

The State of the Humanities 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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Acknowledgements

In conducting a survey of this size and scope, one incurs numerous debts. First, and foremost, we thank the Andrew W. Mellon Foundation, without whose generous support neither the Humanities Indicators nor this survey would exist. (With the important caveat that any views, findings or conclusions expressed in this report do not necessarily represent those of the Foundation.)

We also benefited from the talents and good humor of the indefatigable data professionals at the American Institute of Physics' Statistical Research Center, especially Anne Marie Porter.

Finally, we are profoundly grateful to each of the 1,419 department chairs and administrators who responded to the survey. Their information and insights provide the basis for all that follows.

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Introduction

Discussions about the ongoing health of the humanities in higher education tend to focus on a single data series: the trend in undergraduate degrees. The American Academy's 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.

The third iteration of the survey, the findings of which are presented here, examines recent trends in the 12 disciplines included in the previous surveys (art history; classical studies; communication; English; folklore; history; history of science; languages and literatures other than English [LLE]; linguistics; musicology; philosophy; and religion). The scope of the survey was also expanded to provide benchmark information on four additional disciplines (American studies, anthropology, race/ethnic studies, and women/gender studies) that rest in the borderlands between the humanities and the social sciences.

In 2018, with generous funding from the Andrew W. Mellon Foundation, the staff of the HI worked with stakeholders in the scholarly societies representing each discipline to revise the survey instrument to address new challenges facing the humanities field. The survey was then 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.¹ The center also performed the statistical weighting and analysis necessary to produce the national estimates for 2017, along with the comparisons with 2012, presented below. The last section of this introduction includes important information about the nature of the estimates for the disciplines included in previous rounds of the survey (referred to as "repeat disciplines" in the report). Please see "The Populations Described by the Estimates in This Report" in the Appendix for a more thorough discussion of the issue.

The following report focuses on seven areas of interest to the field:

1. the number of departments granting degrees in each discipline²;
2. the mix of faculty teaching in humanities departments;

¹ For the sample size and response rate for each discipline included in this round of the survey, see Table C1 in the Appendix.

² The nature of these estimates depends on whether the discipline was added with this round of the survey or had been included in earlier rounds; the issue is discussed below under "Guide to Interpreting the Findings in This Report."

3. the number of undergraduate students and the types of benchmarking (assessment) practices used for majors;
4. the number of graduate students and financial support for doctoral students;
5. policies and practices to prepare humanities students for careers;
6. the incorporation of digital humanities and teaching methods; and
7. policies and practices to support faculty in the range of roles they perform (as teachers, scholars, and contributors to the community outside their departments).

The data tables on which the narrative and figures in this report are based can be found in an appendix to the report and on the Academy's website. Also available on the website are profiles of the surveyed disciplines. These provide more detailed information on departments' students, faculty, and practices (the appendix to this report also contains the data tables associated with all the discipline profiles; each profile contains the tables for that discipline).

The findings presented here encompass only departments at four-year colleges and universities. For information about the humanities enterprise at community colleges, see <https://www.amacad.org/humanities-indicators/higher-education-surveys/survey-humanities-community-colleges-introduction>.

Challenges Associated with New Disciplines

Of the new disciplines added to the third iteration of the HDS, three presented challenges. As departments and programs, "American studies," "race/ethnic studies," and "women/gender studies" each tend to represent discrete coalitions of faculty around a specific topic. Personnel often overlap among the three subject areas and with other humanities disciplines included in the survey. As a result, the estimates likely include some double counting of faculty who are employed in more than one subject area.

The disciplinary constructs of race/ethnic studies and women/gender studies also have limitations as topical constructs. For the purposes of the study, the race/ethnic studies category was defined so as to include every institution that granted degrees in a subject area defined by the U.S. Department of Education's Classification of Instructional Programs as studying a race or ethnic group within the United States.³ In the course of the survey, however, staff encountered resistance from some departments and degree-granting programs: 1) some defined themselves as a social science and refused to

³ For the purpose of this study, degrees awarded in the final degree categories were included: 05.0200 Ethnic Studies; 05.0201 African-American/Black Studies; 05.0202 American Indian/Native American Studies; 05.0203 Hispanic-American, Puerto Rican, and Mexican- American/Chicano Studies; 05.0206 Asian-American Studies; and 05.0299 Ethnic, Cultural Minority, Gender, and Group Studies, Other.

participate in the study; and 2) two programs in Native American studies objected that inclusion in the race/ethnic studies category represented a fundamental misunderstanding of their position as both a native population and (in one case) the advocacy role of their program. Some of the departments and programs in women/gender studies also objected that they were more properly understood as social sciences, but all agreed to participate with the understanding that the survey results would also be presented separately for the discipline.⁴ Even though the programs and departments in race/ethnic studies and women/gender studies are treated for this report as part of the humanities (in keeping with the HI's definition of the field), the HI appreciates that specific programs and departments have their own perspective on how they are aligned within and between the humanities and social sciences.

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 HDS findings presented here are estimates. They are based not on a *census* of institutions (such as IPEDS, which is the basis of some of the findings presented in the first section of the report) but on a *sample* of institutions. This fact is flagged by the inclusion of the word *estimated* in figure titles and throughout the report's narrative.

Statistically significant changes in averages and percentages from 2012 to 2017 are noted in the narrative report of the findings and accompanying data visualizations. If no change

⁴ The sample frame for this category was constructed from departments and programs with degree awards in 05.0207 Women's Studies and 05.0208 Gay/Lesbian Studies.

is indicated, this could mean continuity between years, but it might also be attributable to 1) the item having not been included (or phrased differently) on the earlier survey; 2) HDS 3 being the first round of the survey to include the discipline; or 3) the number of respondents being too low for a test of statistical significance to be valid.

In some cases, both averages and medians are presented. For averages, statistical testing was performed to determine whether changes had occurred since HDS 2. Such testing was not performed for medians.

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.

1. Departments

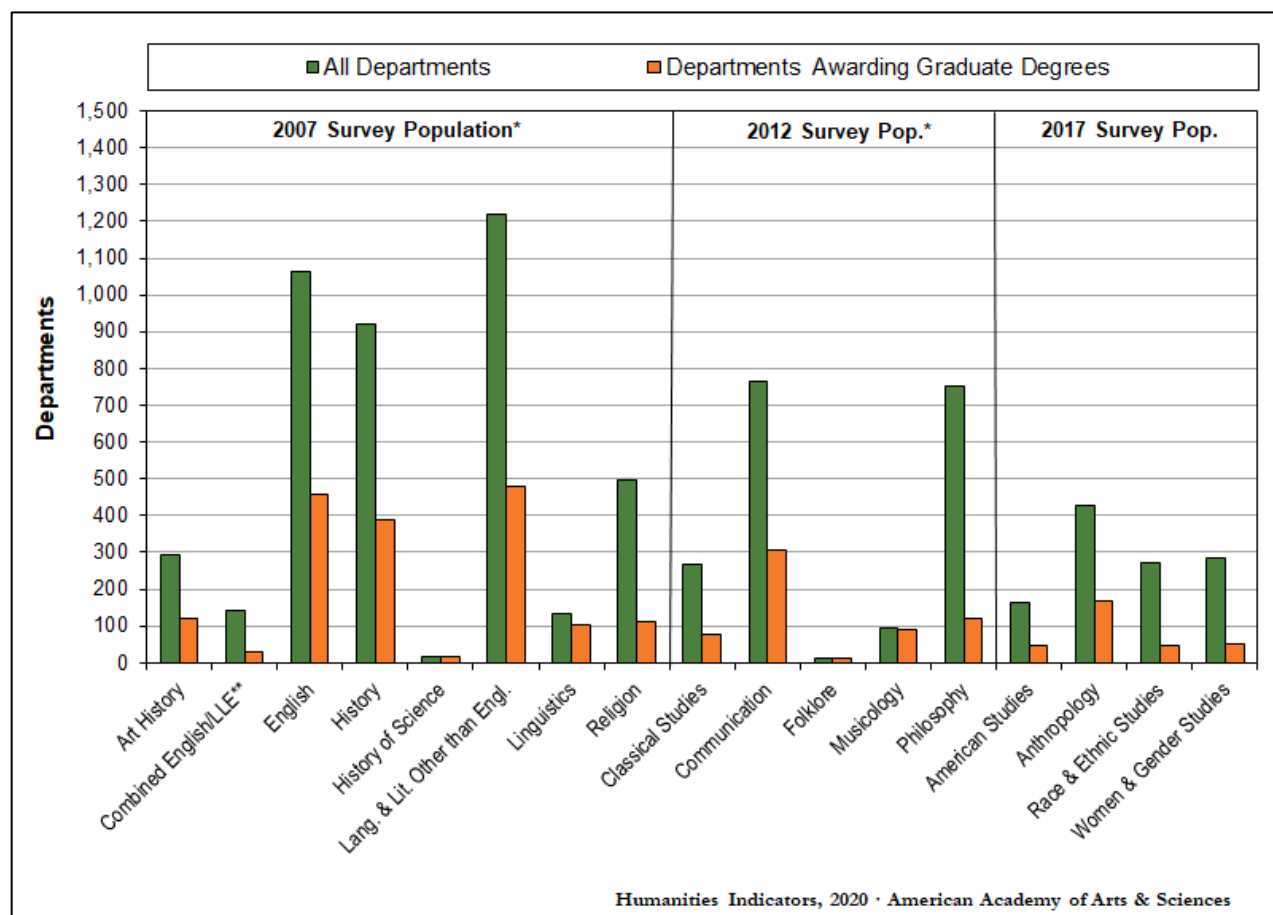
These findings—and the rest of those included in the report (except for Figure 1B)—are based on samples of departments drawn in three separate years. For disciplines that appeared in the two earlier rounds of the HDS, the presented estimates do not describe all departments that were granting degrees in the 2016–17 school year. For such “repeat disciplines,” the estimates provided in this report are for the population of departments granting degrees in the year the discipline joined the survey, minus any of those departments no longer granting degrees in 2017. The survey was able to detect departments that had *ceased* to grant degrees between the year the discipline first joined the survey and 2017, but in order to maintain a comparable sampling frame did not include any departments that *began* granting degrees during that period.

Key findings:

- In fall 2017, LLE, English, and history had the largest estimated number of departments at four-year colleges and universities (1,221, 1,062, and 921 respectively), just as they did in 2007, the first year for which the HDS was conducted (**Figure 1A**). Two disciplines added for HDS 2—communication and philosophy—were the only other humanities disciplines with more than 750 departments. Among the disciplines introduced with HDS 3, anthropology had 427 departments, race/ethnic studies and women/gender studies had somewhat less than 300 departments (272 and 283), and American studies had 165 departments.
- The HDS focuses on departments at four-year institutions that grant bachelor’s, master’s, and/or doctoral degrees. According to data from the U.S. Department of Education, in four of the six largest humanities disciplines, the number of colleges and universities granting degrees declined from 2012 to 2017 (i.e., the years examined by HDS 2 and HDS 3; **Figure 1B**). The largest decrease, 6.2%, was in the number of institutions granting LLE degrees. The number granting degrees in religion fell 3.2%. Conversely, the number of institutions granting degrees in communication increased 5.1% over the period, and the number granting English degrees increased 0.5%. Looking back further, however, the number of institutions granting degrees in every discipline grew at least 5% from 1999 to 2017, with a 58% increase for communication.
- In the disciplines with a larger number of departments (such as communication, English, history, LLE, and philosophy), the HDS estimates that more than half of departments did not grant graduate degrees (as indicated in Figure 1A). In many of the smaller humanities disciplines, however (especially folklore, history of

science, linguistics, and musicology), almost all the departments granted graduate degrees—and tended to be at research universities. Among departments granting only bachelor's degrees, many offered at least a few graduate-level courses for credit. These facts are important to bear in mind when assessing the differences among departments on such measures as the average number of graduate students.

1A: Estimated Number of Humanities Departments and Number of Such Departments Granting Graduate Degrees, by Survey Population and Discipline, Fall 2017

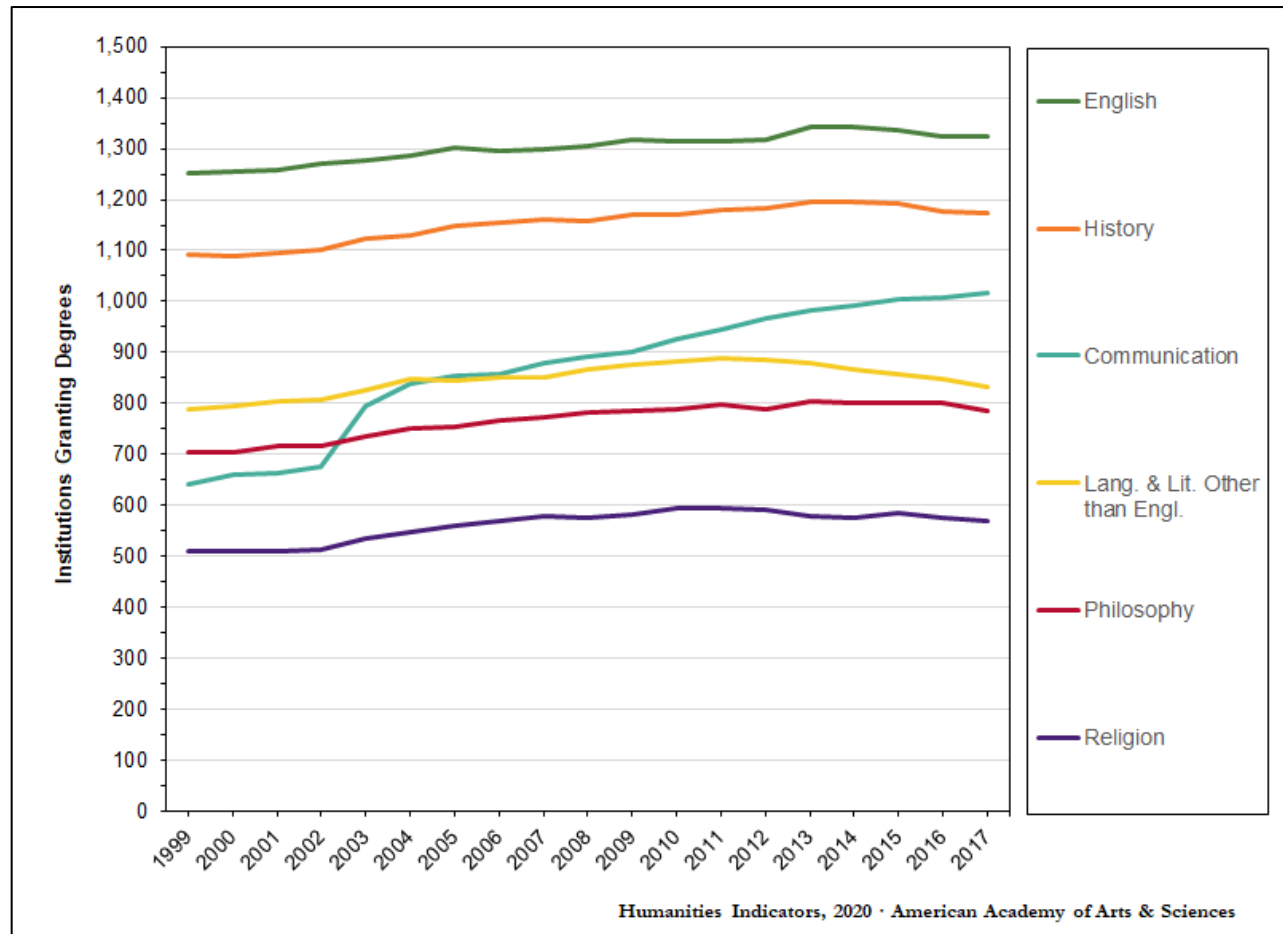


* For disciplines that were included in previous rounds of the survey, the pictured values represent the departments granting degrees in the year indicated that were still granting degrees in 2017. It does not include any departments that began granting degrees between the two time points.

** A combined department is one that grants degrees in English and in languages and literatures other than English (LLE).

For the values underlying this figure: See Tables 1a and 1b in the Appendix, Part A, and the fourth table in each subsection of Part B (e.g., Table AH4, Table EN4).

1B: Number of Institutions Granting Bachelor's, Master's, or Doctoral Degrees in Selected Humanities Disciplines, 1999–2017 Academic Years*



* The count for each year includes institutions that granted at least three degrees in the three-year period including that year and the previous two.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, Integrated Postsecondary Data System; accessed via the National Science Foundation's online integrated science and engineering resources data system, NCSES Table Tool (online at <https://ncesdata.nsf.gov/ids/>).

2. Faculty

The original impetus for undertaking the HDS was to track trends in humanities faculty following the demise of the federal government's National Study of Postsecondary Faculty—the only available source of data on the employment status and demographics of faculty.⁵ The need for such data to inform planning by university administrators, graduate programs, and policymakers seemed evident even before the sharp decline in the academic job market that occurred after 2007.⁶

(For the purposes of tabulating the number of faculty, departments were asked to exclude graduate students and personnel with 100 percent research appointments.)

Key findings:

- Despite the relatively small number of tenure-line positions advertised with scholarly societies in most of the disciplines (the exception being communication), the 2017–18 survey reveals little change in the average number of faculty per department (**Figure 2A**). Only linguistics and the combined departments (language and literature departments that grant degrees in both English and LLE) had statistically significant changes from 2012 to 2017 in the average number of faculty per department. Linguistics showed an increase, while the combined departments had a decrease.
- English departments had the largest average number of faculty (full- and part-time) in the humanities (an estimated 23 faculty members per department), while communication, history, and LLE and had an estimated average of from 15 to 17 faculty members. Folklore departments had the smallest number of faculty (4.1), on average.
- In most of the humanities disciplines, the estimated average number of faculty per department was modestly higher than the median for each discipline, which indicates that a small number of unusually large departments skewed the averages upward. English departments are unusual in that the average (23) was substantially lower than the median (28), indicating that a handful of very small departments pulled down the average for that discipline.

⁵ The most recent (and perhaps last) study was conducted in 2004. For additional information, see: <https://nces.ed.gov/surveys/nsopf/index.asp>.

⁶ See “Danger Signs for the Academic Job Market in Humanities?” American Academy Data Forum (March 5, 2015), <https://www.amacad.org/news/danger-signs-academic-job-market-humanities>.

- A common perception is that tenure-track faculty lines are being displaced by nontenured and part-time adjunct positions.⁷ In the repeat disciplines, the HDS found no statistically significant increases from 2012 to 2017 in the share of faculty employed off the tenure track (see Table 2 in the Appendix). An estimated 62% of all humanities faculty members were tenured or on the tenure track in 2017 (**Figure 2B**). The two disciplines with the smallest estimated share of faculty in tenure-line positions were communication, with 45% of faculty members in tenured or tenure-track positions, and LLE, with 51%. In most humanities disciplines, the share of faculty either tenured or on the tenure track was greater than 70%.
- An estimated 77% of the faculty in humanities departments were employed in a full-time capacity (**Figure 2C**). Communication departments had the smallest share of full-time faculty (64%), but in most of the humanities disciplines, between 70% and 85% of the faculty were full-time. Among the repeat disciplines, only English experienced a change in the distribution of faculty between full- and part-time status, with a statistically significant increase in the share of faculty who were full-time (and a corresponding decrease in the share working part-time).
- Substantial variation in the representation of women persisted among the disciplines of the humanities (**Figure 2D**).⁸ The HDS estimates that slightly more than half of the faculty members in all surveyed disciplines combined were women, while only 27% of the faculty in philosophy departments were women. In contrast, women constituted 89% of the faculty members in women/gender studies programs, and 64% of faculty in art history. In the repeat disciplines, the survey found no statistically significant change in the representation of women from 2012 to 2017.
- In most of the disciplines (and especially those in which women are comparatively underrepresented), the share of women among tenure-track faculty was substantially larger than the share among tenured faculty (**Figure 2E**). In

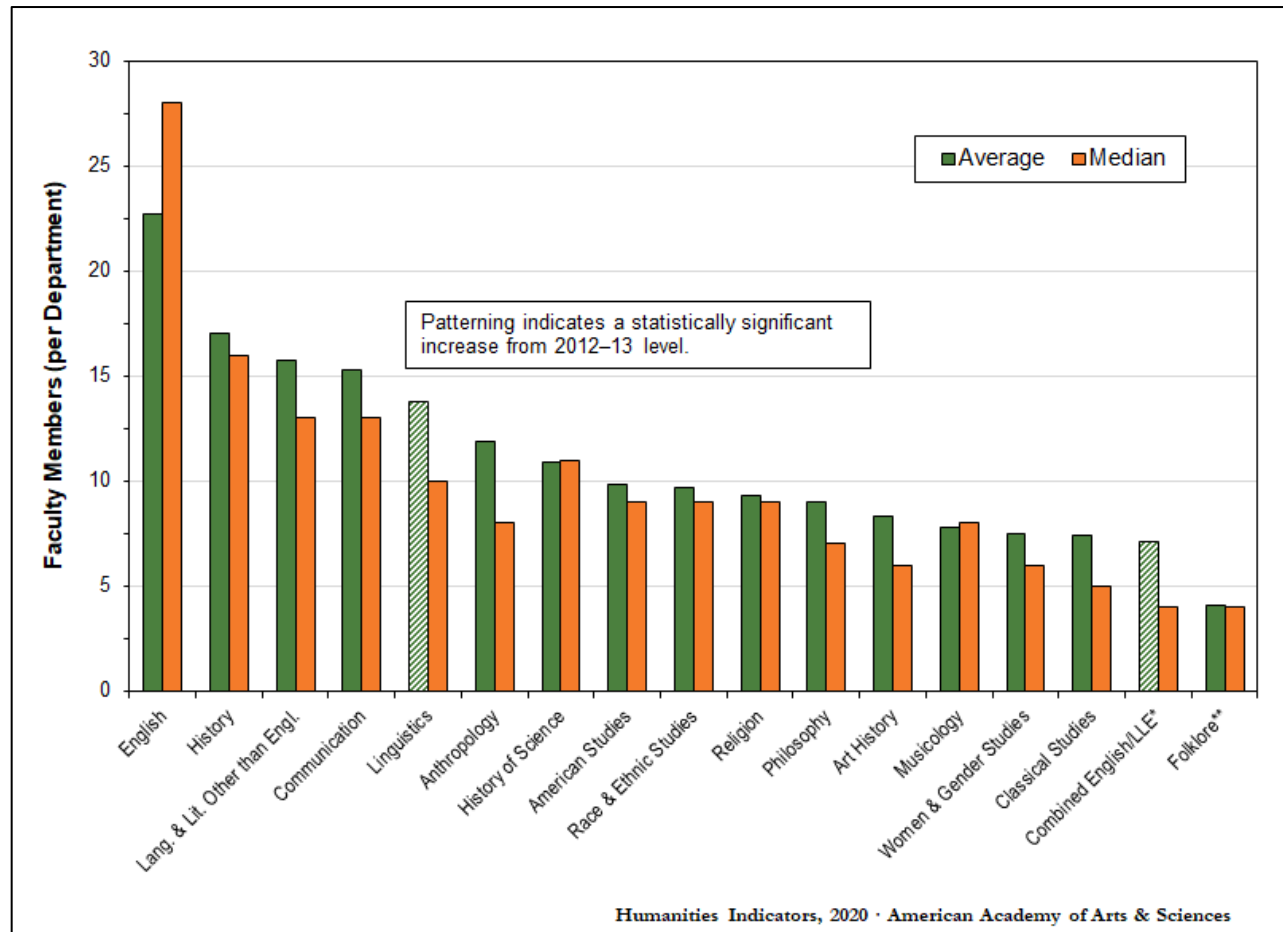
⁷ See for instance Maximillian Alvarez and Len Gutkin, “Hanging Out—and Hanging On—at the MLA,” *Chronicle of Higher Education* (January 22, 2020), <https://www.chronicle.com/interactives/hanging-on-at-the-mla>; Daniel Bessner and Michael Brenes, “A Moral Stain on the Profession,” *Chronicle of Higher Education* (April 26, 2019), <https://www.chronicle.com/article/A-Moral-Stain-on-the/246197>; and Kevin Carey, “The Bleak Job Landscape of Adjunctopia for Ph.D.s,” *The New York Times* (3/6/2020), <https://www.nytimes.com/2020/03/05/upshot/academic-job-crisis-phd.html>.

⁸ Since the assignment of gender in this survey relies on a third party (a department chair or administrator), and the categories for non-binary genders vary from campus to campus, this survey only asked about the share of women.

philosophy, for instance, women constituted 48% of the tenure-track faculty but only 25% of the faculty members with tenure.

- In most humanities disciplines, the estimated share of faculty in nontenured or non-tenure-track positions who were women was smaller than the share of tenure-track positions filled by women. The exceptions were the combined English/LLE departments (in which 75% of the faculty in nontenurable positions were women, compared to 38% of the faculty on the tenure track), linguistics (70% and 48%), LLE (70% and 57%), and classical studies (54% and 48%).
- English departments had the greatest estimated number of annual faculty departures, an average of 750 per year in academic years 2015–16 and 2016–17, but an equal number of faculty members were hired to fill permanent positions for the 2017–18 academic year (**Figure 2F**). LLE had the second largest number of departures (625), but also had the largest number of new faculty hires (800). Only in philosophy departments was the number of departing faculty substantially larger than the number of faculty hired.
- An estimated 58% of English departments had at least one faculty member come up for tenure in academic years 2015–16 and 2016–17, while at departments of anthropology, history, and communication, the shares were just below 50% (**Figure 2G**). These disciplines had the largest shares, while history of science, philosophy, and folklore had the smallest shares of departments with tenure activity: 27%, 27%, and 20% respectively. Disciplines with a small average faculty size generally had smaller shares, though in LLE departments, which have one of the larger average faculty sizes, only 36% had at least one faculty member come up for tenure.
- Most humanities faculty members who came up for tenure received it, according to the survey, but a nonnegligible number of junior faculty appeared to leave prior to facing a tenure decision (**Figure 2H**). Across all humanities disciplines, an estimated 920 faculty members received tenure per academic year (averaged over 2015–16 and 2016–17), which was more than eleven times the average number denied tenure (81). However, the study also indicates that 219 faculty members left their departments prior to a tenure decision. (For HDS findings regarding the criteria used for tenure, see “Other Department Policies and Practices,” below.)
- Among the repeat disciplines, only history had a statistically significant decline from HDS 2 to HDS 3 in both the amount of tenure activity and the average number of faculty receiving tenure.

2A: Estimated Average and Median Number of Faculty Members per Humanities Department, by Discipline, Fall 2017



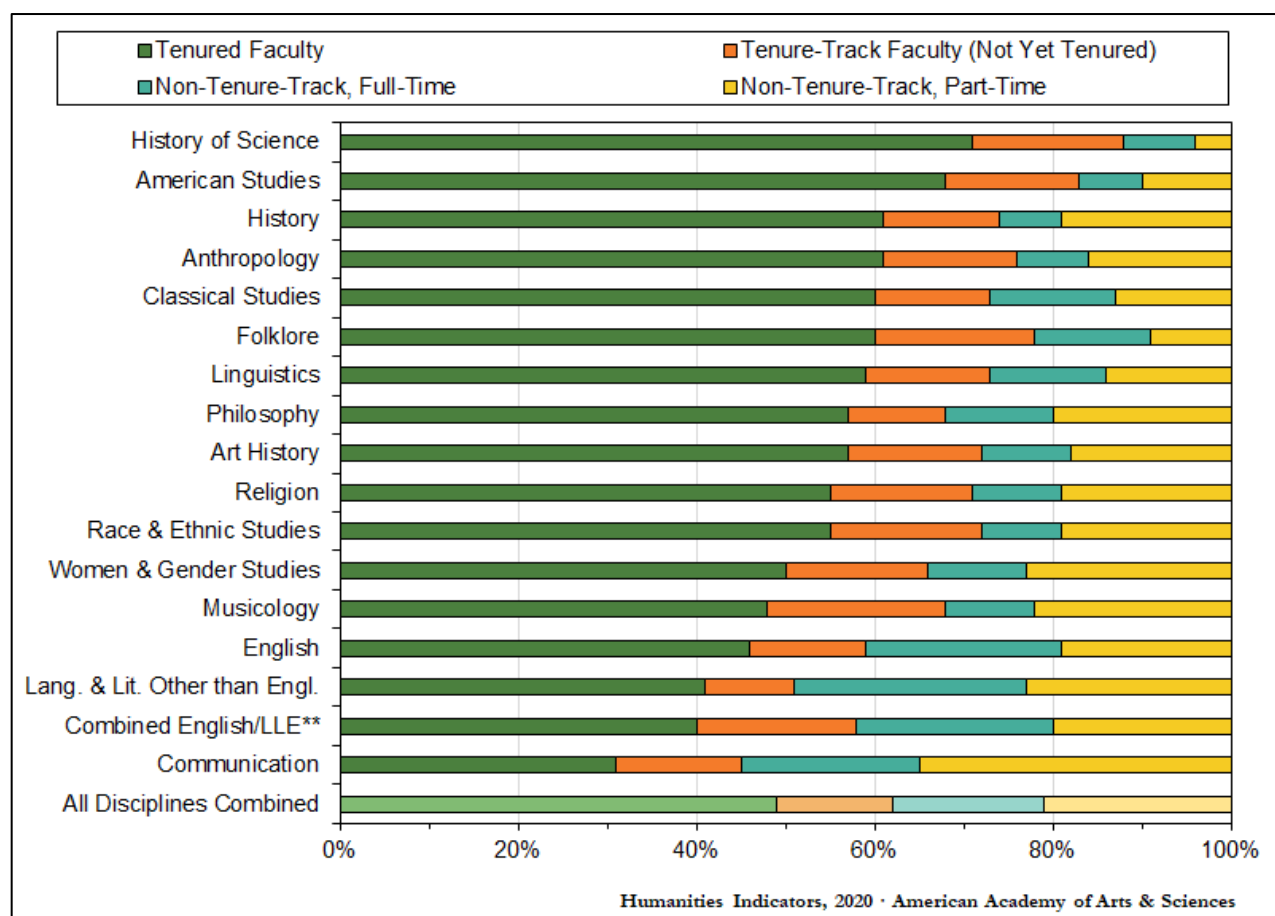
Analysis of change over time in the median value for each discipline was not conducted as part of this study.

* A combined department is one that grants degrees in English and in languages and literatures other than English (LLE). Interpret this estimate with caution; the standard error is more than 25% of the estimate.

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

For the values underlying this figure: See Tables 1a and 1b in the Appendix, Part A.

2B: Estimated Distribution of Humanities Faculty Members across Tenure Statuses, by Discipline, Fall 2017*

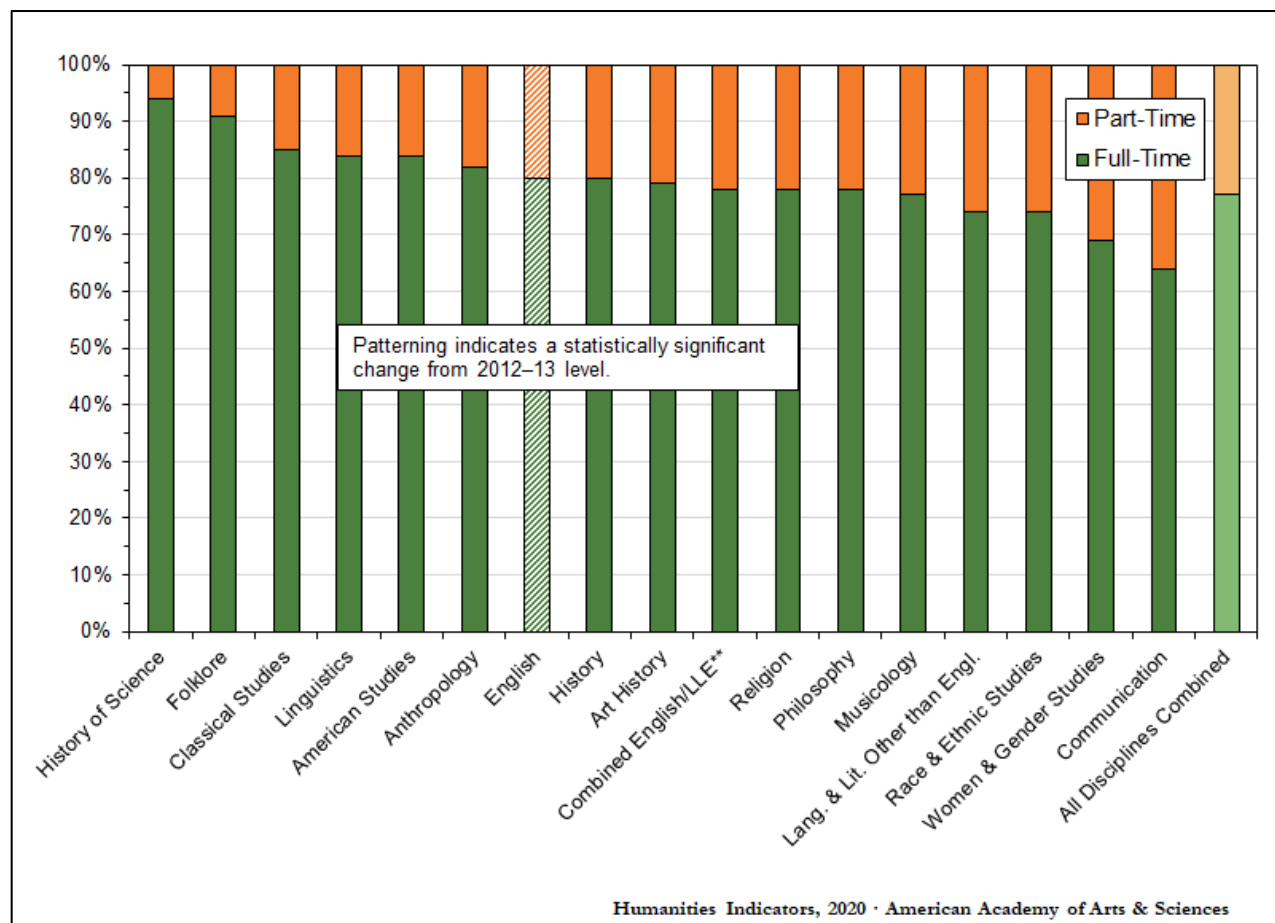


* For most disciplines, the estimate for at least one of the faculty categories should be interpreted with caution, as the standard error is more than 25% of the estimate. Please see Table 2 in the Appendix for details.

** A combined department is one that grants degrees in English and in languages and literatures other than English (LLE).

For the values underlying this figure: See Table 2 in the Appendix, Part A.

2C: Estimated Shares of Full- and Part-Time Humanities Faculty Members, by Discipline, Fall 2017*

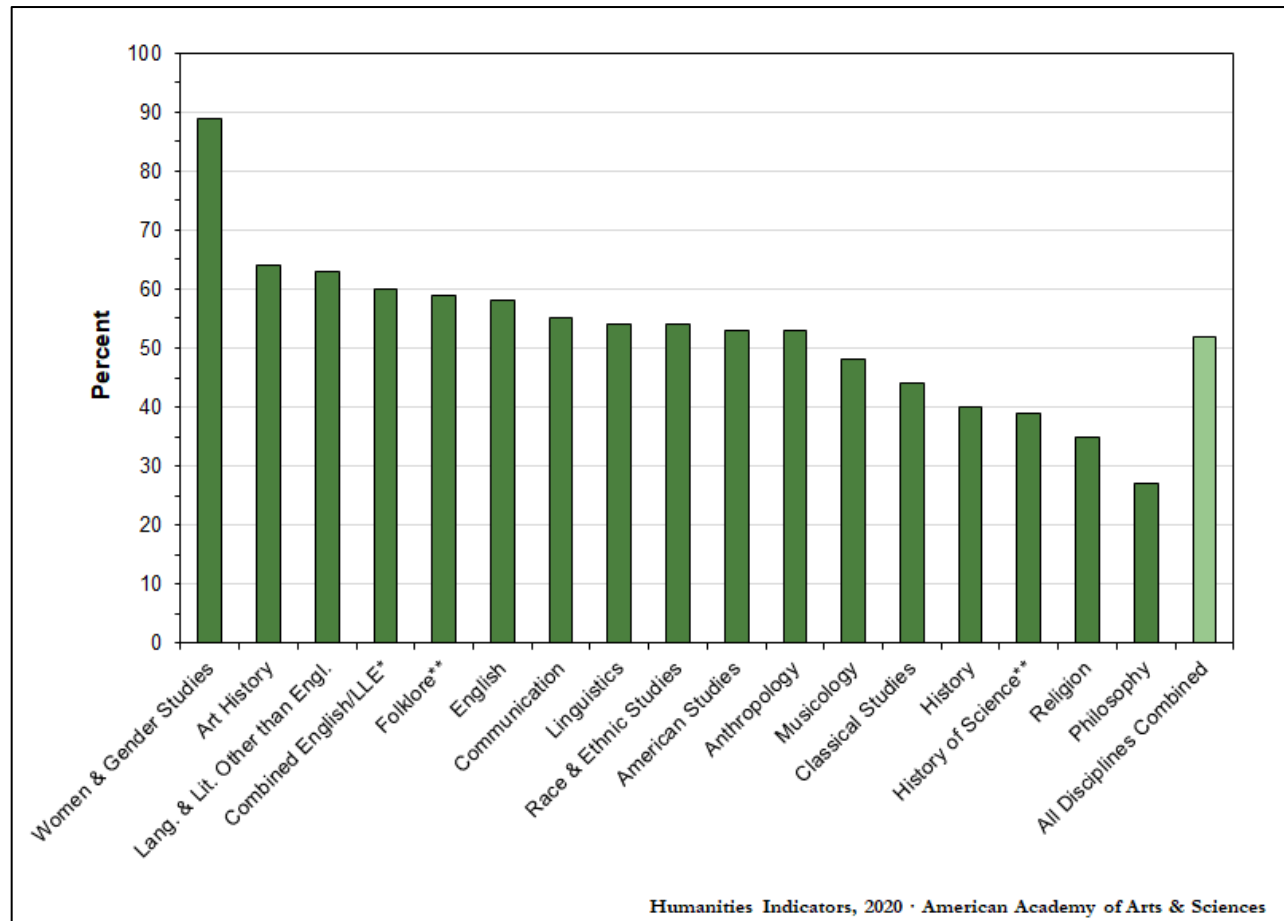


* Some part-time faculty members are tenured or tenure-track.

** A combined department is one that grants degrees in English and in languages and literatures other than English (LLE).

For the values underlying this figure: See Table 3 in the Appendix, Part A.

2D: Estimated Share of Humanities Faculty Members Who Are Women, by Discipline, Fall 2017

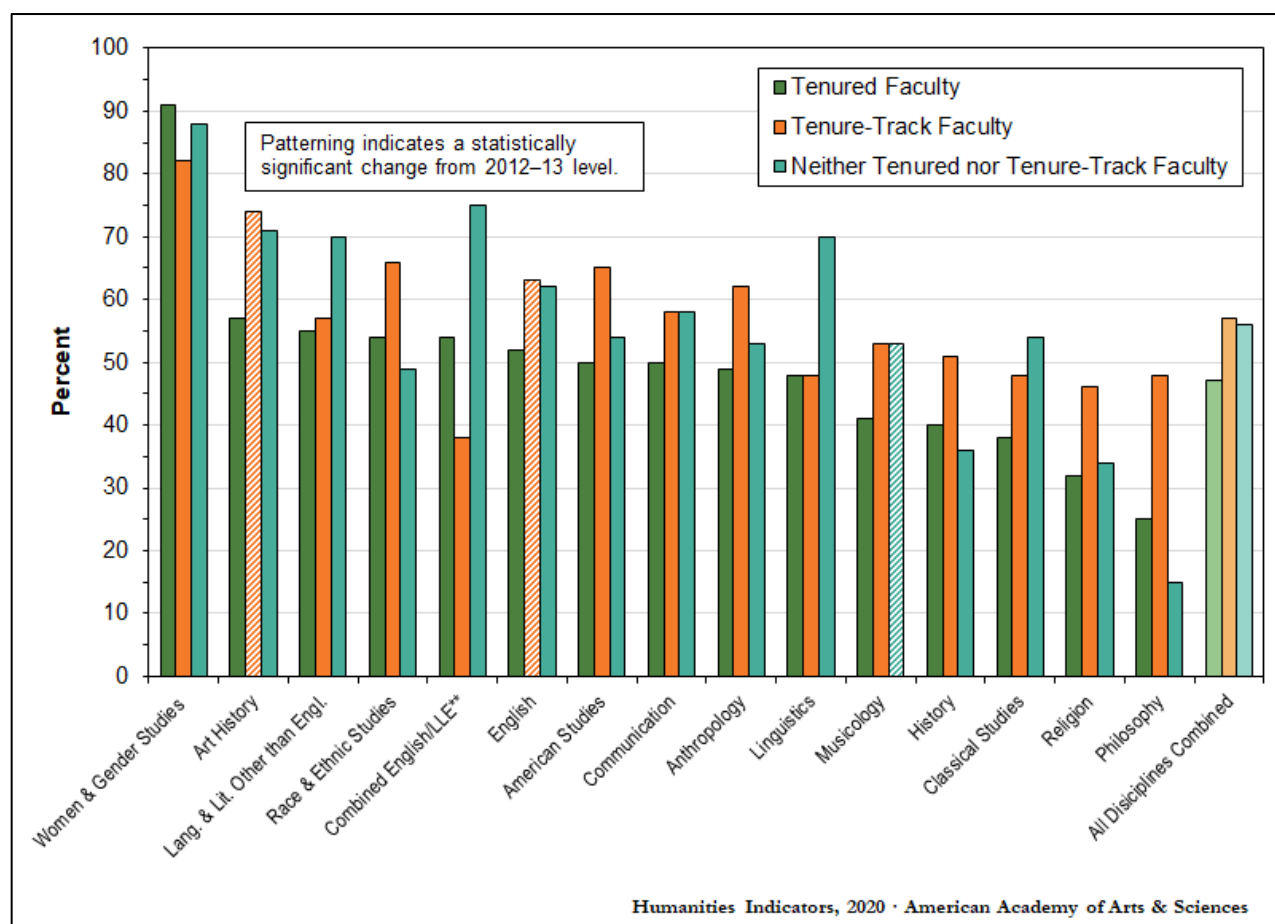


* A combined department is one that grants degrees in English and in languages and literatures other than English (LLE).

** Estimate should be interpreted with caution, as the standard error is more than 25% of the estimate.

For the values underlying this figure: See Table 3 in the Appendix, Part A.

2E: Estimated Share of Humanities Faculty Members at Each Tenure Status Who Are Women, by Discipline, Fall 2017*

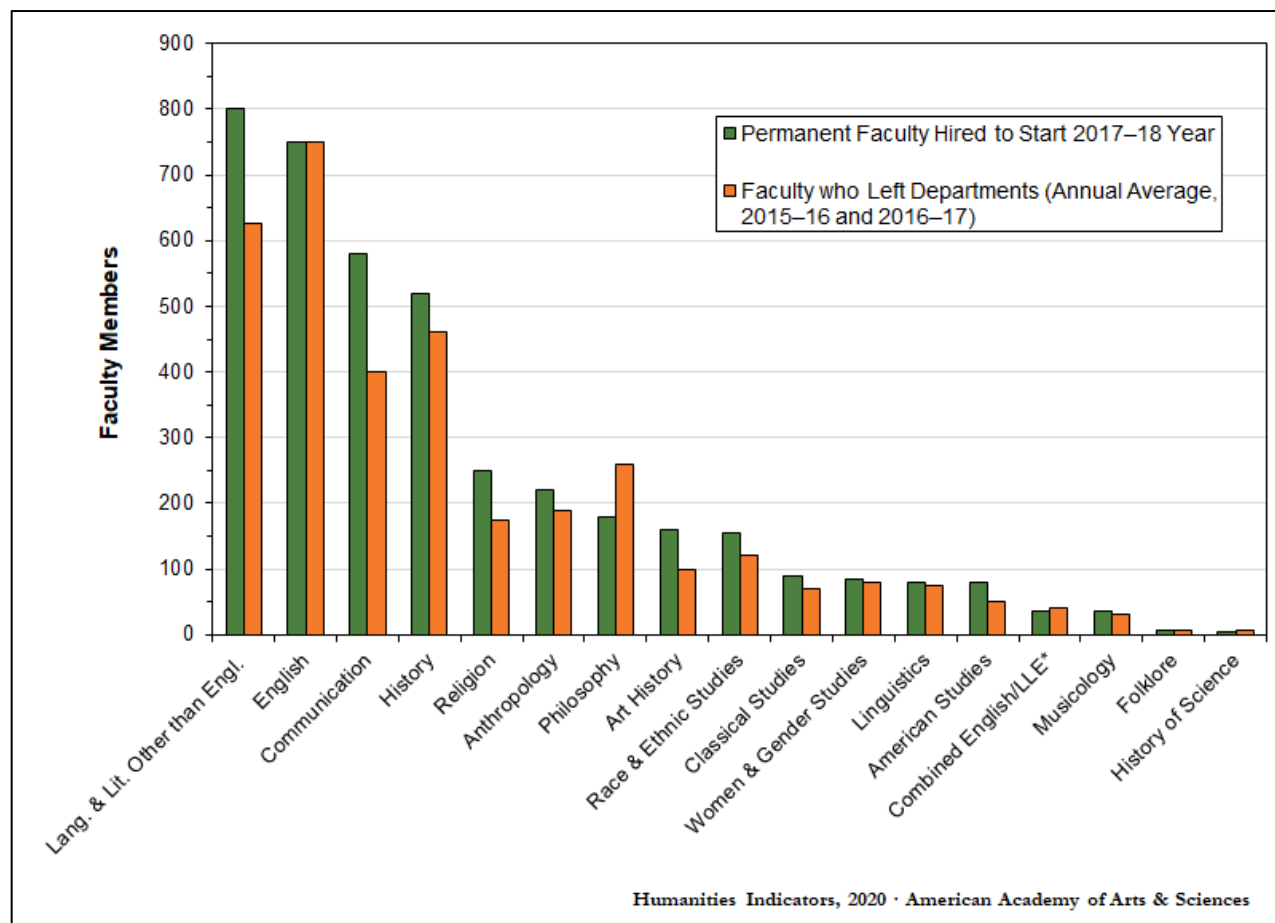


* Folklore and history of science have been excluded because reliable estimates could not be generated for these disciplines.

