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Humanities
INDICATORS

The State of Classical Studies in Four-Year Colleges and Universities (2017)

A Summary of Findings
Prepared by the Staff of the Humanities Indicators

With an Appendix of Tables and Summary of Methodology
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Introduction

The findings in this report are a portion of a larger national study on the state of humanities departments at four-year colleges and universities (which can be found at https://bit.ly/HDS3Intro). The American Academy of Arts and Sciences' Humanities Indicators (HI) developed and has fielded three rounds of the Humanities Department Survey (HDS 1/2/3, with data collected for years 2007, 2012, and 2017) to provide a fuller picture of the field and supply the data necessary for a more substantive conversation about the humanities in four-year colleges and universities.

In 2018, with generous funding from the Andrew W. Mellon Foundation, the survey was administered to a sample of degree-granting departments at four-year colleges and universities in each discipline by the Statistical Research Center at the American Institute of Physics. The center also performed the statistical weighting and analysis necessary to produce the national estimates for 2017, along with the comparisons with 2012 for disciplines that appeared in the previous round of the survey.

The following report focuses on four areas that were identified by key stakeholders as of special interest to the classical studies discipline:

1. the number of undergraduates, graduate students, and degree recipients in classical studies departments;
2. the number, demographics, and employment status of faculty members;
3. attitudes and practices about the preparation of students for careers; and
4. the incorporation of digital research and teaching methods.

The summary of findings is followed by an appendix containing

- tables comparing classical studies to the other disciplines included in the survey and addressing topics beyond those discussed here (e.g., benchmarking of student learning);
- tables that disaggregate the findings for the classical studies discipline by department type (i.e., by highest degree offered) and Carnegie Classification of the institution in which the department is located; and
- a detailed description of the study's methodology.

Guide to Interpreting the Findings Presented in This Report

For HDS 3, the HI used *the same samples drawn at the time the discipline was first included in the survey*. In the course of developing HDS 3, staff discovered that for each discipline some previously sampled departments had ceased to grant degrees in that discipline (either after the 2007–08 academic year, for disciplines first included in HDS 1, or after the

2012–13 academic year, for disciplines added for HDS 2). A check of the U.S. Department of Education's Integrated Postsecondary Data System (IPEDS) showed, however, that for every discipline at least a few institutions had started granting degrees in the interim.

This feature of the HDS—that it accounts for departments that *ceased* to grant degrees after a discipline was added to the study but does not account for departments that *began* to grant degrees during this period—is particularly important to remember when interpreting any estimated *totals* (departments, students, faculty, etc.) presented in the report. For disciplines that were part of HDS 1 and HDS 2, such totals may be an undercount; that is, the *complete* population of departments that existed in 2017–18 was likely larger.

Please also keep in mind that the findings presented here are estimates. They are based not on a *census* of institutions (such as the Integrated Postsecondary Education Data System [IPEDS], which is the basis of some of the findings presented in the main report) but on a *sample* of institutions.

Any references to the *2016–17 academic year* include the 2017 summer term.

Finally, a note on terminology. For the sake of readability, *department* is used in the body of the report, though some disciplines—linguistics, for example—may exist at a given institution as a program within a department or across multiple departments.

Overview of Findings

(Summary prepared by HI staff.)

All the counts, percentages, and averages included in the narrative below are estimates generated from data collected for the third round of the Humanities Department Survey (HDS 3). ***The survey response rate for classical studies departments was 76%.***

Departments of classical studies were first included in the 2012 survey (under the label "philology").[1] Of the departments that granted degrees in fall 2012, 269 still did so in fall 2017.

Key findings for the discipline:

Students

- Among classical studies departments that were granting degrees in 2012, total enrollment in undergraduate courses was 136,920 in fall 2017 (with an average enrollment of 509 per department).[2]
- On average, classical studies departments awarded 7.6 bachelor's degrees per department in the 2016–17 academic year. Students also completed an average of 6.4 minors per department.
- Total enrollment in graduate-level classical studies courses was 10,155 in fall 2017 (with an average enrollment of 37.8 per department). The average number of students pursuing an advanced degree in classical studies was 60.7 per department that granted such degrees.

Faculty

- Classical studies departments employed 2,005 full- or part-time faculty members in fall 2017, with an average of 7.4 faculty members per department. Almost three-

[1] All estimates in this profile are for the population of departments granting degrees in 2012 that were still doing so in 2017. The survey was able to detect departments that *ceased* to grant degrees between 2012 and 2017, but not any departments that may have *begun* granting degrees during that period.

[2] Students who enrolled in more than one course in the discipline are counted in each course in which they enrolled. The same is true for the graduate course enrollment values given below. *Medians* for all "per department" quantities mentioned in this section are available in the corresponding data tables (please see the Appendix, Part B).

quarters of these faculty were either tenured or on the tenure track, and 15% were employed part-time.

- Twenty-five percent of classical studies departments hired a new permanent faculty member for the start of the 2017–18 academic year, and 33% of the departments had a faculty member come up for tenure in the previous two years.
- Women constituted 44% of the faculty members in classical studies departments in fall 2017. Thirty-eight percent of tenured faculty members were women, compared to 48% of faculty members on the tenure track and 54% of those off the tenure track.
- While 97% of the classical studies departments provided research support for their full-time tenured or tenure-track faculty members and 70% offered such support for full-time nontenured or non-tenure-track faculty (this share reflects a statistically significant increase from 2012), only 19% offered such support for part-time faculty.

Supporting Student Careers

- Forty-nine percent of classical studies departments rated the career services at their college or university "good" or "very good" for their students, while 14% rated the services "poor" or "very poor."
- The discipline of classical studies stands out for the relatively small share of departments providing undergraduate students with occupationally oriented opportunities—such as presentations by employers or alumni, internships, or coursework. It is the only discipline in which less than half of departments offered such activities.

Engaging the Digital

- Twenty-three percent of classical studies departments had one or more faculty members specializing in the digital humanities, but only 10% had formal guidelines for evaluating digital publications for tenure and promotion. Ten percent of departments offered a seminar on digital methods for research and teaching.
- In the 2016–17 academic year, 25% of classical studies departments offered fully online courses, while 13% offered hybrid courses. Departments offered an average of 2.5 fully online courses and 0.7 hybrid courses (each average was calculated over the number of departments offering a course of that kind).

Appendix:

Tables and Summary of Methodology

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The Populations Described by the Estimates in This Report

For Disciplines included in Earlier Rounds of the HDS ("Repeat Disciplines")
During HDS 3, we contacted the same departments that responded during HDS 2, with no additions. We did not include any departments that gained degree-granting status in the disciplines since 2007–08 (for disciplines included in HDS 1) or 2012–13 (for disciplines that didn't join the study until HDS 2; see the Appendix, Part C for information as to when each discipline joined the study).[3] When we weighted the data to estimate the values for HDS 3, we were only able to estimate the values for the population of departments granting degrees when a discipline was first added to the study. **Therefore, the findings in this report do not describe all the U.S.-based degree-granting departments within these disciplines in 2017–18.**

For New Disciplines
For new disciplines, the estimates reported here are nationally representative, meaning that they describe all U.S.-based degree-granting departments within these disciplines as of 2017–2018.

[3] A cursory examination of data from the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS) suggests that two or three departments gained degree-granting status for every department that lost degree-granting status. We do not have data from any of these departments.

Understanding the Comparisons with Findings from Earlier Surveys in the HDS Series & Among Disciplines

For the repeat disciplines, we assess the health of the remaining departments in these disciplines by comparing averages and proportions over time using statistical significance. For example, we analyzed if the average number of students earning bachelor's degrees per department in a discipline increased or declined since 2012–13. Throughout this report, for repeat disciplines, the changes from the HDS 2 data are included if the change is statistically significant. If the change is not significant, that cell of the table indicates "No δ".

We made these comparisons using only departments that responded to both rounds of the survey. Using only these departments to test for changes increases the statistical power of the test; that is, this approach leads to a reduction in the probability that we will fail to find a difference between the two rounds when one exists. (Though feasible, no comparisons of averages or proportions between the HDS 1 and HDS 3 have been made; and it would be inappropriate for readers to do so by merely calculating the difference between the values supplied in HDS reports pertinent reports, as it would impossible to know whether any observed change was statistically significant.)

Due to resource constraints, such comparisons were not made for most the totals reported here (e.g., the number of students completing a bachelor's degree in a discipline), and, as with averages and proportions, direct comparisons of these totals would be inappropriate. It is possible, however, to determine whether there has been statistically significant change between the HDS 2 and HDS 3 by examining the corresponding average or proportion. Where there has been a positive or negative change over time in these values, there is a change—in the same direction—in the total value. What cannot be gleaned from this report is the magnitude of that change.

It should be noted that statistical significance depends on several 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.

Statistical significance should not be confused with practical significance. An observed change may be statistically significant (i.e., there is a high likelihood of it's being due to a true change in the characteristic of the population and not a result of the sample we happened to draw), but be so small as to have few, if any, real-world implications.

While it is certainly possible to make comparisons among the disciplines included in HDS

3, one should note that any observed differences may not be statistically significant.

If a comparison for an average or proportion is not provided for repeat disciplines, it is because the findings relate to a question that was not asked or was asked differently in HDS 2.

Finally, as explained in the Part E of the Appendix, estimated changes from 2012 to 2017 are given as confidence intervals (e.g., "Down 4% to 22%"). The width of the interval is determined by the amount of error associated with the estimate. Where the change estimate is based on the responses from a small number of departments and/or there is a great deal of variability among the departments on which the estimate is based, the error associated with the estimate will be large, leading to a very wide interval. In some cases, this results in an interval so wide it suggests that the 2012 value was a negative value or, in the case of a percentage, a value greater than 100%.

A. Findings Disaggregated by Discipline

Table 1a: Departments and Faculty Members, Estimates for Fall 2017 (Repeat Disciplines Only)

(The 95% confidence interval for the **change in average per department** from 2012–13 data is provided in italics below the estimate; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Discipline	Number of HDS 2 Departments Still Granting Degrees	Number of Faculty Members in HDS 2 Departments (Full- and Part-time)	Average Number of Faculty Members per HDS 2 Department (Median*)
Art History	295	2,460	8.3 (6) No δ
English	1,062	24,060	22.7 (28) No δ
History	921	15,640	17.0 (16) No δ
History of Science	18	200	10.9 (11) No δ
Languages and Literatures other than English (LLE)	1,221	19,160	15.7 (13) No δ
Linguistics	134	1,850	13.8 (10) *Up 0.5 to 3.0*
MLA Combined English / LLE	144	1,020	7.1 (4)! *Down 3.8 to 12.6*
Religion	497	4,630	9.3 (9) No δ
Classical Studies	269	2,005	7.4 (5) No δ
Communication	765	11,710	15.3 (13) No δ
Folklore	12	50	4.1 (4)! No δ
Musicology	93	730	7.8 (8) No δ
Philosophy	752	6,735	9.0 (7) No δ

Note: For the repeat disciplines, only departments already in the 2012–13 sample were included in the 2017–18 sample. Thus, these values do not include data for any departments that may have begun granting degrees since a discipline was first added to the study (i.e., since 2007–08 or 2012–13, depending on the discipline).

! Interpret with caution; the standard error is more than 25% of the estimate.

* The medians were not compared with medians from 2012–13.

Table 1b: Departments and Faculty Members, Estimates for Fall 2017 (New Disciplines Only)

Discipline	Number of Departments	Total Number of Faculty Members (Full- and Part-time)	Average Number of Faculty Members per Department (Median)
American Studies	165	1,610	9.8 (9)
Anthropology	427	5,090	11.9 (8)
Race and Ethnic Studies	272	2,635	9.7 (9)
Women and Gender Studies	283	2,135	7.5 (6)

Table 2: Faculty Distribution, by Tenure Status, Estimates for Fall 2017

(The 95% confidence interval for the **change in proportion** from 2012–13 data is provided in italics below the estimate; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Discipline	Tenured Faculty	Tenure-Track Faculty (Not Yet Tenured)	Non-Tenure-Track, Full-Time	Non-Tenure-Track, Part-time
All Departments	49%	13%	17%	21%
Art History	57% No δ	15%! No δ	10%! No δ	18% No δ
English	46% No δ	13% No δ	22% No δ	19% No δ
History	61% No δ	13% No δ	7%! No δ	19% No δ
History of Science	71% No δ	17%! No δ	8%! No δ	4%! No δ
Languages and Literatures other than English (LLE)	41% No δ	10%! No δ	26% No δ	23% No δ
Linguistics	59% No δ	14% No δ	13%! No δ	14%! No δ
MLA Combined English / LLE	40%! No δ	18%! No δ	20%! No δ	22%! No δ
Religion	55% No δ	16% No δ	10%! No δ	19% No δ
Classical Studies	60% No δ	13% No δ	14% No δ	13% No δ
Communication	31% No δ	14%! No δ	20% No δ	35% No δ
Folklore	60%! No δ	18%! No δ	13%! No δ	9%! No δ

Discipline	Tenured Faculty	Tenure-Track Faculty (Not Yet Tenured)	Non-Tenure-Track, Full-Time	Non-Tenure-Track, Part-time
Musicology	48% No δ	20%! No δ	10%! No δ	22%! No δ
Philosophy	57% No δ	11% No δ	12% No δ	20% No δ
American Studies	68%	15%	7%	10%
Anthropology	61%	15%	8%	16%
Race and Ethnic Studies	55%	17%	9%	19%
Women and Gender Studies	50%	16%	11%	23%

Note: For the repeat disciplines, only departments already in the 2012–13 sample were included in the 2017–18 sample. Thus, these values do not include data for any departments that may have begun granting degrees since a discipline was first added to the study (i.e., since 2007–08 or 2012–13, depending on the discipline).

! Interpret with caution; the standard error is more than 25% of the estimate.

Table 3: Faculty Distribution, by Employment Status and Gender, Estimates for Fall 2017

(The 95% confidence interval for the **change in proportion** from 2012–13 data is provided in italics below the estimate; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Discipline	Full-Time	Part-Time*	Men	Women
All Departments	77%	23%	48%	52%
Art History	79% No δ	21% No δ	36% No δ	64% No δ
English	80% *Up 2% to 16%*	20% *Down 2% to 16%*	42% No δ	58% No δ
History	80% No δ	20% No δ	60% No δ	40% No δ
History of Science	94% No δ	6%! No δ	61%! No δ	39%! No δ
Languages and Literatures other than English (LLE)	74% No δ	26% No δ	37% No δ	63% No δ
Linguistics	84% No δ	16%! No δ	46% No δ	54% No δ
MLA Combined English / LLE	78% No δ	22%! No δ	40%! No δ	60% No δ
Religion	78% No δ	22% No δ	65% No δ	35% No δ
Classical Studies	85% No δ	15% No δ	56% No δ	44% No δ

Discipline	Full-Time	Part-Time*	Men	Women
Communication	64% No δ	36% No δ	45% No δ	55% No δ
Folklore	91% No δ	9%! No δ	41%! No δ	59%! No δ
Musicology	77% No δ	23%! No δ	52% No δ	48% No δ
Philosophy	78% No δ	22% No δ	73% No δ	27% No δ
American Studies	84%	16%	47%	53%
Anthropology	82%	18%	47%	53%
Race and Ethnic Studies	74%	26%	46%	54%
Women and Gender Studies	69%	31%	11%	89%

Note: For the repeat disciplines, only departments already in the 2012–13 sample were included in the 2017–18 sample. Thus, these values do not include data for any departments that may have begun granting degrees since a discipline was first added to the study (i.e., since 2007–08 or 2012–13, depending on the discipline).

