & 2011-12 (2005-06 & 2006-07)	245 per year	8% of tenure-track, not yet tenured faculty members No δ
Faculty Members Denied Tenure or Leaving Prior to Tenure Decision per Year (Two-Year Average) 2010-11 & 2011-12 (2005-06 & 2006-07)	15 per year	<1% of tenure-track, not yet tenured faculty members No δ
Tenured, Tenure-Track and Permanent Faculty Members Hired for 2012-13 (2007-08)	900	5% of full-time faculty members No δ

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

As seen in Table EN14, there are no significant changes in the faculty tenure decisions and new hires in English departments.

Almost all English departments (or the institutions in which they are housed) provide support for research for full-time tenured or tenure-track faculty members; this is comparable to all disciplines combined. Support for non-tenured or non-tenure-track and part-time faculty members in English departments is also comparable to all disciplines combined. The data are presented in Table EN15.

Table EN15: Availability of Institutional or Departmental Support for Research in HDS-1 Departments, Fall 2012

	% of Institutions or Departments Providing Support
For Full-time tenure or tenure-track faculty members	93%
For full-time non-tenured or non-tenure-track faculty members	70%
For part-time faculty members	27%

When looking at all disciplines, about one department in three (33%) offers a fully online course, and about one in five (19%) offers a hybrid course. English departments appear to be slightly more likely to offer either type of course. At the departments where these courses are offered, it appears that there

are a comparable number of fully online or hybrid courses offered as for all the disciplines combined. The details are shown in Table AH16.

Table EN16: HDS-1 English Departments Offering Online Courses by Carnegie Classification and Form of Control, 2011-12 Academic Year

	Departments Offering Fully Online Courses	Average Number of Fully Online Courses Offered	Departments Offering Hybrid Courses	Average Number of Hybrid Courses Offered
By Carnegie Classification				
Primarily Undergraduate	30%	3.3	21%	8.6
Comprehensive	50%	6.4	29%	4.9
Primarily Research	52%	7.9	21%	2.7
By Form of Control				
Public	62%	7.4	33%	7.2
Private	31%	4.1	18%	3.9
All Institutions	**43%**	**5.4**	**24%**	**5.2**

While they appear to be comparable to all institution combine with respect to online courses, English departments overall appear to be more likely than all disciplines combined to offer seminars focusing on digital methods for research and teaching and to have formal guidelines for evaluating digital publications for tenure and promotion. These results are summarized in Table EN17.

Table EN17: Engagement with Digital Humanities by Carnegie Classification and Form of Control in HDS-1 Departments as of Fall 2012

	Offered Seminar Focusing on Digital Methods for Research and Teaching	Have Formal Guidelines for Evaluating Digital Publications for Tenure and Promotion
By Carnegie Classification		
Primarily Undergraduate	18%	18%
Comprehensive	26%	19%
Primarily Research	28%	23%
By Form of Control		
Public	26%	29%
Private	23%	13%
All Institutions	**24%**	**20%**

Languages & Literatures other than English

In this section, we will provide an overview of HDS-1 Languages & Literatures other than English departments still awarding degrees at the time of HDS-2. In addition to seeing a few of the departments that were granting degrees in Languages & Literatures other than English at the time of HDS-1 cease granting degrees, we also had a change in the sample for Languages & Literatures other than English (LLE) for HDS-2. We discovered that some of the departments that had been included in the LLE (then referred to as Foreign Languages) were more appropriately classified in the Classical Studies sample. So, the data do not cover the same sample as that for HDS-1.

We will start with the number of departments and faculty members in HDS-1 departments classified as Languages & Literatures other than English for HDS-2. In Table 1, we have included the number of departments and faculty members that would have been in the LLE group had the departments not been reclassified. Next we will examine undergraduate and graduate education. We will then present data regarding tenure decisions, new hires, and faculty support for research. We also present information regarding online education and digital humanities.

Table LLE1: HDS-1 Departments and Faculty Members by Carnegie Classification and Highest Degree Offered‡, Fall 2012

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Carnegie Classification	Number of Remaining HDS-1 Departments*	Among Remaining HDS-1 Departments	
		Average Number of Faculty Members	Total Number of Faculty Members*
Primarily Undergraduate	382 (441) *See Appendix D.*	8.9 No δ	3,410 (3,670)
Comprehensive	353 (363) *See Appendix D.*	17.6 Up 0.7 to 6.8	6,220 (6,280)
Primarily Research	489 (548) *See Appendix D.*	24.5 No δ	11,970 (12,550)
Highest Degree Offered	**Number of Remaining HDS-1 Departments***	**Among Remaining HDS-1 Departments**	
		Average Number of Faculty Members	**Total Number of Faculty Members***
Bachelor's	776 (854) *See Appendix D.*	14.4 No δ	11,180 (11,590)
Master's	199 (219) *See Appendix D.*	27.4 No δ	5,460 (5,630)
Doctorate	249 (279) *See Appendix D.*	19.9 No δ	4,960 (5,280)
All Remaining HDS-1 Departments	**1,224** **(1,352)** *See Appendix D.*	**17.6** No δ	**21,600** **(22,500)**

* These values should not be compared directly with 2007 data since the departments included in the sample changed.

‡ When we added Classical Studies to the second round of survey, we found some departments that had been classified as Languages & Literatures other than English (LLE) in the first round were more appropriately classified as Classical Studies. Data for these departments are now included in Classics. (In parentheses and in purple), we show the number of departments and faculty members if we had include departments now classified as Classical Studies. All other data presented in this section excludes the departments now included in Classical Studies. All tests for statistically significant changes were conducted using only departments that were classified as LLE in both HDS-1 and HDS-2.

Considering only departments classified as LLE in both rounds of the study, the change in the average number of faculty members per department overall, is not statistically significant. Departments housed in institutions classified as Comprehensive using the Carnegie classification show a slight increase in the number of faculty members per department.

Table LLE2 presents faculty members by tenure status. There have been only two significant per-department changes in the distribution of faculty members across the types of appointments since the previous round of the study. These appear only at the more granular level.

Table LLE2: Faculty Members at HDS-1 Departments* by Tenure Status, Fall 2012

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

	Among Remaining HDS-1 Departments			
Carnegie Classification	**Tenured**	**Tenure-Track**	**Neither Tenured nor Tenure-Track, Full-Time**	**Neither Tenured nor Tenure-Track, Part-Time**
Primarily Undergraduate	1,520 No δ	480 No δ	470 No δ	940 No δ
Comprehensive	2,110 No δ	610 No δ	790 No δ	2,710 Up 0.6 to 6.3 per department
Primarily Research	4,860 No δ	1,470 No δ	3,250 No δ	2,390 No δ
	Among Remaining HDS-1 Departments			
Highest Degree Offered	**Tenured**	**Tenure-Track**	**Neither Tenured nor Tenure-Track, Full-Time**	**Neither Tenured nor Tenure-Track, Part-Time**
Bachelor's	4,100 No δ	1,230 No δ	1,850 No δ	4,000 No δ
Master's	2,170 No δ	690 No δ	1,240 Up 0.2 to 2.5 per department	1,360 No δ
Doctorate	2,220 No δ	640 No δ	1,420 No δ	680 No δ
All Remaining HDS-1 Departments	**8,490** No δ	**2,560** No δ	**4,510** No δ	**6,040** No δ

* These values should not be compared directly with 2007 data since the departments included in the sample changed.

Table LLE3 presents faculty members by employment status and gender. As with the tenure status, there have been a few significant per-department changes in the proportion of full-time and part-time faculty members or in the proportion of men and women among faculty members. Again, these appear only at the granular levels.

Table LLE3: Faculty Members at HDS-1 Departments* by Employment Status and Gender, Fall 2012

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Carnegie Classification	Among Remaining HDS-1 Departments			
	Full-Time	**Part-Time**	**Men**	**Women**
Primarily Undergraduate	2,410 No δ	1,000 No δ	1,170 No δ	2,240 No δ
Comprehensive	3,380 No δ	2,840 Up 0.7 to 6.3 per department	2,110 No δ	4,110 Up 0.5 to 5.9 per department
Primarily Research	9,290 No δ	2,680 No δ	4,800 No δ	7,170 No δ
Highest Degree Offered	**Among Remaining HDS-1 Departments**			
	Full-Time	**Part-Time**	**Men**	**Women**
Bachelor's	6,860 No δ	4,320 No δ	3,740 No δ	7,440 No δ
Master's	4,080 Up 0.7 to 4.2 per department	1,380 No δ	2,200 Up 0.1 to 2.7 per department	3,260 No δ
Doctorate	4,140 No δ	820 No δ	2,140 No δ	2,820 No δ
All Remaining HDS-1 Departments	**15,080** No δ	**6,520** No δ	**8,080** No δ	**13,520** No δ

* These values should not be compared directly with 2007 data since the departments included in the sample changed.

Not every department housed in an institution classified as Primarily Research using the Carnegie classifications offers a doctorate, or even a master's. Table LLE4 details the highest degree offered by Languages & Literatures other than English departments housed at various institutions. None of the Languages & Literatures other than English departments housed in primarily undergraduate institutions offers a doctorate.

Table LLE4: Number of Remaining HDS-1 Departments* by Carnegie Classification and Highest Degree Offered, Fall 2012

(The 95% confidence interval for the change from 2007 data is shown; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

		Highest Degree Offered			All Remaining HDS-1 Departments
		Bachelor's	Master's	Doctorate	
Carnegie Classification	Primarily Undergraduate	382	0	0	**382**
	Comprehensive	300	53	0	**353**
	Primarily Research	94	146	249	**489**
All Remaining HDS-1 Departments		**776**	**199**	**249**	**1,224**

* These values should not be compared directly with 2007 data since the departments included in the sample changed.

Table LLE5 summarizes responses to the question of how many bachelor's degrees were awarded in Languages & Literatures other than English during the 2011-12 academic year. Departments at primarily research institutions accounted for about two-thirds of the bachelor's degrees awarded.

Table LLE5: Bachelor's Degrees completed in Languages & Literatures other than English in HDS-1 Departments in the 2011-12 Academic Year

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Carnegie Classification	Number of Remaining HDS-1 Departments*	Among Remaining HDS-1 Departments	
		Average Number of Bachelor's Degrees Awarded	Total Number of Bachelor's Degrees Awarded*
Primarily Undergraduate	382	11.2 No δ	4,270
Comprehensive	353	17.8 No δ	6,270
Primarily Research	489	40.3 No δ	19,700
Highest Degree Offered	**Number of Remaining HDS-1 Departments***	**Among Remaining HDS-1 Departments**	
		Average Number of Bachelor's Degrees Awarded	**Total Number of Bachelor's Degrees Awarded***
Bachelor's	776	17.6 No δ	13,620
Master's	199	33.1 No δ	6,580
Doctorate	249	40.3 No δ	10,040
TOTAL	**1,224**	**24.7** No δ	**30,240**

* These values should not be compared directly with 2007 data since the departments included in the sample changed.

Table LLE6 presents data on the number of juniors and seniors with a declared major in Languages & Literatures other than English. There are no significant changes in the per-department number of juniors and seniors with a declared major in Languages & Literatures other than English. If the number of students receiving bachelor's degrees is to remain fairly constant, then one would expect the number of juniors and seniors with a declared major to be at least twice as large as the number of bachelor's degree recipients. While that was true in the first round of this study, it is not the case in Languages & Literatures other than English this round. Given the number of juniors and seniors with a declared major in Languages & Literatures other than English, we might expect to see the number of bachelor's degrees awarded in this discipline to decline in the next few years.

Table LLE6: Number of Juniors and Seniors with Declared Major in Languages & Literatures other than English as of the Beginning of the Fall 2012 Term

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Carnegie Classification	Number of Remaining HDS-1 Departments*	Among Remaining HDS-1 Departments	
		Average Number of Juniors & Seniors with Declared Major	Total Number of Juniors & Seniors with Declared Major*
Primarily Undergraduate	382	21.2 No δ	8,080
Comprehensive	353	30.0 No δ	10,600
Primarily Research	489	81.1 No δ	39,680
Highest Degree Offered	**Number of Remaining HDS-1 Departments***	**Among Remaining HDS-1 Departments**	
		Average Number of Juniors & Seniors with Declared Major	**Total Number of Juniors & Seniors with Declared Major***
Bachelor's	776	27.8 No δ	21,580
Master's	199	83.9 No δ	16,700
Doctorate	249	80.6 No δ	20,080
TOTAL	**1,224**	**47.7** No δ	**58,360**

* These values should not be compared directly with 2007 data since the departments included in the sample changed.

There were no statistically significant changes in the average number of students in each department completing a minor in Languages & Literatures other than English. These data are detailed in Table LLE7. During the 2011 – 2012 academic year, Languages & Literatures other than English departments awarded, on average, about 25 bachelor's degrees per department and had about 40 students per department earn a minor in the field.

Table LLE7: Number of Students Completing a Minor in Languages & Literatures other than English in HDS-1 Departments during the 2011-12 Academic Year

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Carnegie Classification	Number of Remaining HDS-1 Departments*	Among Remaining HDS-1 Departments	
		Average Number of Students Completing a Minor	Total Number of Students Completing a Minor*
Primarily Undergraduate	382	15.9 No δ	6,060
Comprehensive	353	24.2 No δ	8,540
Primarily Research	489	70.8 No δ	34,600
Highest Degree Offered	**Number of Remaining HDS-1 Departments***	**Among Remaining HDS-1 Departments**	
		Average Number of Students Completing a Minor	**Total Number of Students Completing a Minor***
Bachelor's	776	22.8 No δ	17,660
Master's	199	47.6 No δ	9,480
Doctorate	249	88.6 No δ	22,060
TOTAL	**1,224**	**40.2** No δ	**49,200**

* These values should not be compared directly with 2007 data since the departments included in the sample changed.

As shown in Table LLE8, there almost 10,000 graduate students enrolled in programs in Languages & Literatures other than English departments during the Fall 2012 term. Most of these students were in departments that awarded a doctorate. There were eighty students enrolled in graduate programs in departments that offer only a bachelor's degree. It is likely that these students are in departments that had a graduate program at one time, and the department no longer awards graduate degrees. These departments have been allowed to retain currently enrolled graduate students.

Table LLE8: Number of Graduate Students in Languages & Literatures other than English in HDS-1 Departments during Fall 2012 Term

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Carnegie Classification	Number of Remaining HDS-1 Departments*	Among Remaining HDS-1 Departments	
		Average Number of Graduate Students (per department that offers graduate degree)	Total Number of Graduate Students*
Primarily Undergraduate	382	0 No δ	0
Comprehensive	353	2.8 No δ	150
Primarily Research	489	24.7 Down 1.0 to 11.3	9,750
Highest Degree Offered	**Number of Remaining HDS-1 Departments***	**Among Remaining HDS-1 Departments**	
		Average Number of Graduate Students	**Total Number of Graduate Students***
Bachelor's*	776	0.1 No δ	80
Master's	199	14.8 No δ	2,950
Doctorate	249	27.6 Down 0.0 to 13.8	6,870
All Remaining HDS-1 Departments	**1,224**	**22.1** No δ	**9,900**

* These values should not be compared directly with 2007 data since the departments included in the sample changed.

*This is per department since none of these departments currently offers a graduate degree. These students are likely students who started when the department did offer a graduate degree, but the department has since lost degree-granting status.

Overall, about two-thirds of the students enrolled in undergraduate introductory Languages & Literatures other than English courses are taught by a full-time faculty member, and 11% are taught by graduate students. These data are presented in Table LLE9. The differences indicated by the asterisk (*) in the table means that the proportion of students taught by that rank faculty member in that type of department differs significantly from the other comparable types of department (either by Carnegie Classification, by highest degree offered, or by form of control). A student in a department housed in a Primarily Undergraduate institution (by Carnegie classification) is more likely to be taught by a full-time tenured or tenure-track faculty member than students in departments housed in Comprehensive or Primarily Research institutions. The same is also true for a student in a department housed in a private institution.

It must again be noted that statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically

significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Table LLE9: Instructor of Record for Undergraduate Introductory Courses in Languages & Literatures other than English in HDS-1 Departments, Fall 2012 Term

	% of students taught by …			
	Full-Time Tenured or Tenure-Track Faculty Members	**Full-Time Non-Tenure-Track Faculty Members**	**Part-Time Faculty Members**	**Graduate Students in the Department**
By Carnegie Classification				
Primarily Undergraduate	46%*	24%	23%	6%*
Comprehensive	35%	22%*	35%*	7%*
Primarily Research	32%	27%	21%	19%
By Highest Degree Offered				
Bachelor's	40%	25%	28%*	7%*
Master's	31%	29%*	26%*	14%*
Doctorate	37%	21%	14%	28%
By Form of Control				
Public	34%	26%	22%	17%
Private	40%*	24%	27%*	9%*
All Institutions	**39%***	**25%***	**26%**	**11%***

* proportion is significantly different from primarily research (for Carnegie Classification) or from Doctorate (for Highest Degree Offered) or from Public (for Form of Control) at the 5% level.

* proportion is significantly different from all other disciplines combined at the 5% level

We used regression analysis for these tests with a binary (0-1) variable for the level of interest. If the coefficient for the binary variable differed significantly from 0, then the interpretation from regression is that the discipline differs from all other levels combined.

Statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Table LLE10 presents results for the instructor of record for all other (non-introductory) classes in Languages & Literatures other than English. Students in departments housed in Primarily Undergraduate institutions (Carnegie classification) are more likely to be taught by full-time faculty members than students in departments housed in Comprehensive or Primarily Research institutions. There is little difference by form of control.

Table LLE10: Instructor of Record for All Other Undergraduate (Non-Introductory) Courses in Languages & Literatures other than English in HDS-1 Departments, Fall 2012 Term

	% of students taught by …			
	Full-Time Tenured or Tenure-Track Faculty Members	**Full-Time Non-Tenure-Track Faculty Members**	**Part-Time Faculty Members**	**Graduate Students in the Department**
By Carnegie Classification				
Primarily Undergraduate	71%*	18%	7%*	4%*
Comprehensive	64%	18%	14%*	3%*
Primarily Research	60%	21%	10%	9%
By Highest Degree Offered				
Bachelor's	67%	19%	10%*	4%*
Master's	62%	21%	13%*	4%*
Doctorate	62%	18%	7%	13%
By Form of Control				
Public	67%	19%	8%	7%
Private	69%	18%	9%	4%*
All Institutions	66%	19%	10%	5%*

* proportion is significantly different from primarily research (for Carnegie Classification) or from Doctorate (for Highest Degree Offered) or from Public (for Form of Control) at the 5% level.

* proportion is significantly different from all other disciplines combined at the 5% level

We used regression analysis for these tests with a binary (0-1) variable for the level of interest. If the coefficient for the binary variable differed significantly from 0, then the interpretation from regression is that the discipline differs from all other levels combined.

Statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Finally, Table LLE11 summarizes the results for the instructor of record in graduate courses. There is very little difference for graduate courses. At private institutions, students are less likely to be taught by full-time faculty members and more likely to be taught by part-time faculty members.

Table LLE11: Instructor of Record for All Graduate Courses in Languages & Literatures other than English in HDS-1 Departments, Fall 2012 Term

	% of students taught by …			
	Full-Time Tenured or Tenure-Track Faculty Members	**Full-Time Non-Tenure-Track Faculty Members**	**Part-Time Faculty Members**	**Graduate Students in the Department**
By Carnegie Classification				
Primarily Undergraduate	81%	14%	5%	0%
Comprehensive	86%	11%	3%	0%
Primarily Research	86%	12%	3%	0%
By Highest Degree Offered				
Bachelor's	82%	16%*	2%	0%
Master's	84%	14%*	2%	0%
Doctorate	87%	9%	3%	0%
By Form of Control				
Public	86%	11%	2%	0%
Private	80%*	15%	5%*	0%
All Institutions	**85%**	**12%**	**3%**	**0%**

* proportion is significantly different from primarily research (for Carnegie Classification) or from Doctorate (for Highest Degree Offered) or from Public (for Form of Control) at the 5% level.

We used regression analysis for these tests with a binary (0-1) variable for the level of interest. If the coefficient for the binary variable differed significantly from 0, then the interpretation from regression is that the discipline differs from all other levels combined.

Statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Table LLE12 presents the results for the assessment of undergraduate student learning in Languages & Literatures other than English departments. Learning outcomes assessment is an aggregate assessment which attempts to measure the effectiveness of a program or institution by examining the competence of a given cohort of students. We did not ask about the assessment of individual students; we asked respondents to tell us whether or not they assessed undergraduate student learning.

Table LLE12: Assessment of Overall Undergraduate Student Learning in Languages & Literatures other than English in HDS-1 Departments as of the Fall 2012 Term

	All Institutions	Carnegie Classification			Form of Control	
		Primarily Undergraduate	Comprehensive	Primarily Research	Public	Private
No Departmental Assessment	17%	13%	6%	30%	18%	17%
Departmental Assessment for All Majors	78%	88%	91%	62%	80%	77%
Departmental Assessment for Majors in Honors Program Only	0%	0%	0%	0%	0%	0%
Departmental Assessment for Some Other Group of Students	16%	18%	21%	11%	9%	20%

Note: The sum of the four rows in any column may exceed 100% because respondents could select multiple choices.

The "assessment" referenced is an aggregate assessment based on examining the results from a given cohort of students in an attempt to examine the effectiveness of a program.

For Languages & Literatures other than English, 81% of the department view publications as either essential or very important in tenure decisions; 73% of all of the departments in the study view publications this way. The importance of teaching and service are about the same in Languages & Literatures other than English departments as it is in all other disciplines combined. The views of Languages & Literatures other than English departments on the importance of public humanities are also similar to that for all disciplines combined. Details for Languages & Literatures other than English departments are shown in Table LLE13.

Table LLE13: Considerations in Tenure Decisions in Languages & Literatures other than English in HDS-1 Departments, Fall 2012

	CC*	Essential	Very Important	Important	Marginally Important	Unimportant
Publications (research, scholarship, and creative work)	All	**60%**	**21%**	**13%**	**5%**	**1%**
	PUG	39%	21%	26%	11%	3%
	Comp	38%	38%	18%	5%	0%
	PRes	92%	8%	0%	0%	0%
Teaching	All	**75%**	**23%**	**2%**	**0%**	**0%**
	PUG	89%	11%	0%	0%	0%
	Comp	77%	15%	8%	0%	0%
	PRes	62%	38%	0%	0%	0%
Service to the department or institution	All	**26%**	**41%**	**27%**	**6%**	**1%**
	PUG	24%	51%	24%	0%	0%
	Comp	31%	44%	21%	5%	0%
	PRes	23%	31%	33%	12%	2%
Public humanities (making the humanities and/or humanities scholarship accessible to the general public)	All	**2%**	**6%**	**23%**	**49%**	**20%**
	PUG	3%	3%	26%	42%	26%
	Comp	3%	13%	18%	51%	15%
	PRes	0%	4%	24%	53%	20%

*CC – Carnegie classification and PUG – Primarily Undergraduate, Comp – Comprehensive, & PRes – Primarily Research

As seen in Table LLE14, there are no significant changes in the faculty tenure decisions and new hires in Languages & Literatures other than English departments.

Table LLE14: Faculty Tenure Decisions and New Hires in HDS-1 Departments

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

	Number in Remaining HDS-1 Departments*	Relative to …
Tenured Faculty Members as of Fall 2012 (Fall 2007)	8,490	39% of total faculty members No δ
Tenure-Track Faculty Members (not yet tenured) as of Fall 2012 (Fall 2007)	2,560	12% of total faculty members No δ
Tenure-Track Faculty Members Granted Tenure per Year (Two-Year Average) 2010-11 & 2011-12 (2005-06 & 2006-07)	165 per year	6% of tenure-track, not yet tenured faculty members No δ
Faculty Members Denied Tenure or Leaving Prior to Tenure Decision per Year (Two-Year Average) 2010-11 & 2011-12 (2005-06 & 2006-07)	75 per year	3% of tenure-track, not yet tenured faculty members No δ
Tenured, Tenure-Track and Permanent Faculty Members Hired for 2012-13 (2007-08)	980	7% of full-time faculty members No δ

* These values should not be compared directly with 2007 data since the departments included in the sample changed.

Almost all Languages & Literatures other than English departments (or the institutions in which they are housed) provide support for research for full-time tenured or tenure-track faculty members; this is comparable to all disciplines combined. It appears that full-time non-tenured or non-tenure-track faculty members in Languages & Literatures other than English departments may be more likely to receive research support than in other disciplines. About one part-time faculty member in three receives this support; this appears to exceed that for all disciplines combined. The data are presented in Table LLE15.

Table LLE15: Availability of Institutional or Departmental Support for Research in HDS-1 Departments, Fall 2012

	% of Institutions or Departments Providing Support
For Full-time tenure or tenure-track faculty members	97%
For full-time non-tenured or non-tenure-track faculty members	73%
For part-time faculty members	33%

When looking at all disciplines, about one department in five (33%) offers a fully online course, and about one in five (19%) offers a hybrid course. Languages & Literatures other than English departments appear to be less likely to offer fully online courses. At the departments where these courses are offered, it appears that there are fewer fully online or hybrid courses offered than for all the disciplines combined. The details are shown in Table LLE16.

Table LLE16: HDS-1 Languages & Literatures other than English Departments Offering Online Courses by Carnegie Classification and Form of Control, 2011-12 Academic Year

	Departments Offering Fully Online Courses	Average Number of Fully Online Courses Offered	Departments Offering Hybrid Courses	Average Number of Hybrid Courses Offered
By Carnegie Classification				
Primarily Undergraduate	3%	2.0	10%	2.7
Comprehensive	24%	2.5	28%	3.0
Primarily Research	30%	4.2	20%	4.5
By Form of Control				
Public	41%	3.9	30%	4.6
Private	7%	2.3	13%	2.1
All Institutions	**20%**	**2.9**	**19%**	**3.0**

Even though they appear to be less likely to offer online courses, Languages & Literatures other than English departments are comparable to all disciplines combined when asked about their engagement with digital humanities. These results are summarized in Table LLE17.

Table LLE17: Engagement with Digital Humanities by Carnegie Classification and Form of Control in HDS-1 Departments as of Fall 2012

	Offered Seminar Focusing on Digital Methods for Research and Teaching	Have Formal Guidelines for Evaluating Digital Publications for Tenure and Promotion
By Carnegie Classification		
Primarily Undergraduate	10%	3%
Comprehensive	21%	13%
Primarily Research	14%	20%
By Form of Control		
Public	15%	22%
Private	14%	8%
All Institutions	**15%**	**13%**

History

In this section, we will provide an overview of HDS-1 History departments still awarding degrees in History at the time of HDS-2. We start with the number of departments and faculty members. Next we will examine undergraduate and graduate education. We will then present data regarding tenure decisions, new hires, and faculty support for research. Finally, we present information regarding online education and digital humanities.

Table H1: HDS-1 Departments and Faculty Members by Carnegie Classification and Highest Degree Offered, Fall 2012

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Carnegie Classification	Number of Remaining HDS-1 Departments*	Among Remaining HDS-1 Departments	
		Average Number of Faculty Members	Total Number of Faculty Members*
Primarily Undergraduate	285 *See Appendix D.*	9.3 No δ	2,660
Comprehensive	408 *See Appendix D.*	15.8 No δ	6,460
Primarily Research	228 *See Appendix D.*	29.3 No δ	6,680
Highest Degree Offered	**Number of Remaining HDS-1 Departments***	**Among Remaining HDS-1 Departments**	
		Average Number of Faculty Members	**Total Number of Faculty Members**
Bachelor's	547 *See Appendix D.*	10.9 Up 0.1 to 2.2	5,970
Master's	211 *See Appendix D.*	21.0 No δ	4,440
Doctorate	163 *See Appendix D.*	33.1 No δ	5,390
All Remaining HDS-1 Departments	**921** *See Appendix D.*	**17.2** No δ	**15,800**

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

The change in the average number of faculty members per department overall is not statistically significant.

Table H2 presents faculty members by tenure status. While the average number of tenure-track faculty members per department has declined, this decline has been associated with a similar increase in the average number of tenured faculty members at each department.

Table H2: Faculty Members at HDS-1 Departments* by Tenure Status, Fall 2012

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Carnegie Classification	Among Remaining HDS-1 Departments			
	Tenured	**Tenure-Track**	**Neither Tenured nor Tenure-Track, Full-Time**	**Neither Tenured nor Tenure-Track, Part-Time**
Primarily Undergraduate	1,680 Up 0.0 to 1.2 per department	390 Down 0.4 to 1.4 per department	300 No δ	290 No δ
Comprehensive	2,860 No δ	900 No δ	520 No δ	2,180 No δ
Primarily Research	4,500 Up 0.6 to 3.2 per department	970 Down 0.2 to 2.1 per department	360 No δ	850 No δ
Highest Degree Offered	**Among Remaining HDS-1 Departments**			
	Tenured	**Tenure-Track**	**Neither Tenured nor Tenure-Track, Full-Time**	**Neither Tenured nor Tenure-Track, Part-Time**
Bachelor's	3,130 Up 0.2 to 1.3 per department	840 Down 0.0 to 0.9 per department	500 No δ	1,500 No δ
Master's	2,150 No δ	680 No δ	340 No δ	1,270 No δ
Doctorate	3,760 Up 0.4 to 3.7 per department	740 No δ	340 No δ	550 No δ
All Remaining HDS-1 Departments	**9,040** Up 0.4 to 1.6 per department	**2,260** Down 0.3 to 1.2 per department	**1,180** No δ	**3,320** No δ

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

Table H3 presents faculty members by employment status and gender. There has been only one significant per-department change: the average number of women among faculty members has increased slightly. At the more granular level, we see small changes for some groups of faculty members at a set of schools. For example, the average number of part-time faculty members per department and the average number of men among the faculty members per department have declined slightly at departments housed in primarily undergraduate institutions. Overall the net effect is very little change.

Table H3: Faculty Members at HDS-1 Departments* by Employment Status and Gender, Fall 2012

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Carnegie Classification	Among Remaining HDS-1 Departments			
	Full-Time	**Part-Time**	**Men**	**Women**
Primarily Undergraduate	2,290 No δ	370 Down 0.0 to 1.1 per department	1,560 Down 0.0 to 1.1 per department	1,100 No δ
Comprehensive	4,260 No δ	2,200 No δ	4,190 No δ	2,270 No δ
Primarily Research	5,770 No δ	910 No δ	4,100 No δ	2,580 Up 0.4 to 2.2 per department
Highest Degree Offered	**Among Remaining HDS-1 Departments**			
	Full-Time	**Part-Time**	**Men**	**Women**
Bachelor's	4,350 Up 0.2 to 1.3 per department	1,620 No δ	3,660 No δ	2,300 Up 0.2 to 1.2 per department
Master's	3,160 No δ	1,290 No δ	2,850 No δ	1,610 No δ
Doctorate	4,810 No δ	570 No δ	3,340 No δ	2,040 No δ
All Remaining HDS-1 Departments	**12,320** No δ	**3,480** No δ	**9,850** No δ	**5,950** Up 0.3 to 1.2 per department

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

Not every department housed in an institution classified as Primarily Research using the Carnegie classifications offers a doctorate, or even a master's. Table H4 details the highest degree offered by History departments housed at various institutions. At one Primarily Undergraduate institution, the History department offers a doctorate. Most of the History departments housed in Primarily Research institutions offer a doctorate.