** A combined department is one that grants degrees in English and in languages and literatures other than English (LLE).

For the values underlying this figure: See Table 4 in the Appendix, Part A.

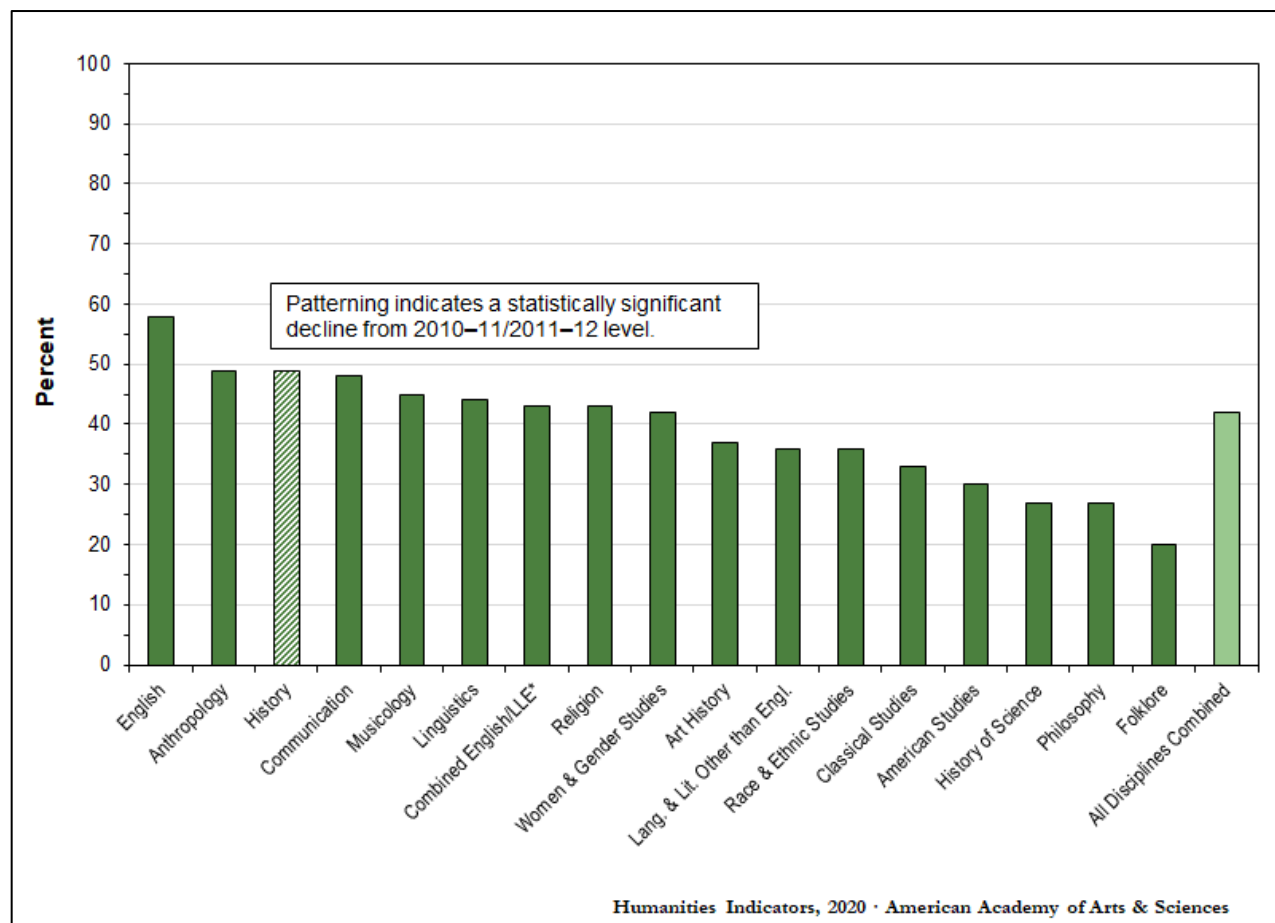
2F: Comparison of Humanities Faculty Hires (2017–18 Academic Year) to Departures (2015–16 & 2016–17), Estimates by Discipline



*A combined department is one that grants degrees in English and in languages and literatures other than English (LLE).

For the values underlying this figure: See Table 5 in the Appendix, Part A.

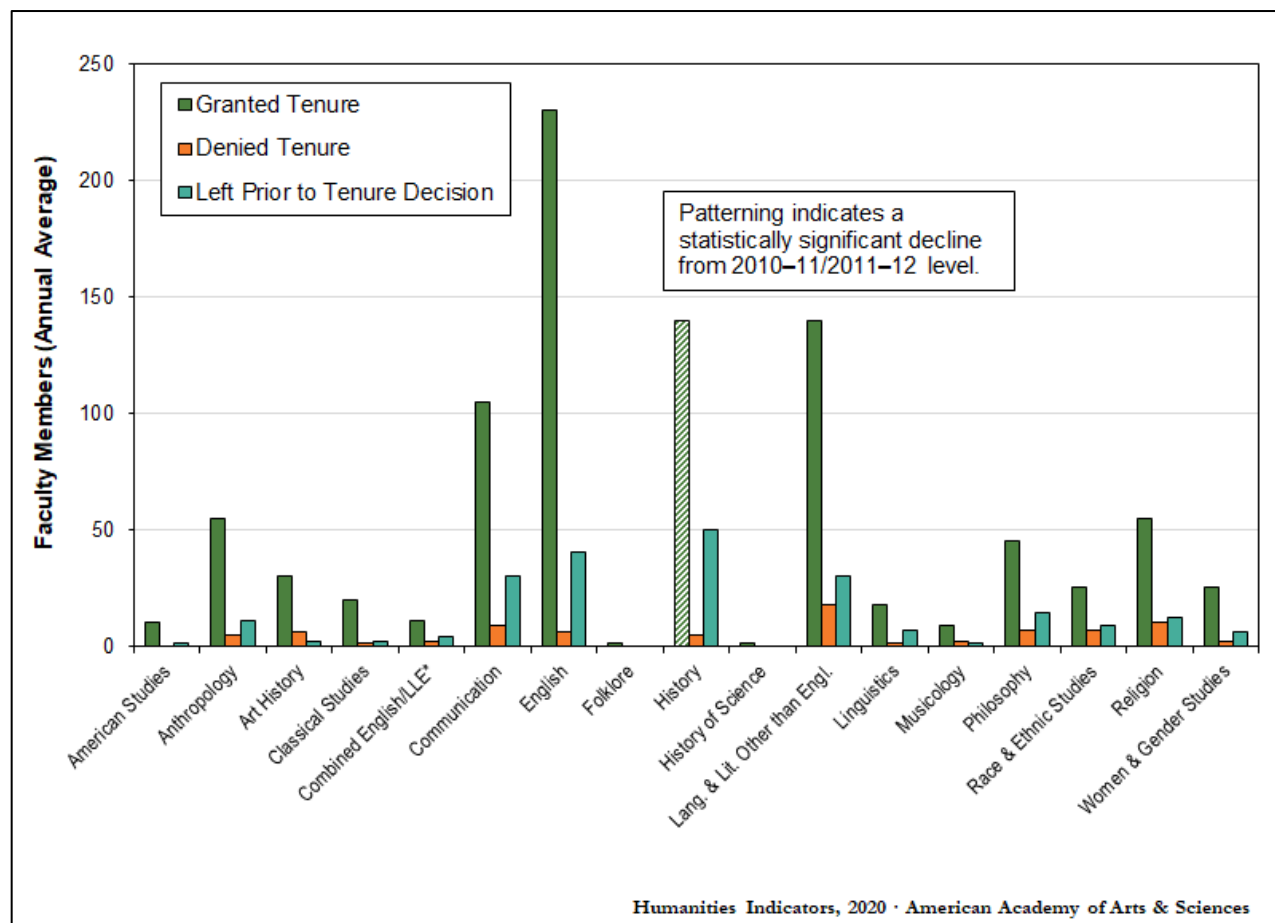
2G: Estimated Share of Humanities Departments with Tenure Activity over a Two-Year Period (2015–16 & 2016–17 Academic Years), by Discipline



* A combined department is one that grants degrees in English and in languages and literatures other than English (LLE).

For the values underlying this figure: See Table 6 in the Appendix, Part A.

2H: Faculty Members in the Tenure Process per Humanities Discipline, Estimated Annual Average, 2015–16 & 2016–17 Academic Years



* A combined department is one that grants degrees in English, and in languages and literatures other than English (LLE).

For the values underlying this figure: See Table 6 in the Appendix, Part A.

3. Undergraduate Students

In addition to meeting the need for data on humanities faculty, the HDS was created to provide a deeper understanding of the student population. In recent years, the news media have focused a considerable amount of attention on the trend in the number of undergraduates earning humanities degrees. This survey rounds out that story with new estimates of enrollment in undergraduate classes, as well as the number of declared majors, completed minors, and degree recipients. (For the long-term trend in the number of students receiving undergraduate degrees, please see the HI's main indicator set at <https://www.amacad.org/humanities-indicators/higher-education/bachelors-degrees-humanities>). The survey also asked departments about a range of practices related to their undergraduate students, such as benchmarking requirements for majors. The findings for benchmarking are presented in this section. Information on other ways departments serve undergraduates, including workforce preparation and professional training, is provided in Section 5 of the report.

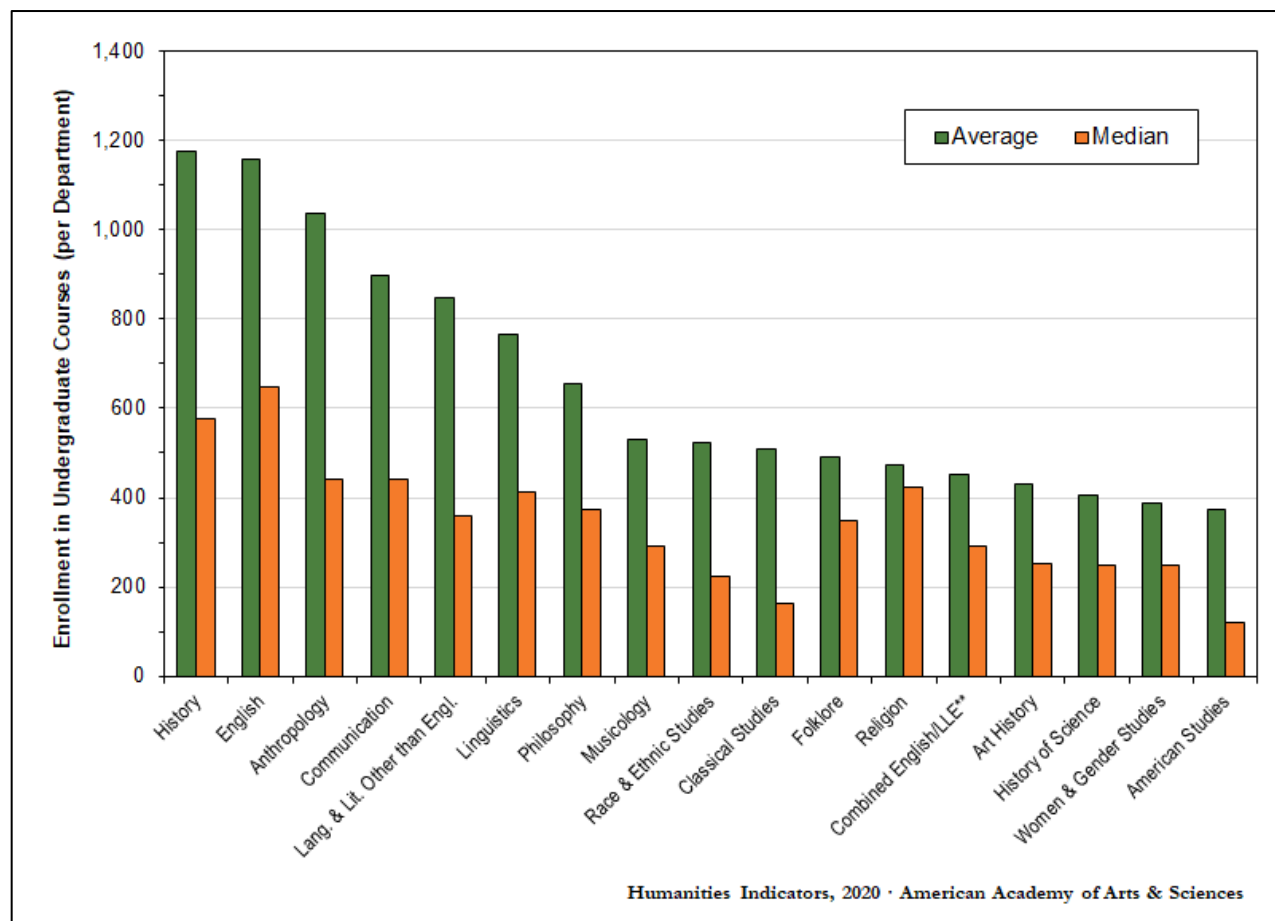
Key findings:

- The HDS estimates that, in fall 2017, enrollment in humanities departments' undergraduate courses was at least six million (see Table 10 in the Appendix; all enrollment findings include duplicated headcounts—i.e., students who enrolled in more than one course in a discipline were counted in each course in which they enrolled).⁹ On a per department basis, history and English had the highest average enrollment (an estimated 1,174 and 1,157 respectively; **Figure 3A**). Apart from American studies and women/gender studies, each of the disciplines had an average per department enrollment of at least 400 in its undergraduate courses.
- In every discipline except religion, the estimated average enrollment in undergraduate courses was substantially higher than the median, indicating that a few departments with particularly high enrollment skewed the average upward. Only English and history had a median enrollment of over 500, while in departments of classical studies and American studies, the median was less than a third of the average.

⁹ For disciplines that were included in earlier rounds of the survey, this study does not capture *all* departments granting degrees in 2017–18, only those *still* granting degrees in 2017–18. The enrollment total does not reflect those departments that began granting degrees since the year a discipline was first included in the study.

- The HDS is the only survey to track and report the number of students completing minors in the humanities, and the study estimates that a handful of disciplines granted substantially more minors, on average, than the others (**Figure 3B**). Communication, history of science, and LLE departments granted an estimated average of 30–35 minors each in the academic year of 2016–17. In most of the other humanities disciplines, the average number of students completing minors was between 10 and 20 per department. In none of the repeat disciplines was there a statistically significant change from 2011–12.
- The survey found a statistically significant decline in the estimated average number of degrees granted in departments of art history, English, history, and philosophy from 2011–2012 to 2016–2017 (**Figure 3C**), as well as a statistically significant decline in the average number of juniors and seniors with declared majors in the disciplines of history, philosophy, and religion.
- The estimated median number of declared majors and bachelor’s degree recipients was substantially lower than the average in almost every discipline (**Figure 3D**). In most of the disciplines, the median number of bachelor’s degrees granted was less than ten. The median number of degrees was 20 or higher in only three disciplines: communication, English, and history.
- One of the questions added in this round of the HDS asked about benchmarking requirements for undergraduate majors (**Figure 3E**). When all disciplines are considered together, an estimated 29% of departments had no benchmarking requirement. Forty-three percent assessed their majors through a paper or thesis requirement, another 10% used a test, and 29% used some other form of assessment. Departments in universities focused primarily on research were the least likely to do benchmarking, with 39% lacking some form of student assessment. Departments in primarily undergraduate colleges were substantially more likely than departments at other types of institutions to use a paper or thesis as the method of benchmarking (56%).
- History departments were the most likely to have conducted some form of benchmarking (87% had a requirement), while linguistics departments were the least likely (38%; **Figure 3F**). History departments were also the most likely to have required a paper or thesis for their majors (74%; see Table 12 in the Appendix), followed closely by American studies (68%). In each of the other disciplines, less than 53% of the departments had a paper or thesis requirement.

3A: Estimated Average and Median Enrollment* in Undergraduate Courses per Humanities Department, by Discipline, Fall 2017



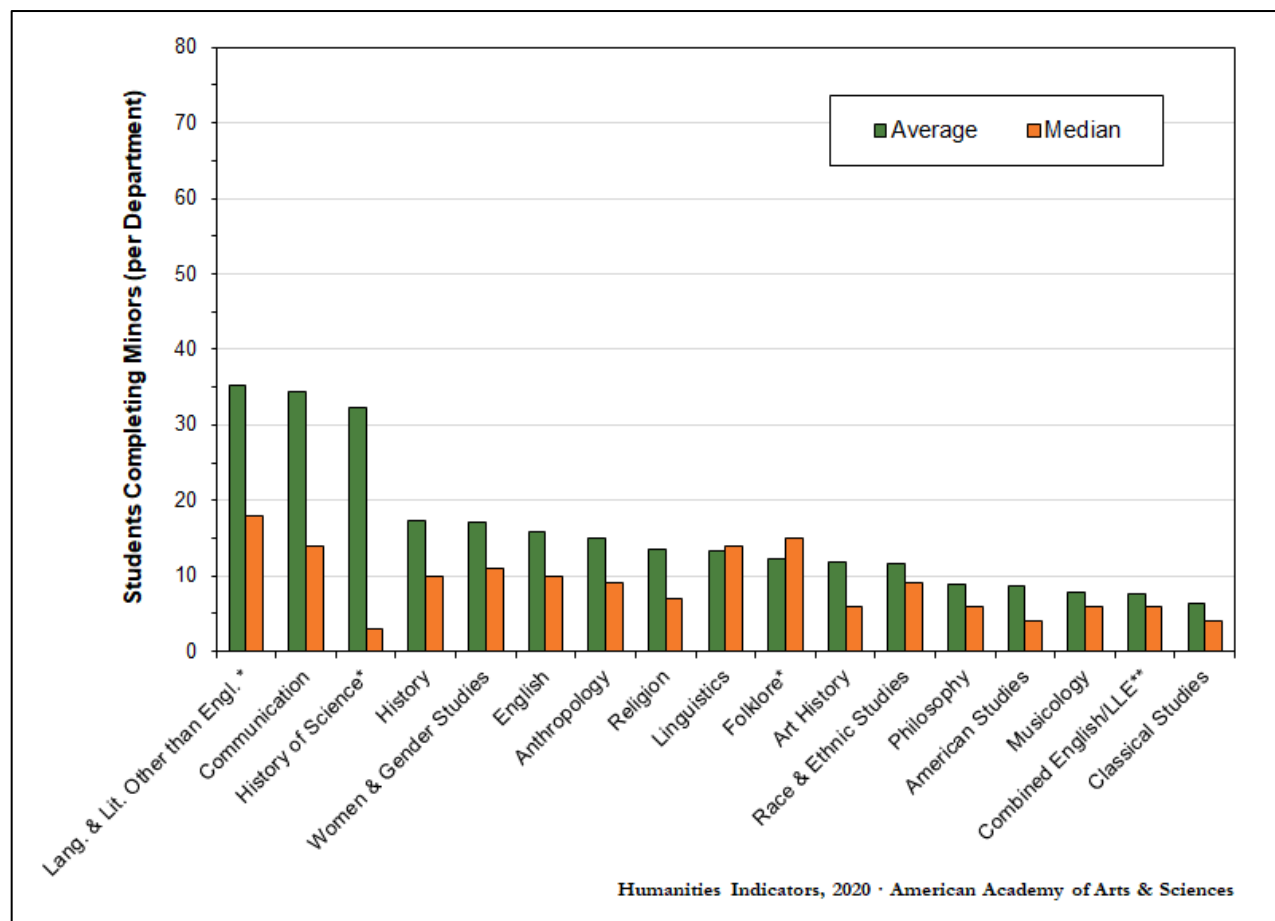
Analysis of change over time in the median value for each discipline was not conducted as part of this study.

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

** A combined department is one that grants degrees in English and in languages and literatures other than English (LLE).

For the values underlying this figure: See Table 10 in the Appendix, Part A.

3B: Estimated Average and Median Number of Students Completing Minors per Humanities Department, by Discipline, 2016–17 Academic Year



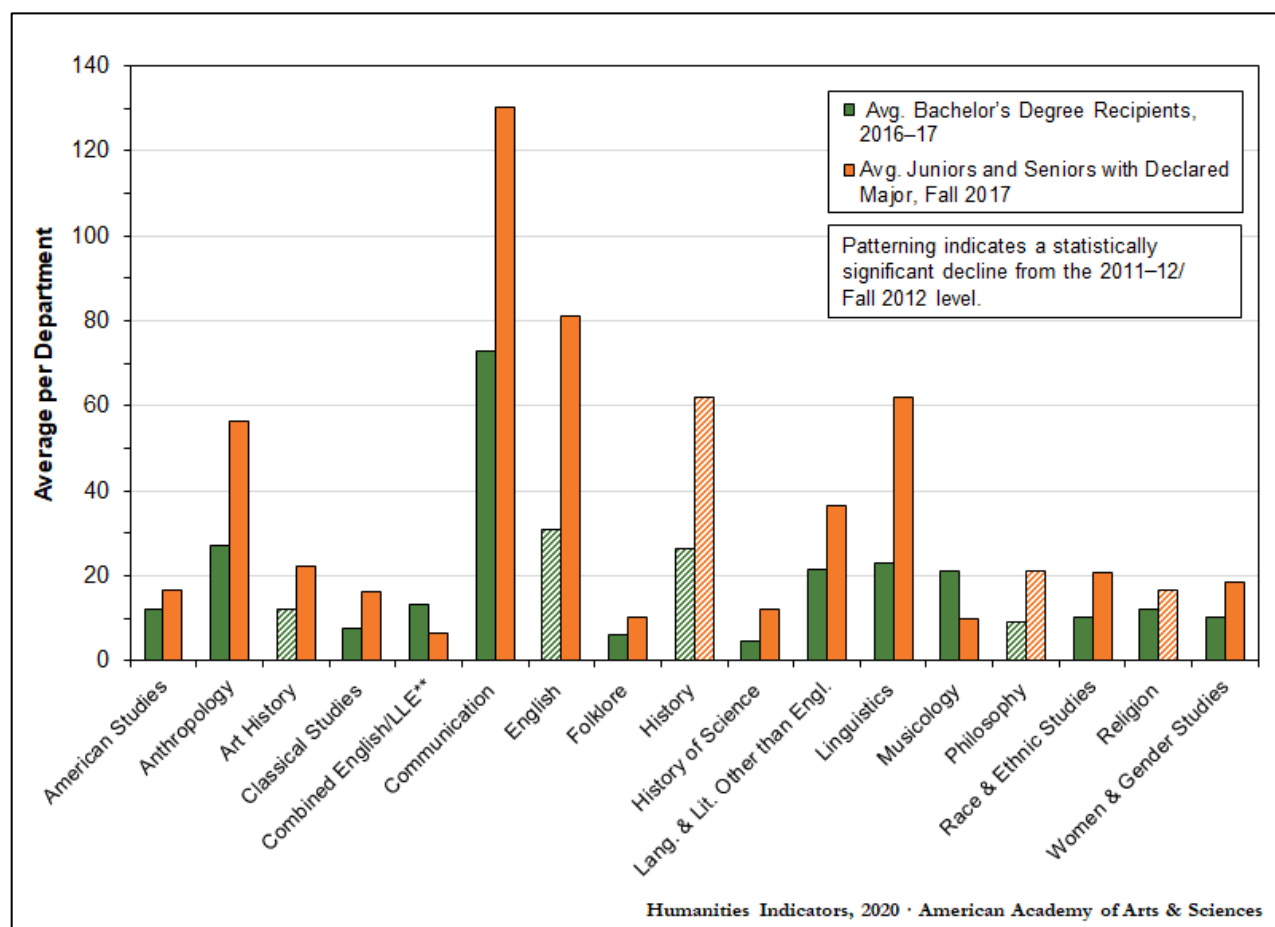
Analysis of change over time in the median value for each discipline was not conducted as part of this study.

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

** A combined department is one that grants degrees in English and in languages and literatures other than English (LLE).

For the values underlying this figure: See Tables 9a and b in the Appendix, Part A.

3C: Estimated Average Number of Bachelor's Degrees Granted (2017–18 Academic Year) and Declared Majors per Humanities Department (Fall 2017), by Discipline*

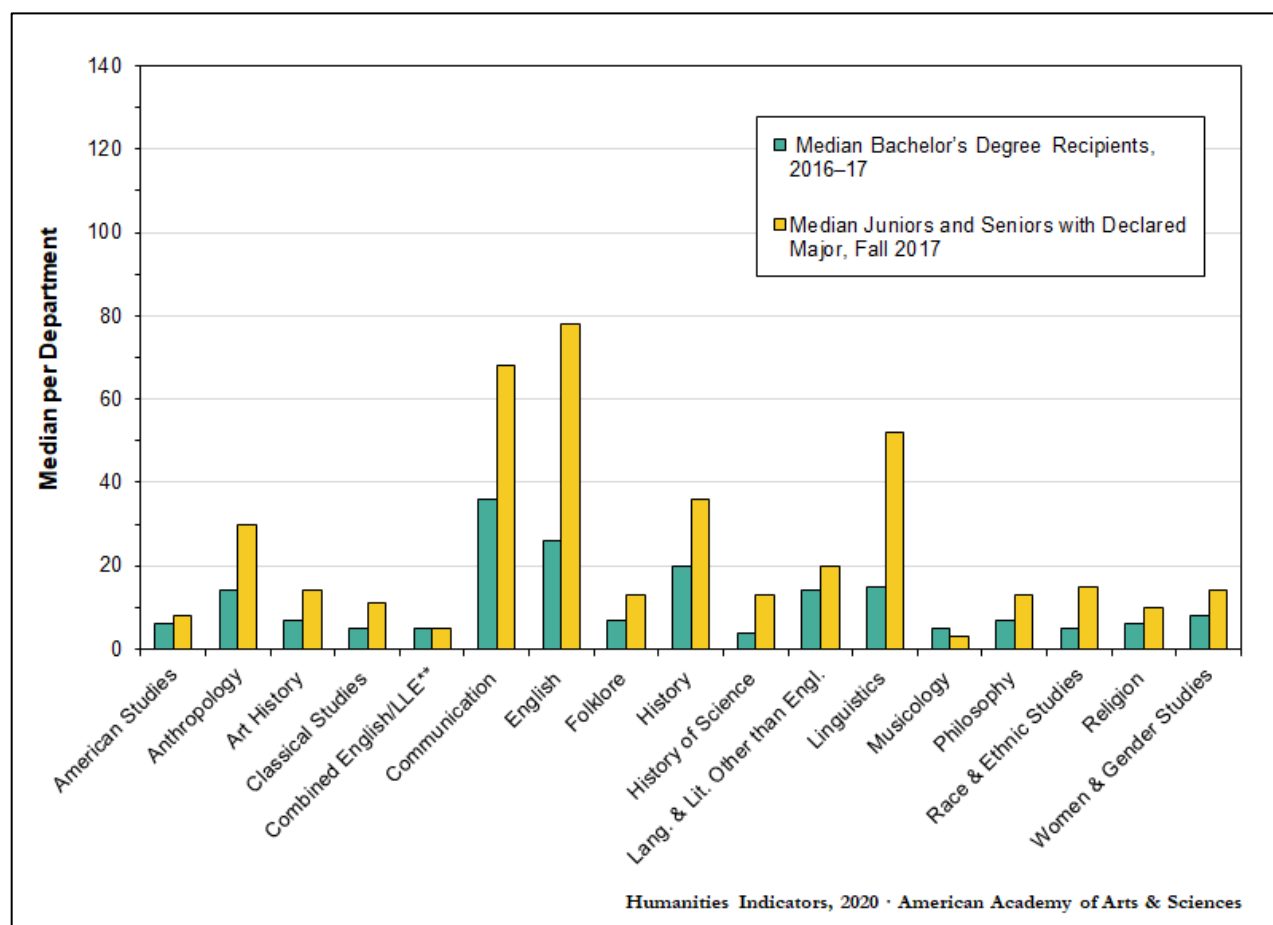


* For several disciplines, the estimates should be interpreted with caution because the standard error is more than 25% of the estimate. In other cases, there were too few respondents to provide a reliable estimate of change from 2011–12 (or Fall 2012 for juniors and seniors). Please see Table 9a in the Appendix for details.

** A combined department is one that grants degrees in English and in languages and literatures other than English (LLE).

For the values underlying this figure: See Tables 9a and b in the Appendix, Part A.

3D: Estimated Median Number of Bachelor's Degrees Granted (2017–18 Academic Year) and Declared Majors per Humanities Department (Fall 2017), by Discipline*

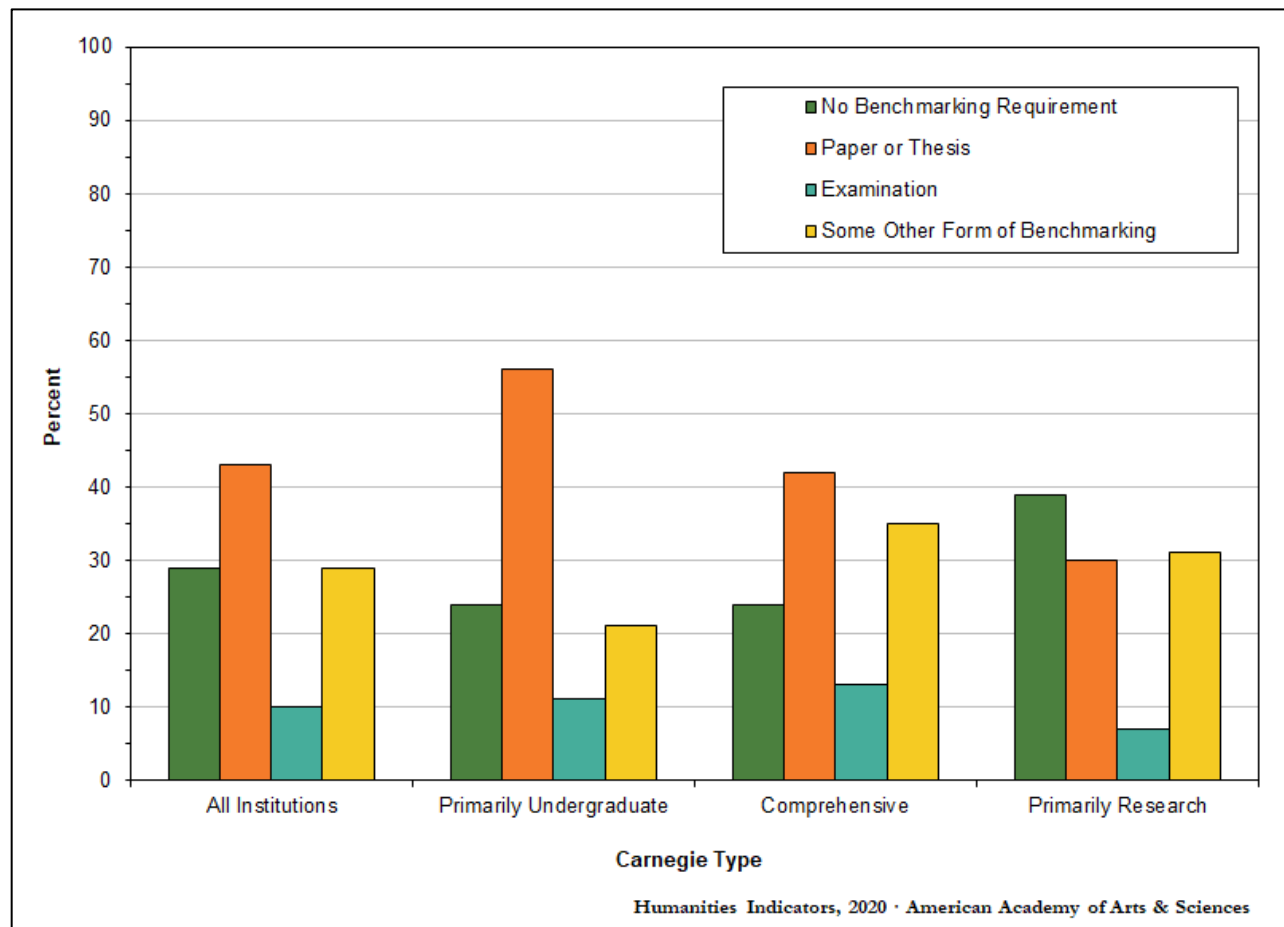


* No changes since HDS 2 (of the sort presented in Figure 4A for the *average* number of degree recipients and majors) were calculated as part of this study.

** A combined department is one that grants degrees in English and in languages and literatures other than English (LLE).

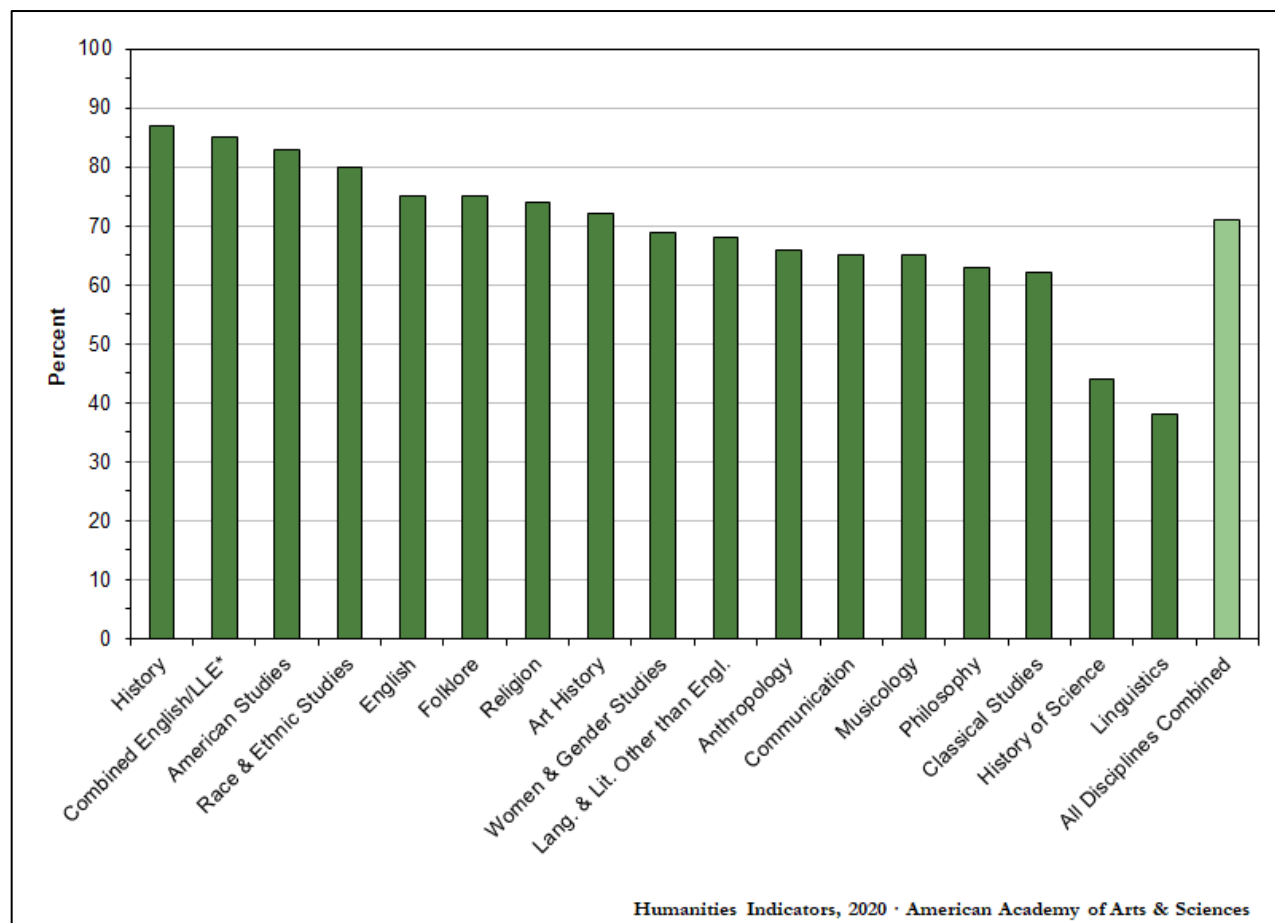
For the values underlying this figure: See Tables 9a and 9b in the Appendix, Part A.

3E: Estimated Share of Humanities Departments with Benchmarking Requirements for Undergraduate Student Majors, by Carnegie Classification, Fall 2017



For the values underlying this figure: See Table 13 in the Appendix, Part A.

3F: Estimated Share of Humanities Departments with Benchmarking Requirements for Undergraduate Majors, by Discipline, Fall 2017



* A combined department is one that grants degrees in English and in languages and literatures other than English (LLE).

For the values underlying this figure: See Table 12 in the Appendix, Part A.

4. Graduate Students

While the trend in undergraduate degrees tends to attract more attention from observers, the trend in graduate students serves as an important barometer of health for advanced study in the humanities. With that in mind, the HDS also tracks and reports graduate student enrollment, as well as the extent and nature of departmental support for doctoral students. For the long-term trend in the number of students receiving master's and doctoral degrees, please see the HI's main indicator set at <https://www.amacad.org/humanities-indicators/higher-education/advanced-degrees-humanities>.

Key findings:

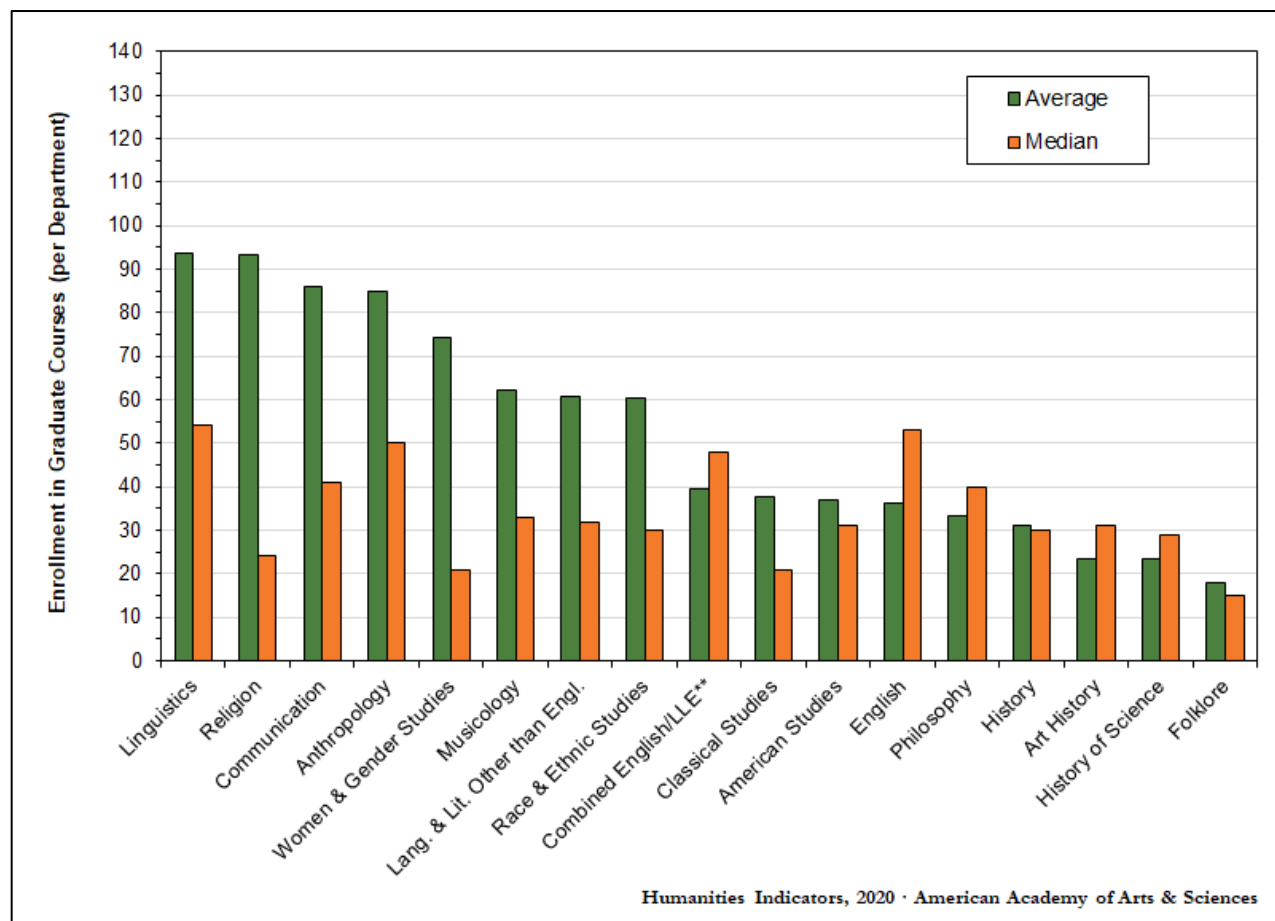
- The HDS estimates that in fall 2017 at least 124,000 students were pursuing a graduate degree in humanities departments. Total enrollment in graduate-level humanities courses was almost 400,000 (though students enrolled in more than one course were counted in each course in which they were enrolled).¹⁰
- The study estimates that linguistics and religion had the highest average enrollment in graduate courses (just above 93 per department), with anthropology and communication departments not far below that level (around 85 each; Figure 4A). The difference between the average and the median for these and several other disciplines suggests that a handful of very large departments skewed the average upward.
- Anthropology had the largest average number of graduate students per department (an estimated 81.5), by a substantial margin (Figure 4B). Several other disciplines (art history, classical studies, communication, English, linguistics, philosophy, and race/ethnic studies) were in the 54–64 student range, while the other disciplines had considerably lower averages. Folklore had the smallest average number of graduate students per department (6). In only two repeat disciplines—English and LLE—did the survey find a statistically significant decline from 2012 to 2017 in the average number of students per department pursuing graduate study.

¹⁰ See Tables 14a, 14b, and 15 in the Appendix, Part A. For disciplines that were included in earlier rounds of the survey, this study does not capture *all* departments granting degrees in 2017–18, only those *still* granting degrees in 2017–18. The estimated student count and enrollment total do not reflect those departments that began granting degrees since the year a discipline was first included in the study.

- An estimated 78% of full-time, first-year doctoral students received full funding for their studies (Figure 4C). Another 12% received partial funding, and the remaining 10% received none. In departments of history of science, philosophy, and women/gender studies, all full-time, first-year doctoral students received full funding. Departments of race/ethnic studies had the smallest share of such doctoral students receiving full funding (33%) and the largest share receiving no funding (31%).
- Anthropology programs had the largest average number of graduate students providing grading and classroom support (an estimated 14.5 per department employing at least one such assistant; Figure 4D). Departments of communication and race/ethnic studies had the smallest number of graduate students serving in that capacity (3.3). In most humanities disciplines, the estimated average was between four and eight. However, across all the disciplines surveyed, a nonnegligible number of departments granting only bachelor's degrees used graduate-student labor, which indicates that at least some departments were using graduate students from other disciplines.
- In most humanities disciplines, the estimated average number of graduate students providing grading and classroom support was considerably larger than the number serving as instructors of record for a class of their own.¹¹ The notable exception was philosophy, where an average of 4.6 graduate students per department provided grading support and almost 12 led their own classes. In departments of American studies, communication, English, and LLE, the average number of graduate students serving as the instructor of record was also somewhat larger than the number just grading.

¹¹ Average calculated over the number of departments reporting that they employed a graduate student in this capacity.