! Interpret with caution; the standard error is more than 25% of the estimate.

* The proportion of part-time faculty in Table 3 will not necessarily match that from Table 2 since some part-time faculty members are tenured or tenure-track. In Table 2, these will have been included in the tenured or tenure-track categories. In every case, the proportion shown as part-time in Table 2 should be less than or equal to that shown in Table 3.

Table 4: Representation of Women among Faculty, Estimates for Fall 2017

(The 95% confidence interval for the **change in proportion** from 2012–13 data is provided in italics below the estimate; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Discipline	Tenured Faculty	Tenure-Track Faculty	Neither Tenured nor Tenure-Track Faculty (All)	Neither Tenured nor Tenure-Track Faculty (Full-Time)	Neither Tenured nor Tenure-Track Faculty (Part-Time)
All Departments	47%	57%	56%	61%	55%
Art History	57% No δ	74% *Up 4% to 22%*	71% No δ	66% No δ	74% No δ
English	52% No δ	63% *Up 2% to 22%*	62% No δ	64% No δ	60% No δ
History	40% No δ	51% No δ	36% No δ	42% No δ	33% No δ
History of Science	38%! No δ	39%! No δ	50%! No δ	33%! No δ	80% No δ

Discipline	Tenured Faculty	Tenure-Track Faculty	Neither Tenured nor Tenure-Track Faculty (All)	Neither Tenured nor Tenure-Track Faculty (Full-Time)	Neither Tenured nor Tenure-Track Faculty (Part-Time)
Languages and Literatures other than English (LLE)	55% No δ	57% No δ	70% No δ	73% No δ	67% No δ
Linguistics	48% No δ	48% No δ	70% No δ	63% No δ	70% No δ
MLA Combined English / LLE	54% No δ	38%! No δ	75% No δ	85% No δ	66% No δ
Religion	32% No δ	46% No δ	34% No δ	41% No δ	31% No δ
Classical Studies	38% No δ	48% No δ	54% No δ	55% No δ	52% No δ
Communication	50% No δ	58% No δ	58% No δ	55% No δ	59% No δ
Folklore	57%! No δ	71%! No δ	55%! No δ	25%! *Down 3% to 67%*	100%*
Musicology	41% No δ	53% No δ	53% *Up 2% to 22%*	45% No δ	56% *Up 5% to 25%*
Philosophy	25% No δ	48% No δ	15% No δ	20% No δ	27% No δ
American Studies	50%	65%	54%	50%	57%
Anthropology	49%	62%	53%	56%	61%
Race and Ethnic Studies	54%	66%	49%	44%	51%
Women and Gender Studies	91%	82%	88%	90%	88%

Note: For the repeat disciplines, only departments already in the 2012–13 sample were included in the 2017–18 sample. Thus, these values do not include data for any departments that may have begun granting degrees since a discipline was first added to the study (i.e., since 2007–08 or 2012–13, depending on the discipline).

! Interpret with caution; the standard error is more than 25% of the estimate.

* The upper bound for the estimate is 100%; therefore, no significance testing was done on this value.

Table 5: Estimates of Tenured, Tenure-Track, and Permanent Faculty Hires (for 2017-2018 Academic Year) and Departures (for 2015–16 & 2016–17 Academic Years)

(The 95% confidence interval for the change in **average or proportion** from 2012–13 data is provided in italics below the estimate; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Discipline	**% of Departments that Hired Faculty to Start in 2017–18** (Compared to 2012–13)	**Number of New Faculty Hired to Start in 2017–18** (Compared to 2012–13)	**% of Departments with Departures, Retirements, or Deaths for 2015–16 and 2016–17** (Compared to 2010–11 & 2011–12)	**Average* Number of Faculty who Left, Retired, or Departed per Year during 2015–16 and 2016–17** (Compared to 2010–11 & 2011–12)	**Average* Number of Faculty Who Retired per Year during 2015–16 and 2016–17** (Compared to 2010–11 & 2011–12)
All Departments	36%	4,031	55%	3,441	1,928
Art History	36% No δ	160 No δ	40% No δ	100 No δ	60 No δ
English	44% No δ	750 No δ	70% No δ	750 No δ	520 No δ
History	38% No δ	520 No δ	56% No δ	460 No δ	255 No δ
History of Science	22% No δ	4 No δ	60% No δ	8 *Up 0.1 to 1.1*	18 No δ
Languages and Literatures other than English (LLE)	47% No δ	800 No δ	66% No δ	625 No δ	290 No δ
Linguistics	35% No δ	80 No δ	58% No δ	75 *Up 0.0 to 0.8*	50 No δ
MLA Combined English / LLE	27% No δ	35 No δ	66% No δ	40 No δ	30 No δ
Religion	33% No δ	250 No δ	48% No δ	175 No δ	100 No δ
Classical Studies	25% No δ	90 No δ	36% No δ	70 No δ	40 No δ
Communication	36% *Down 6% to 32%*	580 No δ	61% No δ	400 No δ	145 No δ
Folklore	35% No δ	7 No δ	74% No δ	8 No δ	5 No δ
Musicology	29% No δ	35 No δ	35% No δ	30 No δ	20 No δ

Discipline	% of Departments that Hired Faculty to Start in 2017–18 (Compared to 2012–13)	Number of New Faculty Hired to Start in 2017–18 (Compared to 2012–13)	% of Departments with Departures, Retirements, or Deaths for 2015–16 and 2016–17 (Compared to 2010–11 & 2011–12)	Average* Number of Faculty who Left, Retired, or Departed per Year during 2015–16 and 2016–17 (Compared to 2010–11 & 2011–12)	Average* Number of Faculty Who Retired per Year during 2015–16 and 2016–17 (Compared to 2010–11 & 2011–12)
Philosophy	17% No δ	180 No δ	44% No δ	260 No δ	165 *Up 0.0 to 0.4*
American Studies	28%	80	36%	50	30
Anthropology	36%	220	51%	190	120
Race and Ethnic Studies	37%	155	49%	120	40
Women and Gender Studies	23%	85	37%	80	40

Note: For the repeat disciplines, only departments already in the 2012–13 sample were included in the 2017–18 sample. Thus, these values do not include data for any departments that may have begun granting degrees since a discipline was first added to the study (i.e., since 2007–08 or 2012–13, depending on the discipline).
* The departure values in the table represent a one-year average; these are not averages per department–they are averages for the entire discipline.

Table 6: Estimates of Tenure Activity over a Two-Year Period, 2015–16 & 2016–17 Academic Years

(The 95% confidence interval for the **change in average or proportion** from 2012–13 data is provided in italics below the estimate; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Discipline	% of Departments where Institution has Tenure System	% of Departments with Tenure Activity (During the Two-Year Period)	Average* Number of Faculty Members Granted Tenure Each Year in the Discipline	Average* Number of Faculty Members Denied Tenure Each Year in the Discipline	Average* Number of Faculty Members Who Left Prior to Tenure Decision Each Year in the Discipline
All Departments	97%	42%	920	81	219
Art History	98% No δ	37% No δ	30 No δ	6 *Up 0.0 to 0.1*	2 *Down 0.0 to 0.2*
English	100%**	58% No δ	230 No δ	6 No δ	40 No δ
History	96% No δ	49% *Down 7% to 27%*	140 *Down 0.1 to 0.7*	5 No δ	50 No δ

Discipline	% of Departments where Institution has Tenure System	% of Departments with Tenure Activity (During the Two-Year Period)	Average* Number of Faculty Members Granted Tenure Each Year in the Discipline	Average* Number of Faculty Members Denied Tenure Each Year in the Discipline	Average* Number of Faculty Members Who Left Prior to Tenure Decision Each Year in the Discipline
History of Science	100%**	27% No δ	1 No δ	0	0
Languages and Literatures other than English (LLE)	100%**	36% No δ	140 No δ	18 No δ	30 No δ
Linguistics	100%**	44% No δ	18 No δ	1 *Down 0.0 to 0.2*	7 No δ
MLA Combined English / LLE	100%**	43% No δ	11 No δ	2 No δ	4 No δ
Religion	94% No δ	43% No δ	55 No δ	10 No δ	12 No δ
Classical Studies	100%**	33% No δ	20 No δ	1 No δ	2 No δ
Communication	89% No δ	48% No δ	105 No δ	9 No δ	30 No δ
Folklore	100%**	20% No δ	1 No δ	0 No δ	0 No δ
Musicology	98% No δ	45% No δ	9 No δ	2 No δ	1 No δ
Philosophy	100%**	27% No δ	45 No δ	7 No δ	14 No δ
American Studies	100%**	30%	10	0	1
Anthropology	97%	49%	55	5	11
Race and Ethnic Studies	100%**	36%	25	7	9
Women and Gender Studies	99%	42%	25	2	6

Note: For the repeat disciplines, only departments already in the 2012–13 sample were included in the 2017–18 sample. Thus, these values do not include data for any departments that may have begun granting degrees since a discipline was first added to the study (i.e., since 2007–08 or 2012–13, depending on the discipline).

* These values are one-year averages; these are not averages per department– they are averages for the entire discipline.

** The upper bound for the estimate is 100%; therefore, significance testing was not performed on this value.

Table 7: Considerations in Tenure Decision Made by Humanities Departments by Carnegie Classification, Estimates for Fall 2017 (All Disciplines Combined)

	CC*	Essential	Very Important	Important	Marginally Important	Unimportant
Publications (research, scholarship, and creative work)	**All**	**54%**	**21%**	**18%**	**6%**	**1%**
	PUG	35%	28%	23%	12%	2%
	Comp	37%	29%	28%	5%	1%
	PRes	91%	6%	3%	0%	0%
Teaching	**All**	**78%**	**18%**	**4%**	**0%**	**0%**
	PUG	90%	9%	1%	0%	0%
	Comp	85%	13%	2%	0%	0%
	PRes	57%	33%	9%	1%	0%
Service to the Department or Institution	**All**	**28%**	**41%**	**25%**	**5%**	**1%**
	PUG	29%	42%	26%	3%	0%
	Comp	34%	47%	17%	2%	0%
	PRes	19%	34%	33%	13%	1%
Public Humanities**	**All**	**2%**	**9%**	**27%**	**43%**	**19%**
	PUG	1%	5%	26%	47%	21%
	Comp	3%	12%	28%	39%	18%
	PRes	2%	11%	26%	43%	18%

Note: Information for the each of the disciplines is provided later in the Appendix (see Part B, "Profiles of Individual Disciplines"). Comparisons to 2012–13 data are not valid since the question changed. For the repeat disciplines, only departments already in the 2012–13 sample were included in the 2017–18 sample. Thus, these values do not include data for any departments that may have begun granting degrees since a discipline was first added to the study (i.e., since 2007–08 or 2012–13, depending on the discipline).

* CC—Carnegie Classification; PUG—Primarily Undergraduate; Comp—Comprehensive; and PRes—Primarily Research

** Public humanities was defined in the questionnaire as making the humanities and/or humanities scholarship accessible to the general public.

Table 8: Availability of Institutional or Departmental Support for Research Provided by Humanities Departments, Estimates for Fall 2017 (All Disciplines Combined)

	% of Institutions or Departments Providing Support
For Full-Time Tenured or Tenure-Track Faculty Members	94%
For Full-Time Non-Tenured or Non-Tenure-Track Faculty Members	73%
For Part-Time Faculty Members	30%

Note: Information for the each of the disciplines is provided later in the Appendix (see Part B, "Profiles of Individual Disciplines"). For the repeat disciplines, only departments already in the 2012–13 sample were included in the 2017–18 sample. Thus, these values do not include data for any departments that may have begun granting degrees since a discipline was first added to the study (i.e., since 2007–08 or 2012–13, depending on the discipline).

Table 9a: Undergraduate Majors, Minors, and Degree Recipients, Estimates for 2016–17 Academic Year & Fall 2017 (Repeat Disciplines Only)

(The 95% confidence interval for the **change in average per department** from 2012–13 data is provided in italics below the estimate; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

	Among Remaining HDS 2 Departments					
	Students Completing a Bachelor's Degree during the 2016–17 Academic Year		Students Completing a Minor during the 2016–17 Academic Year		Juniors and Seniors with a Declared Major as of the Start of the Fall 2017 Term	
Discipline	Total	Average per Department (Median*)	Total	Average per Department (Median*)	Total	Average per Department (Median*)
Art History	3,530	12.0 (7) *Down 1.4 to 6.5*	3,495	11.8 (6) No δ	6,615	22.4 (14) No δ
English	32,690	30.8 (26) *Down 8.7 to 33.8*	16,825	15.8 (10) No δ	85,970	81 (78) No δ
History	24,360	26.4 (20) *Down 1.6 to 27.9*	15,830	17.2 (10) No δ	57,025	61.9 (36) *Down 10.7 to 47.5*
History of Science	80	4.6 (4)! ◈	580	32.3 (3)! ◈	220	12.3 (13) ◈
Languages and Literatures other than English (LLE)	26,250	21.5 (14) No δ	43,110	35.3 (18)! No δ	44,780	36.7 (20)! No δ
Linguistics	3,060	22.9 (15) No δ	1,770	13.2 (14) No δ	8,300	61.9 (52) No δ
MLA Combined English / LLE	1,900	13.2 (5)! No δ	1,075	7.5 (6) ◈	950	6.6 (5)! ◈

Discipline	Among Remaining HDS 2 Departments					
	Students Completing a Bachelor's Degree during the 2016–17 Academic Year		Students Completing a Minor during the 2016–17 Academic Year		Juniors and Seniors with a Declared Major as of the Start of the Fall 2017 Term	
	Total	Average per Department (Median*)	Total	Average per Department (Median*)	Total	Average per Department (Median*)
Religion	6,020	12.1 (6) No δ	6,720	13.5 (7) No δ	8,315	16.7 (10) *Down 0.9 to 12.9*
Classical Studies	2,040	7.6 (5) No δ	1,725	6.4 (4) No δ	4,410	16.4 (11) No δ
Communication	55,675	72.8 (36) No δ	26,310	34.4 (14) No δ	99,700	130.3 (68) No δ
Folklore	70	6.0 (7)! ◈	150	12.3 (15)! ◈	120	10.1 (13)! ◈
Musicology	1,980	21.3 (5) ◈	740	7.9 (6) ◈	930	10.0 (3) ◈
Philosophy	6,800	9.0 (7) *Down 1.6 to 4.6*	6,690	8.9 (6) No δ	15,970	21.2 (13) *Down 1.7 to 9.1*

Note: For the repeat disciplines, only departments already in the 2012–13 sample were included in the 2017–18 sample. Thus, these values do not include data for any departments that may have begun granting degrees since a discipline was first added to the study (i.e., since 2007–08 or 2012–13, depending on the discipline).

