



The 2007-08 Survey of Humanities Departments

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Introduction

The 2007-08 Survey of Humanities Departments examined the Departments or Programs granting degrees in:

- Art History (AH)
- English (EN)
- Foreign Languages (FL)
- History (H)
- History of Science (HoS)
- Linguistics (LN)
- MLA Combined English/Foreign Languages (MLAC)
- Religion (REL)

One of the first elements to be determined was the number of Departments or Programs¹ granting degrees in the fields included in the survey. Several criteria were used to ascertain whether specific departments and programs qualified for the study. Departments had to award degrees in one or more of the seven target fields, and the departments had to be housed in a four-year institution in the United States. The goal was to establish the number of degree-granting departments in each field. The taxonomy for several fields was broad which required further refinement of which departments to include and which to exclude. The project directors and steering committee decided that the survey should focus on scholarly fields. The Indicators Survey intentionally excluded variations of the target fields that were classified as applied.

Initially, membership databases provided a reasonably accurate and complete picture of the population of all degree-granting departments and programs in the target fields. However, several issues emerged: whether or not the information in each of the society's databases was current, accurate, and complete. Data from the US Department of Education was used to verify and supplement the membership files. More details are available in the Methodology section which begins on page 91.

After survey administration was underway, it became apparent that not every department that was initially thought to offer degrees in the field of interest actually did so. This information was used to calculate the best estimate for the number of departments (and programs) granting degrees in a particular field. These estimates and the best estimate for the total number of faculty members as of the Fall 2007 semester are shown in Table 1². Except where noted, the data presented in this report are population estimates based on the data provided by survey respondents. More details about the calculations are included in the Methodology section beginning on page 98.

¹ For the remainder of this report the term "Department" will be used to indicate both departments and programs awarding degrees in the disciplines included in this report. Not every degree-granting unit is a department; however, to make the report easier to read, all will be referred to as departments.

² These estimates were calculated from data supplied by the survey respondents. For more information about the estimation process and for clarification of the criteria used to determine the eligibility of departments, please see the Methodology section (which begins on page 91).

Table 1: Estimated Number of Departments Total Faculty Members³

Field	Estimated Number of Departments	Estimated Total Number of Faculty Members (Full- & Part-Time)	Average Number of Faculty Members
Art History	329	2,800	8.5
English	1,098	30,680	27.9
Foreign Languages	1,389	23,320	16.8
History	929	15,360	16.5
History of Science⁴	19	170	8.9
Linguistics	140	1,630	11.6
MLA Combined English / Foreign Languages	156	3,370	21.6
Religion	544	5,010	9.2

English and Foreign Languages are the largest in terms of the number of degree-granting programs and the number of faculty members employed. English and MLA Combined English & Foreign Language departments are the largest in terms of average number of faculty members per unit with each averaging more than twenty faculty. These figures could reflect a relatively large number of part-time (adjunct) faculty members hired to teach freshman-level courses.

The faculty members within each department (or associated with each program) may be hired into tenured, tenure-track, or non-tenure-track positions on a full-time or part-time basis. Tables 2 and 3 show the distribution of faculty members across the various types of employment; Table 3 also includes a breakdown by gender.

³ Totals given throughout this report are estimates of the population total.

⁴ The estimates for History of Science degree granting programs include only the 19 programs that had offered the largest number of graduate degrees from 2001 to 2005 according to NSF data. History of Science cannot be disaggregated from History of Technology in federal databases, so History of Science in this report encompasses 19 programs in History of Science and History of Technology.

Table 2: Faculty Distribution by Tenure Status

Field	Tenured Faculty	Tenure-Track Faculty (Not Yet Tenured)	Non-Tenure-Track, Full-Time	Non-Tenure-Track, Part-Time
Art History	52%	17%	7%	24%
English	38%	13%	18%	31%
Foreign Languages	39%	13%	22%	26%
History	55%	19%	8%	18%
History of Science	70%	18%	6%	6%
Linguistics	58%	17%	10%	15%
MLA Combined English / Foreign Languages	38%	17%	20%	25%
Religion	46%	18%	11%	25%

English, Foreign Language, and MLA Combined departments have the lowest proportion of tenured faculty. In fact, in English and Foreign Language departments, the proportion of tenured or tenure-track faculty is only slightly above one-half. In contrast, almost nine out of ten faculty members in History of Science are either tenured or in a tenure-track position; the same is true for about three-fourths of the faculty in History and Linguistics.

Table 3: Faculty Distribution by Employment Status and Gender

Field	Full-Time	Part-Time	Men	Women
Art History	74%	26%	39%	61%
English	66%	34%	45%	55%
Foreign Languages	72%	28%	40%	60%
History	78%	22%	65%	35%
History of Science	94%	6%	65%	35%
Linguistics	80%	20%	48%	52%
MLA Combined English / Foreign Languages	74%	26%	44%	56%
Religion	72%	28%	70%	30%

English is the only field in which less than 70% of the faculty members are employed full-time. This is not entirely surprising given the large service load English departments are often required to assume in most universities. In most fields, about three-fourths of the faculty members are

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employed full-time. About seven in ten Religion faculty members are male; Art History and Foreign Language departments and programs employ the largest proportion of females.