4A: Estimated Average and Median Enrollment* in Graduate-Level Courses per Humanities Department, by Discipline, Fall 2017



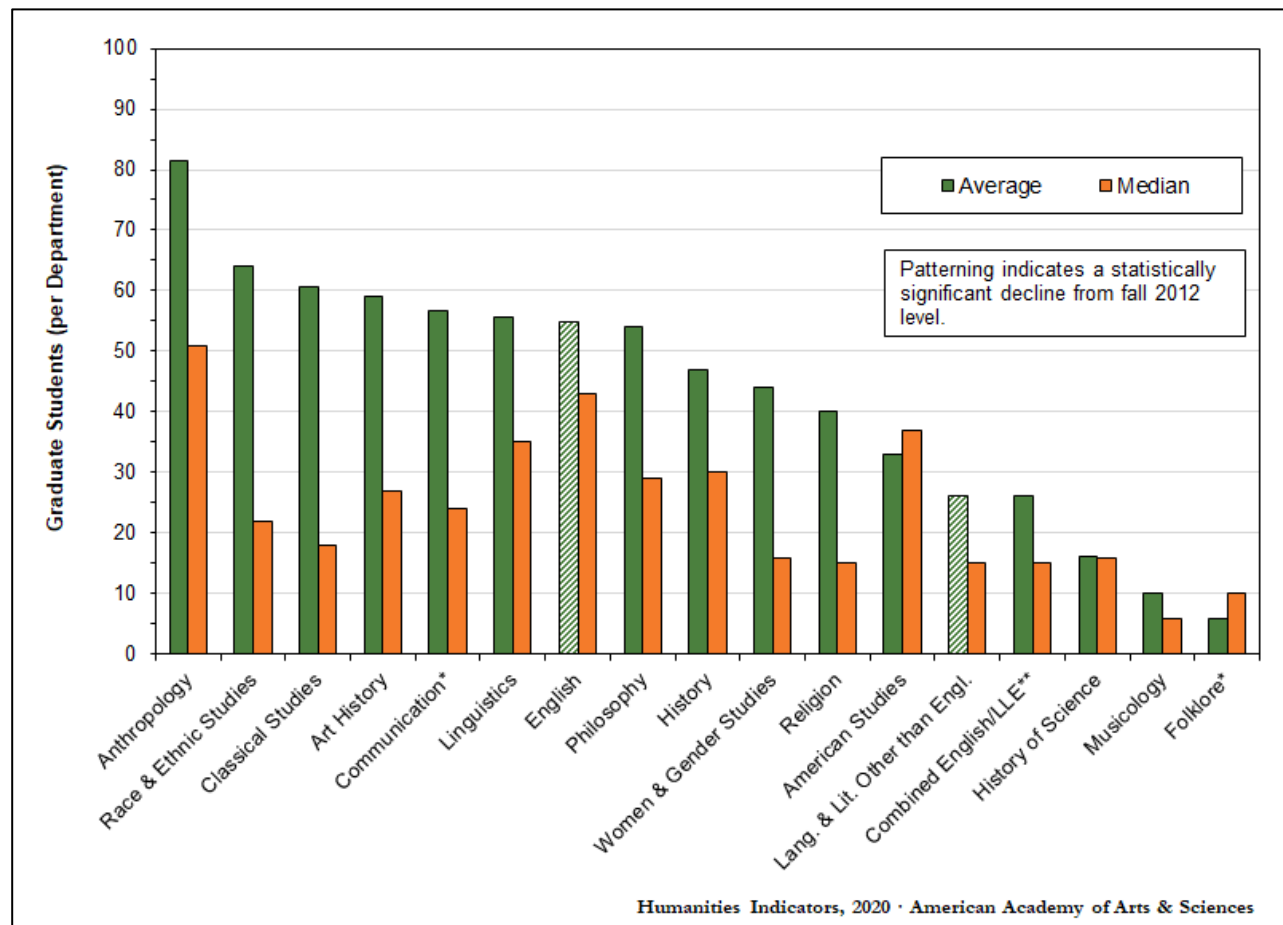
Analysis of change over time in the median value for each discipline was not conducted as part of this study.

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

** A combined department is one that grants degrees in English and in languages and literatures other than English (LLE).

For the values underlying this figure: See Table 15 in the Appendix, Part A.

4B: Estimated Average and Median Number of Students Pursuing an Advanced Degree per Humanities Department Granting Such Degrees, by Discipline, Fall 2017



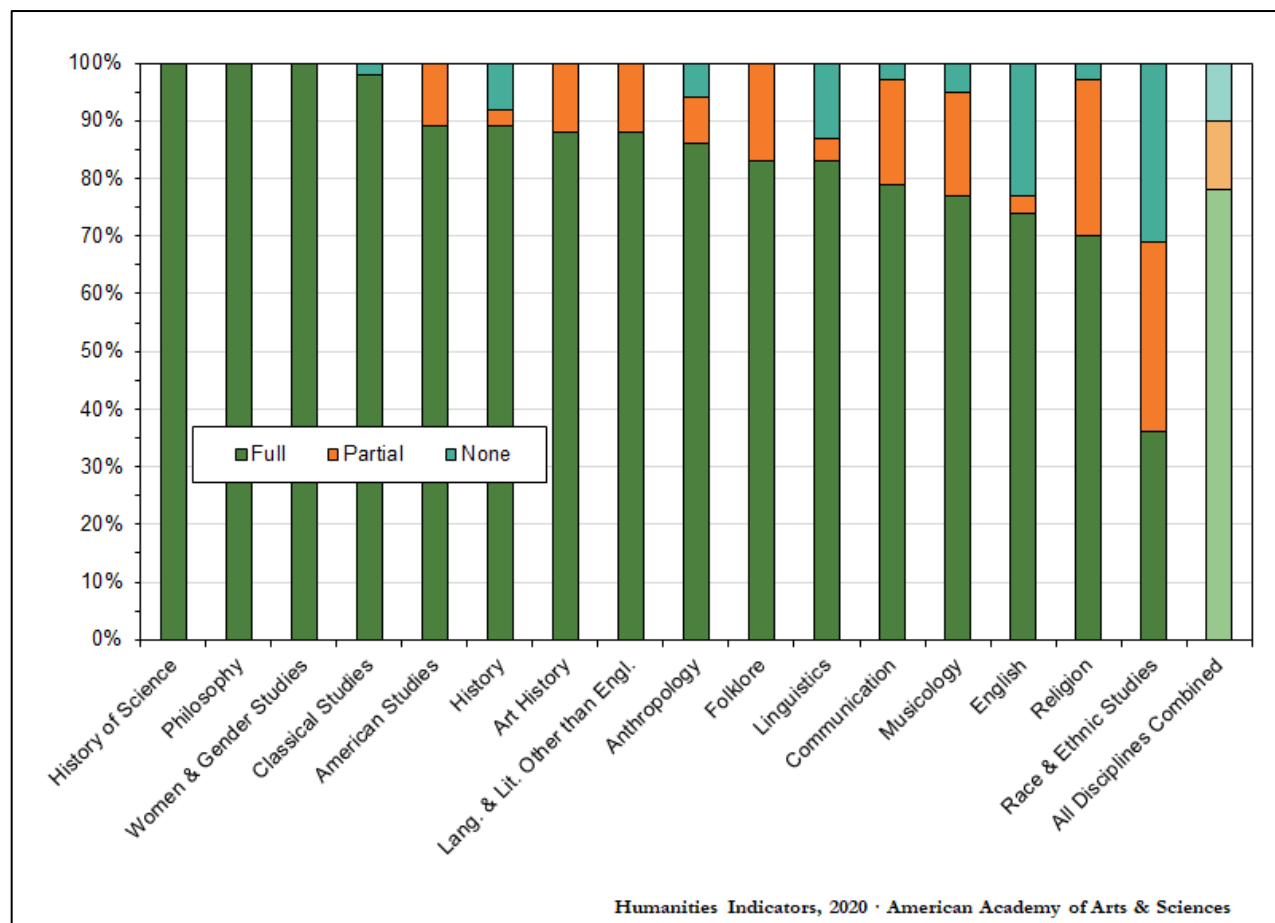
Analysis of change over time in the median value for each discipline was not conducted as part of this study.

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

** A combined department is one that grants degrees in English and in languages and literatures other than English (LLE).

For the values underlying this figure: See Tables 14a and b in the Appendix, Part A.

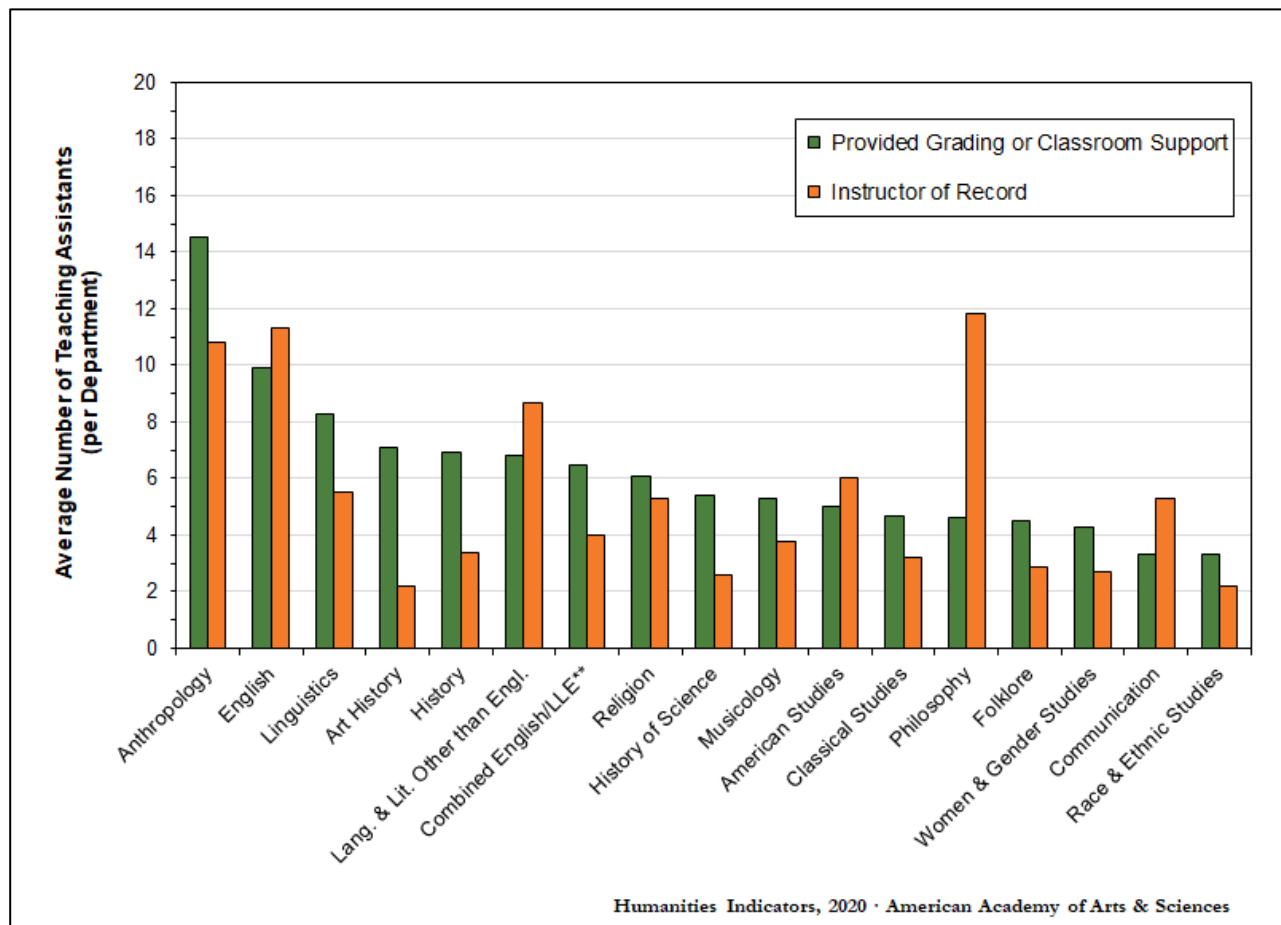
4C: Estimated Shares of Full-Time, First-Year Doctoral Students in the Humanities Receiving Financial Support, by Discipline, Fall 2017*



* Combined English/LLE was excluded from the figure because reliable estimates could not be generated for these departments. For several of the other disciplines, the estimated shares for partial support and no support had standard errors that were more than 25% of the size of the share. These estimates should thus be interpreted with caution. Please see Table 16 (in the Appendix) for details.

For the values underlying this figure: See Table 16 in the Appendix, Part A.

4D: Estimated Average Number of Graduate Teaching Assistants per Humanities Department Employing at Least One Such Assistant, by Discipline, Fall 2017*



* These values were calculated by dividing the estimated total number of teaching assistants of each kind by the number of departments that employed at least one graduate student in that capacity.

** A combined department is one that grants degrees in English and in languages and literatures other than English (LLE).

For the values underlying this figure: See Table 17 in the Appendix, Part A.

5. Preparing Students for the Workforce

Since the Great Recession and the subsequent decline in humanities majors, the news media have focused considerable attention on the relationship between the humanities degree and occupational outcomes. In this round of the HDS, the survey inquired about a variety of practices related to preparing students for the workforce, including the career services available to the departments' students and department-offered activities with a professional or vocational element. The survey also inquired about departments' career tracking of graduate students.

Key findings:

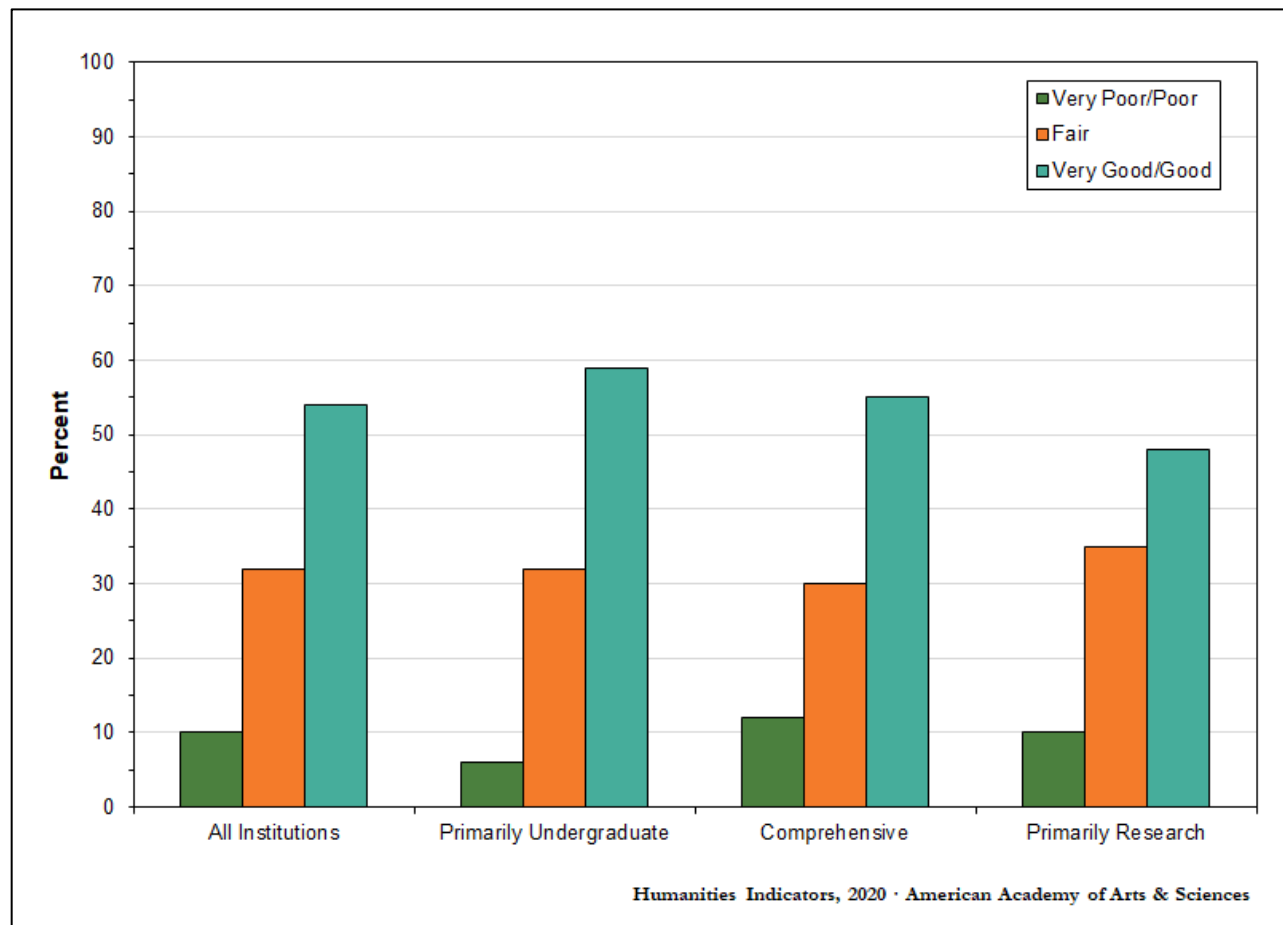
- A slight majority of humanities departments were satisfied with the quality of the career services available to students at their institutions, with an estimated 54% rating the services as “good” or “very good” (**Figure 5A**). Approximately a third, however, considered the quality of such services only “fair.” Ten percent believed the services at their institutions to be “poor” or “very poor.”
- By a wide margin, history of science departments offered the most negative assessment of the student career services provided by their institutions, with an estimated 42% rating the services “poor” or “very poor” (**Figure 5B**). The discipline with the next largest share of dissatisfied departments, 16%, was race/ethnic studies. Communication departments offered the most positive assessment of the career services offered to their students, with an estimated 68% rating them “good” or “very good.”
- Communication departments were the most likely among those in the humanities to have a professional program (such as a teacher credentialing program or a journalism program; **Figure 5C**). An estimated 37% of departments in the discipline had such a program in fall 2017. At least 30% of English, history, LLE, linguistics, and musicology departments also offered professional programs. Such programs were substantially less common among departments in the other disciplines, however.
- Relatively few humanities departments had faculty teaching in professional schools (e.g., business school, law school, engineering, or medical/dental/nursing school; **Figure 5D**) at their colleges and universities. While an estimated 29% of LLE departments taught courses in a professional school, that was the only

discipline in which more than 20% of the departments did so.¹² While the role of ethics training is often noted in the media as important for business and medical practitioners, just 17% of philosophy departments had faculty teaching in a professional school.

- The need to expose humanities students (at the undergraduate and graduate level) to information on a range of career options has been widely discussed in recent years. A new set of questions included in the most recent HDS found that at every degree level, departments tended to offer but not require participation in career-related activities. For bachelor's degree students, an estimated 13% of humanities departments required an internship, and 20% required participation in occupationally oriented coursework or workshops (**Figure 5E**). For students pursuing terminal master's degrees, the figures were 8% and 15% (**Figure 5F**). For doctoral students, less than 9% of departments required participation in any of the occupationally oriented activities about which the survey inquired (**Figure 5G**).
- A new set of questions in the latest round of the HDS asked departments whether they tracked career outcomes for their graduate students. An estimated 40% of humanities departments tracked career outcomes for all their graduate students, and another 21% tracked only doctoral students (**Figure 5H**). Another 29% did no career tracking, while 10% were not sure whether the department tracked students.
- While approximately two-thirds of the departments in race/ethnic studies and American studies tracked the career progress of all their graduate students, only 25% of English and history of science departments did so. Another 20% of English departments tracked outcomes for doctoral students—slightly less than the share of English departments (23%) that were not sure whether they did such tracking.

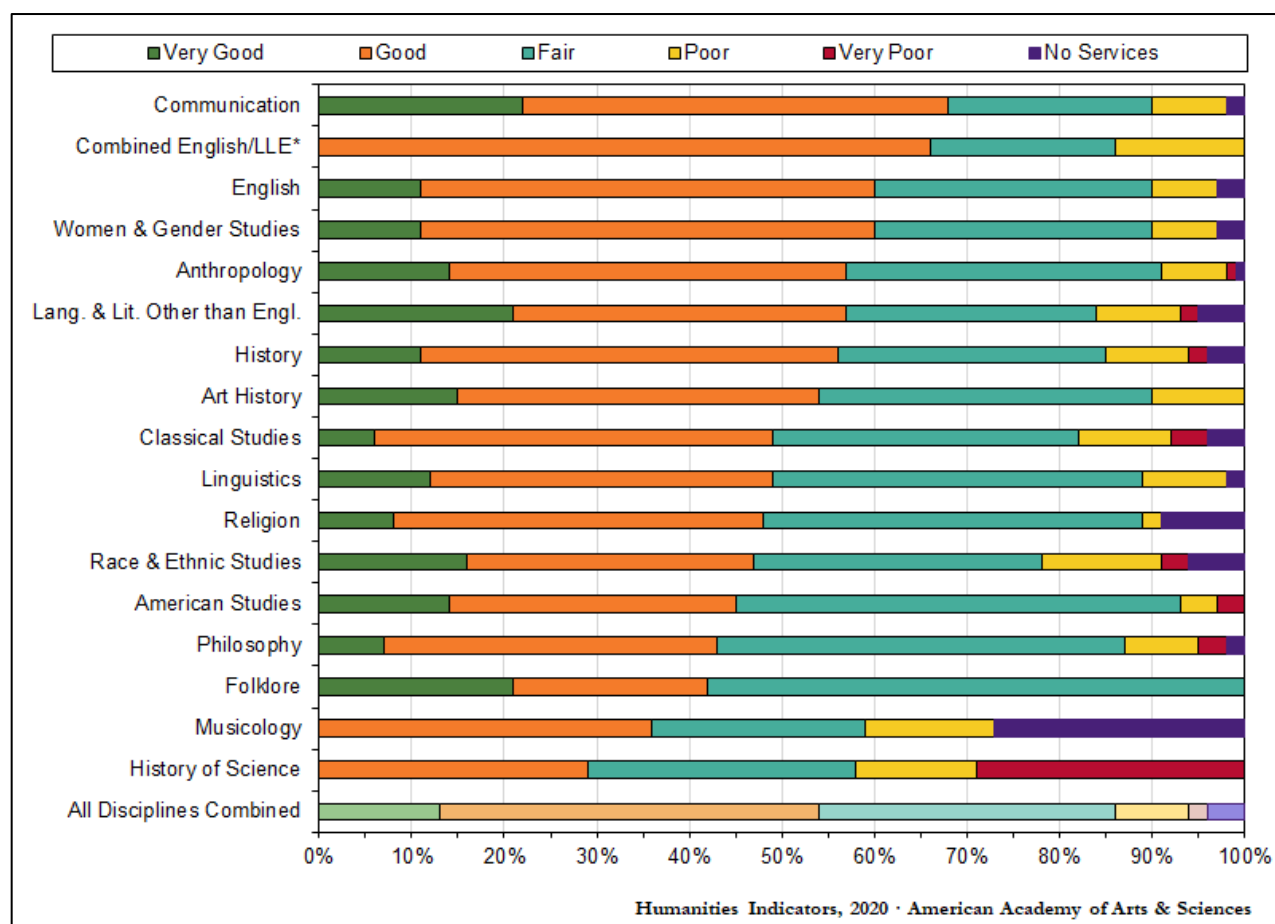
¹² Percentages were calculated across only those departments whose institutions have professional schools.

5A: Estimated Shares of Humanities Departments Rating Their Institutions' Career Services Programs Poor/Fair/Good, by Carnegie Classification, Fall 2017



For the values underlying this figure: See Table 26 in the Appendix, Part A.

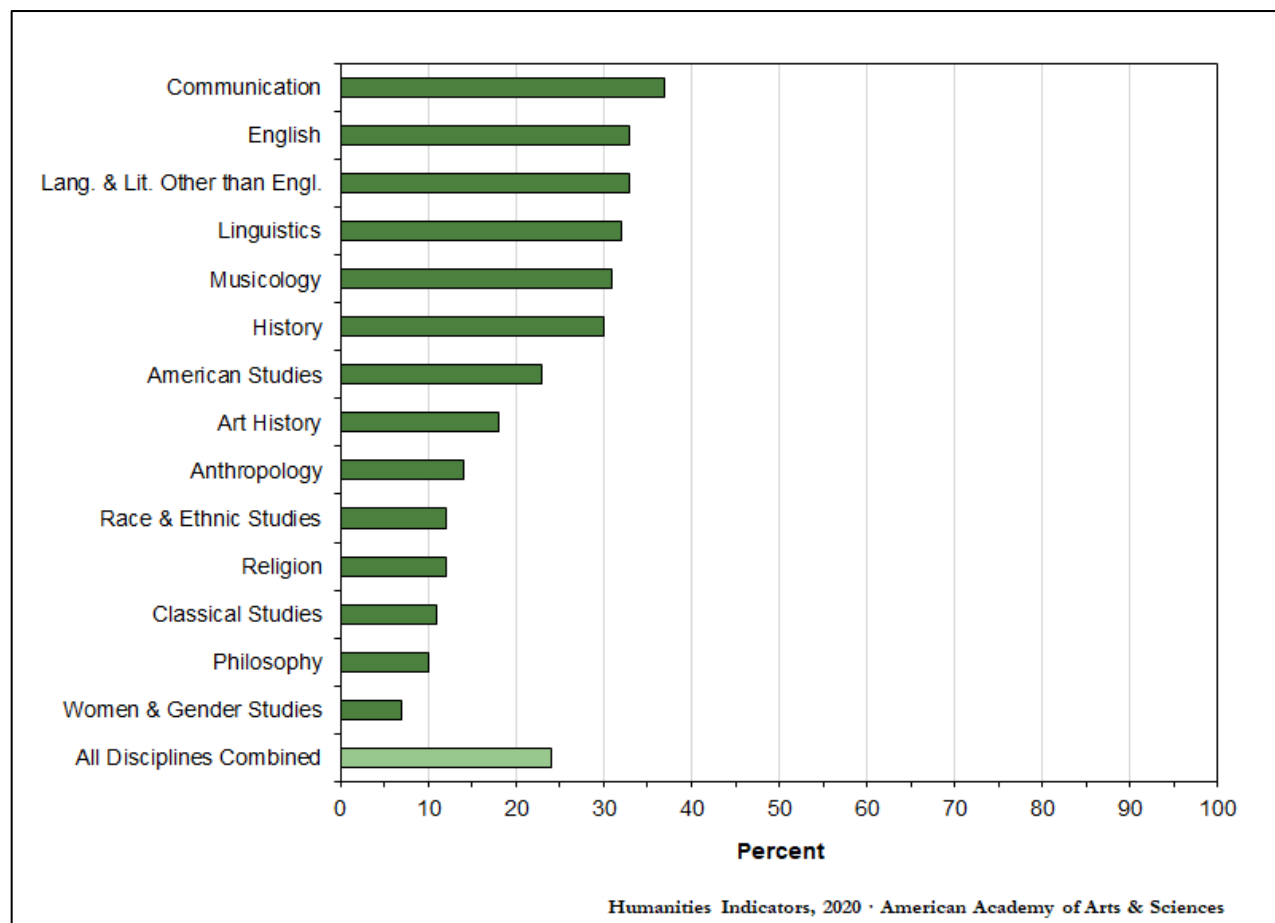
5B: Estimated Shares of Humanities Departments Rating Their Institutions' Career Services Programs Poor/Fair/Good, by Discipline, Fall 2017



* A combined department is one that grants degrees in English and in languages and literatures other than English (LLE).

For the values underlying this figure: See Table 26 in Appendix, Part A, and the 21st table in each subsection of Part B (e.g., Table AH21, Table EN21).

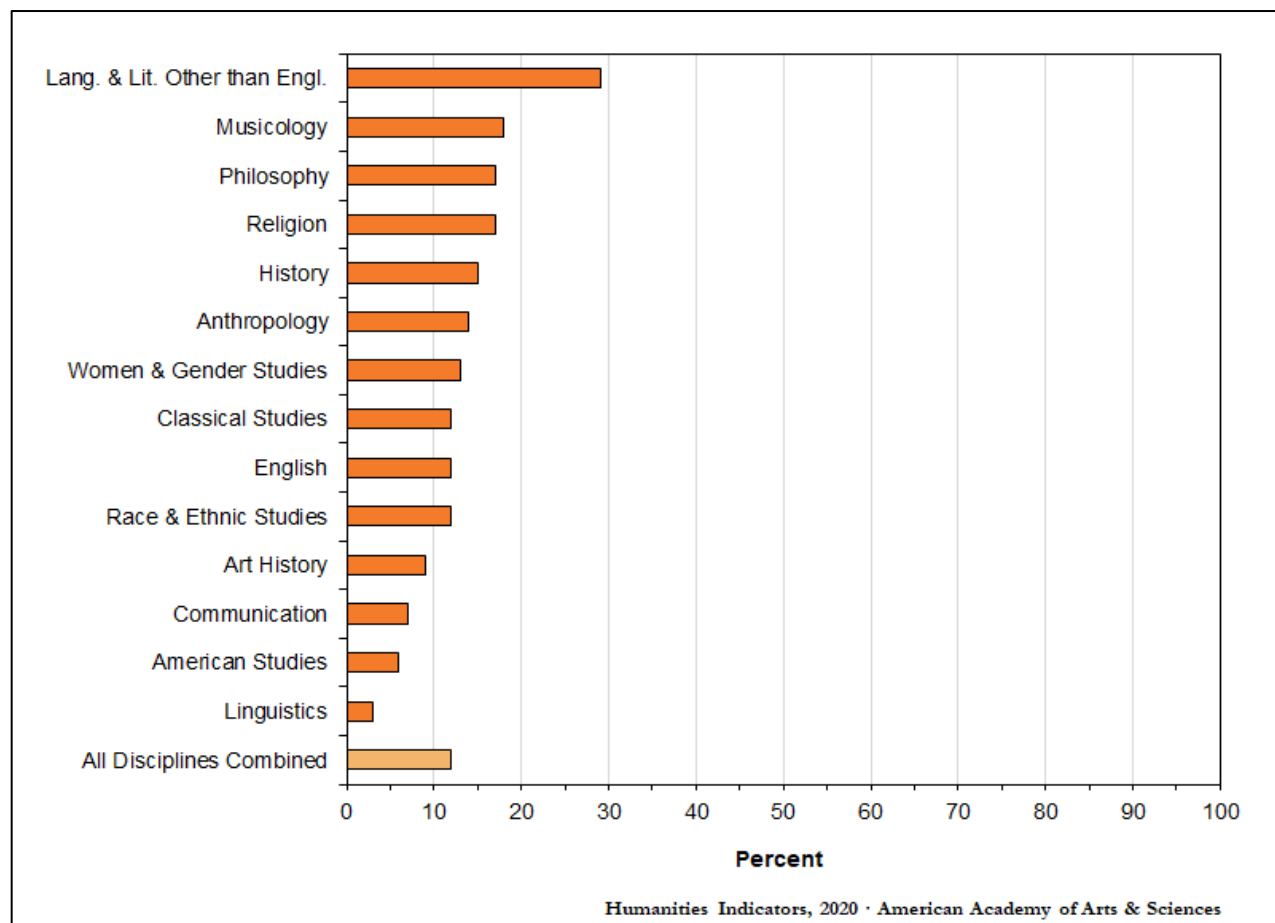
5C: Estimated Share of Humanities Departments Offering Professional Programs, by Discipline, Fall 2017*



* Such programs could be, for example, a teacher credentialing program within a history department or a journalism program within an English department. Combined English/LLE, folklore, and history of science are excluded from the figure because reliable estimates could not be generated for these departments.

For the values underlying this figure: See Table 22 in the Appendix, Part A.

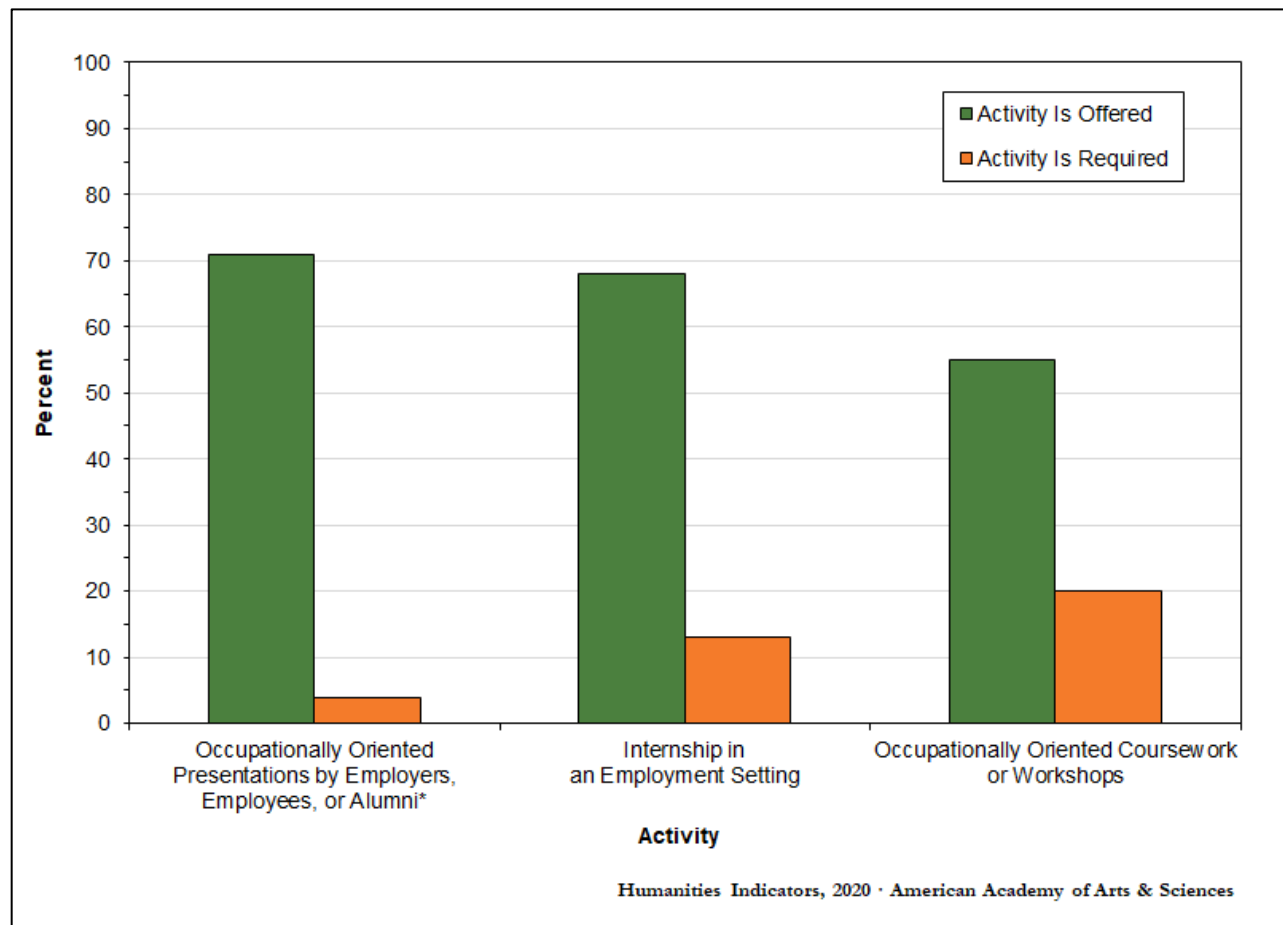
5D: Estimated Share of Humanities Departments with Faculty Teaching Courses in Professional Schools, by Discipline, Fall 2017*



* Percentage is the share of departments at institutions with professional schools. Combined English/LLE, folklore, and history of science are excluded from the figure because reliable estimates could not be generated for these departments.

For the values underlying this figure: See Table 22 in the Appendix, Part A.

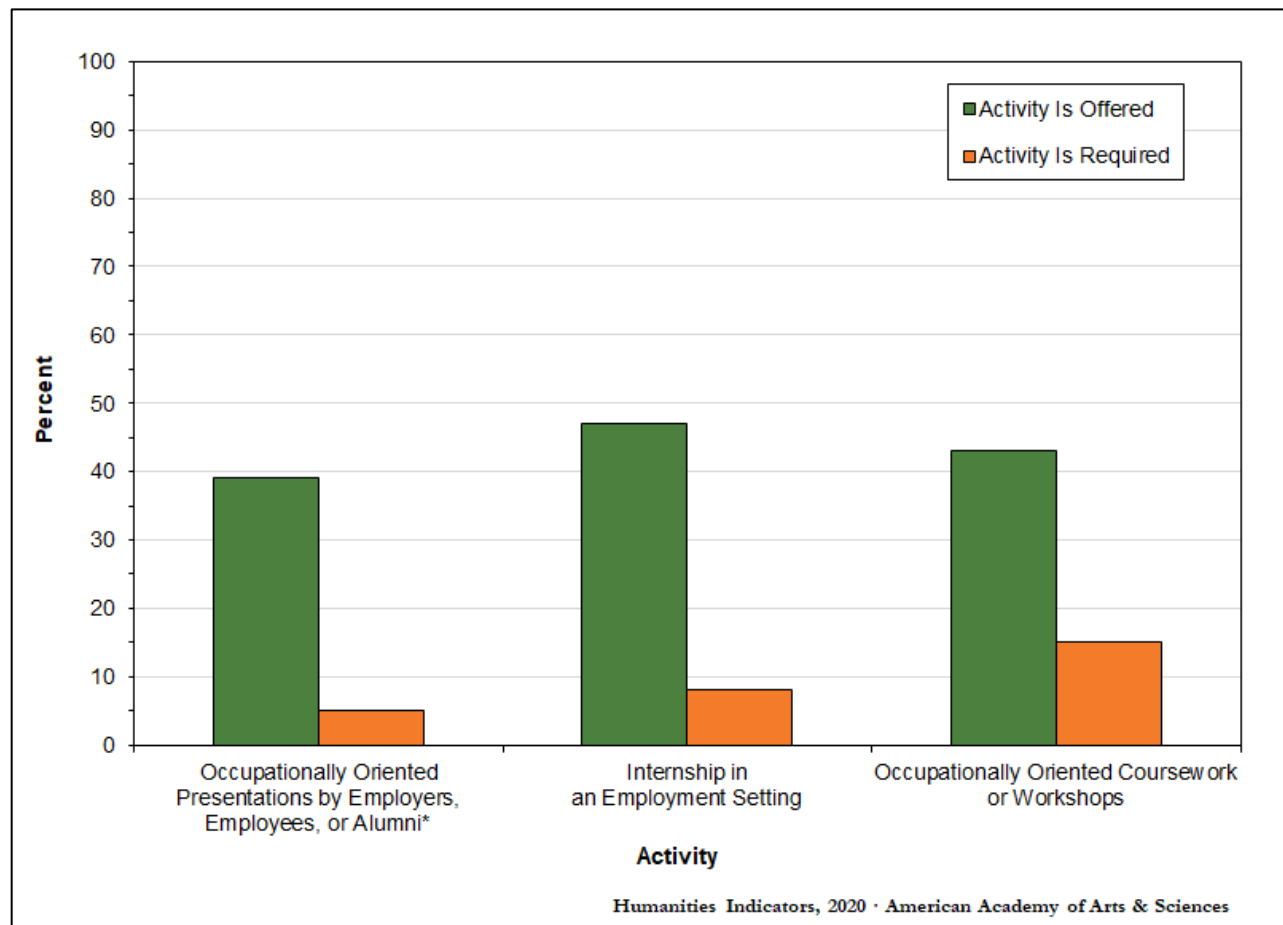
5E: Estimated Share of Humanities Departments Offering or Requiring Occupationally Oriented Activities for Undergraduate Students, 2016–17 Academic Year



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

For the values underlying this figure: See Table 23 in the Appendix, Part A.

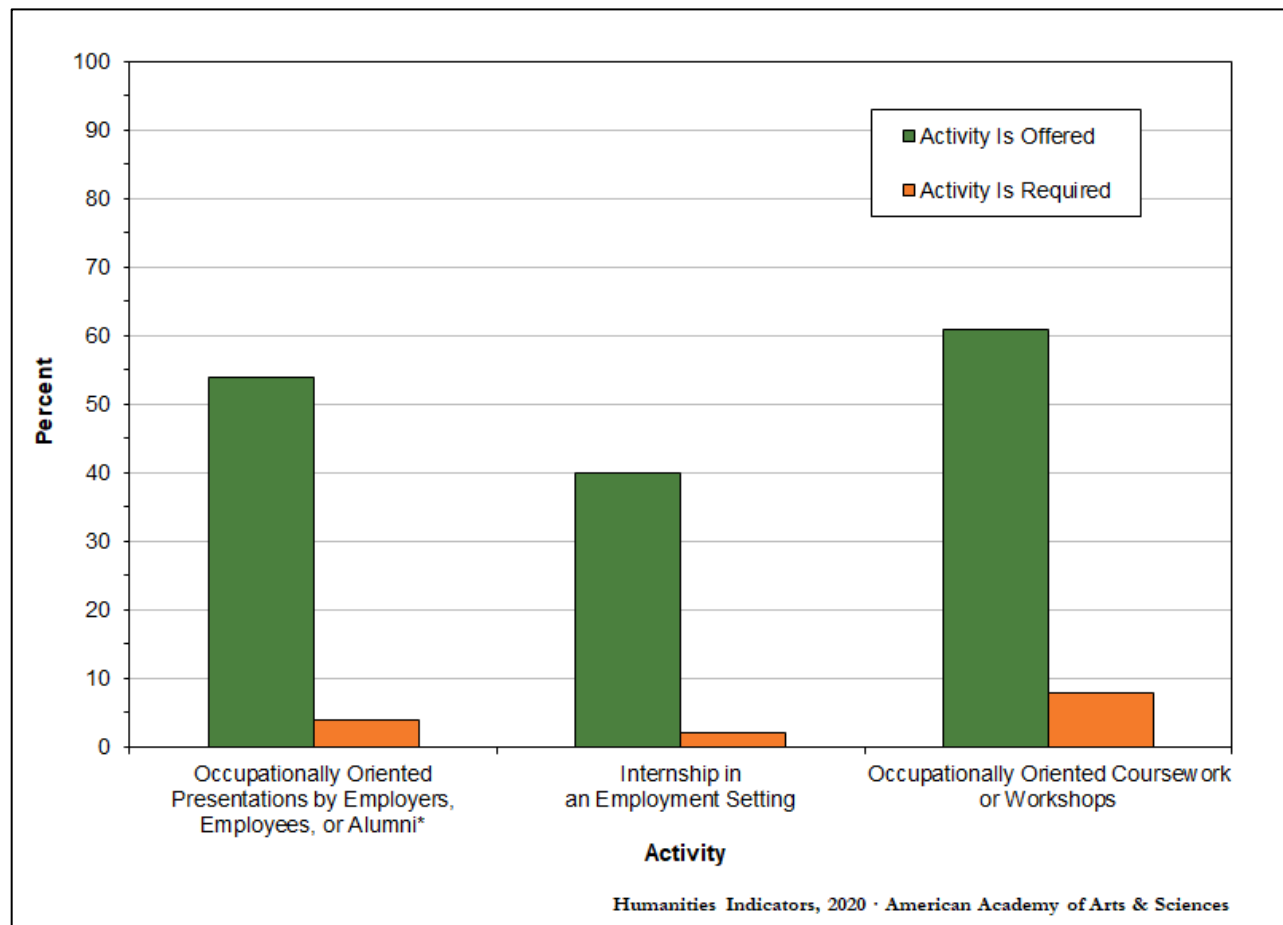
5F: Estimated Share of Humanities Departments Offering or Requiring Occupationally Oriented Activities for Students in Terminal Master's Degree Programs, 2016–17 Academic Year



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

For the values underlying this figure: See Table 24 in the Appendix, Part A.