! Interpret with caution; the standard error is more than 25% of the estimate.

◈ Indicates there are too few respondents to provide a reliable estimate of the change.

* The medians were not compared with medians from 2012–13.

Table 9b: Undergraduate Majors, Minors, and Degree Recipients, Estimates for 2016–17 Academic Year & Fall 2017 (New Disciplines Only)

Discipline	Students Completing a Bachelor's Degree during the 2016–17 Year		Students Completing a Minor during the 2016–17 Year		Juniors and Seniors with a Declared Major as of the Start of the Fall 2017 Term	
	Total	Average per Department (Median)	Total	Average per Department (Median)	Total	Average per Department (Median)
American Studies	2,030	12.3 (6)	1,425	8.6 (4)	2,780	16.8 (8)
Anthropology	11,625	27.2 (14)	6,355	14.9 (9)	24,090	56.4 (30)
Race and Ethnic Studies	2,800	10.3 (5)	3,185	11.7 (9)	5,595	20.6 (15)
Women and Gender Studies	2,930	10.3 (8)	4,825	17 (11)	5,295	18.7 (14)

Table 10: Student Enrollment* in All Undergraduate Courses, Estimates for Fall 2017

Discipline	Total Enrollment	Average per Department (Median)
Art History	127,380	431.8 (252)
English	1,228,570	1,156.8 (647)
History	1,081,590	1,174.4 (577)
History of Science	7,270	404.0 (250)
Languages and Literatures other than English (LLE)	1,035,650	848.2 (359)
Linguistics	102,720	766.6 (413)
MLA Combined English / LLE	64,980	451.3 (293)
Religion	234,760	472.4 (422)
Classical Studies	136,920	509.0 (163)
Communication	686,330	897.2 (440)
Folklore	5,880	490.1 (350)
Musicology	49,220	529.2 (290)
Philosophy	492,300	654.7 (373)
American Studies	61,860	374.9 (120)
Anthropology	442,640	1,036.6 (440)
Race and Ethnic Studies	141,930	521.8 (223)
Women and Gender Studies	109,360	386.4 (250)

Note: For the repeat disciplines, only departments already in the 2012–13 sample were included in the 2017–18 sample. Thus, these values do not include data for any departments that may have begun granting degrees since a discipline was first added to the study (i.e., since 2007–08 or 2012–13, depending on the discipline).

* Students who enrolled in more than one course in the discipline were counted in each course in which they enrolled.

Table 11: Instructors of Record for Undergraduate Courses, Estimates for Fall 2017

Discipline	Number of courses 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 Departments	108,960	73,660	63,779	43,758
Art History	3,335	1,260	1,165	265
English	28,915	24,080	16,990	11,980
History	15,110	6,035	7,000	5,220
History of Science	140	60	20	30
Languages and Literatures other than English (LLE)	16,470	17,600	11,370	15,900
Linguistics	1,010	530	1,125	780
MLA Combined English / LLE	1,040	650	380	325
Religion	6,970	3,160	1,670	1,460
Classical Studies	2,270	1,440	925	675
Communication	14,590	10,040	12,905	2,075
Folklore	60	40	10	15
Musicology	405	240	255	165
Philosophy	9,315	4,840	4,890	3,100
American Studies	1,100	550	740	200
Anthropology	5,545	2550	1,800	970
Race and Ethnic Studies	2,380	1,305	1,245	440
Women and Gender Studies	2,060	1,520	1,340	1,030

Note: For the repeat disciplines, only departments already in the 2012–13 sample were included in the 2017–18 sample. Thus, these values do not include data for any departments that may have begun granting degrees since a discipline was first added to the study (i.e., since 2007–08 or 2012–13, depending on the discipline).

Table 12: Benchmark Requirements of Undergraduate Student Majors, Estimates for Fall 2017

Discipline	No Benchmark Requirements	Benchmark Requirements		
		Paper or Thesis	Test	Some Other Form of Benchmarking
All Departments	29%	43%	10%	29%
Art History	28%	50%	4%	25%
English	25%	44%	13%	32%
History	13%	74%	12%	14%
History of Science	56%	33%	0%	44%
Languages and Literatures other than English (LLE)	32%	33%	20%	28%
Linguistics	62%	12%	8%	26%
MLA Combined English / LLE	15%	40%	52%	21%
Religion	26%	49%	4%	26%
Classical Studies	38%	39%	7%	26%
Communication	35%	23%	7%	50%
Folklore	25%	50%	25%	50%
Musicology	35%	52%	10%	10%
Philosophy	37%	39%	9%	24%
American Studies	17%	68%	0%	26%
Anthropology	34%	33%	4%	36%
Race and Ethnic Studies	20%	50%	2%	39%
Women and Gender Studies	31%	36%	1%	38%

Note: The sum of the columns across each row may exceed 100% because respondents could select multiple choices. For the repeat disciplines, only departments already in the 2012–13 sample were included in the 2017–18 sample. Thus, these values do not include data for any departments that may have begun granting degrees since a discipline was first added to the study (i.e., since 2007–08 or 2012–13, depending on the discipline). There was no comparison with 2012–13 due to a change in question wording.

Table 13: Benchmark Requirements of Undergraduate Majors, by Carnegie Classification and Form of Control, Estimates for Fall 2017 (All Disciplines Combined)

	All Institutions	Carnegie Classification			Form of Control	
		Primarily Undergraduate	Comprehensive	Primarily Research	Public	Private
No Benchmark Requirements	29%	24%	24%	39%	35%	25%
Benchmark Requirement with a Paper or Thesis	43%	56%	42%	30%	31%	51%
Benchmark Requirement with a Test	10%	11%	13%	7%	9%	12%
Some Other Form of Benchmarking	29%	21%	35%	31%	35%	25%

Note: The sum of the four rows in any column may exceed 100% because respondents could select multiple choices. Information for the each of the disciplines is provided later in the Appendix (see Part B, "Profiles of Individual Disciplines"). For the repeat disciplines, only departments already in the 2012–13 sample were included in the 2017–18 sample. Thus, these values do not include data for any departments that may have begun granting degrees since a discipline was first added to the study (i.e., since 2007–08 or 2012–13, depending on the discipline).

Table 14a: Graduate Students in HDS 2 Departments, Estimates for Fall 2017 (Repeat Disciplines Only)

(The 95% confidence interval for the **change in average per department** from 2012-13 data is provided in italics below the estimate; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

	Among Remaining HDS 2 Departments	
Discipline	Number of Graduate Students	Average Number of Graduate Students per Department Awarding Graduate Degrees (Median*)
Art History (AH)	7,085	59.0 (27) No δ
English (EN)	25,160	54.8 (43) *Down 2.0 to 37.1*
History (H)	17,595	47.0 (30) No δ
History of Science (HoS)	290	16.1 (16) ⊙
Languages and Literatures other than English (LLE)	12,660	26.3 (15) *Down 0.5 to 7.1*
Linguistics (LN)	5,845	55.7 (35) No δ

Discipline	Among Remaining HDS 2 Departments	
	Number of Graduate Students	Average Number of Graduate Students per Department Awarding Graduate Degrees (Median*)
MLA Combined English / Languages and Literatures other than English (MLAC)	1,220	26.3 (15) ◈
Religion (REL)	4,500	40.1 (15) No δ
Classical Studies (CLS)	4,670	60.7 (18) No δ
Communication (COM)	17,255	56.6 (24)! No δ
Folklore (FL)	190	6.0 (10)! ◈
Musicology (MU)	895	10.1 (6) No δ
Philosophy (PS)	6,530	54.0 (29) No δ

Note: For the repeat disciplines, only departments already in the 2012–13 sample were included in the 2017–18 sample. Thus, these values do not include data for any departments that may have begun granting degrees since a discipline was first added to the study (i.e., since 2007–08 or 2012–13, depending on the discipline).

! Interpret with caution; the standard error is more than 25% of the estimate.

◈ Indicates there are too few respondents to provide a reliable estimate of the change.

* The medians were not compared with medians from 2012–13.

Table 14b: Graduate Students, Estimates for Fall 2017 (New Disciplines Only)

Discipline	Number of Graduate Students	Average Number of Graduate Students per Department awarding Graduate Degrees (Median)
American Studies (AS, new)	2,075	32.9 (37)
Anthropology (AN, new)	13,775	81.5 (51)
Race and Ethnic Studies (RES, new)	3,010	64.1 (22)
Women and Gender Studies (WGS, new)	2,070	44.1 (16)

Table 15: Student Enrollment* in Graduate-Level Courses, Estimates for Fall 2017

Discipline	Total Enrollment	Average per Department (Median)
Art History	6,920	23.5 (31)
English	38,530	36.3 (53)
History	28,710	31.2 (30)
History of Science	420	23.5 (29)
Languages and Literatures other than English (LLE)	74,200	60.8 (32)
Linguistics	12,535	93.5 (54)
MLA Combined English / LLE	5,715	39.7 (48)
Religion	46,360	93.3 (24)
Classical Studies	10,155	37.8 (21)
Communication	65,690	85.9 (41)
Folklore	215	17.9 (15)
Musicology	5,790	62.2 (33)
Philosophy	24,970	33.2 (40)
American Studies	6,115	37.1 (31)
Anthropology	36,210	84.8 (50)
Race and Ethnic Studies	16,380	60.2 (30)
Women and Gender Studies	21,045	74.4 (21)

Note: For the repeat disciplines, only departments already in the 2012–13 sample were included in the 2017–18 sample. Thus, these values do not include data for any departments that may have begun granting degrees since a discipline was first added to the study (i.e., since 2007–08 or 2012–13, depending on the discipline).

* Students who enrolled in more than one course in the discipline were counted in each course in which they enrolled.

Table 16: Financial Support* for Full-Time, First-Year Students in Doctoral Programs, Estimates for Fall 2017

(The 95% confidence interval for the **change in average or proportion** from 2012–13 data is provided in italics below the estimate; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Discipline	Percent of Full-Time, First-Year Doctoral Students Receiving Financial Support			Average Number of Full-Time, First-Year Doctoral Students per Department	Number of Departments Offering a Doctorate
	Full	Partial	None		
All Departments	78%	12%	10%	7.1	563 (1,235)
Art History	88% No δ	12%! No δ	0%**	4.0 No δ	71 (75)
English	74% No δ	3%! No δ	23%! No δ	14.0!	71 (187)
History	89% No δ	3%! No δ	8%! No δ	7.0 No δ	65 (172)
History of Science	100%** ◈	0%** ◈	0%** ◈	2.0 ◈	7 (16)
Languages and Literatures other than English (LLE)	88% ◈	12% ◈	0%** ◈	5.0 ◈	107 (267)
Linguistics	83% *Up 20% to 30%*	4%! *Down 9% to 21%*	13%! *Down 4% to 31%*	6.0 No δ	42 (75)
MLA Combined English / LLE	0%** ◈	0%** ◈	0%** ◈	0 ◈	0 (0)
Religion	70% No δ	27%! No δ	3%! *Down 4% to 20%*	6.0 No δ	16 (34)
Classical Studies	98% Up 18% to 28%	0%**	2%! Down 2% to 13%	4.0 No δ	32 (52)
Communication	79% No δ	18%! No δ	3%! No δ	4.0!	13 (89)
Folklore	83% ◈	17% ◈	0%** ◈	6.0 ◈	1 (1)
Musicology	77% ◈	18% ◈	5% ◈	11.0 ◈	39 (48)
Philosophy	100%**	0%**	0%**	6.0 No δ	48 (75)
American Studies	89%	11%	0%**	5.0	5 (18)
Anthropology	86%	8%	6%	8.0	57 (100)
Race and Ethnic Studies	36%	33%	31%	14.0	7 (12)
Women and Gender Studies	100%**	0%**	0%**	4.0	8 (12)

Note: For the repeat disciplines, only departments already in the 2012–13 sample were included in the 2017–18 sample. Thus, these values do not include data for any departments that may have begun granting degrees since a discipline was first added to the study (i.e., since 2007–08 or 2012–13, depending on the discipline).

! Interpret with caution; the standard error is more than 25% of the estimate.
◈ Indicates there are too few respondents to provide a reliable estimate of the change.
* Personal, spousal, or family support, wages from work unrelated to the program, and loans are not considered financial support.
** The upper and lower bounds for the estimate are 100% and 0%; therefore, no significance testing was performed on this value.

Table 17: Graduate Student Teaching Assistants, Estimates for Fall 2017

	Teaching Assistants Providing Grading or Classroom Support		Teaching Assistants Serving as Instructor of Record	
Discipline	Total	Average per Department*	Total	Average per Department*
Art History	1,570	7.1	475	2.2
English	10,515	9.9	12,020	11.3
History	4,400	6.9	2,180	3.4
History of Science	100	5.4	45	2.6
Languages and Literatures other than English (LLE)	8,270	6.8	10,660	8.7
Linguistics	1,105	8.3	740	5.5
MLA Combined English / LLE	530	6.5	325	4.0
Religion	1,530	6.1	540	5.3
Folklore	50	4.5	35	2.9
Musicology	475	5.3	290	3.8
Classical Studies	1,260	4.7	870	3.2
Philosophy	3,470	4.6	2,660	11.8
Communication	2,525	3.3	2,970	5.3
American Studies	820	5.0	380	6.0
Anthropology	6,190	14.5	4,615	10.8
Race and Ethnic Studies	710	3.3	290	2.2
Women and Gender Studies	870	4.3	560	2.7

Note: For the repeat disciplines, only departments already in the 2012–13 sample were included in the 2017–18 sample. Thus, these values do not include data for any departments that may have begun granting degrees since a discipline was first added to the study (i.e., since 2007–08 or 2012–13, depending on the discipline).
* Average calculated over the number of departments reporting that they employed a graduate student in this capacity.

Table 18: Instructors of Record for Graduate Courses, Estimates for Fall 2017

Discipline	Number of courses 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 Departments	26,740	9,536	8,445	22,085
Art History	1,590	310	330	330
English	5,690	1,695	1,240	2,180
History	3,825	285	1,450	8,950
History of Science	65	◈	◈	◈
Languages and Literatures other than English (LLE)	2,800	1,590	490	4,635
Linguistics	1,080	280	220	270
MLA Combined English / LLE	◈	◈	◈	◈
Religion	1,290	1,820	1,925	2,280
Classical Studies	1,280	700	460	920
Communication	3,120	1,100	1,110	1,820
Folklore	40	◈	◈	◈
Musicology	420	135	190	280
Philosophy	1,220	225	220	220
American Studies	570	330	220	◈
Anthropology	2,635	705	265	200
Race and Ethnic Studies	430	130	200	◈
Women and Gender Studies	360	190	125	◈

Note: For the repeat disciplines, only departments already in the 2012–13 sample were included in the 2017–18 sample. Thus, these values do not include data for any departments that may have begun granting degrees since a discipline was first added to the study (i.e., since 2007–08 or 2012–13, depending on the discipline).

