

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 <i>See Appendix D.</i>	9.3 <i>No δ</i>	2,660
Comprehensive	408 <i>See Appendix D.</i>	15.8 <i>No δ</i>	6,460
Primarily Research	228 <i>See Appendix D.</i>	29.3 <i>No δ</i>	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 <i>See Appendix D.</i>	10.9 <i>Up 0.1 to 2.2</i>	5,970
Master’s	211 <i>See Appendix D.</i>	21.0 <i>No δ</i>	4,440
Doctorate	163 <i>See Appendix D.</i>	33.1 <i>No δ</i>	5,390
All Remaining HDS-1 Departments	921 <i>See Appendix D.</i>	17.2 <i>No δ</i>	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 <i>Up 0.0 to 1.2 per department</i>	390 <i>Down 0.4 to 1.4 per department</i>	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 <i>Up 0.6 to 3.2 per department</i>	970 <i>Down 0.2 to 2.1 per department</i>	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 <i>Up 0.2 to 1.3 per department</i>	840 <i>Down 0.0 to 0.9 per department</i>	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 <i>Up 0.4 to 3.7 per department</i>	740 No δ	340 No δ	550 No δ
All Remaining HDS-1 Departments	9,040 <i>Up 0.4 to 1.6 per department</i>	2,260 <i>Down 0.3 to 1.2 per department</i>	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 <i>Down 0.0 to 1.1 per department</i>	1,560 <i>Down 0.0 to 1.1 per department</i>	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 <i>Up 0.4 to 2.2 per department</i>
Highest Degree Offered	Among Remaining HDS-1 Departments			
	Full-Time	Part-Time	Men	Women
Bachelor's	4,350 <i>Up 0.2 to 1.3 per department</i>	1,620 No δ	3,660 No δ	2,300 <i>Up 0.2 to 1.2 per department</i>
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 <i>Up 0.3 to 1.2 per department</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.

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 <i>No δ</i>	7,240
Comprehensive	408	26.1 <i>No δ</i>	10,630
Primarily Research	228	74.2 <i>No δ</i>	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 <i>No δ</i>	12,860
Master’s	211	40.1 <i>No δ</i>	8,460
Doctorate	163	82.6 <i>No δ</i>	13,460
All Remaining HDS-1 Departments	921	37.8 <i>No δ</i>	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 <i>Down 4.7 to 19.5</i>	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 <i>Down 4.8 to 19.9</i>	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 <i>No δ</i>	2,830
Comprehensive	408	13.5 <i>No δ</i>	5,520
Primarily Research	228	33.1 <i>No δ</i>	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 <i>No δ</i>	6,410
Master’s	211	17.5 <i>No δ</i>	3,700
Doctorate	163	35.5 <i>No δ</i>	5,780
All Remaining HDS-1 Departments	921	17.3 <i>No δ</i>	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 <i>No δ</i>	440
Comprehensive	408	24.1 <i>No δ</i>	4,000
Primarily Research	228	69.3 <i>No δ</i>	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 <i>No δ</i>	330
Master's	211	27.6 <i>No δ</i>	5,820
Doctorate	163	75.8 <i>No δ</i>	12,350
All Remaining HDS-1 Departments	921	49.5 <i>No δ</i>	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 <i>Up 2% to 3%</i>
Tenure-Track Faculty Members (not yet tenured) as of Fall 2012 (Fall 2007)	2,260	14% of total faculty members <i>Down 3% to 6%</i>
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%

The 2012-13 Survey of Humanities Departments

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%