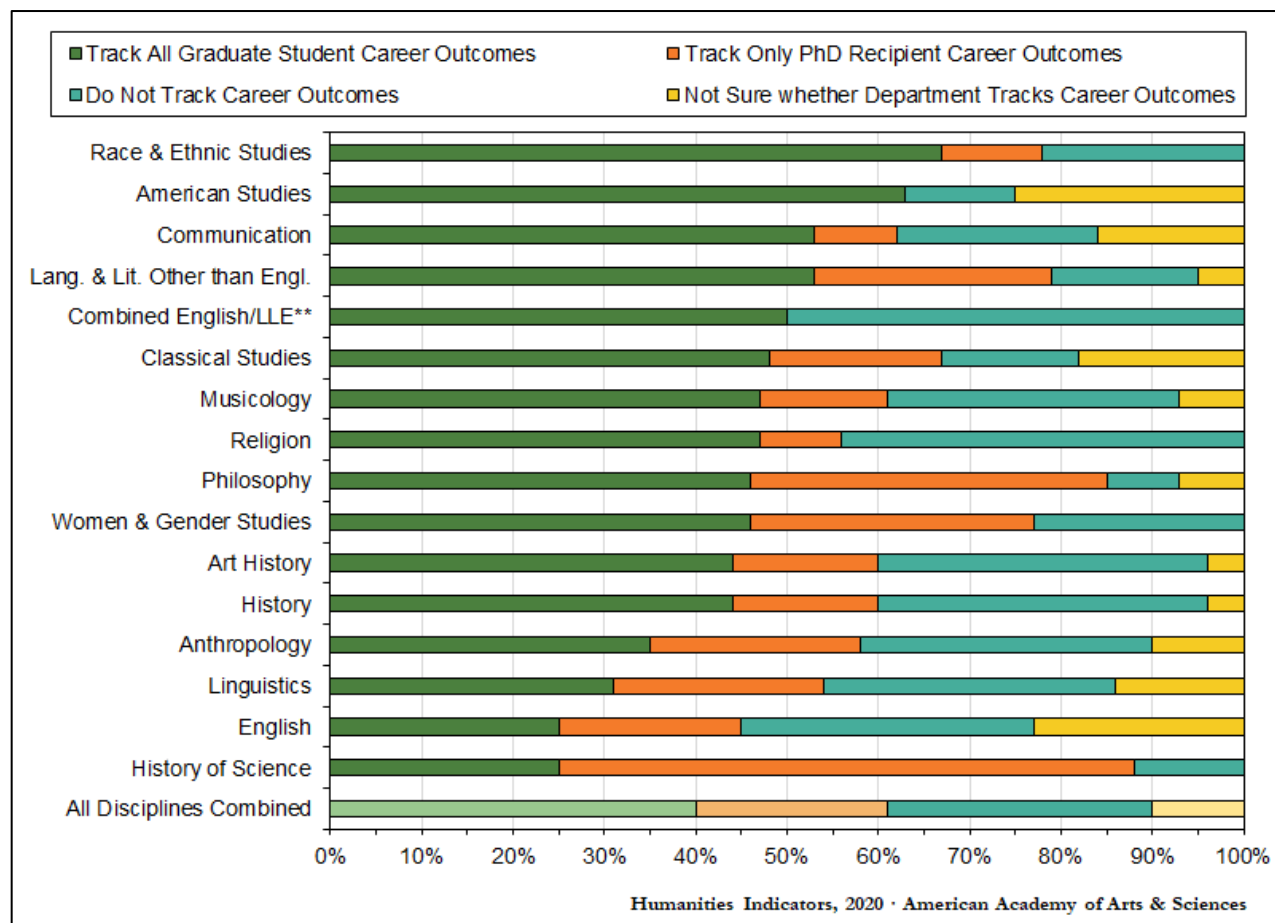
5G: Estimated Share of Humanities Departments Offering or Requiring Occupationally Oriented Activities for Students in Doctoral Degree Programs, 2016–17 Academic Year



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

For the values underlying this figure: See Table 25 in the Appendix, Part A.

5H: Estimated Share of Humanities Departments Tracking Career Outcomes for Graduate Students in the 2017–18 Academic Year*



* Folklore was excluded from the figure because reliable estimates could not be generated for this discipline.

** A combined department is one that grants degrees in English and in languages and literatures other than English (LLE).

For the values underlying this figure: See Table 19 in the Appendix, Part A.

6. Incorporating the Digital

Since the 1990s, the humanities have been working to incorporate digital elements into the work of departments. This involves efforts to provide online courses to facilitate the needs of less-traditional students and extend the reach of the college or the department. Electronic technology is also used by some departments to facilitate research and the dissemination of scholarship.

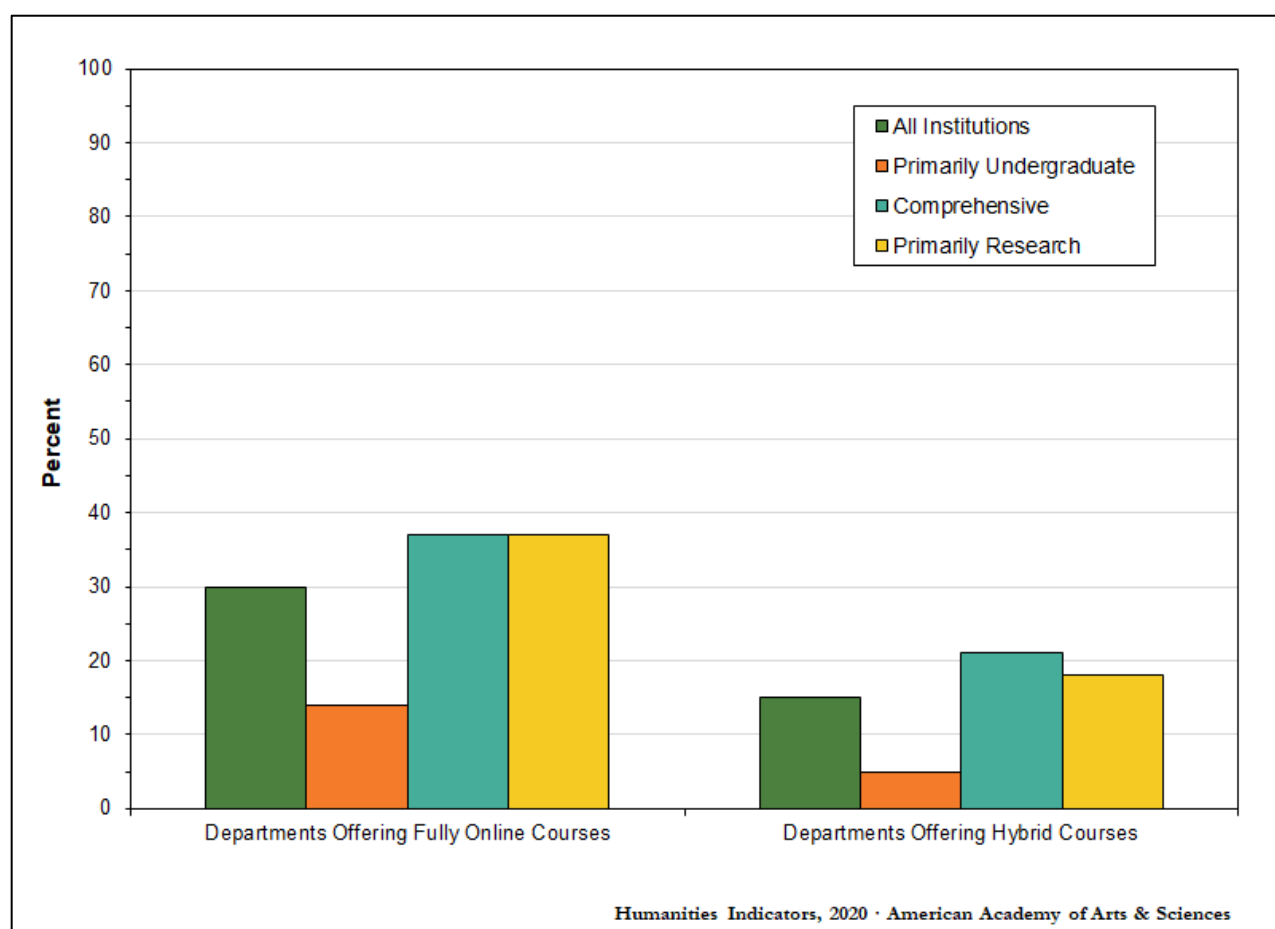
Key findings:

- An estimated 30% of departments in the humanities offered at least one fully online course in the 2016–17 academic year, and only 15% offered a hybrid course (i.e., one with both online and on-site components; **Figure 6A**). Departments in primarily undergraduate institutions were the least likely to offer either kind of course.
- The estimated share of departments offering fully online or hybrid courses (**Figure 6B**) varied considerably among disciplines. While an estimated 41% of communication departments and 37% of philosophy departments offered fully online courses, just 9% of American studies and history of science departments did so. One third of communication departments offered hybrid courses, more than twice the percentage for every other discipline.
- Among the departments with fully online courses, those in the disciplines of English and women/gender studies offered the largest average number (an estimated 7.6 per department offering that type of course; **Figure 6C**). The discipline with the next highest average was communication, with departments in this discipline offering an average of 6.4 fully online courses. Religion departments offered a comparatively large number of hybrid courses on average (8.4 per department offering that type of course). The next highest averages (4.3 per department) were found in English, LLE, and women/gender studies.
- Despite considerable attention to the digital humanities in the media, an estimated two-thirds of departments lacked a center or lab dedicated to such research on their campus (**Figure 6D**). Fifty-six percent of the departments at research universities had access to a center, compared to 17% of departments at comprehensive colleges and universities.
- The survey estimates that less than 20% of departments offered a seminar on digital methods (for either research or teaching), and approximately a quarter had a faculty member specializing in digital humanities. The share of departments estimated to have formal guidelines for evaluating digital publications for

promotion and tenure was smaller than the share with a faculty member specializing in digital humanities.

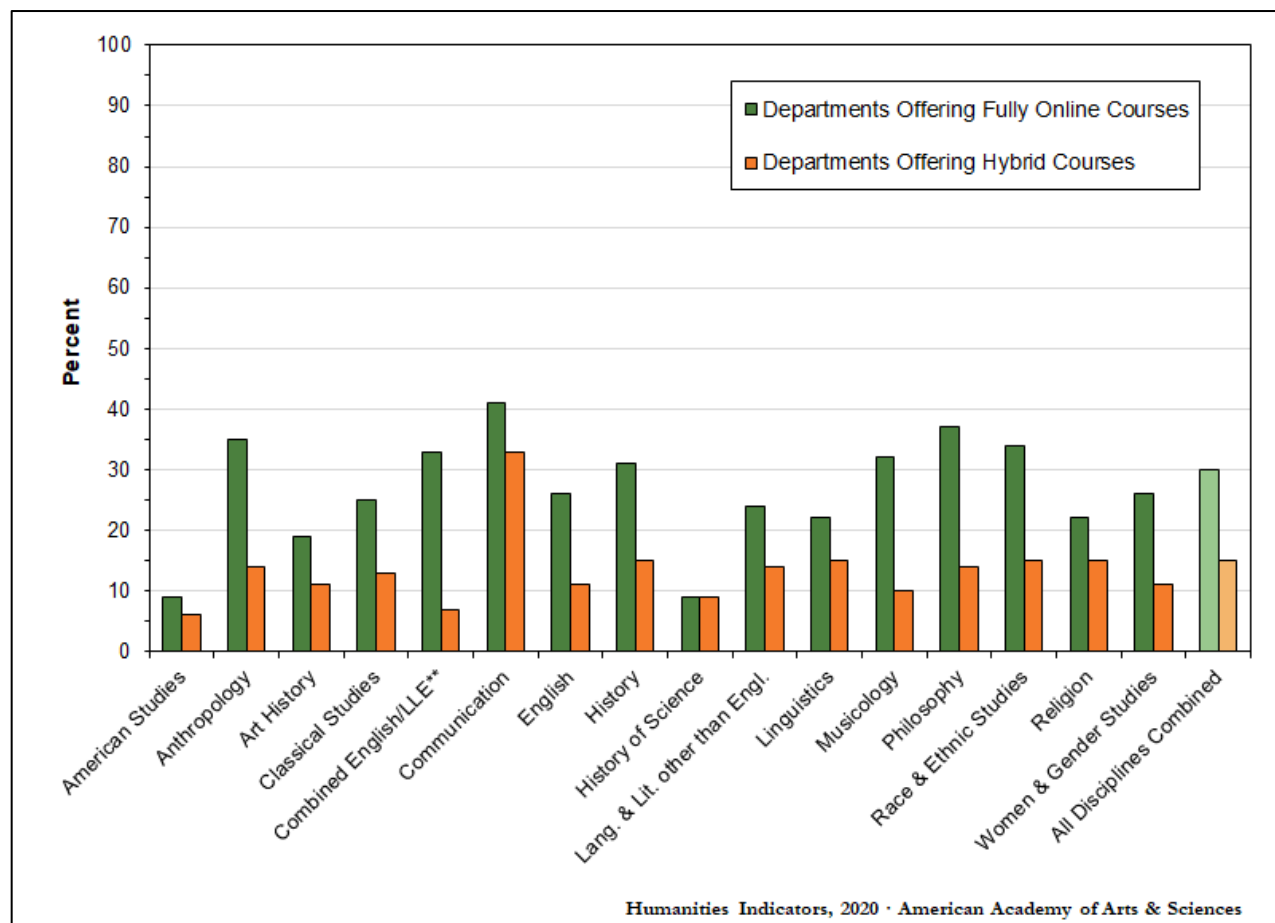
- The highest rates of overall engagement with the digital humanities were found in the disciplines of folklore, history of science, and linguistics—departments that were more likely to be found in research institutions (**Figure 6E**). Among disciplines whose departments were distributed more evenly across institution types, English had the highest estimated rate of overall engagement with digital humanities. While 27% of all humanities departments had a specialist in digital humanities, 46% of English departments had such a specialist. And 32% of English departments had formal guidelines for evaluating digital publications for tenure and promotion, compared to 20% for the humanities as a whole.

6A: Estimated Share of Humanities Departments Offering Online Courses, by Carnegie Classification, 2016–17 Academic Year



For the values underlying this figure: See Table 20 in the Appendix, Part A.

6B: Estimated Share of Humanities Departments Offering Online Courses, by Discipline, 2016–17 Academic Year*

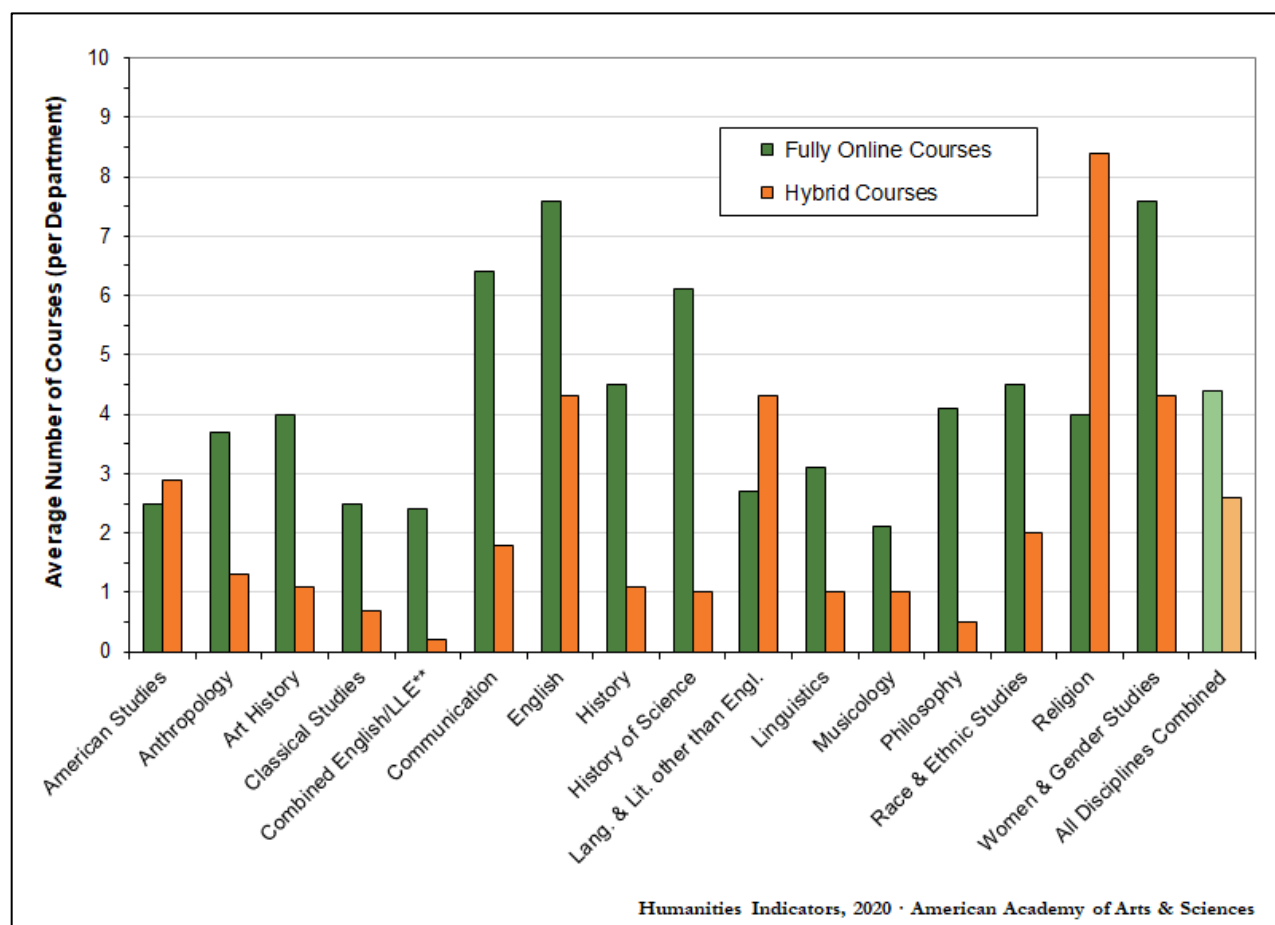


* Folklore was excluded from the figure because it was not possible to generate reliable estimates for the discipline. The 2016–17 academic year includes the summer 2017 term and any intersession terms.

** A combined department is one that grants degrees in English and in languages and literatures other than English (LLE).

For the values underlying this figure: See Table 20 in the Appendix, Part A, and the 18th table in each subsection of Part B (e.g., Table AH18, Table EN18).

6C: Estimated Average Number of Fully Online and Hybrid Courses per Humanities Department Offering Each Type of Course, by Discipline, 2016–17 Academic Year*

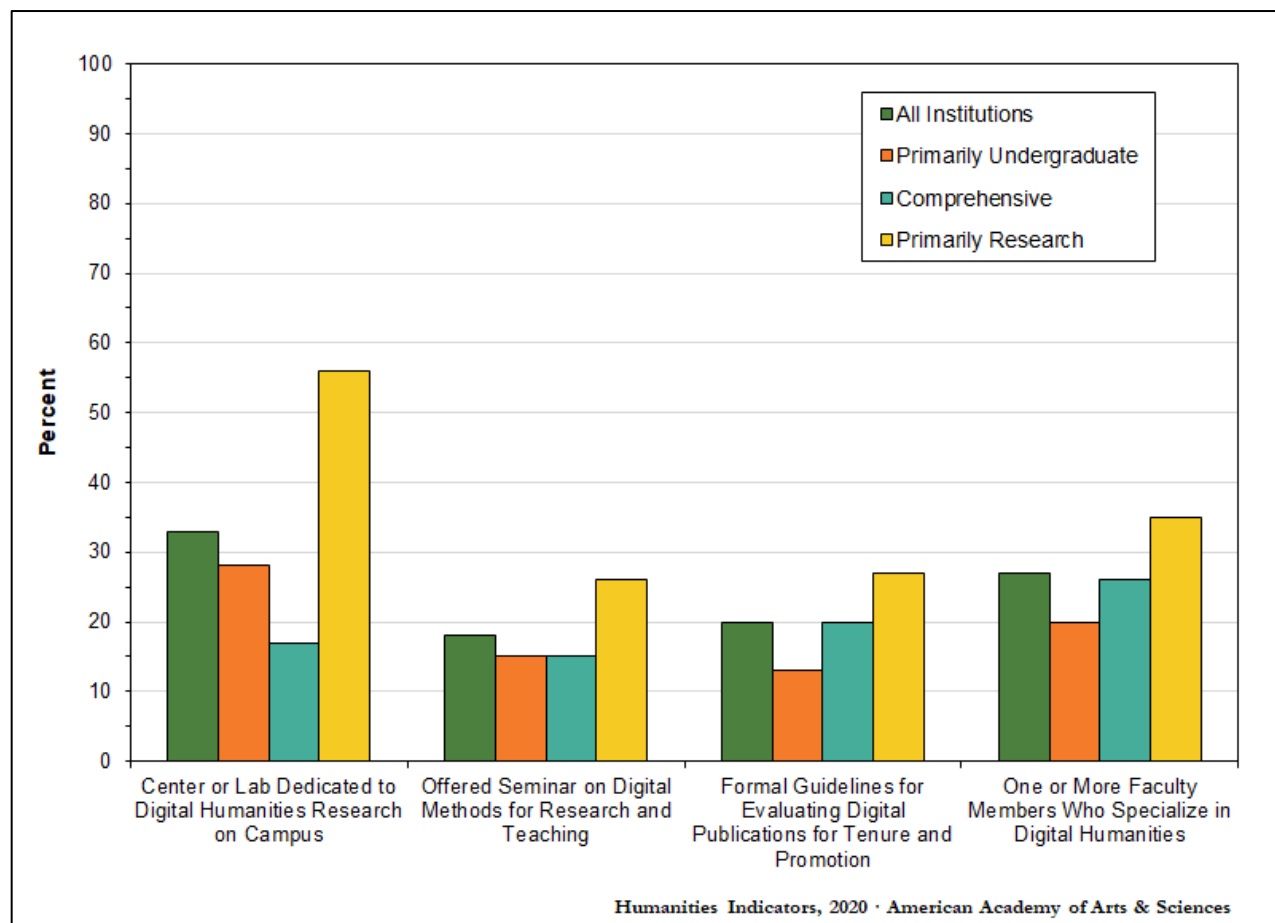


* Folklore was excluded from the figure because it was not possible to generate reliable estimates for the discipline. The 2016–17 academic year includes the summer 2017 term and any intersession terms.

** A combined department is one that grants degrees in English and in languages and literatures other than English (LLE).

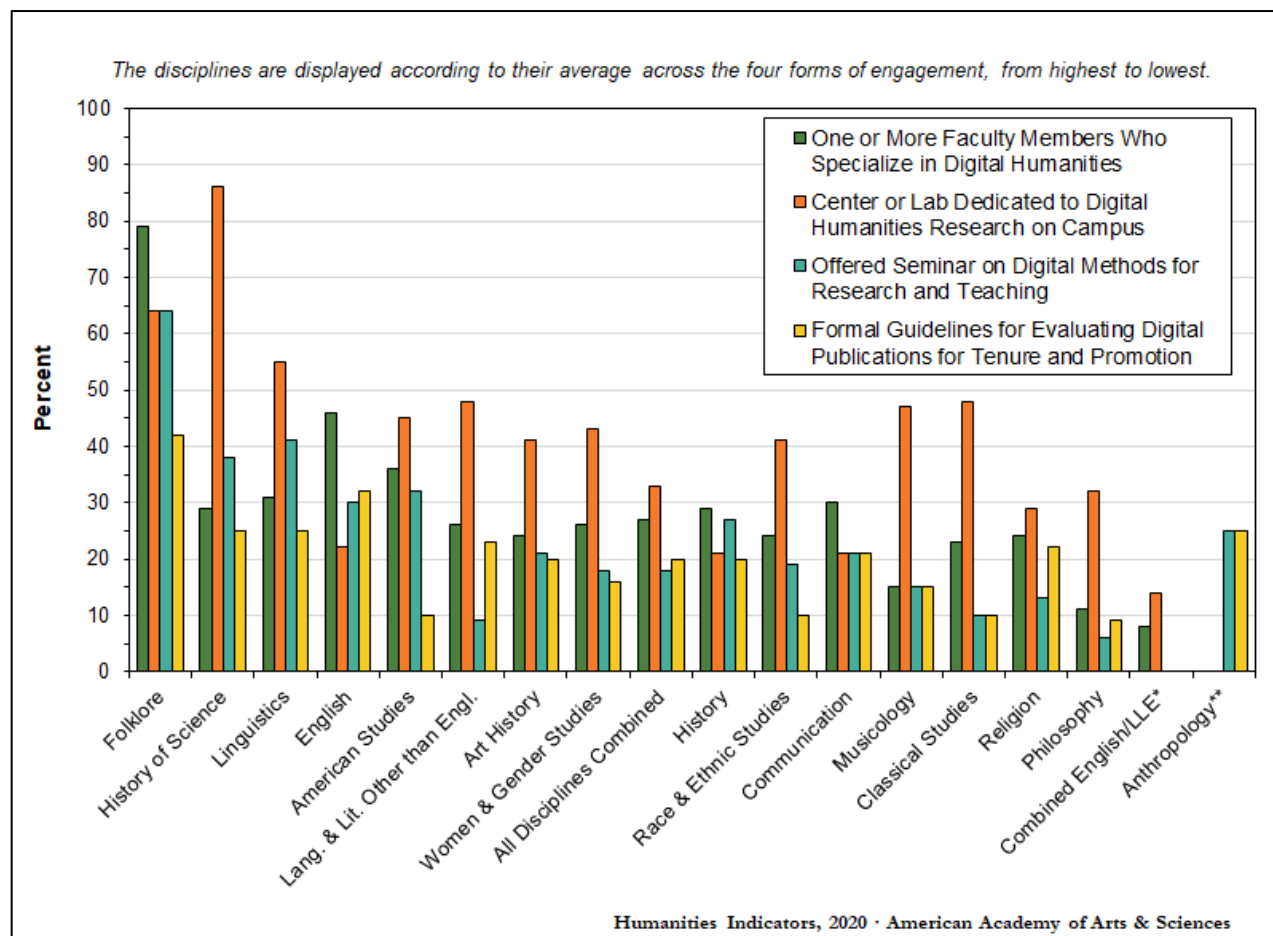
For the values underlying this figure: See Table 20 in the Appendix, Part A, and the 18th table in each subsection of Part B (e.g., Table AH18, Table EN18).

6D: Estimated Share of Humanities Departments Engaging with Digital Humanities, by Carnegie Classification, 2016–17 Academic Year



For the values underlying this figure: See Table 21 in the Appendix, Part A.

6E: Estimated Share of Humanities Departments Engaging with Digital Humanities, by Discipline, 2016–17 Academic Year



* A combined department is one that grants degrees in English and in languages and literatures other than English (LLE).

** Anthropology departments did not receive questions that included the term “digital humanities.”

For the values underlying this figure: See Table 21 in the Appendix, Part A, and the 19th table in each subsection of Part B (e.g., Table AH19, Table EN19).

7. Other Department Policies and Practices

The third iteration of the HDS was designed to provide benchmark data on a variety of other departmental policies and practices of interest to the field, such as research support for faculty, the importance of certain activities for tenure decisions, and outreach to the community.

Key findings:

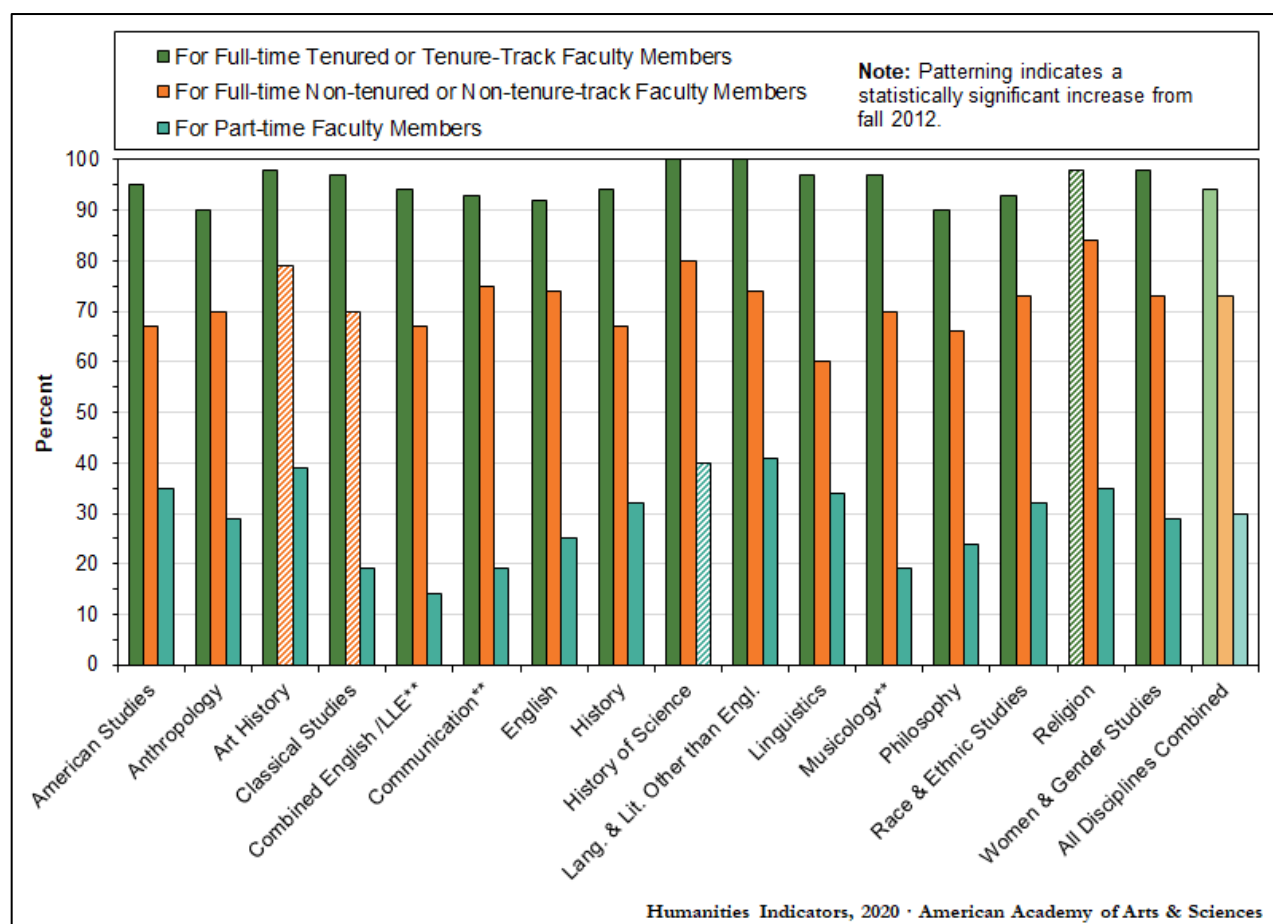
- In most humanities departments, full-time tenured and tenure-track faculty members had access to research support (through the institution or the department; **Figure 7A**). While an estimated 73% of the departments offered support for research to full-time nontenured and non-tenure-track faculty members, less than a third of departments provided such support to their part-time faculty members. In the disciplines of classical studies, combined English/LLE, communication, English, musicology, and philosophy, a quarter or less of departments provided support for faculty members employed part-time.
- Several disciplines experienced a statistically significant increase from 2012 to 2017 in the share of departments offering research support to certain categories of faculty. In religion, a greater share of departments offered support to full-time tenured or tenure-track faculty. In art history and classical studies, the increase in share was for both nontenured and non-tenure-track full-time faculty. In history of science, a greater share of departments provided research support to part-time faculty in 2017 than in 2012.
- Teaching was of greatest importance for purposes of tenure decisions, with an estimated 78% of departments rating it as “essential” and another 18% describing it as “very important” (**Figure 7B**). Publications were cited as “essential” by 54% of departments and as “very important” by another 21%.
- Although a growing number of commenters in recent years have pointed to public humanities as a vehicle for elevating the profile of the field, only an estimated 11% of departments indicated that such activity was “very important” or “essential” for tenure.¹³

¹³ See, for instance, Emma Pettit, “Are the Humanities Really in Crisis?” *Chronicle of Higher Education*, February 9, 2020 (<https://www.chronicle.com/article/Are-the-Humanities-Really-in/248014>); Aaron R. Hanlon, “Centering the Humanities,” *Inside Higher Ed*, September 9, 2019 (<https://www.insidehighered.com/views/2019/09/09/humanities-centers-can-improve-image-humanities->

- While an estimated 91% of departments at research institutions considered publications “essential” to achieving tenure, less than 40% of departments at other types of institutions held a similar view (**Figure 7C**). Conversely, over 85% of the departments at primarily undergraduate or comprehensive institutions rated teaching “essential,” as compared to 57% of the departments at research universities. The public humanities were considered “essential” for tenure by a negligible share of department chairs at all three types of institution.
- In an estimated half of humanities departments, faculty members, staff, or students had been involved with state humanities councils or community organizations (**Figure 7D**). In 43% of departments, faculty, staff, or students had participated in community-service endeavors involving primary or secondary schools, however, less than a quarter of departments had worked with community colleges “to attract new majors into their programs.”
- Among the disciplines, the estimated rates of community service varied substantially depending on the type of activity. At least 70% of departments in the disciplines of art history, folklore, and history had engaged with state humanities councils or community organizations. English, history, and LLE were the only disciplines in which at least half of departments had engaged with precollegiate teachers or students. Only in the disciplines of communication and race/ethnic studies had more than a third of departments partnered with community colleges to recruit students.

[among-public-and-policy-makers](#)); and Leonard Cassuto, “Making a Public Ph.D.,” *Chronicle of Higher Education*, February 12, 2012 (<https://www.chronicle.com/article/Making-a-Public-PhD/130716>).

7A: Estimated Share of Humanities Departments Providing Institutional or Departmental Support for Faculty Research, by Discipline, Fall 2017*

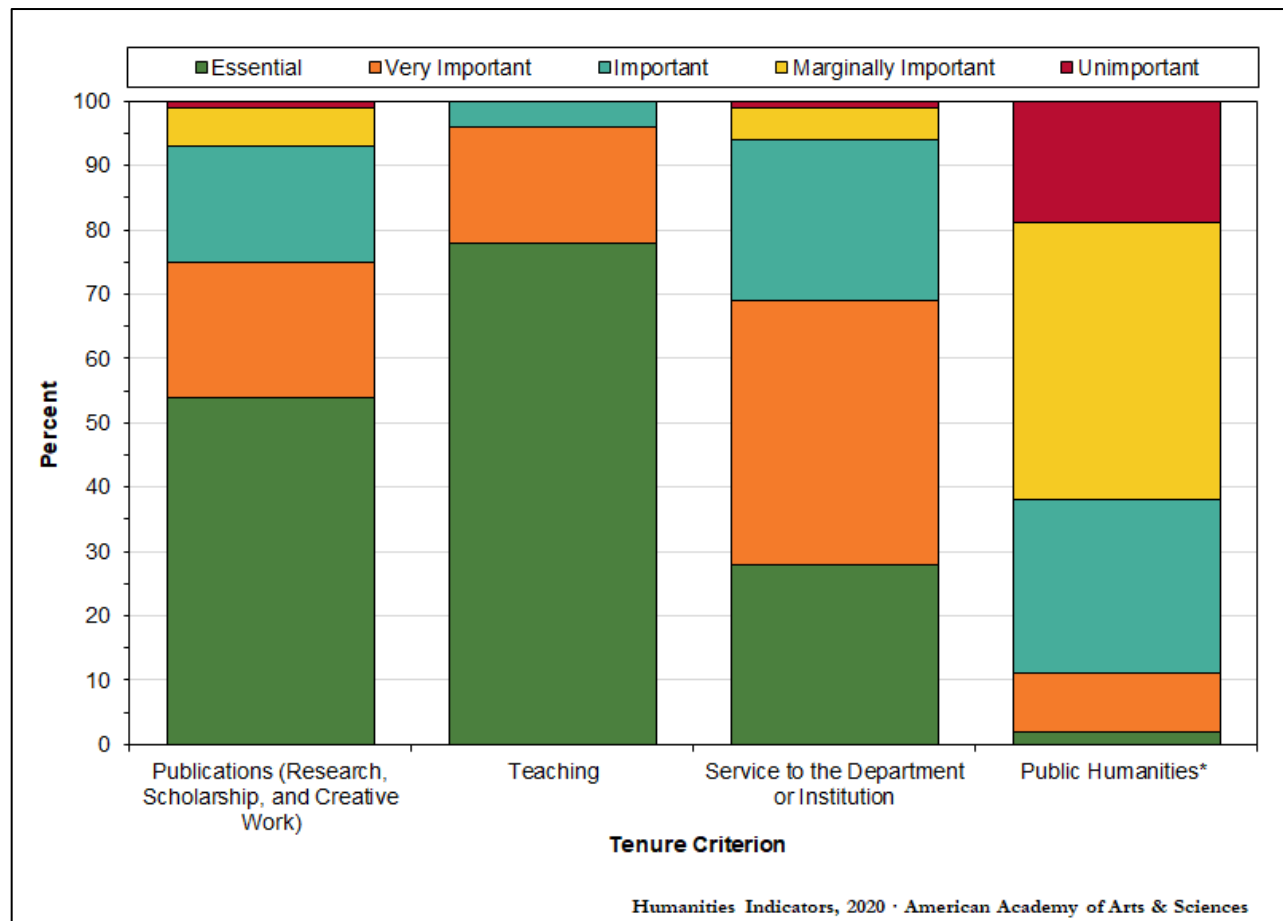


* Folklore was excluded from the figure because it was not possible to generate reliable estimates for the discipline.

** For both communication and musicology, the value for part-time faculty members should be interpreted with caution, as the standard error is more than 25% of the estimate. For combined English/LLE (these departments grant degrees in both English and languages and literatures other than English [LLE]), the estimate for full-time nontenured/non-tenure-track faculty should be interpreted with the same caution.

For the values underlying this figure: See Table 8 in the Appendix, Part A, and the 17th table in each subsection of Part B (e.g., Table AH17, Table EN17).

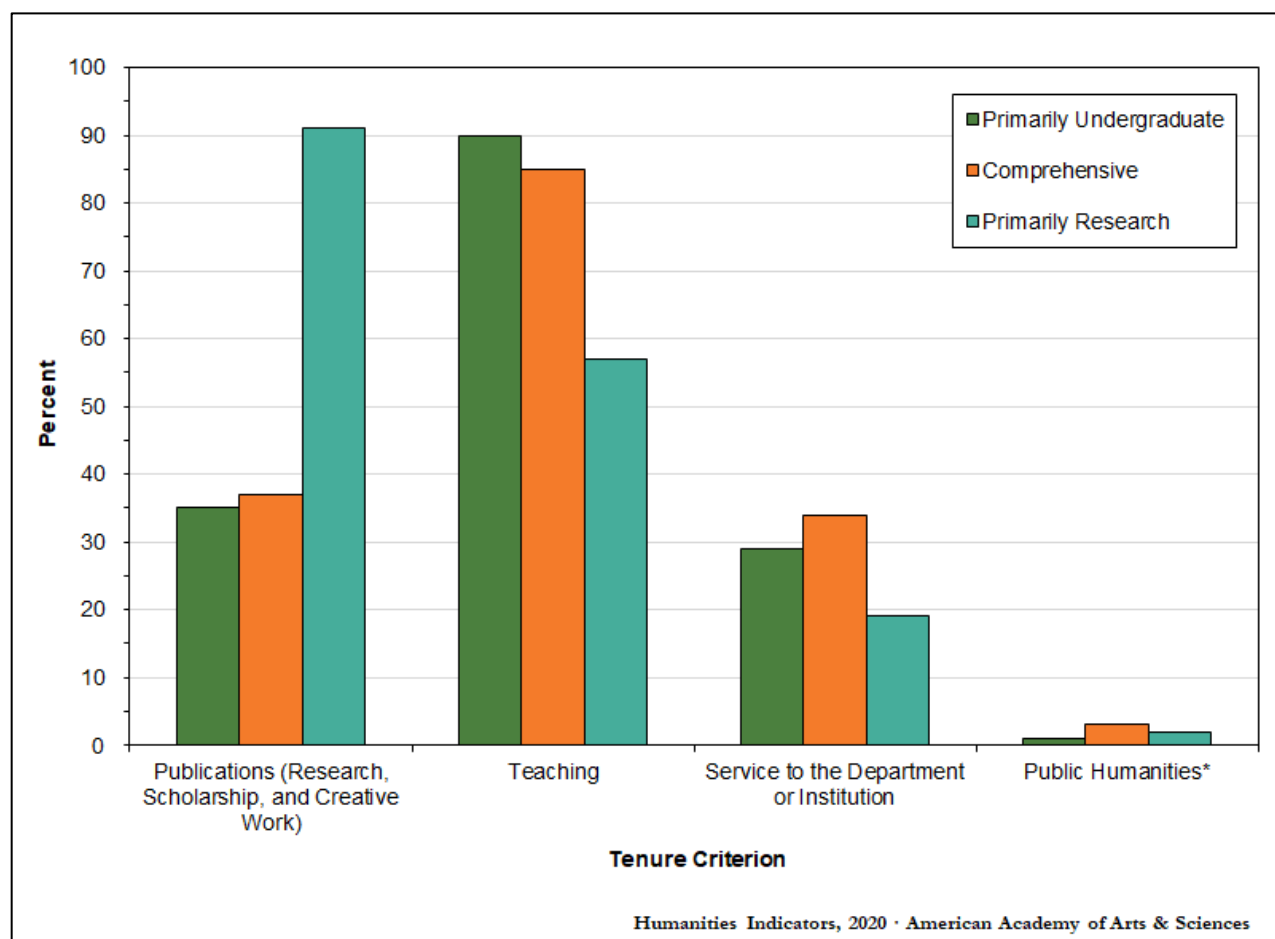
7B: Estimated Share of Humanities Departments Indicating Selected Tenure Criteria Are of Various Degrees of Importance, Fall 2017



* The survey defined *public humanities* as “making the humanities and/or humanities scholarship accessible to the general public.”

For the values underlying this figure: See Table 7 in the Appendix, Part A.

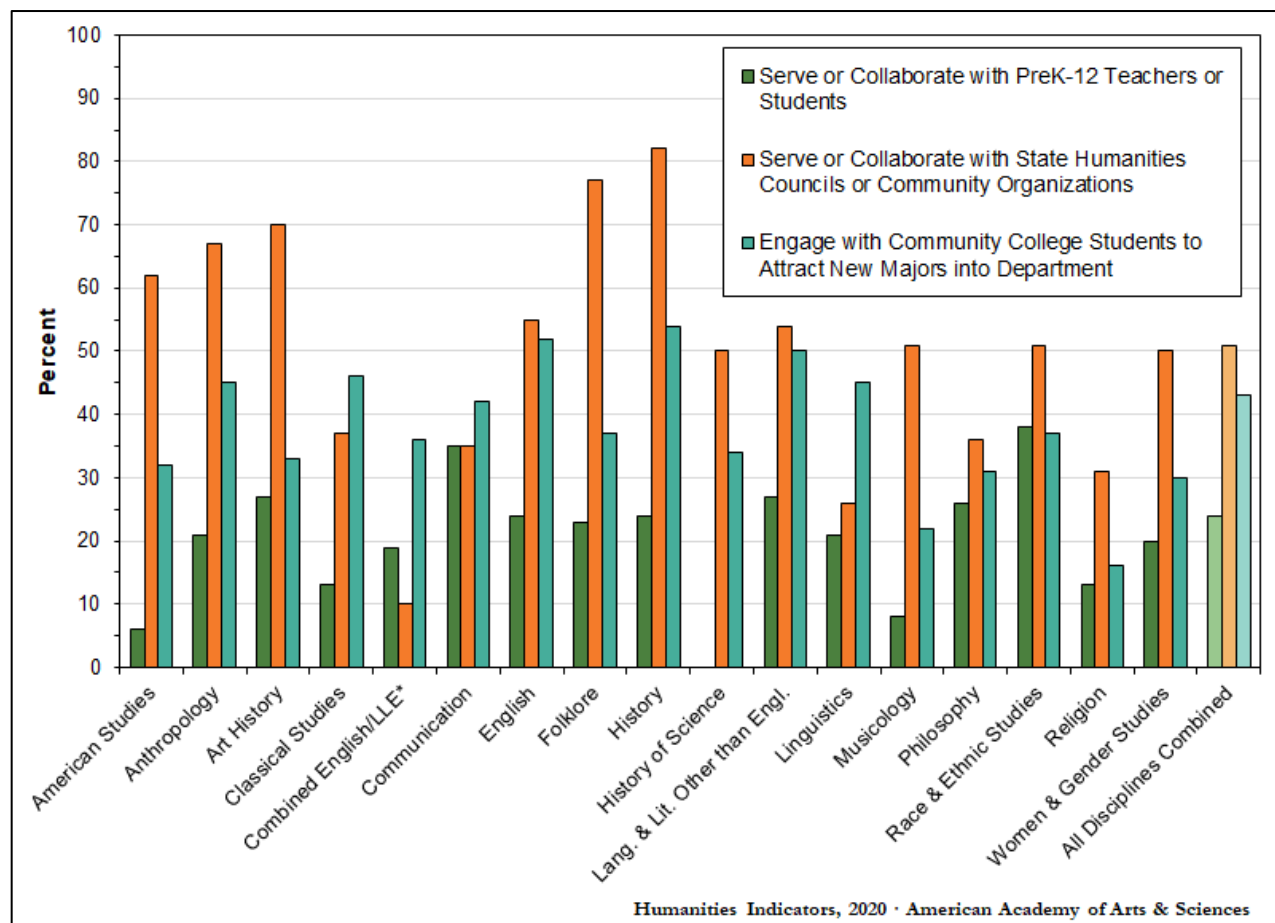
7C: Estimated Share of Humanities Departments Indicating Activity Is an “Essential” Consideration in Tenure Decisions, by Carnegie Classification, Fall 2017



* The survey defined *public humanities* as “making the humanities and/or humanities scholarship accessible to the general public.”

For the values underlying this figure: See Table 7 in the Appendix, Part A.

7D: Estimated Share of Humanities Departments Engaged in Service to the Community, by Discipline, 2016–17 Academic Year



* A combined department is one that grants degrees in English and in languages and literatures other than English (LLE).

For the values underlying this figure: See Table 27 in the Appendix, Part A.