Parent institutions grant departments the authority to recruit new faculty and the authority to hire new faculty. However, not every recruiting opportunity comes to fruition as a new hire. Table 4 details faculty recruiting for tenured, tenure-track, or permanent positions for the 2008-09 academic year and hiring for positions that started in the 2007-08 academic year for most disciplines included in this report⁵. It is not clear why the number of faculty recruited exceeds the number of faculty hired in the previous year. It may be that departments are anticipating growth or budget increases, they are trying to fill positions they were unable to fill earlier, or that these trends vary dramatically from year to year.

Table 4: Tenured, Tenure Track, and Permanent Faculty Recruiting & Hiring Activities

	Art History	English	Foreign Languages	History	Linguistics	MLA Combined	Religion
Proportion of Departments with Hiring or Recruiting Activity 2007-08	38%	68%	56%	65%	46%	61%	48%
Number of Tenured, Tenure-Track or Permanent Faculty Members Recruited for 2008-09	155	900	770	660	50	140	290
Number of Tenured, Tenure-Track or Permanent Faculty Members Hired for 2007-08	130	920	1,260	620	65	140	340

The numbers presented in Table 4 reflect the year-to-year variations in hiring activities. When we compare either the number of faculty members recruited for 2008-09 or the number of faculty members hired for 2007-08, we see that the number represents roughly 5 to 7% of the full-time faculty in that discipline.

When we examine tenure decisions in departments whose parent institutions have a tenure system, there are three potential outcomes of the tenure process: faculty members are granted tenure, faculty members are denied tenure, or faculty members leave before coming up for tenure. The figures in Table 5 represent the average of two years' worth of data. Not every department has a tenure decision to make every year; as shown in Table 5 only about one-half to two-thirds of the departments or programs are engaged in tenure activities in any given year⁶. Not surprisingly, departments that tend to be larger on average are more likely to have tenure activities in a given year; the larger number of faculty members presents more possibilities for tenure activities. These data are not presented by Carnegie classification or by highest degree

⁵ Note that the hiring numbers represent the data for one year, while the recruiting numbers represent the data for a different year.

⁶ Tenure activities are defined as granting tenure, denying tenure, or having a tenure-track faculty member leave prior to the tenure decision being made. Typically, one-third to one-half of the departments (whose parent institutions have tenure) will have no tenure activity in a given year.

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because there can be significant variations year-to-year. Table 5 presents these data for most disciplines examined in this report. (These data should not be used to extrapolate a “success rate” for tenure applicants in a particular field. These are descriptive of what happened over this two-year period *only*.)

Table 5: Tenure Activity⁶ over a Two-Year Period

	Art History	English	Foreign Languages	History	Linguistics	MLA Combined	Religion
Proportion of Departments where Institution has Tenure System	98%	93%	98%	96%	98%	92%	90%
Proportion of Departments with Tenure Activity⁶ (during the 2-Year Period)	45%	63%	50%	66%	62%	57%	45%
Average Number of Faculty Granted Tenure Each Year	80	530	400	440	35	75	110
Average Number of Faculty Denied Tenure Each Year	10	60	75	10	1	20	10
Average Number of Faculty Leaving Prior to Tenure Decision Each Year	25	130	180	130	10	20	45

Common measures of faculty performance in tenure decisions include publications, teaching, and service. About 70% of the departments have formal policies specifying publications and other requirements required to earn tenure; there appears to be no difference in whether or not a department has a policy by discipline. For the departments which have such policies in place, there appears to be no difference in the importance of teaching or service by discipline; however, there does appear to be a difference regarding the importance of publications. When compared to other disciplines, Linguistics departments appear to place more importance on publications, while MLA Combined departments seem to place less importance on them. Table 6 presents the findings for each requirement overall, and Table 7 shows the results for publications by discipline.

Table 6: Considerations in Tenure Decisions

	Essential	Very Important	Important	Considered if Relevant	Not Important
Publications*	64%	17%	15%	4%	-
Teaching	78%	19%	3%	-	-
Service	25%	35%	36%	3%	1%

*The relative importance of Publications differs by discipline; see Table 7.

Table 7: Importance of Publications in Tenure Decisions

	Art History	English	Foreign Languages	History	Linguistics	MLA Combined	Religion
Essential	66%	52%	66%	67%	92%	32%	55%
Very Important	21%	19%	13%	18%	6%	20%	18%
Important	11%	24%	17%	14%	2%	28%	16%
Considered if Relevant	1%	5%	4%	1%	-	20%	11%
Not Important	1%	-	-	-	-	-	-

About 85% of the departments examined indicate that there is a maximum length of time a faculty member can be on a tenure track and not receive tenure. The most common length of time is 6 or 7 years. Table 8 shows the data by discipline; it is very consistent. In the three cases where the maximum is ten or more years, it is possible that the respondents are considering exceptional cases. Similarly, in the cases where the minimum is less than five years, it is also possible that the respondents are considering extreme circumstances.

Table 8: Maximum Number of Years Before Tenure Decision Required

	Art History	English	Foreign Languages	History	Linguistics	MLA Combined	Religion
Proportion with a Maximum Length	87%	90%	84%	87%	92%	71%	77%
25th Percentile	6	6	6	6	6	6	6
Median	6	6	6	6	6	6	6
75th Percentile	7	7	7	7	7	6.25	7
Minimum	4	3	5	5	5	5	4
Maximum	8	9	12	8	10	7	11

Hiring and tenure decisions represent the start of a tenure-track, tenured, or permanent faculty member’s participation in a department; departures, early retirements, retirements, and deaths mark the other end of the journey. Table 9 depicts typical losses per year. Overall, about one in two departments will experience a loss during a two-year period.