◈ Indicates there are too few respondents to provide a reliable estimate.

Table 19: Departments Tracking Career Outcomes for Graduate Students, Estimates for Fall 2017

Discipline	Track All Graduate Student Career Outcomes	Track Only PhD Recipient Career Outcomes	Do Not Track Career Outcomes	Not Sure if Track Career Outcomes
All Departments	40%	21%	29%	10%
Art History	44%	16%	36%	4%
English	25%	20%	32%	23%
History	44%	16%	36%	4%
History of Science	25%	63%	12%	0%
Languages and Literatures other than English (LLE)	53%	26%	16%	5%
Linguistics	31%	23%	32%	14%
MLA Combined English / LLE	50%	0%	50%	0%
Religion	47%	9%	44%	0%
Classical Studies	48%	19%	15%	18%
Communication	53%	9%	22%	16%
Folklore	◈	◈	◈	◈
Musicology	47%	14%	32%	7%
Philosophy	46%	39%	8%	7%
American Studies	63%	0%	12%	25%
Anthropology	35%	23%	32%	10%
Race and Ethnic Studies	67%	11%	22%	0%
Women and Gender Studies	46%	31%	23%	0%

Note: For the repeat disciplines, only departments already in the 2012–13 sample were included in the 2017–18 sample. Thus, these values do not include data for any departments that may have begun granting degrees since a discipline was first added to the study (i.e., since 2007–08 or 2012–13, depending on the discipline).

◈ Indicates there are too few respondents to provide a reliable estimate.

Table 20: Departments Offering Online Courses, by Carnegie Classification and Form of Control, Estimates for 2016–17 Academic Year* (All Disciplines Combined)

	All Institutions	Carnegie Classification			Form of Control	
		Primarily Undergraduate	Comprehensive	Primarily Research	Public	Private
% of Departments Offering Fully Online Courses	30%	14%	37%	37%	41%	21%
Average Number of Fully Online Courses Offered**	4.4	2.1	4.7	6.3	6.8	2.8
% of Departments Offering Hybrid Courses	15%	5%	21%	18%	22%	10%
Average Number of Hybrid Courses Offered**	2.6	1.5	2.5	3.5	3.4	1.1

Note: Information for the each of the disciplines is provided later in the Appendix (see Part B, "Profiles of Individual Disciplines"). For the repeat disciplines, only departments already in the 2012–13 sample were included in the 2017–18 sample. Thus, these values do not include data for any departments that may have begun granting degrees since a discipline was first added to the study (i.e., since 2007–08 or 2012–13, depending on the discipline).

* Including 2017 summer term and any intersession terms.

** This includes only institutions that offer online courses of that type.

Table 21: Engagement with Digital Humanities, by Carnegie Classification and Form of Control, Estimates for Fall 2017 (All Disciplines Combined)

	All Institutions	Carnegie Classification			Form of Control	
		Primarily Undergraduate	Comprehensive	Primarily Research	Public	Private
Center or Lab Dedicated to Digital Humanities Research on Campus	33%	28%	17%	56%	39%	29%
One or More Faculty Members that Specialize in Digital Humanities	27%	20%	26%	35%	32%	23%
Offered a Seminar or Course on Digital Methods for Research and Teaching*	18%	15%	15%	26%	21%	17%
Guidelines for Evaluating Digital Publications for Tenure and Promotion	20%	13%	20%	27%	22%	19%

Note Information for the each of the disciplines is provided later in the Appendix (see Part B, "Profiles of Individual Disciplines"). For the repeat disciplines, only departments already in the 2012–13 sample were included in the 2017–18 sample. Thus, these values do not include data for any departments that may have begun granting degrees since a discipline was first added to the study (i.e., since 2007–08 or 2012–13, depending on the discipline).

* 2016–17 academic year, including 2017 summer term.

Table 22: Departments with Professional Programs and/or Instruction in Professional Schools, Estimates for Fall 2017

Discipline	Department Offers Professional Programs*	Department Housed within an Institution with Professional School(s)	Department Teaches Courses in Professional School**	For Departments that Teach in Professional Schools	
				Average Number of Courses Taught in Professional Schools per Department	Total Number of Courses Taught in Professional Schools
All Departments	24%	46%	12%	12.4	5,082
Art History	18%	50%	9%	7.2	100
English	33%	39%	12%	13.4	660
History	30%	46%	15%	24.4	1,500
History of Science	◈	◈	◈	◈	◈
Languages and Literatures other than English	33%	43%	29%	7.8	1,200
Linguistics	32%	54%	3%	7.1	14
MLA Combined English / Languages and Literatures other than English	◈	◈	◈	◈	◈
Religion	12%	51%	17%	6.1	270
Classical Studies	11%	62%	12%	8.7	180
Communication	37%	39%	7%	1.7	40
Folklore	◈	◈	◈	◈	◈
Musicology	31%	40%	18%	21.3	140
Philosophy	10%	54%	17%	4.3	310
American Studies	23%	22%	6%	1.5	3
Anthropology	14%	56%	14%	12.1	390
Race and Ethnic Studies	12%	50%	12%	7.2	115
Women and Gender Studies	7%	47%	13%	8.3	140

Note: Information for the each of the disciplines is provided later in this report (see "Profiles of Individual Disciplines"). For the repeat disciplines, only departments already in the 2012–13 sample were included in the 2017–18 sample. Thus, these values do not include data for any departments that may have begun granting degrees since a discipline was first added to the study (i.e., since 2007–08 or 2012–13, depending on the discipline).

◈ Indicates there are too few respondents to provide a reliable estimate.
* These could be, for example, a teacher credentialing program within a History department or a journalism program within an English department.
** As a percentage of departments at institutions with professional schools.

Table 23: Occupationally-Oriented Activities for Undergraduate Students, Estimates for 2016–17 Academic Year (Including Summer 2017 Term)

	Activity					
	Occupationally-Oriented Presentations *		An Internship in an Employment Setting		Occupationally-Oriented Coursework or Workshops	
	Status**					
Discipline	Activity is Offered	Activity is Required	Activity is Offered	Activity is Required	Activity is Offered	Activity is Required
All Departments	71%	4%	68%	13%	55%	20%
Art History	69%	6%	77%	13%	62%	10%
English	82%	0%	82%	12%	61%	5%
History	77%	6%	78%	12%	59%	5%
History of Science	63%	0%	26%	24%	26%	0%
Languages and Literatures other than English (LLE)	79%	2%	69%	8%	66%	5%
Linguistics	66%	0%	68%	0%	55%	3%
Combined English/LLE	63%	0%	26%	24%	26%	0%
Religion	67%	0%	61%	16%	36%	17%
Classical Studies	46%	0%	45%	1%	31%	4%
Communication	77%	18%	68%	29%	62%	16%
Folklore	◈	◈	◈	◈	◈	◈
Musicology	58%	0%	48%	0%	86%	0%
Philosophy	54%	4%	48%	3%	35%	3%
American Studies	66%	0%	78%	6%	40%	2%
Anthropology	66%	7%	84%	4%	62%	8%
Race and Ethnic Studies	60%	2%	70%	8%	54%	2%
Women and Gender Studies	65%	3%	54%	36%	48%	12%

Note: For the repeat disciplines, only departments already in the 2012–13 sample were included in the 2017–18 sample. Thus, these values do not include data for any departments that may have begun granting degrees since a discipline was first added to the study (i.e., since 2007–08 or 2012–13, depending on the discipline).
◈ Indicates there are too few respondents to provide a reliable estimate.
* By employers, employees, or alumni. Includes job fairs geared to the interests of the department's majors

** There were three possible choices for each of the activities included in the table (Activity is not offered, Activity is offered but not required, Activity is required); respondents could choose only one. Thus, the total proportion of departments that participate in the activity is the sum of the two columns; the remainder to sum to 100% is the proportion of departments that do not offer the activity.

Table 24: Occupationally-Oriented Activities for Students Seeking Terminal Master's Degrees, Estimates for 2016–17 Academic Year (Including Summer 2017 Term)

	Activity					
	Occupationally-Oriented Presentations by Employers, Employees, or Alumni*		An Internship in an Employment Setting		Occupationally-Oriented Coursework or Workshops	
	Status**					
Discipline	Activity Is Offered	Activity Is Required	Activity Is Offered	Activity Is Required	Activity Is Offered	Activity Is Required
All Departments	39%	5%	47%	8%	43%	15%
Art History	55%	4%	62%	21%	51%	21%
English	46%	14%	52%	11%	51%	2%
History	52%	0%	56%	5%	66%	3%
History of Science	◈	◈	◈	◈	◈	◈
Languages and Literatures other than English (LLE)	44%	6%	33%	6%	31%	52%
Linguistics	51%	0%	42%	3%	43%	6%
MLA Combined English/LLE	◈	◈	◈	◈	◈	◈
Religion	41%	0%	19%	17%	15%	15%
Classical Studies	46%	0%	17%	11%	34%	11%
Communication	57%	14%	78%	0%	64%	0%
Folklore	100%	0%	68%	34%	100%	0%
Musicology	55%	0%	23%	5%	64%	5%
Philosophy	9%	0%	9%	0%	17%	9%
American Studies	5%	0%	15%	63%	15%	63%
Anthropology	61%	0%	54%	14%	57%	7%
Race and Ethnic Studies	19%	10%	47%	0%	19%	19%
Women and Gender Studies	39%	0%	55%	8%	31%	0%

Note: For the repeat disciplines, only departments already in the 2012–13 sample were included in the 2017–18 sample. Thus, these values do not include data for any departments that may have begun granting degrees since a discipline was first added to the study (i.e., since 2007–08 or 2012–13, depending on the discipline).
◈ Indicates there are too few respondents to provide a reliable estimate.

* Includes job fairs geared to the interests of the department's majors
** There were three possible choices for each of the activities included in the table (Activity is not offered, Activity is offered but not required, Activity is required); respondents could choose only one. Thus, the total proportion of departments that participate in the activity is the sum of the two columns; the remainder to sum to 100% is the proportion of departments that do not offer the activity.

Table 25: Occupationally-Oriented Activities for Doctoral Students, Estimates for 2016–17 Academic Year (Including Summer 2017 Term and Any Intersession Terms; Non-Academic Employment Only)

	Activity					
	Occupationally-Oriented Presentations by Employers, Employees, or Alumni*		An Internship in an Employment Setting		Occupationally-Oriented Coursework or Workshops	
	Status**					
Discipline	Activity Is Offered	Activity Is Required	Activity Is Offered	Activity Is Required	Activity Is Offered	Activity Is Required
All Departments	54%	4%	40%	2%	61%	8%
Art History	64%	12%	77%	6%	53%	29%
English	55%	0%	42%	0%	51%	5%
History	53%	0%	44%	6%	77%	0%
History of Science	43%	0%	43%	0%	71%	0%
Languages and Literatures other than English (LLE)	63%	8%	39%	0%	78%	0%
Linguistics	78%	0%	52%	0%	48%	18%
MLA Combined English/LLE	67%	8%	42%	0%	83%	0%
Religion	10%	30%	11%	0%	30%	40%
Classical Studies	59%	8%	30%	8%	52%	22%
Communication	50%	0%	25%	0%	50%	0%
Folklore	◈	◈	◈	◈	◈	◈
Musicology	60%	0%	40%	10%	80%	10%
Philosophy	13%	0%	13%	0%	25%	25%
American Studies	78%	0%	63%	0%	46%	31%
Anthropology	67%	0%	67%	0%	61%	0%
Race and Ethnic Studies	28%	0%	56%	0%	56%	0%
Women and Gender Studies	20%	40%	20%	0%	20%	40%

Note: For the repeat disciplines, only departments already in the 2012–13 sample were included in the

2017–18 sample. Thus, these values do not include data for any departments that may have begun granting degrees since a discipline was first added to the study (i.e., since 2007–08 or 2012–13, depending on the discipline).
◈ Indicates there are too few respondents to provide a reliable estimate.
* Includes job fairs geared to the interests of the department's majors
** There were three possible choices for each of the activities included in the table (activity is not offered, activity is offered but not required, or activity is required); respondents could choose only one. Thus, the total proportion of departments that participate in the activity is the sum of the two columns; the remainder to sum to 100% is the proportion of departments that do not offer the activity.

Table 26: Department Ratings of the Quality of the Student Career Services Offered at their Institutions, by Carnegie Classification and Form of Control, Estimates for Fall 2017 (All Disciplines Combined)

	All Institutions	Carnegie Classification			Form of Control	
		Primarily Undergraduate	Comprehensive	Primarily Research	Public	Private
Very Poor	2%	1%	1%	2%	2%	1%
Poor	8%	5%	11%	8%	11%	7%
Fair	32%	32%	30%	35%	36%	30%
Good	41%	40%	44%	39%	39%	43%
Very Good	13%	19%	11%	9%	7%	17%
No Career Services	4%	3%	3%	6%	6%	3%

Note: Information for the each of the disciplines is provided later in the Appendix (see Part B, "Profiles of Individual Disciplines"). For the repeat disciplines, only departments already in the 2012–13 sample were included in the 2017–18 sample. Thus, these values do not include data for any departments that may have begun granting degrees since a discipline was first added to the study (i.e., since 2007–08 or 2012–13, depending on the discipline).

Table 27: Service to the Community, Estimates for 2016–17 Academic Year

Discipline	Department's Faculty Members, Other Staff or Students Who Are Enrolled in a Course Served or Collaborated with …		
	PreK-12 Teachers or Students	State Humanities Councils or Community Organizations	Students in Local Community Colleges to Attract New Majors into Departments or Programs
All Departments	43%	51%	24%
Art History	33%	70%	27%
English	52%	55%	24%
History	54%	82%	24%
History of Science	34%	50%	0%
Languages and Literatures other than English (LLE)	50%	54%	27%
Linguistics	45%	26%	21%
MLA Combined English / LLE	36%	10%	19%
Religion	16%	31%	13%
Classical Studies	46%	37%	13%
Communication	42%	35%	35%
Folklore	37%	77%	23%
Musicology	22%	51%	8%
Philosophy	31%	36%	26%
American Studies	32%	62%	6%
Anthropology	45%	67%	21%
Race and Ethnic Studies	37%	51%	38%
Women and Gender Studies	30%	50%	20%

Note: For the repeat disciplines, only departments already in the 2012–13 sample were included in the 2017–18 sample. Thus, these values do not include data for any departments that may have begun granting degrees since a discipline was first added to the study (i.e., since 2007–08 or 2012–13, depending on the discipline).