Table H4: Number of Remaining HDS-1 Departments* by Carnegie Classification and Highest Degree Offered, Fall 2012

(The 95% confidence interval for the change from 2007 data is shown; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

		Highest Degree Offered			All Remaining HDS-1 Departments
		Bachelor's	Master's	Doctorate	
Carnegie Classification	Primarily Undergraduate	280	5	0	**285**
	Comprehensive	242	159	7	**408**
	Primarily Research	25	47	156	**228**
All Remaining HDS-1 Departments		**547**	**211**	**163**	**921**

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

Table H5 summarizes responses to the question of how many bachelor's degrees were awarded in History during the 2011-12 academic year. Departments at Primarily Research institutions accounted for almost one-half of the bachelor's degrees awarded. In HDS-1, these departments accounted for over one-half of the bachelor's degrees awarded.

Table H5: Bachelor's Degrees completed in History in HDS-1 Departments in the 2011-12 Academic Year

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Carnegie Classification	Number of Remaining HDS-1 Departments*	Among Remaining HDS-1 Departments	
		Average Number of Bachelor's Degrees Awarded	Total Number of Bachelor's Degrees Awarded*
Primarily Undergraduate	285	25.4 No δ	7,240
Comprehensive	408	26.1 No δ	10,630
Primarily Research	228	74.2 No δ	16,910
Highest Degree Offered	**Number of Remaining HDS-1 Departments***	**Among Remaining HDS-1 Departments**	
		Average Number of Bachelor's Degrees Awarded	**Total Number of Bachelor's Degrees Awarded***
Bachelor's	547	23.5 No δ	12,860
Master's	211	40.1 No δ	8,460
Doctorate	163	82.6 No δ	13,460
All Remaining HDS-1 Departments	**921**	**37.8** No δ	**34,780**

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

Table H6 presents data on the number of juniors and seniors with a declared major in History. Overall, there is no statistically significant change in the per-department number of juniors and seniors with a declared major in History. However, a decrease is seen in both the Primarily Undergraduate departments and the departments that offer only a bachelor's degree. The interval for the change in departments which offer a doctorate is quite large; this indicates more uncertainty in this estimate.

If the number of students receiving bachelor's degrees is to remain fairly constant, then one would expect the number of juniors and seniors with a declared major to be at least twice as large as the number of bachelor's degree recipients. That was true in the first round of this study, and it continues to be the case in History this round.

Table H6: Number of Juniors and Seniors with Declared Major in History in HDS-1 Departments as of the Beginning of the Fall 2012 Term

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Carnegie Classification	Number of Remaining HDS-1 Departments*	Among Remaining HDS-1 Departments	
		Average Number of Juniors & Seniors with Declared Major	Total Number of Juniors & Seniors with Declared Major*
Primarily Undergraduate	285	48.0 Down 4.7 to 19.5	13,690
Comprehensive	408	74.4 No δ	30,340
Primarily Research	228	185.3 No δ	42,240
Highest Degree Offered	**Number of Remaining HDS-1 Departments***	**Among Remaining HDS-1 Departments**	
		Average Number of Juniors & Seniors with Declared Major	**Total Number of Juniors & Seniors with Declared Major***
Bachelor's	547	45.1 Down 4.8 to 19.9	24,680
Master's	211	141.2 No δ	29,800
Doctorate	163	195.0 No δ	31,790
All Remaining HDS-1 Departments	**921**	**93.7** No δ	**86,270**

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

There were no statistically significant changes in the average number of students in each department completing a minor in History. These data are detailed in Table H7. During the 2011 – 2012 academic year, History departments awarded, on average, about 38 bachelor's degrees per department and had about 17 students per department earn a minor in the field.

Table H7: Number of Students Completing a Minor in History in HDS-1 Departments during the 2011-12 Academic Year

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Carnegie Classification	Number of Remaining HDS-1 Departments*	Among Remaining HDS-1 Departments	
		Average Number of Students Completing a Minor	Total Number of Students Completing a Minor*
Primarily Undergraduate	285	9.9 No δ	2,830
Comprehensive	408	13.5 No δ	5,520
Primarily Research	228	33.1 No δ	7,540
Highest Degree Offered	**Number of Remaining HDS-1 Departments***	**Among Remaining HDS-1 Departments**	
		Average Number of Students Completing a Minor	**Total Number of Students Completing a Minor***
Bachelor's	547	11.7 No δ	6,410
Master's	211	17.5 No δ	3,700
Doctorate	163	35.5 No δ	5,780
All Remaining HDS-1 Departments	**921**	**17.3** No δ	**15,890**

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

As shown in Table H8, there were approximately 18,500 graduate students enrolled in programs in History departments during the Fall 2012 term. About two-thirds of these students were in departments that award a doctorate. There were 330 students enrolled in graduate programs in departments that offer only a bachelor's degree. It is likely that these students are in departments that had a graduate program at one time, and the department no longer awards graduate degrees. These departments have been allowed to retain currently enrolled graduate students until they graduate. There has been no statistically significant change in the average number of graduate students per History department.

Table H8: Number of Graduate Students in History in HDS-1 Departments during Fall 2012 Term

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Carnegie Classification	Number of Remaining HDS-1 Departments*	Among Remaining HDS-1 Departments	
		Average Number of Graduate Students (per department that offers graduate degree)	Total Number of Graduate Students*
Primarily Undergraduate	285	88.0 No δ	440
Comprehensive	408	24.1 No δ	4,000
Primarily Research	228	69.3 No δ	14,060
Highest Degree Offered	**Number of Remaining HDS-1 Departments***	**Among Remaining HDS-1 Departments**	
		Average Number of Graduate Students	**Total Number of Graduate Students***
Bachelor's*	547	0.6 No δ	330
Master's	211	27.6 No δ	5,820
Doctorate	163	75.8 No δ	12,350
All Remaining HDS-1 Departments	**921**	**49.5** No δ	**18,500**

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

* This is per department since none of these departments currently offers a graduate degree. These students are likely students who started when the department did offer a graduate degree, but the department has since lost degree-granting status.

Overall, more than three-fourths of the students enrolled in undergraduate introductory History courses are taught by a full-time faculty member, and 2% are taught by graduate students. These data are presented in Table H9. The differences indicated by the asterisk (*) in the table means that the proportion of students taught by that rank faculty member in that type of department differs significantly from the other comparable types of department (either by Carnegie Classification, by highest degree offered, or by form of control). A student in a department housed in a Primarily Undergraduate institution (by Carnegie Classification) is more likely to be taught by a full-time tenured or tenure-track faculty member than students in departments housed in Comprehensive or Primarily Research institutions. The same is also true for a student in a department housed in a private institution.

It must again be noted that statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem

to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Table H9: Instructor of Record for Undergraduate Introductory Courses in History in HDS-1 Departments, Fall 2012 Term

	% of students taught by …			
	Full-Time Tenured or Tenure-Track Faculty Members	**Full-Time Non-Tenure-Track Faculty Members**	**Part-Time Faculty Members**	**Graduate Students in the Department**
By Carnegie Classification				
Primarily Undergraduate	72%*	14%	14%	0%*
Comprehensive	62%	12%*	26%*	0%*
Primarily Research	61%	17%	12%	10%
By Highest Degree Offered				
Bachelor's	67%	14%	19%*	0%*
Master's	60%	18%*	18%*	3%*
Doctorate	66%	10%	7%	17%
By Form of Control				
Public	64%	15%	14%	7%
Private	68%*	14%	19%*	0%*
All Institutions	**67%***	**14%***	**17%**	**2%***

* proportion is significantly different from primarily research (for Carnegie Classification) or from Doctorate (for Highest Degree Offered) or from Public (for Form of Control) at the 5% level.

* proportion is significantly different from all other disciplines combined at the 5% level

We used regression analysis for these tests with a binary (0-1) variable for the level of interest. If the coefficient for the binary variable differed significantly from 0, then the interpretation from regression is that the discipline differs from all other levels combined.

Statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Table H10 presents results for the instructor of record for all other (non-introductory) classes in History. Students in departments housed in Primarily Undergraduate institutions (Carnegie classification) are more likely to be taught by full-time tenured or tenure-track faculty members than students in departments housed in Comprehensive or Primarily Research institutions. There is little difference by form of control.

Table H10: Instructor of Record for All Other Undergraduate (Non-Introductory) Courses in History in HDS-1 Departments, Fall 2012 Term

	% of students taught by …			
	Full-Time Tenured or Tenure-Track Faculty Members	**Full-Time Non-Tenure-Track Faculty Members**	**Part-Time Faculty Members**	**Graduate Students in the Department**
By Carnegie Classification				
Primarily Undergraduate	82%*	12%	6%*	0%*
Comprehensive	75%	12%	13%*	0%*
Primarily Research	72%	15%	9%	4%
By Highest Degree Offered				
Bachelor's	78%	13%	9%*	0%*
Master's	73%	15%	12%*	0%*
Doctorate	75%	12%	6%	8%
By Form of Control				
Public	76%	13%	8%	3%
Private	78%	13%	10%	0%*
All Institutions	77%*	13%	9%	1%*

* indicates that the proportion is significantly different from primarily research (for Carnegie Classification) or from Doctorate (for Highest Degree Offered) or from Public (for Form of Control) at the 5% level.

* indicates that the proportion is significantly different from all other disciplines combined at the 5% level

We used regression analysis for these tests with a binary (0-1) variable for the level of interest. If the coefficient for the binary variable differed significantly from 0, then the interpretation from regression is that the discipline differs from all other levels combined.

Statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Finally, Table H11 summarizes the results for the instructor of record in graduate courses. There is very little difference for graduate courses. At private institutions, students are less likely to be taught by full-time faculty members and more likely to be taught by part-time faculty members.

Table H11: Instructor of Record for All Graduate Courses in History in HDS-1 Departments, Fall 2012 Term

	% of students taught by …			
	Full-Time Tenured or Tenure-Track Faculty Members	**Full-Time Non-Tenure-Track Faculty Members**	**Part-Time Faculty Members**	**Graduate Students in the Department**
By Carnegie Classification				
Primarily Undergraduate	90%	6%	4%	0%
Comprehensive	93%	5%	3%	0%
Primarily Research	94%	4%	2%	0%
By Highest Degree Offered				
Bachelor's	91%	8%*	2%	0%
Master's	92%	6%*	2%	0%
Doctorate	95%	1%	3%	0%
By Form of Control				
Public	96%	3%	2%	0%
Private	89%*	6%	4%*	0%
All Institutions	93%*	4%	2%	0%

* indicates that the proportion is significantly different from primarily research (for Carnegie Classification) or from Doctorate (for Highest Degree Offered) or from Public (for Form of Control) at the 5% level.

* indicates that the proportion is significantly different from all other disciplines combined at the 5% level.

We used regression analysis for these tests with a binary (0-1) variable for the level of interest. If the coefficient for the binary variable differed significantly from 0, then the interpretation from regression is that the discipline differs from all other levels combined.

Statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Table H12 presents the results for the assessment of undergraduate student learning in History departments. Learning outcomes assessment is an aggregate assessment which attempts to measure the effectiveness of a program or institution by examining the competence of a given cohort of students. We did not ask about the assessment of individual students; we asked respondents to tell us whether or not they assessed undergraduate student learning.

Table H12: Assessment of Overall Undergraduate Student Learning in History in HDS-1 Departments as of the Fall 2012 Term

	All Institutions	Carnegie Classification			Form of Control	
		Primarily Undergraduate	Comprehensive	Primarily Research	Public	Private
No Departmental Assessment	16%	22%	8%	20%	10%	20%
Departmental Assessment for All Majors	80%	73%	90%	69%	87%	73%
Departmental Assessment for Majors in Honors Program Only	1%	0%	2%	2%	2%	1%
Departmental Assessment for Some Other Group of Students	12%	10%	12%	12%	10%	13%

Note: The sum of the four rows in any column may exceed 100% because respondents could select multiple choices.

The "assessment" referenced is an aggregate assessment based on examining the results from a given cohort of students in an attempt to examine the effectiveness of a program.

For History, 74% of the departments view publications as either essential or very important in tenure decisions; this is consistent with the average for all of the departments in this study. The importance of teaching, service and public humanities is about the same in History departments as it is in all other disciplines combined. Details for History departments are shown in Table H13.

Table H13: Considerations in Tenure Decisions in History in HDS-1 Departments, Fall 2012

	CC*	Essential	Very Important	Important	Marginally Important	Unimportant
Publications (research, scholarship, and creative work)	All	**53%**	**21%**	**19%**	**4%**	**2%**
	PUG	40%	19%	33%	6%	2%
	Comp	38%	34%	19%	6%	4%
	PRes	96%	2%	2%	0%	0%
Teaching	All	**75%**	**21%**	**4%**	**0%**	**0%**
	PUG	88%	13%	0%	0%	0%
	Comp	83%	17%	0%	0%	0%
	PRes	46%	39%	15%	0%	0%
Service to the department or institution	All	**25%**	**38%**	**27%**	**9%**	**0%**
	PUG	27%	40%	29%	4%	0%
	Comp	30%	45%	21%	4%	0%
	PRes	15%	25%	36%	25%	0%
Public humanities (making the humanities and/or humanities scholarship accessible to the general public)	All	**0%**	**5%**	**20%**	**54%**	**21%**
	PUG	0%	2%	15%	60%	23%
	Comp	0%	6%	28%	47%	19%
	PRes	2%	6%	13%	57%	22%

*CC – Carnegie classification and PUG – Primarily Undergraduate, Comp – Comprehensive, & PRes – Primarily Research

Table H14: Faculty Tenure Decisions and New Hires in HDS-1 Departments

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

	Number in Remaining HDS-1 Departments*	Relative to …
Tenured Faculty Members as of Fall 2012 (Fall 2007)	9,040	57% of total faculty members Up 2% to 3%
Tenure-Track Faculty Members (not yet tenured) as of Fall 2012 (Fall 2007)	2,260	14% of total faculty members Down 3% to 6%
Tenure-Track Faculty Members Granted Tenure per Year (Two-Year Average) 2010-11 & 2011-12 (2005-06 & 2006-07)	195 per year	9% of tenure-track, not yet tenured faculty members No δ
Faculty Members Denied Tenure or Leaving Prior to Tenure Decision per Year (Two-Year Average) 2010-11 & 2011-12 (2005-06 & 2006-07)	50 per year	2% of tenure-track, not yet tenured faculty members No δ
Tenured, Tenure-Track and Permanent Faculty Members Hired for 2012-13 (2007-08)	630	5% of full-time faculty members No δ

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

As we saw in Table H2, Table H14 indicates there were statistically significant changes in the proportion of tenured and tenure-track faculty members. There have been no statistically significant changes with respect to the granting of tenure, the departure of tenure-track faculty members, or the hiring of new faculty members in History departments.

We estimate that 90% all History departments (or the institutions in which they are housed) provide support for research for full-time tenured or tenure-track faculty members; this is lower than the proportion for all disciplines combined, but the difference may not be statistically significant. It appears that full-time non-tenured or non-tenure-track faculty members and part-time faculty members in History departments are less likely to receive research support than in other disciplines. The data are presented in Table H15.

Table H15: Availability of Institutional or Departmental Support for Research in HDS-1 Departments, Fall 2012

	% of Institutions or Departments Providing Support
For Full-time tenure or tenure-track faculty members	90%
For full-time non-tenured or non-tenure-track faculty members	61%
For part-time faculty members	18%

When looking at all disciplines, about one department in three (33%) offers a fully online course, and about one in five (19%) offers a hybrid course. History departments appear to be more likely to offer fully online courses and equally likely to offer hybrid courses. At the departments where these courses are offered, it appears that there are more fully online or hybrid courses offered than for all the disciplines combined. The details are shown in Table AH16.

Table H16: HDS-1 History Departments Offering Online Courses by Carnegie Classification and Form of Control, 2011-12 Academic Year

	Departments Offering Fully Online Courses	Average Number of Fully Online Courses Offered	Departments Offering Hybrid Courses	Average Number of Hybrid Courses Offered
By Carnegie Classification				
Primarily Undergraduate	17%	2.1	10%	2.3
Comprehensive	58%	3.1	31%	5.5
Primarily Research	49%	14.6	8%	14.7
By Form of Control				
Public	72%	4.7	30%	8.3
Private	22%	9.7	10%	3.8
All Institutions	**43%**	**7.6**	**18%**	**5.7**

History departments overall are comparable to all disciplines combined when asked about their engagement with digital humanities. These results are summarized in Table H17.

Table H17: Engagement with Digital Humanities by Carnegie Classification and Form of Control in HDS-1 Departments as of Fall 2012

	Offered Seminar Focusing on Digital Methods for Research and Teaching	Have Formal Guidelines for Evaluating Digital Publications for Tenure and Promotion
By Carnegie Classification		
Primarily Undergraduate	5%	5%
Comprehensive	17%	11%
Primarily Research	22%	11%
By Form of Control		
Public	21%	14%
Private	9%	6%
All Institutions	**14%**	**9%**

History of Science

In this section, we will provide an overview of a select group of History of Science programs. In HDS-1, we included the twenty-one universities that had averaged 1 or more PhD granted per year from 2001 to 2005. History of Science is a relatively small field, and data on PhDs granted are available only at the university level. When a university reports granting only one PhD in a five-year period, it is possible that the student earning the degree developed his or her own interdisciplinary program. That is why we limited the initial pool to the programs at the twenty-one universities that had averaged at least one PhD granted per year over a five-year period. These twenty-one programs accounted for 80% of the PhDs granted in History of Science during this period; there were a total of 52 universities that awarded at least one PhD in History of Science over this period.

In HDS-2, three of the schools reported that they no longer offered degrees in History of Science. One now offers a certificate, and one has stopped accepting students. In the case of the third school, it appears that we contacted the Department of Science and Technology Studies. That department does not offer a degree in History of Science; however, the History department at that school does offer a degree in History of Science. Since we did not collect data from the 19th program, we will consider only the 18 programs that remain from the initial 21. We do know that a total of 67 different universities awarded at least one PhD in History of Science between 2007 and 2011. This is a net increase of 15 universities. The net increase results from the "loss" of nine universities which did award at least one PhD in the earlier period not granting a single PhD in the latter period. There were 24 universities which did not grant a PhD in the earlier period that did grant at least one in the latter period. This is illustrative of the "churn" among degree-granting programs in many fields.

We will start with the number of departments and faculty members. Next we will examine undergraduate and graduate education. We will then present data regarding tenure decisions, new hires, and faculty support for research. We also present information regarding online education and digital humanities.

Table HoS1: HDS-1 Departments and Faculty Members, Fall 2012

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

	Number of Remaining HDS-1 Departments*	Among Remaining HDS-1 Departments	
		Average Number of Faculty Members	Total Number of Faculty Members*
All Remaining HDS-1 Departments	**18** *See Appendix D.*	**10.0** No δ	**180**

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

The change in the average number of faculty members per department overall is not statistically significant.

Table HoS2 presents faculty members by tenure status. There have been no significant per-department changes in the distribution of faculty members across the types of appointments since the previous round of the study.

Table HoS2: Faculty Members at HDS-1 Departments* by Tenure Status, Fall 2012

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

	Among Remaining HDS-1 Departments			
	Tenured	**Tenure-Track**	**Neither Tenured nor Tenure-Track, Full-Time**	**Neither Tenured nor Tenure-Track, Part-Time**
All Remaining HDS-1 Departments	**130** No δ	**20** No δ	**10** No δ	**20** No δ

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

Table HoS3 presents faculty members by employment status and gender. As with the tenure status, there have been no significant per-department changes in the proportion of full-time and part-time faculty members or in the proportion of men and women among faculty members.

Table HoS3: Faculty Members at HDS-1 Departments* by Employment Status and Gender, Fall 2012

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

	Among Remaining HDS-1 Departments			
	Full-Time	**Part-Time**	**Men**	**Women**
All Remaining HDS-1 Departments	**150** No δ	**30** No δ	**110** No δ	**70** No δ

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

Table HoS4 is not included. All of the programs included in the study are housed in Primarily Research institutions and award doctorates.

Table HoS4 is not included.

All of the included programs are housed in Primarily Research institutions and award a doctorate.

Table HoS5 summarizes responses to the question of how many bachelor's degrees were awarded in History of Science during the 2011-12 academic year. Once again, there have been no statistically significant changes in the number of bachelor's degrees awarded per department.

Table HoS5: Bachelor's Degrees completed in History of Science in HDS-1 Departments in the 2011-12 Academic Year

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

	Number of Remaining HDS-1 Departments*	Among Remaining HDS-1 Departments	
		Average Number of Bachelor's Degrees Awarded	Total Number of Bachelor's Degrees Awarded*
All Remaining HDS-1 Departments	**18**	**6.9** No δ	**125**

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

Table HoS6 presents data on the number of juniors and seniors with a declared major in History of Science. Overall, there is no significant change in the per-department number of juniors and seniors with a declared major in History of Science.

If the number of students receiving bachelor's degrees is to remain fairly constant, then one would expect the number of juniors and seniors with a declared major to be at least twice as large as the number of bachelor's degree recipients. While that was true in the first round of this study, it is not the case in History of Science this round. Given the number of juniors and seniors with a declared major in History of Science, we might expect to see the number of bachelor's degrees awarded in this discipline to decline in the next few years.

Table HoS6: Number of Juniors and Seniors with Declared Major in History of Science in HDS-1 Departments as of the Beginning of the Fall 2012 Term

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

	Number of Remaining HDS-1 Departments*	Among Remaining HDS-1 Departments	
		Average Number of Juniors & Seniors with Declared Major	Total Number of Juniors & Seniors with Declared Major*
All Remaining HDS-1 Departments	**18**	**11.7** No δ	**210**

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

There were no statistically significant changes in the average number of students in each department completing a minor in History of Science. These data are detailed in Table HoS7. During the 2011 – 2012 academic year, History of Science departments awarded, on average, about 7 bachelor's degrees per department and had about 3 students per department earn a minor in the field.

Table HoS7: Number of Students Completing a Minor in History of Science in HDS-1 Departments during the 2011-12 Academic Year

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

	Number of Remaining HDS-1 Departments*	Among Remaining HDS-1 Departments	
		Average Number of Students Completing a Minor	Total Number of Students Completing a Minor*
All Remaining HDS-1 Departments	**18**	**2.5** No δ	**45**

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

As shown in Table HoS8, there were approximately 260 graduate students enrolled in programs in History of Science departments during the Fall 2012 term. There was no significant change in the average number of graduate students per department.

Table HoS8: Number of Graduate Students in History of Science in HDS-1 Departments during Fall 2012 Term

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

	Number of Remaining HDS-1 Departments*	Among Remaining HDS-1 Departments	
		Average Number of Graduate Students	Total Number of Graduate Students*
All Remaining HDS-1 Departments	**18**	**18.6** No δ	**260**

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

Overall, about 85% of the students enrolled in undergraduate introductory History of Science courses are taught by a full-time faculty member, and 13% are taught by graduate students. These data are presented in Table HoS9. It must again be noted that statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Table HoS9: Instructor of Record for Undergraduate Introductory Courses in History of Science in HDS-1 Departments, Fall 2012 Term

	% of students taught by …			
	Full-Time Tenured or Tenure-Track Faculty Members	Full-Time Non-Tenure-Track Faculty Members	Part-Time Faculty Members	Graduate Students in the Department
All Institutions	73%	12%	1%*	13%

* indicates that the proportion is significantly different from all other disciplines combined at the 5% level.

We used regression analysis for these tests with a binary (0-1) variable for the level of interest. If the coefficient for the binary variable differed significantly from 0, then the interpretation from regression is that the discipline differs from all other levels combined.

Statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Table HoS10 presents results for the instructor of record for all other (non-introductory) classes in History of Science. About 80% of these students are taught by a full-time faculty member. Finally, Table HoS11 summarizes the results for the instructor of record in graduate courses. Almost all of these students are taught by full-time faculty members.

Table HoS10: Instructor of Record for All Other Undergraduate (Non-Introductory) Courses in History of Science in HDS-1 Departments, Fall 2012 Term

	% of students taught by …			
	Full-Time Tenured or Tenure-Track Faculty Members	Full-Time Non-Tenure-Track Faculty Members	Part-Time Faculty Members	Graduate Students in the Department
All Institutions	71%	8%	20%	1%

We used regression analysis for these tests with a binary (0-1) variable for the level of interest. If the coefficient for the binary variable differed significantly from 0, then the interpretation from regression is that the discipline differs from all other levels combined.

Statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Table HoS11: Instructor of Record for All Graduate Courses in History of Science in HDS-1 Departments, Fall 2012 Term

	% of students taught by …			
	Full-Time Tenured or Tenure-Track Faculty Members	Full-Time Non-Tenure-Track Faculty Members	Part-Time Faculty Members	Graduate Students in the Department
All Institutions	95%	1%	4%	0%

We used regression analysis for these tests with a binary (0-1) variable for the level of interest. If the coefficient for the binary variable differed significantly from 0, then the interpretation from regression is that the discipline differs from all other levels combined.

Statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Table HoS12 presents the results for the assessment of undergraduate student learning in History of Science departments. Learning outcomes assessment is an aggregate assessment which attempts to measure the effectiveness of a program or institution by examining the competence of a given cohort of students. We did not ask about the assessment of individual students; we asked respondents to tell us whether or not they assessed undergraduate student learning.

Table HoS12: Assessment of Overall Undergraduate Student Learning in History of Science in HDS-1 Departments as of the Fall 2012 Term

	All Institutions
No Departmental Assessment	58%
Departmental Assessment for All Majors	33%
Departmental Assessment for Majors in Honors Program Only	0%
Departmental Assessment for Some Other Group of Students	17%

Note: The sum of the four rows in any column may exceed 100% because respondents could select multiple choices.

The "assessment" referenced is an aggregate assessment based on examining the results from a given cohort of students in an attempt to examine the effectiveness of a program.

For History of Science, all of the responding departments view publications as either essential in tenure decisions; 73% of all of the departments in the study view publications this way. Just over two-thirds report that teaching is essential or very important, and service is deemed less important. The views of History of Science departments on the importance of public humanities are similar to that for all disciplines combined. Details for History of Science departments are shown in Table HoS13.

Table HoS13: Considerations in Tenure Decisions in History of Science in HDS-1 Departments, Fall 2012

	Essential	Very Important	Important	Marginally Important	Unimportant
Publications (research, scholarship, and creative work)	100%	0%	0%	0%	0%
Teaching	38%	31%	31%	0%	0%
Service to the department or institution	8%	23%	46%	23%	0%
Public humanities (making the humanities and/or humanities scholarship accessible to the general public)	0%	15%	15%	46%	23%

Table HoS14: Faculty Tenure Decisions and New Hires in HDS-1 Departments

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

	Number in Remaining HDS-1 Departments*	Relative to …
Tenured Faculty Members as of Fall 2012 (Fall 2007)	130	72% of total faculty members No δ
Tenure-Track Faculty Members (not yet tenured) as of Fall 2012 (Fall 2007)	20	11% of total faculty members No δ
Tenure-Track Faculty Members Granted Tenure per Year (Two-Year Average) 2010-11 & 2011-12 (2005-06 & 2006-07)	3 per year	15% of tenure-track, not yet tenured faculty members No δ
Faculty Members Denied Tenure or Leaving Prior to Tenure Decision per Year (Two-Year Average) 2010-11 & 2011-12 (2005-06 & 2006-07)	1 per year	5% of tenure-track, not yet tenured faculty members No δ
Tenured, Tenure-Track and Permanent Faculty Members Hired for 2012-13 (2007-08)	12	8% of full-time faculty members No δ

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

As seen in Table HoS14, there have been no significant changes in the faculty tenure decisions and new hires in History of Science departments.

All of the responding History of Science departments (or the institutions in which they are housed) provide support for research for full-time tenured or tenure-track faculty members; this exceeds that for

all disciplines combined. Full-time non-tenured or non-tenure-track faculty members in History of Science departments are less like to receive research. About one part-time faculty member in twelve receives this support; this is lower than for all disciplines combined. The data are presented in Table HoS15.

Table HoS15: Availability of Institutional or Departmental Support for Research in HDS-1 Departments, Fall 2012

	% of Institutions or Departments Providing Support
For Full-time tenure or tenure-track faculty members	100%
For full-time non-tenured or non-tenure-track faculty members	62%
For part-time faculty members	8%

When looking at all disciplines, about one department in fourteen (7%) offers a fully online course; the same proportion of departments offers a hybrid course. History of Science departments appear to be less likely to offer either type of course. Not only are History of Science departments less likely to offer online or hybrid courses, but it also appears that, at the departments where these courses are offered there are fewer fully online or hybrid courses offered than for all the disciplines combined. The details are shown in Table HoS16.

Table HoS16: HDS-1 History of Science Departments Offering Online Courses, 2011-12 Academic Year

	Departments Offering Fully Online Courses	Average Number of Fully Online Courses Offered	Departments Offering Hybrid Courses	Average Number of Hybrid Courses Offered
All Institutions	**7%**	**3.0**	**7%**	**1.0**

Even though they appear to be less likely to offer online courses, History of Science departments overall appear to be comparable to all disciplines combined when asked about their engagement with digital humanities. These results are summarized in Table HoS17.

Table HoS17: Engagement with Digital Humanities in HDS-1 Departments as of Fall 2012

	Offered Seminar Focusing on Digital Methods for Research and Teaching	Have Formal Guidelines for Evaluating Digital Publications for Tenure and Promotion
All Institutions	**10%**	**11%**

Linguistics

In this section, we will provide an overview of HDS-1 Linguistics departments still awarding degrees in Linguistics at the time of HDS-2. We will start with the number of departments and faculty members. Next we will examine undergraduate and graduate education. We will then present data regarding tenure decisions, new hires, and faculty support for research. We also present information regarding online education and digital humanities.

Table LN1: HDS-1 Departments and Faculty Members by Carnegie Classification and Highest Degree Offered, Fall 2012

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Carnegie Classification	Number of Departments Remaining HDS-1 Departments*	Among Remaining HDS-1 Departments	
		Average Number of Faculty Members	Total Number of Faculty Members*
Primarily Undergraduate & Comprehensive	27 *See Appendix D.*	8.1 No δ	220
Primarily Research	106 *See Appendix D.*	12.1 No δ	1,280
Highest Degree Offered	**Number of Departments Remaining HDS-1 Departments***	**Among Remaining HDS-1 Departments**	
		Average Number of Faculty Members	**Total Number of Faculty Members**
Bachelor's	31 *See Appendix D.*	6.1 No δ	190
Master's	31 *See Appendix D.*	11.3 No δ	350
Doctorate	71 *See Appendix D.*	13.5 No δ	960
All Remaining HDS-1 Departments	**133** *See Appendix D.*	**11.3** No δ	**1,500**

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

Table LN1 shows the number of Linguistics faculty members; the change in the average number of faculty members per department overall is not statistically significant.