Table 9: Number of Tenured, Tenure-Track, or Permanent Faculty Members who Leave, Retire, or Die per Year (Average of Two Academic Years)

	Art History	English	Foreign Languages	History	Linguistics	MLA Combined	Religion
Number who Leave, Retire or Die	75	640	545	430	45	80	145
Number who Retire	35	395	310	260	25	40	70
Proportion of Departments with Departure, Retirement, or Death in a Two-Year Period	33%	68%	53%	55%	51%	70%	46%

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According to respondents (question 33 on the paper form), about 18% of the departments offered early or phased retirement to tenured or permanent full-time faculty or instructional staff members over a two-year period. In most cases, the offer was made to one or two people.

As shown earlier in Table 6, teaching is rated as an essential consideration in the tenure decision by more than three-fourths of all departments. Table 8 shows who is teaching upper-division, undergraduate courses; the same data for graduate courses is presented in Table 9. In some cases, the totals add up to more than 100%; it is possible that multiple faculty members are teaching the same section. In other cases, the total may not reach 100%; in those instances, it is possible that there are instructors who do not fall into one of the classifications shown.

Table 10: Instructors of Record for Upper Division, Undergraduate Courses

	Art History	English	Foreign Languages	History	Linguistics	MLA Combined	Religion
Full-Time, Tenured or Tenure-Track	74%	79%	63%	82%	75%	90%	66%
Full-Time, Non-Tenure- Track	9%	13%	20%	7%	12%	14%	18%
Part-Time Faculty	14%	7%	8%	8%	10%	6%	14%
Graduate Students	*	2%	5%	*	8%	*	*
Other	2%	-	4%	2%	-	-	*
Average Number of Sections, Fall 2007 Term	5.9	16.6	12.7	13.0	6.6	13.6	7.7

Table 11: Instructors of Record for Graduate Courses

	Art History	English	Foreign Languages	History	Linguistics	MLA Combined	Religion
Full-Time, Tenured or Tenure-Track	75%	90%	79%	95%	93%	74%	72%
Full-Time, Non-Tenure- Track	14%	5%	11%	3%	6%	16%	18%
Part-Time Faculty	13%	7%	5%	3%	4%	8%	14%
Other	-	-	5%	-	-	2%	-
Average Number of Sections, Fall 2007 Term	6.4	8.9	5.0	6.8	7.5	3.2	5.4

We are unable to provide tables similar to Tables 10 and 11 for general education and lower-level courses because the questions on the survey resulted in unreliable data. In many cases, respondents gave exactly the same answers for general education and lower-level courses. In other cases, the sum of the sections taught by the various types of instructors listed far exceeds the total number of sections. More details about the problems with these questions are available on page 103.

Finally, we examine students in each discipline. Table 12 shows the number of students having declared a minor or major in each discipline, the number of bachelor degrees completed, the

number of graduate students, and the number of students participating in interdisciplinary programs that include each discipline⁷.

Table 12: Undergraduate Students with a Major or Minor or Completing Bachelors Degrees, Interdisciplinary Programs and Graduate Students

	Art History	English	Foreign Languages	History	Linguistics	MLA Combined	Religion
Students Completing a Minor, 2006-07	4,030	27,710	51,670	20,930	990	2,240	4,480
Average per Department	12.2	25.2	37.2	22.5	7.1	14.4	8.2
Juniors & Seniors with Declared Major, Fall 2007	13,070	126,930	75,570	107,350	4,610	9,360	13,820
Average per Department	39.7	115.6	54.4	115.6	32.9	60.0	25.4
Bachelors Degrees Completed, 2006-07	5,400	54,690	28,710	38,700	1,720	2,980	5,160
Average per Department	16.4	49.8	20.7	41.7	12.3	19.1	9.5
Graduate Students, Fall 2007 Term	3,920	31,610	17,980	20,060	3,960	1,240	5,400
Average per Department	11.9	28.8	12.9	21.6	28.3	7.9	9.9
Estimated Number of Departments Participating in Interdisciplinary Programs	252 (77%)	891 (81%)	1,031 (74%)	761 (82%)	86 (61%)	731 (53%)	406 (75%)
Total Number of Students Participating in Interdisciplinary Programs⁸	15,070	119,100	71,300	73,780	1,720	52,130	28,640
Average per Department (participating departments only)	59.8	133.7	69.2	97.0	20.0	71.3	70.5

Foreign Languages appears to have the largest number of students completing minors, both in absolute numbers and per department average; History and English also have a relatively high number of minors. English and History departments have the largest number of students declaring a major and completing bachelors degrees. Linguistics and English have the largest number of graduate students per department; English departments total the largest number of graduate students overall. It is interesting that the number of students participating in interdisciplinary programs is roughly equivalent to the number of majors in Art History, English, and History departments; while it is much less in Linguistics, and much more in MLA Combined and Religion departments.

Graduate students may be the instructor of record for courses or lead discussion sections or grade papers for instructors. Table 13 provides an overview of graduate student teaching assistant (GTA) roles in each discipline. English and Foreign Language departments have more GTAs as

⁷ The ways in which minors, majors, bachelors degrees, graduate students, and interdisciplinary students were defined are included in the definitions section.