Table 28: Departments with Language Requirements for Doctoral Degree, by Form of Control, Estimates Fall 2017

(The 95% confidence interval for the **proportion** from 2012–13 data is provided in italics below the estimate; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

Discipline	All Institutions	Form of Control	
		Public	Private
All Departments	76%	69%	87%
Art History	100%*	100%*	100%*
English	94% No δ	91% No δ	100%*
History	77% No δ	73% No δ	83% ◈
History of Science	86% No δ	100%*	67% ◈
Languages and Literatures other than English (LLE)	Degree requirements already include demonstrated competence in language other than English		
Linguistics	87% No δ	83% No δ	100%*
MLA Combined English / LLE	Requirements for at least some degrees already include demonstrated competence in language other than English		
Religion	100%*	100%*	100%
Classical Studies	Degree requirements already include demonstrated competence in language other than English		
Communication	13%! *Down 30% to 68%*	0%*	50% ◈
Folklore	100%* ◈	100%* ◈	0%* ◈
Musicology	100%*	100%*	100%*
Philosophy	50% No δ	20% ◈	100%*
American Studies	17%	0%*	50%
Anthropology	59%	67%	40%
Race and Ethnic Studies	100%* ◈	100%* ◈	100%* ◈
Women and Gender Studies	60% ◈	50% ◈	100%* ◈

Note: For the repeat disciplines, only departments already in the 2012–13 sample were included in the 2017–18 sample. Thus, these values do not include data for any departments that may have begun granting degrees since a discipline was first added to the study (i.e., since 2007–08 or 2012–13, depending on the discipline).
◈ Indicates there are too few respondents to provide a reliable estimate of the change.
! Interpret with caution; the standard error is more than 25% of the estimate.
* The upper and lower bounds for the estimates are 100% and 0%; therefore, no significance testing was performed on this value.

B. Findings for Classical Studies Departments

Please note:

- *any references to the 2016–17 academic year include the 2017 summer term;*
- *the units for any noted changes from 2012–13 in estimated percentages are percentage points (though the changes are expressed as percentages to conserve space); and*
- *estimated medians were not compared with those from 2012–13.*

Table CLS1: Departments and Faculty Members, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017 (Remaining HDS 2 Departments)

(The 95% confidence interval for the **change in average per department** from 2012–13 data is provided in italics below the estimate; 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 2 Departments	Among Remaining HDS 2 Departments: Average Number of Faculty Members per Department (Median)	Among Remaining HDS 2 Departments: Total Number of Faculty Members
Primarily Undergraduate	106	4.1 (4) No δ	435
Comprehensive	44	7.1 (5) No δ	315
Primarily Research	119	10.6 (11) *Up 0.3 to 2.3*	1,255
Highest Degree Offered by Department	**Number of Remaining HDS 2 Departments**	**Among Remaining HDS 2 Departments: Average Number of Faculty Members per Department**	**Among Remaining HDS 2 Departments: Total Number of Faculty Members**
Bachelor's	192	5.3 (5) No δ	1,025
Master's	25	10.7 (10) No δ	270
Doctorate	52	13.7 (14) No δ	710
All Remaining HDS 2 Departments	**269**	**7.4 (5)** No δ	**2,005**

Note: These numbers do not include data for any departments that may have begun granting degrees since 2012–13.

Table CLS2: Faculty Members, by Tenure Status and Institution/Department Type, Estimates for Fall 2017 (Remaining HDS 2 Departments)

(The 95% confidence interval for the **change in average per department** from 2012–13 data is provided in italics below the estimate; 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 2 Departments			
	Tenured	**Tenure-Track**	**Neither Tenured nor Tenure-Track, Full-Time**	**Neither Tenured nor Tenure-Track, Part-Time**
Primarily Undergraduate	280 No δ	45 *Down 0.2 to 0.8*	70 *Up 0.0 to 0.4*	35 *Down 0.1 to 0.5*
Comprehensive	145 No δ	30! No δ	20! No δ	125! No δ
Primarily Research	770 No δ	180 No δ	200 *Up 0.2 to 1*	105 No δ
Highest Degree Offered by Department	**Among Remaining HDS 2 Departments**			
	Tenured	**Tenure-Track**	**Neither Tenured nor Tenure-Track, Full-Time**	**Neither Tenured nor Tenure-Track, Part-Time**
Bachelor's	560 No δ	110 *Down 0.1 to 0.6*	185 *Up 0 to 0.4*	145 No δ
Master's	120 No δ	30! No δ	50! No δ	80! No δ
Doctorate	515 No δ	115 No δ	55! No δ	40! No δ
All Remaining HDS 2 Departments	**1,195** No δ	**255** No δ	**290** *Up 0.1 to 0.5*	**265** No δ

Note: These numbers do not include data for any departments that may have begun granting degrees since 2012–13.

! Interpret with caution; the standard error is more than 25% of the estimate.

Table CLS3: Employment Status and Gender of Faculty Members, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017 (Remaining HDS 2 Departments)

(The 95% confidence interval for the **change in average per department** from 2012–13 data is provided in italics below the estimate; 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 2 Departments			
	Full-Time	**Part-Time**	**Men**	**Women**
Primarily Undergraduate	380 No δ	45 No δ	235 *Down 0.2 to 0.8*	195 No δ
Comprehensive	190 No δ	130 No δ	185 No δ	140 No δ
Primarily Research	1,140 *Up 0.2 to 1.7*	120 No δ	710 No δ	540 *Up 0.3 to 1.4*
Highest Degree Offered by Department	**Among Remaining HDS 2 Departments**			
	Full-Time	**Part-Time**	**Men**	**Women**
Bachelor's	835 No δ	165 No δ	555 No δ	445 No δ
Master's	195 No δ	85! No δ	145 No δ	130 No δ
Doctorate	680 *Up 0.0 to 3.0*	45! No δ	430 No δ	300 No δ
All Remaining HDS 2 Departments	**1,710** No δ	**295** No δ	**1,130** No δ	**875** *Up 0.0 to 0.5*

Note: These numbers do not include data for any departments that may have begun granting degrees since 2012–13.

! Interpret with caution; the standard error is more than 25% of the estimate.

Table CLS4: Departments Offering Degrees, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017 (Remaining HDS 2 Departments)

		Highest Degree Offered by Department			All Remaining HDS 2 Departments
		Bachelor's	**Master's**	**Doctorate**	
Carnegie Classification	**Primarily Undergraduate**	104	0	2	**106**
	Comprehensive	38	6	0	**44**
	Primarily Research	50	19	50	**119**
All Remaining HDS 2 Departments		**192**	**25**	**52**	**269**

Note: These numbers do not include data for any departments that may have begun granting degrees since 2012–13.

Table CLS5: Enrollment* in Undergraduate Courses, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017 (Remaining HDS 2 Departments)

Carnegie Classification	Number of Remaining HDS 2 Departments	Among Remaining HDS 2 Departments	
		Average Enrollment per Department (Median)	Total Enrollment
Primarily Undergraduate	106	297.7 (114)	31,550
Comprehensive	44	281.3 (197)	12,380
Primarily Research	119	781.4 (612)	92,990
Highest Degree Offered by Department	**Number of Remaining HDS 2 Departments**	**Among Remaining HDS 2 Departments**	
		Average Enrollment per Department	**Total Enrollment**
Bachelor's	192	342.1 (123)	65,675
Master's	25	764.1 (850)	19,100
Doctorate	52	1,002.8 (728)	52,145
All Remaining HDS 2 Departments	**269**	**509.0 (163)**	**136,920**

Note: These numbers do not include data for any departments that may have begun granting degrees since 2012–13.

* Students who enrolled in more than one course in the discipline were counted in each course in which they enrolled.

Table CLS6: Bachelor's Degrees Awarded, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for 2016–17 Academic Year (Remaining HDS 2 Departments)

(The 95% confidence interval for the **change in average per department** from 2012–13 data is provided in italics below the estimate; 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 2 Departments	Among Remaining HDS 2 Departments: Average Number of Bachelor's Degrees Awarded per Department (Median)	Among Remaining HDS 2 Departments: Total Number of Bachelor's Degrees Awarded
Primarily Undergraduate	106	6.0 (5) No δ	630
Comprehensive	44	6.3 (6) No δ	275
Primarily Research	119	9.5 (8) No δ	1,135
Highest Degree Offered by Department	**Number of Remaining HDS 2 Departments**	**Among Remaining HDS 2 Departments: Average Number of Bachelor's Degrees Awarded per Department**	**Among Remaining HDS 2 Departments: Total Number of Bachelor's Degrees Awarded**
Bachelor's	192	6.3 (5) No δ	1,210
Master's	25	8.9 (9) No δ	225
Doctorate	52	11.7 (10) No δ	605
All Remaining HDS 2 Departments	**269**	**7.6 (5)** No δ	**2,040**

Note: These numbers do not include data for any departments that may have begun granting degrees since 2012–13.

Table CLS7: Juniors and Seniors with Declared Majors, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017 (Remaining HDS 2 Departments)

(The 95% confidence interval for the **change in average per department** from 2012–13 data is provided in italics below the estimate; 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 2 Departments	Among Remaining HDS 2 Departments: Average Number of Juniors & Seniors with Declared Major per Department (Median)	Among Remaining HDS 2 Departments: Total Number of Juniors & Seniors with Declared Major
Primarily Undergraduate	106	9.9 (10) No δ	1,050
Comprehensive	44	14.1 (10)! No δ	620
Primarily Research	119	23 (15) No δ	2,740
Highest Degree Offered by Department	**Number of Remaining HDS 2 Departments**	**Among Remaining HDS 2 Departments: Average Number of Juniors & Seniors with Declared Major per Department**	**Among Remaining HDS 2 Departments: Total Number of Juniors & Seniors with Declared Major**
Bachelor's	192	13.7 (10) No δ	2,625
Master's	25	24.5 (20) No δ	610
Doctorate	52	22.6 (15) *Down 0.2 to 25.4*	1,175
All Remaining HDS 2 Departments	**269**	**16.4 (11)** No δ	**4,410**

Note: These numbers do not include data for any departments that may have begun granting degrees since 2012–13.

! Interpret with caution; the standard error is more than 25% of the estimate.

Table CLS8: Students Completing a Minor, by Carnegie Classification of Institution and Highest Degree Offered by Department, by Carnegie Classification, Estimates for 2016–17 Academic Year (Remaining HDS 2 Departments)

(The 95% confidence interval for the **change in average per department** from 2012–13 data is provided in italics below the estimate; 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 2 Departments	Among Remaining HDS 2 Departments	
		Average Number of Students Completing a Minor per Department (Median)	Total Number of Students Completing a Minor
Primarily Undergraduate	106	5.7 (5) No δ	600
Comprehensive	44	5.1 (12)! *Down 0.3 to 9.7*	225
Primarily Research	119	7.6 (10) No δ	900
Highest Degree Offered by Department	**Number of Remaining HDS 2 Departments**	**Among Remaining HDS 2 Departments**	
		Average Number of Students Completing a Minor per Department	**Total Number of Students Completing a Minor**
Bachelor's	192	5.4 (7) No δ	1,030
Master's	25	13.5 (11)! No δ	335
Doctorate	52	6.9 (22)! *Down 0.4 to 6.2*	360
All Remaining HDS 2 Departments	**269**	**6.4 (4)** No δ	**1,725**

Note: These numbers do not include data for any departments that may have begun granting degrees since 2012–13.

! Interpret with caution; the standard error is more than 25% of the estimate.

Table CLS9: Enrollment* in Graduate-Level Courses, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017 (Remaining HDS 2 Departments)

Carnegie Classification	Number of Remaining HDS 2 Departments	Among Remaining HDS 2 Departments	
		Average Enrollment per Department (Median)	Total Enrollment
Primarily Undergraduate	106	14.2 (14)	1,505
Comprehensive	44	8.0 (8)	350
Primarily Research	119	69.7 (30)	8,300
Highest Degree Offered by Department	**Number of Remaining HDS 2 Departments**	**Among Remaining HDS 2 Departments**	
		Average Enrollment per Department	**Total Enrollment**
Bachelor's	192	5.9 (2)	1,135
Master's	25	28.8 (18)	720
Doctorate	52	159.6 (34)	8,300
All Departments Offering Graduate Degrees	**77**	**117.1 (30)**	**9,020**
All Remaining HDS 2 Departments	**269**	**37.8 (21)**	**10,155**

Note: These numbers do not include data for any departments that may have begun granting degrees since 2012–13.

* Students who enrolled in more than one course in the discipline are counted in each course in which they enrolled.

Table CLS10: Graduate Students, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017 (Remaining HDS 2 Departments)

(The 95% confidence interval for the **change in average per department** from 2012–13 data is provided in italics below the estimate; 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 2 Departments	Among Remaining HDS 2 Departments	
		Average Number of Graduate Students per Department* (Median)	Total Number of Graduate Students
Primarily Undergraduate	106	16.2 (16) ◈	1,720
Comprehensive	44	8 (8) ◈	350
Primarily Research	119	21.8 (20) No δ	2,600

Highest Degree Offered by Department	Number of Remaining HDS 2 Departments	Among Remaining HDS 2 Departments	
		Average Number of Graduate Students per Department	Total Number of Graduate Students
Bachelor's	192	0 ◈	0
Master's	25	33.9 (10)! No δ	850
Doctorate	52	73.5 (20) No δ	3,820
All Departments Offering Graduate Degrees	**77**	**60.7 (18)** No δ	**4,670**
All Remaining HDS 2 Departments	**269**	**17.4 (18)** No δ	**4,670**

Note: These numbers do not include data for any departments that may have begun granting degrees since 2012–13.
! Interpret with caution; the standard error is more than 25% of the estimate.
◈ Indicates there are too few respondents to provide a reliable estimate of the change.
* Average calculated over only those departments that grant graduate degrees.

Table CLS11: Departments Tracking Career Outcomes for Graduate Students, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017 (Remaining HDS 2 Departments)

Carnegie Classification	Track All Graduate Student Career Outcomes	Track Only PhD Recipient Career Outcomes	Do Not Track Career Outcomes	Not Sure if Track Career Outcomes
Primarily Undergraduate	N/A	N/A	N/A	N/A
Comprehensive	50%	0%	0%	50%
Primarily Research	50%	22%	17%	11%
Highest Degree Offered by Department	**Track All Graduate Student Career Outcomes**	**Track Only PhD Recipient Career Outcomes**	**Do Not Track Career Outcomes**	**Not Sure if Track Career Outcomes**
Bachelor's	N/A	N/A	N/A	N/A
Master's	43%	0%	28%	29%
Doctorate	51%	29%	8%	12%
All Remaining HDS 2 Departments	**48%**	**19%**	**15%**	**18%**

Note: These numbers do not include data for any departments that may have begun granting degrees since 2012–13.

Table CLS12: Graduate Student Teaching Assistants, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017 (Remaining HDS 2 Departments)

	Teaching Assistants Providing Grading or Classroom Support		Teaching Assistants Serving as Instructor of Record	
Carnegie Classification	**Average per Department***	**Total Number**	**Average per Department***	**Total Number**
Primarily Undergraduate	1.5	160	1.0	110
Comprehensive	2.5	110	2.5	110
Primarily Research	8.3	990	5.5	650
Highest Degree Offered by Department	**Average per Department***	**Total Number**	**Average per Department***	**Total Number**
Bachelor's	3.0	570	2.2	415
Master's	8.0	200	6.7	170
Doctorate	9.5	490	5.5	285
All Remaining HDS 2 Departments	**4.7**	**1,260**	**3.2**	**870**

Note: These numbers do not include data for any departments that may have begun granting degrees since 2012–13.