Table LN2 presents faculty members by tenure status. Again, there have been no significant per-department changes in the distribution of faculty members across the types of appointments since the previous round of the study.

Table LN2: Faculty Members at HDS-1 Departments* by Tenure Status, Fall 2012

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Carnegie Classification	Among Remaining HDS-1 Departments			
	Tenured	**Tenure-Track**	**Neither Tenured nor Tenure-Track, Full-Time**	**Neither Tenured nor Tenure-Track, Part-Time**
Primarily Undergraduate & Comprehensive	90 No δ	30 No δ	10 No δ	90 No δ
Primarily Research	790 No δ	200 No δ	160 No δ	130 No δ
Highest Degree Offered	**Among Remaining HDS-1 Departments**			
	Tenured	**Tenure-Track**	**Neither Tenured nor Tenure-Track, Full-Time***	**Neither Tenured nor Tenure-Track, Part-Time**
Bachelor's	90 No δ	30 No δ	30 No δ	40 No δ
Master's	180 No δ	50 No δ	30 No δ	90 No δ
Doctorate	610 No δ	150 No δ	110 No δ	90 No δ
All Remaining HDS-1 Departments	**880** No δ	**230** No δ	**170** No δ	**220** No δ

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

Table LN3 presents faculty members by employment status and gender. As with the tenure status, there have been no significant per-department changes in the average number of full-time and part-time faculty members per departments or in the average number of men and women per department.

Table LN3: Faculty Members at HDS-1 Departments* by Employment Status and Gender, Fall 2012

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Carnegie Classification	Among Remaining HDS-1 Departments			
	Full-Time	**Part-Time**	**Men**	**Women**
Primarily Undergraduate & Comprehensive	130 No δ	90 No δ	70 No δ	150 No δ
Primarily Research	1,130 No δ	150 No δ	630 No δ	650 No δ
Highest Degree Offered	**Among Remaining HDS-1 Departments**			
	Full-Time	**Part-Time**	**Men**	**Women**
Bachelor's	150 No δ	40 No δ	90 No δ	100 No δ
Master's	260 No δ	90 No δ	150 No δ	200 No δ
Doctorate	850 No δ	110 No δ	460 No δ	500 No δ
All Remaining HDS-1 Departments	**1,260** No δ	**240** No δ	**700** No δ	**800** No δ

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

Not every department housed in an institution classified as Primarily Research using the Carnegie classifications offers a doctorate, or even a master's. Table LN4 details the highest degree offered by Linguistics departments housed at various institutions. Almost all of the doctoral programs are housed in Primarily Research institutions.

Table LN4: Number of Remaining HDS-1 Departments* by Carnegie Classification and Highest Degree Offered, Fall 2012

		Highest Degree Offered			All Remaining HDS-1 Departments
		Bachelor's	Master's	Doctorate	
Carnegie Classification	Primarily Undergraduate & Comprehensive	13	11	3	**27**
	Primarily Research	18	20	68	**106**
All Remaining HDS-1 Departments		**31**	**31**	**71**	**133**

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

Table LN5 summarizes responses to the question of how many bachelor's degrees were awarded in Linguistics during the 2011-12 academic year. While they account for just over 75% of the number of departments, departments housed in Primarily Research institutions accounted for almost 90% of the bachelor's degrees awarded. The data also reveal a statistically significant increase in the average number of bachelor's awarded per department.

Table LN5: Bachelor's Degrees completed in Linguistics in HDS-1 Departments in the 2011-12 Academic Year

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Carnegie Classification	Number of Departments Remaining HDS-1 Departments*	Among Remaining HDS-1 Departments	
		Average Number of Bachelor's Degrees Awarded	Total Number of Bachelor's Degrees Awarded*
Primarily Undergraduate & Comprehensive	27	12.6 No δ	340
Primarily Research	106	24.8 Up 1.6 to 10.1	2,630
Highest Degree Offered	**Number of Departments Remaining HDS-1 Departments***	**Among Remaining HDS-1 Departments**	
		Average Number of Bachelor's Degrees Awarded	**Total Number of Bachelor's Degrees Awarded***
Bachelor's	31	14.5 Up 0.8 to 8.6	450
Master's	31	22.3 Up 0.7 to 16.8	690
Doctorate	71	25.8 No δ	1,830
All Remaining HDS-1 Departments	**133**	**22.3** Up 2.5 to 9.8	**2,970**

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

Table LN6 presents data on the number of juniors and seniors with a declared major in Linguistics. Overall, there is a significant increase in the per-department number of juniors and seniors with a declared major in Linguistics. This increase is seen in the Primarily Research institutions. When we examine the data broken out by the highest degree awarded, we find more variability in the number of juniors and seniors per department. This increased variability means that the changes in the per department averages are not significant.

If the number of students receiving bachelor's degrees is to remain fairly constant, then one would expect the number of juniors and seniors with a declared major to be at least twice as large as the number of bachelor's degree recipients. This was true in the first round of this study, and it continues to be the case in Linguistics this round. Given the number of juniors and seniors with a declared major in Linguistics, we might expect to see continuing increases in the number of bachelor's degrees awarded in this discipline in the next few years.

Table LN6: Number of Juniors and Seniors with Declared Major in Linguistics in HDS-1 Departments as of the Beginning of the Fall 2012 Term

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Carnegie Classification	Number of Departments Remaining HDS-1 Departments*	Among Remaining HDS-1 Departments	
		Average Number of Juniors & Seniors with Declared Major	Total Number of Juniors & Seniors with Declared Major*
Primarily Undergraduate & Comprehensive	27	33.3 No δ	900
Primarily Research	106	68.8 Up 3.9 to 30.1	7,290
Highest Degree Offered	**Number of Departments Remaining HDS-1 Departments***	**Among Remaining HDS-1 Departments**	
		Average Number of Juniors & Seniors with Declared Major	**Total Number of Juniors & Seniors with Declared Major***
Bachelor's	31	37.3 No δ	1,155
Master's	31	82.3 No δ	2,550
Doctorate	71	63.2 No δ	4,485
All Remaining HDS-1 Departments	**133**	**61.6** Up 5.3 to 27.1	**8,190**

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

The average number of students in each department completing a minor in Linguistics mirrors that of the average number of juniors and seniors with a declared major in Linguistics showing a statistically significant increase. These data are detailed in Table LN7. During the 2011 – 2012 academic year, Linguistics departments awarded, on average, about 22 bachelor's degrees per department and had about 11 students per department earn a minor in the field.

Table LN7: Number of Students Completing a Minor in Linguistics in HDS-1 Departments during the 2011-12 Academic Year

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Carnegie Classification	Number of Departments Remaining HDS-1 Departments*	Among Remaining HDS-1 Departments	
		Average Number of Students Completing a Minor	Total Number of Students Completing a Minor*
Primarily Undergraduate & Comprehensive	27	7.4 No δ	200
Primarily Research	106	12.3 Up 0.0 to 6.4	1,300
Highest Degree Offered	**Number of Departments Remaining HDS-1 Departments***	**Among Remaining HDS-1 Departments**	
		Average Number of Students Completing a Minor	**Total Number of Students Completing a Minor***
Bachelor's	31	4.7 No δ	145
Master's	31	19.7 No δ	610
Doctorate	71	10.5 No δ	745
All Remaining HDS-1 Departments	**133**	**11.3** Up 0.2 to 5.9	**1,500**

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

As shown in Table LN8, there were over 4,200 graduate students enrolled in programs in HDS-1 Linguistics departments during the Fall 2012 term. Most of these students were in departments that awarded a doctorate.

Table LN8: Number of Graduate Students in Linguistics in HDS-1 Departments during Fall 2012 Term

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Carnegie Classification	Average Number of Graduate Students (per department that offers graduate degree)	Among Remaining HDS-1 Departments: Average Number of Graduate Students (per department that offers graduate degree)	Among Remaining HDS-1 Departments: Total Number of Graduate Students*
Primarily Undergraduate & Comprehensive	45.0 No δ	45.0 No δ	630
Primarily Research	41.1 No δ	41.1 No δ	3,620
Highest Degree Offered	**Average Number of Graduate Students**	**Among Remaining HDS-1 Departments: Average Number of Graduate Students**	**Among Remaining HDS-1 Departments: Total Number of Graduate Students***
Bachelor's	0 No δ	0 No δ	0
Master's	33.2 No δ	33.2 No δ	1,030
Doctorate	45.4 No δ	45.4 No δ	3,220
All Remaining HDS-1 Departments	**41.7** No δ	**41.7** No δ	**4,250**

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

Overall, almost 80% of the students enrolled in undergraduate introductory Linguistics courses are taught by a full-time faculty member, and 6% are taught by graduate students. These data are presented in Table LN9. The differences indicated by the asterisk (*) in the table means that the proportion of students taught by that rank faculty member in that type of department differs significantly from the other comparable types of department (either by Carnegie Classification, by highest degree offered, or by form of control). A student in a department housed in a Primarily Undergraduate institution (by Carnegie Classification) is more likely to be taught by a full-time tenured or tenure-track faculty member than students in departments housed in Comprehensive or Primarily Research institutions.

It must again be noted that statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Table LN9: Instructor of Record for Undergraduate Introductory Courses in Linguistics in HDS-1 Departments, Fall 2012 Term

	% of students taught by …			
	Full-Time Tenured or Tenure-Track Faculty Members	**Full-Time Non-Tenure-Track Faculty Members**	**Part-Time Faculty Members**	**Graduate Students in the Department**
By Carnegie Classification				
Primarily Undergraduate	54%*	25%	15%	6%*
Comprehensive	44%	23%	27%*	6%*
Primarily Research	42%	27%	13%	18%
By Highest Degree Offered				
Bachelor's	45%	29%*	24%*	2%*
Master's	38%*	32%*	21%*	8%*
Doctorate	45%	23%	10%	22%
By Form of Control				
Public	42%	26%	15%	17%
Private	45%	26%	19%*	10%*
All Institutions	43%*	26%*	16%	16%*

* indicates that the proportion is significantly different from primarily research (for Carnegie Classification) or from Doctorate (for Highest Degree Offered) or from Public (for Form of Control) at the 5% level.

* indicates that the proportion is significantly different from all other disciplines combined at the 5% level

We used regression analysis for these tests with a binary (0-1) variable for the level of interest. If the coefficient for the binary variable differed significantly from 0, then the interpretation from regression is that the discipline differs from all other levels combined.

Statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Table LN10 presents results for the instructor of record for all other (non-introductory) classes in Linguistics. Students in departments housed in Primarily Undergraduate institutions (Carnegie classification) are more likely to be taught by full-time faculty members than students in departments housed in Comprehensive or Primarily Research institutions. There is little difference by form of control.

Finally, Table LN11 summarizes the results for the instructor of record in graduate courses. There is very little difference for graduate courses. At private institutions, students are less likely to be taught by full-time faculty members and more likely to be taught by part-time faculty members.

Table LN10: Instructor of Record for All Other Undergraduate (Non-Introductory) Courses in Linguistics in HDS-1 Departments, Fall 2012 Term

	% of students taught by …			
	Full-Time Tenured or Tenure-Track Faculty Members	**Full-Time Non-Tenure-Track Faculty Members**	**Part-Time Faculty Members**	**Graduate Students in the Department**
By Carnegie Classification				
Primarily Undergraduate	74%*	14%	7%*	4%*
Comprehensive	68%	14%	14%*	4%*
Primarily Research	64%	17%	11%	9%
By Highest Degree Offered				
Bachelor's	68%	17%	13%*	3%*
Master's	63%	18%	16%*	3%*
Doctorate	64%	16%	9%	11%
By Form of Control				
Public	65%	16%	11%	8%
Private	66%	16%	12%	6%*
All Institutions	65%	16%	11%	8%*

* indicates that the proportion is significantly different from primarily research (for Carnegie Classification) or from Doctorate (for Highest Degree Offered) or from Public (for Form of Control) at the 5% level.

* indicates that the proportion is significantly different from all other disciplines combined at the 5% level

We used regression analysis for these tests with a binary (0-1) variable for the level of interest. If the coefficient for the binary variable differed significantly from 0, then the interpretation from regression is that the discipline differs from all other levels combined.

Statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Table LN11: Instructor of Record for All Graduate Courses in Linguistics in HDS-1 Departments, Fall 2012 Term

	% of students taught by …			
	Full-Time Tenured or Tenure-Track Faculty Members	**Full-Time Non-Tenure-Track Faculty Members**	**Part-Time Faculty Members**	**Graduate Students in the Department**
By Carnegie Classification				
Primarily Undergraduate	82%	13%	5%	0%
Comprehensive	86%	10%	4%	1%
Primarily Research	86%	10%	3%	1%
By Highest Degree Offered				
Bachelor's	82%	16%*	3%	0%
Master's	83%	14%*	3%	0%
Doctorate	86%	9%	4%	1%
By Form of Control				
Public	87%	9%	3%	1%
Private	80%*	13%	6%*	1%
All Institutions	86%	10%	4%	1%

* indicates that the proportion is significantly different from primarily research (for Carnegie Classification) or from Doctorate (for Highest Degree Offered) or from Public (for Form of Control) at the 5% level.

We used regression analysis for these tests with a binary (0-1) variable for the level of interest. If the coefficient for the binary variable differed significantly from 0, then the interpretation from regression is that the discipline differs from all other levels combined.

Statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Table LN12 presents the results for the assessment of undergraduate student learning in Linguistics departments. Learning outcomes assessment is an aggregate assessment which attempts to measure the effectiveness of a program or institution by examining the competence of a given cohort of students. We did not ask about the assessment of individual students; we asked respondents to tell us whether or not they assessed undergraduate student learning.

Table LN12: Assessment of Overall Undergraduate Student Learning in Linguistics in HDS-1 Departments as of the Fall 2012 Term

	All Institutions	Carnegie Classification			Form of Control	
		Primarily Undergraduate	Comprehensive	Primarily Research	Public	Private
No Departmental Assessment	40%	40%	27%	42%	33%	59%
Departmental Assessment for All Majors	44%	60%	45%	43%	51%	26%
Departmental Assessment for Majors in Honors Program Only	1%	0%	0%	1%	0%	5%
Departmental Assessment for Some Other Group of Students	17%	0%	27%	16%	20%	10%

Note: The sum of the four rows in any column may exceed 100% because respondents could select multiple choices.

The "assessment" referenced is an aggregate assessment based on examining the results from a given cohort of students in an attempt to examine the effectiveness of a program.

For Linguistics, almost all of the departments view publications as either essential or very important in tenure decisions; 73% of all of the departments in the study view publications this way. Teaching appears to be less important in Linguistics departments than in all of the disciplines combined; the same is also true for service. The views of Linguistics departments on the importance of public humanities are also similar to that for all disciplines combined. Details for Linguistics departments are shown in Table LN13.

Table LN13: Considerations in Tenure Decisions in Linguistics in HDS-1 Departments, Fall 2012

	CC*	Essential	Very Important	Important	Marginally Important	Unimportant
Publications (research, scholarship, and creative work)	All	**85%**	**13%**	**1%**	**0%**	**0%**
	PUG & Comp	40%	60%	0%	0%	0%
	PRes	45%	45%	9%	0%	0%
Teaching	All	**50%**	**39%**	**9%**	**2%**	**0%**
	PUG & Comp	80%	20%	0%	0%	0%
	PRes	42%	44%	11%	3%	0%
Service to the department or institution	All	**13%**	**30%**	**45%**	**11%**	**2%**
	PUG & Comp	13%	44%	37%	0%	5%
	PRes	12%	26%	47%	14%	1%
Public humanities (making the humanities and/or humanities scholarship accessible to the general public)	All	**2%**	**2%**	**15%**	**49%**	**32%**
	PUG & Comp	0%	7%	19%	25%	49%
	PRes	3%	1%	14%	55%	27%

*CC – Carnegie classification and PUG – Primarily Undergraduate, Comp – Comprehensive, & PRes – Primarily Research

Table LN14: Faculty Tenure Decisions and New Hires in HDS-1 Departments

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

	Number in Remaining HDS-1 Departments*	Relative to …
Tenured Faculty Members as of Fall 2012 (Fall 2007)	880	59% of total faculty members No δ
Tenure-Track Faculty Members (not yet tenured) as of Fall 2012 (Fall 2007)	230	15% of total faculty members No δ
Tenure-Track Faculty Members Granted Tenure per Year (Two-Year Average) 2010-11 & 2011-12 (2005-06 & 2006-07)	20 per year	9% of tenure-track, not yet tenured faculty members No δ
Faculty Members Denied Tenure or Leaving Prior to Tenure Decision per Year (Two-Year Average) 2010-11 & 2011-12 (2005-06 & 2006-07)	5 per year	2% of tenure-track, not yet tenured faculty members No δ
Tenured, Tenure-Track and Permanent Faculty Members Hired for 2012-13 (2007-08)	75	6% of full-time faculty members No δ

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

As seen in Table LN14, there are no significant changes in the faculty tenure decisions and new hires in Linguistics departments.

Almost all Linguistics departments (or the institutions in which they are housed) provide support for research for full-time tenured or tenure-track faculty members; this is comparable to all disciplines combined. A smaller proportion of full-time non-tenured or non-tenure-track faculty members in Linguistics departments receive research support than tenured and tenure-track faculty member; however this difference may not be statistically significant. Overall, the support available in Linguistics departments is comparable to that for all disciplines combined. The data are presented in Table LN15.

Table LN15: Availability of Institutional or Departmental Support for Research in HDS-1 Departments, Fall 2012

	% of Institutions or Departments Providing Support
For Full-time tenure or tenure-track faculty members	98%
For full-time non-tenured or non-tenure-track faculty members	70%
For part-time faculty members	26%

When looking at all disciplines, about 27% of departments offer a fully online course, and about one in ten (10%) offers a hybrid course. Linguistics departments appear to be less likely to offer either type of

course. At the departments where these courses are offered, it appears that there are fewer fully online or hybrid courses offered than for all the disciplines combined. The details are shown in Table AH16.

Table LN16: HDS-1 Linguistics Departments Offering Online Courses by Carnegie Classification and Form of Control, 2011-12 Academic Year

	Departments Offering Fully Online Courses	Average Number of Fully Online Courses Offered	Departments Offering Hybrid Courses	Average Number of Hybrid Courses Offered
By Carnegie Classification				
Primarily Undergraduate & Comprehensive	30%	4.3	22%	1.0
Primarily Research	26%	1.6	7%	1.3
By Form of Control				
Public	31%	2.3	12%	1.2
Private	16%	1.7	5%	1.0
All Institutions	**27%**	**2.1**	**10%**	**1.1**

Even though they appear to be less likely to offer online courses, Linguistics departments overall appear to have a higher proportion of departments offering seminars focused on digital humanities and when asked about formal guides for evaluating digital publications. These results are summarized in Table LN17.

Table LN17: Engagement with Digital Humanities by Carnegie Classification and Form of Control in HDS-1 Departments as of Fall 2012

	Offered Seminar Focusing on Digital Methods for Research and Teaching	Have Formal Guidelines for Evaluating Digital Publications for Tenure and Promotion
By Carnegie Classification		
Primarily Undergraduate & Comprehensive	20%	13%
Primarily Research	24%	21%
By Form of Control		
Public	24%	23%
Private	20%	9%
All Institutions	**23%**	**19%**

MLA Combined English / Languages & Literatures other than English

In this section, we will provide an overview of HDS-1 MLA Combined English / Languages & Literatures other than English departments still awarding degrees at the time of HDS-2. Table MLAC1 shows the number of departments and faculty members. There has been no statistically change in the average number of faculty members per department.

Table MLAC1: HDS-1 Departments and Faculty Members by Carnegie Classification and Highest Degree Offered, Fall 2012

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Carnegie Classification	Number of Remaining HDS-1 Departments*	Among Remaining HDS-1 Departments	
		Average Number of Faculty Members	Total Number of Faculty Members*
Primarily Undergraduate	58 *See Appendix D.*	15.0 No δ	870
Comprehensive & Primarily Research	89 *See Appendix D.*	22.1 No δ	1,970
Highest Degree Offered	**Number of Remaining HDS-1 Departments***	**Among Remaining HDS-1 Departments**	
		Average Number of Faculty Members	**Total Number of Faculty Members**
Bachelor's	104 *See Appendix D.*	17.3 No δ	1,800
Master's & Doctorate	43 *See Appendix D.*	24.2 No δ	1,040
All Remaining HDS-1 Departments	**147** *See Appendix D.*	**19.3** No δ	**2,840**

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

Table MLAC2 presents faculty members by tenure status. There have been no significant per-department changes in the distribution of faculty members across the types of appointments since the previous round of the study.

Table MLAC2: Faculty Members at HDS-1 Departments* by Tenure Status, Fall 2012

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Carnegie Classification	Tenured	Tenure-Track	Neither Tenured nor Tenure-Track, Full-Time	Neither Tenured nor Tenure-Track, Part-Time
Primarily Undergraduate	330 No δ	140 No δ	130 No δ	270 No δ
Comprehensive & Primarily Research	770 No δ	190 No δ	570 No δ	440 No δ
Highest Degree Offered	**Tenured**	**Tenure-Track**	**Neither Tenured nor Tenure-Track, Full-Time**	**Neither Tenured nor Tenure-Track, Part-Time**
Bachelor's	680 No δ	260 No δ	320 No δ	540 No δ
Master's & Doctorate	420 No δ	70 No δ	380 No δ	170 No δ
All Remaining HDS-1 Departments	**1,100** No δ	**330** No δ	**700** No δ	**710** No δ

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

Table MLAC3 presents faculty members by employment status and gender. As with the tenure status, there have been no significant per-department changes in the average number of full-time and part-time faculty members per department or in the average number of men and women among faculty members per department.

Table MLAC3: Faculty Members at HDS-1 Departments* by Employment Status and Gender, Fall 2012

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Carnegie Classification	Full-Time	Part-Time	Men	Women
Primarily Undergraduate	600 No δ	270 No δ	340 No δ	530 No δ
Comprehensive & Primarily Research	1,490 No δ	480 No δ	860 No δ	1,110 No δ
Highest Degree Offered	**Full-Time**	**Part-Time**	**Men**	**Women**
Bachelor's	1,240 No δ	560 No δ	670 No δ	1,130 No δ
Master's & Doctorate	850 No δ	190 No δ	530 No δ	510 No δ
All Remaining HDS-1 Departments	**2,090** No δ	**750** No δ	**1,200** No δ	**1,640** No δ

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

Not every department housed in an institution classified as Primarily Research using the Carnegie classifications offers a doctorate, or even a master's. Table MLAC4 details the highest degree offered by MLA Combined English / Languages & Literatures other than English departments housed at various institutions.

Table MLAC4: Number of HDS-1 Departments* by Carnegie Classification and Highest Degree Offered, Fall 2012

		Highest Degree Offered		All Remaining HDS-1 Departments
		Bachelor's	Master's & Doctorate	
Carnegie Classification	Primarily Undergraduate	58	0	**58**
	Comprehensive & Primarily Research	46	43	**89**
All Remaining HDS-1 Departments		**104**	**43**	**147**

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

Table MLAC5 summarizes responses to the question of how many bachelor's degrees were awarded in MLA Combined English / Languages & Literatures other than English during the 2011-12 academic year.

Departments awarding only a bachelor's degree accounted for over half of the bachelor's degrees awarded; they comprise over 70% of the departments.

Table MLAC5: Bachelor's Degrees completed in MLA Combined English / Languages & Literatures other than English in the 2011-12 Academic Year

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Carnegie Classification	Number of Remaining HDS-1 Departments*	Among Remaining HDS-1 Departments	
		Average Number of Bachelor's Degrees Awarded	Total Number of Bachelor's Degrees Awarded*
Primarily Undergraduate	58	14.7 No δ	850
Comprehensive & Primarily Research	89	28.4 No δ	2,530
Highest Degree Offered	**Number of Remaining HDS-1 Departments***	**Among Remaining HDS-1 Departments**	
		Average Number of Bachelor's Degrees Awarded	**Total Number of Bachelor's Degrees Awarded***
Bachelor's	104	17.8 No δ	1,850
Master's & Doctorate	43	35.6 No δ	1,530
All Remaining HDS-1 Departments	**147**	**23.0** No δ	**3,380**

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

Table MLAC6 presents data on the number of juniors and seniors with a declared major in a program in MLA Combined English / Languages & Literatures other than English departments. Overall, there is no statistically significant change in the per-department number of juniors and seniors with a declared major in MLA Combined English / Languages & Literatures other than English departments.

If the number of students receiving bachelor's degrees is to remain fairly constant, then one would expect the number of juniors and seniors with a declared major to be at least twice as large as the number of bachelor's degree recipients. That was true in the first round of this study, and it continues to the case in MLA Combined English / Languages & Literatures other than English departments this round.

Table MLAC6: Number of Juniors and Seniors with Declared Major in MLA Combined English / Languages & Literatures other than English in HDS-1 Departments as of the Beginning of the Fall 2012 Term

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Carnegie Classification	Number of Remaining HDS-1 Departments*	Among Remaining HDS-1 Departments	
		Average Number of Juniors & Seniors with Declared Major	Total Number of Juniors & Seniors with Declared Major*
Primarily Undergraduate	58	49.3 No δ	2,860
Comprehensive & Primarily Research	89	54.0 No δ	4,810
Highest Degree Offered	**Number of Remaining HDS-1 Departments***	**Among Remaining HDS-1 Departments**	
		Average Number of Juniors & Seniors with Declared Major	**Total Number of Juniors & Seniors with Declared Major***
Bachelor's	104	58.0 No δ	6,030
Master's & Doctorate	43	38.1 No δ	1,640
All Remaining HDS-1 Departments	**147**	**52.2** No δ	**7,670**

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

In departments granting only a bachelor's degree, there was a statistically significant decrease in the average number of students in each department completing a minor in MLA Combined English / Languages & Literatures other than English; this change does not appear when all data are combined. These data are detailed in Table MLAC7. During the 2011 – 2012 academic year, MLA Combined English / Languages & Literatures other than English departments awarded, on average, about 23 bachelor's degrees per department and had about 15 students per department earn a minor in a field in their departments.

Table MLAC7: Number of Students Completing a Minor in MLA Combined English / Languages & Literatures other than English in HDS-1 Departments during the 2011-12 Academic Year

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Carnegie Classification	Number of Remaining HDS-1 Departments*	Among Remaining HS-1 Departments	
		Average Number of Students Completing a Minor	Total Number of Students Completing a Minor*
Primarily Undergraduate	58	6.6 No δ	380
Comprehensive & Primarily Research	89	20.3 No δ	1,810
Highest Degree Offered	**Number of Remaining HDS-1 Departments***	**Among Remaining HS-1 Departments**	
		Average Number of Students Completing a Minor	**Total Number of Students Completing a Minor***
Bachelor's	104	15.0 Down 0.6 to 8.0	1,560
Master's & Doctorate	43	14.7 No δ	630
All Remaining HDS-1 Departments	**147**	**14.9** No δ	**2,190**

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

As shown in Table MLAC8, there were almost 2,100 graduate students enrolled in programs in MLA Combined English / Languages & Literatures other than English departments during the Fall 2012 term. All of these students were in departments housed in Comprehensive and Primarily Research institutions. There were thirty students enrolled in graduate programs in departments that offer only a bachelor's degree. It is likely that these students are in departments that had a graduate program at one time, and the department no longer awards graduate degrees. These departments have been allowed to retain currently enrolled graduate students.

Table MLAC8: Number of Graduate Students in MLA Combined English / Languages & Literatures other than English in HDS-1 Departments during Fall 2012 Term

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Carnegie Classification	Number of Remaining HDS-1 Departments*	Among Remaining HS-1 Departments: Average Number of Graduate Students (per department that offers graduate degree)	Among Remaining HS-1 Departments: Total Number of Graduate Students*
Primarily Undergraduate	58	0 No δ	0
Comprehensive & Primarily Research	89	48.1 No δ	2,070
Highest Degree Offered	**Number of Remaining HDS-1 Departments***	**Among Remaining HS-1 Departments: Average Number of Graduate Students**	**Among Remaining HS-1 Departments: Total Number of Graduate Students***
Bachelor's*	104	0.3 No δ	30
Master's & Doctorate	43	47.4 No δ	2,040
All Remaining HS-1 Departments	**147**	**48.1** No δ	**2,070**

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

*This is per department since none of these departments currently offers a graduate degree. These students are likely students who started when the department did offer a graduate degree, but the department has since lost degree-granting status.

Overall, about three-fourths of the students enrolled in undergraduate introductory MLA Combined English / Languages & Literatures other than English courses are taught by a full-time faculty member, and 25% are taught by part-time faculty members. These data are presented in Table MLAC9. The differences indicated by the asterisk (*) in the table means that the proportion of students taught by that rank faculty member in that type of department differs significantly from the other comparable types of department (either by Carnegie Classification, by highest degree offered, or by form of control). A student in a department housed in a Primarily Undergraduate institution (by Carnegie Classification) is more likely to be taught by a full-time tenured or tenure-track faculty member than students in departments housed in Comprehensive or Primarily Research institutions. The same is also true for a student in a department housed in a private institution.

It must again be noted that statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Table MLAC9: Instructor of Record for Undergraduate Introductory Courses in MLA Combined English / Languages & Literatures other than English in HDS-1 Departments, Fall 2012 Term

	% of students taught by …			
	Full-Time Tenured or Tenure-Track Faculty Members	**Full-Time Non-Tenure-Track Faculty Members**	**Part-Time Faculty Members**	**Graduate Students in the Department**
By Carnegie Classification				
Primarily Undergraduate	52%*	28%	20%	0%*
Comprehensive	42%	26%*	32%*	0%*
Primarily Research	39%	31%	19%	11%
By Highest Degree Offered				
Bachelor's	49%	27%	25%*	0%*
Master's	41%	31%*	23%*	6%*
Doctorate	46%	23%	12%	19%
By Form of Control				
Public	45%	28%	22%	5%
Private	48%*	26%	26%*	0%*
All Institutions	48%*	27%	25%	0%

* indicates that the proportion is significantly different from primarily research (for Carnegie Classification) or from Doctorate (for Highest Degree Offered) or from Public (for Form of Control) at the 5% level.

* indicates that the proportion is significantly different from all other disciplines combined at the 5% level

We used regression analysis for these tests with a binary (0-1) variable for the level of interest. If the coefficient for the binary variable differed significantly from 0, then the interpretation from regression is that the discipline differs from all other levels combined.

Statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Table MLAC10 presents results for the instructor of record for all other (non-introductory) classes in MLA Combined English / Languages & Literatures other than English. Students in departments housed in Primarily Undergraduate institutions (Carnegie classification) are more likely to be taught by full-time faculty members than students in departments housed in Comprehensive or Primarily Research institutions. There is little difference by form of control.

Finally, Table MLAC11 summarizes the results for the instructor of record in graduate courses. There is very little difference for graduate courses. At private institutions, students are less likely to be taught by full-time faculty members and more likely to be taught by part-time faculty members.

Table MLAC10: Instructor of Record for All Other Undergraduate (Non-Introductory) Courses in MLA Combined English / Languages & Literatures other than English in HDS-1 Departments, Fall 2012 Term

	% of students taught by …			
	Full-Time Tenured or Tenure-Track Faculty Members	**Full-Time Non-Tenure-Track Faculty Members**	**Part-Time Faculty Members**	**Graduate Students in the Department**
By Carnegie Classification				
Primarily Undergraduate	76%*	18%	5%	0%*
Comprehensive	70%	18%	12%*	0%*
Primarily Research	66%	21%	8%	5%
By Highest Degree Offered				
Bachelor's	74%	18%	8%*	0%*
Master's	69%	20%	11%*	1%*
Doctorate	70%	17%	4%	9%
By Form of Control				
Public	72%	19%	7%	2%
Private	73%	18%	9%	0%*
All Institutions	73%	18%	8%	0%

* indicates that the proportion is significantly different from primarily research (for Carnegie Classification) or from Doctorate (for Highest Degree Offered) or from Public (for Form of Control) at the 5% level.

We used regression analysis for these tests with a binary (0-1) variable for the level of interest. If the coefficient for the binary variable differed significantly from 0, then the interpretation from regression is that the discipline differs from all other levels combined.

Statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Table MLAC11: Instructor of Record for All Graduate Courses in MLA Combined English / Languages & Literatures other than English in HDS-1 Departments, Fall 2012 Term

	% of students taught by …			
	Full-Time Tenured or Tenure-Track Faculty Members	**Full-Time Non-Tenure-Track Faculty Members**	**Part-Time Faculty Members**	**Graduate Students in the Department**
By Carnegie Classification				
Primarily Undergraduate	88%	11%	1%	0%
Comprehensive	93%	7%	0%	0%
Primarily Research	92%	8%	0%	0%
By Highest Degree Offered				
Bachelor's	91%	9%*	0%	0%
Master's	93%	7%*	0%	0%
Doctorate	96%	2%	1%	1%
By Form of Control				
Public	92%	8%	0%	0%
Private	86%*	11%	3%*	0%
All Institutions	91%	9%	0%	0%

* indicates that the proportion is significantly different from primarily research (for Carnegie Classification) or from Doctorate (for Highest Degree Offered) or from Public (for Form of Control) at the 5% level.

We used regression analysis for these tests with a binary (0-1) variable for the level of interest. If the coefficient for the binary variable differed significantly from 0, then the interpretation from regression is that the discipline differs from all other levels combined.

Statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Table MLAC12 presents the results for the assessment of undergraduate student learning in MLA Combined English / Languages & Literatures other than English departments. Learning outcomes assessment is an aggregate assessment which attempts to measure the effectiveness of a program or institution by examining the competence of a given cohort of students. We did not ask about the assessment of individual students; we asked respondents to tell us whether or not they assessed undergraduate student learning. All of the responding departments perform program assessment using all majors in the department.

Table MLAC12: Assessment of Overall Undergraduate Student Learning in MLA Combined English / Languages & Literatures other than English in HDS-1 Departments as of the Fall 2012 Term

	All Institutions	Carnegie Classification			Form of Control	
		Primarily Undergraduate	Comprehensive	Primarily Research	Public	Private
No Departmental Assessment	0%	0%	0%	0%	0%	0%
Departmental Assessment for All Majors	100%	100%	100%	100%	100%	100%
Departmental Assessment for Majors in Honors Program Only	0%	0%	0%	0%	0%	0%
Departmental Assessment for Some Other Group of Students	4%	0%	7%	0%	0%	6%

Note: The sum of the four rows in any column may exceed 100% because respondents could select multiple choices.

The "assessment" referenced is an aggregate assessment based on examining the results from a given cohort of students in an attempt to examine the effectiveness of a program.

For MLA Combined English / Languages & Literatures other than English, 34% of the department view publications as either essential or very important in tenure decisions; 73% of all of the departments in the study view publications this way. The importance of teaching is about the same in MLA Combined English / Languages & Literatures other than English departments as it is in all other disciplines combined, and service is deemed slightly more important. The views of MLA Combined English / Languages & Literatures other than English departments on the importance of public humanities are also similar to that for all disciplines combined. Details for MLA Combined English / Languages & Literatures other than English departments are shown in Table MLAC13.

Table MLAC13: Considerations in Tenure Decisions in MLA Combined English / Languages & Literatures other than English in HDS-1 Departments, Fall 2012

	CC*	Essential	Very Important	Important	Marginally Important	Unimportant
Publications (research, scholarship, and creative work)	All	**29%**	**5%**	**47%**	**14%**	**6%**
	PUG	24%	12%	41%	18%	6%
	Comp & PRes	33%	0%	50%	12%	6%
Teaching	All	**89%**	**8%**	**0%**	**0%**	**4%**
	PUG	94%	6%	0%	0%	0%
	Comp & PRes	85%	9%	0%	0%	6%
Service to the department or institution	All	**37%**	**44%**	**15%**	**0%**	**4%**
	PUG	53%	35%	12%	0%	0%
	Comp & PRes	27%	50%	17%	0%	6%
Public humanities (making the humanities and/or humanities scholarship accessible to the general public)	All	**0%**	**6%**	**21%**	**48%**	**26%**
	PUG	0%	0%	12%	59%	29%
	Comp & PRes	0%	9%	27%	41%	23%

*CL – Carnegie classification and PUG – Primarily Undergraduate, Comp – Comprehensive, & PRes – Primarily Research

Table MLAC14: Faculty Tenure Decisions and New Hires in HDS-1 Departments

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

	Number in Remaining HDS-1 Departments*	Relative to …
Tenured Faculty Members as of Fall 2012 (Fall 2007)	1,100	39% of total faculty members No δ
Tenure-Track Faculty Members (not yet tenured) as of Fall 2012 (Fall 2007)	330	12% of total faculty members No δ
Tenure-Track Faculty Members Granted Tenure per Year (Two-Year Average) 2010-11 & 2011-12 (2005-06 & 2006-07)	20 per year	6% of tenure-track, not yet tenured faculty members No δ
Faculty Members Denied Tenure or Leaving Prior to Tenure Decision per Year (Two-Year Average) 2010-11 & 2011-12 (2005-06 & 2006-07)	12 per year	4% of tenure-track, not yet tenured faculty members No δ
Tenured, Tenure-Track and Permanent Faculty Members Hired for 2012-13 (2007-08)	115	6% of full-time faculty members No δ

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

As seen in Table MLAC14, there are no significant changes in the faculty tenure decisions and new hires in MLA Combined English / Languages & Literatures other than English departments.

About 85% of the MLA Combined English / Languages & Literatures other than English departments (or the institutions in which they are housed) provide support for research for full-time tenured or tenure-track faculty members; this appears to be less than that for all disciplines combined. The availability of support for that full-time non-tenured or non-tenure-track faculty members and part-time faculty members in MLA Combined English / Languages & Literatures other than English departments is about the same as in all disciplines combined. The data are presented in Table MLAC15.

Table MLAC15: Availability of Institutional or Departmental Support for Research in HDS-1 Departments, Fall 2012

	% of Institutions or Departments Providing Support
For Full-time tenure or tenure-track faculty members	85%
For full-time non-tenured or non-tenure-track faculty members	60%
For part-time faculty members	27%

Almost half of the MLA Combined English / Languages & Literatures other than English departments (47%) offer a fully online course, and about four in ten (42%) offers a hybrid course. MLA Combined English / Languages & Literatures other than English departments appear to be more likely to offer either type of course than all disciplines combined. At the departments where these courses are offered, it appears that there are more fully online and fewer hybrid courses offered than for all the disciplines combined. The details are shown in Table MLAC16.

Table MLAC16: HDS-1 MLA Combined English / Languages & Literatures other than English Departments Offering Online Courses by Carnegie Classification and Form of Control, 2011-12 Academic Year

	Departments Offering Fully Online Courses	Average Number of Fully Online Courses Offered	Departments Offering Hybrid Courses	Average Number of Hybrid Courses Offered
By Carnegie Classification				
Primarily Undergraduate	57%	9.5	29%	1.3
Comprehensive & Primarily Research	41%	10.9	50%	3.1
By Form of Control				
Public	65%	12.6	57%	2.6
Private	36%	7.6	32%	2.6
All Institutions	**47%**	**9.5**	**42%**	**2.6**

MLA Combined English / Languages & Literatures other than English departments overall are comparable to all disciplines combined when asked about their engagement with digital humanities. These results are summarized in Table MLAC17.

Table MLAC17: Engagement with Digital Humanities by Carnegie Classification and Form of Control in HDS-1 Departments as of Fall 2012

	Offered Seminar Focusing on Digital Methods for Research and Teaching	Have Formal Guidelines for Evaluating Digital Publications for Tenure and Promotion
By Carnegie Classification		
Primarily Undergraduate	7%	7%
Comprehensive & Primarily Research	13%	19%
By Form of Control		
Public	20%	22%
Private	5%	9%
All Institutions	**11%**	**14%**

Religion

In this section, we will provide an overview of HDS-1 Religion departments still awarding degrees in Religion at the time of HDS-2. Table R1 shows the number of departments and faculty members. While there has be no statistically significant change in the average number of faculty members per department overall, the more granular results show small increases in departments at Comprehensive institutions and in departments which offer only a bachelor's degree.

Table REL1: HDS-1 Departments and Faculty Members by Carnegie Classification and Highest Degree Offered

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Carnegie Classification	Number of Remaining HDS-1 Departments*	Among Remaining HDS-1 Departments	
		Average Number of Faculty Members	Total Number of Faculty Members*
Primarily Undergraduate	245 *See Appendix D.*	7.4 No δ	1,810
Comprehensive	154 *See Appendix D.*	11.4 Up 0.4 to 3.6	1,750
Primarily Research	103 *See Appendix D.*	12.6 No δ	1,300
Highest Degree Offered	**Number of Remaining HDS-1 Departments***	**Among Remaining HDS-1 Departments**	
		Average Number of Faculty Members	**Total Number of Faculty Members**
Bachelor's	404 *See Appendix D.*	8.6 Up 0.0 to 1.6	3,460
Master's	61 *See Appendix D.*	13.3 No δ	810
Doctorate	37 *See Appendix D.*	15.9 No δ	590
All Remaining HDS-1 Departments	**502** *See Appendix D.*	**9.7** No δ	**4,860**

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

Table REL2 presents faculty members by tenure status. Overall, there have been no significant per-department changes in the distribution of faculty members across the types of appointments since the previous round of the study. At the more granular level, we see small changes in the average number of tenured and tenure-track faculty members in departments housed in Primarily Undergraduate institutions, in the number of part-time faculty members in departments housed in Comprehensive institutions, and in tenured faculty in departments that award only bachelor's degrees.

Table REL2: Faculty Members at HDS-1 Departments* by Tenure Status, Fall 2012

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Carnegie Classification	Among Remaining HDS-1 Departments			
	Tenured	**Tenure-Track**	**Neither Tenured nor Tenure-Track, Full-Time**	**Neither Tenured nor Tenure-Track, Part-Time**
Primarily Undergraduate	1,000 Up 0.2 to 1.2 per department	250 Down 0.5 to 0.9 per department	220 No δ	340 No δ
Comprehensive	600 No δ	220 No δ	170 No δ	760 Up 0.1 to 3.1 per department
Primarily Research	710 No δ	250 No δ	140 No δ	200 No δ
Highest Degree Offered	**Among Remaining HDS-1 Departments**			
	Tenured	**Tenure-Track**	**Neither Tenured nor Tenure-Track, Full-Time**	**Neither Tenured nor Tenure-Track, Part-Time**
Bachelor's	1,620 Up 0.2 to 1.3 per department	500 No δ	360 No δ	980 No δ
Master's	340 No δ	110 No δ	90 No δ	270 No δ
Doctorate	350 No δ	110 No δ	80 No δ	50 No δ
All Remaining HDS-1 Departments	**2,310** No δ	**720** No δ	**530** No δ	**1,300** No δ

For changes in the number of departments see Tables REL1 or REL4.

* These values should not be compared directly with 2007 data since these data do not included data for any departments that have been created in the interim. These data can be interpreted estimates of minima for all 2012-13 departments combined.

Table REL3 presents faculty members by employment status and gender. As with the tenure status, there have been only a few statistically significant per-department changes at the more granular levels. Overall, though, there are no statistically significant changes.

Table REL3: Faculty Members at HDS-1 Departments* by Employment Status and Gender, Fall 2012

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Carnegie Classification	Among Remaining HDS-1 Departments			
	Full-Time	**Part-Time**	**Men**	**Women**
Primarily Undergraduate	1,430 No δ	380 No δ	1,240 No δ	570 No δ
Comprehensive	930 No δ	820 Up 0.0 to 3.3 per department	1,260 Up 0.4 to 2.7 per department	490 No δ
Primarily Research	1,080 No δ	220 No δ	850 No δ	450 No δ
Highest Degree Offered	**Among Remaining HDS-1 Departments**			
	Full-Time	**Part-Time**	**Men**	**Women**
Bachelor's	2,380 No δ	1,080 No δ	2,390 No δ	1,070 Up 0.0 to 0.7 per department
Master's	530 No δ	280 No δ	560 No δ	250 No δ
Doctorate	530 No δ	60 No δ	400 No δ	190 No δ
TOTAL	**3,440** No δ	**1,420** No δ	**3,350** No δ	**1,510** No δ

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

Not every department housed in an institution classified as Primarily Research using the Carnegie classifications offers a doctorate, or even a master's. Table REL4 details the highest degree offered by Religion departments housed at various institutions. At fifteen Primarily Undergraduate institutions, the Religion departments offer a master's degree.

Table REL4: Number of Remaining HDS-1 Departments* by Carnegie Classification and Highest Degree Offered, Fall 2012

		Highest Degree Offered			All Remaining HDS-1 Departments
		Bachelor's	Master's	Doctorate	
Carnegie Classification	Primarily Undergraduate	230	15	0	**245**
	Comprehensive	123	28	3	**154**
	Primarily Research	51	18	34	**103**
All Remaining HDS-1 Departments		**404**	**61**	**37**	**502**

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

Table REL5 summarizes responses to the question of how many bachelor's degrees were awarded in Religion during the 2011-12 academic year. About 80% of the departments (404 out of 502) offer only a bachelor's degree, and these departments accounted for about 80% of the bachelor's degrees awarded. There have been no statistically significant changes in the average number of students earning a bachelor's degree in Religion per department.

Table REL5: Bachelor's Degrees completed in Religion in HDS-1 Departments in the 2011-12 Academic Year

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Carnegie Classification	Number of Remaining HDS-1 Departments*	Among Remaining HDS-1 Departments	
		Average Number of Bachelor's Degrees Awarded	Total Number of Bachelor's Degrees Awarded*
Primarily Undergraduate	245	9.0 No δ	2,210
Comprehensive	154	9.4 No δ	1,440
Primarily Research	103	13.2 No δ	1,360
Highest Degree Offered	**Number of Remaining HDS-1 Departments***	**Among Remaining HDS-1 Departments**	
		Average Number of Bachelor's Degrees Awarded	**Total Number of Bachelor's Degrees Awarded***
Bachelor's	404	10.0 No δ	4,050
Master's	61	8.4 No δ	510
Doctorate	37	12.2 No δ	450
All Remaining HDS-1 Departments	**502**	**10.0** No δ	**5,010**

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

Table REL6 presents data on the number of juniors and seniors with a declared major in Religion. Overall, there is a significant decrease in the per-department number of juniors and seniors with a declared major in Religion. This decrease is seen in departments that offer only a bachelor's degree.

If the number of students receiving bachelor's degrees is to remain fairly constant, then one would expect the number of juniors and seniors with a declared major to be at least twice as large as the number of bachelor's degree recipients. While that was true in the first round of this study, it is not the case in Religion this round. Given the number of juniors and seniors with a declared major in Religion, we might expect to see a continued decline in the number of bachelor's degrees awarded in this discipline.

Table REL6: Number of Juniors and Seniors with Declared Major in Religion in HDS-1 Departments as of the Beginning of the Fall 2012 Term

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Carnegie Classification	Number of Remaining HDS-1 Departments*	Among Remaining HDS-1 Departments	
		Average Number of Juniors & Seniors with Declared Major	Total Number of Juniors & Seniors with Declared Major*
Primarily Undergraduate	245	14.9 Down 0.7 to 10.0	3,660
Comprehensive	154	18.3 Down 1.2 to 9.8	2,820
Primarily Research	103	25.9 Down 2.4 to 29.4	2,670
Highest Degree Offered	**Number of Remaining HDS-1 Departments***	**Among Remaining HDS-1 Departments**	
		Average Number of Juniors & Seniors with Declared Major	**Total Number of Juniors & Seniors with Declared Major***
Bachelor's	404	17.4 Down 3.0 to 10.4	7,035
Master's	61	19.2 No δ	1,170
Doctorate	37	25.5 No δ	945
All Remaining HDS-1 Departments	**502**	**18.2** Down 4.0 to 14.6	**9,150**

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

There were no statistically significant changes in the average number of students in each department completing a minor in Religion. These data are detailed in Table REL7. During the 2011 – 2012 academic year, Religion departments awarded, on average, about 10 bachelor's degrees per department and had about 10 students per department earn a minor in the field.

Table REL7: Number of Students Completing a Minor in Religion in HDS-1 Departments during the 2011-12 Academic Year

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Carnegie Classification	Number of Remaining HDS-1 Departments*	Among Remaining HDS-1 Departments	
		Average Number of Students Completing a Minor	Total Number of Students Completing a Minor*
Primarily Undergraduate	245	7.7 No δ	1,880
Comprehensive	154	8.1 No δ	1,240
Primarily Research	103	16.1 No δ	1,660
Highest Degree Offered	**Number of Remaining HDS-1 Departments***	**Among Remaining HDS-1 Departments**	
		Average Number of Students Completing a Minor	**Total Number of Students Completing a Minor***
Bachelor's	404	9.0 No δ	3,625
Master's	61	8.0 No δ	485
Doctorate	37	18.1 No δ	670
All Remaining HDS-1 Departments	**502**	**9.5** No δ	**4,780**

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

As shown in Table REL8, there were approximately 3,000 graduate students enrolled in programs in Religion departments during the Fall 2012 term. Over half of these students were in departments that awarded a doctorate.

Table REL8: Number of Graduate Students in Religion in HDS-1 Departments during Fall 2012 Term

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Carnegie Classification	Number of Remaining HDS-1 Departments*	Among Remaining HDS-1 Departments	
		Average Number of Graduate Students (per department that offers graduate degree)	Total Number of Graduate Students*
Primarily Undergraduate	245	33.3 No δ	500
Comprehensive	154	29.7 No δ	920
Primarily Research	103	30.9 Down 1.1 to 6.9	1,610
Highest Degree Offered	**Number of Remaining HDS-1 Departments***	**Among Remaining HDS-1 Departments**	
		Average Number of Graduate Students	**Total Number of Graduate Students***
Bachelor's*	404	0.0 No δ	40
Master's	61	23.9 No δ	1,460
Doctorate	37	41.4 No δ	1,530
All Remaining HDS-1 Departments	**502**	**30.9** No δ	**3,030**

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

*This is per department since none of these departments currently offers a graduate degree. These students are likely students who started when the department did offer a graduate degree, but the department has since lost degree-granting status.

Overall, about three-fourths of the students enrolled in undergraduate introductory Religion courses are taught by a full-time faculty member, and 2% are taught by graduate students. These data are presented in Table REL9. The differences indicated by the asterisk (*) in the table means that the proportion of students taught by that rank faculty member in that type of department differs significantly from the other comparable types of department (either by Carnegie Classification, by highest degree offered, or by form of control). A student in a department housed in a Primarily Undergraduate institution (by Carnegie Classification) is more likely to be taught by a full-time tenured or tenure-track faculty member than students in departments housed in Comprehensive or Primarily Research institutions. The same is also true for a student in a department housed in a private institution.

It must again be noted that statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem

to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Table REL9: Instructor of Record for Undergraduate Introductory Courses in Religion in HDS-1 Departments, Fall 2012 Term

	% of students taught by …			
	Full-Time Tenured or Tenure-Track Faculty Members	**Full-Time Non-Tenure-Track Faculty Members**	**Part-Time Faculty Members**	**Graduate Students in the Department**
By Carnegie Classification				
Primarily Undergraduate	63%*	17%	20%	0%*
Comprehensive	53%	15%*	32%*	0%*
Primarily Research	52%	20%	19%	10%
By Highest Degree Offered				
Bachelor's	58%	17%*	25%*	0%*
Master's	50%	21%*	23%*	5%*
Doctorate	56%	13%	12%	19%
By Form of Control				
Public	54%	18%	21%	7%
Private	58%*	17%	25%*	0%*
All Institutions	57%	17%	24%	2%*

* indicates that the proportion is significantly different from primarily research (for Carnegie Classification) or from Doctorate (for Highest Degree Offered) or from Public (for Form of Control) at the 5% level.

* indicates that the proportion is significantly different from all other disciplines combined at the 5% level

We used regression analysis for these tests with a binary (0-1) variable for the level of interest. If the coefficient for the binary variable differed significantly from 0, then the interpretation from regression is that the discipline differs from all other levels combined.

Statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Table REL10 presents results for the instructor of record for all other (non-introductory) classes in Religion. Students in departments housed in Primarily Undergraduate institutions (Carnegie classification) are more likely to be taught by full-time faculty members than students in departments housed in Comprehensive or Primarily Research institutions. There is little difference by form of control.

Finally, Table REL11 summarizes the results for the instructor of record in graduate courses. There is very little difference for graduate courses. At private institutions, students are less likely to be taught by full-time faculty members and more likely to be taught by part-time faculty members.

Table REL10: Instructor of Record for All Other Undergraduate (Non-Introductory) Courses in Religion in HDS-1 Departments, Fall 2012 Term

	% of students taught by …			
	Full-Time Tenured or Tenure-Track Faculty Members	**Full-Time Non-Tenure-Track Faculty Members**	**Part-Time Faculty Members**	**Graduate Students in the Department**
By Carnegie Classification				
Primarily Undergraduate	70%*	13%	17%*	0%*
Comprehensive	64%	13%	23%*	0%*
Primarily Research	60%	16%	20%	5%
By Highest Degree Offered				
Bachelor's	66%*	14%	20%	0%*
Master's	61%	15%	23%*	1%*
Doctorate	61%	13%	16%	9%
By Form of Control				
Public	64%	14%	19%	3%
Private	66%	14%	20%	0%*
All Institutions	**65%***	**14%**	**20%***	**1%**

* indicates that the proportion is significantly different from primarily research (for Carnegie Classification) or from Doctorate (for Highest Degree Offered) or from Public (for Form of Control) at the 5% level.

* indicates that the proportion is significantly different from all other disciplines combined at the 5% level

We used regression analysis for these tests with a binary (0-1) variable for the level of interest. If the coefficient for the binary variable differed significantly from 0, then the interpretation from regression is that the discipline differs from all other levels combined.

Statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Table REL11: Instructor of Record for All Graduate Courses in Religion in HDS-1 Departments, Fall 2012 Term

	% of students taught by …			
	Full-Time Tenured or Tenure-Track Faculty Members	**Full-Time Non-Tenure-Track Faculty Members**	**Part-Time Faculty Members**	**Graduate Students in the Department**
By Carnegie Classification				
Primarily Undergraduate	74%	16%	10%	0%
Comprehensive	79%	13%	8%	0%
Primarily Research	78%	14%	8%	1%
By Highest Degree Offered				
Bachelor's	77%	16%*	7%	0%
Master's	78%	15%*	7%	0%
Doctorate	81%	10%	8%	1%
By Form of Control				
Public	82%	11%	6%	0%
Private	76%*	14%	9%*	0%
All Institutions	79%	13%	8%*	0%

* indicates that the proportion is significantly different from primarily research (for Carnegie Classification) or from Doctorate (for Highest Degree Offered) or from Public (for Form of Control) at the 5% level.

* indicates that the proportion is significantly different from all other disciplines combined at the 5% level.

We used regression analysis for these tests with a binary (0-1) variable for the level of interest. If the coefficient for the binary variable differed significantly from 0, then the interpretation from regression is that the discipline differs from all other levels combined.

Statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Table REL12 presents the results for the assessment of undergraduate student learning in Religion departments. Learning outcomes assessment is an aggregate assessment which attempts to measure the effectiveness of a program or institution by examining the competence of a given cohort of students. We did not ask about the assessment of individual students; we asked respondents to tell us whether or not they assessed undergraduate student learning.

Table REL12: Assessment of Overall Undergraduate Student Learning in Religion in HDS-1 Departments as of the Fall 2012 Term

	All Institutions	Carnegie Classification			Form of Control	
		Primarily Undergraduate	Comprehensive	Primarily Research	Public	Private
No Departmental Assessment	14%	14%	5%	30%	20%	13%
Departmental Assessment for All Majors	77%	76%	88%	66%	73%	79%
Departmental Assessment for Majors in Honors Program Only	2%	2%	0%	5%	0%	2%
Departmental Assessment for Some Other Group of Students	17%	16%	23%	11%	23%	16%

Note: The sum of the four rows in any column may exceed 100% because respondents could select multiple choices.

The "assessment" referenced is an aggregate assessment based on examining the results from a given cohort of students in an attempt to examine the effectiveness of a program.

For Religion, 65% of the department view publications as either essential or very important in tenure decisions; 73% of all of the departments in the study view publications this way. The importance of teaching and of service is about the same in Religion departments as in all other disciplines combined. The views of Religion departments on the importance of public humanities are also similar to that for all disciplines combined. Details for Religion departments are shown in Table REL13.

Table REL13: Considerations in Tenure Decisions in Religion in HDS-1 Departments, Fall 2012

	CC*	Essential	Very Important	Important	Marginally Important	Unimportant
Publications (research, scholarship, and creative work)	All	**48%**	**17%**	**22%**	**11%**	**2%**
	PUG	36%	23%	21%	17%	2%
	Comp	40%	13%	38%	9%	0%
	PRes	89%	7%	2%	0%	2%
Teaching	All	**80%**	**15%**	**4%**	**0%**	**0%**
	PUG	91%	6%	2%	0%	0%
	Comp	84%	16%	0%	0%	0%
	PRes	48%	36%	16%	0%	0%
Service to the department or institution	All	**34%**	**33%**	**28%**	**4%**	**1%**
	PUG	38%	34%	23%	2%	2%
	Comp	40%	36%	24%	0%	0%
	PRes	16%	25%	43%	16%	0%
Public humanities (making the humanities and/or humanities scholarship accessible to the general public)	All	**3%**	**10%**	**26%**	**37%**	**24%**
	PUG	0%	9%	34%	30%	28%
	Comp	9%	16%	13%	44%	18%
	PRes	0%	7%	27%	41%	25%

*CC – Carnegie classification and PUG – Primarily Undergraduate, Comp – Comprehensive, & PRes – Primarily Research

Table REL14: Faculty Tenure Decisions and New Hires in HDS-1 Departments

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

	Number in Remaining HDS-1 Departments*	Relative to …
Tenured Faculty Members as of Fall 2012 (Fall 2007)	2,310	48% of total faculty members No δ
Tenure-Track Faculty Members (not yet tenured) as of Fall 2012 (Fall 2007)	720	15% of total faculty members No δ
Tenure-Track Faculty Members Granted Tenure per Year (Two-Year Average) 2010-11 & 2011-12 (2005-06 & 2006-07)	75 per year	10% of tenure-track, not yet tenured faculty members No δ
Faculty Members Denied Tenure or Leaving Prior to Tenure Decision per Year (Two-Year Average) 2010-11 & 2011-12 (2005-06 & 2006-07)	25 per year	3% of tenure-track, not yet tenured faculty members No δ
Tenured, Tenure-Track and Permanent Faculty Members Hired for 2012-13 (2007-08)	230	7% of full-time faculty members No δ

* These should not be compared directly with 2007 data since these data do not include any departments that have been created in the interim. These data can be interpreted as estimates of minima for all 2012-13 departments combined.

As seen in Table REL14, there are no significant changes in the faculty tenure decisions and new hires in Religion departments.

About nine Religion departments (or the institutions in which they are housed) in ten (89%) provide support for research for full-time tenured or tenure-track faculty members; this is comparable to all disciplines combined. It appears that the proportion of full-time non-tenured or non-tenure-track faculty and of part-time faculty members in Religion departments receiving research support is comparable to that in other disciplines. The data are presented in Table REL15.

Table REL15: Availability of Institutional or Departmental Support for Research in HDS-1 Departments, Fall 2012

	% of Institutions or Departments Providing Support
For Full-time tenure or tenure-track faculty members	89%
For full-time non-tenured or non-tenure-track faculty members	70%
For part-time faculty members	22%

When looking at all disciplines, about one department in three (33%) offers a fully online course, and about one in five (19%) offers a hybrid course. Religion departments appear to be equally likely to offer fully online courses and may be slightly less likely to offer hybrid courses. At the departments where

these courses are offered, it appears that there are fewer fully online or hybrid courses offered than for all the disciplines combined. The details are shown in Table AH16.

Table REL16: HDS-1 Religion Departments Offering Online Courses by Carnegie Classification and Form of Control, 2011-12 Academic Year

	Departments Offering Fully Online Courses	Average Number of Fully Online Courses Offered	Departments Offering Hybrid Courses	Average Number of Hybrid Courses Offered
By Carnegie Classification				
Primarily Undergraduate	25%	3.8	14%	2.8
Comprehensive	46%	3.1	18%	1.9
Primarily Research	34%	4.5	3%	2.0
By Form of Control				
Public	43%	4.1	7%	2.0
Private	31%	3.5	14%	2.4
All Institutions	**33%**	**3.6**	**13%**	**2.3**

Religion departments overall are less likely to offer a seminar focused on digital methods for teaching and research than all disciplines combined. The proportion of Religion departments with formal guidelines for evaluating digital publications for tenure and promotions is comparable to all disciplines combined. These results are summarized in Table REL17.