⁸ Some of these students could be counted multiple times if they are participating in programs that cross multiple departments.

instructors of record, and History departments have the largest number of GTAs leading discussion sections or grading papers.

Table 13: Graduate Student Teaching Assistants

	Art History	English	Foreign Languages	History	Linguistics	MLA Combined	Religion
Number of GTAs as Instructor of Record	190	8,020	9,560	1,090	380	110	210
Average per Department	0.6	7.3	6.9	1.2	2.7	0.7	0.4
Number of GTAs Leading Discussion Sections / Grading Papers, Fall 2007	950	1,610	1,210	3,770	610	230	840
Average per Department	2.9	1.5	0.9	4.1	4.4	1.5	1.5

Departments were asked about programs to assess overall undergraduate student learning. Table 14 shows the results. About two-thirds of the departments responding are using some method to assess overall undergraduate student learning. Over 40% of the Linguistics and Religion departments responding to this question reported having no assessment in place; three-fourths of the English and Foreign Languages departments were using formal methods to assess overall undergraduate learning.

Table 14: Assessment of Overall Undergraduate Student Learning by Discipline

	Art History	English	Foreign Languages	History	Linguistics	MLA Combined	Religion
A portfolio OR a standardized test	16%	31%	26%	28%	10%	36%	19%
A portfolio AND a standardized test	36%	28%	35%	24%	41%	23%	25%
Other	16%	16%	13%	11%	5%	13%	14%
None	32%	25%	26%	37%	44%	28%	42%

When asked whether or not their department was planning for assessment of undergraduate student learning, one-fourth of the respondents did not answer. Overall, about three-fourths of the departments responded affirmatively to the question. The results in Table 15 are based on those departments that indicated that they had an assessment.

Table 15: Planning for Assessment of Undergraduate Student Learning

	Art History	English	Foreign Languages	History	Linguistics	MLA Combined	Religion
Yes	72%	85%	79%	71%	51%	93%	77%
No	18%	13%	16%	24%	41%	0%	19%
Don't Know	11%	2%	5%	6%	8%	7%	4%
Number of Departments Responding	137	94	118	123	76	29	102

Less than one-third of the respondents reported that their department offered special first-year programs for undergraduates. These results are given, by discipline, in Table 16.

Table 16: Departments Offering Special First-Year Programs for Undergraduates

	Art History	English	Foreign Languages	History	Linguistics	MLA Combined	Religion
Yes	34%	37%	30%	29%	17%	33%	23%
No	66%	63%	70%	71%	83%	68%	77%
Number of Departments Responding	165	138	151	168	81	40	126

About two-thirds of the departments responding require a senior thesis or capstone course for majors. Linguistics and Foreign Language departments are less likely to have this requirement. These data are shown in Table 17.

Table 17: Departments Requiring a Senior Thesis or Capstone Course for Majors

	Art History	English	Foreign Languages	History	Linguistics	MLA Combined	Religion
Yes	73%	74%	48%	79%	38%	79%	70%
No	27%	26%	52%	21%	62%	21%	30%
Number of Departments Responding	166	139	157	169	82	39	125

Almost 90% of the departments reported that courses taught by their department are part of the core distribution requirements for undergraduate students at their institution. The results are presented by discipline in Table 18.

Table 18: Departments Teaching Courses That Are Part of the Core Distribution Requirements for Undergraduate Students

	Art History	English	Foreign Languages	History	Linguistics	MLA Combined	Religion
Yes	89%	92%	84%	91%	73%	95%	88%
No	11%	8%	16%	9%	28%	5%	12%
Number of Departments Responding	166	139	159	166	80	39	126

Over two-thirds of the respondents either indicated that the question regarding financial support for students enrolled in terminal masters programs was not applicable (62%) or did not answer the question at all (6%). Over three-fourths of the respondents indicated that the question regarding financial support for students enrolled in doctoral programs was not applicable (72%) or did not answer (5%). The results for the departments that did respond are shown in Table 19.

Table 19: Proportion of Graduate Students Offered Financial Support

	Students enrolled in Terminal Masters Programs	Students Enrolled in Doctoral Programs
All of the students were offered financial support	14%	39%
More than half of the students were offered financial support	27%	40%
Half of the students were offered financial support	5%	5%
Less than half of the students were offered financial support	35%	11%
None of the students were offered financial support	19%	5%
Number of Departments Responding	303	218

The next section includes some definitions of terms used throughout the report. The remainder of the report is presented by Field. Where possible, we provide estimates of the total number of faculty and students, recruiting and hiring activities, and tenure decisions. Estimates are presented for the entire field and for subgroups identified by the parent institution's Carnegie classification and the highest degree granted by the department or program where possible. The order of the tables is the same for each field, and the field is indicated by the one- to three-letter abbreviation as shown on page 1. Thus, a reader wishing to compare across fields needs to look only for the corresponding table in each field of interest.

Definitions

Awarding Degrees in ...

Only departments (and programs) that award a degree in the specified discipline are included in this report.

Bachelors Degrees Awarded in a Discipline

Respondents were asked to report the number of “bachelors degrees [which] were completed in your program or department during the 2006-07 academic year.”