Appendix:

Tables and Summary of Methodology

Prepared by

Anne Marie Porter, Jack Pold, and Susan White

Statistical Research Center at the American Institute of Physics

The Populations Described by the Estimates in This Report

For 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).¹⁴ 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.

¹⁴ 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 is 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 be impossible to know whether any observed change was statistically significant.)

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 the Appendix, Part E.

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 compare averages 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) <i>Up 0.5 to 3.0</i>
MLA Combined English / LLE	144	1,020	7.1 (4)! <i>Down 3.8 to 12.6</i>
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% <i>Up 2% to 16%</i>	20% <i>Down 2% to 16%</i>	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% <i>Up 4% to 22%</i>	71% No δ	66% No δ	74% No δ
English	52% No δ	63% <i>Up 2% to 22%</i>	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%! <i>Down 3% to 67%</i>	100%*
Musicology	41% No δ	53% No δ	53% <i>Up 2% to 22%</i>	45% No δ	56% <i>Up 5% to 25%</i>
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 <u>per Year</u> during 2015–16 and 2016–17 (Compared to 2010–11 & 2011–12)	Average* Number of Faculty Who Retired <u>per Year</u> 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 <i>Up 0.1 to 1.1</i>	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 <i>Up 0.0 to 0.8</i>	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% <i>Down 6% to 32%</i>	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 <u>per Year</u> during 2015–16 and 2016–17 (Compared to 2010–11 & 2011–12)	Average* Number of Faculty Who Retired <u>per Year</u> 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 <i>Up 0.0 to 0.4</i>
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 <i>Up 0.0 to 0.1</i>	2 <i>Down 0.0 to 0.2</i>
English	100%**	58% No δ	230 No δ	6 No δ	40 No δ
History	96% No δ	49% <i>Down 7% to 27%</i>	140 <i>Down 0.1 to 0.7</i>	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 <i>Down 0.0 to 0.2</i>	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.)

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*)
Art History	3,530	12.0 (7) <i>Down 1.4 to 6.5</i>	3,495	11.8 (6) No δ	6,615	22.4 (14) No δ
English	32,690	30.8 (26) <i>Down 8.7 to 33.8</i>	16,825	15.8 (10) No δ	85,970	81 (78) No δ
History	24,360	26.4 (20) <i>Down 1.6 to 27.9</i>	15,830	17.2 (10) No δ	57,025	61.9 (36) <i>Down 10.7 to 47.5</i>
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) <i>Down 0.9 to 12.9</i>
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) <i>Down 1.6 to 4.6</i>	6,690	8.9 (6) No δ	15,970	21.2 (13) <i>Down 1.7 to 9.1</i>

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.)

Discipline	Among Remaining HDS 2 Departments	
	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) <i>Down 2.0 to 37.1</i>
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) <i>Down 0.5 to 7.1</i>
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% <i>Up 20% to 30%</i>	4%! <i>Down 9% to 21%</i>	13%! <i>Down 4% to 31%</i>	6.0 No δ	42 (75)
MLA Combined English / LLE	0%** ◇	0%** ◇	0%** ◇	0 ◇	0 (0)
Religion	70% No δ	27%! No δ	3%! <i>Down 4% to 20%</i>	6.0 No δ	16 (34)
Classical Studies	98% <i>Up 18% to 28%</i>	0%**	2%! <i>Down 2% to 13%</i>	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

Discipline	Teaching Assistants Providing Grading or Classroom Support		Teaching Assistants Serving as Instructor of Record	
	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)

Discipline	Activity					
	Occupationally-Oriented Presentations *		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
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%! <i>Down 30% to 68%</i>	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. Profiles of Individual Disciplines

B1: Overview of Findings for Disciplines First Included in HDS 1

Art History

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 AH1: 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)	Total Number of Faculty Members
Primarily Undergraduate	88	5.2 (4) No δ	455
Comprehensive	75	5.3 (5) No δ	400
Primarily Research	132	12.2 (11) No δ	1,605
Highest Degree Offered by Department	Number of Remaining HDS 2 Departments	Among Remaining HDS 2 Departments	
		Average Number of Faculty Members per Department	Total Number of Faculty Members
Bachelor's	175	5.5 (4) No δ	965
Master's	42	8.0 (9) No δ	335
Doctorate	78	14.9 (14) No δ	1,160
All Remaining HDS 2 Departments	295	8.3 (6) No δ	2,460

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

Table AH2: Faculty Members, by Tenure Status and Institution/Department Type, Estimates for Fall 2017 (Remaining HDS 2 Departments)

(The 95% confidence interval for the **change** 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	70 No δ	55 No δ	70! No δ
Comprehensive	185 No δ	40! No δ	20! No δ	150! No δ
Primarily Research	945 No δ	260 No δ	155! No δ	230 No δ
Highest Degree Offered by Department	Among All Remaining HDS 2 Departments			
	Tenured	Tenure-Track	Neither Tenured nor Tenure-Track, Full-Time	Neither Tenured nor Tenure-Track, Part-Time
Bachelor’s	520 <i>Down 0.1 to 2</i>	135 No δ	85 No δ	275 No δ
Master’s	185 No δ	45! No δ	35! No δ	55! No δ
Doctorate	705 <i>Down 0 to 2</i>	190 No δ	110! No δ	120! No δ
All Remaining HDS 2 Departments	1,410 <i>Down 0.2 to 1.5</i>	370 No δ	230 No δ	450 No δ

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table AH3: 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	385 No δ	95! No δ	170 <i>Down 0.1 to 1.3</i>	305 No δ
Comprehensive	235 No δ	160! No δ	125! No δ	270 No δ
Primarily Research	1,325 No δ	260 No δ	595 <i>Down 0.2 to 2.3</i>	995 No δ
Highest Degree Offered by Department	Among Remaining HDS 2 Departments			
	Full-Time	Part-Time	Men	Women
Bachelor’s	700 <i>Down 0.2 to 1.7</i>	315 No δ	355 No δ	655 No δ
Master’s	245 No δ	70! No δ	95 No δ	225 No δ
Doctorate	1,000 No δ	130! No δ	440 <i>Down 0.2 to 3.2</i>	690 No δ
All Remaining HDS 2 Departments	1,945 No δ	515 No δ	890 <i>Down 0.3 to 1.5</i>	1,570 No δ

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table AH4: 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	83	0	5	88
	Comprehensive	71	4	0	75
	Primarily Research	21	38	73	132
All Remaining HDS 2 Departments		175	42	78	295

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

Table AH5: 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	88	171.6 (168)	15,105
Comprehensive	75	316.7 (250)	23,750
Primarily Research	132	670.6 (600)	88,525
Highest Degree Offered by Department	Number of Remaining HDS 2 Departments	Among Remaining HDS 2 Departments	
		Average Enrollment per Department	Total Enrollment
Bachelor's	175	252.3 (178)	44,155
Master's	42	521.5 (577)	21,905
Doctorate	78	786.2 (650)	61,320
All Remaining HDS 2 Departments	295	431.8 (252)	127,380

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table AH6: 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)	Total Number of Bachelor's Degrees Awarded
Primarily Undergraduate	88	9.1 (6) No δ	800
Comprehensive	75	4.7 (3) No δ	355
Primarily Research	132	18 (11) <i>Down 1 to 9.4</i>	2,375
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	Total Number of Bachelor's Degrees Awarded
Bachelor's	175	8.9 (5) <i>Down .7 to 6.9</i>	1,560
Master's	42	9.3 (10) No δ	390
Doctorate	78	20.2 (12) No δ	1,580
All Remaining HDS 2 Departments	295	12.0 (7) <i>Down 1.4 to 6.5</i>	3,530

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

Table AH7: 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)	Total Number of Juniors & Seniors with Declared Major
Primarily Undergraduate	88	18.5 (11) No δ	1,630
Comprehensive	75	9.1 (4) No δ	680
Primarily Research	132	32.6 (24) No δ	4,305
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	Total Number of Juniors & Seniors with Declared Major
Bachelor's	175	16.4 (9) No δ	2,860
Master's	42	27.3 (26)! No δ	1,145
Doctorate	78	33.4 (27) No δ	2,610
All Remaining HDS 2 Departments	295	22.4 (14) No δ	6,615

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table AH8: 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	88	6.4 (5) No δ	600
Comprehensive	75	13.9 (4) No δ	515
Primarily Research	132	30.2 (12) No δ	2,380
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	175	6.8 (5) No δ	1,380
Master's	42	6.9 (10)! No δ	660
Doctorate	78	18 (15)! No δ	1,455
All Remaining HDS 2 Departments	295	11.8 (6) No δ	3,495

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table AH9: 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	88	16.1 (16)	1,415
Comprehensive	75	13.5(8)	1,015
Primarily Research	132	34 (33)	4,490
Highest Degree Offered by Department	Number of Remaining HDS 2 Departments	Among Remaining HDS 2 Departments	
		Average Enrollment per Department	Total Enrollment
Bachelor's	175	8.8 (7)	1,540
Master's	42	45.8 (41)	1,920
Doctorate	78	44.4 (32)	3,460
All Departments Offering Graduate Degrees	120	44.8 (34)	5,380
All Remaining HDS 2 Departments	295	23.5 (31)	6,920

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table AH10: 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	88	25.1 (25) ◇	2,210
Comprehensive	75	11.9 (12) ◇	895
Primarily Research	132	30.2 (28) No δ	3,980
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	175	0 ◇	0
Master’s	42	28.9 (9)! No δ	1,215
Doctorate	78	75.3(30) No δ	5,870
All Departments Offering Graduate Degrees	120	59 (27) No δ	7,085
All Remaining HDS 2 Departments	295	24.0 (27) No δ	7,085

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

! 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 AH11: 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	0%	0%	100%	0%
Primarily Research	48%	13%	35%	4%
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	50%	0%	50%	0%
Doctorate	42%	23%	30%	5%
All Remaining HDS 2 Departments	44%	16%	36%	5%

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

Table AH12: Graduate Student Teaching Assistants, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017 (Remaining HDS 2 Departments)

Carnegie Classification	Teaching Assistants Providing Grading or Classroom Support		Teaching Assistants Serving as Instructor of Record	
	Average per Department*	Total Number	Average per Department*	Total Number
Primarily Undergraduate	2.5	220	1.0	90
Comprehensive	0	0	0	0
Primarily Research	10.2	1,350	2.9	385
Highest Degree Offered by Department	Average per Department*	Total Number	Average per Department*	Total Number
Bachelor's	1.1	195	1.0	170
Master's	8.4	355	1.9	80
Doctorate	13.0	1,020	2.9	225
All Remaining HDS 2 Departments	7.1	1,570	2.2	475

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table AH13: 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	585	215	165	0
Comprehensive	570	225	275	0
Primarily Research	2,180	820	725	265
By Highest Degree Offered by Department				
Bachelor's	1,625	580	490	0
Master's	635	225	350	55
Doctorate	1,075	455	325	210
By Form of Control				
Public	1,205	380	530	105
Private	2,130	880	635	160
All Remaining HDS 2 Departments	3,335	1,260	1,165	265

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08. 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 AH14: 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	28%	28%	17%	35%	30%	27%
Benchmark Requirement with a Paper or Thesis	50%	57%	57%	41%	42%	56%
Benchmark Requirement with a Test	4%	7%	0%	3%	0%	6%
Some Other Form of Benchmarking	25%	25%	24%	27%	32%	21%

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 2007–08.

Table AH15: 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	70% No δ	17% No δ	10%! No δ	3%! No δ	0%**
	PUG	63% No δ	25%! No δ	9%! No δ	3%! No δ	0%**
	Comp	48% No δ	22%! No δ	22%! No δ	8%! No δ	0%**
	PRes	90% No δ	8%! No δ	2%! No δ	0%**	0%**
Teaching	All	74% No δ	21% No δ	5%! No δ	0%**	0%**
	PUG	97% No δ	3%! No δ	0%**	0%**	0%**
	Comp	87% No δ	9%! No δ	4%! No δ	0%**	0%**
	PRes	47% <i>Down 5% to 37%</i>	42% No δ	11%! No δ	0%**	0%**
Service to the Department or Institution	All	31% No δ	33% No δ	30% No δ	6%! No δ	0%**
	PUG	44% No δ	28%! No δ	22%! No δ	6%! No δ	0%**
	Comp	35%! No δ	35%! No δ	26%! No δ	4%! No δ	0%**
	PRes	18%! No δ	37% No δ	40% No δ	5%! No δ	0%**
Public Humanities***	All	2%! No δ	9%! No δ	33% <i>Up 10% to 20%</i>	39% <i>Down 4% to 24%</i>	17%! No δ
	PUG	0%**	9%! No δ	31%! <i>Up 1% to 33%</i>	44% No δ	16%! No δ
	Comp	9%! No δ	0%**	26%! No δ	39%! No δ	26%! No δ
	PRes	0%**	13%! No δ	40% <i>Up 10% to 42%</i>	34% <i>Down 8% to 38%</i>	13%! No δ

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

! 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.

** 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 AH16: 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 previous years 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)	1,410	57% of all faculty members No δ
Tenure-Track Faculty Members (Not Yet Tenured) as of Fall 2017 (Compared to Fall 2012)	370	15%! of all 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)	30	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)	8	2%! 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)	160	8%! of full-time faculty members No δ

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table AH17: 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 estimate; 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	98% No δ
For Full-Time Non-Tenured or Non-Tenure-Track Faculty Members	79% <i>Up 7% to 23%</i>
For Part-Time Faculty Members	39% No δ

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

Table AH18: 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	9%	1.2	6%	1.2
Comprehensive	19%	2	15%	1.2
Primarily Research	27%	4.8	13%	1.4
By Form of Control				
Public	31%	3.1	14%	0.4
Private	11%	4.9	9%	3.5
All Remaining HDS 2 Departments	19%	4.0	11%	1.1

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

* 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 AH19: 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 or Course 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	32%	21%	7%	22%
Comprehensive	18%	12%	12%	12%
Primarily Research	62%	26%	35%	32%
By Form of Control				
Public	39%	21%	27%	24%
Private	43%	21%	15%	24%
All Remaining HDS 2 Departments	41%	21%	20%	24%

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

Table AH20: 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	68%	4%	82%	14%	61%	7%
Comprehensive	69%	6%	75%	13	63%	13%
Primarily Research	69%	8%	74%	11%	62%	12%
By Form of Control						
Public	68%	0%	76%	8%	60%	4%
Private	69%	9%	78%	15%	62%	14%
All Remaining HDS 2 Departments	69%	6%	77%	13%	62%	10%

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

* 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 AH21: 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	0%	10%	29%	36%	25%	0%
Comprehensive	0%	13%	50%	31%	6%	0%
Primarily Research	0%	6%	35%	45%	14%	0%
By Highest Degree Offered by Department						
Bachelor's	0%	13%	37%	34%	16%	0%
Master's	0%	0%	50%	38%	12%	0%
Doctorate	0%	0%	30%	53%	17%	0%
All Remaining HDS 2 Departments	0%	10%	36%	39%	15%	0%

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

English

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 EN1: 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)	Total Number of Faculty Members
Primarily Undergraduate	397	11.5 (10) No δ	4,555
Comprehensive	439	22.0 (15) No δ	9,645
Primarily Research	226	43.6 (45) No δ	9,860
Highest Degree Offered by Department	Number of Remaining HDS 2 Departments	Among Remaining HDS 2 Departments	
		Average Number of Faculty Members per Department	Total Number of Faculty Members
Bachelor's	603	11.4 (10) No δ	6,875
Master's	272	30.1 (32) No δ	8,180
Doctorate	187	48.2 (50) No δ	9,005
All Remaining HDS 2 Departments	1,062	22.7 (28) No δ	24,060

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

Table EN2: 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	2,190 <i>Down 0.4 to 3</i>	840 No δ	800! No δ	1,105 No δ
Comprehensive	4,125 <i>Down 0.8 to 3.9</i>	1,415 No δ	1,960 No δ	2,415! No δ
Primarily Research	4,645 No δ	935 <i>Down 0.2 to 2.1</i>	2,540 No δ	1,090 <i>Down 0.2 to 11.4</i>
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	3,645 <i>Down 1.1 to 3.4</i>	1,230 No δ	995! No δ	1,875 No δ
Master's	3,770 No δ	1,270 No δ	2,440 No δ	2,030 No δ
Doctorate	3,545 No δ	690 No δ	1,865 No δ	705 No δ
All Remaining HDS 2 Departments	10,960 No δ	3,190 No δ	5,300 No δ	4,610 <i>Down 0.7 to 7.0</i>

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table EN3: 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	3,790 <i>Down 0.2 to 3.1</i>	1,145! No δ	2,130 No δ	2,805 No δ
Comprehensive	7,345 No δ	2,570! No δ	3,985 <i>Down 0.4 to 5.6</i>	5,930 No δ
Primarily Research	8,115 No δ	1,095 <i>Down 0.6 to 11.7</i>	4,075 <i>Down 1.1 to 8.4</i>	5,135 No δ
Highest Degree Offered by Department	Among Remaining HDS 2 Departments			
	Full-Time	Part-Time	Men	Women
Bachelor’s	5,760 <i>Down 0.7 to 3.2</i>	1,990 No δ	3,315 <i>Down 0.2 to 2.1</i>	4,440 <i>Down 0.3 to 3.1</i>
Master’s	7,395 No δ	2,110 No δ	3,795 <i>Down 1.8 to 8.0</i>	5,710 No δ
Doctorate	6,095 No δ	710! No δ	3,080 No δ	3,720 No δ
All Remaining HDS 2 Departments	19,250 <i>Down 0.1 to 3.2</i>	4,810 <i>Down 0.9 to 7.1</i>	10,190 <i>Down 1.3 to 5.2</i>	13,870 <i>Down 0.5 to 4.3</i>

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table EN4: Departments Offering Degrees, 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 from 2012–13 data is shown; the width of the interval indicates the uncertainty in the estimate. “No δ ” indicates any change exhibited is not statistically significant.)

		Highest Degree Offered by Department			All Remaining HDS 2 Departments
		Bachelor’s	Master’s	Doctorate	
Carnegie Classification	Primarily Undergraduate	343	36	18	397
	Comprehensive	247	178	14	439
	Primarily Research	13	58	155	226
All Remaining HDS 2 Departments		603	272	187	1,062

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

Table EN5: 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	397	379.5 (275)	150,680
Comprehensive	439	1,252 (435)	549,615
Primarily Research	226	2,337.5 (2,075)	528,275
Highest Degree Offered by Department	Number of Remaining HDS 2 Departments	Among Remaining HDS 2 Departments	
		Average Enrollment per Department	Total Enrollment
Bachelor’s	603	463.3 (288)	279,355
Master’s	272	1,528.2 (2,347)	415,665
Doctorate	187	2853.2 (2,075)	533,550
All Remaining HDS 2 Departments	1,062	1,156.8 (647)	1,228,570

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table EN6: 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)	Total Number of Bachelor's Degrees Awarded
Primarily Undergraduate	397	14.4 (12) <i>Down 0.6 to 8.5</i>	5,715
Comprehensive	439	29.2 (18)! No δ	12,800
Primarily Research	226	62.7 (51) <i>Down 15.4 to 53.6</i>	14,175
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	Total Number of Bachelor's Degrees Awarded
Bachelor's	603	15.3 (13)! No δ	9,245
Master's	272	38.7 (32) <i>Down 0.8 to 37.3</i>	10,510
Doctorate	187	69.2 (72) <i>Down 9.3 to 67.7</i>	12,935
All Remaining HDS 2 Departments	1,062	30.8 (26) <i>Down 8.7 to 33.8</i>	32,690

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table EN7: 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)	Total Number of Juniors & Seniors with Declared Major
Primarily Undergraduate	397	28.5 (23) No δ	11,330
Comprehensive	439	80.2 (60)! No δ	35,220
Primarily Research	226	174.4 (132) No δ	39,420
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	Total Number of Juniors & Seniors with Declared Major
Bachelor’s	603	35.9 (25) No δ	21,645
Master’s	272	113.0 (112) <i>Down 5.8 to 140.4</i>	30,730
Doctorate	187	179.7 (160)! No δ	33,595
All Remaining HDS 2 Departments	1,062	81 (78) No δ	85,970

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table EN8: 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	397	8.5 (5)! No δ	3,395
Comprehensive	439	19.3 (12)! No δ	8,450
Primarily Research	226	22.0 (10) No δ	4,980
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	603	10.4 (7) No δ	6,285
Master’s	272	12.3 (11) No δ	3,345
Doctorate	187	38.5 (22)! No δ	7,195
All Remaining HDS 2 Departments	1,062	15.8 (10) No δ	16,825

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table EN9: 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	397	0	0
Comprehensive	439	43.2 (39)	18,950
Primarily Research	226	86.6 (58)	19,580
Highest Degree Offered by Department	Number of Remaining HDS 2 Departments	Among Remaining HDS 2 Departments	
		Average Enrollment per Department	Total Enrollment
Bachelor's	603	5.3 (5)	3,225
Master's	272	65.3 (63)	17,765
Doctorate	187	93.8 (53)	17,540
All Departments Offering Graduate Degrees	459	76.9 (53)	35,305
All Remaining HDS 2 Departments	1,062	36.3 (53)	38,530

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table EN10: 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	397	0 ◇	0
Comprehensive	439	30.8 (25) ◇	13,520
Primarily Research	226	51.5 (47) <i>Down 2.8 to 41.7</i>	11,640
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	603	0 ◇	0
Master's	272	40.0 (25)! No δ	10,870
Doctorate	187	76.4 (54) No δ	14,290
All Departments Offering Graduate Degrees	459	54.8 (43) <i>Down 2.0 to 37.1</i>	25,160
All Remaining HDS 2 Departments	1,062	23.7 (43) <i>Down 2.0 to 37.1</i>	25,160

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

! 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 EN11: 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	40%	0%	20%	40%
Primarily Research	16%	32%	40%	12%
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	28%	0%	45%	27%
Doctorate	22%	44%	17%	17%
TOTAL	25%	20%	32%	23%

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

Table EN12: Graduate Student Teaching Assistants, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017 (Remaining HDS 2 Departments)

Carnegie Classification	Teaching Assistants Providing Grading or Classroom Support		Teaching Assistants Serving as Instructor of Record	
	Average per Department*	Total Number	Average per Department*	Total Number
Primarily Undergraduate	6.0	2,390	6.0	2,390
Comprehensive	6.4	2,795	6.8	2,985
Primarily Research	23.6	5,330	29.4	6,645
Highest Degree Offered by Department	Average per Department*	Total Number	Average per Department*	Total Number
Bachelor's	0	0	0	0
Master's	17.0	4,630	17.7	4,805
Doctorate	31.5	5,885	38.6	7,215
All Remaining HDS 2 Departments	9.9	10,515	11.3	12,020

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table EN13: 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	6,090	1,755	875	0
Comprehensive	15,775	14,855	9,655	2,630
Primarily Research	7,050	7,470	6,460	9,350
By Highest Degree Offered by Department				
Bachelor's	11,435	6,840	4,325	0
Master's	12,525	12,770	9,715	3,165
Doctorate	4,955	4,470	2,950	8,815
By Form of Control				
Public	18,885	17,860	13,585	6,685
Private	10,030	6,220	3,405	5,295
All Remaining HDS 2 Departments	28,915	24,080	16,990	11,980

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08. 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 EN14: 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	25%	22%	14%	53%	38%	18%
Benchmark Requirement with a Paper or Thesis	44%	56%	41%	27%	21%	57%
Benchmark Requirement with a Test	13%	11%	18%	6%	17%	11%
Some Other Form of Benchmarking	32%	22%	46%	27%	46%	24%

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 2007–08.

Table EN15: 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	56% No δ	21% No δ	16% No δ	6%! No δ	1%! No δ
	PUG	29%! No δ	24%! No δ	24%! No δ	19%! No δ	4%! No δ
	Comp	28%! <i>Down 1% to 35%</i>	38% No δ	31%! No δ	3%! No δ	0%**
	PRes	95% No δ	5%! No δ	0%**	0%**	0%**
Teaching	All	72% No δ	23% No δ	5%! No δ	0%**	0%**
	PUG	95% <i>Up 4% to 23%</i>	5%! No δ	0%**	0%**	0%**
	Comp	76% No δ	24%! No δ	0%**	0%**	0%**
	PRes	57% No δ	32%! No δ	11%! No δ	0%**	0%**
Service to the Department or Institution	All	20% No δ	52% <i>Up 4% to 26%</i>	22% <i>Down 2% to 20%</i>	6%! No δ	0%**
	PUG	30%! No δ	60% No δ	10%! <i>Down 6% to 35%</i>	0%**	0%**
	Comp	24%! No δ	62% <i>Up 11% to 53%</i>	14%! <i>Down 10% to 32%</i>	0%**	0%**
	PRes	10%! No δ	41% No δ	35% No δ	14%! No δ	0%**
Public Humanities**	All	0%**	9%! No δ	23% No δ	40% No δ	28% No δ
	PUG	0%**	4%! No δ	24%! No δ	43% No δ	29%! No δ
	Comp	0%**	6%! No δ	31%! No δ	35%! No δ	28%! No δ
	PRes	0%**	14%! No δ	16%! No δ	43% No δ	27%! No δ

Note: Numbers do not include data for departments that may have begun granting degrees since 2007–08.

! 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.

** 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 EN16: 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)	10,960	46% of total faculty members No δ
Tenure-Track Faculty Members (Not Yet Tenured) as of Fall 2017 (Compared to Fall 2012)	3,190	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)	230	7%! 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)	46	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)	750	4%! of full-time faculty members No δ

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table EN17: 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	92% No δ
For Full-Time Non-Tenured or Non-Tenure-Track Faculty Members	74% No δ
For Part-Time Faculty Members	25% No δ

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

Table EN18: 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	13%	3.5	0%	1.2
Comprehensive	38%	7.9	19%	1.2
Primarily Research	35%	14.3	16%	1.4
By Form of Control				
Public	34%	13.8	20%	9.0
Private	21%	2.5	5%	0.5
All Remaining HDS 2 Departments	26%	7.6	11%	4.3

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

* 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 EN19: 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	10%	11%	20%	10%
Comprehensive	20%	25%	38%	60%
Primarily Research	42%	65%	39%	77%
By Form of Control				
Public	40%	47%	36%	74%
Private	10%	19%	29%	29%
All Remaining HDS 2 Departments	22%	30%	32%	46%

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

Table EN20: 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	90%	0%	70%	20%	60%	0%
Comprehensive	77%	0%	88%	12%	59%	12%
Primarily Research	76%	0%	92%	0%	67%	0%
By Form of Control						
Public	82%	0%	94%	6%	79%	0%
Private	82%	0%	75%	16%	48%	9%
All Remaining HDS 2 Departments	82%	0%	82%	12%	61%	5%

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

* 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 EN21: 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	0%	0%	30%	60%	0%	10%
Comprehensive	0%	12%	29%	35%	24%	0%
Primarily Research	0%	8%	31%	58%	3%	0%
By Highest Degree Offered by Department						
Bachelor's	0%	4%	34%	49%	8%	5%
Master's	0%	16%	24%	36%	24%	0%
Doctorate	0%	6%	22%	66%	6%	0%
All Remaining HDS 2 Departments	0%	7%	30%	49%	11%	3%

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

History

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 H1: 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)	Total Number of Faculty Members
Primarily Undergraduate	285	9.5 (8) No δ	2,460
Comprehensive	408	15.8 (13) No δ	6,520
Primarily Research	228	29.2 (25) No δ	6,660
Highest Degree Offered by Department	Number of Remaining HDS 2 Departments	Among Remaining HDS 2 Departments	
		Average Number of Faculty Members per Department	Total Number of Faculty Members
Bachelor’s	547	9.1 (10) <i>Down 0.5 to 2.7</i>	5,500
Master’s	211	16.2 (21) No δ	4,820
Doctorate	163	30.1 (28) No δ	5,320
All Remaining HDS 2 Departments	921	17 (16) No δ	15,640

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

Table H2: 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	1,840 No δ	400 No δ	140 No δ	210 No δ
Comprehensive	3,300 No δ	720 No δ	570 No δ	2125 No δ
Primarily Research	4,385 No δ	940 No δ	380 No δ	630 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	3,375 No δ	790 No δ	375 No δ	945 No δ
Master’s	2,110 No δ	580 No δ	480 No δ	1,480 No δ
Doctorate	4,040 No δ	690 No δ	235 No δ	540 No δ
All Remaining HDS 2 Departments	9,525 No δ	2,060 No δ	1,090 No δ	2,965 <i>Down 0.0 to 2.1</i>

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

Table H3: 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 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	2,360 No δ	275 No δ	1,445 <i>Down 0.1 to 2.1 per department</i>	1,185 No δ
Comprehensive	4,600 No δ	2,170 No δ	4,270 No δ	2,510 No δ
Primarily Research	5,550 No δ	680 No δ	3,670 <i>Down 1.0 to 3.4 per department</i>	2,560 No δ
Highest Degree Offered by Department	Among Remaining HDS 2 Departments			
	Full-Time	Part-Time	Men	Women
Bachelor's	4,430 No δ	1,080 No δ	3,300 <i>Down 0.4 to 2.3 per department</i>	2,210 No δ
Master's	3,160 No δ	1,465 No δ	2,830 No δ	1,770 No δ
Doctorate	4,920 No δ	580 No δ	3,255 <i>Down 0.0 to 3.7 per department</i>	2,275 No δ
All Remaining HDS 2 Departments	12,510 No δ	3,125 No δ	9,385 <i>Down 0.5 to 2.2 per department</i>	6,255 No δ

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

Table H4: 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	273	12	0	285
	Comprehensive	218	161	10	389
	Primarily Research	23	42	163	228
All Remaining HDS 2 Departments		514	215	173	902

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

Table H5: 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	285	388.3 (339)	110,675
Comprehensive	408	1,078.5 (495)	440,045
Primarily Research	228	2,328.4 (1834)	530,865
Highest Degree Offered by Department	Number of Remaining HDS 2 Departments	Among Remaining HDS 2 Departments	
		Average Enrollment per Department	Total Enrollment
Bachelor's	547	672.7 (350)	367,975
Master's	211	1,546.9 (930)	326,375
Doctorate	163	2,375.9 (2027)	387,235
All Remaining HDS 2 Departments	921	1,174.4 (577)	1,081,585

Note: Numbers do not include data for departments that may have begun granting degrees since 2007–08.

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

Table H6: 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)	Total Number of Bachelor's Degrees Awarded
Primarily Undergraduate	285	17.6 (18) <i>Down 3.3 to 9.0</i>	5,020
Comprehensive	408	21.9 (14) No δ	8,935
Primarily Research	228	45.6 (38) No δ	10,405
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	Total Number of Bachelor's Degrees Awarded
Bachelor's	547	18.8 (12) <i>Down 3.8 to 9.1</i>	10,265
Master's	211	25.5 (25) No δ	5,390
Doctorate	163	53.3 (45) No δ	8,705
All Remaining HDS 2 Departments	921	26.4 (20) <i>Down 1.6 to 27.9</i>	24,360

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

Table H7: 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)	Total Number of Juniors & Seniors with Declared Major
Primarily Undergraduate	285	38.8(31) No δ	11,060
Comprehensive	408	58.1 (30) No δ	23,700
Primarily Research	228	97.7 (90) <i>Down 25.8 to 140.5</i>	22,265
Highest Degree Offered by Department	Number of Remaining HDS 2 Departments	Among Remaining HDS 2 Departments	
		Average Number of Juniors & Seniors with Declared Major	Total Number of Juniors & Seniors with Declared Major
Bachelor’s	547	35.6 (25) No δ	19,525
Master’s	211	83.7 (74) No δ	17,700
Doctorate	163	121.1 (109) <i>Down 22.8 to 179.4</i>	19,800
All Remaining HDS 2 Departments	921	61.9 (36) <i>Down 10.7 to 47.5</i>	57,025

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

Table H8: 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	285	9.8 (8) No δ	2,800
Comprehensive	408	13.4 (8) No δ	5,460
Primarily Research	228	33.2 (19) No δ	7,570
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	547	10.5 (8) No δ	5,770
Master's	211	17.9 (10) No δ	3,800
Doctorate	163	38.2 (31) No δ	6,260
All Remaining HDS 2 Departments	921	17.2 (10) No δ	15,830

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

Table H9: 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	285	0	0
Comprehensive	408	44.3 (16)	18,080
Primarily Research	228	46.6 (44)	10,630
Highest Degree Offered by Department	Number of Remaining HDS 2 Departments	Among Remaining HDS 2 Departments	
		Average Enrollment per Department	Total Enrollment
Bachelor's	547	0	0
Master's	211	74.9 (15)	15,840
Doctorate	163	78.8 (52)	12,870
All Departments Offering Graduate Degrees	374	76.8 (30)	28,710
All Remaining HDS 2 Departments	921	31.2 (28)	28,710

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table H10: 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	285	0 ◇	0
Comprehensive	408	18.1 (15) No δ	7,385
Primarily Research	228	44.8 (37) <i>Down 0.4 to 19.2</i>	10,210
Highest Degree Offered by Department	Number of Remaining HDS 2 Departments	Among Remaining HDS 2 Departments	
		Average Number of Graduate Students	Total Number of Graduate Students
Bachelor’s	547	0	0
Master’s	211	27.7 (17) No δ	5,845
Doctorate	163	72.0 (39) <i>Down 1.7 to 17.5</i>	11,750
All Departments Offering Graduate Degrees	374	47 (30) No δ	17,595
All Remaining HDS 2 Departments	921	19.1 (30) No δ	17,595

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

◇ 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 H11: 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	11%	0%	78%	10%
Primarily Research	14%	54%	23%	9%
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	9%	0%	82%	9%
Doctorate	18%	71%	0%	12%
All Remaining HDS 2 Departments	44%	16%	36%	4%

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

Table H12: Graduate Student Teaching Assistants, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017 (Remaining HDS 2 Departments)

Carnegie Classification	Teaching Assistants Providing Grading or Classroom Support		Teaching Assistants Serving as Instructor of Record	
	Average per Department*	Total Number	Average per Department*	Total Number
Primarily Undergraduate	0	0	0	0
Comprehensive	4	1,630	3	1,220
Primarily Research	12.1	2,770	4.2	960
Highest Degree Offered by Department	Average per Department*	Total Number	Average per Department*	Total Number
Bachelor's	0	0	0	0
Master's	6.7	1,640	3	1,220
Doctorate	14.5	2,760	4.1	960
All Remaining HDS 2 Departments	6.9	4,400	3.4	2,180

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table H13: 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	4,585	935	735	0
Comprehensive	7,455	3,265	3,930	4,485
Primarily Research	6,940	1,835	2,335	735
By Highest Degree Offered by Department				
Bachelor's	8,640	2,600	3,255	1,140
Master's	5,450	2,310	2,590	3,680
Doctorate	4,890	1,125	1,155	400
By Form of Control				
Public	8,510	2,825	2,750	3,495
Private	10,470	3,210	4,250	1,725
All Remaining HDS 2 Departments	18,980	6,035	7,000	5,220

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08. 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 H14: 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	13%	14%	12%	13%	7%	16%
Benchmark Requirement with a Paper or Thesis	74%	77%	76%	63%	77%	72%
Benchmark Requirement with a Test	12%	9%	15%	9%	18%	8%
Some Other Form of Benchmarking	15%	5%	18%	25%	18%	13%

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 2007–08.

Table H15: 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	53% No δ	29% No δ	16%! No δ	2%! No δ	0%**
	PUG	48% No δ	29%! No δ	19%! No δ	4%! No δ	0%**
	Comp	34% No δ	43% No δ	23%! No δ	0%**	0%**
	PRes	95% No δ	5%! No δ	0%**	0%**	0%**
Teaching	All	84% No δ	13%! No δ	3%! No δ	0%**	0%**
	PUG	86% No δ	14%! No δ	0%**	0%**	0%**
	Comp	94% <i>Up 2% to 12%</i>	6%! <i>Down 2% to 12%</i>	0%**	0%**	0%**
	PRes	64% <i>Up 2% to 34%</i>	26%! No δ	10%! No δ	0%**	0%**
Service to the Department or Institution	All	37% <i>Up 9% to 29%</i>	29% <i>Down 1% to 19%</i>	31% No δ	3%! <i>Down 2% to 12%</i>	0%**
	PUG	38%! No δ	29%! No δ	33%! No δ	0%**	0%**
	Comp	37% No δ	31%! No δ	29%! No δ	3%! No δ	0%**
	PRes	36%! <i>Up 7% to 37%</i>	23%! No δ	31%! No δ	10%! <i>Down 1% to 21%</i>	0%**
Public Humanities**	All	3%! No δ	7%! <i>Up 1% to 13%</i>	32% No δ	46% No δ	12%! <i>Down 6% to 19%</i>
	PUG	5%! No δ	0%**	33%! No δ	43%! No δ	19%! No δ
	Comp	3%! No δ	9%! No δ	30%! No δ	52% No δ	6%! <i>Down 6% to 16%</i>
	PRes	3%! No δ	15%! No δ	31%! No δ	41% No δ	10%! <i>Down 6% to 26%</i>

Note: Numbers do not include data for departments that may have begun granting degrees since 2007–08.

! 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.

** 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 H16: 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)	9,525	61% of total faculty members No δ
Tenure-Track Faculty Members (Not Yet Tenured) as of Fall 2017 (Compared to Fall 2012)	2,060	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)	140	7%! 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)	55	3%! 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)	520	4%! of full-time faculty members No δ

Note: Numbers do not include data for departments that may have begun granting degrees since 2007–08.
! Interpret with caution; the standard error is more than 25% of the estimate.

Table H17: 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	94% No δ
For Full-Time Non-Tenured or Non-Tenure-Track Faculty Members	67% No δ
For Part-Time Faculty Members	32% No δ

Note: Numbers do not include data for departments that may have begun granting degrees since 2007–08.

Table H18: 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	17%	2.6	9%	0.4
Comprehensive	40%	5.0	19%	1.4
Primarily Research	33%	6.1	14%	1.5
By Form of Control				
Public	37%	7.0	13%	1.3
Private	26%	2.6	16%	1.1
All Remaining HDS 2 Departments	31%	4.5	15%	1.1

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

* 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 H19: 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	19%	29%	20%	30%
Comprehensive	11%	21%	19%	21%
Primarily Research	44%	33%	23%	44%
By Form of Control				
Public	22%	22%	5%	34%
Private	20%	29%	27%	27%
All Remaining HDS 2 Departments	21%	27%	20%	29%

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

Table H20: 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	85%	5%	74%	11%	45%	0%
Comprehensive	78%	7%	78%	19%	67%	7%
Primarily Research	65%	4%	85%	4%	64%	8%
By Form of Control						
Public	79%	0%	91%	5%	67%	2%
Private	78%	9%	71%	17%	53%	6%
All Remaining HDS 2 Departments	77%	6%	78%	12%	59%	5%

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

* 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 H21: 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	0%	5%	30%	45%	20%	0%
Comprehensive	4%	11%	25%	46%	7%	7%
Primarily Research	0%	11%	33%	44%	3%	7%
By Highest Degree Offered by Department						
Bachelor's	0%	9%	26%	50%	13%	2%
Master's	8%	8%	27%	39%	10%	8%
Doctorate	0%	11%	33%	39%	6%	11%
All Remaining HDS 2 Departments	2%	9%	29%	45%	11%	4%

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

History of Science

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 HoS1: Departments and Faculty Members, 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.)

	Number of Remaining HDS 2 Departments	Among Remaining HDS 2 Departments	
		Average Number of Faculty Members per Department (Median)	Total Number of Faculty Members
All Remaining HDS 2 Departments	18	10.9 (11) No δ	200

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

Table HoS2: 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.)

	Among Remaining HDS 2 Departments			
	Tenured	Tenure-Track	Neither Tenured nor Tenure-Track, Full-Time	Neither Tenured nor Tenure-Track, Part-Time
All Remaining HDS 2 Departments	140 No δ	35! No δ	15! No δ	10! No δ

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table HoS3: Employment Status and Gender of Faculty Members, Estimates for Fall 2017 (Remaining HDS 2 Departments)

(The 95% confidence interval for the **change 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			
	Full-Time	Part-Time	Men	Women
All Remaining HDS 2 Departments	185 No δ	15! No δ	120 No δ	80 No δ

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table HoS4: 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	0	0	0	0
	Comprehensive	0	0	0	0
	Primarily Research	0	0	18	18
All Remaining HDS 2 Departments		0	0	18	18

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

Table HoS5: Enrollment* in Undergraduate Courses, Estimates for Fall 2017 (Remaining HDS 2 Departments)

	Number of Remaining HDS 2 Departments	Among Remaining HDS 2 Departments	
		Average Enrollment per Department (Median)	Total Enrollment
All Remaining HDS 2 Departments	18	404.0 (250)	7,270

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table HoS6: Bachelor's Degrees Awarded, 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.)

	Number of Remaining HDS 2 Departments	Among Remaining HDS 2 Departments	
		Average Number of Bachelor's Degrees Awarded per Department (Median)	Total Number of Bachelor's Degrees Awarded
All Remaining HDS 2 Departments	18	4.6 (4)! ◇	80

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

! 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.

Table HoS7: Juniors and Seniors with Declared Majors, 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.)

	Number of Remaining HDS 2 Departments	Among Remaining HDS 2 Departments	
		Average Number of Juniors & Seniors with Declared Major per Department (Median)	Total Number of Juniors & Seniors with Declared Major
All Remaining HDS 2 Departments	18	12.3 (13) ◇	220

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table HoS8: Students Completing a Minor, 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.)

	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
All Remaining HDS 2 Departments	18	32.3 (3)! ◇	580

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

! 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.

Table HoS9: Enrollment* in Graduate-Level Courses, Estimates for Fall 2017 (Remaining HDS 2 Departments)

	Number of Remaining HDS 2 Departments	Among Remaining HDS 2 Departments	
		Average Enrollment per Department (Median)	Total Enrollment
All Remaining HDS 2 Departments	18	23.5 (29)	420

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table HoS10: Graduate Students, 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.)

	Number of Remaining HDS 2 Departments	Among Remaining HDS 2 Departments	
		Average Number of Graduate Students per Department* (Median)	Total Number of Graduate Students
All Remaining HDS 2 Departments	18	16.1 (16) ◇	290

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

◇ 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 HoS11: Departments Tracking Career Outcomes for Graduate Students, Estimates for Fall 2017 (Remaining HDS 2 Departments)

	Track All Graduate Student Career Outcomes	Track Only PhD Recipient Career Outcomes	Do Not Track Career Outcomes	Not Sure if Track Career Outcomes
All Remaining HDS 2 Departments	25%	63%	12%	0%

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

Table HoS12: Graduate Student Teaching Assistants, Estimates for Fall 2017 (Remaining HDS 2 Departments)

	Teaching Assistants Providing Grading or Classroom Support		Teaching Assistants Serving as Instructor of Record	
	Average per Department*	Total Number	Average per Department*	Total Number
All Remaining HDS 2 Departments	5.4	100	2.6	45

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table HoS13: Instructors of Record for All Undergraduate Courses,
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
All Remaining HDS 2 Departments	140	60	20	30

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08. 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 HoS14: Benchmark Requirements of Undergraduate Student Majors,
Estimates for Fall 2017 (Remaining HDS 2 Departments)

	Remaining HDS 2 Departments
No Benchmark Requirements	56%
Benchmark Requirement with a Paper or Thesis	33%
Benchmark Requirement with a Test	0%
Some Other Form of Benchmarking	44%

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 2007–08.

**Table HoS15: Considerations in Tenure Decisions, 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.)

	Essential	Very Important	Important	Marginally Important	Unimportant
Publications	100%	0%*	0%*	0%*	0%*
Teaching	20%! No δ	60%! No δ	20%! No δ	0%*	0%*
Service to the Department or Institution	20%! No δ	10%! No δ	60%! No δ	10%! No δ	0%*
Public Humanities**	0%*	10%! No δ	10%! <i>Down 22% to 55%</i>	50%! No δ	30%! No δ

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

! 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.

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

Table HoS16: 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)	140	71% of total faculty members No δ
Tenure-Track Faculty Members (Not Yet Tenured) as of Fall 2017 (Compared to Fall 2012)	35	17%! 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)	1	3%! 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)	0	0% 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)	4	2%! of full-time faculty members No δ

Note: Numbers do not include data for departments that may have begun granting degrees since 2007–08.
! Interpret with caution; the standard error is more than 25% of the estimate.

Table HoS17: 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 estimate; 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	100%*
For Full-Time Non-Tenured or Non-Tenure-Track Faculty Members	80% No δ
For Part-Time Faculty Members	40% <i>Up 3% to 77%</i>

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

! 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.