* Average calculated over the number of departments reporting that they employed a graduate student in this capacity.

Table CLS13: Instructors of Record for All Undergraduate Courses, by Institution/Department Type, Estimates for Fall 2017 (Remaining HDS 2 Departments)*

	Number of courses 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	825	330	235	0
Comprehensive	320	210	275	90
Primarily Research	1,125	900	415	585
By Highest Degree Offered by Department				
Bachelor's	1,545	970	535	330
Master's	250	185	185	135
Doctorate	475	285	205	210

By Form of Control				
Public	770	665	455	195
Private	1,500	775	470	480
All Remaining HDS 2 Departments	**2,270**	**1,440**	**925**	**675**

Note: These numbers do not include data for any departments that may have begun granting degrees since 2012–13. Data regarding instructors of record for undergraduate courses were collected differently for 2012, and thus no comparison is possible.

* It was not possible to generate comparable estimates for graduate courses, due to too few departments reporting faculty of certain kinds. The issue is further discussed in Part H.

Table CLS14: Benchmark Requirements of Undergraduate Student Majors, by Institution's Carnegie Classification and Form of Control, Estimates for Fall 2017 (Remaining HDS 2 Departments)

	All Remaining HDS 2 Departments	Carnegie Classification			Form of Control	
		Primarily Undergraduate	Comprehensive	Primarily Research	Public	Private
No Benchmark Requirements	38%	26%	43%	47%	54%	30%
Benchmark Requirement with a Paper or Thesis	39%	46%	36%	34%	24%	47%
Benchmark Requirement with a Test	7%	10%	7%	5%	3%	10%
Some Other Form of Benchmarking	23%	28%	21%	18%	23%	23%

Note: The sum of the four rows in any column may exceed 100% because respondents could select multiple choices. There is no comparison with 2012–13 due to a change in question wording. Also, these numbers do not include data for any departments that may have begun granting degrees since 2012–13.

Table CLS15: Considerations in Tenure Decisions, by Institution's Carnegie Classification, Estimates for Fall 2017 (Remaining HDS 2 Departments)

(The 95% confidence interval for the **change in proportion** from 2012–13 data is provided in italics below the estimate; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

	CC*	Essential	Very Important	Important	Marginally Important	Unimportant
Publications	All	**65%** *Down 3% to 21%*	**18%** No δ	**16%** No δ	**1%!** *Down 4% to 9%*	**0%****
	PUG	37% *Down 5% to 31%*	33% *Up 3% to 27%*	26% No δ	4%! No δ	0%**
	Comp	60% No δ	20%! No δ	20%! No δ	0%**	0%**
	PRes	93% No δ	2%! No δ	5%! No δ	0%**	0%**
Teaching	All	**73%** No δ	**21%** No δ	**6%!** No δ	**0%****	**0%****
	PUG	90% No δ	10%! No δ	0%**	0%**	0%**
	Comp	80% No δ	13%! No δ	7%! No δ	0%**	0%**
	PRes	56% No δ	34% No δ	10%! No δ	0%**	0%**
Service to the department or institution	All	**26%** No δ	**26%** No δ	**40%** No δ	**8%!** No δ	**0%****
	PUG	23%! No δ	32% No δ	42% *Up 5% to 31%*	3%! No δ	0%**
	Comp	60% No δ	7%! *Down 1% to 23%*	33%! No δ	0%**	0%**
	PRes	15%! No δ	29%! No δ	42% No δ	14% No δ	0%**
Public humanities***	All	**2%!** No δ	**5%!** *Down 2% to 10%*	**24%** No δ	**43%** No δ	**26%** No δ
	PUG	0%**	6%! No δ	21% No δ	40% No δ	33% No δ
	Comp	0%**	0%**	43%! *Up 4% to 60%*	43%! No δ	14%! No δ
	PRes	2%! No δ	8%! No δ	20%! No δ	46% No δ	24%! No δ

Note: Numbers do not include data for departments that may have begun granting degrees since 2012–13.

! Interpret with caution; the standard error is more than 25% of the estimate.

* CC—Carnegie classification; PUG—Primarily Undergraduate; Comp—Comprehensive; and PRes—Primarily Research.

** For all such values, the upper and lower bounds for the estimates are 100% and 0%; therefore, no significance testing was performed on this value.

*** Public humanities was defined in the questionnaire as making the humanities and/or humanities scholarship accessible to the general public.

Table CLS16: Faculty Tenure Decisions and New Hires, Estimates for 2017–2018 Academic Year and Over Previous Two Previous Years (Remaining HDS 2 Departments)

(The 95% confidence interval for the **change in proportion** from 2012–13 data is provided in italics below the estimate; 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 2 Departments	Percent of Faculty Members
Tenured Faculty Members as of Fall 2017 (Compared to Fall 2012)	1,195	560 of total faculty members No δ
Tenure-Track Faculty Members (Not Yet Tenured) as of Fall 2017 (Compared to Fall 2012)	255	13%! of total faculty members No δ
Tenure-Track Faculty Members Granted Tenure per Year (Two-Year Average), 2015–16 & 2016–17 (Compared to 2010–11 & 2011–12)	20	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), 2015–16 & 2016–17 (Compared to 2010–11 & 2011–12)	3	1%! of tenure-track, not yet tenured faculty members No δ
Tenured, Tenure-Track and Permanent Faculty Members Hired for 2017–18 (Compared to 2012–13)	90	5%! of full-time faculty members No δ

Note: These numbers do not include data for any departments that may have begun granting degrees since 2012–13.

! Interpret with caution; the standard error is more than 25% of the estimate.

Table CLS17: Availability of Institutional or Departmental Support for Research, Estimates for Fall 2017 (Remaining HDS 2 Departments)

(The 95% confidence interval for the **change in proportion** from 2012–13 data is provided in italics below; the width of the interval indicates the uncertainty in the estimate. "No δ" indicates any change exhibited is not statistically significant.)

	% of Institutions or Departments Providing Support
For Full-Time Tenure or Tenure-Track Faculty Members	97% No δ
For Full-Time Non-Tenured or Non-Tenure-Track Faculty Members	70% *Up 3% to 17%*
For Part-Time Faculty Members	19% No δ

Note: These numbers do not include data for any departments that may have begun granting degrees since 2012–13.

Table CLS18: Departments Offering Online Courses, by Institution's Carnegie Classification and Form of Control, Estimates for 2016–17 Academic Year* (Remaining HDS 2 Departments)

	Departments Offering Fully Online Courses	Average Number of Fully Online Courses Offered per Department**	Departments Offering Hybrid Courses	Average Number of Hybrid Courses Offered per Department**
By Carnegie Classification				
Primarily Undergraduate	3%	0.3	7%	0.7
Comprehensive	16%	1.8	20%	0.7
Primarily Research	40%	4.8	16%	0.7
By Form of Control				
Public	46%	4.7	16%	0.6
Private	14%	2.1	11%	1.0
All Remaining HDS 2 Departments	**25%**	**2.5**	**13%**	**0.7**

Note: Numbers do not include data for departments that may have begun granting degrees since 2012–13.
* Including the 2017 summer term and any intersession terms.
** Average calculated over the number of departments reporting that they offered a course of this kind.

Table CLS19: Engagement with Digital Humanities, by Institution's Carnegie Classification and Form of Control, Estimates for Fall 2017 (Remaining HDS 2 Departments)

	Center or Lab Dedicated to Digital Humanities Research on Campus	Offered Seminar Focusing on Digital Methods for Research and Teaching (Academic Year 2016–17)	Have Formal Guidelines for Evaluating Digital Publications for Tenure and Promotion	Have One or More Faculty Members that Specialize in Digital Humanities
By Carnegie Classification				
Primarily Undergraduate	41%	22%	2%	23%
Comprehensive	39%	0%	8%	8%
Primarily Research	59%	13%	19%	29%
By Form of Control				
Public	59%	13%	13%	25%
Private	44%	8%	9%	22%
All Remaining HDS 2 Departments	**48%**	**10%**	**10%**	**23%**

Note: Numbers do not include data for departments that may have begun granting degrees since 2012–13.

Table CLS20: Occupationally-Oriented Activities for Undergraduate Students, by Institution's Carnegie Classification and Form of Control, Estimates for 2016–17 Academic Year (Remaining HDS 2 Departments)

	Activity					
	Occupationally-Oriented Presentations by Employers, Employees, or Alumni*		An Internship in an Employment Setting		Occupationally-Oriented Coursework or Workshops	
	Status**					
	Activity is offered	Activity is required	Activity is offered	Activity is required	Activity is offered	Activity is required
By Carnegie Classification						
Primarily Undergraduate	49%	0%	49%	0%	36%	0%
Comprehensive	50%	0%	42%	0%	8%	0%
Primarily Research	42%	0%	42%	3%	35%	10%
By Form of Control						
Public	44%	0%	42%	0%	32%	5%
Private	47%	0%	47%	2%	30%	4%
All Remaining HDS 2 Departments	**46%**	**0%**	**45%**	**1%**	**31%**	**4%**

Note: These numbers do not include data for any departments that may have begun granting degrees since 2012–13.

* Includes job fairs geared to the interests of the department's majors

** There were three possible choices for each of the activities included in the table (activity is not offered, activity is offered but not required, or activity is required); respondents could choose only one. Thus, the total proportion of departments that participate in the activity is the sum of the two columns; the remainder to sum to 100% is the proportion of departments that do not offer the activity.

Table CLS21: Department Ratings of the Quality of the Student Career Services Offered at their Institutions, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017 (Remaining HDS 2 Departments)

	Very poor	Poor	Fair	Good	Very good	N/A
By Carnegie Classification						
Primarily Undergraduate	2%	7%	42%	36%	13%	0%
Comprehensive	0%	8%	25%	50%	0%	17%
Primarily Research	6%	13%	28%	47%	3%	3%
By Highest Degree Offered by Department						
Bachelor's	3%	8%	37%	39%	9%	4%
Master's	0%	14%	15%	57%	0%	14%
Doctorate	7%	15%	27%	51%	0%	0%
All Remaining HDS 2 Departments	**4%**	**10%**	**33%**	**43%**	**6%**	**4%**

Note: These numbers do not include data for any departments that may have begun granting degrees since 2012–13.

C. Criteria for Department Inclusion

The Statistical Research Center (SRC) of the American Institute of Physics (AIP) was contracted to conduct the third round of the Humanities Departmental Survey (HDS 3). The SRC had conducted the first round (HDS 1) in 2007–08 and the second round in 2012–13 (HDS 2). The disciplinary societies included in the study are:

- American Academy of Religion (HDS 1/2/3 participant)
- American Folklore Society (HDS 2/3 participant)
- American Historical Association (HDS 1/2/3 participant)
- American Musicological Society (HDS 2/3 participant)
- Society for Classical Studies (HDS 2/3 participant)
- American Philosophical Association (HDS 2/3 participant)
- College Art Association (HDS 1/2/3 participant)
- History of Science Society (HDS 1/2/3 participant)
- Linguistics Society of America (HDS 1/2/3 participant)
- Modern Language Association of America (HDS 1/2/3 participant)
- National Communication Association (HDS 2/3 participant)
- American Studies Association (new participant in HDS 3)
- American Anthropological Association (new participant in HDS 3)

While there were six societies indicated as participating in HDS 1, these six societies account for eight disciplines. The Modern Language Association of America includes English, Languages & Literatures other than English (referred to as Foreign Languages in HDS 1), and MLA combined English / Languages & Literatures other than English departments and programs. With the five new societies added in HDS 2 and the four new societies added in HDS 3, there are a total of seventeen discipline-based departments and programs included in HDS 3. There were no participating societies representing Race and Ethnic Studies or Women and Gender Studies in HDS 3.

Criteria for Inclusion

Several criteria were used to determine whether specific departments and programs qualified for inclusion in the sample that was the basis of this study. First, departments or programs had to award a bachelor's, master's, or doctoral degree in at least one of the target disciplines. As it would have been prohibitively expensive to contact every department in the country as to their degree-granting status, we instead consulted the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). If a department had reported to IPEDS that it had awarded an average of at least one degree within the five previous years, it was eligible for inclusion in the sample. The second criterion for inclusion was that the department or program had to be housed in a four-year institution in the United States. The sample was selected so that it would accurately represent degree-granting departments and programs by Carnegie levels: Primarily Research, Comprehensive, and Primarily Undergraduate. Finally, as in HDS 1

and HDS 2, HDS 3 intentionally excluded variations of the target fields that were classified as applied.

Disciplines included in HDS 2 and Longitudinal Comparisons

For the thirteen discipline-based departments and programs included in HDS 2, the same sample was used for HDS 3. This allows for direct longitudinal comparisons. No attempt was made to include departments and programs in these disciplines that had begun granting degrees since 2008, when the original HDS 1 sample was drawn. Thus, the comparisons for the numbers of departments and programs will show only reductions. It is possible that the reductions exhibited among the HDS 3 sample have been offset by the creation of new departments and programs. This study will not capture any growth in the number of departments and programs.

Response Rates

Table C1 provides details on the response rates by discipline; the overall response rate was 64%.

Table C1: Response Rates by Discipline

Discipline	Number of Departments in the Sample	Number of Departments Responding	Response Rate
Art History	160	108	68%
English	154	105	68%
History	164	115	70%
History of Science	14	11	79%
Languages and Literatures other than English	132	74	56%
Linguistics	93	63	68%
MLA Combined English / Languages and Literatures other than English	34	17	50%
Religion	131	84	64%
Classical Studies	153	116	76%
Communication	141	83	59%
Folklore	12	10	83%
Musicology	59	37	63%
Philosophy	153	111	73%
American Studies	153	78	51%
Anthropology	226	133	59%
Race and Ethnic Studies	205	119	58%
Women and Gender Studies	229	155	68%
Overall	**2,213**	**1,419**	**64%**

D. Definitions

Quoted material refers to the questionnaire wording.

All Remaining HDS 2 Departments

Some of the departments awarding degrees in the repeat disciplines when HDS 2 was conducted were no longer granting degrees in that discipline at the time of HDS 3. The vast majority of departments (95% or more) were still awarding degrees at the time of HDS 3. We use this terminology to highlight the fact that the findings presented here are not representative of all of the departments granting degrees in the repeat disciplines at the time of HDS 3; instead, they are representative of all HDS 2 departments that continued to award degrees in the repeat disciplines when HDS 3 was conducted.

Awarding degrees in/granting degrees in …

Only departments and programs that offer a bachelor's, master's, or doctoral degree in the specified discipline are included in this report. Departments and programs that award a certificate or minor degree in the specified discipline are not included.

Bachelor's degrees awarded in a discipline

This reflects the respondents' answers to "How many students completed bachelor's degrees in <discipline> in your department or program during the 2016–17 academic year (including the summer 2017 term)?'

