

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

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An excerpt from the full technical study conducted for the American Academy of Arts & Sciences.

Recommended Citation: Susan White, Raymond Chu, and Roman Czujko, *The 2012–13 Survey of Humanities Departments at Four-Year Institutions* (College Park, MD: Statistical Research Center, American Institute of Physics, 2014; sponsored by the American Academy of Arts & Sciences).

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 <i>See Appendix D.</i>	4.9 No δ	450
Comprehensive	83 <i>See Appendix D.</i>	6.7 No δ	555
Primarily Research	137 <i>See Appendix D.</i>	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 <i>See Appendix D.</i>	6.4 No δ	1,275
Master’s	42 <i>See Appendix D.</i>	7.7 No δ	325
Doctorate	70 <i>See Appendix D.</i>	15.6 No δ	1,090
All Remaining HDS-1 Departments	311 <i>See Appendix D.</i>	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.)

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	240 <i>No δ</i>	60 <i>No δ</i>	40 <i>No δ</i>	110 <i>No δ</i>
Comprehensive	280 <i>No δ</i>	60 <i>No δ</i>	50 <i>No δ</i>	165 <i>No δ</i>
Primarily Research	990 <i>No δ</i>	290 <i>No δ</i>	80 <i>No δ</i>	325 <i>No δ</i>
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	625 <i>No δ</i>	165 <i>No δ</i>	105 <i>No δ</i>	380 <i>No δ</i>
Master's	175 <i>No δ</i>	55 <i>No δ</i>	25 <i>No δ</i>	70 <i>No δ</i>
Doctorate	720 <i>No δ</i>	190 <i>No δ</i>	40 <i>No δ</i>	140 <i>No δ</i>
All Remaining HDS-1 Departments	1,520 <i>No δ</i>	410 <i>No δ</i>	170 <i>No δ</i>	590 <i>No δ</i>

* 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 <i>Down 0.1 to 0.9 per department</i>	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 <i>No δ</i>	870
Comprehensive	83	7.6 <i>No δ</i>	630
Primarily Research	137	23.1 <i>No δ</i>	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 <i>No δ</i>	2,000
Master’s	42	27.9 <i>No δ</i>	1,170
Doctorate	70	21.3 <i>No δ</i>	1,490
All Remaining HDS-1 Departments	311	15.0 <i>No δ</i>	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 <i>Down 0.1 to 6.5</i>	1,100
Comprehensive	83	10.0 No δ	830
Primarily Research	137	42.6 <i>Down 5.9 to 29.2</i>	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 <i>Down 1.0 to 10.4</i>	3,470
Master’s	42	40.5 No δ	1,700
Doctorate	70	37.0 <i>Down 6.9 to 55.9</i>	2,590
All Remaining HDS-1 Departments	311	25.0 <i>Down 4.6 to 14.6</i>	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 <i>No δ</i>	600
Comprehensive	83	7.7 <i>No δ</i>	640
Primarily Research	137	15.8 <i>No δ</i>	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 <i>No δ</i>	1,830
Master’s	42	11.1 <i>No δ</i>	465
Doctorate	70	15.9 <i>No δ</i>	1,115
All Remaining HDS-1 Departments	311	11.0 <i>No δ</i>	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 <i>No δ</i>	90
Comprehensive	83	30.0 <i>No δ</i>	210
Primarily Research	137	36.6 <i>No δ</i>	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 <i>No δ</i>	80
Master's	42	16.0 <i>No δ</i>	670
Doctorate	70	46.9 <i>No δ</i>	3,280
All Remaining HDS-1 Departments	311	36.0 <i>No δ</i>	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

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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%