Table HoS18: Departments Offering Online Courses, 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				
All Remaining HDS 2 Departments	9%	6.1	9%	1.0

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

* 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 HoS19: Engagement with Digital Humanities, 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
All Remaining HDS 2 Departments	86%	38%	25%	29%

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

Table HoS20: Occupationally-Oriented Activities for Undergraduate Students, 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
All Remaining HDS 2 Departments	◇	◇	◇	◇	◇	◇

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

◇ 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 HoS21: Department Ratings of the Quality of the Student Career Services Offered at their Institutions, Estimates for Fall 2017 (Remaining HDS 2 Departments)

	Very poor	Poor	Fair	Good	Very good	N/A
All Remaining HDS 2 Departments	29%	13%	29%	29%	0%	0%

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

Languages and Literatures other than English

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 LLE1: 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)	Total Number of Faculty Members
Primarily Undergraduate	380	6.1 (7) <i>Down 0 to 2.2</i>	2,320
Comprehensive	352	12.0 (9) <i>Down 1.2 to 9.5</i>	4,220
Primarily Research	489	25.8 (19) No δ	12,620
Highest Degree Offered by Department	Number of Remaining HDS 2 Departments	Among Remaining HDS 2 Departments	
		Average Number of Faculty Members per Department	Total Number of Faculty Members
Bachelor's	740	10.1 (9) <i>Down 0.5 to 7.3</i>	7,440
Master's	213	23.4 (20) No δ	4,975
Doctorate	268	25.2 (16) No δ	6,745
All Remaining HDS 2 Departments	1,221	15.7 (13) No δ	19,160

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

Table LLE2: 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	760 No δ	380! No δ	455! No δ	495 <i>Down 0.2 to 1.6</i>
Comprehensive	1,555 No δ	405! <i>Down 0.3 to 1.7</i>	585! No δ	1,570! No δ
Primarily Research	5,625 No δ	1,190 No δ	3,845 No δ	2,295! 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	3,220 No δ	925 No δ	1,290! No δ	2,295 <i>Down 0.3 to 7.2</i>
Master’s	1,540 No δ	390 No δ	1,460 No δ	1,160! No δ
Doctorate	3,180 No δ	660 No δ	2,135! No δ	905! No δ
All Remaining HDS 2 Departments	7,940 No δ	1,975 No δ	4,885 No δ	4,360 <i>Down 0.3 to 3.6</i>

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table LLE3: 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	1,600 No δ	495! <i>Down 0.2 to 1.8</i>	685 No δ	1,410! No δ
Comprehensive	2,540 No δ	1,570! No δ	1,370! No δ	2,740 <i>Down 0.5 to 6.9</i>
Primarily Research	10,070 No δ	2,885! No δ	5,110 No δ	7,850 No δ
Highest Degree Offered by Department	Among Remaining HDS 2 Departments			
	Full-Time	Part-Time	Men	Women
Bachelor’s	5,005 No δ	2,725 <i>Down 0.1 to 7.1</i>	2,700 No δ	5,030 <i>Down 0.3 to 5.2</i>
Master’s	3,330 No δ	1,215! No δ	1,750 No δ	2,795 No δ
Doctorate	5,875 No δ	1,010! No δ	2,715 No δ	4,175 No δ
All Remaining HDS 2 Departments	14,210 No δ	4,950 <i>Down 0.1 to 3.4</i>	7,165 No δ	12,000 No δ

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table LLE4: 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	380	0	0	380
	Comprehensive	264	70	18	352
	Primarily Research	96	143	250	489
All Remaining HDS 2 Departments		740	213	268	1,221

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

Table LLE5: 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	380	229.1 (140)	87,060
Comprehensive	352	533.7 (290)	187,855
Primarily Research	489	1,555.7 (973)	760,735
Highest Degree Offered by Department	Number of Remaining HDS 2 Departments	Among Remaining HDS 2 Departments	
		Average Enrollment per Department	Total Enrollment
Bachelor's	740	354.9 (263)	262,635
Master's	213	1280 (800)	272,650
Doctorate	268	1867 (1,175)	500,365
All Remaining HDS 2 Departments	1,221	848.2 (359)	1,035,650

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table LLE6: 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)	Total Number of Bachelor's Degrees Awarded
Primarily Undergraduate	380	6.6 (6) No δ	2,500
Comprehensive	352	33.2 (11) No δ	11,680
Primarily Research	489	24.7 (20) No δ	12,070
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	Total Number of Bachelor's Degrees Awarded
Bachelor's	740	10.6 (10) No δ	7,815
Master's	213	26.6 (30) No δ	5,670
Doctorate	268	47.6 (23)! No δ	12,765
All Remaining HDS 2 Departments	1,221	21.5 (14) No δ	26,250

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table LLE7: 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)	Total Number of Juniors & Seniors with Declared Major
Primarily Undergraduate	380	13.3 (8)! No δ	5,050
Comprehensive	352	34.2 (20)! No δ	12,055
Primarily Research	489	56.6 (35)! No δ	27,675
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	Total Number of Juniors & Seniors with Declared Major
Bachelor’s	740	20.4 (15)! No δ	15,075
Master’s	213	72.9 (62)! No δ	15,540
Doctorate	268	52.9 (35)! No δ	14,165
All Remaining HDS 2 Departments	1,221	36.7 (20)! No δ	44,780

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table LLE8: 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	380	8.4 (5)! No δ	3,195
Comprehensive	352	28.5 (12) No δ	10,030
Primarily Research	489	61.1 (10)! No δ	29,885
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	740	17.6 (7) No δ	13,050
Master’s	213	37.8 (11)! No δ	8,050
Doctorate	268	82.1 (22)! No δ	22,010
All Remaining HDS 2 Departments	1,221	35.3 (18)! No δ	43,110

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table LLE9: 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	380	89.9 (90)	34,165
Comprehensive	352	4 (4)	1,405
Primarily Research	489	79 (32)	38,630
Highest Degree Offered by Department	Number of Remaining HDS 2 Departments	Among Remaining HDS 2 Departments	
		Average Enrollment per Department	Total Enrollment
Bachelor's	740	57.9 (47)	42,865
Master's	213	17.8 (13)	3,785
Doctorate	268	102.8 (37)	27,550
All Departments Offering Graduate Degrees	481	65.1 (32)	31,335
All Remaining HDS 2 Departments	1,221	60.8 (32)	74,200

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table LLE10: 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	380	0 ◇	0
Comprehensive	352	0 ◇	0
Primarily Research	489	25.9 (15) <i>Down 0.5 to 7.1</i>	12,660
Highest Degree Offered by Department	Number of Remaining HDS 2 Departments	Among Remaining HDS 2 Departments	
		Average Number of Graduate Students	Total Number of Graduate Students
Bachelor's	740	0 ◇	0
Master's	213	8.8 (5) ◇	1,870
Doctorate	268	40.3 (17) <i>Down 1.9 to 8.7</i>	10,790
All Departments Offering Graduate Degrees	481	26.3 (15) <i>Down 0.5 to 7.1</i>	12,660
All Remaining HDS 2 Departments	1,221	10.4 (15) <i>Down 0.5 to 7.1</i>	12,660

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

◇ 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 LLE11: 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	◇	◇	◇	◇
Primarily Research	53%	26%	16%	5%
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	33%	0%	50%	17%
Doctorate	62%	38%	0%	0%
All Remaining HDS 2 Departments	53%	26%	16%	5%

Note: Numbers do not include data for any departments that may have begun granting degrees since 2008.

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

Table LLE12: Graduate Student Teaching Assistants, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017 (Remaining HDS 2 Departments)

Carnegie Classification	Teaching Assistants Providing Grading or Classroom Support		Teaching Assistants Serving as Instructor of Record	
	Average per Department*	Total Number	Average per Department*	Total Number
Primarily Undergraduate	3.3	1,265	1.0	380
Comprehensive	2.5	880	7.7	2,700
Primarily Research	12.5	6,125	15.5	7,580
Highest Degree Offered by Department	Average per Department*	Total Number	Average per Department*	Total Number
Bachelor's	1.6	1,190	2.3	1,675
Master's	8.9	1,900	9.6	2,045
Doctorate	19.3	5,180	25.9	6,940
All Remaining HDS 2 Departments	6.8	8,270	8.7	10,660

Note: Numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table LLE13: 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	2,770	2,280	1,520	0
Comprehensive	3,845	2,555	3,710	4,215
Primarily Research	9,855	12,765	6,140	11,685
By Highest Degree Offered by Department				
Bachelor's	9,115	7,930	6,205	6,985
Master's	3,625	5,575	2,685	2,180
Doctorate	3,730	4,095	2,480	6,735
By Form of Control				
Public	9,565	12,040	6,720	11,725
Private	6,905	5,560	4,650	4,175
All Remaining HDS 2 Departments	16,470	17,600	11,370	15,900

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08. 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 LLE14: 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	32%	14%	35%	40%	34%	31%
Benchmark Requirement with a Paper or Thesis	33%	57%	35%	17%	12%	46%
Benchmark Requirement with a Test	20%	29%	18%	17%	15%	24%
Some Other Form of Benchmarking	28%	14%	35%	30%	39%	21%

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 2007–08.

Table LLE15: 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	71% No δ	14%! No δ	12%! No δ	3%! No δ	0%**
	PUG	33%! No δ	33%! No δ	12%! No δ	22%! No δ	0%**
	Comp	53% No δ	18%! No δ	29%! No δ	0%**	0%**
	PRes	91% No δ	6%! No δ	3%! No δ	0%**	0%**
Teaching	All	78% No δ	22%! No δ	0%**	0%**	0%**
	PUG	89% No δ	11%! No δ	0%**	0%**	0%**
	Comp	94% <i>Up 4% to 26%</i>	6%! No δ	0%**	0%**	0%**
	PRes	67% No δ	33% No δ	0%**	0%**	0%**
Service to the Department or Institution	All	24%! No δ	51% <i>Up 1% to 27%</i>	18%! No δ	5%! No δ	2%! No δ
	PUG	23%! No δ	44%! No δ	33%! No δ	0%**	0%**
	Comp	35%! No δ	59% No δ	6%! <i>Down 4% to 26%</i>	0%**	0%**
	PRes	18%! No δ	49% No δ	21%! No δ	9%! No δ	3%! No δ
Public Humanities***	All	2%! No δ	14%! No δ	34% No δ	36% <i>Down 5% to 31%</i>	14%! No δ
	PUG	0%**	11%! No δ	34%! No δ	44%! No δ	11%! No δ
	Comp	6%! No δ	24%! No δ	35%! No δ	29%! <i>Down 5% to 57%</i>	6%! No δ
	PRes	0%**	13%! No δ	33%! No δ	36% No δ	18%! No δ

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

! 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.

** 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 LLE16: 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)	7,940	41% of total faculty members No δ
Tenure-Track Faculty Members (Not Yet Tenured) as of Fall 2017 (Compared to Fall 2012)	1,975	10%! 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)	140	7%! 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)	48	2%! 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)	800	6%! of full-time faculty members No δ

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table LLE17: 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	100%*
For Full-Time Non-Tenured or Non-Tenure-Track Faculty Members	74% No δ
For Part-Time Faculty Members	41% No δ

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table LLE18: 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	8%	1.0	0%	0
Comprehensive	19%	2.0	14%	3.8
Primarily Research	39%	4.6	27%	6.8
By Form of Control				
Public	39%	3.3	31%	7.9
Private	15%	2.4	5%	1.4
All Remaining HDS 2 Departments	24%	2.7	14%	4.3

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

* 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 LLE19: 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	43%	0%	0%	14%
Comprehensive	25%	9%	27%	27%
Primarily Research	68%	17%	39%	33%
By Form of Control				
Public	57%	22%	39%	42%
Private	44%	3%	15%	17%
All Remaining HDS 2 Departments	48%	9%	23%	26%

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

Table LLE20: 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	100%	0%	86%	0%	71%	0%
Comprehensive	80%	0%	70%	20%	70%	10%
Primarily Research	62%	5%	55%	5%	59%	5%
By Form of Control						
Public	78%	0%	53%	14%	64%	6%
Private	81%	3%	77%	4%	67%	4%
All Remaining HDS 2 Departments	79%	2%	69%	8%	66%	5%

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

2007–08.

* 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 LLE21: 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	0%	13%	29%	29%	29%	0%
Comprehensive	0%	10%	30%	40%	20%	0%
Primarily Research	4%	4%	24%	40%	16%	12%
By Highest Degree Offered by Department						
Bachelor's	2%	13%	30%	34%	21%	0%
Master's	0%	0%	17%	66%	0%	17%
Doctorate	0%	0%	23%	31%	31%	15%
All Remaining HDS 2 Departments	2%	9%	27%	36%	21%	5%

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

Linguistics

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 LN1: 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)	Total Number of Faculty Members
Primarily Undergraduate & Comprehensive	29	25.0 (6)! No δ	430
Primarily Research	105	13.5 (12) No δ	1,420
Highest Degree Offered by Department	Number of Remaining HDS 2 Departments	Among Remaining HDS 2 Departments	
		Average Number of Faculty Members per Department	Total Number of Faculty Members
Bachelor's	29	15 (5)! No δ	435
Master's	30	9.0 (8) No δ	270
Doctorate	75	15.3 (15) <i>Up 0.4 to 3.1</i>	1,145
All Remaining HDS 2 Departments	134	13.8 (10) <i>Up 0.5 to 3.0</i>	1,850

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table LN2: 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 & Comprehensive	240! No δ	50! No δ	35! No δ	150! No δ
Primarily Research	850 No δ	210 No δ	205 No δ	110 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	230 No δ	30 No δ	40 No δ	130 No δ
Master’s	135 No δ	50 No δ	40 No δ	60 No δ
Doctorate	725 No δ	180 No δ	160 No δ	70 No δ
All Remaining HDS 2 Departments	1,090 No δ	260 No δ	240 No δ	260 No δ

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table LN3: 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 & Comprehensive	310 No δ	150! No δ	180! No δ	285! No δ
Primarily Research	1,245 No δ	145 No δ	670 No δ	715 No δ
Highest Degree Offered by Department	Among Remaining HDS 2 Departments			
	Full-Time	Part-Time	Men	Women
Bachelor's	295 No δ	130 No δ	165 No δ	265 No δ
Master's	210 No δ	95 No δ	120 No δ	180 No δ
Doctorate	1,050 <i>Up 0.2 to 2.6</i>	70 No δ	565 No δ	555 No δ
All Remaining HDS 2 Departments	1,555 No δ	295 No δ	850 No δ	1,000 <i>Up 0.0 to 2.1</i>

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table LN4: 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 & Comprehensive	21	8	0	29
	Primarily Research	8	22	75	105
All Remaining HDS 2 Departments		29	30	75	134

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

Table LN5: 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 & Comprehensive	29	1,280.2 (453)	37,130
Primarily Research	105	624.7 (413)	65,590
Highest Degree Offered by Department	Number of Remaining HDS 2 Departments	Among Remaining HDS 2 Departments	
		Average Enrollment per Department	Total Enrollment
Bachelor's	29	1,530.7 (707)	44,390
Master's	30	361.8 (349)	10,855
Doctorate	75	633 (480)	47,475
All Remaining HDS 2 Departments	134	766.6 (413)	102,720

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table LN6: 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)	Total Number of Bachelor's Degrees Awarded
Primarily Undergraduate & Comprehensive	29	15.0 (11) ◇	435
Primarily Research	105	25.0 (38) No δ	2,625
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	Total Number of Bachelor's Degrees Awarded
Bachelor's	29	12.8 (12) No δ	370
Master's	30	18.0 (25) No δ	540
Doctorate	75	28.7 (45) No δ	2,150
All Remaining HDS 2 Departments	134	22.9 (15) No δ	3,060

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table LN7: 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)	Total Number of Juniors & Seniors with Declared Major
Primarily Undergraduate & Comprehensive	29	56.3 (32) ◇	1,635
Primarily Research	105	63.5 (62) No δ	6,665
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 (Median)	Total Number of Juniors & Seniors with Declared Major
Bachelor's	29	43.8 (26) No δ	1,270
Master's	30	49.7 (35) No δ	1,490
Doctorate	75	73.9 (88) No δ	5,540
All Remaining HDS 2 Departments	134	61.9 (52) No δ	8,300

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table LN8: 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 & Comprehensive	29	13.5 (6) ◇	390
Primarily Research	105	13.1 (15)! No δ	1,380
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	29	5.5 (6) ◇	160
Master’s	30	18.4 (15)! No δ	550
Doctorate	75	14.1 (17)! No δ	1,060
All Remaining HDS 2 Departments	134	13.2 (14) No δ	1,770

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

! 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.

Table LN9: 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 & Comprehensive	29	86.2 (119)	2,500
Primarily Research	105	95.6 (48.5)	10,035
Highest Degree Offered by Department	Number of Remaining HDS 2 Departments	Among Remaining HDS 2 Departments	
		Average Enrollment per Department (Median)	Total Enrollment
Bachelor's	29	75.1 (5)	2,180
Master's	30	49.7 (37.5)	1,490
Doctorate	75	118.2 (66)	8,865
All Departments Offering Graduate Degrees	105	98.6 (56)	10,355
All Remaining HDS 2 Departments	134	93.5 (54)	12,535

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table LN10: 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 & Comprehensive	29	63.7 (88) ◇	1,850
Primarily Research	105	38 (35) No δ	3,995
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	29	0 ◇	0
Master’s	30	47.7 (24) No δ	1,430
Doctorate	75	58.9 (37) No δ	4,415
All Departments Offering Graduate Degrees	105	55.7 (35) No δ	5,845
All Remaining HDS 2 Departments	134	43.6 (35) No δ	5,845

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

◇ 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 LN11: 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	0%	0%	100%	0%
Primarily Research	34%	24%	27%	15%
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	16%	0%	59%	25%
Doctorate	39%	35%	17%	9%
All Remaining HDS 2 Departments	31%	23%	32%	14%

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

Table LN12: Graduate Student Teaching Assistants, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017 (Remaining HDS 2 Departments)

Carnegie Classification	Teaching Assistants Providing Grading or Classroom Support		Teaching Assistants Serving as Instructor of Record	
	Average per Department*	Total Number	Average per Department*	Total Number
Primarily Undergraduate & Comprehensive	1.4	40	1.4	40
Primarily Research	10.1	1065	6.7	700
Highest Degree Offered by Department	Average per Department*	Total Number	Average per Department*	Total Number
Bachelor's	2.0	60	2.2	60
Master's	5.7	170	4.0	120
Doctorate	11.7	875	7.4	560
All Remaining HDS 2 Departments	8.3	1,105	5.5	740

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table LN13: 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 & Comprehensive	190	65	275	160
Primarily Research	820	465	850	620
By Highest Degree Offered by Department				
Bachelor's	200	100	405	110
Master's	245	135	185	120
Doctorate	565	295	535	550
By Form of Control				
Public	800	355	1,080	635
Private	210	175	45	145
All Remaining HDS 2 Departments	1,010	530	1,125	780

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08. 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 LN14: 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	62%	0%	75%	63%	65%	47%
Benchmark Requirement with a Paper or Thesis	12%	100%	0%	9%	5%	44%
Benchmark Requirement with a Test	8%	50%	25%	2%	7%	12%
Some Other Form of Benchmarking	26%	0%	25%	28%	30%	9%

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 2007–08.

Table LN15: 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	92% No δ	6%! <i>Down 1% to 11%</i>	2%! No δ	0%**	0%**
	PUG & Comp	62%! No δ	24%! No δ	14%! No δ	0%**	0%**
	PRes	98% No δ	2%! No δ	0%**	0%**	0%**
Teaching	All	45% No δ	42% No δ	13%! No δ	0%**	0%**
	PUG & Comp	57%! No δ	29%! No δ	14%! No δ	0%**	0%**
	PRes	42% No δ	45% No δ	13%! No δ	0%**	0%**
Service to the Department or Institution	All	22% No δ	25% No δ	40% No δ	13%! No δ	0%**
	PUG & Comp	15%! No δ	46%! No δ	15%! <i>Down 28% to 71%</i>	24%! No δ	0%**
	PRes	24%! No δ	20%! <i>Down 1% to 25%</i>	44% No δ	12%! No δ	0%**
Public Humanities***	All	2%! No δ	4%! No δ	16%! No δ	57% No δ	21%! No δ
	PUG & Comp	0%**	0%**	0%**	76% <i>Up 36% to 100%</i>	24%! <i>Down 7% to 71%</i>
	PRes	2%! No δ	4%! No δ	20%! No δ	54% No δ	20%! No δ

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

! 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.

** 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 LN16: 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)	1,090	59% of total faculty members No δ
Tenure-Track Faculty Members (Not Yet Tenured) as of Fall 2017 (Compared to Fall 2012)	260	14%! 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)	18	7%! 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)	8	3%! 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)	80	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 2007–08.

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

Table LN17: 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	60% No δ
For Part-Time Faculty Members	34% No δ

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

Table LN18: 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 & Comprehensive	14%	1.7	29%	0.7
Primarily Research	24%	3.5	11%	1.0
By Form of Control				
Public	26%	3.5	19%	1.0
Private	7%	3.0	0%	0
All Remaining HDS 2 Departments	22%	3.1	15%	1.0

Note: Numbers do not include data for departments that may have begun granting degrees since 2007–08.

* 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 LN19: 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 & Comprehensive	39%	15%	0%	0%
Primarily Research	58%	47%	31%	39%
By Form of Control				
Public	47%	33%	25%	33%
Private	88%	73%	23%	23%
All Remaining HDS 2 Departments	55%	41%	25%	31%

Note: Numbers do not include data for departments that may have begun granting degrees since 2007–08.

Table LN20: 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 & Comprehensive	84%	0%	64%	0%	68%	0%
Primarily Research	61%	0%	68%	0%	52%	3%
By Form of Control						
Public	66%	0%	73%	0%	66%	0%
Private	62%	0%	47%	0%	12%	12%
All Remaining HDS 2 Departments	66%	0%	68%	0%	55%	3%

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

* 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 LN21: 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 & Comprehensive	0%	23%	38%	23%	16%	0%
Primarily Research	0%	6%	40%	40%	11%	3%
By Highest Degree Offered by Department						
Bachelor's	0%	0%	65%	21%	14%	0%
Master's	0%	19%	27%	45%	0%	9%
Doctorate	0%	9%	35%	39%	17%	0%
All Remaining HDS 2 Departments	0%	9%	40%	37%	12%	2%

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

MLA Combined English/Languages and Literatures other than English

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 MLAC1: 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)	Total Number of Faculty Members
Primarily Undergraduate	58	6.3 (4) No δ	360
Comprehensive & Primarily Research	86	7.7 (4) <i>Down 3.9 to 18</i>	660
Highest Degree Offered by Department	Number of Remaining HDS 2 Departments	Among Remaining HDS 2 Departments	
		Average Number of Faculty Members per Department	Total Number of Faculty Members
Bachelor's	114	5.7 (4) <i>Down 3.2 to 11.6</i>	645
Master's & Doctorate	30	12.5 (16) ◇	375
All Remaining HDS 2 Departments	144	7.1 (4)! <i>Down 3.8 to 12.6</i>	1,020

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

! 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.

Table MLAC2: 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	160 No δ	60 <i>Down 0.2 to 4.3</i>	20! No δ	125! No δ
Comprehensive & Primary Research	250 ◇	120 ◇	185 ◇	100 ◇
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	285 No δ	130 <i>Down 0.7 to 3.7</i>	55! No δ	225! No δ
Master’s & Doctorate	125 ◇	50 ◇	150 ◇	0 ◇
All Remaining HDS 2 Departments	410 <i>Down 0.5 to 5.6</i>	180 <i>Down 0.6 to 3.4</i>	205! No δ	225! No δ

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

! 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.

Table MLAC3: 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	240 <i>Down 0.2 to 9.1</i>	125! No δ	165 No δ	195 <i>Down 1.2 to 7.8</i>
Comprehensive & Primary Research	555 ◇	100 ◇	245 ◇	415 ◇
Highest Degree Offered by Department	Among Remaining HDS 2 Departments			
	Full-Time	Part-Time	Men	Women
Bachelor's	465 <i>Down 1.3 to 8.3</i>	225! No δ	290 No δ	395 <i>Down 2.1 to 8.7</i>
Master's & Doctorate	330 ◇	0 ◇	120 ◇	215 ◇
All Remaining HDS 2 Departments	795 <i>Down 2.2 to 9.1</i>	225! No δ	410! No δ	610 <i>Down 3.3 to 9.1</i>

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

! 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.

Table MLAC4: 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		
		Bachelor's	Master's & Doctorate	All Remaining HDS 2 Departments
Carnegie Classification	Primarily Undergraduate	58	0	58
	Comprehensive & Primarily Research	56	30	86
All Remaining HDS 2 Departments		114	30	144

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

Table MLAC5: 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	58	383.7 (450)	22,255
Comprehensive & Primarily Research	86	496.8 (157)	42,725
Highest Degree Offered by Department	Number of Remaining HDS 2 Departments	Among Remaining HDS 2 Departments	
		Average Enrollment per Department	Total Enrollment
Bachelor's	114	337.5 (300)	38,475
Master's & Doctorate	30	883.5 (1,027)	26,505
All Remaining HDS 2 Departments	144	451.3 (293)	64,980

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table MLAC6: 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)	Total Number of Bachelor's Degrees Awarded
Primarily Undergraduate	58	3.0 (3) ◇	175
Comprehensive & Primarily Research	86	20.1 (6) ◇	1,725
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	Total Number of Bachelor's Degrees Awarded
Bachelor's	114	4.0 (4) ◇	460
Master's & Doctorate	30	45.9 (55) ◇	1,440
All Remaining HDS 2 Departments	144	13.2 (5)! No δ	1,900

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

! 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.

Table MLAC7: 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)	Total Number of Juniors & Seniors with Declared Major
Primarily Undergraduate	58	5.5 (6) ◇	320
Comprehensive & Primarily Research	86	7.3 (5) ◇	630
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	Total Number of Juniors & Seniors with Declared Major
Bachelor’s	114	8.1 (5) ◇	925
Master’s & Doctorate	30	0.8 (1) ◇	25
All Remaining HDS 2 Departments	144	6.6 (5)! ◇	950

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

! 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.

Table MLAC8: 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 8” 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	58	8.3 (5) ◇	480
Comprehensive & Primarily Research	86	6.9 (6) ◇	595
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	114	9.4 (6) ◇	1,075
Master’s & Doctorate	30	0 ◇	◇
All Remaining HDS 2 Departments	144	7.5 (6) ◇	1,075

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table MLAC9: 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	58	77.5 (80)	4,495
Comprehensive & Primarily Research	86	14.2 (15)	1,220
Highest Degree Offered by Department	Number of Remaining HDS 2 Departments	Among Remaining HDS 2 Departments	
		Average Enrollment per Department	Total Enrollment
Bachelor's	114	48.1 (80)	5,490
Master's & Doctorate	30	7.5 (15)	225
All Departments Offering Graduate Degrees	30	7.5 (15)	225
All Remaining HDS 2 Departments	144	39.7 (48)	5,715

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table MLAC10: 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	58	◇	◇
Comprehensive & Primarily Research	86	◇	1,220
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	114	◇	◇
Master's & Doctorate	30	◇	1,220
All Departments Offering Graduate Degrees	30	26.3 (15) ◇	1,220
All Remaining HDS 2 Departments	144	8.5 (15) ◇	1,220

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

* Average calculated over only those departments that grant graduate degrees.

Table MLAC11: 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 & Primarily Research	50%	0%	50%	0%
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 & Doctorate	50%	0%	50%	0%
All Remaining HDS 2 Departments	50%	0%	50%	0%

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

Table MLAC12: Graduate Student Teaching Assistants, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017 (Remaining HDS 2 Departments)

Carnegie Classification	Teaching Assistants Providing Grading or Classroom Support		Teaching Assistants Serving as Instructor of Record	
	Average per Department*	Total Number	Average per Department*	Total Number
Primarily Undergraduate	◇	◇	◇	◇
Comprehensive & Primarily Research	6.1	530	3.8	325
Highest Degree Offered by Department	Average per Department*	Total Number	Average per Department*	Total Number
Bachelor's	◇	◇	◇	◇
Master's & Doctorate	6.1	530	3.8	325
All Remaining HDS 2 Departments	6.1	530	3.8	325

Note: Numbers do not include data for departments that may have begun granting degrees since 2007–08.

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

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

Table MLAC13: 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	550	0	75	0
Comprehensive & Primary Research	490	650	305	325
By Highest Degree Offered by Department				
Bachelor's	765	415	380	0
Master's & Doctorate	275	235	0	325
By Form of Control				
Public	440	380	200	325
Private	600	270	180	0
All Remaining HDS 2 Departments	1,040	650	380	325

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08. 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 MLAC14: 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	15%	40%	0%	◇	0%	22%
Benchmark Requirement with a Paper or Thesis	40%	80%	17%	◇	33%	44%
Benchmark Requirement with a Test	52%	0%	83%	◇	67%	46%
Some Other Form of Benchmarking	21%	0%	33%	◇	33%	15%

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 2007–08.

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

Table MLAC15: 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	7%! No δ	20%! No δ	40%! No δ	33%! No δ	0%**
	PUG	13%! No δ	25%! No δ	37%! No δ	25%! No δ	0%**
	Comp & Pres	0%**	14%! No δ	43%! No δ	43%! No δ	0%**
Teaching	All	80% No δ	20%! No δ	0%**	0%**	0%**
	PUG	75% No δ	25%! No δ	0%**	0%**	0%**
	Comp & Pres	86%! No δ	14%! No δ	0%**	0%**	0%**
Service to the Department or Institution	All	53%! No δ	27%! No δ	20%! No δ	0%**	0%**
	PUG	38%! No δ	25%! No δ	37%! No δ	0%**	0%**
	Comp & PRes	71%! No δ	29%! No δ	0%**	0%**	0%**
Public Humanities**	All	0%**	6%! No δ	27%! No δ	40%! No δ	27%! No δ
	PUG	0%**	0%**	25%! No δ	50%! No δ	25%! No δ
	Comp & PRes	0%**	13%! No δ	29%! No δ	29%! No δ	29%! No δ

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

! 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.

** 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 MLAC16: 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)	410	40%! of total faculty members No δ
Tenure-Track Faculty Members (Not Yet Tenured) as of Fall 2017 (Compared to Fall 2012)	180	18%! 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)	11	6% ¹ 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)	6	3%! 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)	35	4%! of full-time faculty members No δ

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table MLAC17: 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	94% No δ
For Full-Time Non-Tenured or Non-Tenure-Track Faculty Members	67%! No δ
For Part-Time Faculty Members	14% No δ

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table MLAC18: 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	0%	0	0%	0
Comprehensive & Primarily Research	38%	4.1	13%	0.2
By Form of Control				
Public	50%	5.3	0%	0
Private	10%	0.9	10%	0.2
All Remaining HDS 2 Departments	33%	2.4	7%	0.2

Note: Numbers do not include data for departments that may have begun granting degrees since 2007–08.

* 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 MLAC19: 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	0%	0%	0%	25%
Comprehensive & Primarily Research	17%	0%	0%	0%
By Form of Control				
Public	33%	0%	0%	0%
Private	0%	0%	0%	12%
All Remaining HDS 2 Departments	14%	0%	0%	8%

Note: Numbers do not include data for departments that may have begun granting degrees since 2007–08.

Table MLAC20: 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	50%	0%	0%	50%	0%	0%
Comprehensive & Primarily Research	25%	0%	50%	0%	50%	0%
By Form of Control						
Public	50%	0%	53%	14%	64%	6%
Private	79%	3%	77%	4%	67%	4%
All Remaining HDS 2 Departments	63%	0%	26%	24%	26%	0%

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

* 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 MLAC21: 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	0%	0%	67%	33%	0%	0%
Comprehensive & Primarily Research	0%	33%	0%	67%	0%	0%
By Highest Degree Offered by Department						
Bachelor's	0%	0%	28%	72%	0%	0%
Master's & Doctorate	0%	50%	0%	50%	0%	0%
All Remaining HDS 2 Departments	0%	14%	20%	66%	0%	0%

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007-08.

Religion

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 REL1: 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)	Total Number of Faculty Members
Primarily Undergraduate	244	8.1 (7) No δ	1,980
Comprehensive	152	10.4 (9) No δ	1,575
Primarily Research	101	10.6 (11) No δ	1,075
Highest Degree Offered by Department	Number of Remaining HDS 2 Departments	Among Remaining HDS 2 Departments	
		Average Number of Faculty Members per Department	Total Number of Faculty Members
Bachelor's	385	7.7 (7) No δ	2,970
Master's	78	14.9 (12) No δ	1,165
Doctorate	34	14.5 (15) No δ	495
All Remaining HDS 2 Departments	497	9.3 (9) No δ	4,630

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

Table REL2: 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	1,185 No δ	330 No δ	180! No δ	380 No δ
Comprehensive	690 No δ	250 No δ	170! No δ	370 No δ
Primarily Research	655 No δ	180 No δ	115 No δ	120 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	1,660 No δ	400 No δ	330 No δ	660 No δ
Master's	540 No δ	275 No δ	105 No δ	180 No δ
Doctorate	330 No δ	85 No δ	30! No δ	30! No δ
All Remaining HDS 2 Departments	2,530 No δ	760 No δ	465 No δ	870 <i>Down 0.1 to 1.4</i>

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table REL3: 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	1,665 No δ	415 No δ	1,350 No δ	730 No δ
Comprehensive	1,000 No δ	480 No δ	985 No δ	495 No δ
Primarily Research	935 No δ	135 <i>Down 0.0 to 1.8</i>	665 No δ	405 No δ
Highest Degree Offered by Department	Among Remaining HDS 2 Departments			
	Full-Time	Part-Time	Men	Women
Bachelor’s	2,340 No δ	710 No δ	1,965 <i>Down 0.1 to 1.4</i>	1,085 No δ
Master’s	810 No δ	290 No δ	720 No δ	380 No δ
Doctorate	450 No δ	30 No δ	315 No δ	165 No δ
All Remaining HDS 2 Departments	3,600 No δ	1,030 No δ	3,000 <i>Down 0.0 to 1.5</i>	1,630 No δ

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

Table REL4: 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	235	9	0	244
	Comprehensive	96	56	0	152
	Primarily Research	54	13	34	101
All Remaining HDS 2 Departments		385	78	34	497

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

Table REL5: 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	244	416.2 (250)	101,560
Comprehensive	152	503.4 (325)	76,520
Primarily Research	101	561.2 (500)	56,680
Highest Degree Offered by Department	Number of Remaining HDS 2 Departments	Among Remaining HDS 2 Departments	
		Average Enrollment per Department	Total Enrollment
Bachelor's	385	401.5 (391)	154,575
Master's	78	728.8 (590)	56,850
Doctorate	34	686.3 (650)	23,335
All Remaining HDS 2 Departments	497	472.4 (422)	234,760

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table REL6: 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)	Total Number of Bachelor's Degrees Awarded
Primarily Undergraduate	244	7.5 (5) No δ	1,825
Comprehensive	152	10.2 (6) No δ	1,555
Primarily Research	101	26.2 (5) No δ	2,640
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	Total Number of Bachelor's Degrees Awarded
Bachelor's	385	7.9 (5) <i>Down 1.5 to 4.8</i>	3,025
Master's	78	30.6 (8) No δ	2,390
Doctorate	34	17.8 (8)! No δ	605
All Remaining HDS 2 Departments	497	12.1 (6) No δ	6,020

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table REL7: 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)	Total Number of Juniors & Seniors with Declared Major
Primarily Undergraduate	244	10.7 (10) <i>Down 1.3 to 11.4</i>	2,600
Comprehensive	152	28.3 (15)! No δ	4,300
Primarily Research	101	14 (12) <i>Down 2.2 to 19.2</i>	1,415
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	Total Number of Juniors & Seniors with Declared Major
Bachelor’s	385	13.9 (10) <i>Down 3.4 to 11.1</i>	5,355
Master’s	78	32.8 (16) No δ	2,555
Doctorate	34	11.9 (10)! No δ	405
All Remaining HDS 2 Departments	497	16.7 (10) <i>Down 0.9 to 12.9</i>	8,315

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table REL8: 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	244	6.4 (5) No δ	1,555
Comprehensive	152	13.9 (10)! No δ	2,115
Primarily Research	101	30.2 (7)! No δ	3,050
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	385	8.1 (7) No δ	3,135
Master’s	78	40.5 (18)! No δ	3,160
Doctorate	34	12.5 (5)! No δ	425
All Remaining HDS 2 Departments	497	13.5 (7) No δ	6,720

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table REL9: 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	244	126 (125)	30,625
Comprehensive	152	18 (17)	2,735
Primarily Research	101	129 (29)	13,000
Highest Degree Offered by Department	Number of Remaining HDS 2 Departments	Among Remaining HDS 2 Departments	
		Average Enrollment per Department	Total Enrollment
Bachelor's	385	104.5 (125)	40,215
Master's	78	14.4 (15)	1,125
Doctorate	34	147.6 (37)	5,020
All Departments Offering Graduate Degrees	112	54.8 (22)	6,145
All Remaining HDS 2 Departments	497	93.3 (24)	46,360

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table REL10: 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	244	0 ◇	0
Comprehensive	152	18 (14) ◇	2,735
Primarily Research	101	17.4 (16)! No δ	1,765
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	385	0 ◇	0
Master’s	78	37.1 (12)! No δ	2,895
Doctorate	34	47.1 (18)! No δ	1,605
All Departments Offering Graduate Degrees	112	40.1 (15) No δ	4,500
All Remaining HDS 2 Departments	497	9.1 (15) No δ	4,500

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

! 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 REL11: 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%	50%	0%	0%
Primarily Research	43%	21%	36%	0%
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	50%	0%	50%	0%
Doctorate	40%	30%	30%	0%
All Remaining HDS 2 Departments	47%	9%	44%	0%

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

Table REL12: Graduate Student Teaching Assistants, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017 (Remaining HDS 2 Departments)

Carnegie Classification	Teaching Assistants Providing Grading or Classroom Support		Teaching Assistants Serving as Instructor of Record	
	Average per Department*	Total Number	Average per Department*	Total Number
Primarily Undergraduate	0	0	0	0
Comprehensive	5.5	835	0	0
Primarily Research	6.9	695	5.3	540
Highest Degree Offered by Department	Average per Department*	Total Number	Average per Department*	Total Number
Bachelor's	0	0	0	0
Master's	13.2	1,025	4.5	355
Doctorate	14.9	505	5.4	185
All Remaining HDS 2 Departments	6.1	1,530	5.3	540

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table REL13: 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	3,125	1,250	610	0
Comprehensive	2,760	1,365	710	910
Primarily Research	1,085	545	350	550
By Highest Degree Offered by Department				
Bachelor's	4,665	2,265	1,185	970
Master's	1,835	675	370	330
Doctorate	470	220	115	160
By Form of Control				
Public	1,760	1,240	615	485
Private	5,210	1,920	1,055	975
All Remaining HDS 2 Departments	6,970	3,160	1,670	1,460

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08. 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 REL14: Benchmark Requirements of Undergraduate Student Majors, by Institution's Carnegie Classification and Form of Control, Estimates for Fall 2017 (Remaining HDS 2 Departments)

	All Institutions	Carnegie Classification			Form of Control	
		Primarily Undergraduate	Comprehensive	Primarily Research	Public	Private
No Benchmark Requirements	26%	28%	29%	18%	35%	25%
Benchmark Requirement with a Paper or Thesis	49%	52%	43%	49%	35%	52%
Benchmark Requirement with a Test	4%	0%	14%	0%	0%	5%
Some Other Form of Benchmarking	26%	24%	21%	36%	31%	25%

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.

Table REL15: 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	62% No δ	17%! No δ	15% No δ	5%! No δ	1%! No δ
	PUG	42% No δ	27%! No δ	19% No δ	8%! No δ	4%! No δ
	Comp	44%! No δ	19%! No δ	25% No δ	12%! No δ	0%**
	PRes	84% No δ	8%! No δ	8% No δ	0%**	0%**
Teaching	All	72% No δ	14%! No δ	13%! No δ	1%! No δ	0%**
	PUG	96% No δ	4%! No δ	0%**	0%**	0%**
	Comp	88% No δ	6%! No δ	6%! No δ	0%**	0%**
	PRes	48% No δ	26%! No δ	23%! No δ	3%! No δ	0%**
Service to the Department or Institution	All	32% No δ	37% No δ	25% No δ	6%! No δ	0%**
	PUG	46% No δ	31%! No δ	23%! No δ	0%**	0%**
	Comp	31%! No δ	57%! No δ	6%! <i>Down 16% to 42%</i>	6%! No δ	0%**
	PRes	22%! No δ	33% No δ	33% No δ	12%! No δ	0%**
Public Humanities***	All	0%**	10%! No δ	24% No δ	53% <i>Up 2% to 26%</i>	13%! <i>Down 10% to 26%</i>
	PUG	0%**	4%! No δ	23%! No δ	58% No δ	15%! <i>Down 1% to 29%</i>
	Comp	0%**	13%! No δ	37%! <i>Up 1% to 68%</i>	37%! No δ	13%! No δ
	PRes	0%**	14%! No δ	19%! No δ	56% <i>Up 12% to 86%</i>	11%! <i>Down 6% to 28%</i>

Note: Numbers do not include data for departments that may have begun granting degrees since 2007–08.

! 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.

** 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 REL16: 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)	2,350	55% of total faculty members No δ
Tenure-Track Faculty Members (Not Yet Tenured) as of Fall 2017 (Compared to Fall 2012)	760	16%! 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)	55	7%! 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)	22	3%! 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)	250	7%! of full-time faculty members No δ

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

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

Table REL17: 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	98% <i>Up 2% to 9%</i>
For Full-Time Non-Tenured or Non-Tenure-Track Faculty Members	84% No δ
For Part-Time Faculty Members	35% No δ

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

Table REL18: 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	26%	2.6	4%	10.5
Comprehensive	37%	5.9	21%	1.4
Primarily Research	51%	4.6	8%	13.7
By Form of Control				
Public	55%	5.7	3%	0.7
Private	31%	3.7	11%	11.2
All Remaining HDS 2 Departments	22%	4.0	15%	8.4

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

* 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 REL19: 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	22%	11%	20%	20%
Comprehensive	17%	8%	25%	17%
Primarily Research	61%	25%	21%	43%
By Form of Control				
Public	55%	14%	28%	18%
Private	24%	13%	21%	25%
All Remaining HDS 2 Departments	29%	13%	22%	24%

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

Table REL20: 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	63%	0%	74%	5%	37%	11%
Comprehensive	82%	0%	60%	40%	36%	36%
Primarily Research	57%	0%	33%	7%	32%	7%
By Form of Control						
Public	78%	0%	58	0%	27%	0%
Private	65%	0%	62%	17%	38%	20%
All Remaining HDS 2 Departments	67%	0%	61%	16%	36%	17%

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

* 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 REL21: 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	0%	0%	47%	37%	11%	5%
Comprehensive	0%	0%	20%	60%	0%	20%
Primarily Research	0%	12%	48%	26%	7%	7%
By Highest Degree Offered by Department						
Bachelor's	0%	2%	38%	40%	9%	11%
Master's	0%	5%	40%	50%	0%	5%
Doctorate	0%	0%	70%	20%	10%	0%
All Remaining HDS 2 Departments	0%	2%	41%	40%	8%	9%

Note: These numbers do not include data for any departments that may have begun granting degrees since 2007–08.

B2: Overview of Findings for Disciplines First Included in HDS 2

Classical Studies

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)	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) <i>Up 0.3 to 2.3</i>	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	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 <i>Down 0.2 to 0.8</i>	70 <i>Up 0.0 to 0.4</i>	35 <i>Down 0.1 to 0.5</i>
Comprehensive	145 No δ	30! No δ	20! No δ	125! No δ
Primarily Research	770 No δ	180 No δ	200 <i>Up 0.2 to 1</i>	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 <i>Down 0.1 to 0.6</i>	185 <i>Up 0 to 0.4</i>	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 <i>Up 0.1 to 0.5</i>	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 <i>Down 0.2 to 0.8</i>	195 No δ
Comprehensive	190 No δ	130 No δ	185 No δ	140 No δ
Primarily Research	1,140 <i>Up 0.2 to 1.7</i>	120 No δ	710 No δ	540 <i>Up 0.3 to 1.4</i>
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 <i>Up 0.0 to 3.0</i>	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 <i>Up 0.0 to 0.5</i>

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)	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	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)	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	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) <i>Down 0.2 to 25.4</i>	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)! <i>Down 0.3 to 9.7</i>	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)! <i>Down 0.4 to 6.2</i>	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	Number of	Among Remaining HDS 2 Departments	

Department	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)

Carnegie Classification	Teaching Assistants Providing Grading or Classroom Support		Teaching Assistants Serving as Instructor of Record	
	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% <i>Down 3% to 21%</i>	18% No δ	16% No δ	1%! <i>Down 4% to 9%</i>	0%**
	PUG	37% <i>Down 5% to 31%</i>	33% <i>Up 3% to 27%</i>	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% <i>Up 5% to 31%</i>	3%! No δ	0%**
	Comp	60% No δ	7%! <i>Down 1% to 23%</i>	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%! <i>Down 2% to 10%</i>	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%! <i>Up 4% to 60%</i>	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% <i>Up 3% to 17%</i>
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.

