

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

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

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Folklore

In this section, we will provide an overview of Folklore departments. We will start with the number of departments and faculty members. Table FL1 shows the number of departments and faculty members. We identified 15 departments awarding degrees in Folklore with an average of 8 faculty members at each department. This is shown in Table FL1.

Table FL1: Departments and Faculty Members

	Number of Departments	Average Number of Faculty Members	Total Number of Faculty Members
TOTAL	15	8.0	120

Table FL2 presents faculty members by tenure status. Over half the faculty members are tenured, and one-fourth are neither tenured nor tenure-track and part-time.

Table FL2: Faculty Members by Tenure Status, Fall 2012

	Tenured	Tenure-Track	Neither Tenured nor Tenure-Track, Full-Time	Neither Tenured nor Tenure-Track, Part-Time
TOTAL	70	15	5	30

Table FL3 presents faculty members by employment status and gender. About 70% of the faculty members are full-time, and half are women.

Table FL3: Faculty Members by Employment Status and Gender, Fall 2012

Carnegie Classification	Full-Time	Part-Time	Men	Women
TOTAL	85	35	60	60

Table FL4 is not included.

There are too few institutions to make this information meaningful.

Table FL5 summarizes responses to the question of how many bachelor's degrees were awarded in Folklore during the 2011-12 academic year. There were almost 100 bachelor's degrees awarded.

Table FL5: Bachelor's Degrees completed in Folklore in the 2011-12 Academic Year

	Number of Departments	Average Number of Bachelor's Degrees Awarded	Total Number of Bachelor's Degrees Awarded
TOTAL	15	6.3	95

The 2012-13 Survey of Humanities Departments

Table FL6 presents data on the number of juniors and seniors with a declared major in Folklore. If the number of students receiving bachelor's degrees is to remain fairly constant, then one would expect the number of juniors and seniors with a declared major to be at least twice as large as the number of bachelor's degree recipients. This is not the case in Folklore. Given the number of juniors and seniors with a declared major in Folklore, we might expect to see the number of bachelor's degrees awarded in this discipline to decline in the next few years.

Table FL6: Number of Juniors and Seniors with Declared Major in Folklore as of the Beginning of the Fall 2012 Term

	Number of Departments	Average Number of Juniors & Seniors with Declared Major	Total Number of Juniors & Seniors with Declared Major
TOTAL	15	8.0	120

Table FL7 shows the number of students completing a minor in Folklore during the 2011 – 2012 academic year. The number of students earning a minor in Folklore is higher than the number of students earning a bachelor's degree in Folklore.

Table FL7: Number of Students Completing a Minor in Folklore during the 2011-12 Academic Year

	Number of Departments	Average Number of Students Completing a Minor	Total Number of Students Completing a Minor
TOTAL	15	8.7	130

As shown in Table FL8, there were over 400 graduate students enrolled in programs in Folklore departments during the Fall 2012 term.

Table FL8: Number of Graduate Students in Folklore during Fall 2012 Term

	Number of Departments	Average Number of Graduate Students	Total Number of Graduate Students
TOTAL	15	32.3	420

Overall, over half of the students enrolled in undergraduate introductory Folklore courses are taught by a full-time faculty member, and 16% are taught by graduate students. These data are presented in Table FL9. The differences indicated by the asterisk (*) in the table means that the proportion of students taught by that rank faculty member differs significantly from all other disciplines combined.

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

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

Table FL9: Instructor of Record for Undergraduate Introductory Courses in Folklore, Fall 2012 Term

	% of students taught by ...			
	Full-Time Tenured or Tenure-Track Faculty Members	Full-Time Non-Tenure-Track Faculty Members	Part-Time Faculty Members	Graduate Students in the Department
All Institutions	39%	16%	16%	30%*

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

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Table FL10 presents results for the instructor of record for all other (non-introductory) classes in Folklore, and Table FL11 summarizes the results for the instructor of record in graduate courses.

