

The 2012-13 Survey of
Humanities Departments at
Four-Year Institutions:
**MLA Combined Depts.
English / Languages &
Literatures other than English**

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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 <i>See Appendix D.</i>	15.0 No δ	870
Comprehensive & Primarily Research	89 <i>See Appendix D.</i>	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 <i>See Appendix D.</i>	17.3 No δ	1,800
Master’s & Doctorate	43 <i>See Appendix D.</i>	24.2 No δ	1,040
All Remaining HDS-1 Departments	147 <i>See Appendix D.</i>	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 <i>No δ</i>	140 <i>No δ</i>	130 <i>No δ</i>	270 <i>No δ</i>
Comprehensive & Primarily Research	770 <i>No δ</i>	190 <i>No δ</i>	570 <i>No δ</i>	440 <i>No δ</i>
Highest Degree Offered	Tenured	Tenure-Track	Neither Tenured nor Tenure-Track, Full-Time	Neither Tenured nor Tenure-Track, Part-Time
Bachelor’s	680 <i>No δ</i>	260 <i>No δ</i>	320 <i>No δ</i>	540 <i>No δ</i>
Master’s & Doctorate	420 <i>No δ</i>	70 <i>No δ</i>	380 <i>No δ</i>	170 <i>No δ</i>
All Remaining HDS-1 Departments	1,100 <i>No δ</i>	330 <i>No δ</i>	700 <i>No δ</i>	710 <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 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 <i>No δ</i>	270 <i>No δ</i>	340 <i>No δ</i>	530 <i>No δ</i>
Comprehensive & Primarily Research	1,490 <i>No δ</i>	480 <i>No δ</i>	860 <i>No δ</i>	1,110 <i>No δ</i>
Highest Degree Offered	Full-Time	Part-Time	Men	Women
Bachelor’s	1,240 <i>No δ</i>	560 <i>No δ</i>	670 <i>No δ</i>	1,130 <i>No δ</i>
Master’s & Doctorate	850 <i>No δ</i>	190 <i>No δ</i>	530 <i>No δ</i>	510 <i>No δ</i>
All Remaining HDS-1 Departments	2,090 <i>No δ</i>	750 <i>No δ</i>	1,200 <i>No δ</i>	1,640 <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.

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.

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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 <i>No δ</i>	850
Comprehensive & Primarily Research	89	28.4 <i>No δ</i>	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 <i>No δ</i>	1,850
Master's & Doctorate	43	35.6 <i>No δ</i>	1,530
All Remaining HDS-1 Departments	147	23.0 <i>No δ</i>	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 <i>No δ</i>	2,860
Comprehensive & Primarily Research	89	54.0 <i>No δ</i>	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 <i>No δ</i>	6,030
Master’s & Doctorate	43	38.1 <i>No δ</i>	1,640
All Remaining HDS-1 Departments	147	52.2 <i>No δ</i>	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 <i>No δ</i>	380
Comprehensive & Primarily Research	89	20.3 <i>No δ</i>	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 <i>Down 0.6 to 8.0</i>	1,560
Master’s & Doctorate	43	14.7 <i>No δ</i>	630
All Remaining HDS-1 Departments	147	14.9 <i>No δ</i>	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)	Total Number of Graduate Students*
Primarily Undergraduate	58	0 <i>No δ</i>	0
Comprehensive & Primarily Research	89	48.1 <i>No δ</i>	2,070
Highest Degree Offered	Number of Remaining HDS-1 Departments*	Among Remaining HS-1 Departments	
		Average Number of Graduate Students	Total Number of Graduate Students*
Bachelor’s*	104	0.3 <i>No δ</i>	30
Master’s & Doctorate	43	47.4 <i>No δ</i>	2,040
All Remaining HS-1 Departments	147	48.1 <i>No δ</i>	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%

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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%