Departments

Throughout this document the term *departments* includes departments and programs offering degrees in the area indicated. 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 instructions for the survey instrument directed the respondent to “please answer for xxx” where xxx was the degree-granting unit of interest. The only restriction placed upon participants was that they offered a degree in the discipline of interest.

Graduate Students in a Discipline

Respondents were asked to report the number of graduate students the department or program had during the fall 2007 term.

Interdisciplinary Programs

Respondents were asked to report the number of students participating in interdisciplinary programs during the 2006-07 academic year.

Major in a Discipline

Respondents were asked to report the number of “juniors and seniors [which] have declared a major in your program or department as of the beginning of the fall 2007 term.”

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Minor in a Discipline

Respondents were asked to report the number of “students [which have] completed a minor in your program or department during the 2006-07 academic year.”

Programs

Throughout this document the term “departments” includes departments and programs offering degrees in the area indicated. 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 instructions for the survey instrument directed the respondent to “please answer for xxx” where xxx was the degree-granting unit of interest. The only restriction placed upon participants was that they offered a degree in the discipline of interest.

Upper Division Courses

Upper division courses are “primarily intended for juniors and seniors.”

Art History

In this section, we will provide an overview of Art History departments. First we will examine the total number of faculty and students. Then we will examine faculty hiring and recruiting and tenure decisions.

The 329 departments that award a degree in Art History employ about 2,830 faculty members as shown in Table AH1. The smallest departments are those housed at parent institutions classified as primarily bachelors-granting. Departments that offer a doctorate as the highest degree are, on average, about 2.5 times larger than those granting a bachelors as the highest degree. Even though less than three departments in ten are housed in primarily bachelors-granting institutions, about six departments in ten offer a bachelors as the highest degree.

Table AH1: Faculty Members by Carnegie Classification and Highest Degree Offered⁹

Carnegie Classification	Average Number of Faculty Members	Number of Departments	Total Number of Faculty Members
Baccalaureate College	5.1	95	490
Masters University	6.3	88	560
Doctoral University	12.0	146	1,750
Highest Degree Offered	Average Number of Faculty Members	Number of Departments	Total Number of Faculty Members
Bachelors	6.0	205	1,240
Masters	7.8	51	400
Doctorate	15.9	73	1,160
Total	8.5	329	2,800

Table AH2 provides information about the distribution of faculty members by tenure status, and Table AH3 presents a view of employment status and the number of faculty members who are men and women. Overall, about 60% of the faculty members in departments that offer degrees in Art History are women, about three-fourths are employed in a full-time position, and 70% are either tenured or in a tenure-track position.

⁹ Totals given throughout this report are estimates of the population total.

Table AH2: Faculty Members by Tenure Status

Carnegie Classification	Tenured	Tenure-Track	Full-Time, Non-Tenure-Track	Part Time, Non-Tenure-Track
Baccalaureate College	270	90	40	90
Masters University	200	80	50	230
Doctoral University	1,000	310	100	340
Highest Degree Offered	Tenured	Tenure-Track	Full-Time, Non-Tenure-Track	Part-Time, Non-Tenure-Track
Bachelors	560	190	90	400
Masters	180	90	40	90
Doctorate	730	200	60	170
Total	1,470	480	190	660

Table AH3: Faculty Members by Employment Status & Gender

Carnegie Classification	Full-Time	Part-Time	Men	Women
Baccalaureate College	370	120	200	290
Masters University	320	240	170	390
Doctoral University	1,380	370	720	1,030
Highest Degree Offered	Full-Time	Part-Time	Men	Women
Bachelors	800	440	420	820
Masters	320	100	150	250
Doctorate	970	190	520	640
Total	2,070	730	1,090	1,710

Table AH4 depicts the distribution of departments based upon both the Carnegie classification of the parent institution and the highest degree offered. In about half of the cases, the highest degree awarded is consistent with the Carnegie classification for the institution; in many cases, the highest degree awarded is lower than the Carnegie classification. There are only eight programs (or about 2% of the total number of programs) where the highest degree offered exceeds the Carnegie classification of the parent institution.

Table AH4: Estimated Number of Departments by Carnegie Classification and Highest Degree Awarded

Carnegie Classification	Highest Degree Offered			Total
	Bachelors	Masters	Doctorate	
Baccalaureate College	87	4	4	95
Masters University	80	8	-	88
Doctoral University	38	39	69	146
Total	205	51	73	329

Students are the lifeblood of any program; without students, it would difficult to justify a department. Certainly some of the courses in Art History are offered to non-majors, but the number of majors is an important indicator of the vitality of the department. Table AH5 presents the number of bachelors degrees completed in 2006-07 and Table AH6 shows the number of juniors and seniors who had declared a major as of the beginning of the Fall 2007 term. It appears that the number of students pursuing an undergraduate major in departments that award a doctorate is quite large. A cautionary comment is warranted: a number of the departments that award a degree in Art History also award degrees in other sub-disciplines. We cannot be certain that the degree and student data provided by respondents were for Art History only.