Table FL10: Instructor of Record for All Other Undergraduate (Non-Introductory) Courses in Folklore, Fall 2012 Term

	% of students taught by ...			
	Full-Time Tenured or Tenure-Track Faculty Members	Full-Time Non-Tenure-Track Faculty Members	Part-Time Faculty Members	Graduate Students in the Department
All Institutions	85%	11%	1%	2%

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

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Table FL11: Instructor of Record for All Graduate Courses in Folklore, Fall 2012 Term

	% of students taught by ...			
	Full-Time Tenured or Tenure-Track Faculty Members	Full-Time Non-Tenure-Track Faculty Members	Part-Time Faculty Members	Graduate Students in the Department
All Institutions	85%	2%	9%	5%*

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

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Table FL12 presents the results for the assessment of undergraduate student learning in Folklore departments. Learning outcomes assessment is an aggregate assessment which attempts to measure the effectiveness of a program or institution by examining the competence of a given cohort of students. We did not ask about the assessment of individual students; we asked respondents to tell us whether or not they assessed undergraduate student learning.

Table FL12: Assessment of Overall Undergraduate Student Learning in Folklore as of the Fall 2012 Term

	All Institutions
No Departmental Assessment	57%
Departmental Assessment for All Majors	13%
Departmental Assessment for Majors in Honors Program Only	0%
Departmental Assessment for Some Other Group of Students	30%

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

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

For Folklore, 100% of the departments view publications as either essential or very important in tenure decisions; 73% of all of the departments in the study view publications this way. The importance of teaching and of service appears to be less in Folklore departments than it is in all other disciplines combined. Details for Folklore departments are shown in Table FL13.

Table FL13: Considerations in Tenure Decisions in Folklore, Fall 2012

	Essential	Very Important	Important	Marginally Important	Unimportant
Publications (research, scholarship, and creative work)	93%	7%	0%	0%	0%
Teaching	40%	40%	20%	0%	0%
Service to the department or institution	33%	10%	30%	27%	0%
Public humanities (making the humanities and/or humanities scholarship accessible to the general public)	7%	10%	33%	30%	20%

Table FL14 provides information on tenure and hiring decisions in Folklore departments.

Table FL14: Faculty Tenure Decisions and New Hires

	Number	Relative to ...
Tenured Faculty Members as of Fall 2012	70	58% of total faculty members
Tenure-Track Faculty Members (not yet tenured) as of Fall 2012	15	13% of total faculty members
Tenure-Track Faculty Members Granted Tenure per Year (Two-Year Average) 2010-11 & 2011-12	1 per year	7% of tenure-track, not yet tenured faculty members
Faculty Members Denied Tenure or Leaving Prior to Tenure Decision per Year (Two-Year Average) 2010-11 & 2011-12	2 per year	13% of tenure-track, not yet tenured faculty members
Tenured, Tenure-Track and Permanent Faculty Members Hired for 2012-13	10	12% of full-time faculty members

About three-fourths (73%) of the Folklore departments (or the institutions in which they are housed) provide support for research for full-time tenured or tenure-track faculty members; this appears to be lower than for all disciplines combined. Full-time non-tenured or non-tenure-track faculty members and part-time faculty members in Folklore departments are also less like to receive research support than in other disciplines. The data are presented in Table FL15.

Table FL15: Availability of Institutional or Departmental Support for Research, Fall 2012

	% of Institutions or Departments Providing Support
For Full-time tenure or tenure-track faculty members	73%
For full-time non-tenured or non-tenure-track faculty members	23%
For part-time faculty members	0%

When looking at all disciplines, about one department in three (33%) offers a fully online course, and about one in five (19%) offers a hybrid course. Folklore departments appear to be equally likely to offer either type of course. It appears that the number of fully online or hybrid courses offered (at departments where they are offered) is also comparable to that for all the disciplines combined. The details are shown in Table FL16.

Table FL16: Folklore Departments Offering Online Courses, 2011-12 Academic Year

	Departments Offering Fully Online Courses	Average Number of Fully Online Courses Offered	Departments Offering Hybrid Courses	Average Number of Hybrid Courses Offered
All Institutions	30%	5.7	27%	3.8

Folklore departments overall appear to be more engaged than all disciplines combined when considering their engagement with digital humanities as measured in Table FL17.

Table FL17: Engagement with Digital Humanities as of Fall 2012

	Offered Seminar Focusing on Digital Methods for Research and Teaching	Have Formal Guidelines for Evaluating Digital Publications for Tenure and Promotion
All Institutions	46%	40%