Table REL17: Engagement with Digital Humanities by Carnegie Classification and Form of Control in HDS-1 Departments as of Fall 2012

	Offered Seminar Focusing on Digital Methods for Research and Teaching	Have Formal Guidelines for Evaluating Digital Publications for Tenure and Promotion
By Carnegie Classification		
Primarily Undergraduate	2%	10%
Comprehensive	5%	5%
Primarily Research	11%	24%
By Form of Control		
Public	6%	19%
Private	5%	9%
All Institutions	5%	11%

Folklore

In this section, we will provide an overview of Folklore departments. We will start with the number of departments and faculty members. Table FL1 shows the number of departments and faculty members. We identified 15 departments awarding degrees in Folklore with an average of 8 faculty members at each department. This is shown in Table FL1.

Table FL1: Departments and Faculty Members

	Number of Departments	Average Number of Faculty Members	Total Number of Faculty Members
TOTAL	15	8.0	120

Table FL2 presents faculty members by tenure status. Over half the faculty members are tenured, and one-fourth are neither tenured nor tenure-track and part-time.

Table FL2: Faculty Members by Tenure Status, Fall 2012

	Tenured	Tenure-Track	Neither Tenured nor Tenure-Track, Full-Time	Neither Tenured nor Tenure-Track, Part-Time
TOTAL	70	15	5	30

Table FL3 presents faculty members by employment status and gender. About 70% of the faculty members are full-time, and half are women.

Table FL3: Faculty Members by Employment Status and Gender, Fall 2012

Carnegie Classification	Full-Time	Part-Time	Men	Women
TOTAL	85	35	60	60

Table FL4 is not included.

There are too few institutions to make this information meaningful.

Table FL5 summarizes responses to the question of how many bachelor's degrees were awarded in Folklore during the 2011-12 academic year. There were almost 100 bachelor's degrees awarded.

Table FL5: Bachelor's Degrees completed in Folklore in the 2011-12 Academic Year

	Number of Departments	Average Number of Bachelor's Degrees Awarded	Total Number of Bachelor's Degrees Awarded
TOTAL	15	6.3	95

Table FL6 presents data on the number of juniors and seniors with a declared major in Folklore. If the number of students receiving bachelor's degrees is to remain fairly constant, then one would expect the number of juniors and seniors with a declared major to be at least twice as large as the number of bachelor's degree recipients. This is not the case in Folklore. Given the number of juniors and seniors with a declared major in Folklore, we might expect to see the number of bachelor's degrees awarded in this discipline to decline in the next few years.

Table FL6: Number of Juniors and Seniors with Declared Major in Folklore as of the Beginning of the Fall 2012 Term

	Number of Departments	Average Number of Juniors & Seniors with Declared Major	Total Number of Juniors & Seniors with Declared Major
TOTAL	**15**	**8.0**	**120**

Table FL7 shows the number of students completing a minor in Folklore during the 2011 – 2012 academic year. The number of students earning a minor in Folklore is higher than the number of students earning a bachelor's degree in Folklore.

Table FL7: Number of Students Completing a Minor in Folklore during the 2011-12 Academic Year

	Number of Departments	Average Number of Students Completing a Minor	Total Number of Students Completing a Minor
TOTAL	**15**	**8.7**	**130**

As shown in Table FL8, there were over 400 graduate students enrolled in programs in Folklore departments during the Fall 2012 term.

Table FL8: Number of Graduate Students in Folklore during Fall 2012 Term

	Number of Departments	Average Number of Graduate Students	Total Number of Graduate Students
TOTAL	**15**	32.3	420

Overall, over half of the students enrolled in undergraduate introductory Folklore courses are taught by a full-time faculty member, and 16% are taught by graduate students. These data are presented in Table FL9. The differences indicated by the asterisk (*) in the table means that the proportion of students taught by that rank faculty member differs significantly from all other disciplines combined.

It must again be noted that statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically

significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Table FL9: Instructor of Record for Undergraduate Introductory Courses in Folklore, Fall 2012 Term

	% of students taught by …			
	Full-Time Tenured or Tenure-Track Faculty Members	Full-Time Non-Tenure-Track Faculty Members	Part-Time Faculty Members	Graduate Students in the Department
All Institutions	**39%**	**16%**	**16%**	**30%***

* indicates that the proportion is significantly different from all other disciplines combined at the 5% level

We used regression analysis for these tests with a binary (0-1) variable for the level of interest. If the coefficient for the binary variable differed significantly from 0, then the interpretation from regression is that the discipline differs from all other levels combined.

Statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Table FL10 presents results for the instructor of record for all other (non-introductory) classes in Folklore, and Table FL11 summarizes the results for the instructor of record in graduate courses.

Table FL10: Instructor of Record for All Other Undergraduate (Non-Introductory) Courses in Folklore, Fall 2012 Term

	% of students taught by …			
	Full-Time Tenured or Tenure-Track Faculty Members	Full-Time Non-Tenure-Track Faculty Members	Part-Time Faculty Members	Graduate Students in the Department
All Institutions	**85%**	**11%**	**1%**	**2%**

We used regression analysis for these tests with a binary (0-1) variable for the level of interest. If the coefficient for the binary variable differed significantly from 0, then the interpretation from regression is that the discipline differs from all other levels combined.

Statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Table FL11: Instructor of Record for All Graduate Courses in Folklore, Fall 2012 Term

	% of students taught by …			
	Full-Time Tenured or Tenure-Track Faculty Members	Full-Time Non-Tenure-Track Faculty Members	Part-Time Faculty Members	Graduate Students in the Department
All Institutions	**85%**	**2%**	**9%**	**5%***

* indicates that the proportion is significantly different from all other disciplines combined at the 5% level.
We used regression analysis for these tests with a binary (0-1) variable for the level of interest. If the coefficient for the binary variable differed significantly from 0, then the interpretation from regression is that the discipline differs from all other levels combined.
Statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Table FL12 presents the results for the assessment of undergraduate student learning in Folklore departments. Learning outcomes assessment is an aggregate assessment which attempts to measure the effectiveness of a program or institution by examining the competence of a given cohort of students. We did not ask about the assessment of individual students; we asked respondents to tell us whether or not they assessed undergraduate student learning.

Table FL12: Assessment of Overall Undergraduate Student Learning in Folklore as of the Fall 2012 Term

	All Institutions
No Departmental Assessment	57%
Departmental Assessment for All Majors	13%
Departmental Assessment for Majors in Honors Program Only	0%
Departmental Assessment for Some Other Group of Students	30%

Note: The sum of the four rows in any column may exceed 100% because respondents could select multiple choices.
The "assessment" referenced is an aggregate assessment based on examining the results from a given cohort of students in an attempt to examine the effectiveness of a program.

For Folklore, 100% of the departments view publications as either essential or very important in tenure decisions; 73% of all of the departments in the study view publications this way. The importance of teaching and of service appears to be less in Folklore departments than it is in all other disciplines combined. Details for Folklore departments are shown in Table FL13.

Table FL13: Considerations in Tenure Decisions in Folklore, Fall 2012

	Essential	Very Important	Important	Marginally Important	Unimportant
Publications (research, scholarship, and creative work)	93%	7%	0%	0%	0%
Teaching	40%	40%	20%	0%	0%
Service to the department or institution	33%	10%	30%	27%	0%
Public humanities (making the humanities and/or humanities scholarship accessible to the general public)	7%	10%	33%	30%	20%

Table FL14 provides information on tenure and hiring decisions in Folklore departments.

Table FL14: Faculty Tenure Decisions and New Hires

	Number	Relative to …
Tenured Faculty Members as of Fall 2012	70	58% of total faculty members
Tenure-Track Faculty Members (not yet tenured) as of Fall 2012	15	13% of total faculty members
Tenure-Track Faculty Members Granted Tenure per Year (Two-Year Average) 2010-11 & 2011-12	1 per year	7% of tenure-track, not yet tenured faculty members
Faculty Members Denied Tenure or Leaving Prior to Tenure Decision per Year (Two-Year Average) 2010-11 & 2011-12	2 per year	13% of tenure-track, not yet tenured faculty members
Tenured, Tenure-Track and Permanent Faculty Members Hired for 2012-13	10	12% of full-time faculty members

About three-fourths (73%) of the Folklore departments (or the institutions in which they are housed) provide support for research for full-time tenured or tenure-track faculty members; this appears to be lower than for all disciplines combined. Full-time non-tenured or non-tenure-track faculty members and part-time faculty members in Folklore departments are also less like to receive research support than in other disciplines. The data are presented in Table FL15.

Table FL15: Availability of Institutional or Departmental Support for Research, Fall 2012

	% of Institutions or Departments Providing Support
For Full-time tenure or tenure-track faculty members	73%
For full-time non-tenured or non-tenure-track faculty members	23%
For part-time faculty members	0%

When looking at all disciplines, about one department in three (33%) offers a fully online course, and about one in five (19%) offers a hybrid course. Folklore departments appear to be equally likely to offer either type of course. It appears that the number of fully online or hybrid courses offered (at departments where they are offered) is also comparable to that for all the disciplines combined. The details are shown in Table FL16.

Table FL16: Folklore Departments Offering Online Courses, 2011-12 Academic Year

	Departments Offering Fully Online Courses	Average Number of Fully Online Courses Offered	Departments Offering Hybrid Courses	Average Number of Hybrid Courses Offered
All Institutions	**30%**	**5.7**	**27%**	**3.8**

Folklore departments overall appear to be more engaged than all disciplines combined when considering their engagement with digital humanities as measured in Table FL17.

Table FL17: Engagement with Digital Humanities as of Fall 2012

	Offered Seminar Focusing on Digital Methods for Research and Teaching	Have Formal Guidelines for Evaluating Digital Publications for Tenure and Promotion
All Institutions	**46%**	**40%**

Musicology

In this section, we will provide an overview of Musicology departments. There was a challenge in identifying departments and programs that award degrees in Musicology. These results are based on data from 61 respondents who told us they offered a degree in Musicology. Table MU1 provides data on the number of departments and faculty members.

Table MU1: Departments and Faculty Members by Carnegie Classification and Highest Degree Offered

Carnegie Classification	Number of Departments	Average Number of Faculty Members	Total Number of Faculty Members
Primarily Undergraduate & Comprehensive	16	5.6	90
Primarily Research	80	9.3	740
Highest Degree Offered	**Number of Departments**	**Average Number of Faculty Members**	**Total Number of Faculty Members**
Bachelor's & Master's	44	5.7	250
Doctorate	52	11.2	580
TOTAL	**96**	**8.6**	**830**

Table MU2 presents faculty members by tenure status. Over half of the faculty members (460 out of 830) are tenured.

Table MU2: Faculty Members by Tenure Status, Fall 2012

Carnegie Classification	Tenured	Tenure-Track	Neither Tenured nor Tenure-Track, Full-Time	Neither Tenured nor Tenure-Track, Part-Time
Primarily Undergraduate & Comprehensive	70	10	0	10
Primarily Research	390	120	70	160
Highest Degree Offered	**Tenured**	**Tenure-Track**	**Neither Tenured nor Tenure-Track, Full-Time**	**Neither Tenured nor Tenure-Track, Part-Time**
Bachelor's & Master's	130	40	30	50
Doctorate	330	90	40	120
TOTAL	**460**	**130**	**70**	**170**

Table MU3 presents faculty members by employment status and gender. More than three-fourths of the faculty members are full-time, and about four in ten (39%) are women.

Table MU3: Faculty Members by Employment Status and Gender, Fall 2012

Carnegie Classification	Full-Time	Part-Time	Men	Women
Primarily Undergraduate & Comprehensive	80	10	70	20
Primarily Research	570	170	440	300
Highest Degree Offered	**Full-Time**	**Part-Time**	**Men**	**Women**
Bachelor's & Master's	190	60	150	100
Doctorate	460	120	360	220
TOTAL	**650**	**180**	**510**	**320**

Not every department housed in an institution classified as Primarily Research using the Carnegie classifications offers a doctorate, or even a master's. Table MU4 details the highest degree offered by Musicology departments housed at various institutions. The doctoral programs are all housed in Primarily Research institutions.

Table MU4: Number of Departments by Carnegie Classification and Highest Degree Offered, Fall 2012

		Highest Degree Offered		TOTAL
		Bachelor's & Master's	Doctorate	
Carnegie Classification	Primarily Undergraduate & Comprehensive	16	0	**16**
	Primarily Research	28	52	**80**
TOTAL		**44**	**52**	**96**

Table MU5 summarizes responses to the question of how many bachelor's degrees were awarded in Musicology during the 2011-12 academic year. Departments awarding a doctorate in Musicology (54% of the 96 departments) accounted for about two-thirds (63%) of the 375 bachelor's degrees awarded.

Table MU5: Bachelor's Degrees completed in Musicology in the 2011-12 Academic Year

Carnegie Classification	Number of Departments	Average Number of Bachelor's Degrees Awarded	Total Number of Bachelor's Degrees Awarded
Primarily Undergraduate & Comprehensive	16	8.1	130
Primarily Research	80	3.1	245
Highest Degree Offered	**Number of Departments**	**Average Number of Bachelor's Degrees Awarded**	**Total Number of Bachelor's Degrees Awarded**
Bachelor's & Master's	44	3.2	140
Doctorate	52	4.5	235
TOTAL	**96**	**3.9**	**375**

Table MU6 presents data on the number of juniors and seniors with a declared major in Musicology. If the number of students receiving bachelor's degrees is to remain fairly constant, then one would expect the number of juniors and seniors with a declared major to be at least twice as large as the number of bachelor's degree recipients. This is not the case in Musicology this round. Given the number of juniors and seniors with a declared major in Musicology, we might expect to see the number of bachelor's degrees awarded in this discipline to decline in the next few years.

Table MU6: Number of Juniors and Seniors with Declared Major in Musicology as of the Beginning of the Fall 2012 Term

Carnegie Classification	Number of Departments	Average Number of Juniors & Seniors with Declared Major	Total Number of Juniors & Seniors with Declared Major
Primarily Undergraduate & Comprehensive	16	0.6	10
Primarily Research	80	4.8	380
Highest Degree Offered	**Number of Departments**	**Average Number of Juniors & Seniors with Declared Major**	**Total Number of Juniors & Seniors with Declared Major**
Bachelor's & Master's	44	1.4	60
Doctorate	52	6.3	330
TOTAL	**96**	**4.1**	**390**

Data on the number of students earning a minor in Musicology are detailed in Table MU7. During the 2011 – 2012 academic year, Musicology departments awarded, on average, about 4 bachelor's degrees per department and had about 4 students per department earn a minor in the field.

Table MU7: Number of Students Completing a Minor in Musicology during the 2011-12 Academic Year

Carnegie Classification	Number of Departments	Average Number of Students Completing a Minor	Total Number of Students Completing a Minor
Primarily Undergraduate & Comprehensive	16	0.9	15
Primarily Research	80	4.5	360
Highest Degree Offered	**Number of Departments**	**Average Number of Students Completing a Minor**	**Total Number of Students Completing a Minor**
Bachelor's & Master's	44	1.3	55
Doctorate	52	6.2	320
TOTAL	**96**	**3.9**	**375**

As shown in Table MU8, there were over 1,200 graduate students enrolled in programs in Musicology departments during the Fall 2012 term. Most of these students were in departments that awarded a doctorate.

Table MU8: Number of Graduate Students in Musicology during Fall 2012 Term

Carnegie Classification	Number of Departments	Average Number of Graduate Students (per department that offers graduate degree)	Total Number of Graduate Students
Primarily Undergraduate & Comprehensive	16	3.3	40
Primarily Research	80	15.6	1,200
Highest Degree Offered	**Number of Departments**	**Average Number of Graduate Students**	**Total Number of Graduate Students**
Bachelor's & Master's	44	4.0	175
Doctorate	52	20.5	1,065
TOTAL	**96**	13.9	1,240

About 80% of the students enrolled in undergraduate introductory Musicology courses are taught by a full-time faculty member, and 4% are taught by graduate students. These data are presented in Table MU9. The differences indicated by the asterisk (*) in the table means that the proportion of students taught by that rank faculty member in that type of department differs significantly from the other comparable types of department (either by Carnegie Classification, by highest degree offered, or by form of control). A student in a department housed in a Primarily Undergraduate institution (by Carnegie Classification) is more likely to be taught by a full-time tenured or tenure-track faculty member than students in departments housed in Comprehensive or Primarily Research institutions. The same is also true for a student in a department housed in a private institution.

Table MU9: Instructor of Record for Undergraduate Introductory Courses in Musicology, Fall 2012 Term

	% of students taught by …			
	Full-Time Tenured or Tenure-Track Faculty Members	**Full-Time Non-Tenure-Track Faculty Members**	**Part-Time Faculty Members**	**Graduate Students in the Department**
By Carnegie Classification				
Primarily Undergraduate	70%*	16%	14%	0%*
Comprehensive	60%	14%*	26%*	0%*
Primarily Research	61%	20%	13%	6%
By Highest Degree Offered				
Bachelor's	58%	19%	23%*	0%*
Master's	54%	24%*	22%*	0%*
Doctorate	62%	17%	12%	9%
By Form of Control				
Public	60%	49%	14%	6%
Private	64%*	18%	18%*	0%*
All Institutions	**62%**	**19%**	**15%**	**4%**

* indicates that the proportion is significantly different from primarily research (for Carnegie Classification) or from Doctorate (for Highest Degree Offered) or from Public (for Form of Control) at the 5% level.

We used regression analysis for these tests with a binary (0-1) variable for the level of interest. If the coefficient for the binary variable differed significantly from 0, then the interpretation from regression is that the discipline differs from all other levels combined.

Statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Table MU10 presents results for the instructor of record for all other (non-introductory) classes in Musicology. Students in departments housed in Primarily Undergraduate institutions (Carnegie classification) are more likely to be taught by full-time faculty members than students in departments housed in Comprehensive or Primarily Research institutions. There is little difference by form of control.

It must again be noted that statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Table MU10: Instructor of Record for All Other Undergraduate (Non-Introductory) Courses in Musicology, Fall 2012 Term

	% of students taught by …			
	Full-Time Tenured or Tenure-Track Faculty Members	**Full-Time Non-Tenure-Track Faculty Members**	**Part-Time Faculty Members**	**Graduate Students in the Department**
By Carnegie Classification				
Primarily Undergraduate	81%*	12%	7%*	0%*
Comprehensive	74%	12%	14%*	0%*
Primarily Research	72%	15%	10%	3%
By Highest Degree Offered				
Bachelor's	74%	14%	12%*	0%*
Master's	69%	16%	15%*	0%*
Doctorate	72%	14%	9%	5%
By Form of Control				
Public	71%	15%	10%	4%
Private	74%	14%	11%	1%*
All Institutions	**72%**	**14%**	**10%**	**3%**

* indicates that the proportion is significantly different from primarily research (for Carnegie Classification) or from Doctorate (for Highest Degree Offered) or from Public (for Form of Control) at the 5% level.

* indicates that the proportion is significantly different from all other disciplines combined at the 5% level

We used regression analysis for these tests with a binary (0-1) variable for the level of interest. If the coefficient for the binary variable differed significantly from 0, then the interpretation from regression is that the discipline differs from all other levels combined.

Statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Finally, Table MU11 summarizes the results for the instructor of record in graduate courses. There is very little difference for graduate courses. At private institutions, students are less likely to be taught by full-time faculty members and more likely to be taught by part-time faculty members.

Table MU11: Instructor of Record for All Graduate Courses in Musicology, Fall 2012 Term

	% of students taught by …			
	Full-Time Tenured or Tenure-Track Faculty Members	**Full-Time Non-Tenure-Track Faculty Members**	**Part-Time Faculty Members**	**Graduate Students in the Department**
By Carnegie Classification				
Primarily Undergraduate	64%	27%	8%	1%
Comprehensive	69%	23%	6%	2%
Primarily Research	69%	23%	6%	2%
By Highest Degree Offered				
Bachelor's	64%	29%*	5%	1%
Master's	66%	27%*	5%	1%
Doctorate	70%	22%	6%	2%
By Form of Control				
Public	70%	22%	5%	2%
Private	64%*	26%	8%*	2%
All Institutions	**69%***	**23%***	**6%**	**2%**

* indicates that the proportion is significantly different from primarily research (for Carnegie Classification) or from Doctorate (for Highest Degree Offered) or from Public (for Form of Control) at the 5% level.

* indicates that the proportion is significantly different from all other disciplines combined at the 5% level.

We used regression analysis for these tests with a binary (0-1) variable for the level of interest. If the coefficient for the binary variable differed significantly from 0, then the interpretation from regression is that the discipline differs from all other levels combined.

Statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Table MU12 presents the results for the assessment of undergraduate student learning in Musicology departments. Learning outcomes assessment is an aggregate assessment which attempts to measure the effectiveness of a program or institution by examining the competence of a given cohort of students. We did not ask about the assessment of individual students; we asked respondents to tell us whether or not they assessed undergraduate student learning.

Table MU12: Assessment of Overall Undergraduate Student Learning in Musicology as of the Fall 2012 Term

	All Institutions	Carnegie Classification			Form of Control	
		Primarily Undergraduate	Comprehensive	Primarily Research	Public	Private
No Departmental Assessment	44%	0%	0%	53%	42%	47%
Departmental Assessment for All Majors	56%	100%	100%	47%	58%	53%
Departmental Assessment for Majors in Honors Program Only	2%	0%	0%	3%	4%	0%
Departmental Assessment for Some Other Group of Students	2%	0%	0%	3%	0%	6%

Note: The sum of the four rows in any column may exceed 100% because respondents could select multiple choices.

The "assessment" referenced is an aggregate assessment based on examining the results from a given cohort of students in an attempt to examine the effectiveness of a program.

For Musicology, 94% of the department view publications as either essential or very important in tenure decisions; 73% of all of the departments in the study view publications this way. The importance of teaching is about the same in Musicology departments as it is in all other disciplines combined, and service is also viewed in essentially the same way. The views of Musicology departments on the importance of public humanities are also similar to that for all disciplines combined. Details for Musicology departments are shown in Table MU13.

Table MU13: Considerations in Tenure Decisions in Musicology, Fall 2012

	CC*	Essential	Very Important	Important	Marginally Important	Unimportant
Publications (research, scholarship, and creative work)	All	**83%**	**11%**	**4%**	**2%**	**0%**
	PUG & Comp	45%	40%	15%	0%	0%
	PRes	90%	5%	2%	2%	0%
Teaching	All	**72%**	**20%**	**8%**	**0%**	**0%**
	PUG & Comp	60%	25%	15%	0%	0%
	PRes	74%	19%	7%	0%	0%
Service to the department or institution	All	**29%**	**36%**	**33%**	**2%**	**0%**
	PUG & Comp	30%	40%	30%	0%	0%
	PRes	29%	36%	33%	2%	0%
Public humanities (making the humanities and/or humanities scholarship accessible to the general public)	All	**3%**	**4%**	**22%**	**59%**	**12%**
	PUG & Comp	15%	0%	15%	58%	13%
	PRes	0%	5%	24%	60%	12%

*CC – Carnegie classification and PUG – Primarily Undergraduate, Comp – Comprehensive, & PRes – Primarily Research

Table MU14: Faculty Tenure Decisions and New Hires

	Number*	Relative to …
Tenured Faculty Members as of Fall 2012	460	55% of total faculty members
Tenure-Track Faculty Members (not yet tenured) as of Fall 2012	130	16% of total faculty members
Tenure-Track Faculty Members Granted Tenure per Year (Two-Year Average) 2010-11 & 2011-12	13 per year	10% of tenure-track, not yet tenured faculty members
Faculty Members Denied Tenure or Leaving Prior to Tenure Decision per Year (Two-Year Average) 2010-11 & 2011-12	4 per year	3% of tenure-track, not yet tenured faculty members
Tenured, Tenure-Track and Permanent Faculty Members Hired for 2012-13	70	11% of full-time faculty members

Table MU14 details tenure and hiring decisions in Musicology departments.

Almost all Musicology departments (or the institutions in which they are housed) provide support for research for full-time tenured or tenure-track faculty members; this is comparable to all disciplines

combined. It appears that the proportion of full-time non-tenured or non-tenure-track faculty members and of part-time faculty members who are eligible to receive institutional or departmental support for research is also comparable to that for all disciplines combined. The data are presented in Table MU15.

Table MU15: Availability of Institutional or Departmental Support for Research, Fall 2012

	% of Institutions or Departments Providing Support
For Full-time tenure or tenure-track faculty members	96%
For full-time non-tenured or non-tenure-track faculty members	60%
For part-time faculty members	24%

When looking at all disciplines, about one department in three (33%) offers a fully online course, and about one in five (19%) offers a hybrid course. Musicology departments appear to be less likely to offer either type of course. At the departments where these courses are offered, it appears that there are fewer fully online or hybrid courses offered than for all the disciplines combined. The details are shown in Table MU16.

Table MU16: Musicology Departments Offering Online Courses by Carnegie Classification and Form of Control, 2011-12 Academic Year

	Departments Offering Fully Online Courses	Average Number of Fully Online Courses Offered	Departments Offering Hybrid Courses	Average Number of Hybrid Courses Offered
By Carnegie Classification				
Primarily Undergraduate & Comprehensive	25%	2.0	0%	—
Primarily Research	24%	3.8	7%	1.3
By Form of Control				
Public	30%	4.0	6%	1.0
Private	15%	1.7	5%	2.0
All Institutions	**24%**	**3.2**	**5%**	**1.4**

Even though they appear to be less likely to offer online courses, Musicology departments overall appear to be more engaged with digital humanities when compared to all disciplines combined using the measures shown in Table MU17.

Table MU17: Engagement with Digital Humanities by Carnegie Classification and Form of Control as of Fall 2012

	Offered Seminar Focusing on Digital Methods for Research and Teaching	Have Formal Guidelines for Evaluating Digital Publications for Tenure and Promotion
By Carnegie Classification		
Primarily Undergraduate & Comprehensive	0%	0%
Primarily Research	29%	31%
By Form of Control		
Public	25%	36%
Private	22%	9%
All Institutions	**24%**	**26%**

Classical Studies

In this section, we will provide an overview of Classical Studies departments. Table CLS1 provides data on the number of departments and faculty members.

Table CLS1: Faculty Members by Carnegie Classification and Highest Degree Offered

Carnegie Classification	Number of Departments	Average Number of Faculty Members	Total Number of Faculty Members
Primarily Undergraduate	107	4.4	475
Comprehensive	47	5.2	245
Primarily Research	122	9.8	1,200
Highest Degree Offered	**Number of Departments**	**Average Number of Faculty Members**	**Total Number of Faculty Members**
Bachelor's	195	5.4	1,060
Master's	24	8.8	210
Doctorate	57	11.4	650
TOTAL	**276**	**7.0**	**1,920**

Table CLS2 presents faculty members by tenure status. Almost 60% of the faculty members in Classical Studies departments are tenured.

Table CLS2: Faculty Members by Tenure Status, Fall 2012

Carnegie Classification	Tenured	Tenure-Track	Neither Tenured nor Tenure-Track, Full-Time	Neither Tenured nor Tenure-Track, Part-Time
Primarily Undergraduate	280	90	50	55
Comprehensive	120	20	40	65
Primarily Research	720	180	160	140
Highest Degree Offered	**Tenured**	**Tenure-Track**	**Neither Tenured nor Tenure-Track, Full-Time**	**Neither Tenured nor Tenure-Track, Part-Time**
Bachelor's	560	160	160	180
Master's	100	40	40	30
Doctorate	460	90	50	50
TOTAL	**1,120**	**290**	**250**	**260**

Table CLS3 presents faculty members by employment status and gender. Over 80% of the faculty members in Classical Studies departments are full-time, and 40% are women.

Table CLS3: Faculty Members by Employment Status and Gender, Fall 2012

Carnegie Classification	Full-Time	Part-Time	Men	Women
Primarily Undergraduate	405	70	275	200
Comprehensive	165	80	135	110
Primarily Research	1,040	160	740	460
Highest Degree Offered	**Full-Time**	**Part-Time**	**Men**	**Women**
Bachelor's	850	210	620	440
Master's	180	30	130	80
Doctorate	580	70	400	250
TOTAL	**1,610**	**310**	**1,150**	**770**

Not every department housed in an institution classified as Primarily Research using the Carnegie classifications offers a doctorate, or even a master's. Table CLS4 details the highest degree offered by Classical Studies departments housed at various institutions. At three Primarily Undergraduate institutions, the Classical Studies departments offer a doctorate. Overall, 71% of the departments award a bachelor's as the highest degree

Table CLS4: Number of Departments by Carnegie Classification and Highest Degree Offered, Fall 2012

		Highest Degree Offered			TOTAL
		Bachelor's	Master's	Doctorate	
Carnegie Classification	Primarily Undergraduate	103	1	3	**107**
	Comprehensive	43	2	2	**47**
	Primarily Research	49	21	52	**122**
TOTAL		**195**	**24**	**57**	**276**

Table CLS5 summarizes responses to the question of how many bachelor's degrees were awarded in Classical Studies during the 2011-12 academic year. Departments at Primarily Research institutions accounted for about 60% of the bachelor's degrees awarded.

Table CLS5: Bachelor's Degrees completed in Classical Studies in the 2011-12 Academic Year

Carnegie Classification	Number of Departments	Average Number of Bachelor's Degrees Awarded	Total Number of Bachelor's Degrees Awarded
Primarily Undergraduate	107	5.9	630
Comprehensive	47	6.0	280
Primarily Research	122	10.9	1,330
Highest Degree Offered	**Number of Departments**	**Average Number of Bachelor's Degrees Awarded**	**Total Number of Bachelor's Degrees Awarded**
Bachelor's	195	6.4	1,250
Master's	24	10.4	250
Doctorate	57	13.0	740
TOTAL	**276**	**8.1**	**2,240**

Table CLS6 presents data on the number of juniors and seniors with a declared major in Classical Studies. If the number of students receiving bachelor's degrees is to remain fairly constant, then one would expect the number of juniors and seniors with a declared major to be at least twice as large as the number of bachelor's degree recipients. This is the case in Classical Studies departments.

Table CLS6: Number of Juniors and Seniors with Declared Major in Classical Studies as of the Beginning of the Fall 2012 Term

Carnegie Classification	Number of Departments	Average Number of Juniors & Seniors with Declared Major	Total Number of Juniors & Seniors with Declared Major
Primarily Undergraduate	107	10.6	1,130
Comprehensive	47	13.0	610
Primarily Research	122	24.8	3,030
Highest Degree Offered	**Number of Departments**	**Average Number of Juniors & Seniors with Declared Major**	**Total Number of Juniors & Seniors with Declared Major**
Bachelor's	195	13.6	2,650
Master's	24	32.1	770
Doctorate	57	23.7	1,350
TOTAL	**276**	**17.3**	**4,770**

Almost 2,000 students complete a minor in Classical Studies during the 2011-12 academic year. These data are detailed in Table CLS7. During the 2011 – 2012 academic year, Classical Studies departments awarded, on average, about 8 bachelor's degrees per department and had about 7 students per department earn a minor in the field.