Table AH5: Bachelors Degrees Completed in Art History in the 2006-07 Academic Year

Carnegie Classification	Average Number of Bachelors Degrees Awarded	Number of Departments	Total Number of Bachelors Degrees Awarded
Baccalaureate College	8.7	95	830
Masters University	10.6	88	930
Doctoral University	24.9	146	3,640
Highest Degree Offered	Average Number of Bachelors Degrees Awarded	Number of Departments	Total Number of Bachelors Degrees Awarded
Bachelors	8.8	205	1,800
Masters	14.9	51	760
Doctorate	38.9	73	2,640
Total	16.4	329	5,400

Table AH6: Number of Juniors and Seniors with Declared Major in Art History as of the Beginning of the Fall 2007 Term

Carnegie Classification	Average Number of Juniors & Seniors with Declared Major	Number of Departments	Total Number of Juniors & Seniors with Declared Major
Baccalaureate College	16.6	95	1,580
Masters University	26.7	88	2,350
Doctoral University	62.6	146	9,140
Highest Degree Offered	Average Number of Juniors & Seniors with Declared Major	Number of Departments	Total Number of Juniors & Seniors with Declared Major
Bachelors	19.9	205	4,070
Masters	38.4	51	1,960
Doctorate	96.4	73	7,040
Total	39.7	329	13,070

Some of these juniors and seniors will change majors prior to completing a degree and others will not complete a degree at all. However, considering the data presented in Tables AH5 and AH6, it appears that the number of students completing bachelor's degrees in departments and programs that offer a degree in Art History will remain stable or show a slight increase for the next two years. Table AH7 shows the number of students completing a minor in Art History during the 2006-07 Academic Year. Departments which offer a doctorate average almost thirty students minoring in Art History.

Table AH7: Number of Students Completing a Minor in Art History during the 2006-07 Academic Year

Carnegie Classification	Average Number of Students Completing a Minor	Number of Departments	Total Number of Students Completing a Minor
Baccalaureate College	4.6	95	440
Masters University	10.5	88	920
Doctoral University	18.3	146	2,670
Highest Degree Offered	Average Number of Students Completing a Minor	Number of Departments	Total Number of Students Completing a Minor
Bachelors	8.1	205	1,670
Masters	7.3	51	370
Doctorate	27.3	73	1,990
Total	12.2	329	4,030

We also asked respondents about the number of graduate students in their department or program. Table AH8 provides a summary of their answers. Since the term "graduate student"

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was not defined in the questionnaire, it is possible that these numbers include undergraduates enrolled in dual-degree programs, post-baccalaureate students who are not necessarily seeking a degree, and students working toward a masters or doctorate. It is surprising that there are graduate students in departments or programs with a bachelors degree as the highest degree awarded. In addition to dual-degree programs and non-degree seeking students who have already earned a bachelors, it is possible that a few of these students are completing programs that have since been eliminated. It is also possible that the department offers a graduate course to support students in graduate programs outside the department. Departments that award bachelors degrees only in Art History may offer graduate degrees in other sub-disciplines.

Table AH8: Number of Graduate Students During the Fall 2007 Term

Carnegie Classification	Average Number of Graduate Students	Number of Departments	Total Number of Graduate Students
Baccalaureate College	0.4	95	80
Masters University	12.4	88	630
Doctoral University	44.0	146	3,210
Highest Degree Offered	Average Number of Graduate Students	Number of Departments	Total Number of Graduate Students
Bachelors	1.1	205	80
Masters	1.6	51	600
Doctorate	25.2	73	3,090
Total	11.9	329	3,920

Tables AH9, AH10, and AH11 present data about who is teaching upper division undergraduate classes, graduate classes, and graduate-level independent study in Art History departments. The data are presented by Carnegie classification and the highest degree the department offers. The total number of upper division sections does not necessarily equal the sum of the sections taught by various faculty members. If the total of the sections taught by various faculty members exceeds the total number of sections offered, it is possible that more than one faculty member taught the same section; if the total is less, then it is possible that the other courses were taught by instructors not falling into one of the faculty classifications included on the survey form.

Table AH9: Upper Division Course Sections in Art History Departments, Fall 2007

By Carnegie Classification				
	Baccalaureate College	Masters University	Doctoral University	Total
Total Number of Upper Division Sections	920	330	670	1,920
Taught by Full-time, Tenured or Tenure Track Faculty	710	220	500	1,430
Taught by Full-time, Non-Tenure Track Faculty	80	50	50	180
Taught by Part-time Faculty	150	40	80	270
Taught by Graduate Students	-	-	20	20
Number of Students Enrolled	17,320	8,320	21,880	47,520
Average Students per Section	18.8	25.2	32.7	24.8
By Highest Degree Offered				
	Bachelors	Masters	Doctorate	Total
Total Number of Upper Division Sections	400	460	1,060	1,920
Taught by Full-time, Tenured or Tenure Track Faculty	310	350	770	1,430
Taught by Full-time, Non-Tenure Track Faculty	50	50	80	180
Taught by Part-time Faculty	50	60	160	270
Taught by Graduate Students	-	-	20	20
Number of Students Enrolled	6,820	8,970	31,730	47,520
Average Students per Section	17.1	19.5	29.9	24.8

About three-fourths upper division courses in Art History are taught by tenured or tenure-track, full-time faculty members, and about 10% of these courses are staffed by full-time, non-tenure-track faculty members. One in seven upper division courses is taught by a part-time faculty member, and only departments which offer a doctorate have graduate students teaching upper division courses. Two-thirds of all students enrolled in upper division courses in Art History are in departments that grant a doctorate in Art History; only 14% are in departments that offer a bachelors degree as the highest degree in Art History.