Community Outreach

The respondents were asked "about ways *beyond research* (except where that research is at the request of the community and/or meets an immediate community need) that your department involves itself with the larger community."

Departments

Throughout this document the term *department* includes departments and programs offering degrees in the specified discipline. This terminology is necessary because some disciplines, for example linguistics, may be housed in stand-alone departments or they may be a program that exists within a larger department or they may be a program that includes multiple departments.

References to departments in a particular discipline do not indicate that every university granting a degree in that discipline includes a stand-alone department within that discipline; rather, these references may include stand-alone departments or programs that exist within a larger department or interdisciplinary programs that exist across departments.

No attempt was made to distinguish among departments, programs within a single department, or programs that span departments. The instruction for the survey instrument directed the respondent to "please answer for your department or program in <discipline>. The only restriction placed upon participants was that they offered a degree in the discipline of interest.

Graduate Courses

This includes "for-credit graduate courses."

Respondents were asked to "include any online or hybrid course taught by department faculty."

Graduate Students in a Discipline

This reflects the respondents' answers to "How many graduate students in <discipline> (master's and doctoral, full- and part-time, of any status) did your department or program have during the fall 2017 term?"

HDS 1

This refers to the first Humanities Departmental Survey, which focused on the state of departments in the fall term of the 2007–08academic year and, for some items, the previous academic term.

HDS 2

This refers to the second Humanities Departmental Survey which focused on the state of departments in the fall term of the 2012–13 academic year and, for some items, the previous academic year.

Major in a Discipline

This reflects the respondents' answers to "How many juniors and seniors have declared a major in <discipline> in your department or program, as of the beginning of the fall 2017 term?"

Minor in a Discipline

This reflects the respondents' answers to "How many students complete a minor in <discipline> in your department or program during the 2016-2017 academic year (including the 2017 summer term)?"

Online Courses

This includes "for-credit online courses."

Programs

Throughout this document the term *departments* includes both departments and programs offering degrees in the indicated discipline. This terminology is necessary because some disciplines, for example Linguistics, may be housed in stand-alone departments or they may be a program that exists within a larger department or they may exist as a program that includes multiple departments.

References to departments in a particular discipline do not indicate that every university granting a degree in that discipline includes a stand-alone department within that discipline; rather, these references may include stand-alone departments or programs that exist within a larger department or interdisciplinary programs that exist across departments.

No attempt was made to distinguish among departments, programs within a single department, or programs that span departments. The instruction for the survey instrument directed the respondent to "please answer for your department or program in <discipline>." The only restriction place upon participants was that they offered a degree in the discipline of interest.

Repeat Disciplines

The following disciplines participated in the 2012–13 Survey of Humanities Departments (HDS 2). Where possible, comparisons are made with the 2012–13 data.

- Art History (AH)
- English (EN)
- Languages and Literatures other than English (LLE)
- History (H)
- History of Science (HoS)
- Linguistics (LN)
- MLA Combined English / Languages and Literatures other than English (MLAC)
- Religion (REL)
- Classical Studies (CLS)
- Communication (CM)
- Folklore (FL)
- Musicology (MU)
- Philosophy (PS)

E. Confidence Intervals

A confidence interval is an interval estimate of a population parameter. The term "population" means that the parameter describes all of the units of interest. In this study, the units of interest are typically all of the departments characterized by the study. For example, for English, the population described in this study is the 1,064 departments that award degrees in English and were included in HDS 1. Since we were not able to collect data from each of these 1,064 departments in HDS 2 and HDS 3, we are not able to calculate definitively any changes in the characteristics of these departments between the two rounds of the study. Instead, we estimate the change based on a representative sample of the departments.

The changes from HDS 2 to HDS 3 are expressed as 95% confidence intervals. The 95% does not refer to accuracy or reliability; it refers to the process of calculating the interval. Specifically, a 95% confidence interval is expected to contain (include) the true parameter 95 times if 100 representative samples are taken and the interval is estimated using the same formula each time. In reality, we do not take 100 representative samples; we take just one. So, there is always a chance that the sample we have results in one of the 5 intervals which does not include the true parameter; however, there is a much higher chance that the sample we have results in one of the 95 intervals which does include the true parameter.

There is no way to calculate a 100% confidence interval. If we want to be certain we have captured the truth, we have to get data from every member of the population and ensure that there are (1) no errors in the interpretation of the question, (2) no errors in data compilation by the departments, and (3) no errors in data entry or transmission. To do this would be far too costly.

F. A Note on the Number of Departments for the Repeat Disciplines

Since we did not refresh the sample between HDS 2 and HDS 3, this survey can capture only a reduction in the number of departments granting degrees in a discipline. That is, we attempted to contact all the departments that were awarding degrees in the discipline of interest and were in the sample for HDS 1 and HDS 2. We learned that some of these departments had ceased granting degrees in the discipline of interest. It is not clear whether these departments ceased to exist; they may still offer courses in the discipline of interest.

Furthermore, we did not attempt to determine the number of departments which began granting degrees in the various disciplines between the administration of HDS 1 and HDS 3. As noted in the introduction, a cursory examination of U.S. Department of Education data suggests that it is possible that two or three departments gained degree-granting status for every department that lost it.

In the table below, we indicate the number of departments granting degrees in each discipline at the time of HDS 2 that informed us they were no longer granting degrees in the discipline at the time of HDS 3. **These numbers reflect only the departments that informed us of their loss in degree-granting status, but it is unknown how many non-responding departments in the HDS 3 sample may no longer grant degrees. Please also note that these are not estimates (based on weighted sample data) of the total number of HDS 2 departments in that lost degree-granting status by HDS 3. Again, the values below are merely counts of the departments in our sample who told us of a change in their status between HDS 2 and HDS 3.**

Table F1: Number of HDS 3 Respondents Indicating That They No Longer Grant Degrees, Estimates for Fall 2017 (Repeat Disciplines Only)

Discipline	Number of HDS 3 Respondents Indicating That They No Longer Grant Degrees
Art History	12
English	3
Languages and Literatures other than English	3
History	0
History of Science	0
Linguistics	0
Combined English / Languages and Literatures other than English	3

Discipline	Number of HDS 3 Respondents Indicating That They No Longer Grant Degrees
Religion	5
Classical Studies	7
Communication	1
Folklore	2
Musicology	3
Philosophy	2

Comparing Totals from HDS 2 with those from HDS 3

The totals for each of the repeat disciplines is the total number (of faculty members, of students earning a bachelor's degree, etc.) in the departments which were granting degrees in the discipline of interest at the time of HDS 2 and were still granting degrees in the discipline of interest at the time of HDS 3. As shown in Table F1, we know that some of the departments that were granting degrees at the time of HDS 2 were no longer granting degrees in that discipline at the time of HDS 3. The totals provided in the HDS 1 report are estimates of the total for all of the departments granting degrees in the discipline of interest. We know that at least some departments have begun granting degrees in the disciplines of interest since 2008. Since we do not know how many for any discipline, we cannot estimate a total for all of the departments granting degrees in the discipline of interest for HDS 2 and HDS 3. Therefore, we do not show the HDS 2 totals in this report. The HDS 2 totals should not be compared directly with the HDS 3 totals for the repeat disciplines.

An Example: Linguistics

To demonstrate why totals from HDS 3 should not be compared with totals from HDS 1 or HDS 2, we examined the change in the number of departments in Linguistics, a repeating HDS 1 discipline. We obtained from IPEDS the number of departments granting a degree in Linguistics. No list of degree-granting institutions is completely accurate, but IPEDS provides data that can demonstrate how the number of institutions change over time.

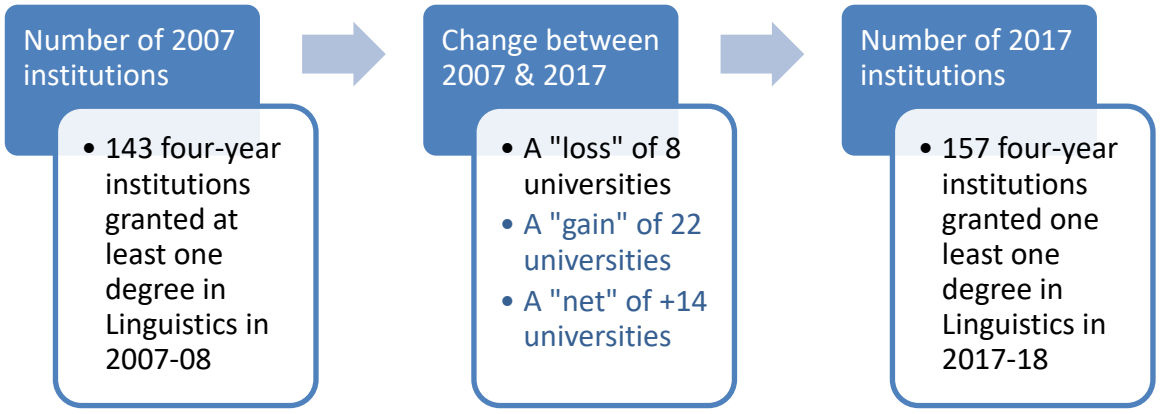
At the time of HDS 1 in 2007–08, IPEDS indicated that there were 143 four-year institutions awarding a bachelor's, master's, or doctoral degree in Linguistics. The original HDS 1 sample drawn in 2007–08 included 133 of those institutions. At the time of HDS 3 in 2017–18, IPEDS indicated that there were 157 four-year institutions awarding a degree in Linguistics.

Looking at the increase from 143 to 157 institutions, one can conclude that 22 four-year institutions began awarding Linguistics degrees between 2008 and 2017. However, there

were also 8 institutions that no longer awarded Linguistics degrees in 2017. Therefore, the overall growth in the number of institutions awarding Linguistics degrees was 14. This net change is illustrated in Figure F1.

The HDS 3 sample of Linguistics departments only included departments that awarded Linguistics degrees at the time of HDS 1 in 2007–08. No new departments awarding Linguistics degrees after 2008 were contacted in HDS 3. Since the 22 newly created Linguistics departments are not included in the HDS 3 sample, we cannot estimate totals for all the Linguistics departments existing in 2017–18.

Figure F1: Loss and Gains in the Number of Four-year Institutions Granting Degrees in Linguistics between HDS 1 and HDS 3



The "net" of +14 universities would not be discovered by the methodology of HDS 3 (2016–17) since only the departments in the HDS 1 sample (2007–08) were included in HDS 3.

Source: Integrated Postsecondary Data System (IPEDS), National Center for Education Statistics (NCES)

Comparisons: Departmental Level or Aggregate?

We know that the number of departments granting degrees in a discipline will change from year-to-year. Some may choose to use the number of departments granting degrees as a measure of the "health" of a discipline. However, the fact that a department has the authority to grant degrees in a discipline does not necessarily mean that it does so. While we do provide an estimate of the number of HDS 2 departments that no longer grant degrees in the discipline of interest in Table E1, we believe that departmental level comparisons are a better measure of the health of a discipline.

Examining what is happening at the departmental level may provide more insight into the health of a discipline than looking at the number of departments granting degrees. For example, if the number of students earning bachelor's degrees per department (or the average number) in a discipline is declining, we might anticipate that some of the smaller

departments may lose degree-granting status. Alternatively, if that number is increasing, we might expect more departments to begin offering degrees. We provide the per-department averages and proportions and compare them directly with the data from HDS 2. All of the statistical tests for any changes are conducted at the per-department level. So, even though we cannot directly compare a total of x number of graduate students in discipline y for each round of the study, we can compare what is happening at the departmental level. For example, we can compare an average of x_1 graduate students per department in discipline y in HDS 2 with an average of x_2 graduate students per department in discipline y in HDS 3. Proportions (the proportion of faculty members who are women, for example) are also departmental level data, so it is appropriate to compare proportions from HDS 2 with those from HDS 3.

We make these comparisons using only departments that responded to both rounds of the survey. Using only these departments to test for changes results in an increase in the statistical power of the test; that is, this approach leads to a reduction in the probability that we will fail to find a difference between the two rounds when one exists.

Even though we have chosen an approach with increased statistical power, the fact remains that we are using data from a sample of departments to make statements about an entire set of departments. Thus, there is some uncertainty in the test. We have indicated the uncertainty using a standard statistic: a 95% confidence interval. The 95% refers to the process itself; it is not an indication of certainty. The width of the interval indicates the level of reliability in the estimate. For more on confidence intervals, please see Part E of this Appendix.

G. Methodology for Hypothesis Tests

In this section, we describe the methodology used for the hypothesis test performed as part of this study.

Testing for Significant Differences in Number per Department

We used a paired difference test to test for significant changes in the number of [faculty members, students earning bachelor's degrees, etc.] per department. A paired difference test is used to determine whether or not population means differ. Paired difference tests increase the statistical power of the test. The statistical power of the test is the probability of rejecting the null hypothesis if it is false. In the test, the hypotheses are:

> H_0: $\mu_D = 0$ (There has been no change.)
> H_1: $\mu_D \neq 0$ (There has been a change.)
> where $x_{Di} = x_{it} - x_{i(t-1)}$
> (The observation of interest, x_{Di}, is the observed data for department i at the current period, x_{it} minus the observed data for department i at the previous period, $x_{i(t-1)}$. In other words, we are examining the change in a measure for each department.)

We set alpha (α) at 0.05. This means that, on average, we would believe a difference exists when one does not one time in twenty tests. We report the 95% confidence interval for any significant differences. These confidence intervals are all at the departmental, or per department, level.

Testing for Significant Differences in Proportion per Department

We used a chi-square (χ^2) test of independence to determine whether or not changes in proportions within each department were significant. In this test, the hypotheses are:

H_0: The variables are independent. (The distributions do not vary between HDS 1 and HDS 2.)

H_1: The variables are not independent. (The distributions do vary between HDS 1 and HDS 2.)

We again set alpha (α) at 0.05. This means that, on average, we would believe a difference exists when one does not one time in twenty tests. We report the 95% confidence interval for any significant differences. These confidence intervals are all at the departmental, or per department, level.

Note that, for the faculty data, the data was used for both types of tests since some of the faculty tables are proportion of faculty members in various categories and some of the faculty tables are number of faculty members.

H. Questions that Did Not Work

Number of Graduate Courses Taught

In HDS 3, we revised a question asked in HDS 2 about the number of for-credit graduate courses taught within a department. Instead of asking for both the number of courses and the number of students enrolled in these courses, we only asked departments to indicate the number of courses taught by faculty members in the department at different academic ranks. The introductory text and question content are listed below.

The following questions ask about the number of for-credit graduate courses in <discipline> of different types taught by instructional personnel of various statuses.
If a course is divided into sections (i.e., offered at different times and/or taught by different instructors), please count each section as a course.
Do not count discussion sections as courses.
Please also:

- **count all courses listed at the graduate level, including those courses crosslisted at the undergraduate level, and**
- **include any online or hybrid courses taught by department faculty in your counts.**

If no faculty members hold appointments in your department or program,

- **please include all courses offered by the program itself.**
- **Exclude courses that satisfy program requirements but are not offered by your program, such as a Chemistry class required in an Archaeology program.**

****

(22) For each of the instructional personnel categories below, please indicate the number of graduate courses taught and the numbers of enrollments in these courses for the fall 2017 term.