Table CLS7: Number of Students Completing a Minor in Classical Studies during the 2011-12 Academic Year

Carnegie Classification	Number of Departments	Average Number of Students Completing a Minor	Total Number of Students Completing a Minor
Primarily Undergraduate	107	5.5	590
Comprehensive	47	6.6	310
Primarily Research	122	8.4	1,020
Highest Degree Offered	**Number of Departments**	**Average Number of Students Completing a Minor**	**Total Number of Students Completing a Minor**
Bachelor's	195	6.3	1,220
Master's	24	5.8	140
Doctorate	57	9.8	560
TOTAL	**276**	**7.0**	**1,920**

As shown in Table CLS8, there were approximately 1,300 graduate students enrolled in programs in Classical Studies departments during the Fall 2012 term. Most of these students were in departments that awarded a doctorate. There were ten students enrolled in graduate programs in departments that offer only a bachelor's degree. It is likely that these students are in departments that had a graduate program at one time, and the department no longer awards graduate degrees. These departments have been allowed to retain currently enrolled graduate students.

Table CLS8: Number of Graduate Students in Classical Studies during Fall 2012 Term

Carnegie Classification	Number of Departments	Average Number of Graduate Students (per department that offers graduate degree)	Total Number of Graduate Students
Primarily Undergraduate	107	6.3	25
Comprehensive	47	0	0
Primarily Research	122	17.6	1,285
Highest Degree Offered	**Number of Departments**	**Average Number of Graduate Students**	**Total Number of Graduate Students**
Bachelor's*	195	0.1	10
Master's	24	12.5	300
Doctorate	57	17.5	1,000
TOTAL	**276**	**16.2**	**1,310**

Overall, over 80% of the students enrolled in undergraduate introductory Classical Studies courses are taught by a full-time faculty member, and 6% are taught by graduate students. These data are presented in Table CLS9. The differences indicated by the asterisk (*) in the table means that the proportion of students taught by that rank faculty member in that type of department differs significantly from the other comparable types of department (either by Carnegie Classification, by highest degree offered, or by form of control). A student in a department housed in a Primarily Undergraduate institution (by Carnegie Classification) is more likely to be taught by a full-time tenured or tenure-track faculty member than students in departments housed in Comprehensive or Primarily Research institutions. The same is also true for a student in a department housed in a private institution.

It must again be noted that statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Table CLS9: Instructor of Record for Undergraduate Introductory Courses in Classical Studies, Fall 2012 Term

	% of students taught by …			
	Full-Time Tenured or Tenure-Track Faculty Members	**Full-Time Non-Tenure-Track Faculty Members**	**Part-Time Faculty Members**	**Graduate Students in the Department**
By Carnegie Classification				
Primarily Undergraduate	67%*	19%	12%	2%*
Comprehensive	57%	17%*	24%*	3%*
Primarily Research	54%	22%	10%	15%
By Highest Degree Offered				
Bachelor's	62%	20%	16%*	2%*
Master's	54%	24%*	13%*	9%*
Doctorate	59%	16%	2%	22%
By Form of Control				
Public	58%	21%	10%	11%
Private	63%*	19%	15%*	3%*
All Institutions	**61%**	**20%**	**13%***	**6%**

* indicates that the proportion is significantly different from primarily research (for Carnegie Classification) or from Doctorate (for Highest Degree Offered) or from Public (for Form of Control) at the 5% level.

* indicates that the proportion is significantly different from all other disciplines combined at the 5% level

We used regression analysis for these tests with a binary (0-1) variable for the level of interest. If the coefficient for the binary variable differed significantly from 0, then the interpretation from regression is that the discipline differs from all other levels combined.

Statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Table CLS10 presents results for the instructor of record for all other (non-introductory) classes in Classical Studies. Students in departments housed in Primarily Undergraduate institutions (Carnegie classification) are more likely to be taught by full-time faculty members than students in departments housed in Comprehensive or Primarily Research institutions. There is little difference by form of control.

Finally, Table CLS11 summarizes the results for the instructor of record in graduate courses. There is very little difference for graduate courses. At private institutions, students are less likely to be taught by full-time faculty members and more likely to be taught by part-time faculty members.

Table CLS10: Instructor of Record for All Other Undergraduate (Non-Introductory) Courses in Classical Studies, Fall 2012 Term

	% of students taught by …			
	Full-Time Tenured or Tenure-Track Faculty Members	**Full-Time Non-Tenure-Track Faculty Members**	**Part-Time Faculty Members**	**Graduate Students in the Department**
By Carnegie Classification				
Primarily Undergraduate	77%*	15%	7%	1%*
Comprehensive	70%	15%	14%*	1%*
Primarily Research	66%	17%	10%	6%
By Highest Degree Offered				
Bachelor's	74%	16%	9%*	1%*
Master's	69%	17%	12%*	2%*
Doctorate	69%	15%	5%	10%
By Form of Control				
Public	71%	16%	8%	5%
Private	73%	16%	9%	2%*
All Institutions	73%	16%	9%	3%

* indicates that the proportion is significantly different from primarily research (for Carnegie Classification) or from Doctorate (for Highest Degree Offered) or from Public (for Form of Control) at the 5% level.

* indicates that the proportion is significantly different from all other disciplines combined at the 5% level

We used regression analysis for these tests with a binary (0-1) variable for the level of interest. If the coefficient for the binary variable differed significantly from 0, then the interpretation from regression is that the discipline differs from all other levels combined.

Statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Table CLS11: Instructor of Record for All Graduate Courses in Classical Studies, Fall 2012 Term

	% of students taught by …			
	Full-Time Tenured or Tenure-Track Faculty Members	**Full-Time Non-Tenure-Track Faculty Members**	**Part-Time Faculty Members**	**Graduate Students in the Department**
By Carnegie Classification				
Primarily Undergraduate	87%	8%	4%	2%
Comprehensive	91%	4%	2%	2%
Primarily Research	91%	5%	2%	3%
By Highest Degree Offered				
Bachelor's	87%	9%*	1%	2%
Master's	89%	8%*	2%	2%
Doctorate	92%	3%	3%	3%
By Form of Control				
Public	92%	4%	2%	2%
Private	86%*	7%	4%*	2%
All Institutions	**91%**	**5%**	**2%**	**2%**

* indicates that the proportion is significantly different from primarily research (for Carnegie Classification) or from Doctorate (for Highest Degree Offered) or from Public (for Form of Control) at the 5% level.

* indicates that the proportion is significantly different from all other disciplines combined at the 5% level.

We used regression analysis for these tests with a binary (0-1) variable for the level of interest. If the coefficient for the binary variable differed significantly from 0, then the interpretation from regression is that the discipline differs from all other levels combined.

Statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Table CLS12 presents the results for the assessment of undergraduate student learning in Classical Studies departments. Learning outcomes assessment is an aggregate assessment which attempts to measure the effectiveness of a program or institution by examining the competence of a given cohort of students. We did not ask about the assessment of individual students; we asked respondents to tell us whether or not they assessed undergraduate student learning.

Table CLS12: Assessment of Overall Undergraduate Student Learning in Classical Studies as of the Fall 2012 Term

	All Institutions	Carnegie Classification			Form of Control	
		Primarily Undergraduate	Comprehensive	Primarily Research	Public	Private
No Departmental Assessment	29%	29%	9%	36%	29%	28%
Departmental Assessment for All Majors	65%	70%	73%	58%	64%	65%
Departmental Assessment for Majors in Honors Program Only	1%	1%	5%	0%	0%	2%
Departmental Assessment for Some Other Group of Students	13%	11%	23%	10%	9%	15%

Note: The sum of the four rows in any column may exceed 100% because respondents could select multiple choices.

The "assessment" referenced is an aggregate assessment based on examining the results from a given cohort of students in an attempt to examine the effectiveness of a program.

For Classical Studies, 83% of the department view publications as either essential or very important in tenure decisions; 73% of all of the departments in the study view publications this way. The importance of teaching and is about the same in Classical Studies departments as it is in all other disciplines combined, and the same is true for service. The views of Classical Studies departments on the importance of public humanities are also similar to that for all disciplines combined. Details for Classical Studies departments are shown in Table CLS13.

Table CLS13: Considerations in Tenure Decisions in Classical Studies, Fall 2012

	CC*	Essential	Very Important	Important	Marginally Important	Unimportant
Publications (research, scholarship, and creative work)	All	**72%**	**11%**	**15%**	**3%**	**0%**
	PUG	53%	16%	29%	1%	0%
	Comp	50%	21%	17%	13%	0%
	PRes	96%	2%	2%	0%	0%
Teaching	All	**74%**	**21%**	**6%**	**0%**	**0%**
	PUG	96%	4%	0%	0%	0%
	Comp	83%	17%	0%	0%	0%
	PRes	51%	36%	13%	0%	0%
Service to the department or institution	All	**25%**	**31%**	**34%**	**8%**	**2%**
	PUG	37%	36%	25%	3%	0%
	Comp	42%	33%	25%	0%	0%
	PRes	7%	26%	46%	17%	4%
Public humanities (making the humanities and/or humanities scholarship accessible to the general public)	All	**0%**	**9%**	**18%**	**48%**	**24%**
	PUG	0%	10%	18%	42%	30%
	Comp	0%	17%	13%	48%	22%
	PRes	0%	6%	20%	54%	20%

*CC – Carnegie classification and PUG – Primarily Undergraduate, Comp – Comprehensive, & PRes – Primarily Research

Table CLS14: Faculty Tenure Decisions and New Hires

	Number*	Relative to …
Tenured Faculty Members as of Fall 2012	1,120	58% of total faculty members
Tenure-Track Faculty Members (not yet tenured) as of Fall 2012	290	15% of total faculty members
Tenure-Track Faculty Members Granted Tenure per Year (Two-Year Average) 2010-11 & 2011-12	15 per year	5% of tenure-track, not yet tenured faculty members
Faculty Members Denied Tenure or Leaving Prior to Tenure Decision per Year (Two-Year Average) 2010-11 & 2011-12	8 per year	3% of tenure-track, not yet tenured faculty members
Tenured, Tenure-Track and Permanent Faculty Members Hired for 2012-13	110	7% of full-time faculty members

Table CLS14 provides data regarding faculty tenure decisions and new hires in Classical Studies departments.

Almost all Classical Studies departments (or the institutions in which they are housed) provide support for research for full-time tenured or tenure-track faculty members; this is comparable to all disciplines combined. The same is also true for full-time non-tenured or non-tenure-track faculty members in Classical Studies departments and for part-time faculty members. The data are presented in Table CLS15.

Table CLS15: Availability of Institutional or Departmental Support for Research, Fall 2012

	% of Institutions or Departments Providing Support
For Full-time tenure or tenure-track faculty members	97%
For full-time non-tenured or non-tenure-track faculty members	71%
For part-time faculty members	28%

When looking at all disciplines, about one department in three (33%) offers a fully online course, and about one in five (19%) offers a hybrid course. Classical Studies departments appear to be less likely to offer either type of course. At the departments where these courses are offered, it appears that there are fewer fully online or hybrid courses offered than for all the disciplines combined. The details are shown in Table CLS16.

Table CLS16: Classical Studies Departments Offering Online Courses by Carnegie Classification and Form of Control, 2011-12 Academic Year

	Departments Offering Fully Online Courses	Average Number of Fully Online Courses Offered	Departments Offering Hybrid Courses	Average Number of Hybrid Courses Offered
By Carnegie Classification				
Primarily Undergraduate	0%	—	8%	1.4
Comprehensive	0%	—	0%	—
Primarily Research	35%	3.9	10%	2.8
By Form of Control				
Public	34%	4.3	11%	2.8
Private	4%	1.5	5%	1.4
All Institutions	**15%**	**2.6**	**7%**	**1.9**

Even though they appear to be less likely to offer online courses, Classical Studies departments overall are comparable to all disciplines combined when asked about their engagement with digital humanities. These results are summarized in Table CLS17.

Table CLS17: Engagement with Digital Humanities by Carnegie Classification and Form of Control as of Fall 2012

	Offered Seminar Focusing on Digital Methods for Research and Teaching	Have Formal Guidelines for Evaluating Digital Publications for Tenure and Promotion
By Carnegie Classification		
Primarily Undergraduate	11%	40%
Comprehensive	13%	19%
Primarily Research	15%	13%
By Form of Control		
Public	17%	20%
Private	10%	9%
All Institutions	**13%**	**13%**

Philosophy

In this section, we will provide an overview of Philosophy departments. Table PS1 provides data on the number of departments and faculty members.

Table PS1: Faculty Members by Carnegie Classification and Highest Degree Offered

Carnegie Classification	Number of Departments	Average Number of Faculty Members	Total Number of Faculty Members
Primarily Undergraduate	227	5.3	1,210
Comprehensive	302	10.5	3,180
Primarily Research	225	15.3	3,440
Highest Degree Offered	**Number of Departments**	**Average Number of Faculty Members**	**Total Number of Faculty Members**
Bachelor's	611	8.6	5,240
Master's	58	15.9	920
Doctorate	85	19.6	1,670
TOTAL	**754**	**10.4**	**7,830**

Table PS2 presents faculty members by tenure status. Over half of the Philosophy faculty members are tenured.

Table PS2: Faculty Members by Tenure Status, Fall 2012

Carnegie Classification	Tenured	Tenure-Track	Neither Tenured nor Tenure-Track, Full-Time	Neither Tenured nor Tenure-Track, Part-Time
Primarily Undergraduate	800	170	110	130
Comprehensive	1,400	560	300	920
Primarily Research	1,970	500	420	550
Highest Degree Offered	**Tenured**	**Tenure-Track**	**Neither Tenured nor Tenure-Track, Full-Time**	**Neither Tenured nor Tenure-Track, Part-Time**
Bachelor's	2,610	840	570	1,220
Master's	380	130	130	280
Doctorate	1,180	260	130	100
TOTAL	**4,170**	**1,230**	**830**	**1,600**

Table PS3 presents faculty members by employment status and gender. Over three-fourths of the Philosophy faculty members are full-time, and about one-fourth are women.

Table PS3: Faculty Members by Employment Status and Gender, Fall 2012

Carnegie Classification	Full-Time	Part-Time	Men	Women
Primarily Undergraduate	1,050	160	900	310
Comprehensive	2,160	1,020	2,250	930
Primarily Research	2,820	620	2,650	790
Highest Degree Offered	**Full-Time**	**Part-Time**	**Men**	**Women**
Bachelor's	3,860	1,380	3,830	1,410
Master's	630	290	710	210
Doctorate	1,540	130	1,260	410
TOTAL	**6,030**	**1,800**	**5,800**	**2,030**

Not every department housed in an institution classified as Primarily Research using the Carnegie classifications offers a doctorate, or even a master's. Table PS4 details the highest degree offered by Philosophy departments housed at various institutions.

Table PS4: Number of Departments by Carnegie Classification and Highest Degree Offered, Fall 2012

		Highest Degree Offered			TOTAL
		Bachelor's	Master's	Doctorate	
Carnegie Classification	Primarily Undergraduate	223	4	0	**227**
	Comprehensive	285	11	6	**302**
	Primarily Research	103	43	79	**225**
TOTAL		**611**	**58**	**85**	**754**

Table PS5 summarizes responses to the question of how many bachelor's degrees were awarded in Philosophy during the 2011-12 academic year. Departments at Primarily Research institutions accounted for over half of the bachelor's degrees awarded.

Table PS5: Bachelor's Degrees completed in Philosophy in the 2011-12 Academic Year

Carnegie Classification	Number of Departments	Average Number of Bachelor's Degrees Awarded	Total Number of Bachelor's Degrees Awarded
Primarily Undergraduate	227	8.7	1,970
Comprehensive	302	8.6	2,600
Primarily Research	225	23.5	5,280
Highest Degree Offered	**Number of Departments**	**Average Number of Bachelor's Degrees Awarded**	**Total Number of Bachelor's Degrees Awarded**
Bachelor's	611	10.1	6,200
Master's	58	17.8	1,030
Doctorate	85	30.8	2,620
TOTAL	**754**	**13.1**	**9,850**

Table PS6 presents data on the number of juniors and seniors with a declared major in Philosophy. If the number of students receiving bachelor's degrees is to remain fairly constant, then one would expect the number of juniors and seniors with a declared major to be at least twice as large as the number of bachelor's degree recipients. This is the case in Philosophy.

Table PS6: Number of Juniors and Seniors with Declared Major in Philosophy as of the Beginning of the Fall 2012 Term

Carnegie Classification	Number of Departments	Average Number of Juniors & Seniors with Declared Major	Total Number of Juniors & Seniors with Declared Major
Primarily Undergraduate	227	16.8	3,820
Comprehensive	302	18.8	5,680
Primarily Research	225	48.8	10,990
Highest Degree Offered	**Number of Departments**	**Average Number of Juniors & Seniors with Declared Major**	**Total Number of Juniors & Seniors with Declared Major**
Bachelor's	611	9.0	12,500
Master's	58	8.0	2,025
Doctorate	85	18.1	5,965
TOTAL	**754**	**27.2**	**20,490**

Table PS7 provides data on the number of students earning a minor in Philosophy. During the 2011 – 2012 academic year, Philosophy departments awarded, on average, about 13 bachelor's degrees per department and had about 12 students per department earn a minor in the field.

Table PS7: Number of Students Completing a Minor in Philosophy during the 2011-12 Academic Year

Carnegie Classification	Number of Departments	Average Number of Students Completing a Minor	Total Number of Students Completing a Minor
Primarily Undergraduate	227	6.5	1,470
Comprehensive	302	9.4	2,850
Primarily Research	225	20.6	4,640
Highest Degree Offered	**Number of Departments**	**Average Number of Students Completing a Minor**	**Total Number of Students Completing a Minor**
Bachelor's	611	9.8	5,985
Master's	58	12.5	725
Doctorate	85	26.5	2,250
TOTAL	**754**	**11.9**	**8,960**

As shown in Table PS8, there were over 4,600 graduate students enrolled in programs in Philosophy departments during the Fall 2012 term. Most of these students were in departments that awarded a doctorate.

Table PS8: Number of Graduate Students in Philosophy during Fall 2012 Term

Carnegie Classification	Number of Departments	Average Number of Graduate Students (per department that offers graduate degree)	Total Number of Graduate Students
Primarily Undergraduate	227	0	0
Comprehensive	302	26.5	450
Primarily Research	225	34.4	4,200
Highest Degree Offered	**Number of Departments**	**Average Number of Graduate Students**	**Total Number of Graduate Students**
Bachelor's*	611	0	0
Master's	58	15.2	880
Doctorate	85	44.4	3,770
TOTAL	**754**	37.5	4,650

Overall, three-fourths of the students enrolled in undergraduate introductory Philosophy courses are taught by a full-time faculty member, and 4% are taught by graduate students. These data are presented in Table PS9. The differences indicated by the asterisk (*) in the table means that the proportion of students taught by that rank faculty member in that type of department differs significantly from the other comparable types of department (either by Carnegie Classification, by highest degree offered, or by form of control). A student in a department housed in a Primarily Undergraduate institution (by Carnegie Classification) is more likely to be taught by a full-time tenured or tenure-track faculty member than students in departments housed in Comprehensive or Primarily Research institutions. The same is also true for a student in a department housed in a private institution.

It must again be noted that statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Table PS9: Instructor of Record for Undergraduate Introductory Courses in Philosophy, Fall 2012 Term

	% of students taught by …			
	Full-Time Tenured or Tenure-Track Faculty Members	**Full-Time Non-Tenure-Track Faculty Members**	**Part-Time Faculty Members**	**Graduate Students in the Department**
By Carnegie Classification				
Primarily Undergraduate	65%*	18%	18%	0%*
Comprehensive	54%	16%*	30%*	1%*
Primarily Research	51%	20%	16%	12%
By Highest Degree Offered				
Bachelor's	58%	18%*	23%*	2%*
Master's	49%	22%*	21%*	8%*
Doctorate	55%	14%	9%	22%
By Form of Control				
Public	54%	19%	19%	9%
Private	59%*	17%	23%*	1%*
All Institutions	**57%**	**18%**	**21%**	**4%**

* indicates that the proportion is significantly different from primarily research (for Carnegie Classification) or from Doctorate (for Highest Degree Offered) or from Public (for Form of Control) at the 5% level.

We used regression analysis for these tests with a binary (0-1) variable for the level of interest. If the coefficient for the binary variable differed significantly from 0, then the interpretation from regression is that the discipline differs from all other levels combined.

Statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Table PS10 presents results for the instructor of record for all other (non-introductory) classes in Philosophy. Students in departments housed in Primarily Undergraduate institutions (Carnegie classification) are more likely to be taught by full-time faculty members than students in departments housed in Comprehensive or Primarily Research institutions. There is little difference by form of control.

Finally, Table PS11 summarizes the results for the instructor of record in graduate courses. There is very little difference for graduate courses. At private institutions, students are less likely to be taught by full-time faculty members and more likely to be taught by part-time faculty members.

Table PS10: Instructor of Record for All Other Undergraduate (Non-Introductory) Courses in Philosophy, Fall 2012 Term

	% of students taught by …			
	Full-Time Tenured or Tenure-Track Faculty Members	**Full-Time Non-Tenure-Track Faculty Members**	**Part-Time Faculty Members**	**Graduate Students in the Department**
By Carnegie Classification				
Primarily Undergraduate	79%*	13%	8%*	0%*
Comprehensive	72%	13%	15%*	0%*
Primarily Research	68%	16%	11%	5%
By Highest Degree Offered				
Bachelor's	74%	14%	12%*	1%*
Master's	69%	15%	14%*	2%*
Doctorate	69%	13%	8%	10%
By Form of Control				
Public	72%	14%	10%	4%
Private	74%	14%	12%	1%*
All Institutions	**73%**	**14%**	**11%**	**2%**

* indicates that the proportion is significantly different from primarily research (for Carnegie Classification) or from Doctorate (for Highest Degree Offered) or from Public (for Form of Control) at the 5% level.

* indicates that the proportion is significantly different from all other disciplines combined at the 5% level

We used regression analysis for these tests with a binary (0-1) variable for the level of interest. If the coefficient for the binary variable differed significantly from 0, then the interpretation from regression is that the discipline differs from all other levels combined.

Statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Table PS11: Instructor of Record for All Graduate Courses in Philosophy, Fall 2012 Term

	% of students taught by …			
	Full-Time Tenured or Tenure-Track Faculty Members	**Full-Time Non-Tenure-Track Faculty Members**	**Part-Time Faculty Members**	**Graduate Students in the Department**
By Carnegie Classification				
Primarily Undergraduate	87%	11%	3%	0%
Comprehensive	91%	7%	1%	0%
Primarily Research	91%	8%	1%	0%
By Highest Degree Offered				
Bachelor's	88%	11%*	1%	0%
Master's	90%	10%*	1%	0%
Doctorate	93%	5%	2%	1%
By Form of Control				
Public	94%	6%	0%	0%
Private	87%*	10%	3%*	0%
All Institutions	**91%**	**8%**	**1%**	**0%**

* indicates that the proportion is significantly different from primarily research (for Carnegie Classification) or from Doctorate (for Highest Degree Offered) or from Public (for Form of Control) at the 5% level.

* indicates that the proportion is significantly different from all other disciplines combined at the 5% level.

We used regression analysis for these tests with a binary (0-1) variable for the level of interest. If the coefficient for the binary variable differed significantly from 0, then the interpretation from regression is that the discipline differs from all other levels combined.

Statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Table PS12 presents the results for the assessment of undergraduate student learning in Philosophy departments. Learning outcomes assessment is an aggregate assessment which attempts to measure the effectiveness of a program or institution by examining the competence of a given cohort of students. We did not ask about the assessment of individual students; we asked respondents to tell us whether or not they assessed undergraduate student learning.

Table PS12: Assessment of Overall Undergraduate Student Learning in Philosophy as of the Fall 2012 Term

	All Institutions	Carnegie Classification			Form of Control	
		Primarily Undergraduate	Comprehensive	Primarily Research	Public	Private
No Departmental Assessment	15%	16%	13%	18%	16%	15%
Departmental Assessment for All Majors	80%	84%	83%	71%	76%	83%
Departmental Assessment for Majors in Honors Program Only	1%	2%	0%	0%	0%	1%
Departmental Assessment for Some Other Group of Students	14%	6%	13%	22%	15%	12%

Note: The sum of the four rows in any column may exceed 100% because respondents could select multiple choices.

The "assessment" referenced is an aggregate assessment based on examining the results from a given cohort of students in an attempt to examine the effectiveness of a program.

For Philosophy, 67% of the department view publications as either essential or very important in tenure decisions; 73% of all of the departments in the study view publications this way. The views of Philosophy departments on the importance of teaching, service, and public humanities are similar to that for all disciplines combined. Details for Philosophy departments are shown in Table PS13.

Table PS13: Considerations in Tenure Decisions in Philosophy, Fall 2012

	CC*	Essential	Very Important	Important	Marginally Important	Unimportant
Publications (research, scholarship, and creative work)	All	**51%**	**16%**	**21%**	**10%**	**1%**
	PUG	36%	14%	28%	18%	4%
	Comp	38%	20%	30%	12%	0%
	PRes	83%	14%	3%	0%	0%
Teaching	All	**79%**	**16%**	**4%**	**1%**	**0%**
	PUG	88%	12%	0%	0%	0%
	Comp	88%	8%	4%	0%	0%
	PRes	59%	31%	9%	2%	0%
Service to the department or institution	All	**26%**	**29%**	**35%**	**9%**	**1%**
	PUG	20%	32%	40%	8%	0%
	Comp	36%	30%	32%	2%	0%
	PRes	17%	26%	34%	21%	2%
Public humanities (making the humanities and/or humanities scholarship accessible to the general public)	All	**1%**	**3%**	**18%**	**45%**	**33%**
	PUG	2%	2%	23%	42%	31%
	Comp	2%	6%	24%	36%	32%
	PRes	0%	0%	5%	60%	35%

*CC – Carnegie classification and PUG – Primarily Undergraduate, Comp – Comprehensive, & PRes – Primarily Research

Table PS14: Faculty Tenure Decisions and New Hires

	Number*	Relative to …
Tenured Faculty Members as of Fall 2012	4,170	53% of total faculty members
Tenure-Track Faculty Members (not yet tenured) as of Fall 2012	1,230	16% of total faculty members
Tenure-Track Faculty Members Granted Tenure per Year (Two-Year Average) 2010-11 & 2011-12	75 per year	6% of tenure-track, not yet tenured faculty members
Faculty Members Denied Tenure or Leaving Prior to Tenure Decision per Year (Two-Year Average) 2010-11 & 2011-12	25 per year	2% of tenure-track, not yet tenured faculty members
Tenured, Tenure-Track and Permanent Faculty Members Hired for 2012-13	295	5% of full-time faculty members

Table PS 14 provides data on faculty tenure decisions and new hires in Philosophy departments.

Faculty members in Philosophy departments are about as likely as faculty members in all disciplines in the study combined to have research support available to them. This is true for full-time tenured or

tenure-track faculty members, full-time non-tenured or non-tenure-track faculty members, and part-time faculty members. The data are presented in Table PS15.

Table PS15: Availability of Institutional or Departmental Support for Research, Fall 2012

	% of Institutions or Departments Providing Support
For Full-time tenure or tenure-track faculty members	93%
For full-time non-tenured or non-tenure-track faculty members	64%
For part-time faculty members	25%

When looking at all disciplines, about one department in three (33%) offers a fully online course, and about one in five (19%) offers a hybrid course. Philosophy departments could be less likely to offer either type of course. At the departments where these courses are offered, it appears that there are about the same number of fully online courses and fewer hybrid courses offered than for all the disciplines combined. The details are shown in Table PS16.

Table PS16: Philosophy Departments Offering Online Courses by Carnegie Classification and Form of Control, 2011-12 Academic Year

	Departments Offering Fully Online Courses	Average Number of Fully Online Courses Offered	Departments Offering Hybrid Courses	Average Number of Hybrid Courses Offered
By Carnegie Classification				
Primarily Undergraduate	4%	3.0	4%	1.5
Comprehensive	37%	4.2	17%	3.9
Primarily Research	28%	5.4	12%	1.7
By Form of Control				
Public	41%	3.2	6%	1.4
Private	13%	7.2	21%	3.6
All Institutions	**24%**	**5.6**	**12%**	**2.2**

Philosophy departments overall are comparable to all disciplines combined when asked about their engagement with digital humanities. These results are summarized in Table PS17.

Table PS17: Engagement with Digital Humanities by Carnegie Classification and Form of Control as of Fall 2012

	Offered Seminar Focusing on Digital Methods for Research and Teaching	Have Formal Guidelines for Evaluating Digital Publications for Tenure and Promotion
By Carnegie Classification		
Primarily Undergraduate	2%	0%
Comprehensive	2%	7%
Primarily Research	8%	15%
By Form of Control		
Public	4%	14%
Private	4%	3%
All Institutions	**4%**	**7%**

Communication

In this section, we will provide an overview of Communication departments. Table COM1 provides data on number of departments and faculty members.

Table COM1: Faculty Members by Carnegie Classification and Highest Degree Offered

Carnegie Classification	Number of Departments	Average Number of Faculty Members	Total Number of Faculty Members
Primarily Undergraduate	204	7.6	1,550
Comprehensive	367	17.5	6,440
Primarily Research	195	27.2	5,310
Highest Degree Offered	**Number of Departments**	**Average Number of Faculty Members**	**Total Number of Faculty Members**
Bachelor's	468	10.4	4,870
Master's	212	28.0	5,940
Doctorate	86	29.0	2,490
TOTAL	**766**	**17.4**	**13,300**

Table COM2 presents faculty members by tenure status. There are almost as many neither tenured nor tenure-track, part-time faculty members in Communication departments as there tenured faculty members.

Table COM2: Faculty Members by Tenure Status, Fall 2012

Carnegie Classification	Tenured	Tenure-Track	Neither Tenured nor Tenure-Track, Full-Time	Neither Tenured nor Tenure-Track, Part-Time
Primarily Undergraduate	480	300	210	560
Comprehensive	2,110	990	1,130	2,210
Primarily Research	2,000	710	930	1,670
Highest Degree Offered	**Tenured**	**Tenure-Track**	**Neither Tenured nor Tenure-Track, Full-Time**	**Neither Tenured nor Tenure-Track, Part-Time**
Bachelor's	1,680	930	740	1,520
Master's	1,780	710	1,170	2,280
Doctorate	1,130	360	360	640
TOTAL	**4,590**	**2,000**	**2,270**	**4,440**

Table COM3 presents faculty members by employment status and gender. About two-thirds of the faculty members a full-time and just over half are women.