Table AH10: Graduate Level Course Sections in Art History Departments, Fall 2007

By Carnegie Classification				
	Baccalaureate College	Masters University	Doctoral University	Total
Total Number of Graduate Level Sections	730	340	1,040	2,110
Taught by Full-time, Tenured or Tenure Track Faculty	540	250	790	1,580
Taught by Full-time, Non- Tenure Track Faculty	130	80	90	300
Taught by Part-time Faculty	130	30	120	280
Number of Students Enrolled	1,970	1,780	11,270	15,020
Average Students per Section	2.7	5.2	10.8	7.1
By Highest Degree Offered				
	Bachelors	Masters	Doctorate	Total
Total Number of Graduate Level Sections	320	440	1,350	2,110
Taught by Full-time, Tenured or Tenure Track Faculty	230	330	1,020	1,580
Taught by Full-time, Non- Tenure Track Faculty	-	110	190	300
Taught by Part-time Faculty	110	30	140	280
Number of Students Enrolled	1,120	4,910	8,990	15,020
Average Students per Section	3.5	11.2	6.7	7.1

Over three-fourths of the instructors for graduate courses are tenured or tenure-track, full-time faculty members, and about 12% of these courses are staffed by full-time, non-tenure-track faculty members. Finally, the remaining graduate courses (approximately 12%) are taught by part-time faculty members; this is the highest proportion among the disciplines examined in this study.

Table AH11: Graduate Level Independent Study in Art History Departments, Fall 2007

By Carnegie Classification				
	Baccalaureate College	Masters University	Doctoral University	Total
Total Number of Students Enrolled in Graduate Level Independent Study	190	100	2,930	3,220
Taught by Full-time, Tenured or Tenure Track Faculty	110	90	2,770	2,970
Taught by Full-time, Non- Tenure Track Faculty	100	20	60	180
Taught by Part-time Faculty	-	-	80	80
Average Number of Students per Department	2.0	1.1	20.1	9.8
By Highest Degree Offered				
	Bachelors	Masters	Doctorate	Total
Total Number of Students Enrolled in Graduate Level Independent Study	150	440	2,630	3,220
Taught by Full-time, Tenured or Tenure Track Faculty	120	330	2,520	2,970
Taught by Full-time, Non- Tenure Track Faculty	90	50	40	180
Taught by Part-time Faculty	-	50	30	80
Average Number of Students per Department	0.7	8.6	36.0	9.8

Virtually all of the students enrolled in graduate-level independent study are in departments that offer a masters or doctorate in Art History. The students enrolled in graduate level independent study in departments which offer a bachelors degree as their highest degree could be completing requirements established when the department offered a graduate degree or could be seeking a graduate degree outside the department. This accounts for less than 5% of the more than 3,000 students enrolled in graduate level independent study in Art History departments. Again, a cautionary note is warranted: a number of the departments that award a degree in Art History also award degrees in other sub-disciplines. We cannot be certain that the degree and student data provided by respondents were for Art History only.

Some data on recruiting, hiring and tenure has already been presented for all disciplines included in this report. (See pages 4 and 5.) We will now focus on recruiting, hiring, and tenure of faculty members for programs and departments that offer degrees in Art History.

In summary, departments or programs that award degrees in Art History employ about 2,070 faculty members in full-time positions and 730 faculty members in part-time positions. There are approximately 1,470 tenured faculty members and 480 tenure-track faculty members. As summarized in Table AH12, Art History departments and programs recruited about 155 tenured, tenure-track, or permanent faculty members for 2008-09 and had hired about 130 for 2007-08. This represents about 7% of the full-time faculty workforce. The 80 faculty members who were

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granted tenure comprise about one-sixth of the tenure-track faculty corps. An additional 7% of those in tenure-track positions were either denied tenure or left before the tenure decision was made.

Table AH12: Faculty Tenure Decisions and Recruiting

Faculty Status	Number	Relative to ...
Tenured Faculty Members	1,470	52% of total faculty members
Tenure-Track Faculty Members (not yet tenured)	480	17% of total faculty members
Tenure-Track Faculty Members Granted Tenure	80 per year	17% of tenure-track, not yet tenured faculty
Faculty Members Denied Tenure or Leaving Prior to Tenure Decision	35 per year	7% of tenure-track, not yet tenured faculty
Tenured, Tenure-Track and Permanent Faculty Members Recruited for 2008-09	155	7% of full-time faculty
Tenured, Tenure-Track and Permanent Faculty Members Hired for 2007-08	130	6% of full-time faculty

English

In this section, we will provide an overview of English departments. First we will examine the total number of faculty and students. Then we will examine faculty hiring and recruiting and tenure decisions.

The 1,098 departments that award a degree in English employ about 30,680 faculty members as shown in Table EN1. The smallest departments are those housed at parent institutions classified as primarily bachelors-granting. Departments that offer a doctorate as the highest degree are, on average, about four times larger than those granting a bachelors as the highest degree. Even though about four departments in ten are housed in primarily bachelors-granting institutions, about seven departments in ten offer a bachelors as the highest degree.