Communication

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 COM1: 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)	Total Number of Faculty Members
Primarily Undergraduate	203	8.7 (6) No δ	1,760
Comprehensive	367	14.6 (13) No δ	5,370
Primarily Research	195	23.5 (19) No δ	4,580
Highest Degree Offered by Department	Number of Remaining HDS 2 Departments	Among Remaining HDS 2 Departments	
		Average Number of Faculty Members per Department	Total Number of Faculty Members
Bachelor's	460	11 (9) No δ	5,050
Master's	216	18.6 (18) No δ	4,010
Doctorate	89	29.8 (20) <i>Up 0.0 to 8.4</i>	2,650
All Remaining HDS 2 Departments	765	15.3 (13) No δ	11,710

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

Table COM2: 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	715 No δ	230 <i>Down 0.0 to 1.7</i>	430 <i>Up 0.1 to 1.4</i>	630! No δ
Comprehensive	1,565 No δ	825 No δ	1,025 No δ	2,260 No δ
Primarily Research	1,355 No δ	540 No δ	895 No δ	1,240! 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	1,500 No δ	745 No δ	1,105! No δ	2,395! No δ
Master’s	1,450 No δ	620 No δ	1,055 No δ	1,215! No δ
Doctorate	685 No δ	230 No δ	190! No δ	520! No δ
All Remaining HDS 2 Departments	3,635 No δ	1,595 No δ	2,350 No δ	4,130 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 COM3: 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	1,345 No δ	660! No δ	1,015! No δ	995 No δ
Comprehensive	3,350 No δ	2,325 No δ	2,420 No δ	3,255 No δ
Primarily Research	2,765 No δ	1,265! No δ	1,810 No δ	2,215 No δ
Highest Degree Offered by Department	Among Remaining HDS 2 Departments			
	Full-Time	Part-Time	Men	Women
Bachelor’s	3,285 No δ	2,460! No δ	2,700 No δ	3,045 No δ
Master’s	3,095 No δ	1,245 No δ	1,755 No δ	2,580 No δ
Doctorate	1,080 No δ	545! No δ	790! No δ	840! No δ
All Remaining HDS 2 Departments	7,460 No δ	4,250 No δ	5,245 No δ	6,465 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 COM4: 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	203	0	0	203
	Comprehensive	218	149	0	367
	Primarily Research	39	67	89	195
All Remaining HDS 2 Departments		460	216	89	765

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

Table COM5: 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	203	312.2 (260)	63,380
Comprehensive	367	744.2 (358)	273,125
Primarily Research	195	1,794 (1,101)	349,825
Highest Degree Offered by Department	Number of Remaining HDS 2 Departments	Among Remaining HDS 2 Departments	
		Average Enrollment per Department	Total Enrollment
Bachelor's	460	327.9 (260)	150,850
Master's	216	1,449.9 (1,085)	313,190
Doctorate	89	2,497.6 (1,904)	222,290
All Remaining HDS 2 Departments	765	897.2 (440)	686,330

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 COM6: 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 (Median)	Total Number of Bachelor's Degrees Awarded
Primarily Undergraduate	203	39.5 (29) No δ	8,010
Comprehensive	367	43.7 (25) <i>Down 1.6 to 26.5</i>	16,035
Primarily Research	195	162.2 (88) No δ	31,630
Highest Degree Offered by Department	Number of Remaining HDS 2 Departments	Among Remaining HDS 2 Departments	
		Average Number of Bachelor's Degrees Awarded	Total Number of Bachelor's Degrees Awarded
Bachelor's	460	31.8 (18) No δ	14,640
Master's	216	68.1 (56) No δ	14,710
Doctorate	89	295.8 (250) No δ	26,325
All Remaining HDS 2 Departments	765	72.8 (36) No δ	55,675

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

Table COM7: 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)	Total Number of Juniors & Seniors with Declared Major
Primarily Undergraduate	203	54.2 (30)! No δ	11,010
Comprehensive	367	89.3 (50)! No δ	32,790
Primarily Research	195	286.7 (181) No δ	55,900
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	Total Number of Juniors & Seniors with Declared Major
Bachelor's	460	51.8 (35) No δ	23,825
Master's	216	168.6 (200) No δ	36,430
Doctorate	89	443.2 (352)! No δ	39,445
All Remaining HDS 2 Departments	765	130.3 (68) No δ	99,700

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 COM8: 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	203	14 (11) No δ	2,840
Comprehensive	367	32.3 (14) No δ	11,865
Primarily Research	195	59.5 (17)! No δ	11,605
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	460	12.6 (9) No δ	5,810
Master’s	216	50.2 (19) No δ	10,830
Doctorate	89	108.6 (111)! No δ	9,670
All Remaining HDS 2 Departments	765	34.4 (14) No δ	26,310

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 COM9: 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	203	49.8 (50)	10,115
Comprehensive	367	121.6 (53)	44,640
Primarily Research	195	56.1 (25)	10,935
Highest Degree Offered by Department	Number of Remaining HDS 2 Departments	Among Remaining HDS 2 Departments	
		Average Enrollment per Department	Total Enrollment
Bachelor's	460	64.3 (50)	29,580
Master's	216	121.7 (28)	26,295
Doctorate	89	110.3 (58)	9,815
All Departments Offering Graduate Degrees	305	118.4 (37)	36,110
All Remaining HDS 2 Departments	765	85.9 (41)	65,690

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 COM10: 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	203	0 ◇	0
Comprehensive	367	26.2 (28) ◇	9,600
Primarily Research	195	39.3 (23)! No δ	7,655

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	460	0 ◇	0
Master's	216	39.4 (19)! No δ	8,500
Doctorate	89	98.4 (39)! No δ	8,755
All Departments Offering Graduate Degrees	305	56.6 (24)! No δ	4,670
All Remaining HDS 2 Departments	765	22.6 (24)! No δ	17,255

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 COM11: 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	72%	0%	14%	14%
Primarily Research	35%	18%	29%	18%
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	62%	0%	25%	13%
Doctorate	25%	38%	12%	25%
All Remaining HDS 2 Departments	53%	9%	22%	16%

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

Table COM12: Graduate Student Teaching Assistants, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017 (Remaining HDS 2 Departments)

Carnegie Classification	Teaching Assistants Providing Grading or Classroom Support		Teaching Assistants Serving as Instructor of Record	
	Average per Department*	Total	Average per Department*	Total Number
Primarily Undergraduate	0	0	0	0
Comprehensive	3.4	1,260	4.0	1,465
Primarily Research	6.5	1,265	7.7	1,505
Highest Degree Offered by Department	Average per Department*	Total	Average per Department*	Total Number
Bachelor's	0	0	0	0
Master's	6.9	1,490	8.9	1,935
Doctorate	11.6	1,035	11.6	1,035
All Remaining HDS 2 Departments	3.3	2,525	5.3	2,970

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 COM13: 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	2,500	1,435	2,105	0
Comprehensive	8,180	6,055	4,010	0
Primarily Research	3,910	2,550	6,790	2,075
By Highest Degree Offered by Department				
Bachelor's	6,355	4,145	4,895	0
Master's	6,545	4,735	6,475	1,645
Doctorate	1,690	1,160	1,535	430
By Form of Control				
Public	9,630	6,895	9,880	1,185
Private	4,960	3,145	3,025	890
All Remaining HDS 2 Departments	14,590	10,040	12,905	2,075

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 COM14: 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	35%	40%	29%	41%	44%	28%
Benchmark Requirement with a Paper or Thesis	23%	45%	14%	9%	10%	32%
Benchmark Requirement with a Test	7%	20%	0%	5%	0%	13%
Some Other Form of Benchmarking	50%	35%	62%	46%	46%	53%

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 COM15: 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	47% No δ	18%! No δ	24%! No δ	8%! No δ	3%! No δ
	PUG	21%! No δ	16%! No δ	47% No δ	11%! No δ	5%! No δ
	Comp	40%! No δ	25%! No δ	20%! No δ	10%! No δ	5%! No δ
	PRes	92% No δ	8%! No δ	0%**	0%**	0%**
Teaching	All	86% No δ	12% No δ	1%! <i>Down 4% to 10%</i>	1%! No δ	0%**
	PUG	100%**	0%**	0%**	0%**	0%**
	Comp	95% No δ	5%! No δ	0%**	0%**	0%**
	PRes	52% No δ	40% No δ	4%! <i>Down 7% to 19%</i>	4%! No δ	0%**
Service to the Department or Institution	All	31% <i>Down 1% to 23%</i>	45% <i>Up 5% to 29%</i>	16% <i>Down 2% to 24%</i>	8% No δ	0%**
	PUG	26%! No δ	53% No δ	16%! No δ	5% No δ	0%**
	Comp	40%! No δ	55% No δ	5%! No δ	0%**	0%**
	PRes	19%! No δ	19%! No δ	37%! No δ	25% <i>Up 2% to 40%</i>	0%**
Public Humanities***	All	1%! No δ	9%! No δ	19%! No δ	51% No δ	20% No δ
	PUG	0%**	0%**	21%! No δ	63% No δ	16%! No δ
	Comp	0%**	15%! No δ	20%! No δ	45%! No δ	20%! No δ
	PRes	4%! No δ	7%! No δ	15%! No δ	48% No δ	26%! 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.

** 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 COM16: 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)	3,635	31% of total faculty members No δ
Tenure-Track Faculty Members (Not Yet Tenured) as of Fall 2017 (Compared to Fall 2012)	1,595	14%! 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)	105	7%! 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)	39	2%! 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)	580	8%! 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 COM17: 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	93% No δ
For Full-Time Non-Tenured or Non-Tenure-Track Faculty Members	75% No δ
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 COM18: 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	33%	4.3	29%	2.7
Comprehensive	48%	4.1	37%	1.2
Primarily Research	37%	12.8	29%	2.1
By Form of Control				
Public	52%	9.3	40%	2.3
Private	33%	1.7	27%	1.0
All Remaining HDS 2 Departments	41%	6.4	33%	1.8

Note: These numbers do not include data for any 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 COM19: 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	16%	26%	17%	26%
Comprehensive	17%	17%	17%	35%
Primarily Research	40%	24%	37%	25%
By Form of Control				
Public	22%	14%	20%	25%
Private	21%	26%	21%	34%
All Remaining HDS 2 Departments	21%	21%	21%	30%

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

Table COM20: 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	83%	0%	72%	17%	61%	6%
Comprehensive	69%	31%	63%	38%	63%	25%
Primarily Research	85%	10%	75%	25%	63%	11%
By Form of Control						
Public	84%	9%	77%	23%	62%	7%
Private	73%	21%	63%	31%	62%	21%
All Remaining HDS 2 Departments	77%	18%	68%	29%	62%	16%

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 COM21: 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	0%	5%	12%	39%	39%	5%
Comprehensive	0%	13%	19%	55%	13%	0%
Primarily Research	0%	5%	43%	38%	14%	0%
By Highest Degree Offered by Department						
Bachelor's	0%	13%	15%	38%	31%	3%
Master's	0%	0%	29%	68%	3%	0%
Doctorate	0%	0%	50%	38%	12%	0%
All Remaining HDS 2 Departments	0%	8%	22%	46%	22%	2%

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

Folklore

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 FL1: Departments and Faculty Members, 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.)

	Number of Remaining HDS 2 Departments	Among Remaining HDS 2 Departments	
		Average Number of Faculty Members per Department (Median)	Total Number of Faculty Members
All Remaining HDS 2 Departments	12	4.1 (4)! No δ	50

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 FL2: Faculty Members, 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.)

	Among Remaining HDS 2 Departments			
	Tenured	Tenure-Track	Neither Tenured nor Tenure-Track, Full-Time	Neither Tenured nor Tenure-Track, Part-Time
All Remaining HDS 2 Departments	30! No δ	10! No δ	5! No δ	5! 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 FL3: Employment Status and Gender of Faculty Members, 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.)

	Among Remaining HDS 2 Departments			
	Full-Time	Part-Time	Men	Women
All Remaining HDS 2 Departments	45! No δ	5! No δ	20! No δ	30 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 FL4: 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	0	0	0	0
	Comprehensive	0	1	0	1
	Primarily Research	1	6	4	11
All Remaining HDS 2 Departments		1	7	4	12

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

Table FL5: Enrollment* in Undergraduate Courses, Estimates for Fall 2017
(Remaining HDS 2 Departments)

	Number of Remaining HDS 2 Departments	Among Remaining HDS 2 Departments	
		Average Enrollment per Department (Median)	Total Enrollment
All Remaining HDS 2 Departments	12	490.1 (350)	5,880

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 FL6: Bachelor's Degrees Awarded, 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.)

	Number of Remaining HDS 2 Departments	Among Remaining HDS 2 Departments	
		Average Number of Bachelor's Degrees Awarded (Median)	Total Number of Bachelor's Degrees Awarded
All Remaining HDS 2 Departments	12	6.0 (7)! ◇	70

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.

Table FL7: Juniors and Seniors with Declared Majors, 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.)

	Number of Remaining HDS 2 Departments	Among Remaining HDS 2 Departments	
		Average Number of Juniors & Seniors with Declared Major per Department (Median)	Total Number of Juniors & Seniors with Declared Major
All Remaining HDS 2 Departments	12	10.1 (13)! ◇	120

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.

Table FL8: Students Completing a Minor, 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.)

	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
All Remaining HDS 2 Departments	12	12.3 (15)! ◇	150

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.

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

Table FL9: Enrollment* in Graduate-Level Courses, Estimates for Fall 2017 (Remaining HDS 2 Departments)

	Number of Remaining HDS 2 Departments	Among Remaining HDS 2 Departments	
		Average Enrollment per Department (Median)	Total Enrollment
All Remaining HDS 2 Departments	12	17.9 (15)	215

Note: Numbers do not include data for 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 FL10: Graduate Students, 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.)

	Number of Remaining HDS 2 Departments	Among Remaining HDS 2 Departments	
		Average Number of Graduate Students per Department* (Median)	Total Number of Graduate Students
All Remaining HDS 2 Departments	12	6.0 (10)! ◇	190

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.

◇ 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 FL11: Departments Tracking Career Outcomes for Graduate Students, Estimates for Fall 2017 (Remaining HDS 2 Departments)

	Track All Graduate Student Career Outcomes	Track Only PhD Recipient Career Outcomes	Do Not Track Career Outcomes	Not Sure if Track Career Outcomes
All Remaining HDS 2 Departments	◇	◇	◇	◇

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

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

Table FL12: Graduate Student Teaching Assistants, Estimates for Fall 2017 (Remaining HDS 2 Departments)

	Teaching Assistants Providing Grading or Classroom Support		Teaching Assistants Serving as Instructor of Record	
	Average per Department*	Total	Average per Department*	Total Number
All Remaining HDS 2 Departments	4.5	50	2.9	35

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 FL13: Instructors of Record for All Undergraduate Courses, 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
All Remaining HDS 2 Departments	60	40	10	15

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 FL14: Benchmark Requirements of Undergraduate Student Majors, Estimates for Fall 2017 (Remaining HDS 2 Departments)

	All Institutions
No Benchmark Requirements	25%
Benchmark Requirement with a Paper or Thesis	50%
Benchmark Requirement with a Test	25%
Some Other Form of Benchmarking	50%

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 FL15: Considerations in Tenure Decisions, 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.)

	Essential	Very Important	Important	Marginally Important	Unimportant
Publications	86% No δ	14%! No δ	0%*	0%*	0%*
Teaching	42%! No δ	29%! No δ	29%! No δ	0%*	0%*
Service to the Department or Institution	14%! No δ	29%! No δ	57%! No δ	0%*	0%*
Public Humanities**	14%! No δ	14%! No δ	72%! <i>Up 12% to 86%</i>	0%*	0%*

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.

* 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 FL16: 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)	30	60%! of total faculty members No δ
Tenure-Track Faculty Members (Not Yet Tenured) as of Fall 2017 (Compared to Fall 2012)	10	18%! 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)	1	9%! of tenure-track, not yet tenured faculty members No δ
Faculty Members Denied Tenure or Leaving Prior to Tenure Decision per Year (Two-Year Average), 2015–16 & 2016–17 (Compared to 2010–11 & 2011–12)	0	0% 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)	7	16%! 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 FL17: 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	100%
For Full-Time Non-Tenured or Non-Tenure-Track Faculty Members	55%! No δ
For Part-Time Faculty Members	15%! No δ

*The upper and lower bounds for the estimates are 100% and 0%; therefore, no significance testing was performed on this value. Also, 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 FL18: Departments Offering Online Courses, 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**
All Remaining HDS 2 Departments	◇	◇	◇	◇

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

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

* 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 FL19: Engagement with Digital Humanities, 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
All Remaining HDS 2 Departments	64%	64%	42%	79%

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

Table FL20: Occupationally-Oriented Activities for Undergraduate Students, Estimates for 2016–17 Academic Year (Remaining HDS 2 Departments)

Estimates for 2019 - 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
All Remaining HDS 2 Departments	◇	◇	◇	◇	◇	◇

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

◇ 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 FL21: Department Ratings of the Quality of the Student Career Services Offered at their Institutions, Estimates for Fall 2017 (Remaining HDS 2 Departments)

	Very poor	Poor	Fair	Good	Very good	N/A
By Carnegie Classification						
All Remaining HDS 2 Departments	0%	0%	58%	21%	21%	0%

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

Musicology

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 MU1: 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)	Total Number of Faculty Members
Primarily Undergraduate & Comprehensive	16	3.0 (3) ◇	35
Primarily Research	77	9.0 (8) No δ	695
Highest Degree Offered by Department	Number of Remaining HDS 2 Departments	Among Remaining HDS 2 Departments	
		Average Number of Faculty Members per Department	Total Number of Faculty Members
Bachelor's & Master's	42	4.3 (5) No δ	180
Doctorate	51	10.3 (9) No δ	550
All Remaining HDS 2 Departments	93	7.8 (8) No δ	730

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

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

Table MU2: 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 & Comprehensive	25 ◇	0 ◇	0 ◇	15 ◇
Primarily Research	325 No δ	145 No δ	75 No δ	145! 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 & Master’s	80 No δ	35 No δ	30! No δ	40! No δ
Doctorate	270 No δ	110 No δ	45! No δ	120! No δ
All Remaining HDS 2 Departments	350 No δ	145 No δ	75 No δ	160! 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.

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

Table MU3: 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 & Comprehensive	25 \diamond	15 \diamond	0 \diamond	40 \diamond
Primarily Research	540 No δ	150! No δ	385 No δ	305 No δ
Highest Degree Offered by Department	Among Remaining HDS 2 Departments			
	Full-Time	Part-Time	Men	Women
Bachelor’s & Master’s	145 No δ	40! No δ	75! No δ	110 No δ
Doctorate	420 No δ	125! No δ	310 No δ	235 No δ
All Remaining HDS 2 Departments	565 No δ	165! No δ	385 No δ	345 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.

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

Table MU4: 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 & Comprehensive	16	0	16
	Primarily Research	26	51	77
All Remaining HDS 2 Departments		42	51	93

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

Table MU5: 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 & Comprehensive	16	280 (280)	3,360
Primarily Research	77	595.6 (300)	45,860
Highest Degree Offered by Department	Number of Remaining HDS 2 Departments	Among Remaining HDS 2 Departments	
		Average Enrollment per Department	Total Enrollment
Bachelor's & Master's	42	477.2 (240)	20,045
Doctorate	51	550 (350)	29,175
All Remaining HDS 2 Departments	93	529.2 (290)	49,220

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 MU6: 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 (Median)	Total Number of Bachelor's Degrees Awarded
Primarily Undergraduate & Comprehensive	16	◇	◇
Primarily Research	77	25.7 (5)! No δ	1,980
Highest Degree Offered by Department	Number of Remaining HDS 2 Departments	Among Remaining HDS 2 Departments	
		Average Number of Bachelor's Degrees Awarded	Total Number of Bachelor's Degrees Awarded
Bachelor's & Master's	42	◇	◇
Doctorate	51	38.8 (4) ◇	1,980
All Remaining HDS 2 Departments	93	21.3 (5) ◇	1,980

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.

Table MU7: 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)	Total Number of Juniors & Seniors with Declared Major
Primarily Undergraduate & Comprehensive	16	◇	◇
Primarily Research	77	12.1 (3) ◇	930
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	Total Number of Juniors & Seniors with Declared Major
Bachelor’s & Master’s	42	9.7 (3) ◇	405
Doctorate	51	10.3 (4) ◇	525
All Remaining HDS 2 Departments	93	10.0 (3) ◇	930

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

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

Table MU8: 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 & Comprehensive	16	◇	◇
Primarily Research	77	9.6 (6) ◇	740
Highest Degree Offered by Department	Number of Remaining HDS 2 Departments	Among Remaining HDS 2 Departments	
		Average Number of Students Completing a Minor	Total Number of Students Completing a Minor
Bachelor’s & Master’s	42	2.2 (2) ◇	95
Doctorate	51	12.7 (11) ◇	645
All Remaining HDS 2 Departments	93	7.9 (6) ◇	740

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

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

Table MU9: 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 & Comprehensive	16	25.0 (25)	300
Primarily Research	77	71.3 (34)	5,490
Highest Degree Offered by Department	Number of Remaining HDS 2 Departments	Among Remaining HDS 2 Departments	
		Average Enrollment per Department	Total Enrollment
Bachelor's & Master's	42	26.1 (23)	1,010
Doctorate	51	93.7 (50)	4,780
All Departments Offering Graduate Degrees	89	65.0 (33)	5,790
All Remaining HDS 2 Departments	93	62.2 (33)	5,790

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 MU10: 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 & Comprehensive	16	1.0 (1) ◇	15
Primarily Research	77	11.5 (8)! No δ	880
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 & Master's	42	2.1 (4)! No δ	90
Doctorate	51	15.8 (16) No δ	805
All Departments Offering Graduate Degrees	89	10.1 (6)! No δ	895
All Remaining HDS 2 Departments	93	9.6 (6)! No δ	895

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 MU11: 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	100%	0%	0%	0%
Primarily Research	35%	17%	39%	9%
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	58%	0%	36%	6%
Doctorate	33%	33%	25%	9%
All Remaining HDS 2 Departments	47%	14%	32%	7%

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

Table MU12: Graduate Student Teaching Assistants, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017 (Remaining HDS 2 Departments)

Carnegie Classification	Teaching Assistants Providing Grading or Classroom Support		Teaching Assistants Serving as Instructor of Record	
	Average per Department*	Total	Average per Department*	Total Number
Primarily Undergraduate & Comprehensive	1.0	15	0	0
Primarily Research	6.0	460	3.8	290
Highest Degree Offered by Department	Average per Department*	Total	Average per Department*	Total Number
Bachelor's & Master's	2.2	95	2.1	85
Doctorate	7.5	380	4.0	205
All Remaining HDS 2 Departments	5.3	475	3.8	290

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 MU13: 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 & Comprehensive	35	0	0	0
Primarily Research	370	240	255	165
By Highest Degree Offered by Department				
Bachelor's & Master's	185	120	140	70
Doctorate	220	120	115	95
By Form of Control				
Public	215	140	160	75
Private	190	100	95	90
All Remaining HDS 2 Departments	405	240	255	165

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 MU14: 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	35%	0%	42%	28%	67%
Benchmark Requirement with a Paper or Thesis	52%	100%	42%	61%	17%
Benchmark Requirement with a Test	10%	0%	12%	12%	0%
Some Other Form of Benchmarking	10%	0%	12%	8%	17%

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 MU15: 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 (research, scholarship, and creative work)	Total	74%	26%	0%	0%	0%
	PUG & Comp	◊	◊	◊	◊	◊
	Pres	74% No δ	26%! No δ	0%	0%	0%
Teaching	Total	56%	33%	11%	0%	0%
	PUG & Comp	◊	◊	◊	◊	◊
	Pres	48% No δ	39% No δ	13%! No δ	0%	0%
Service to the department or institution	Total	11%	40%	41%	8%	0%
	PUG & Comp	◊	◊	◊	◊	◊
	Pres	13%! No δ	29%! No δ	48% No δ	10%! No δ	0%
Public humanities (making the humanities and/or humanities scholarship accessible to the general public)	Total	0%	4%	22%	59%	13%
	PUG & Comp	◊	◊	◊	◊	◊
	PRes	0%	6%! No δ	26%! No δ	52% No δ	16%! 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.

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

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

** 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 MU16: 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)	350	48% of total faculty members No δ
Tenure-Track Faculty Members (Not Yet Tenured) as of Fall 2017 (Compared to Fall 2012)	145	20%! 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)	9	6%! of tenure-track, not yet tenured faculty members No δ
Faculty Members Denied Tenure or Leaving Prior to Tenure Decision per Year (Two-Year Average), 2015–16 & 2016–17 (Compared to 2010–11 & 2011–12)	3	2%! 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)	35	6%! 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 MU17: 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% No δ
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.

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

Table MU18: 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 & Comprehensive	75%	3.0	0%	0
Primarily Research	23%	2.1	11%	1.2
By Form of Control				
Public	41%	2.6	13%	1.6
Private	9%	2.1	0%	0
All Remaining HDS 2 Departments	32%	2.1	10%	1.0

Note: These numbers do not include data for any 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 MU19: 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 & Comprehensive	◇	◇	◇	◇
Primarily Research	59%	18%	18%	19%
By Form of Control				
Public	42%	9%	14%	14%
Private	67%	33%	17%	20%
All Remaining HDS 2 Departments	47%	15%	15%	15%

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

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

Table MU20: 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 & Comprehensive	100%	0%	0%	0%	75%	0%
Primarily Research	50%	0%	70%	0%	100%	0%
By Form of Control						
Public	63%	0%	37%	0%	90%	0%
Private	55%	0%	100%	0%	100%	0%
All Remaining HDS 2 Departments	58%	0%	48%	0%	92%	0%

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 MU21: 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 & Comprehensive	◇	◇	◇	◇	◇	◇
Primarily Research	0%	18%	27%	23%	0%	32%
By Highest Degree Offered by Department						
Bachelor's & Master's	0%	12%	25%	51%	0%	12%
Doctorate	0%	20%	20%	10%	0%	50%
All Remaining HDS 2 Departments	0%	14%	23%	36%	0%	27%

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

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

Philosophy

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 PS1: 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)	Total Number of Faculty Members
Primarily Undergraduate	226	5.3 (5) No δ	1,205
Comprehensive	301	8.1 (6) <i>Down 0.4 to 3.4</i>	2,445
Primarily Research	225	13.7 (13) No δ	3,085
Highest Degree Offered by Department	Number of Remaining HDS 2 Departments	Among Remaining HDS 2 Departments	
		Average Number of Faculty Members per Department	Total Number of Faculty Members
Bachelor's	631	7.4 (6) No δ	4,645
Master's	46	15.4 (13) No δ	710
Doctorate	75	18.4 (19) No δ	1,380
All Remaining HDS 2 Departments	752	9.0 (7) No δ	6,735

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

Table PS2: 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	970 No δ	145 No δ	105! No δ	115 No δ
Comprehensive	1,170 No δ	200! No δ	325! No δ	780! No δ
Primarily Research	1,675 No δ	415 No δ	380 No δ	455! 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	2,675 <i>Down 0.1 to 0.8</i>	530! No δ	650 No δ	1,020 No δ
Master's	345 No δ	70 No δ	60! No δ	170! No δ
Doctorate	795 No δ	160! No δ	100! No δ	160! No δ
All Remaining HDS 2 Departments	3,815 No δ	760 No δ	810 No δ	1,350 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 PS3: 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	1,170 No δ	165 No δ	985 No δ	350 No δ
Comprehensive	1,645 <i>Down 0.2 to 3.8</i>	830 No δ	1,845 No δ	630 No δ
Primarily Research	2,425 No δ	500 No δ	2,060 No δ	865 <i>Up 0.3 to 1.4</i>
Highest Degree Offered by Department	Among Remaining HDS 2 Departments			
	Full-Time	Part-Time	Men	Women
Bachelor’s	3,740 <i>Down 0.2 to 1.6</i>	1,135 No δ	3,610 <i>Down 0.3 to 1.2</i>	1,265 No δ
Master’s	450 No δ	195! No δ	445 No δ	200 No δ
Doctorate	1,050 No δ	165! No δ	835 No δ	380 <i>Up 0.3 to 2.0</i>
All Remaining HDS 2 Departments	5,240 <i>Down 0.2 to 1.5</i>	1,495 No δ	4,890 <i>Down 0.2 to 1.3</i>	1,845 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 PS4: 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	226	0	0	226
	Comprehensive	292	9	0	301
	Primarily Research	113	37	75	225
All Remaining HDS 2 Departments		631	46	75	752

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

Table PS5: 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	226	297.2 (209)	67,160
Comprehensive	301	586 (351)	176,400
Primarily Research	225	1,105.5 (800)	248,740
Highest Degree Offered by Department	Number of Remaining HDS 2 Departments	Among Remaining HDS 2 Departments	
		Average Enrollment per Department	Total Enrollment
Bachelor's	631	495.8 (300)	312,860
Master's	46	876.6 (850)	40,320
Doctorate	75	1,854.9 (1,201)	139,120
All Remaining HDS 2 Departments	752	654.7 (373)	492,300

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 PS6: 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 (Median)	Total Number of Bachelor's Degrees Awarded
Primarily Undergraduate	226	8.5 (5) No δ	1,915
Comprehensive	301	5.6 (5) <i>Down 1.2 to 6.1</i>	1,670
Primarily Research	225	14.3 (10) <i>Down 1.6 to 9.1</i>	3,215
Highest Degree Offered by Department	Number of Remaining HDS 2 Departments	Among Remaining HDS 2 Departments	
		Average Number of Bachelor's Degrees Awarded	Total Number of Bachelor's Degrees Awarded
Bachelor's	631	6.9 (5) <i>Down 1.3 to 4</i>	4,365
Master's	46	18 (15)! No δ	825
Doctorate	75	21.5 (18)! <i>Down 2.2 to 15.8</i>	1,610
All Remaining HDS 2 Departments	752	9.0 (7) <i>Down 1.6 to 4.6</i>	6,800

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 PS7: 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)	Total Number of Juniors & Seniors with Declared Major
Primarily Undergraduate	226	15.9 (12) <i>Down 0.5 to 7.4</i>	3,600
Comprehensive	301	12.2 (10) <i>Down 3.9 to 17.4</i>	3,680
Primarily Research	225	38.6 (32) No δ	8,690
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	Total Number of Juniors & Seniors with Declared Major
Bachelor’s	631	15.8 (12) <i>Down 0.9 to 8.2</i>	9,950
Master’s	46	48.6 (50)! No δ	2,235
Doctorate	75	50.4 (46) No δ	3,785
All Remaining HDS 2 Departments	752	21.2 (13) <i>Down 1.7 to 9.1</i>	15,970

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 PS8: 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	226	8.5 (6) No δ	1,920
Comprehensive	301	6.5 (4) <i>Down 0.4 to 8.6</i>	1,955
Primarily Research	225	12.5 (10) No δ	2,815
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	631	7.6 (5) No δ	4,825
Master's	46	16.4 (20) ◇	755
Doctorate	75	14.8 (10)! No δ	1,110
All Remaining HDS 2 Departments	752	8.9 (6) No δ	6,690

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.

Table PS9: 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	226	0	0
Comprehensive	301	1.0 (1)	300
Primarily Research	225	109.6 (42)	24,670
Highest Degree Offered by Department	Number of Remaining HDS 2 Departments	Among Remaining HDS 2 Departments	
		Average Enrollment per Department	Total Enrollment
Bachelor's	631	38.4 (10)	24,220
Master's	46	7.8 (45)	360
Doctorate	75	5.2 (34)	390
All Departments Offering Graduate Degrees	121	6.2 (42)	750
All Remaining HDS 2 Departments	752	33.2 (40)	24,970

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 PS10: 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	226	0 ◇	0
Comprehensive	301	0 ◇	0
Primarily Research	225	29.0 (29) No δ	6,530
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	631	0 ◇	0
Master's	46	38.9 (18) No δ	1,790
Doctorate	75	63.1 (32) No δ	4,740
All Departments Offering Graduate Degrees	121	54.0 (29) No δ	6,530
All Remaining HDS 2 Departments	752	8.7 (29) No δ	6,530

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

◇ 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 PS11: 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	◇	◇	◇	◇
Primarily Research	46%	39%	8%	7%
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	100%	0%	0%	0%
Doctorate	22%	56%	11%	11%
All Remaining HDS 2 Departments	46%	39%	8%	7%

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

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

Table PS12: Graduate Student Teaching Assistants, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017 (Remaining HDS 2 Departments)

Carnegie Classification	Teaching Assistants Providing Grading or Classroom Support		Teaching Assistants Serving as Instructor of Record	
	Average per Department*	Total	Average per Department*	Total Number
Primarily Undergraduate	1.5	340	0	0
Comprehensive	2.0	605	0	0
Primarily Research	11.2	2,525	11.8	2,660
Highest Degree Offered by Department	Average per Department*	Total	Average per Department*	Total Number
Bachelor's	0	0	0	0
Master's	27.3	1,260	5.9	270
Doctorate	29.4	2,210	31.8	2,390
All Remaining HDS 2 Departments	4.6	3,470	11.8	2,660

Note: Numbers do not include data for 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 PS13: 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	2,710	490	610	0
Comprehensive	3,035	2,310	2,325	0
Primarily Research	3,570	2,040	1,955	3,100
By Highest Degree Offered by Department				
Bachelor's	7,435	3,955	3,535	0
Master's	935	400	840	515
Doctorate	945	485	515	2,585
By Form of Control				
Public	4,290	3,285	2,185	530
Private	5,025	1,555	2,705	2,570
All Remaining HDS 2 Departments	9,315	4,840	4,890	3,100

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 PS14: 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	37%	26%	35%	55%	49%	30%
Benchmark Requirement with a Paper or Thesis	39%	45%	41%	26%	32%	43%
Benchmark Requirement with a Test	9%	10%	10%	7%	6%	11%
Some Other Form of Benchmarking	24%	26%	24%	23%	28%	22%

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 PS15: 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	44% No δ	21% No δ	27% <i>Up 1% to 19%</i>	7%! <i>Down 2% to 10%</i>	1%! No δ
	PUG	27%! <i>Down 5% to 35%</i>	33% <i>Up 4% to 36%</i>	27%! No δ	9%! No δ	4%! No δ
	Comp	25%! <i>Down 1% to 35%</i>	25%! No δ	41% <i>Up 2% to 40%</i>	9%! <i>Down 1% to 18%</i>	0%**
	PRes	92% <i>Up 2% to 21%</i>	0%**	8%! No δ	0%**	0%**
Teaching	All	76% No δ	15%! No δ	9%! No δ	0%**	0%**
	PUG	79% <i>Down 1% to 29%</i>	15%! No δ	6%! No δ	0%**	0%**
	Comp	81% No δ	13%! No δ	6%! No δ	0%**	0%**
	PRes	66% No δ	17%! No δ	17%! No δ	0%**	0%**
Service to the Department or Institution	All	23% No δ	37% No δ	31% No δ	9%! No δ	0%**
	PUG	16%! No δ	47% No δ	34% No δ	3%! No δ	0%**
	Comp	28%! No δ	38%! No δ	31%! No δ	3%! No δ	0%**
	PRes	26%! No δ	26%! No δ	26%! No δ	22%! No δ	0%**
Public Humanities***	All	0%**	3%! No δ	23% <i>Up 1% to 19%</i>	45% No δ	29% <i>Down 1% to 19%</i>
	PUG	0%**	3%! No δ	27% No δ	46%! No δ	24% No δ
	Comp	0%**	3%! No δ	22%! No δ	41% No δ	34%! No δ
	PRes	0%**	6%! No δ	19%! <i>Up 2% to 30%</i>	50% No δ	25%! 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.

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

** 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 PS16: 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)	3,815	57% of total faculty members No δ
Tenure-Track Faculty Members (Not Yet Tenured) as of Fall 2017 (Compared to Fall 2012)	760	11%! 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)	45	6% of tenure-track, not yet tenured faculty members No δ
Faculty Members Denied Tenure or Leaving Prior to Tenure Decision per Year (Two-Year Average), 2015–16 & 2016–17 (Compared to 2010–11 & 2011–12)	21	3%! 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)	180	3%! of full-time faculty members 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.

Table PS17: 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	90% No δ
For Full-Time Non-Tenured or Non-Tenure-Track Faculty Members	66% No δ
For Part-Time Faculty Members	24% No δ

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

Table PS18: 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	21%	2.1	6%	0.1
Comprehensive	40%	4.9	23%	0.9
Primarily Research	48%	4.9	14%	0.5
By Form of Control				
Public	41%	5.9	21%	1.1
Private	34%	3.8	10%	0.4
All Remaining HDS 2 Departments	37%	4.1	14%	0.5

Note: These numbers do not include data for any 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 PS19: 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%	7%	15%	11%
Comprehensive	12%	4%	8%	8%
Primarily Research	52%	7%	14%	15%
By Form of Control				
Public	32%	3%	7%	12%
Private	33%	8%	11%	10%
All Remaining HDS 2 Departments	32%	6%	9%	11%

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

Table PS20: 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	56%	0%	63%	0%	41%	0%
Comprehensive	58%	4%	38%	4%	29%	4%
Primarily Research	48%	8%	48%	4%	36%	4%
By Form of Control						
Public	59%	5%	48%	3%	31%	0%
Private	52%	3%	48%	3%	38%	4%
All Remaining HDS 2 Departments	54%	4%	48%	3%	35%	3%

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 PS21: 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	4%	7%	36%	36%	13%	4%
Comprehensive	0%	4%	52%	40%	4%	0%
Primarily Research	8%	16%	44%	28%	0%	4%
By Highest Degree Offered by Department						
Bachelor's	3%	8%	45%	36%	7%	1%
Master's	25%	0%	25%	50%	0%	0%
Doctorate	0%	13%	50%	24%	0%	13%
All Remaining HDS 2 Departments	3%	8%	44%	36%	7%	2%

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

B3: Overview of Findings for Disciplines First Included in HDS 3

American Studies

Please note that any references to the 2016–17 academic year include the 2017 summer term.

Table AS1: Departments and Faculty Members, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017

Carnegie Classification	Number of Departments	Average Number of Faculty Members per Department (Median)	Total Number of Faculty Members
Primarily Undergraduate	62	5.8 (5)	360
Comprehensive	40	5.7 (3)	230
Primarily Research	63	16.2 (11)	1,020
Highest Degree Offered by Department	Number of Departments	Average Number of Faculty Members per Department	Total Number of Faculty Members
Bachelor's	102	7.5 (5)	765
Master's	31	12.3 (12)	380
Doctorate	32	14.6 (13)	465
All Departments	165	9.8 (9)	1,610

Table AS2: Faculty Members, by Tenure Status and Institution/Department Type, Estimates for Fall 2017

Carnegie Classification	Tenured	Tenure-Track	Neither Tenured nor Tenure-Track, Full-Time	Neither Tenured nor Tenure-Track, Part-Time
Primarily Undergraduate	215	35	30	5
Comprehensive	110	15	10	20
Primarily Research	775	185	70	140
Highest Degree Offered by Department	Tenured	Tenure-Track	Neither Tenured nor Tenure-Track, Full-Time	Neither Tenured nor Tenure-Track, Part-Time
Bachelor's	595	150	70	75
Master's	75	15	10	70
Doctorate	430	70	30	20
All Departments	1,100	235	110	165

Table AS3: Employment Status and Gender of Faculty Members, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017

Carnegie Classification	Full-Time	Part-Time	Men	Women
Primarily Undergraduate	280	5	130	160
Comprehensive	100	55	85	70
Primarily Research	970	200	535	630
Highest Degree Offered by Department	Full-Time	Part-Time	Men	Women
Bachelor's	760	130	410	475
Master's	80	80	80	90
Doctorate	510	50	260	295
All Departments	1,350	260	750	860

Table AS4: Departments Offering Degrees, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017

		Highest Degree Offered by Department			All Departments
		Bachelor's	Master's	Doctorate	
Carnegie Classification	Primarily Undergraduate	59	3	0	62
	Comprehensive	25	13	2	40
	Primarily Research	18	15	30	63
All Departments		102	31	32	165

Table AS5: Enrollment* in Undergraduate Courses, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017

Carnegie Classification	Number of Departments	Average Enrollment per Department (Median)	Total Enrollment
Primarily Undergraduate	62	84.2 (50)	5,220
Comprehensive	40	234.3 (100)	9,375
Primarily Research	63	750.2 (8500)	47,265
Highest Degree Offered by Department	Number of Departments	Average Enrollment per Department	Total Enrollment
Bachelor's	102	124.4 (87)	12,685
Master's	31	942.5 (1,212)	29,220
Doctorate	32	623.5 (900)	19,955
All Departments	165	374.9 (120)	61,860

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

Table AS6: Bachelor's Degrees Awarded, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for 2016–17 Academic Year

Carnegie Classification	Number of Departments	Average Number of Bachelor's Degrees Awarded per Department (Median)	Total Number of Bachelor's Degrees Awarded
Primarily Undergraduate	62	5.9 (6)	365
Comprehensive	40	17.2 (3)	690
Primarily Research	63	15.5 (9)	975
Highest Degree Offered by Department	Number of Departments	Average Number of Bachelor's Degrees Awarded per Department	Total Number of Bachelor's Degrees Awarded
Bachelor's	102	7.5 (5)	760
Master's	31	34.3 (42)	1,065
Doctorate	32	6.5 (6)	205
All Departments	165	12.3 (6)	2,030

Table AS7: Juniors and Seniors with Declared Majors, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017

Carnegie Classification	Number of Departments	Average Number of Juniors & Seniors with Declared Major per Department (Median)	Total Number of Juniors & Seniors with Declared Major
Primarily Undergraduate	62	11.9 (8)	740
Comprehensive	40	20.5 (4)	820
Primarily Research	63	19.4 (10)	1,220
Highest Degree Offered by Department	Number of Departments	Average Number of Juniors & Seniors with Declared Major per Department	Total Number of Juniors & Seniors with Declared Major
Bachelor's	102	8.8 (6)	900
Master's	31	53.3 (50)	1,650
Doctorate	32	7.2 (10)	230
All Departments	165	16.8 (8)	2,780

Table AS8: Students Completing a Minor, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for 2016–17 Academic Year

Carnegie Classification	Number of Departments	Average Number of Students Completing a Minor per Department (Median)	Total Number of Students Completing a Minor
Primarily Undergraduate	62	4.2 (4)	255
Comprehensive	40	3.7 (4)	150
Primarily Research	63	16.2 (5)	1,020
Highest Degree Offered by Department	Number of Departments	Average Number of Students Completing a Minor per Department	Total Number of Students Completing a Minor
Bachelor's	102	4.3 (5)	440
Master's	31	18.4 (4)	570
Doctorate	32	12.9 (28)	415
All Departments	165	8.6 (4)	1,425

Table AS9: Enrollment* in Graduate-Level Courses, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017

Carnegie Classification	Number of Departments	Average Enrollment per Department (Median)	Total Enrollment
Primarily Undergraduate	62	0	0
Comprehensive	40	101.0 (100)	4,040
Primarily Research	63	32.9 (30)	2,075
Highest Degree Offered by Department	Number of Departments	Average Enrollment per Department	Total Enrollment
Bachelor's	102	51.2 (100)	5,220
Master's	31	10.6 (20)	330
Doctorate	32	17.7 (31)	565
All Departments Offering Graduate Degrees	63	14.2 (30)	895
All Departments	165	37.1 (31)	6,115

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

Table AS10: Graduate Students, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017

Carnegie Classification	Number of Departments	Average Number of Graduate Students per Department* (Median)	Total Number of Graduate Students
Primarily Undergraduate	62	0	0
Comprehensive	40	0	0
Primarily Research	63	32.9 (37)	2,075
Highest Degree Offered by Department	Number of Departments	Average Number of Graduate Students per Department	Total Number of Graduate Students
Bachelor's	102	0	0
Master's	31	36 (37)	1,115
Doctorate	32	29.9 (37)	960
All Departments Offering Graduate Degrees	63	32.9 (37)	2,075
All Departments	165	12.6 (37)	2,075

* Average calculated over only those departments that grant graduate degrees.