Table COM3: Faculty Members by Employment Status and Gender, Fall 2012

Carnegie Classification	Full-Time	Part-Time	Men	Women
Primarily Undergraduate	980	570	800	750
Comprehensive	4,170	2,270	3,040	3,400
Primarily Research	3,550	1,760	2,690	2,620
Highest Degree Offered	**Full-Time**	**Part-Time**	**Men**	**Women**
Bachelor's	3,270	1,600	2,470	2,400
Master's	3,620	2,320	2,780	3,160
Doctorate	1,810	680	1,280	1,210
TOTAL	**8,700**	**4,600**	**6,530**	**6,770**

Not every department housed in an institution classified as Primarily Research using the Carnegie classifications offers a doctorate, or even a master's. Table COM4 details the highest degree offered by Communication departments housed at various institutions.

Table COM4: Number of Departments by Carnegie Classification and Highest Degree Offered, Fall 2012

		Highest Degree Offered			TOTAL
		Bachelor's	Master's	Doctorate	
Carnegie Classification	Primarily Undergraduate	191	13	0	**204**
	Comprehensive	250	117	0	**367**
	Primarily Research	27	82	86	**195**
TOTAL		**468**	**212**	**86**	**766**

Table COM5 summarizes responses to the question of how many bachelor's degrees were awarded in Communication during the 2011-12 academic year. Departments at Primarily Research institutions accounted for almost one-half of the bachelor's degrees awarded.

Table COM5: Bachelor's Degrees completed in Communication in the 2011-12 Academic Year

Carnegie Classification	Number of Departments	Average Number of Bachelor's Degrees Awarded	Total Number of Bachelor's Degrees Awarded
Primarily Undergraduate	204	24.9	5,070
Comprehensive	367	68.6	25,160
Primarily Research	195	151.7	29,580
Highest Degree Offered	**Number of Departments**	**Average Number of Bachelor's Degrees Awarded**	**Total Number of Bachelor's Degrees Awarded**
Bachelor's	468	39.1	18,310
Master's	212	121.1	25,670
Doctorate	86	184.1	15,830
TOTAL	**766**	**78.1**	**59,810**

Table COM6 presents data on the number of juniors and seniors with a declared major in Communication. If the number of students receiving bachelor's degrees is to remain fairly constant, then one would expect the number of juniors and seniors with a declared major to be at least twice as large as the number of bachelor's degree recipients. This is the case in Communication.

Table COM6: Number of Juniors and Seniors with Declared Major in Communication as of the Beginning of the Fall 2012 Term

Carnegie Classification	Number of Departments	Average Number of Juniors & Seniors with Declared Major	Total Number of Juniors & Seniors with Declared Major
Primarily Undergraduate	204	51.0	10,410
Comprehensive	367	152.2	55,840
Primarily Research	195	353.5	68,940
Highest Degree Offered	**Number of Departments**	**Average Number of Juniors & Seniors with Declared Major**	**Total Number of Juniors & Seniors with Declared Major**
Bachelor's	468	91.7	42,920
Master's	212	240.9	51,070
Doctorate	86	479.1	41,200
TOTAL	**766**	**176.5**	**135,190**

These data are detailed in Table COM7 provides data on the number of students in each department completing a minor in Communication. During the 2011 – 2012 academic year, Communication departments awarded, on average, about 78 bachelor's degrees per department and had about 29 students per department earn a minor in the field.

Table COM7: Number of Students Completing a Minor in Communication during the 2011-12 Academic Year

Carnegie Classification	Number of Departments	Average Number of Students Completing a Minor	Total Number of Students Completing a Minor
Primarily Undergraduate	204	11.6	2,360
Comprehensive	367	16.7	6,120
Primarily Research	195	68.9	13,430
Highest Degree Offered	**Number of Departments**	**Average Number of Students Completing a Minor**	**Total Number of Students Completing a Minor**
Bachelor's	468	13.7	6,405
Master's	212	28.2	5,980
Doctorate	86	110.8	9,525
TOTAL	**766**	**28.6**	**21,910**

As shown in Table COM8, there were almost 14,000 graduate students enrolled in programs in Communication departments during the Fall 2012 term. Over half of these students were in departments that awarded a doctorate. There were 130 students enrolled in graduate programs in departments that offer only a bachelor's degree. It is likely that these students are in departments that had a graduate program at one time, and the department no longer awards graduate degrees. These departments have been allowed to retain currently enrolled graduate students.

Table COM8: Number of Graduate Students in Communication during Fall 2012 Term

Carnegie Classification	Number of Departments	Average Number of Graduate Students (per department that offers graduate degree)	Total Number of Graduate Students
Primarily Undergraduate	204	49.2	640
Comprehensive	367	37.4	4,380
Primarily Research	195	52.0	8,730
Highest Degree Offered	**Number of Departments**	**Average Number of Graduate Students**	**Total Number of Graduate Students**
Bachelor's*	468	0.3	130
Master's	212	30.0	6,370
Doctorate	86	84.3	7,250
TOTAL	**766**	**46.1**	**13,750**

Overall, about 70% of the students enrolled in undergraduate introductory Communication courses are taught by a full-time faculty member, and 6% are taught by graduate students. These data are presented in Table COM9. The differences indicated by the asterisk (*) in the table means that the proportion of students taught by that rank faculty member in that type of department differs significantly from the other comparable types of department (either by Carnegie Classification, by highest degree offered, or by form of control). A student in a department housed in a Primarily Undergraduate institution (by Carnegie Classification) is more likely to be taught by a full-time tenured or tenure-track faculty member than students in departments housed in Comprehensive or Primarily Research institutions. The same is also true for a student in a department housed in a private institution.

It must again be noted that statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Table COM9: Instructor of Record for Undergraduate Introductory Courses in Communication, Fall 2012 Term

	% of students taught by …			
	Full-Time Tenured or Tenure-Track Faculty Members	**Full-Time Non-Tenure-Track Faculty Members**	**Part-Time Faculty Members**	**Graduate Students in the Department**
By Carnegie Classification				
Primarily Undergraduate	54%*	25%	19%	1%*
Comprehensive	43%	23%*	32%*	2%*
Primarily Research	40%	28%	18%	14%
By Highest Degree Offered				
Bachelor's	47%	25%	27%*	1%*
Master's	40%	28%*	24%*	8%*
Doctorate	45%	21%	13%	21%
By Form of Control				
Public	42%	26%	21%	10%
Private	47%*	24%	26%*	2%*
All Institutions	**45%***	**25%***	**24%**	**6%**

* indicates that the proportion is significantly different from primarily research (for Carnegie Classification) or from Doctorate (for Highest Degree Offered) or from Public (for Form of Control) at the 5% level.

* indicates that the proportion is significantly different from all other disciplines combined at the 5% level

We used regression analysis for these tests with a binary (0-1) variable for the level of interest. If the coefficient for the binary variable differed significantly from 0, then the interpretation from regression is that the discipline differs from all other levels combined.

Statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Table COM10 presents results for the instructor of record for all other (non-introductory) classes in Communication. Students in departments housed in Primarily Undergraduate institutions (Carnegie classification) are more likely to be taught by full-time faculty members than students in departments housed in Comprehensive or Primarily Research institutions. There is little difference by form of control.

Finally, Table COM11 summarizes the results for the instructor of record in graduate courses. There is very little difference for graduate courses. At private institutions, students are less likely to be taught by full-time faculty members and more likely to be taught by part-time faculty members.

Table COM10: Instructor of Record for All Other Undergraduate (Non-Introductory) Courses in Communication, Fall 2012 Term

	% of students taught by …			
	Full-Time Tenured or Tenure-Track Faculty Members	**Full-Time Non-Tenure-Track Faculty Members**	**Part-Time Faculty Members**	**Graduate Students in the Department**
By Carnegie Classification				
Primarily Undergraduate	66%*	21%	13%*	0%*
Comprehensive	59%	21%	20%*	0%*
Primarily Research	55%	23%	16%	6%
By Highest Degree Offered				
Bachelor's	62%	21%	16%*	1%*
Master's	57%	23%	19%*	1%*
Doctorate	57%	21%	12%	10%
By Form of Control				
Public	59%	22%	15%	4%
Private	61%	21%	17%	1%*
All Institutions	**60%***	**21%***	**16%***	**2%**

* indicates that the proportion is significantly different from primarily research (for Carnegie Classification) or from Doctorate (for Highest Degree Offered) or from Public (for Form of Control) at the 5% level.

* indicates that the proportion is significantly different from all other disciplines combined at the 5% level

We used regression analysis for these tests with a binary (0-1) variable for the level of interest. If the coefficient for the binary variable differed significantly from 0, then the interpretation from regression is that the discipline differs from all other levels combined.

Statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Table COM11: Instructor of Record for All Graduate Courses in Communication, Fall 2012 Term

	% of students taught by …			
	Full-Time Tenured or Tenure-Track Faculty Members	**Full-Time Non-Tenure-Track Faculty Members**	**Part-Time Faculty Members**	**Graduate Students in the Department**
By Carnegie Classification				
Primarily Undergraduate	81%	12%	7%	0%
Comprehensive	85%	9%	6%	0%
Primarily Research	85%	10%	6%	0%
By Highest Degree Offered				
Bachelor's	81%	13%*	5%	0%
Master's	83%	12%*	5%	0%
Doctorate	86%	7%	7%	0%
By Form of Control				
Public	87%	9%	5%	0%
Private	80%*	12%	8%*	0%
All Institutions	**84%**	**10%**	**6%**	**0%**

* indicates that the proportion is significantly different from primarily research (for Carnegie Classification) or from Doctorate (for Highest Degree Offered) or from Public (for Form of Control) at the 5% level.

* indicates that the proportion is significantly different from all other disciplines combined at the 5% level.

We used regression analysis for these tests with a binary (0-1) variable for the level of interest. If the coefficient for the binary variable differed significantly from 0, then the interpretation from regression is that the discipline differs from all other levels combined.

Statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Table COM12 presents the results for the assessment of undergraduate student learning in Communication departments. Learning outcomes assessment is an aggregate assessment which attempts to measure the effectiveness of a program or institution by examining the competence of a given cohort of students. We did not ask about the assessment of individual students; we asked respondents to tell us whether or not they assessed undergraduate student learning.

Table COM12: Assessment of Overall Undergraduate Student Learning in Communication as of the Fall 2012 Term

	All Institutions	Carnegie Classification			Form of Control	
		Primarily Undergraduate	Comprehensive	Primarily Research	Public	Private
No Departmental Assessment	6%	10%	0%	13%	6%	6%
Departmental Assessment for All Majors	90%	88%	98%	77%	91%	89%
Departmental Assessment for Majors in Honors Program Only	1%	2%	0%	2%	1%	1%
Departmental Assessment for Some Other Group of Students	8%	5%	8%	13%	5%	11%

Note: The sum of the four rows in any column may exceed 100% because respondents could select multiple choices.

The "assessment" referenced is an aggregate assessment based on examining the results from a given cohort of students in an attempt to examine the effectiveness of a program.

For Communication, 71% of the department view publications as either essential or very important in tenure decisions; a similar proportion of all of the departments in the study view publications this way. The importance of teaching is about the same in Communication departments as it is in all other disciplines combined, and service is deemed slightly less important. The views of Communication departments on the importance of public humanities are also similar to that for all disciplines combined. Details for Communication departments are shown in Table COM13.

Table COM13: Considerations in Tenure Decisions in Communication, Fall 2012

	CC*	Essential	Very Important	Important	Marginally Important	Unimportant
Publications (research, scholarship, and creative work)	All	**46%**	**25%**	**16%**	**12%**	**1%**
	PUG	18%	18%	34%	24%	5%
	Comp	44%	36%	10%	10%	0%
	PRes	80%	10%	6%	4%	0%
Teaching	All	**84%**	**10%**	**6%**	**0%**	**0%**
	PUG	92%	5%	3%	0%	0%
	Comp	97%	3%	0%	0%	0%
	PRes	49%	29%	22%	0%	0%
Service to the department or institution	All	**41%**	**29%**	**26%**	**4%**	**0%**
	PUG	42%	34%	21%	3%	0%
	Comp	54%	33%	13%	0%	0%
	PRes	16%	16%	55%	12%	2%
Public humanities (making the humanities and/or humanities scholarship accessible to the general public)	All	**2%**	**9%**	**32%**	**37%**	**19%**
	PUG	0%	11%	34%	39%	16%
	Comp	3%	10%	36%	33%	18%
	PRes	4%	6%	22%	43%	25%

*CC – Carnegie classification and PUG – Primarily Undergraduate, Comp – Comprehensive, & PRes – Primarily Research

Table COM14: Faculty Tenure Decisions and New Hires

	Number*	Relative to …
Tenured Faculty Members as of Fall 2012	4,590	35% of total faculty members
Tenure-Track Faculty Members (not yet tenured) as of Fall 2012	2,000	15% of total faculty members
Tenure-Track Faculty Members Granted Tenure per Year (Two-Year Average) 2010-11 & 2011-12	165 per year	8% of tenure-track, not yet tenured faculty members
Faculty Members Denied Tenure or Leaving Prior to Tenure Decision per Year (Two-Year Average) 2010-11 & 2011-12	55 per year	3% of tenure-track, not yet tenured faculty members
Tenured, Tenure-Track and Permanent Faculty Members Hired for 2012-13	700	8% of full-time faculty members

Table COM14 provides data on faculty tenure decisions and new hires in Communication departments.

About six Communication departments in seven (or the institutions in which they are housed) provide support for research for full-time tenured or tenure-track faculty members; this is comparable to all disciplines combined. It appears that the proportion of full-time non-tenured or non-tenure-track faculty members in Communication departments receiving research support is also comparable to all disciplines combined. About one part-time faculty member in six receives this support; this could be lower than for all disciplines combined. The data are presented in Table COM15.

Table COM15: Availability of Institutional or Departmental Support for Research, Fall 2012

	% of Institutions or Departments Providing Support
For Full-time tenure or tenure-track faculty members	86%
For full-time non-tenured or non-tenure-track faculty members	67%
For part-time faculty members	17%

When looking at all disciplines, about one department in three (33%) offers a fully online course, and about one in five (19%) offers a hybrid course. Communication departments appear to be more likely to offer either type of course. At the departments where these courses are offered, it appears that there are more fully online or hybrid courses offered than for all the disciplines combined. The details are shown in Table COM16.

Table COM16: Communication Departments Offering Online Courses by Carnegie Classification and Form of Control, 2011-12 Academic Year

	Departments Offering Fully Online Courses	Average Number of Fully Online Courses Offered	Departments Offering Hybrid Courses	Average Number of Hybrid Courses Offered
By Carnegie Classification				
Primarily Undergraduate	21%	7.5	21%	6.0
Comprehensive	55%	13.4	32%	4.9
Primarily Research	45%	8.9	24%	6.4
By Form of Control				
Public	66%	5.8	43%	5.9
Private	25%	22.9	14%	4.4
All Institutions	**43%**	**15.4**	**27%**	**5.1**

Communication departments could be more likely than all disciplines combined to offer a seminar focusing on digital methods for research and teaching. The proportion of Communication departments with formal guidelines for evaluating digital publications for tenure and promotion is comparable to that for all disciplines combined. These results are summarized in Table COM17.

Table COM17: Engagement with Digital Humanities by Carnegie Classification and Form of Control as of Fall 2012

	Offered Seminar Focusing on Digital Methods for Research and Teaching	Have Formal Guidelines for Evaluating Digital Publications for Tenure and Promotion
By Carnegie Classification		
Primarily Undergraduate	16%	8%
Comprehensive	33%	6%
Primarily Research	27%	16%
By Form of Control		
Public	23%	13%
Private	31%	7%
All Institutions	**27%**	**9%**

Appendix A: The Disciplines

The Statistical Research Center (SRC) of the American Institute of Physics (AIP) was contracted to conduct the second round of the Humanities Departmental Survey (HDS-2). The SRC had conducted the first round (HDS-1) in 2007-08.

The disciplinary societies included in the study were

- American Academy of Religion (HDS-1 participant)
- American Folklore Society
- American Historical Association (HDS-1 participant)
- American Musicological Society
- American Philological Association
- American Philosophical Association
- College Art Association (HDS-1 participant)
- History of Science Society (HDS-1 participant)
- Linguistic Society of America (HDS-1 participant)
- Modern Language Association of America (HDS-1 participant)
- National Communication Association

While there are six societies indicated as participating in HDS-1, these six societies account for eight disciplines. The Modern Language Association of America includes English, Languages & Literatures other than English (referred to as Foreign Languages in HDS-1), and combined English / Languages & Literatures other than English departments and programs. With the five new societies, there are thirteen discipline-based departments and programs included in HDS-2.

Criteria for Inclusion

Several criteria were used to determine whether specific departments and programs qualified for the study. First, departments or programs had to award a degree in at least one of the target disciplines. Second, the department or program had to be housed in a four-year institution in the United States. The sample was selected so that it would accurately represent degree-granting departments and programs by Carnegie levels: primarily research, comprehensive, and primarily undergraduate. Finally, as in HDS-1, HDS-2 intentionally excluded variations of the target fields that were classified as applied.

Disciplines included in HDS-1 and Longitudinal Comparisons

For the eight discipline-based departments and programs included in HDS-1, the same sample was used for HDS-2. This allows for direct longitudinal comparisons. No attempt was made to include departments and programs in these disciplines that had been created in the interim. Thus, the comparisons for the numbers of departments and programs will show only reductions. It is possible that the reductions exhibited among the HDS-1 sample have been offset by the creation of new departments and programs. This study will not capture any growth in the number of departments and programs

Languages & Literatures other than English

The inclusion of the American Philological Association in HDS-2 required a sample be drawn for departments and programs in Classical Studies (or The Classics). In doing so, it was discovered that twenty of the departments and programs included as Foreign Languages in HDS-1 were more appropriately classified as departments and programs in Classical Studies. These departments are now included in the Classical Studies sample only. The direct comparisons for this discipline use only

departments that were classified as Languages & Literatures other than English in both rounds of the 2008 study.

Disciplines in HDS-2 Only

The identification of departments and programs offering degrees in philosophy, communication, and classical studies was fairly straightforward. Identifying departments and programs offering degrees in musicology and folklore proved to be more challenging.

Musicology programs are often housed in schools or departments of music and may be specialized, such as ethnomusicology. Other programs offered a music history track which included the study of "ancient" through 20th-century music. After conversations with Academy staff, a decision was made to include as many of the musicology programs as possible since it is a relatively small field. When respondents had questions as to whether they should participate, they were encouraged to do so if others in the field would view theirs as a program in musicology.

Folklore is smaller than musicology (fifteen programs were identified versus ninety-six in musicology). Several potential respondents replied to our request to participate to tell us they offered a minor only, no major. If respondents told us they offered a "concentration" in folklore, we encouraged them to participate.

Response Rates

Table A1 provides details on the response rates by discipline; the overall response rate was 71%.

Table A1: Response Rates by Discipline

Discipline	Number of Departments in the Sample	Number of Departments Responding	Response Rate
Art History	243	176	72%
English	222	160	72%
Languages & Literatures other than English	204	140	69%
History	231	169	73%
History of Science	18	14	78%
Linguistics	133	98	74%
MLA Combined English / Languages & Literatures other than English	69	44	64%
Religion	210	150	71%
Folklore	15	14	93%
Musicology	96	61	64%
Classical Studies	222	164	74%
Philosophy	227	168	74%
Communication	237	148	62%
Overall	**2,127**	**1,506**	**71%**

Appendix B: Definitions

All Other Undergraduate Courses

This refers to all undergraduate courses that are not classified as "introductory."

Respondents were asked to "include any online or hybrid course taught by department faculty."

All Remaining HDS-1 Departments

Some of the departments awarding degrees in the repeat disciplines when HDS-1 was conducted were no longer granting degrees in that discipline at the time of HDS-2. The vast majority of departments (95% or more) were still awarding degrees at the time of HDS-2. We use this terminology to highlight the fact that the "numbers" are not representative of all of the departments granting degrees in the repeat disciplines at the time of HDS-2; instead, they are representative of all HDS-1 departments that continued to award degrees in the repeat disciplines when HDS-2 was conducted.

Awarding degrees in / granting degrees in …

Only departments and programs that award a degree in the specified discipline are included in this report.

Bachelor's degrees awarded in a discipline

This reflects the respondents' answers to "How many students completed bachelor's degrees in <discipline> in your department or program during the 2011-12 academic year (including the summer 2012 term)?

Community Outreach

The respondents were asked "about ways *beyond research* (except where that research is at the request of the community and/or meets an immediate community need) that your department involves itself with the larger community."

Departments

Throughout this document the term *department* includes departments and programs offering degrees in the specified discipline. This terminology is necessary because some disciplines, for example linguistics, may be housed in stand-alone departments or they may be a program that exists within a larger department or they may be a program that includes multiple departments.

References to departments in a particular discipline do not indicate that every university granting a degree in that discipline includes a stand-alone department within that discipline; rather, these references may include stand-alone departments or programs that exist within a larger department or interdisciplinary programs that exist across departments.

No attempt was made to distinguish among departments, programs within a single department, or programs that span departments. The instruction for the survey instrument directed the respondent to "please answer for your department or program in <discipline>. The only restriction place upon participants was that they offered a degree in the discipline of interest.

Graduate Courses

This includes "for-credit graduate courses."

Respondents were asked to "include any online or hybrid course taught by department faculty."

Graduate Students in a Discipline

This reflects the respondents' answers to "How many graduate students in <discipline> (master's and doctoral, full- and part-time, of any status) did your department or program have during the fall 2012 term?"

HDS-1

This refers to the first Humanities Departmental Survey which was conducted during the 2007-08 academic year.

Introductory Courses

Introductory courses are courses that "may be offered by departments or programs as a required introductory sequence for the major. They may also be courses that are among those all students are permitted to take to satisfy a 'core' or 'general education' requirement, or are offered under a general rubric such as 'humanities.'" For foreign language course, introductory courses "include first-year courses only."

Respondents were asked to "include any online or hybrid course taught by department faculty."

Learning Outcomes Assessment

Respondents were told that "learning outcomes assessment is aggregate assessment, meaning that its objective is to determine the competence of a given cohort of students (e.g., a graduating class) and its results are used to gauge institutional effectiveness."

Further clarification was presented: "Learning outcomes assessment is distinct from individual assessment. Individual assessment is meant to gauge a particular student's competence and its results are used by the institution to determine student eligibility for (1) entrance into specialized programs and/or (2) conferral of a degree. Examples of individual assessment include course grades and GPA."

This reflects the respondents' answers to "Does your department or program conduct learning outcomes assessment meant to gauge the extent to which majors or some other population of students have mastered the discipline's key content and skills? (Please exclude institution-wide assessment like the Collegiate Learning Assessment.) Check all that apply."

Major in a Discipline

This reflects the respondents' answers to "How many juniors and seniors have declared a major in <discipline> in your department or program, as of the beginning of the fall 2012 term?"

Minor in a Discipline

This reflects the respondents' answers to "How many students complete a minor in <discipline> in your department or program during the 2011-2012 academic year (including the 2012 summer term)?"

Online Courses

This includes "for-credit online courses."

Programs

Throughout this document the term *departments* includes both departments and programs offering degrees in the indicated discipline. This terminology is necessary because some disciplines, for example Linguistics, may be housed in stand-alone departments or they may be a

program that exists within a larger department or they may exist as a program that includes multiple departments.

References to departments in a particular discipline do not indicate that every university granting a degree in that discipline includes a stand-alone department within that discipline; rather, these references may include stand-alone departments or programs that exist within a larger department or interdisciplinary programs that exist across departments.

No attempt was made to distinguish among departments, programs within a single department, or programs that span departments. The instruction for the survey instrument directed the respondent to "please answer for your department or program in <discipline>." The only restriction place upon participants was that they offered a degree in the discipline of interest.

Repeat Disciplines

The following disciplines participated in the 2007-08 Survey of Humanities Departments (HDS-1). Where possible, comparisons are made with the 2007-08 data.

- Art History (AH)
- English (EN)
- Languages & Literatures other than English (LLE) (referred to as "Foreign Languages" in the HDS-1 study)
- History (H)
- History of Science (HoS)
- Linguistics (LN)
- MLA Combined English / Languages & Literatures other than English (MLAC)
- Religion (REL)

Comparisons with the earlier data are not appropriate for Languages & Literatures other than English because some of the departments included in the 2007-08 survey as Foreign Language departments were discovered to be more appropriately classified as Classical Studies departments. We compared continuing departments now classified as Languages & Literatures other than English only.

Appendix C: Confidence Intervals

A confidence interval is an interval estimate of a population parameter. The term "population" means that the parameter describes all of the units of interest. In this study, the units of interest are typically all of the departments characterized by the study. For example, for English, the population described in this study is the 1,064 departments that award degrees in English and were included in HDS-1. Since we were not able to collect data from each of these 1,064 departments in each round of the study, we are not able to calculate definitively any changes in the characteristics of these departments between the two rounds of the study. Instead, we estimate the change based on a representative sample of the departments.

Throughout this document, we refer to a 95% confidence interval. The 95% does not refer to accuracy or reliability; it refers to the process of calculating the interval. Specifically, a 95% confidence interval is expected to contain (include) the true parameter 95 times if 100 representative samples are taken and the interval is estimated using the same formula each time. In reality, we do not take 100 representative samples; we take just one. So, there is always a chance that the sample we have results in one of the 5 intervals which does not include the true parameter; however, there is a much higher chance that the sample we have results in one of the 95 intervals which does include the true parameter.

There is no way to calculate a 100% confidence interval. If we want to be certain we have captured the truth, we have to get data from every member of the population (for example, each of the 1,064 English departments) and insure that there are (1) no errors in the interpretation of the question, (2) no errors in data compilation by the departments, and (3) no errors in data entry or transmission. To do this would be far too costly.

Appendix D: A Note on the Number of Departments for the Repeat Disciplines and the "Totals"

Since we did not attempt to refresh the sample between HDS-1 and HDS-2, this survey can capture only a reduction in the number of departments granting degrees in a discipline. That is, we attempted to contact all of the departments that were awarding degrees in the discipline of interest and were in the sample for HDS-1. We learned that some of these departments had ceased granting degrees in the discipline of interest. It is not clear whether or not these departments ceased to exist; they may still offer courses in the discipline of interest.

Furthermore, we did not attempt to determine the number of departments which began granting degrees in the various disciplines between the administration of HDS-1 and HDS-2. As noted in the introduction, a cursory examination of U.S. Department of Education data suggests that it is possible that two or three departments gained degree-granting status for every department that lost it.

In this appendix, we provide data concerning the number of departments which granted degrees in each discipline at the time of HDS-1 that were no longer granting degrees in the discipline at the time of HDS-2. The "losses" shown should not be construed as "net losses" because we know that departments that were not granting degrees in the discipline at the time of HDS-1 have earned degree-granting status in the five years between the HDS-1 and the HDS-2.

Table D1: Estimated Number of HDS-1 Departments No Longer Granting Degrees as of Fall, 2012: Repeat Disciplines Only

Discipline	Estimated Number of HDS-1 Departments No Longer Granting Degrees
Art History	*7 to 29 HDS-1 departments no longer grant degrees*
English	*12 to 56 HDS-1 departments no longer grant degrees*
Languages and Literatures other than English‡	*13 to 68 HDS-1 departments no longer grant degrees*
History	*0 to 17 HDS-1 departments no longer grant degrees*
History of Science	*2 HDS-1 departments no longer grant degrees*
Linguistics	*3 to 11 HDS-1 departments no longer grant degrees*
MLA Combined English / Languages and Literatures other than English	*3 to 15 HDS-1 departments no longer grant degrees*
Religion	*25 to 59 HDS-1 departments no longer grant degrees*

‡ Because some of the departments included in the 2007-08 sample for this discipline have been reclassified to Classical Studies, it is not appropriate to make direct comparisons to the number of departments in HDS-1. The estimated number of departments lost includes only the non-classical-studies departments from HDS-1.

Comparing Totals from HDS-1 with those from HDS-2

The totals for each of the repeat disciplines is the total number (of faculty members, of students earning a bachelor's degree, etc.) in the departments which were granting degrees in the discipline of interest at the time of HDS-1 and were still granting degrees in the discipline of interest at the time of HDS-2. As shown in Table D1, we know that some of the departments that were granting degrees at the time of HDS-1 were no longer granting degrees in that discipline at the time of HDS-2. Therefore, if the average number (of faculty members per department, of students earning a bachelor's degree per department, etc.) shows no statistically significant change, we would expect the total to exhibit a decline since there are fewer total departments. However, for the repeat disciplines, the "total" in the tables throughout this report is not an estimate of the "total" for all of the departments granting degrees in that discipline at the time of HDS-2; it is an estimate of the "total" for the remaining HDS-1 departments.

The totals provided in the HDS-1 report are estimates of the total for all of the departments granting degrees in the discipline of interest. We know that at least some departments have begun granting degrees in the disciplines of interest since 2007. Since we do not know how many for any discipline, we cannot estimate a total for all of the departments granting degrees in the discipline of interest. Therefore, we do not show the HDS-1 totals in this report. The HDS-1 totals should not be compared directly with the HDS-2 totals for the repeat disciplines.

An Example: History of Science

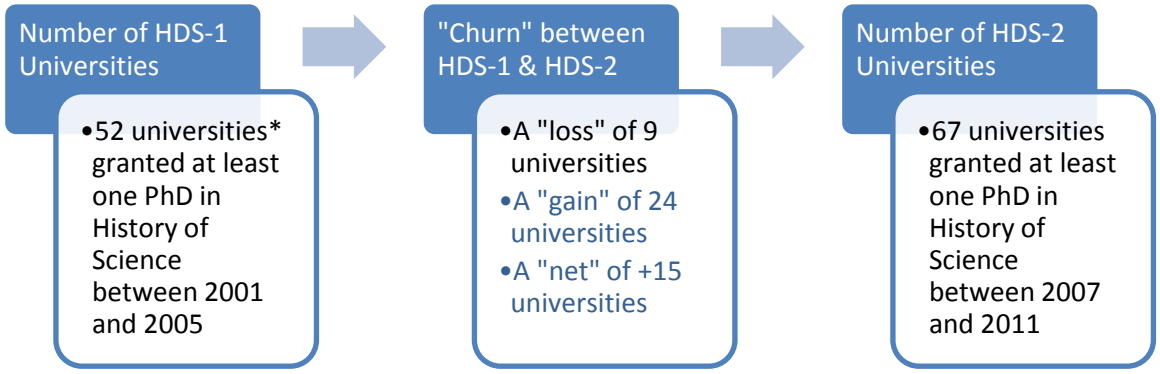
History of Science is a relatively small discipline, so we can examine more closely the dynamics of the comings and goings of programs in this particular discipline. Between 2001 and 2005, about 45 PhDs in History of Science were awarded each year, on average. The number of universities with departments or programs granting these degrees varied from 21 to 26; a total of 52 different universities are represented in the list of schools awarding at least one PhD in History of Science between 2001 and 2005.

Between 2007 and 2011, about 50 PhDs in History of Science were awarded each year, on average. The number of universities with departments or programs granting these degrees varied from 23 to 31. A total of 67 different universities are represented in the list of schools awarding at least on PhD in History of Science between 2007 and 2011.