	Courses Taught
Full-time tenured/tenure track faculty	
Full-time non-tenure track faculty	
Part-time faculty	
Graduate students in your department (instructors of record)	

Throughout this report, we use survey responses from departments to calculate estimates for the whole population of departments using weighting procedures. To calculate appropriate estimates for a question item, we require at least five departments to provide a response. For the question asking about the number of graduate courses taught within a

department, we did not receive enough responses from departments in any discipline to calculate estimates for courses taught by graduate students in a department. Therefore, we did not report any total values for this question item in the report. It is possible that graduate-level courses are not often taught by graduate students, which might explain why not enough departments were able to respond to this item.

Similar issues occurred for part-time faculty members and full-time non-tenure track faculty members that teach graduate courses. Although a few disciplines provided enough department responses to calculate population-level estimates, most disciplines did not. As with graduate students, it is possible that graduate courses are not often taught by part-time and full-time non-tenure-track faculty members, which might explain why not enough departments were able to respond to this item. The same issue did not occur for the number of courses taught by tenured or tenure-track faculty members. With the exception of Folklore and Combined English/Literatures and Languages other than English departments, we received enough department responses to calculate population-estimates for this question item.

It is also important to note that we did not have the same issue calculating population-level estimates for the number of undergraduate courses taught within a department. With the exception of smaller disciplines such as Folklore, History of Science, and Combined English/Languages and Literatures other than English, we received enough department responses to calculate estimates for this question item.

I. The Questionnaire

The questionnaire was presented online. Respondents were able to download a PDF which contained all the questions if they wished to use it to compile data. The PDF is on the following pages. The header at the top of each page read:

The discipline for which we are requesting information was specified in the e-mail request.

Please answer for your department or program in <discipline>.

Humanities Departmental Survey

Basic Characteristics of Your Institution and Department/Program

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(1) Does your institution have a tenure system?

- ○ No
- ○ Yes

(2) Which degrees in <discipline> are offered by your department or program? Check all that apply.

- ☐ Bachelor's
- ☐ Master's
- ☐ Doctorate

The Faculty & Other Instructional Personnel

This section focuses on the number and characteristics of your department's or program's faculty.

For purposes of this survey, faculty members are people who

- **hold appointments in your department or program in <discipline> and**
- **have instructional responsibilities.**

Please count as faculty members people with instructional responsibilities who are on leave (including sabbatical leave) or temporarily unavailable to teach for any other reason. Any adjunct faculty members should be counted as full- or part-time "non-tenure track".

Not considered faculty members are:

- **teaching and research assistants,**
- **graduate students in your department or program who teach courses as instructors of record, and**
- **personnel with 100% research appointments.**

If no faculty members hold appointments in your program

- **Count as faculty members those people (excluding graduate students in your program) teaching courses offered by the program itself.**
- **Do not count those people teaching courses that satisfy program requirements but are offered outside your program, such as a required Chemistry class for an Archaeology program.**

****

The following question asks about the total number of faculty members of different statuses in your department or program in <discipline> at the beginning of the fall 2017 term. Please give headcounts, rather than full-time equivalents (FTEs).

****

(3) How many faculty members were employed in your department or program at the beginning of the fall 2017 term?

Full-time Tenured

☐ Men

☐ Women

Part-time Tenured

☐ Men

☐ Women

Full-time Tenure-Track but Not Yet Tenured

☐ Men

☐ Women

Part-time Tenure-Track but Not Yet Tenured

☐ Men

☐ Women

Full-time Non-Tenure Track

☐ Men

☐ Women

Part-time Non-Tenure Track

☐ Men

☐ Women

(4) How many graduate student teaching assistants were providing grading or other classroom support in courses in your department at the beginning of the fall 2017 term? ☐

(5) How many of your department's or program's graduate student teaching assistants were instructors of record at the beginning of the fall 2017 term?

☐

(6) How many tenured, tenure-track, or permanent faculty members did your department or program hire to start in the 2017–18 academic year? (If no faculty members hold appointments in your program, please indicate the number of new hires teaching courses offered by the program.) ☐

(7) During or at the end of the previous two academic years (2015–2016 and 2016–2017), did any tenured, tenure-track, or permanent faculty members who teach or do research in your department or program leave, retire, or die?

- ○ No
- ○ Yes
  - → **(8) How many left, retired, or died in total?** ☐
    - **(9) How many retired?** ☐

(10) During the previous two academic years (2015–2016 and 2016–2017), please indicate the number of faculty members who were:

- ☐ Granted tenure
- ☐ Denied tenure
- ☐ Left before coming up for tenure

(11) In your department or program, how important are each of the following in the tenure decision?

	Essential	Very Important	Important	Marginally important	Unimportant
Publications (research, scholarship, and creative work)	○	○	○	○	○
Teaching	○	○	○	○	○
Service to the department or institution	○	○	○	○	○
Public humanities (making the humanities and/or humanities scholarship accessible to the general public)	○	○	○	○	○

(12) Is institutional or departmental support for research available to faculty members who are:

	No	Yes
Full-time tenured or tenure-track?	○	○
Full-time non-tenured or non-tenure-track?	○	○
Part-time?	○	○

Undergraduate Education

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(13) Please indicate the total enrollment in undergraduate courses in your department in the fall term of the 2017–18 academic year. (*This is sometimes designated the "duplicated headcount".*) ☐

(14) How many students completed bachelor's degrees in <discipline> in your department or program during the 2016– 2017 academic year (including the 2017 summer term)? ☐

(15) How many students completed a minor in <discipline> in your department or program during the 2016–2017 academic year (including the 2017 summer term)? ☐

(16) How many juniors and seniors have declared a major in <discipline> in your department or program, as of the beginning of the fall 2017 term? ☐

(17) Does your department or program have benchmark requirements for all major completing the program? (*Please exclude institution-wide assessments like the Collegiate Learning Assessment.*) Check all that apply.

- ☐ No
- ☐ Yes, a paper or thesis
- ☐ Yes, a test
- ☐ Yes, some other form of benchmarking (*Please describe*): ☐

****

The following questions ask about the number of for-credit undergraduate courses in <discipline> of different types taught by instructional personnel of various statuses.

If a course is divided into sections (i.e., offered at different times and/or taught by different instructors), please count each section as a course.

Do not count discussion sections as courses.

Please also:

- **count all courses listed at the undergraduate level, except for courses crosslisted at the graduate level (Do not count the crosslisted courses as undergraduate courses),**
- **Count all courses taught by your faculty, even if the courses are not listed in your department or program**

- **count each course in only one of the two categories provided below, and**
- **include any online or hybrid courses taught by department faculty in your counts.**

If no faculty members hold appointments in your department or program,

- **please include all courses offered by the program itself.**
- **Exclude courses that satisfy program requirements but are not offered by your program, such as a Chemistry class required in an Archaeology program.**

****

The next question asks about all undergraduate courses in <discipline>.

****

(18) For each of the personnel categories below, please indicate the number of undergraduate courses taught in the fall 2017 term.

	Courses Taught
Full-time tenured/tenure track faculty	
Full-time non-tenure track faculty	
Part-time faculty	
Graduate students in your department (instructors of record)	

Graduate Education

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(19) Please indicated how many students were enrolled in graduate level courses in <discipline> in your department in the fall term of the 2017–18 academic year. (*This is sometimes designated the "duplicated headcount".*) ☐

(20) How many graduate students in <discipline> (master's doctoral, full- and part-time, of any status) did your department or program have during the fall 2017 term? ☐

****

The next question asks about financial support of students entering your doctoral program(s) in <discipline>.

Financial support is funding provided by your institution or program or by an external funding agency or organization.

It does not include personal, spousal, or family support, wages from work unrelated to the program, or loans.

****

(21) How many of the full-time first-year students who entered your doctoral program in the 2017–18 academic year had:

Full financial support?	☐
Partial financial support?	☐
No financial support?	☐
Total number of full-time first year students entering doctoral program	☐

(Should equal the sum previous three responses.)

****

The following questions ask about the number of for-credit graduate courses in <discipline> of different types taught by instructional personnel of various statuses.

If a course is divided into sections (i.e., offered at different times and/or taught by different instructors), please count each section as a course.

Do not count discussion sections as courses.

Please also:

- **count all courses listed at the graduate level, including those courses crosslisted at the undergraduate level, and**
- **include any online or hybrid courses taught by department faculty in your counts.**

If no faculty members hold appointments in your department or program,

- **please include all courses offered by the program itself.**
- **Exclude courses that satisfy program requirements but are not offered by your program, such as a Chemistry class required in an Archaeology program.**

****

(22) For each of the instructional personnel categories below, please indicate the number of graduate courses taught and the numbers of enrollments in these courses for the fall 2017 term.

	Courses Taught
Full-time tenured/tenure track faculty	☐
Full-time non-tenure track faculty	☐
Part-time faculty	☐
Graduate students in your department (instructors of record)	☐

(23) Do you systematically track career outcomes for your graduate students?

- ○ Yes, for all graduate students
- ○ Yes, but only for PhD recipients
- ○ No
- ○ Not sure

Online Education

The next question asks about for-credit online courses taught by your department or program's faculty members or graduate students, if instructors of record, during the 2016–17 academic year (including the 2017 summer term and any intersession terms).

These may include courses that you would have included in the Fall 2017 course counts requested in the undergraduate and/or graduate education sections of the survey.

If no faculty members hold appointments in your department or program,

- **please count those for-credit online courses offered by the program.**
- **Exclude courses that satisfy program requirements but are not offered by your program, such as a Chemistry class required in an Archaeology program.**

If a course is divided into sections (i.e., offered at different times and/or taught by different instructors), please count each section as a course.
Do not count discussion sections as courses.

****

(24) For each course type listed below, please indicate the number of courses taught and the numbers of enrollments in these following format.

	Courses Taught
Fully online courses for credit	
Hybrid courses (i.e., courses with both online and on-site components) for credit	

Digital Humanities

Note: If your department or program is Anthropology, questions 25 and 26 should not appear.

(25) Is there a center or lab dedicated to digital humanities research on your campus?

- ○ No
- ○ Yes

(26) Does your department or program have one or more faculty members that specialize in digital humanities?

- ○ No
- ○ Yes

(27) In the 2016–2017 academic year (including the 2017 summer term) did your department or program offer at least one graduate- or undergraduate-level seminar or course that focuses on digital methods for research and teaching?

- ○ No
- ○ Yes

(28) Does your department or program have formal guidelines for evaluating digital publications to ensure faculty members receive credit for tenure and promotion?

- ○ No
- ○ Yes

Humanities & the Professions

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(29) Are there professional programs within your department (e.g., a teacher credentialing program within a history department or a journalism program within an English department)?

- ○ No
- ○ Yes

****

The next question asks about courses taught in professional schools by your department/program's faculty members and graduate students (if instructors of record).

Faculty members may be full- or part-time. Please include in your count all courses taught by faculty members who hold an appointment in your department or program, even if those faculty members also hold an appointment in the professional school in which they are teaching the course(s).

If no faculty members hold an appointment in your department or program, please count all classes offered by your program in a professional school setting.

If a course is divided into sections (i.e., offered at different times and/or taught by different instructors), please count each section as a course. Do not count discussion sections as courses.

****

(30) In the previous academic year (2016–2017, including the 2017 summer term), how many graduate or undergraduate courses were taught by your department/program's faculty members or graduate students in professional schools (e.g., law school, business school, engineering, or medical/dental/nursing school) affiliated with your institution? Check here □ if your institution does not have professional schools. ☐

Workforce Preparation

(31) How would you rate the quality of the career services program at your college for students in your department?

- Very poor
- Poor
- Fair
- Good
- Very good
- We do not have a careers office.

(32) Below is a list of occupationally-oriented activities for undergraduate students with a major in <discipline> in your department or program. Please indicate which of these activities your department or program (in any of its programs) offered either on its own or jointly with the institution's career services unit in academic year 2016–2017 (including the 2017 summer term).

	Activity is not offered	Activity is offered	Activity is required
Occupationally-oriented presentations by employers, employees, or alumni (includes job fairs geared to the interests of your department's or program's majors)	○	○	○
An internship in an employment setting	○	○	○
Occupationally-oriented coursework or workshops (credit or non-credit)	○	○	○

(33) Below is a list of activities intended to prepare students in terminal master's degree programs in <discipline> in your department or program for non-academic employment. Please indicate which of these activities your department or program (in any of its programs) offered, either on its own or jointly with the institution's career services unit in academic year 2016–2017 (including the 2017 summer term).

	Activity is not offered	Activity is offered	Activity is required
Occupationally-oriented presentations by employers, employees, or alumni (includes job fairs geared to the interests of your department's or program's majors)	○	○	○
An internship in an employment setting	○	○	○
Occupationally-oriented coursework or workshops (credit or non-credit)	○	○	○

(34) Below is a list of activities intended to prepare students in doctoral programs in <discipline> in your department or program for non-academic employment. Please indicate which of these activities your department or program (in any of its programs) offered, either on its own or jointly with the institution's career services unit in academic year 2016–2017 (including the 2017 summer term).

	Activity is not offered	Activity is offered	Activity is required
Occupationally-oriented presentations by employers, employees, or alumni (includes job fairs geared to the interests of your department's or program's majors)	○	○	○
An internship in an employment setting	○	○	○
Occupationally-oriented coursework or workshops (credit or non-credit)	○	○	○

Community Outreach

The next three questions ask about ways beyond research (except where that research is at the request of the community and/or meets an immediate community need) that your department involves itself with the larger community.

****

(35) In academic year 2016-2017 (including the summer 2017 term), did any of your department or program's faculty members, other staff, or students (undergraduate majors, graduate students, or students of any affiliation who are enrolled in a department/program course) serve or collaborate with PreK–12 teachers or students?

- ○ No
- ○ Yes, please describe:

(36) In academic year 2016-2017 (including summer 2017), did any of your department or program's faculty members or staff engage in outreach efforts to students in local community colleges, seeking to attract new majors into your department or program?

- ○ No
- ○ Yes, please describe:

(37) In academic year 2016-2017 (including summer 2017), did any of your department or program's faculty members, other staff, or students (undergraduate majors, graduate students, or students of any affiliation who are enrolled in a department/program course) serve or collaborate with state humanities councils or community organizations (including, but not limited to, local museums and libraries)?

- ○ No
- ○ Yes, please describe:

Required Competence in a Language Other than English

Note: If your department or program is a language or literature other than English, question 38 should not appear.

(38) In order to receive a doctoral degree in your department or program (in *any* of its programs or specialties) must a student demonstrate (via an exam, project, or completion of coursework) a particular level of competence in a language other than English (excluding computer languages or programs)?

- ○ No
- ○ Yes
- ○ Do not offer doctorate

Final Comments

Please add your comments about any of the issues covered in this survey.