Table AS11: Departments Tracking Career Outcomes for Graduate Students, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017

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	◇	◇	◇	◇
Primarily Research	63%	0%	12%	25%
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	0%	0%	50%	50%
Doctorate	83%	0%	0%	17%
All Departments	63%	0%	12%	25%

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

Table AS12: Graduate Student Teaching Assistants, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017

Carnegie Classification	Teaching Assistants Providing Grading or Classroom Support		Teaching Assistants Serving as Instructor of Record	
	Average per Department*	Total	Average per Department*	Total Number
Primarily Undergraduate	3.0	190	0	0
Comprehensive	4.0	160	0	0
Primarily Research	7.5	470	6.0	380
Highest Degree Offered by Department	Average per Department*	Total	Average per Department*	Total Number
Bachelor's	2.2	225	1.5	150
Master's	0	0	0	0
Doctorate	18.5	595	7.1	230
All Departments	5.0	820	6.0	380

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

Table AS13: Instructors of Record for All Undergraduate Courses, by Institution/Department Type, Estimates for Fall 2017*

	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	255	135	125	0
Comprehensive	150	40	100	0
Primarily Research	695	375	515	200
By Highest Degree Offered by Department				
Bachelor's	415	365	150	100
Master's	490	75	490	0
Doctorate	195	110	100	100
By Form of Control				
Public	560	355	520	165
Private	540	195	220	35
All Departments	1,100	550	740	200

* 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 AS14: Benchmark Requirements of Undergraduate Student Majors, by Institution's Carnegie Classification and Form of Control, Estimates for Fall 2017

	All Departments	Carnegie Classification			Form of Control	
		Primarily Undergraduate	Comprehensive	Primarily Research	Public	Private
No Benchmark Requirements	17%	6%	33%	20%	31%	11%
Benchmark Requirement with a Paper or Thesis	68%	81%	56%	60%	38%	80%
Benchmark Requirement with a Test	0%	0%	0%	0%	0%	0%
Some Other Form of Benchmarking	26%	25%	22%	28%	37%	21%

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

Table AS15: Considerations in Tenure Decisions, by Carnegie Classification, Estimates for Fall 2017 Departments Offering Online Courses, by Institution's Carnegie Classification and Form of Control, Estimates for Fall 2017

	CC*	Essential	Very Important	Important	Marginally Important	Unimportant
Publications	All	56%	18%	20%	6%	0%
	PUG	38%	23%	31%	9%	0%
	Comp	22%	44%	34%	0%	0%
	PRes	79%	14%	7%	0%	0%
Teaching	All	69%	24%	7%	0%	0%
	PUG	100%	0%	0%	0%	0%
	Comp	89%	11%	0%	0%	0%
	PRes	41%	45%	14%	0%	0%
Service to the Department or Institution	All	16%	48%	31%	5%	0%
	PUG	20%	47%	33%	0%	0%
	Comp	22%	56%	22%	0%	0%
	PRes	11%	46%	32%	11%	0%
Public Humanities**	All	2%	20%	30%	40%	8%
	PUG	0%	31%	31%	31%	7%
	Comp	0%	0%	11%	78%	11%
	PRes	3%	17%	35%	35%	10%

* 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 AS16: Faculty Tenure Decisions and New Hires, Estimates for 2017–2018 Academic Year and Over Previous Two Previous Years

	Number	Percent of Faculty Members
Tenured Faculty Members as of Fall 2017	1,110	68% of total faculty members
Tenure-Track Faculty Members (Not Yet Tenured) as of Fall 2017	235	15% of total faculty members
Tenure-Track Faculty Members Granted Tenure per Year (Two-Year Average), 2015–16 & 2016–17	10	4% of tenure-track, not yet tenured faculty members
Faculty Members Denied Tenure or Leaving Prior to Tenure Decision per Year (Two-Year Average), 2015–16 & 2016–17	1	< 1% of tenure-track, not yet tenured faculty members
Tenured, Tenure-Track and Permanent Faculty Members Hired for 2017–18	80	6% of full-time faculty members

Table AS17: Availability of Institutional or Departmental Support for Research, Estimates for Fall 2017

	% of Institutions or Departments Providing Support
For Full-Time Tenure or Tenure-Track Faculty Members	95%
For Full-Time Non-Tenured or Non-Tenure-Track Faculty Members	67%
For Part-Time Faculty Members	35%

Table AS18: Departments Offering Online Courses, by Institution's Carnegie Classification and Form of Control, Estimates for 2016–17 Academic Year*

	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	0%	0	10%	6.5
Comprehensive	6%	2.0	6%	1.5
Primarily Research	16%	5.1	3%	0.2
By Form of Control				
Public	16%	4.9	6%	0.6
Private	4%	1.3	5%	3.5
All Departments	9%	2.5	6%	2.9

* 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 AS19: Engagement with Digital Humanities, by Institution's Carnegie Classification and Form of Control, Estimates for Fall 2017

	Center or Lab Dedicated to Digital Humanities Research on Campus	Offered Seminar or Course 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	46%	46%	0%	36%
Comprehensive	12%	22%	13%	22%
Primarily Research	52%	26%	16%	42%
By Form of Control				
Public	36%	29%	14%	50%
Private	50%	34%	7%	29%
All Departments	45%	32%	10%	36%

Table AS20: Occupationally-Oriented Activities for Undergraduate Students, by Institution's Carnegie Classification and Form of Control, Estimates for 2016–17 Academic Year

	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	50%	0%	50%	10%	10%	0%
Comprehensive	67%	0%	89%	0%	33%	11%
Primarily Research	76%	0%	94%	6%	65%	0%
By Form of Control						
Public	92%	0%	100%	0%	67%	8%
Private	54%	0%	68%	9%	27%	0%
All Departments	66%	0%	78%	6%	40%	2%

* 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 AS21: 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

	Very poor	Poor	Fair	Good	Very good	N/A
By Carnegie Classification						
Primarily Undergraduate	0%	10%	40%	30%	20%	0%
Comprehensive	0%	0%	33%	56%	11%	0%
Primarily Research	5%	0%	59%	18%	18%	0%
By Highest Degree Offered by Department						
Bachelor's	0%	5%	42%	35%	18%	0%
Master's	0%	0%	100%	0%	0%	0%
Doctorate	17%	0%	66%	17%	0%	0%
All Departments	3%	4%	48%	31%	14%	0%

Anthropology

Please note that any references to the 2016–17 academic year include the 2017 summer term.

Table AN1: Departments and Faculty Members, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017

Carnegie Classification	Number of Departments	Average Number of Faculty Members per Department (Median)	Total Number of Faculty Members
Primarily Undergraduate	96	5.4 (5)	520
Comprehensive	134	8.9 (7)	1,200
Primarily Research	197	17.1 (14)	3,370
Highest Degree Offered by Department	Number of Departments	Average Number of Faculty Members per Department	Total Number of Faculty Members
Bachelor's	258	8.5 (6)	2,210
Master's	69	10.1 (8)	700
Doctorate	100	21.6 (20)	2,180
All Departments	427	11.9 (8)	5,090

Table AN2: Faculty Members, by Tenure Status and Institution/Department Type, Estimates for Fall 2017

Carnegie Classification	Tenured	Tenure-Track	Neither Tenured nor Tenure-Track, Full-Time	Neither Tenured nor Tenure-Track, Part-Time
Primarily Undergraduate	330	75	40	65
Comprehensive	490	170	85	390
Primarily Research	2,040	450	295	275
Highest Degree Offered by Department	Tenured	Tenure-Track	Neither Tenured nor Tenure-Track, Full-Time	Neither Tenured nor Tenure-Track, Part-Time
Bachelor's	1,095	280	160	545
Master's	325	130	90	70
Doctorate	1,440	285	170	115
All Departments	2,860	695	420	730

Table AN3: Employment Status and Gender of Faculty Members, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017

Carnegie Classification	Full-Time	Part-Time	Men	Women
Primarily Undergraduate	430	75	225	280
Comprehensive	725	405	470	660
Primarily Research	2,715	350	1,505	1,560
Highest Degree Offered by Department	Full-Time	Part-Time	Men	Women
Bachelor's	1,460	610	935	1,135
Master's	550	70	265	355
Doctorate	1,860	150	1,000	1,010
All Departments	3,870	830	2,200	2,500

Table AN4: Departments Offering Degrees, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017

		Highest Degree Offered by Department			All Departments
		Bachelor's	Master's	Doctorate	
Carnegie Classification	Primarily Undergraduate	96	0	0	96
	Comprehensive	115	19	0	134
	Primarily Research	47	50	100	197
All Departments		258	69	100	427

Table AN5: Enrollment* in Undergraduate Courses, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017

Carnegie Classification	Number of Departments	Average Enrollment per Department (Median)	Total Enrollment
Primarily Undergraduate	96	229.6 (200)	22,040
Comprehensive	134	788.0 (539)	105,600
Primarily Research	197	1,599.0 (1000)	315,000
Highest Degree Offered by Department	Number of Departments	Average Enrollment per Department	Total Enrollment
Bachelor's	258	571.5 (262)	150,790
Master's	69	984.2 (494)	68,965
Doctorate	100	2,194.6 (1800)	222,885
All Departments	427	1,036.6 (440)	442,640

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

Table AN6: Bachelor's Degrees Awarded, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for 2016–17 Academic Year

Carnegie Classification	Number of Departments	Average Number of Bachelor's Degrees Awarded (Median)	Total Number of Bachelor's Degrees Awarded
Primarily Undergraduate	96	10.6 (11)	1,020
Comprehensive	134	16.2 (10)	2,180
Primarily Research	197	42.8 (25)	8,425
Highest Degree Offered by Department	Number of Departments	Average Number of Bachelor's Degrees Awarded	Total Number of Bachelor's Degrees Awarded
Bachelor's	258	14.4 (12)	3,560
Master's	69	25.2 (22)	1,665
Doctorate	100	66.8 (40)	6,400
All Departments	427	27.2 (14)	11,625

Table AN7: Juniors and Seniors with Declared Majors, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017

Carnegie Classification	Number of Departments	Average Number of Juniors & Seniors with Declared Major per Department (Median)	Total Number of Juniors & Seniors with Declared Major
Primarily Undergraduate	96	18.3 (15)	1,755
Comprehensive	134	33.0 (30)	4,420
Primarily Research	197	90.9 (50)	17,915
Highest Degree Offered by Department	Number of Departments	Average Number of Juniors & Seniors with Declared Major per Department	Total Number of Juniors & Seniors with Declared Major
Bachelor's	258	25.2 (22)	6,180
Master's	69	45.4 (45)	2,980
Doctorate	100	156.9 (95)	14,930
All Departments	427	56.4 (30)	24,090

Table AN8: Students Completing a Minor, by Carnegie Classification of Institution and Highest Degree Offered by Department, by Carnegie Classification, Estimates for 2016–17 Academic Year

Carnegie Classification	Number of Departments	Average Number of Students Completing a Minor per Department (Median)	Total Number of Students Completing a Minor
Primarily Undergraduate	96	6.4 (5)	615
Comprehensive	134	12.0 (9)	1,600
Primarily Research	197	21.0 (15)	4,140
Highest Degree Offered by Department	Number of Departments	Average Number of Students Completing a Minor per Department	Total Number of Students Completing a Minor
Bachelor's	258	9.2 (7)	2,380
Master's	69	14.9 (15)	1,025
Doctorate	100	29.5 (21)	2,950
All Departments	427	14.9 (9)	6,355

Table AN9: Enrollment* in Graduate-Level Courses, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017

Carnegie Classification	Number of Departments	Average Enrollment per Department (Median)	Total Enrollment
Primarily Undergraduate	96	173.9 (200)	16,700
Comprehensive	134	38.1 (16)	5,100
Primarily Research	197	73.1 (52)	14,410
Highest Degree Offered by Department	Number of Departments	Average Enrollment per Department	Total Enrollment
Bachelor's	258	85.4 (40)	23,710
Master's	69	30.0 (22)	2,220
Doctorate	100	95.6 (67)	10,280
All Departments Offering Graduate Degrees	169	74.0 (51)	12,500
All Departments	427	84.8 (50)	36,210

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

Table AN10: Graduate Students, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017

Carnegie Classification	Number of Departments	Average Number of Graduate Students per Department* (Median)	Total Number of Graduate Students
Primarily Undergraduate	96	0	0
Comprehensive	134	◇	◇
Primarily Research	197	56.2 (52)	11,080
Highest Degree Offered by Department	Number of Departments	Average Number of Graduate Students per Department	Total Number of Graduate Students
Bachelor's	258	0	0
Master's	69	41.1 (20)	2,835
Doctorate	100	109.4 (57)	10,940
All Departments Offering Graduate Degrees	169	81.5 (51)	13,775
All Departments	427	32.3 (51)	13,775

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

* Average calculated over only those departments that grant graduate degrees.

Table AN11: Departments Tracking Career Outcomes for Graduate Students, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017

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	◇	◇	◇	◇
Primarily Research	37%	26%	30%	7%
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	46%	0%	31%	23%
Doctorate	28%	39%	33%	0%
All Departments	35%	23%	32%	10%

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

Table AN12: Graduate Student Teaching Assistants, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017

Carnegie Classification	Teaching Assistants Providing Grading or Classroom Support		Teaching Assistants Serving as Instructor of Record	
	Average per Department*	Total	Average per Department*	Total Number
Primarily Undergraduate	◇	◇	◇	◇
Comprehensive	◇	◇	7.0	945
Primarily Research	13.8	2,725	3.8	740
Highest Degree Offered by Department	Average per Department*	Total	Average per Department*	Total Number
Bachelor's	14.9	3,845	14.9	4,095
Master's	8.4	575	1.0	75
Doctorate	17.8	1,770	4.2	445
All Departments	14.5	6,190	10.8	4,615

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

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

Table AN13: Instructors of Record for All Undergraduate Courses, by Institution/Department Type, Estimates for Fall 2017*

	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	755	365	215	0
Comprehensive	1,745	720	1,080	0
Primarily Research	3,045	1,465	505	970
By Highest Degree Offered by Department				
Bachelor's	2,595	1,410	1,380	0
Master's	995	440	140	115
Doctorate	1,955	700	280	855
By Form of Control				
Public	3,915	1,760	1,360	850
Private	1,630	790	440	120
All Departments	5,545	2,550	1,800	970

* 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 AN14: Benchmark Requirements of Undergraduate Student Majors, by Institution's Carnegie Classification and Form of Control, Estimates for Fall 2017

	All Departments	Carnegie Classification			Form of Control	
		Primarily Undergraduate	Comprehensive	Primarily Research	Public	Private
No Benchmark Requirements	34%	29%	22%	47%	34%	34%
Benchmark Requirement with a Paper or Thesis	33%	54%	34%	18%	29%	40%
Benchmark Requirement with a Test	4%	6%	6%	0%	3%	4%
Some Other Form of Benchmarking	36%	17%	44%	40%	40%	26%

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

Table AN15: Considerations in Tenure Decisions, by Institution's Carnegie Classification, Estimates for Fall 2017

	CC*	Essential	Very Important	Important	Marginally Important	Unimportant
Publications	All	68%	18%	12%	2%	0%
	PUG	36%	38%	18%	8%	0%
	Comp	56%	22%	22%	0%	0%
	PRes	94%	4%	2%	0%	0%
Teaching	All	66%	24%	9%	1%	0%
	PUG	95%	5%	0%	0%	0%
	Comp	75%	25%	0%	0%	0%
	PRes	45%	34%	19%	2%	0%
Service to the department or institution	All	15%	39%	38%	8%	0%
	PUG	16%	46%	33%	5%	0%
	Comp	25%	41%	31%	3%	0%
	PRes	6%	35%	46%	13%	0%
Public Humanities**	All	1%	14%	24%	39%	22%
	PUG	0%	10%	18%	40%	32%
	Comp	0%	23%	35%	32%	10%
	PRes	2%	11%	19%	43%	25%

* 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 AN16: Faculty Tenure Decisions and New Hires, Estimates for 2017–2018 Academic Year and Over Previous Two Previous Years

	Number	Percent of Faculty Members
Tenured Faculty Members as of Fall 2017	2,860	61% of total faculty members
Tenure-Track Faculty Members (Not Yet Tenured) as of Fall 2017	695	15% of total faculty members
Tenure-Track Faculty Members Granted Tenure per Year (Two-Year Average), 2015–16 & 2016–17	55	8% of tenure-track, not yet tenured faculty members
Faculty Members Denied Tenure or Leaving Prior to Tenure Decision per Year (Two-Year Average), 2015–16 & 2016–17	16	2% of tenure-track, not yet tenured faculty members
Tenured, Tenure-Track and Permanent Faculty Members Hired for 2017–18	220	6% of full-time faculty members

Table AN17: Availability of Institutional or Departmental Support for Research, Estimates for Fall 2017

	% of Institutions or Departments Providing Support
For Full-Time Tenure or Tenure-Track Faculty Members	90%
For Full-Time Non-Tenured or Non-Tenure-Track Faculty Members	70%
For Part-Time Faculty Members	29%

Table AN18: Departments Offering Online Courses, by Institution's Carnegie Classification and Form of Control, Estimates for 2016–17 Academic Year*

	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	7%	1.2	2%	0.2
Comprehensive	44%	3.9	19%	0.7
Primarily Research	42%	4.8	16%	2.1
By Form of Control				
Public	46%	4.5	21%	1.6
Private	10%	1.6	0%	0
All Institutions	35%	3.7	14%	1.3

* 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 AN19: Engagement with Digital Humanities, by Institution's Carnegie Classification and Form of Control, Estimates for Fall 2017

	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	N/A	10%	13%	N/A
Comprehensive	N/A	25%	29%	N/A
Primarily Research	N/A	33%	28%	N/A
By Form of Control				
Public	N/A	29%	28%	N/A
Private	N/A	19%	19%	N/A
All Departments	N/A	25%	25%	N/A

Table AN20: Occupationally-Oriented Activities for Undergraduate Students, by Institution's Carnegie Classification and Form of Control, Estimates for Fall 2016–17 Academic Year

	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	73%	7%	86%	3%	55%	3%
Comprehensive	56%	17%	83%	9%	78%	9%
Primarily Research	69%	0%	84%	0%	53%	9%
By Form of Control						
Public	64%	9%	85%	4%	68%	11%
Private	69%	5%	83%	2%	50%	2%
All Departments	66%	7%	84%	4%	62%	8%

* 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 AN21: 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

	Very Poor	Poor	Fair	Good	Very good	N/A
By Carnegie Classification						
Primarily Undergraduate	0%	0%	30%	47%	23%	0%
Comprehensive	0%	17%	28%	38%	17%	0%
Primarily Research	3%	6%	38%	44%	6%	3%
By Highest Degree Offered by Department						
Bachelor's	2%	6%	32%	41%	19%	0%
Master's	0%	9%	33%	50%	8%	0%
Doctorate	0%	11%	39%	44%	0%	6%
All Departments	1%	7%	34%	43%	14%	1%

Race and Ethnic Studies

Please note that any references to the 2016–17 academic year include the 2017 summer term.

Table RES1: Departments and Faculty Members, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017

Carnegie Classification	Number of Departments	Average Number of Faculty Members per Department (Median)	Total Number of Faculty Members
Primarily Undergraduate	60	7.9 (6)	475
Comprehensive	78	10.9 (9)	850
Primarily Research	134	9.8 (9)	1,310
Highest Degree Offered by Department	Number of Departments	Average Number of Faculty Members per Department	Total Number of Faculty Members
Bachelor's	225	9.3 (8)	2,085
Master's & Doctorate	47	11.8 (10)	550
All Departments	272	9.7 (9)	2,635

Table RES2: Faculty Members, by Tenure Status and Institution/Department Type, Estimates for Fall 2017

Carnegie Classification	Tenured	Tenure-Track	Neither Tenured nor Tenure-Track, Full-Time	Neither Tenured nor Tenure-Track, Part-Time
Primarily Undergraduate	325	115	15	50
Comprehensive	375	85	50	290
Primarily Research	750	240	175	165
Highest Degree Offered by Department	Tenured	Tenure-Track	Neither Tenured nor Tenure-Track, Full-Time	Neither Tenured nor Tenure-Track, Part-Time
Bachelor's	1,180	335	200	450
Master's & Doctorate	270	105	40	55
All Departments	1,450	440	240	505

Table RES3: Employment Status and Gender of Faculty Members, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017

Carnegie Classification	Full-Time	Part-Time	Men	Women
Primarily Undergraduate	415	90	200	295
Comprehensive	420	380	345	430
Primarily Research	1,125	205	575	710
Highest Degree Offered by Department	Full-Time	Part-Time	Men	Women
Bachelor's	1,540	615	915	1,175
Master's & Doctorate	420	60	205	260
All Departments	1,960	675	1,120	1,435

Table RES4: Departments Offering Degrees, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017

		Highest Degree Offered by Department		All Departments
		Bachelor's	Master's & Doctorate	
Carnegie Classification	Primarily Undergraduate	60	0	60
	Comprehensive	66	12	78
	Primarily Research	99	35	134
All Departments		225	47	272

Table RES5: Enrollment* in Undergraduate Courses, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017

Carnegie Classification	Number of Departments	Average Enrollment per Department (Median)	Total Enrollment
Primarily Undergraduate	60	136.1 (135)	8,165
Comprehensive	78	598.8 (170)	46,705
Primarily Research	134	649.7 (500)	87,060
Highest Degree Offered by Department	Number of Departments	Average Enrollment per Department	Total Enrollment
Bachelor's	225	445.7 (206)	100,280
Master's & Doctorate	47	886.2 (674)	41,650
All Departments	272	521.8 (223)	141,930

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

Table RES6: Bachelor's Degrees Awarded, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for 2016–17 Academic Year

Carnegie Classification	Number of Departments	Average Number of Bachelor's Degrees Awarded (Median)	Total Number of Bachelor's Degrees Awarded
Primarily Undergraduate	60	4.0 (3)	240
Comprehensive	78	9.0 (6)	705
Primarily Research	134	13.8 (7)	1,855
Highest Degree Offered by Department	Number of Departments	Average Number of Bachelor's Degrees Awarded	Total Number of Bachelor's Degrees Awarded
Bachelor's	225	6.3 (5)	1,430
Master's & Doctorate	47	29.1 (14)	1,370
All Departments	272	10.3 (5)	2,800

Table RES7: Juniors and Seniors with Declared Majors, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017

Carnegie Classification	Number of Departments	Average Number of Juniors & Seniors with Declared Major per Department (Median)	Total Number of Juniors & Seniors with Declared Major
Primarily Undergraduate	60	11.8 (4)	700
Comprehensive	78	24.6 (20)	1,910
Primarily Research	134	22.2 (18)	2,985
Highest Degree Offered by Department	Number of Departments	Average Number of Juniors & Seniors with Declared Major per Department	Total Number of Juniors & Seniors with Declared Major
Bachelor's	225	17.7 (15)	3,980
Master's & Doctorate	47	34.4 (30)	1,615
All Departments	272	20.6 (15)	5,595

Table RES8: Students Completing a Minor, by Carnegie Classification of Institution and Highest Degree Offered by Department, by Carnegie Classification, Estimates for 2016–17 Academic Year

Carnegie Classification	Number of Departments	Average Number of Students Completing a Minor per Department (Median)	Total Number of Students Completing a Minor
Primarily Undergraduate	60	5.8 (5)	345
Comprehensive	78	13.0 (10)	1,015
Primarily Research	134	13.6 (10)	1,825
Highest Degree Offered by Department	Number of Departments	Average Number of Students Completing a Minor per Department	Total Number of Students Completing a Minor
Bachelor's	225	10.6 (8)	2,390
Master's & Doctorate	47	16.9 (10)	795
All Departments	272	11.7 (9)	3,185

Table RES9: Enrollment* in Graduate-Level Courses, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017

Carnegie Classification	Number of Departments	Average Enrollment per Department (Median)	Total Enrollment
Primarily Undergraduate	60	30.0 (30)	1,800
Comprehensive	78	112.2 (100)	8,755
Primarily Research	134	43.5 (27)	5,825
Highest Degree Offered by Department	Number of Departments	Average Enrollment per Department	Total Enrollment
Bachelor's	225	66.7 (43)	15,005
Master's & Doctorate	47	29.3 (27)	1,375
All Departments Offering Graduate Degrees	47	29.3 (27)	1,375
All Departments	272	60.2 (30)	16,380

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

Table RES10: Graduate Students, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017

Carnegie Classification	Number of Departments	Average Number of Graduate Students per Department* (Median)	Total Number of Graduate Students
Primarily Undergraduate	60	0	0
Comprehensive	78	0	0
Primarily Research	134	22.5 (22)	3,010
Highest Degree Offered by Department	Number of Departments	Average Number of Graduate Students per Department	Total Number of Graduate Students
Bachelor's	225	0	0
Master's & Doctorate	47	64.1 (22)	3,010
All Departments Offering Graduate Degrees	47	64.1 (22)	3,010
All Departments	272	11.1 (22)	3,010

* Average calculated over only those departments that grant graduate degrees.

Table RES11: Departments Tracking Career Outcomes for Graduate Students, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017

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	◇	◇	◇	◇
Primarily Research	67%	11%	22%	0%
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 & Doctorate	67%	11%	22%	0%
All Departments	67%	11%	22%	0%

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

Table RES12: Graduate Student Teaching Assistants, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017

Carnegie Classification	Teaching Assistants Providing Grading or Classroom Support		Teaching Assistants Serving as Instructor of Record	
	Average per Department*	Total	Average per Department*	Total Number
Primarily Undergraduate	0	0	0	0
Comprehensive	2.5	195	0	0
Primarily Research	3.8	515	2.2	290
Highest Degree Offered by Department	Average per Department*	Total	Average per Department*	Total Number
Bachelor's	3.0	555	0.7	165
Master's & Doctorate	4.0	155	2.7	125
All Departments	3.3	710	2.2	290

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

Table RES13: Instructors of Record for All Undergraduate Courses, by Institution/Department Type, Estimates for Fall 2017*

	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	565	195	120	0
Comprehensive	550	440	525	0
Primarily Research	1,265	670	600	440
By Highest Degree Offered by Department				
Bachelor's	1,960	1,135	1,020	255
Master's & Doctorate	420	170	225	185
By Form of Control				
Public	1,425	965	980	440
Private	955	340	265	0
All Departments	2,380	1,305	1,245	440

* 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 RES14: Benchmark Requirements of Undergraduate Student Majors, by Institution's Carnegie Classification and Form of Control, Estimates for Fall 2017

	All Departments	Carnegie Classification			Form of Control	
		Primarily Undergraduate	Comprehensive	Primarily Research	Public	Private
No Benchmark Requirements	20%	20%	15%	22%	23%	14%
Benchmark Requirement with a Paper or Thesis	50%	45%	52%	52%	49%	53%
Benchmark Requirement with a Test	2%	5%	4%	0%	2%	3%
Some Other Form of Benchmarking	39%	40%	37%	39%	37%	42%

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

Table RES15: Considerations in Tenure Decisions, by Institution's Carnegie Classification, Estimates for Fall 2017

	CC*	Essential	Very Important	Important	Marginally Important	Unimportant
Publications	All	64%	19%	14%	2%	1%
	PUG	48%	24%	19%	9%	0%
	Comp	40%	30%	24%	3%	3%
	PRes	84%	10%	6%	0%	0%
Teaching	All	67%	27%	5%	0%	1%
	PUG	81%	14%	5%	0%	0%
	Comp	70%	24%	3%	0%	3%
	PRes	60%	34%	6%	0%	0%
Service to the Department or Institution	All	30%	41%	20%	8%	1%
	PUG	24%	48%	28%	0%	0%
	Comp	47%	38%	9%	3%	3%
	PRes	24%	40%	22%	14%	0%
Public Humanities**	All	6%	21%	31%	29%	13%
	PUG	0%	19%	24%	38%	19%
	Comp	4%	30%	24%	24%	18%
	PRes	10%	16%	38%	28%	8%

* 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 RES16: Faculty Tenure Decisions and New Hires, Estimates for 2017–2018 Academic Year and Over Previous Two Previous Years

	Number	Percent of Faculty Members
Tenured Faculty Members as of Fall 2017	1,450	55% of total faculty members
Tenure-Track Faculty Members (Not Yet Tenured) as of Fall 2017	440	17% of total faculty members
Tenure-Track Faculty Members Granted Tenure per Year (Two-Year Average), 2015–16 & 2016–17	25	6% of tenure-track, not yet tenured faculty members
Faculty Members Denied Tenure or Leaving Prior to Tenure Decision per Year (Two-Year Average), 2015–16 & 2016–17	16	4% of tenure-track, not yet tenured faculty members
Tenured, Tenure-Track and Permanent Faculty Members Hired for 2017–18	155	8% of full-time faculty members

Table RES17: Availability of Institutional or Departmental Support for Research, Estimates for Fall 2017

	% of Institutions or Departments Providing Support
For Full-Time Tenure or Tenure-Track Faculty Members	93%
For Full-Time Non-Tenured or Non-Tenure-Track Faculty Members	73%
For Part-Time Faculty Members	32%

Table RES18: Departments Offering Online Courses, by Institution's Carnegie Classification and Form of Control, Estimates for 2016–17 Academic Year*

	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	4%	1.0	0%	0
Comprehensive	40%	6.8	24%	5.4
Primarily Research	44%	4.8	17%	0.8
By Form of Control				
Public	50%	4.6	23%	2.5
Private	9%	1.5	2%	0.3
All Departments	34%	4.5	15%	2.0

* 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 RES19: Engagement with Digital Humanities, by Institution's Carnegie Classification and Form of Control, Estimates for Fall 2017

	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	44%	13%	6%	25%
Comprehensive	10%	25%	25%	21%
Primarily Research	54%	19%	25%	26%
By Form of Control				
Public	36%	17%	20%	21%
Private	49%	23%	21%	30%
All Departments	41%	19%	10%	24%

Table RES20: Occupationally-Oriented Activities for Undergraduate Students, by Institution's Carnegie Classification and Form of Control, Estimates for 2016–17 Academic Year

	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	67%	0%	67%	7%	53%	0%
Comprehensive	44%	0%	61%	11%	39%	11%
Primarily Research	67%	3%	77%	7%	63%	0%
By Form of Control						
Public	58%	3%	65%	10%	50%	3%
Private	66%	0%	79%	4%	63%	0%
All Departments	60%	2%	70%	8%	54%	2%

* 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 RES21: 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

	Very poor	Poor	Fair	Good	Very good	N/A
By Carnegie Classification						
Primarily Undergraduate	0%	0%	25%	56%	13%	6%
Comprehensive	10%	16%	42%	11%	16%	5%
Primarily Research	0%	17%	29%	29%	17%	8%
By Highest Degree Offered by Department						
Bachelor's	3%	14%	29%	36%	15%	3%
Master's & Doctorate	0%	12%	33%	0%	22%	33%
All Departments	3%	13%	31%	31%	16%	6%

Women and Gender Studies

Please note that any references to the 2016–17 academic year include the 2017 summer term.

Table WGS1: Departments and Faculty Members, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017

Carnegie Classification	Number of Departments	Average Number of Faculty Members per Department (Median)	Total Number of Faculty Members
Primarily Undergraduate	80	4.8 (3)	385
Comprehensive	79	8.7 (6)	685
Primarily Research	124	8.6 (9)	1,065
Highest Degree Offered by Department	Number of Departments	Average Number of Faculty Members per Department	Total Number of Faculty Members
Bachelor's	233	7.0 (5)	1,640
Master's & Doctorate	50	9.9 (9)	495
All Institutions	283	7.5 (6)	2,135

Table WGS2: Faculty Members, by Tenure Status and Institution/Department Type, Estimates for Fall 2017

Carnegie Classification	Tenured	Tenure-Track	Neither Tenured nor Tenure-Track, Full-Time	Neither Tenured nor Tenure-Track, Part-Time
Primarily Undergraduate	200	110	25	45
Comprehensive	320	90	65	155
Primarily Research	550	145	145	285
Highest Degree Offered by Department	Tenured	Tenure-Track	Neither Tenured nor Tenure-Track, Full-Time	Neither Tenured nor Tenure-Track, Part-Time
Bachelor's	765	265	195	370
Master's & Doctorate	305	80	40	115
All Institutions	1,070	345	235	485

Table WGS3: Employment Status and Gender of Faculty Members, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017

Carnegie Classification	Full-Time	Part-Time	Men	Women
Primarily Undergraduate	315	60	45	330
Comprehensive	405	230	70	565
Primarily Research	750	375	125	1,000
Highest Degree Offered by Department	Full-Time	Part-Time	Men	Women
Bachelor's	1,085	510	185	1,410
Master's & Doctorate	385	155	55	485
All Institutions	1,470	665	240	1,895

Table WGS4: Departments Offering Degrees, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017

		Highest Degree Offered by Department		All Departments
		Bachelor's	Master's & Doctorate	
Carnegie Classification	Primarily Undergraduate	80	0	80
	Comprehensive	72	7	79
	Primarily Research	81	43	124
All Institutions		233	50	283

* Not every department housed in an institution classified as Primarily Research using the Carnegie classifications offers a doctorate or master's degree. No departments housed at Primarily Undergraduate institutions offered a doctorate or master's degree.

Table WGS5: Enrollment* in Undergraduate Courses, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017

Carnegie Classification	Number of Departments	Average Enrollment per Department (Median)	Total Enrollment
Primarily Undergraduate	80	150.5 (100)	12,040
Comprehensive	79	319.6 (218)	25,250
Primarily Research	124	581.2 (400)	72,070
Highest Degree Offered by Department	Number of Departments	Average Enrollment per Department	Total Enrollment
Bachelor's	233	390.7 (235)	91,030
Master's & Doctorate	50	389.9 (408)	18,330
All Institutions	283	386.4 (250)	109,360

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

Table WGS6: Bachelor's Degrees Awarded, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for 2016–17 Academic Year

Carnegie Classification	Number of Departments	Average Number of Bachelor's Degrees Awarded per Department (Median)	Total Number of Bachelor's Degrees Awarded
Primarily Undergraduate	80	8.6 (8)	690
Comprehensive	79	8.4 (6)	660
Primarily Research	124	12.7 (12)	1,580
Highest Degree Offered by Department	Number of Departments	Average Number of Bachelor's Degrees Awarded per Department	Total Number of Bachelor's Degrees Awarded
Bachelor's	233	9.8 (8)	2,290
Master's & Doctorate	50	12.0 (13)	640
All Institutions	283	10.3 (8)	2,930

Table WGS7: Juniors and Seniors with Declared Majors, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017

Carnegie Classification	Number of Departments	Average Number of Juniors & Seniors with Declared Major per Department (Median)	Total Number of Juniors & Seniors with Declared Major
Primarily Undergraduate	80	13.3 (10)	1,065
Comprehensive	79	15.2 (12)	1,205
Primarily Research	124	24.4 (21)	3,025
Highest Degree Offered by Department	Number of Departments	Average Number of Juniors & Seniors with Declared Major per Department	Total Number of Juniors & Seniors with Declared Major
Bachelor's	233	15.9 (12)	3,695
Master's & Doctorate	50	34.0 (31)	1,600
All Institutions	283	18.7 (14)	5,295

Table WGS8: Students Completing a Minor, by Carnegie Classification of Institution and Highest Degree Offered by Department, by Carnegie Classification, Estimates for 2016–17 Academic Year

Carnegie Classification	Number of Departments	Average Number of Students Completing a Minor per Department (Median)	Total Number of Students Completing a Minor
Primarily Undergraduate	80	9.1 (6)	730
Comprehensive	79	15.1 (8)	1,195
Primarily Research	124	23.4 (20)	2,900
Highest Degree Offered by Department	Number of Departments	Average Number of Students Completing a Minor per Department	Total Number of Students Completing a Minor
Bachelor's	233	15.3 (10)	3,565
Master's & Doctorate	50	26.8 (26)	1,260
All Institutions	283	17.0 (11)	4,825

Table WGS9: Enrollment* in Graduate-Level Courses, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017

Carnegie Classification	Number of Departments	Average Enrollment per Department (Median)	Total Enrollment
Primarily Undergraduate	80	51.0 (50)	4,080
Comprehensive	79	174.9 (4)	13,825
Primarily Research	124	25.3 (22)	3,140
Highest Degree Offered by Department	Number of Departments	Average Enrollment per Department	Total Enrollment
Bachelor's	233	77.9 (10)	18,160
Master's & Doctorate	50	61.4 (37)	2,885
All Departments Offering Graduate Degrees	50	61.4 (37)	2,885
All Institutions	283	74.4 (21)	21,045

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

Table WGS10: Graduate Students, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017

Carnegie Classification	Number of Departments	Average Number of Graduate Students per Department* (Median)	Total Number of Graduate Students
Primarily Undergraduate	80	0	0
Comprehensive	79	0	0
Primarily Research	124	16.7 (16)	2,070
Highest Degree Offered by Department	Number of Departments	Average Number of Graduate Students per Department	Total Number of Graduate Students
Bachelor's	233	0	0
Master's & Doctorate	50	44.1 (16)	2,070
All Departments Offering Graduate Degrees	50	44.1 (16)	2,070
All Institutions	283	7.3 (16)	2,070

* Average calculated over only those departments that grant graduate degrees.

Table WGS11: Departments Tracking Career Outcomes for Graduate Students, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017

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	◇	◇	◇	◇
Primarily Research	46%	31%	23%	0%
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 & Doctorate	46%	31%	23%	0%
All Institutions	46%	31%	23%	0%

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

Table WGS12: Graduate Student Teaching Assistants, by Carnegie Classification of Institution and Highest Degree Offered by Department, Estimates for Fall 2017

Carnegie Classification	Teaching Assistants Providing Grading or Classroom Support		Teaching Assistants Serving as Instructor of Record	
	Average per Department*	Total	Average per Department*	Total Number
Primarily Undergraduate	0	0	0	0
Comprehensive	2.0	155	1.0	80
Primarily Research	5.8	715	3.9	480
Highest Degree Offered by Department	Average per Department*	Total	Average per Department*	Total Number
Bachelor's	2.9	680	1.9	455
Master's & Doctorate	6.6	190	3.3	105
All Institutions	4.3	870	2.7	560

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

Table WGS13: 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	775	655	275	0
Comprehensive	510	235	525	480
Primarily Research	775	630	540	550
By Highest Degree Offered by Department				
Bachelor's	1,765	1,300	1,165	855
Master's & Doctorate	295	220	175	175
By Form of Control				
Public	935	710	890	650
Private	1,125	810	450	380
All Institutions	2,060	1,520	1,340	1,030

* 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 WGS14: Benchmark Requirements of Undergraduate Student Majors, by Institution's Carnegie Classification and Form of Control, Estimates for Fall 2017

	All Departments	Carnegie Classification			Form of Control	
		Primarily Undergraduate	Comprehensive	Primarily Research	Public	Private
No Benchmark Requirements	31%	25%	39%	31%	40%	22%
Benchmark Requirement with a Paper or Thesis	36%	44%	42%	27%	25%	48%
Benchmark Requirement with a Test	1%	0%	0%	2%	2%	0%
Some Other Form of Benchmarking	38%	36%	24%	47%	39%	37%

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

Table WGS15: Considerations in Tenure Decisions, by Institution's Carnegie Classification, Estimates for Fall 2017

	CC*	Essential	Very Important	Important	Marginally Important	Unimportant
Publications	All	63%	18%	18%	1%	0%
	PUG	48%	28%	22%	2%	0%
	Comp	47%	20%	33%	0%	0%
	PRes	85%	11%	4%	0%	0%
Teaching	All	75%	23%	2%	0%	0%
	PUG	90%	10%	0%	0%	0%
	Comp	69%	28%	3%	0%	0%
	PRes	70%	28%	2%	0%	0%
Service to the Department or Institution	All	28%	43%	26%	3%	0%
	PUG	35%	40%	20%	5%	0%
	Comp	31%	44%	25%	0%	0%
	PRes	22%	44%	30%	4%	0%
Public Humanities**	All	2%	10%	32%	44%	12%
	PUG	2%	5%	23%	45%	25%
	Comp	0%	17%	31%	42%	10%
	PRes	2%	9%	39%	46%	4%

* 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 WGS16: Faculty Tenure Decisions and New Hires, Estimates for 2017–2018 Academic Year and Over Previous Two Previous Years

	Number	Percent of Faculty Members
Tenured Faculty Members as of Fall 2017	1,070	50% of all faculty members
Tenure-Track Faculty Members (Not Yet Tenured) as of Fall 2017	345	16% of all faculty members
Tenure-Track Faculty Members Granted Tenure per Year (Two-Year Average), 2015–16 & 2016–17	25	7% of tenure-track, not yet tenured faculty members
Faculty Members Denied Tenure or Leaving Prior to Tenure Decision per Year (Two-Year Average), 2015–16 & 2016–17	8	2% of tenure-track, not yet tenured faculty members
Tenured, Tenure-Track and Permanent Faculty Members Hired for 2017–18	85	6% of full-time faculty members

Table WGS17: Availability of Institutional or Departmental Support for Research, Estimates for Fall 2017

	Percent of Institutions or Departments Providing Support
For Full-Time Tenure or Tenure-Track Faculty Members	98%
For Full-Time Non-Tenured or Non-Tenure-Track Faculty Members	73%
For Part-Time Faculty Members	29%

* Including summer and intersession terms.

Table WGS18: Departments Offering Online Courses, by Institution's Carnegie Classification and Form of Control, Estimates for 2016–17 Academic Year*

	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	13%	3.5	0%	1.2
Comprehensive	38%	7.9	19%	1.2
Primarily Research	35%	14.3	16%	1.4
By Form of Control				
Public	34%	13.8	20%	9.0
Private	21%	2.5	5%	0.5
All Institutions	26%	7.6	11%	4.3

* 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 WGS19: Engagement with Digital Humanities, by Institution's Carnegie Classification and Form of Control, Estimates for Fall 2017

	Center or Lab Dedicated to Digital Humanities Research on Campus	Offered Seminar or Course 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	32%	18%	14%	30%
Comprehensive	28%	7%	10%	21%
Primarily Research	59%	25%	21%	28%
By Form of Control				
Public	48%	19%	22%	25%
Private	38%	17%	10%	27%
All Institutions	43%	18%	16%	26%

Table WGS20: Occupationally-Oriented Activities for Undergraduate Students, by Institution's Carnegie Classification and Form of Control, Estimates for 2016–17 Academic Year

	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	75%	0%	63%	19%	33%	8%
Comprehensive	73%	3%	57%	43%	68%	11%
Primarily Research	53%	3%	46%	43%	45%	17%
By Form of Control						
Public	64%	6%	49%	47%	54%	15%
Private	66%	0%	60%	23%	41%	10%
All Institutions	65%	3%	54%	36%	48%	12%

* 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 WGS21: 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

	Very poor	Poor	Fair	Good	Very good	N/A
By Carnegie Classification						
Primarily Undergraduate	4%	0%	41%	30%	21%	4%
Comprehensive	7%	10%	48%	28%	7%	0%
Primarily Research	0%	3%	47%	34%	8%	8%
By Highest Degree Offered by Department						
Bachelor's	3%	5%	42%	33%	12%	5%
Master's & Doctorate	0%	0%	69%	23%	8%	0%
All Institutions	0%	7%	30%	49%	11%	3%

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 2007–08 academic 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 placed 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 E1, 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.

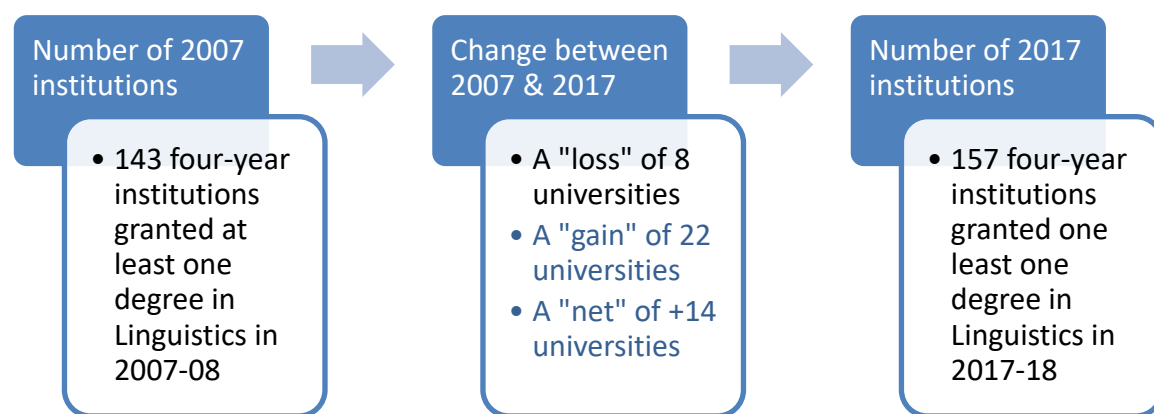
At the time of HDS 1 in 2007–08, IPEDS indicated that there were 143 four-year institutions awarding a bachelor's, master's, or doctoral degree in Linguistics. The original HDS 1 sample drawn in 2007–08 included 133 of those institutions. At the time of HDS 3 in 2017–18, IPEDS indicated that there were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

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	<input type="text"/>
Full-time non-tenure track faculty	<input type="text"/>
Part-time faculty	<input type="text"/>
Graduate students in your department (instructors of record)	<input type="text"/>

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

(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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Service to the department or institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public humanities (making the humanities and/or humanities scholarship accessible to the general public)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	No	Yes
Full-time tenured or tenure-track?	<input type="radio"/>	<input type="radio"/>
Full-time non-tenured or non-tenure-track?	<input type="radio"/>	<input type="radio"/>
Part-time?	<input type="radio"/>	<input type="radio"/>

Undergraduate Education

(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	<input type="text"/>
Full-time non-tenure track faculty	<input type="text"/>
Part-time faculty	<input type="text"/>
Graduate students in your department (instructors of record)	<input type="text"/>

Graduate Education

(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

(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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An internship in an employment setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Occupationally-oriented coursework or workshops (credit or non-credit)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An internship in an employment setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Occupationally-oriented coursework or workshops (credit or non-credit)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

(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)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
An internship in an employment setting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Occupationally-oriented coursework or workshops (credit or non-credit)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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.