Looking at these data, one might conclude that 15 universities (the 67 in the latter period minus the 52 in the earlier period) began granting PhDs in History of Science after 2005. However, that is not the case. Nine of the schools that awarded at least one PhD in History of Science between 2001 and 2005 did not award any PhDs in History of Science during the latter period. Twenty-four universities that did not award any PhDs in History of Science during the earlier period did award at least one PhD in History of Science during the latter period. This "churn" is illustrated in Figure D1.

If we considered only the "lost" departments, we would believe that the number of universities awarding a PhD in History of Science had declined by nine – a "loss" of nine departments. We would not account for the twenty-four universities that were "added." In History of Science, we know that there are about 2.7 universities that have begun granting degrees for each one that no longer grants degrees.

Figure D1: "Churn" in Number of Universities Granting PhDs in History of Science between HDS-1 and HDS-2



The "net" of +15 universities would not be discovered by the methodology of HDS-2 since only the departments in the HDS-1 sample were included in HDS-2.

*Note: HDS-1 included only the 21 universities that had awarded an average of at least one PhD per year in History of Science between 2001 and 2005.

We believe similar dynamics are true in the other repeat disciplines, but those disciplines are so much larger that it is much more difficult to determine the precise number for each. There is no "list" of schools granting degrees in a particular during a particular academic year. Developing the original list for each discipline was itself a non-trivial exercise, particularly in disciplines which may be a program housed within a department or an interdisciplinary program that spans departments. Since these lists do not exist, we are unable to determine how many departments or programs have begun granting degrees in the repeat disciplines since the time of HDS-1. We can estimate the number that no longer grant degrees based on responses to our queries to members of the original HDS-1 sample.

Comparisons: Departmental Level or Aggregate?

We know that the number of departments granting degrees in a discipline will change from year-to-year. Some may choose to use the number of departments granting degrees as a measure of the "health" of a discipline. However, the fact that a department has the authority to grant degrees in a discipline does not necessarily mean that it does so. While we do provide an estimate of the number of HDS-1 departments that no longer grant degrees in the discipline of interest in Table D1 on page 219, we believe that departmental level comparisons are a better measure of the health of a discipline.

Examining what is happening at the departmental level may provide more insight into the health of a discipline than looking at the number of departments granting degrees. For example, if the number of students earning bachelor's degrees per department (or the average number) in a discipline is declining, we might anticipate that some of the smaller departments may lose degree-granting status. Alternatively, if that number is increasing, we might expect more departments to begin offering degrees. We provide the per-department averages and proportions and compare them directly with the data from HDS-1. All of the statistical tests for any changes are conducted at the per-department level. So, even though we cannot directly compare a total of x number of graduate students in discipline y for each round of the study, we can compare what is happening at the departmental level. For example, we can compare an average of x_1 graduate students per department in discipline y in HDS-1 with an average of x_2 graduate students per department in discipline y in HDS-2. Proportions (the proportion of faculty

members who are women, for example) are also departmental level data, so it is appropriate to compare proportions from HDS-1 with those from HDS-2.

We make these comparisons using only departments that responded to both rounds of the survey. Using only these departments to test for changes results in an increase in the statistical power of the test; that is, this approach leads to a reduction in the probability that we will fail to find a difference between the two rounds when one exists.

Even though we have chosen an approach with increased statistical power, the fact remains that we are using data from a sample of departments to make statements about an entire set of departments. Thus, there is some uncertainty in the test. We have indicated the uncertainty using a standard statistic: a 95% confidence interval. The 95% refers to the process itself; it is not an indication of certainty. The width of the interval indicates the level of reliability in the estimate. For more on confidence intervals, please see Appendix C on page 217.

Appendix E: Questions That Did Not Work

Courses and Total Enrollments

As we did with our questionnaire in HDS-1, we attempted to ask a series of questions about student enrollments and instructors for various types of courses. Here are the questions, including the introductory text and definitions for each question.

The following questions ask about the number of for-credit undergraduate courses in <discipline> of different types taught by instructional personnel of various statuses. The questions also ask about the number of enrollments in these courses.

If a course is divided into sections (i.e., offered at different times and/or taught by different instructors), please count each section as a course.

Do not count discussion sections as courses.

Please also:

- **count all courses listed at the undergraduate level, except for courses crosslisted at the graduate level (Do not count the crosslisted courses as undergraduate courses),**
- **Count all courses taught by your faculty, even if the courses are not listed in your department or program**
- **count each course in only one of the two categories provided below, and**
- **include any online or hybrid courses taught by department faculty in your counts.**

<u>If no faculty members hold appointments in your department or program</u>,

- **please include all courses offered by the program itself.**
- **Exclude courses that satisfy program requirements but are not offered by your program, such as a Chemistry class required in an Archaeology program.**

****

The next question asks about introductory courses in <discipline>. Such courses may be offered by departments or programs as a required introductory sequence for the major. They may also be courses that are among those all students are permitted to take to satisfy a "core" or "general education" requirement, or are offered under a general rubric such as "humanities". For foreign language courses, include first-year courses only.

****

(16) For each of the personnel categories below, please indicate the number of introductory courses taught and the numbers of enrollments in these courses for the fall 2012 term.

	Courses Taught	Total Enrollments
Full-time tenured/tenure track faculty		
Full-time non-tenure track faculty		
Part-time faculty		
Graduate students in your department (instructors of record)		

****

The next question asks about all other undergraduate courses in <discipline>.

****

(17) For each of the personnel categories below, please indicate the number of other undergraduate courses taught and the numbers of enrollments in these courses for the fall 2012 term.

	Courses Taught	Total Enrollments
Full-time tenured/tenure track faculty		
Full-time non-tenure track faculty		
Part-time faculty		
Graduate students in your department (instructors of record)		

****

The following questions ask about the number of for-credit graduate courses in <discipline> of different types taught by instructional personnel of various statuses. The questions also ask about the number of enrollments in these courses.

If a course is divided into sections (i.e., offered at different times and/or taught by different instructors), please count each section as a course.

Do not count discussion sections as courses.

Please also:

- **count all courses listed at the graduate level, including those courses crosslisted at the undergraduate level, and**
- **include any online or hybrid courses taught by department faculty in your counts.**

If no faculty members hold appointments in your department or program,

- **please include all courses offered by the program itself.**
- **Exclude courses that satisfy program requirements but are not offered by your program, such as a Chemistry class required in an Archaeology program.**

****

(20) For each of the instructional personnel categories below, please indicate the number of graduate courses taught and the numbers of enrollments in these courses for the fall 2012 term.

	Courses Taught	Total Enrollments
Full-time tenured/tenure track faculty		
Full-time non-tenure track faculty		
Part-time faculty		
Graduate students in your department (instructors of record)		

One of the goals of these questions was to determine the average class size and compare it across the various personnel categories. Unfortunately, we were not able to capture the information to determine the average class size. We were able to use the data on total enrollments to estimate the proportion of students in the courses taught by different personnel. When we looked at "courses taught", however, it became clear that not every respondent had read this question in the same way. We tried to address this by including instructions that said:

> "If a course is divided into sections (i.e., offered at different times and/or taught by different instructors), please count each section as a course.
>
> Do not count discussion sections as courses."

This language seemed clear to us, and each of the department chairs with whom we met during questionnaire development prior to distributing the questionnaire told us they were interpreting it as we intended. However, when we compared "courses taught" by the various types of personnel to the various numbers of faculty members reported, we found huge discrepancies in the average number of classes per faculty member. Specifically, we compared the data from question 3 (number of faculty members) to that from questions 16, 17, and 20. For example, we took the number of courses taught by full-time tenured or tenure-track faculty members and divided by the number of full-time tenured or tenure-track faculty members. The result should be the average number of courses taught by each faculty member. The results ranged from a low of 0.03 courses per faculty member to a high of 13 courses per faculty member. We believe that the average of 0.03 courses per full-time faculty member is too low, and 13 is too high. We set a lower bound of an average of 0.8 courses per full-time tenured or tenure-track faculty member, and an upper bound of and average of 5 courses per full-time tenured or tenure-track faculty member. For full-time, non-tenured faculty members, we set the lower bound at 0.9 and the upper bound at 5. For part-time faculty members, we set the lower bound at an average of 1 course per part-time faculty member and the upper bound at 5. (Note that the question about faculty members noted that the reported faculty members should have "instructional responsibilities". "[P]ersonnel with 100% research appointments" were not to be considered as faculty members. That is why we felt comfortable setting the lower bound near 1.)

Given those bounds, we found that 28% of the responses to the questions about total courses and total enrollments were problematic. This varied from a low of 15% for Classical Studies to a high of 40% for History of Science and Communication. The data for each discipline is shown in Table E1.

Table E1: Consistencies across Questions 3, 16, 17, and 20

	Bachelor's Only		Includes Graduate		Overall		Respondents	
Discipline	n	% with problems	n	% with problems	n	% with problems	n	% persisted*
Art History	93	24%	34	29%	127	25%	173	73%
Communication	58	31%	37	54%	95	40%	148	64%
Folklore					8	25%	13	62%
History	66	33%	46	30%	112	32%	168	67%
History of Science					10	40%	14	71%
Linguistics	17	24%	22	29%	39	27%	97	40%
MLA Combined English and Languages & Literatures other than English					25	32%	43	58%
MLA English	53	34%	36	44%	89	38%	159	56%
Languages & Literatures other than English	56	27%	22	18%	78	24%	139	56%
Musicology					30	37%	57	53%
Classical Studies	95	16%	22	14%	117	15%	161	73%
Philosophy	104	21%	20	10%	124	19%	167	74%
Religion	88	30%	24	42%	112	32%	150	75%
Overall	**651**	**25%**	**267**	**33%**	**966**	**28%**	**1489**	**65%**

* % persisted refers to respondents who answered all of the questions of interest (3, 16, and 17 for undergraduate only departments and 3, 16, 17, and 20 for graduate-degree-granting departments)

If determining average class sizes remains a goal, we recommend devoting a whole study to that issue. Different schools use differing nomenclature to distinguish between English 101 and English 102 (different "courses" or different "classes") and to distinguish between English 101 that meets at 10 Monday/Wednesday/Friday and English 101 that meets at 9:30 Tuesday/Thursday (different "classes" or different "sections"). A study devoted to determining class size would need to first determine which nomenclature to use and then ask more detailed questions about introductory courses and other courses.

Condition of the Humanities Enterprise at Your Institution

We asked two questions about the creation, abolition, or merger of degree-granting departments. The first question dealt specifically with the respondent's discipline. The second asked about campus-wide changes. The questions, including introductory text, are shown below.

The next question asks whether your department has ceased to grant degrees (for example, if you no longer grant a master's). Please include both cessations that have already occurred and cessations that will happen once all current majors have graduated.

****

(31) Over the previous five years (fall 2007–fall 2012), has your department or program in <discipline> ceased to grant degrees at any level?

- ○ No
- ○ Yes

****

The next question asks about changes in any humanities department or program at your institution over the last several years. For the purposes of this survey, humanities disciplines and programs include:

Academic Study of the Arts
Academic Study of Religion
Archeology
Area Studies (including American Studies)
Communications
Cultural Studies
English Language & Literature (including Creative Writing)
Ethnic Studies
Gender Studies
History (including History of Science & Medicine)
Languages and Literatures Other Than English (including Comparative Literature)
Linguistics
Philosophy
Selected Interdisciplinary Studies (e.g., Holocaust Studies, Classical and Ancient Studies, etc.)

****

(32) Over the previous five years (fall 2007–fall 2012), has your institution

	No	Yes	Not Sure
Created a new humanities department?	○	○	○
Abolished a humanities department?	○	○	○
Merged two or more humanities departments?	○	○	○

There were no questions we could use to verify respondents' answers to the first question. Given the five-year time frame referenced in the question, it is possible that the responding department chair was not the chair over the entire period. This could lead to inaccuracies.

For the second question (question 32), we could verify responses by comparing answers from respondents at the same institution. We received useable data from 977 respondents representing 596 institutions. The table below provides data regarding the agreement among multiple respondents from the same school. Note that, if the answers were randomly generated, we would expect the proportion in agreement to increase as the number of respondents decreased. In the table "Strict" Agreement is defined as every respondent reporting the same No/Yes answer for each of the three questions, and "Lenient" Agreement is defined as every respondent answering either "No" with "Not Sure" or "Yes" with "Not Sure".

Table E2: Agreement among Respondents from Same Institution on Question 32

Number of Respondents from Same Institution	Number of Instances	Number of "Strict" Agreements	Number of "Lenient" Agreements
8	1	0 (0%)	0 (0%)
6	2	0 (0%)	0 (0%)
5	8	1 (12%)	2 (25%)
4	21	3 (14%)	9 (43%)
3	64	13 (20%)	22 (34%)
2	141	63 (45%)	87 (62%)
TOTAL	**237**	**80 (34%)**	**120 (51%)**

If we require strict agreement, then respondents were consistent at only 34% of the 237 institutions. If we allow "Not Sure" to count as an agreement, then respondents were consistent at about half of the institutions. This suggests a problem with the question. Several factors contributed to the problem: the question asked about things beyond the respondent's direct control (so the respondent might not know), the current respondent may not have been at the institution for five years, or the current respondent may not have been chair for five years.

Appendix F: Methodology for Hypothesis Tests

In this section, we describe the methodology used for the hypothesis test performed as part of this study.

Testing for Significant Differences in Number per Department

We used a paired difference test to test for significant changes in the number of [faculty members, students earning bachelor's degrees, etc.] per department. A paired difference test is used to determine whether or not population means differ. Paired difference tests increase the statistical power of the test. The statistical power of the test is the probability of rejecting the null hypothesis if it is false. In the test, the hypotheses are:

> H_0: $\mu_D = 0$ (There has been no change.)
> H_1: $\mu_D \neq 0$ (There has been a change.)
> where $x_{Di} = x_{it} - x_{i(t-1)}$
> (The observation of interest, x_{Di}, is the observed data for department i at the current period, x_{it} minus the observed data for department i at the previous period, $x_{i(t-1)}$. In other words, we are examining the change in a measure for each department.)

We set alpha (α) at 0.05. This means that, on average, we would believe a difference exists when one does not one time in twenty tests. We report the 95% confidence interval for any significant differences. These confidence intervals are all at the departmental, or per department, level.

Testing for Significant Differences in Proportion per Department

We used a chi-square (χ^2) test of independence to determine whether or not changes in proportions within each department were significant. In this test, the hypotheses are:

> H_0: The variables are independent. (The distributions do not vary between HDS-1 and HDS-2.)
> H_1: The variables are not independent. (The distributions do vary between HDS-1 and HDS-2.)

We again set alpha (α) at 0.05. This means that, on average, we would believe a difference exists when one does not one time in twenty tests. We report the 95% confidence interval for any significant differences. These confidence intervals are all at the departmental, or per department, level.

Note that, for the faculty data, the data was used for both types of tests since some of the faculty tables are proportion of faculty members in various categories and some of the faculty tables are number of faculty members.

Testing for Significant Differences in the Proportion of Students Taught by Various Personnel

As noted in Appendix E, the data regarding the number of students enrolled and number of courses taught by various types of personnel was troublesome with respect to the average number of students in a course. However, we were able to use regression analysis to estimate the proportion of students taught by various personnel. Since we were using regression analysis, we were able to test for significant differences across the disciplines, across Carnegie classification, or across highest degree awarded as part of the process. We ran a separate regression for each type of personnel (4 types). We had to run these regressions for the 13 different disciplines overall, by Carnegie classification, by highest degree awarded, and by form of control. We had to repeat this process for each of the three questions about

instructor of record. We ran well over 800 regression models to analyze these three questions. In each case, the regression took the form of:

$$p(\text{students})_{iVQ} = f(\text{discipline}_{iD}, \text{Scl\_norm\_total\_enrollment}_{iQ}, \text{pubPriv}_{iD})$$

where $p(\text{students})_{iVQ}$ is the proportion of students in the *i*th observation taught by the personnel type of interest (V) in the course in question (Q)

discipline_{iD} is a dummy variable for the *i*th observation (0/1) for the discipline of interest (Note: We used only one disciplinary dummy variable per regression model; in each case, the comparison was between that discipline and all other disciplines combined.)

$\text{Scl\_norm\_total\_enrollment}_{iQ}$ is the scaled, normed total enrollment for the *i*th observation for the course in question (Q)

pubPriv_{iD} is the dummy variable for the *i*th observation (0/1) for the form of control

When we were running the regressions by highest degree, the dummy variable for form of control was replaced by two dummy variables (one for bachelor's and one for master's). When we were running the regressions by Carnegie classification, the dummy variable for form of control was replaced by two dummy variables (one form primarily undergraduate and one for comprehensive). When we were running the regressions for the disciplines overall, we included only the first two variables.

To test for significant differences, we looked at the *p*-value for the coefficient for the variable of interest. For example, to determine whether Linguistics differed significantly from all other disciplines, we looked at the p-value for the coefficient of the dummy variable for Linguistics. We again used an alpha (α) of 5%.

Appendix G: The Questionnaire

The questionnaire was presented online. Respondents were able to download a PDF which contained all the questions if they wished to use it to compile data. The PDF is on the following pages. The header at the top of each page read:

The <discipline> for which we are requesting information was specified in the e-mail request.

Please answer for your department or program in <discipline>.

Humanities Departmental Survey

Basic Characteristics of Your Institution and Department/Program

(1) Does your institution have a tenure system?

- ○ No
- ○ Yes

(2) Which degrees in <discipline> are offered by your department or program? Check all that apply.

- ☐ Bachelor's
- ☐ Master's
- ☐ Doctorate

The Faculty & Other Instructional Personnel

This section focuses on the number and characteristics of your department's or program's faculty.

For purposes of this survey, faculty members are people who

- **hold appointments in your department or program in <discipline> and**
- **have instructional responsibilities.**

Please count as faculty members people with instructional responsibilities who are on leave (including sabbatical leave) or temporarily unavailable to teach for any other reason. Any adjunct faculty members should be counted as full- or part-time "non-tenure track".

Not considered faculty members are:

- **teaching and research assistants,**
- **graduate students in your department or program who teach courses as instructors of record, and**
- **personnel with 100% research appointments.**

If no faculty members hold appointments in your program

- **Count as faculty members those people (excluding graduate students in your program) teaching courses offered by the program itself.**
- **Do not count those people teaching courses that satisfy program requirements but are offered outside your program, such as a required Chemistry class for an Archaeology program.**

****

The following question asks about the total number of faculty members of different statuses in your department or program in <discipline> at the beginning of the fall 2012 term. Please give headcounts, rather than full-time equivalents (FTEs).

****

(3) How many faculty members were employed in your department or program at the beginning of the fall 2012 term?

Full-time Tenured
- ☐ Men
- ☐ Women

Part-time Tenured
- ☐ Men
- ☐ Women

Full-time Tenure-Track but Not Yet Tenured
- ☐ Men
- ☐ Women

Part-time Tenure-Track but Not Yet Tenured
- ☐ Men
- ☐ Women

Full-time Non-Tenure Track
- ☐ Men
- ☐ Women

Part-time Non-Tenure Track
- ☐ Men
- ☐ Women

(4) How many of your department's or program's graduate student teaching assistants were instructors of record at the beginning of the fall 2012 term? ☐

(5) How many tenured, tenure-track, or permanent faculty members did your department or program hire to start in the 2012–13 academic year? (If no faculty members hold appointments in your program, please indicate the number of new hires teaching courses offered by the program.) ☐

(6) During or at the end of the previous two academic years (2010–2011 and 2011–2012), did any tenured, tenure-track, or permanent faculty members who teach or do research in your department or program leave, retire, or die?

o No
o Yes

→ **(7) How many left, retired, or died in total?** ☐

(8) How many retired? ☐

(9) During the previous two academic years (2010–2011 and 2011–2012), please indicate the number of faculty members who were:

☐ Granted tenure
☐ Denied tenure
☐ Left before coming up for tenure

(10) In your department or program, how important are each of the following in the tenure decision?

	Essential	Very Important	Important	Marginally important	Unimportant
Publications (research, scholarship, and creative work)	○	○	○	○	○
Teaching	○	○	○	○	○
Service to the department or institution	○	○	○	○	○
Public humanities (making the humanities and/or humanities scholarship accessible to the general public)	○	○	○	○	○

(11) Is institutional or departmental support for research available to faculty members who are:

	No	Yes
Full-time tenured or tenure-track?	○	○
Full-time non-tenured or non-tenure-track?	○	○
Part-time?	○	○

Undergraduate Education

---

(12) How many students completed bachelor's degrees in <discipline> in your department or program during the 2011– 2012 academic year (including the 2012 summer term)? ☐

(13) How many students completed a minor in <discipline> in your department or program during the 2011–2012 academic year (including the 2012 summer term)? ☐

(14) How many juniors and seniors have declared a major in <discipline> in your department or program, as of the beginning of the fall 2012 term? ☐

****

The following questions ask about your department/program's use of learning outcomes assessment. Learning outcomes assessment is aggregate assessment, meaning that its objective is to determine the competence of a given cohort of students (e.g., a graduating class) and its results are used to gauge institutional effectiveness.

Learning outcomes assessment is distinct from individual assessment. Individual assessment is meant to gauge a particular student's competence and its results are used by the institution to determine student eligibility for (1) entrance into specialized programs and/or (2) conferral of a degree. Examples of individual assessment include course grades and GPA.

****

(15) Does your department or program conduct learning outcomes assessment meant to gauge the extent to which majors or some other population of students have mastered the discipline's key content and skills? (Please exclude institution-wide assessments like the Collegiate Learning Assessment.) Check all that apply.

- ☐ No
- ☐ Yes, for all majors
- ☐ Yes, for majors in honors program only
- ☐ Yes, for some other group of students (Describe this group: ☐)

****

The following questions ask about the number of for-credit undergraduate courses in <discipline> of different types taught by instructional personnel of various statuses. The questions also ask about the number of enrollments in these courses.

If a course is divided into sections (i.e., offered at different times and/or taught by different instructors), please count each section as a course.

Do not count discussion sections as courses.

Please also:

- **count all courses listed at the undergraduate level, except for courses crosslisted at the graduate level (Do not count the crosslisted courses as undergraduate courses),**
- **Count all courses taught by your faculty, even if the courses are not listed in your department or program**
- **count each course in only one of the two categories provided below, and**
- **include any online or hybrid courses taught by department faculty in your counts.**

<u>If no faculty members hold appointments in your department or program</u>,

- **please include all courses offered by the program itself.**
- **Exclude courses that satisfy program requirements but are not offered by your program, such as a Chemistry class required in an Archaeology program.**

****

The next question asks about introductory courses in <discipline>. Such courses may be offered by departments or programs as a required introductory sequence for the major. They may also be courses that are among those all students are permitted to take to satisfy a "core" or "general education" requirement, or are offered under a general rubric such as "humanities". For foreign language courses, include first-year courses only.

****

(16) For each of the personnel categories below, please indicate the number of introductory courses taught and the numbers of enrollments in these courses for the fall 2012 term.

	Courses Taught	Total Enrollments
Full-time tenured/tenure track faculty		
Full-time non-tenure track faculty		
Part-time faculty		
Graduate students in your department (instructors of record)		

****

The next question asks about all other undergraduate courses in <discipline>.

****

(17) For each of the personnel categories below, please indicate the number of other undergraduate courses taught and the numbers of enrollments in these courses for the fall 2012 term.

	Courses Taught	Total Enrollments
Full-time tenured/tenure track faculty		
Full-time non-tenure track faculty		
Part-time faculty		
Graduate students in your department (instructors of record)		

Graduate Education

---

(18) How many graduate students in <discipline> (master's and doctoral, full- and part-time, of any status) did your department or program have during the fall 2012 term? ☐

****

The next question asks about financial support of students entering your doctoral program(s) in <discipline>.

Financial support is funding provided by your institution or program or by an external funding agency or organization.

It does not include personal, spousal, or family support, wages from work unrelated to the program, or loans.

****

(19) How many of the full-time first-year students who entered your doctoral program in the 2012–13 academic year had:

Full financial support? ☐

Partial financial support? ☐

No financial support? ☐

Total number of full-time first year students entering doctoral program ☐

****

The following questions ask about the number of for-credit graduate courses in <discipline> of different types taught by instructional personnel of various statuses. The questions also ask about the number of enrollments in these courses.

If a course is divided into sections (i.e., offered at different times and/or taught by different instructors), please count each section as a course.

Do not count discussion sections as courses.

Please also:

- **count all courses listed at the graduate level, including those courses crosslisted at the undergraduate level, and**
- **include any online or hybrid courses taught by department faculty in your counts.**

If no faculty members hold appointments in your department or program,

- **please include all courses offered by the program itself.**
- **Exclude courses that satisfy program requirements but are not offered by your program, such as a Chemistry class required in an Archaeology program.**

****

(20) For each of the instructional personnel categories below, please indicate the number of graduate courses taught and the numbers of enrollments in these courses for the fall 2012 term.

	Courses Taught	Total Enrollments
Full-time tenured/tenure track faculty		
Full-time non-tenure track faculty		
Part-time faculty		
Graduate students in your department (instructors of record)		

Online Education

The next question asks about for-credit online courses taught by your department or program's faculty members or graduate students, if instructors of record, during the 2011-12 academic year (including the 2012 summer term and any intersession terms).

These may include courses that you would have included in the Fall 2012 course counts requested in the undergraduate and/or graduate education sections of the survey.

If no faculty members hold appointments in your department or program,

- **please count those for-credit online courses offered by the program.**
- **Exclude courses that satisfy program requirements but are not offered by your program, such as a Chemistry class required in an Archaeology program.**

If a course is divided into sections (i.e., offered at different times and/or taught by different instructors), please count each section as a course.

Do not count discussion sections as courses.

****

(21) For each course type listed below, please indicate the number of courses taught and the numbers of enrollments in these courses.

	Courses Taught	Total Enrollments
Fully online courses for credit		
Hybrid courses (i.e., courses with both online and on-site components) for credit		

Digital Humanities

---

(22) Is there a center or lab dedicated to digital humanities research on your campus?

- ○ No
- ○ Yes

(23) In the 2011–2012 academic year (including the 2012 summer term) did your department or program offer at least one graduate- or undergraduate-level seminar or course that focuses on digital methods for research and teaching?

- ○ No
- ○ Yes

(24) Does your department or program have formal guidelines for evaluating digital publications to ensure faculty members receive credit for tenure and promotion?

- ○ No
- ○ Yes

Humanities & the Professions

---

(25) Are there professional programs within your department (e.g., a teacher credentialing program within a history department or a journalism program within an English department)?

- ○ No
- ○ Yes

****

The next question asks about courses taught in professional schools by your department/program's faculty members and graduate students (if instructors of record).

Faculty members may be full- or part-time. Please include in your count all courses taught by faculty members who hold an appointment in your department or program, even if those faculty members also hold an appointment in the professional school in which they are teaching the course(s).

If no faculty members hold an appointment in your department or program, please count all classes offered by your program in a professional school setting.

If a course is divided into sections (i.e., offered at different times and/or taught by different instructors), please count each section as a course. Do not count discussion sections as courses.

****

(26) In the previous academic year (2011–2012, including the 2012 summer term), how many graduate or undergraduate courses were taught by your department/program's faculty members or graduate students in professional schools (e.g., law school, business school, engineering, or medical/dental/nursing school) affiliated with your institution? Check here □ if your institution does not have professional schools. ☐

Workforce Preparation

---

(27) Below is a list of occupationally-oriented activities for undergraduate students with a major in <discipline> in your department or program. Please indicate which of these activities your department or program (in any of its programs) offered either on its own or jointly with the institution's career services unit in academic year 2011–2012 (including the 2012 summer term).

	Activity is not offered	Activity is offered	Activity is required
Occupationally-oriented presentations by employers, employees, or alumni (includes job fairs geared to the interests of your department's or program's majors)	○	○	○
An internship in an employment setting	○	○	○
Occupationally-oriented coursework or workshops (credit or non-credit)	○	○	○

(28) Below is a list of activities intended to prepare students in doctoral programs in <discipline> in your department or program for non-academic employment. Please indicate which of these activities your department or program (in any of its programs) offers, either on its own or jointly with the institution's career services unit in academic year 2011–2012 (including the 2012 summer term).

	Activity is not offered	Activity is offered	Activity is required
Occupationally-oriented presentations by employers, employees, or alumni (includes job fairs geared to the interests of your department's or program's majors)	○	○	○
An internship in an employment setting	○	○	○
Occupationally-oriented coursework or workshops (credit or non-credit)	○	○	○

Community Outreach

The next three questions ask about ways beyond research (except where that research is at the request of the community and/or meets an immediate community need) that your department involves itself with the larger community.

****

(29) In academic year 2011-2012 (including the summer 2012 term), did any of your department or program's faculty members, other staff, or students (undergraduate majors, graduate students, or students of any affiliation who are enrolled in a in a department/program course) serve or collaborate with PreK–12 teachers or students?

- ○ No
- ○ Yes, please describe: [ ]

(30) In academic year 2011-2012 (including summer 2012), did any of your department or program's faculty members, other staff, or students (undergraduate majors, graduate students, or students of any affiliation who are enrolled in a in a department/program course) serve or collaborate with state humanities councils or community organizations (including, but not limited to, local museums and libraries)?

- ○ No
- ○ Yes, please describe: [ ]

Condition of the Humanities Enterprise at Your Institution

The next question asks whether your department has ceased to grant degrees (for example, if you no longer grant a master's). Please include both cessations that have already occurred and cessations that will happen once all current majors have graduated.

****

(31) Over the previous five years (fall 2007–fall 2012), has your department or program in <discipline> ceased to grant degrees at any level?

- ○ No
- ○ Yes

****

The next question asks about changes in any humanities department or program at your institution over the last several years. For the purposes of this survey, humanities disciplines and programs include:

Academic Study of the Arts
Academic Study of Religion
Archeology
Area Studies (including American Studies)
Communications
Cultural Studies
English Language & Literature (including Creative Writing)
Ethnic Studies
Gender Studies
History (including History of Science & Medicine)
Languages and Literatures Other Than English (including Comparative Literature)
Linguistics
Philosophy
Selected Interdisciplinary Studies (e.g., Holocaust Studies, Classical and Ancient Studies, etc.)

****

(32) Over the previous five years (fall 2007–fall 2012), has your institution

	No	Yes	Not Sure
Created a new humanities department?	○	○	○
Abolished a humanities department?	○	○	○
Merged two or more humanities departments?	○	○	○

Required Competence in a Language Other than English

Note: If your department or program is a language or literature other than English, question 33 should not appear.

(33) In order to receive a doctoral degree in your department or program (in *any* of its programs or specialties) must a student demonstrate (via an exam, project, or completion of coursework) a particular level of competence in a language other than English (excluding computer languages or programs)?

- ○ No
- ○ Yes
- ○ Do not offer doctorate

Final Comments

Please add your comments about any of the issues covered in this survey.