

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

Susan White, Raymond Chu, and Roman Czujko  
Statistical Research Center, American Institute of Physics

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).

## 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
<b>TOTAL</b>	<b>96</b>	<b>8.6</b>	<b>830</b>

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
<b>TOTAL</b>	<b>460</b>	<b>130</b>	<b>70</b>	<b>170</b>

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**

<b>Carnegie Classification</b>	<b>Full-Time</b>	<b>Part-Time</b>	<b>Men</b>	<b>Women</b>
Primarily Undergraduate & Comprehensive	80	10	70	20
Primarily Research	570	170	440	300
<b>Highest Degree Offered</b>	<b>Full-Time</b>	<b>Part-Time</b>	<b>Men</b>	<b>Women</b>
Bachelor's & Master's	190	60	150	100
Doctorate	460	120	360	220
<b>TOTAL</b>	<b>650</b>	<b>180</b>	<b>510</b>	<b>320</b>

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**

		<b>Highest Degree Offered</b>		<b>TOTAL</b>
		<b>Bachelor's &amp; Master's</b>	<b>Doctorate</b>	
<b>Carnegie Classification</b>	<b>Primarily Undergraduate &amp; Comprehensive</b>	16	0	<b>16</b>
	<b>Primarily Research</b>	28	52	<b>80</b>
<b>TOTAL</b>		<b>44</b>	<b>52</b>	<b>96</b>

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**

<b>Carnegie Classification</b>	<b>Number of Departments</b>	<b>Average Number of Bachelor's Degrees Awarded</b>	<b>Total Number of Bachelor's Degrees Awarded</b>
Primarily Undergraduate & Comprehensive	16	8.1	130
Primarily Research	80	3.1	245
<b>Highest Degree Offered</b>	<b>Number of Departments</b>	<b>Average Number of Bachelor's Degrees Awarded</b>	<b>Total Number of Bachelor's Degrees Awarded</b>
Bachelor's & Master's	44	3.2	140
Doctorate	52	4.5	235
<b>TOTAL</b>	<b>96</b>	<b>3.9</b>	<b>375</b>

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**

<b>Carnegie Classification</b>	<b>Number of Departments</b>	<b>Average Number of Juniors &amp; Seniors with Declared Major</b>	<b>Total Number of Juniors &amp; Seniors with Declared Major</b>
Primarily Undergraduate & Comprehensive	16	0.6	10
Primarily Research	80	4.8	380
<b>Highest Degree Offered</b>	<b>Number of Departments</b>	<b>Average Number of Juniors &amp; Seniors with Declared Major</b>	<b>Total Number of Juniors &amp; Seniors with Declared Major</b>
Bachelor's & Master's	44	1.4	60
Doctorate	52	6.3	330
<b>TOTAL</b>	<b>96</b>	<b>4.1</b>	<b>390</b>

The 2012-13 Survey of Humanities Departments

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
<b>TOTAL</b>	<b>96</b>	<b>3.9</b>	<b>375</b>

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
<b>TOTAL</b>	<b>96</b>	<b>13.9</b>	<b>1,240</b>

## The 2012-13 Survey of Humanities Departments

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%*
<b>All Institutions</b>	<b>62%</b>	<b>19%</b>	<b>15%</b>	<b>4%</b>

\* 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.

## The 2012-13 Survey of Humanities Departments

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%*
<b>All Institutions</b>	<b>72%</b>	<b>14%</b>	<b>10%</b>	<b>3%</b>

\* 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.

The 2012-13 Survey of Humanities Departments

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%
<b>All Institutions</b>	<b>69%*</b>	<b>23%*</b>	<b>6%</b>	<b>2%</b>

\* 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	<b>83%</b>	<b>11%</b>	<b>4%</b>	<b>2%</b>	<b>0%</b>
	PUG & Comp	45%	40%	15%	0%	0%
	PRes	90%	5%	2%	2%	0%
Teaching	All	<b>72%</b>	<b>20%</b>	<b>8%</b>	<b>0%</b>	<b>0%</b>
	PUG & Comp	60%	25%	15%	0%	0%
	PRes	74%	19%	7%	0%	0%
Service to the department or institution	All	<b>29%</b>	<b>36%</b>	<b>33%</b>	<b>2%</b>	<b>0%</b>
	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	<b>3%</b>	<b>4%</b>	<b>22%</b>	<b>59%</b>	<b>12%</b>
	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**

	<b>% of Institutions or Departments Providing Support</b>
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**

	<b>Departments Offering Fully Online Courses</b>	<b>Average Number of Fully Online Courses Offered</b>	<b>Departments Offering Hybrid Courses</b>	<b>Average Number of Hybrid Courses Offered</b>
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
<b>All Institutions</b>	<b>24%</b>	<b>3.2</b>	<b>5%</b>	<b>1.4</b>

The 2012-13 Survey of Humanities Departments

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**

	<b>Offered Seminar Focusing on Digital Methods for Research and Teaching</b>	<b>Have Formal Guidelines for Evaluating Digital Publications for Tenure and Promotion</b>
By Carnegie Classification		
Primarily Undergraduate & Comprehensive	0%	0%
Primarily Research	29%	31%
By Form of Control		
Public	25%	36%
Private	22%	9%
<b>All Institutions</b>	<b>24%</b>	<b>26%</b>