Table EN1: Faculty Members by Carnegie Classification and Highest Degree Offered¹⁰

Carnegie Classification	Average Number of Faculty Members	Number of Departments	Total Number of Faculty Members
Baccalaureate College	11.9	414	4,910
Masters University	26.5	452	11,970
Doctoral University	59.5	232	13,800
Highest Degree Offered	Average Number of Faculty Members	Number of Departments	Total Number of Faculty Members
Bachelors	15.1	688	10,400
Masters	42.0	259	10,880
Doctorate	62.2	151	9,400
Total	27.9	1,098	30,680

Table EN2 provides information about the distribution of faculty members by tenure status, and Table EN3 presents a view of employment status and the number of faculty members who are men and women. Overall, about 55% of the faculty members in departments that offer degrees in English are women, about two-thirds are employed in a full-time position, and 51% are either tenured or in a tenure-track position.

¹⁰ Totals given throughout this report are estimates of the population total.

Table EN2: Faculty Members by Tenure Status

Carnegie Classification	Tenured	Tenure-Track	Full-Time, Non-Tenure-Track	Part Time, Non-Tenure-Track
Baccalaureate College	2,040	820	720	1,330
Masters University	4,490	1,450	1,800	4,230
Doctoral University	5,170	1,640	2,890	4,100
Highest Degree Offered	Tenured	Tenure-Track	Full-Time, Non-Tenure-Track	Part-Time, Non-Tenure-Track
Bachelors	3,870	1,480	1,620	3,430
Masters	4,020	1,330	1,720	3,810
Doctorate	3,810	1,100	2,070	2,420
Total	11,700	3,910	5,410	9,660

Table EN3: Faculty Members by Employment Status & Gender

Carnegie Classification	Full-Time	Part-Time	Men	Women
Baccalaureate College	3,510	1,400	2,230	2,680
Masters University	7,320	4,650	5,290	6,680
Doctoral University	9,570	4,230	6,430	7,370
Highest Degree Offered	Full-Time	Part-Time	Men	Women
Bachelors	6,760	3,640	4,650	5,750
Masters	6,740	4,140	4,750	6,130
Doctorate	6,890	2,510	4,550	4,850
Total	20,390	10,290	13,950	16,730

Table EN4 depicts the distribution of departments based upon both the Carnegie classification of the parent institution and the highest degree offered. In about two-thirds of the cases, the highest degree awarded is consistent with the Carnegie Classification, and the highest degree awarded in most of the remaining departments is lower than the Carnegie Classification of the parent institution. There are only seventeen departments (or less than 2% of the total number of departments) where the highest degree offered exceeds the Carnegie Classification of the parent institution.

Table EN4: Estimated Number of Departments by Carnegie Classification and Highest Degree Awarded

Carnegie Classification	Highest Degree Offered			Total
	Bachelors	Masters	Doctorate	
Baccalaureate College	397	9	8	414
Masters University	260	192	-	452
Doctoral University	31	58	143	232
Total	688	259	151	1,098

Students are the lifeblood of any program; without students, it would difficult to justify a department. Certainly some of the courses in English are offered to non-majors, but the number of majors is an important indicator of the vitality of the department. Table EN5 presents the number of bachelors degrees completed in 2006-07 and Table EN6 shows the number of juniors and seniors who had declared a major as of the beginning of the Fall 2007 term. It appears that the number of students pursuing an undergraduate major in departments that award a doctorate is quite large.

Table EN5: Bachelors Degrees Completed in English in the 2006-07 Academic Year

Carnegie Classification	Average Number of Bachelors Degrees Awarded	Number of Departments	Total Number of Bachelors Degrees Awarded
Baccalaureate College	19.8	414	8,190
Masters University	43.5	452	19,660
Doctoral University	115.7	232	26,840
Highest Degree Offered	Average Number of Bachelors Degrees Awarded	Number of Departments	Total Number of Bachelors Degrees Awarded
Bachelors	21.9	688	15,070
Masters	76.4	259	19,790
Doctorate	131.3	151	19,830
Total	49.8	1,098	54,960

Table EN6: Number of Juniors and Seniors with Declared Major in English as of the Beginning of the Fall 2007 Term

Carnegie Classification	Average Number of Juniors & Seniors with Declared Major	Number of Departments	Total Number of Juniors & Seniors with Declared Major
Baccalaureate College	42.2	414	17,470
Masters University	92.6	452	41,860
Doctoral University	291.4	232	67,600
Highest Degree Offered	Average Number of Juniors & Seniors with Declared Major	Number of Departments	Total Number of Juniors & Seniors with Declared Major
Bachelors	49.0	688	33,700
Masters	147.9	259	38,310
Doctorate	363.7	151	54,920
Total	115.6	1,098	126,930

Some of these juniors and seniors will change majors prior to completing a degree and others will not complete a degree at all. However, considering the data presented in Tables EN5 and EN6, it appears that the number of students completing bachelor's degrees in departments that offer a degree in English will remain stable or show a slight increase for the next two years. Table EN7 shows the number of students completing a minor in English during the 2006-07 Academic Year. Departments which offer a doctorate average over one hundred students minoring in English.

Table EN7: Number of Students Completing a Minor in English during the 2006-07 Academic Year

Carnegie Classification	Average Number of Students Completing a Minor	Number of Departments	Total Number of Students Completing a Minor
Baccalaureate College	5.5	414	2,260
Masters University	14.4	452	6,520
Doctoral University	81.6	232	18,930
Highest Degree Offered	Average Number of Students Completing a Minor	Number of Departments	Total Number of Students Completing a Minor
Bachelors	8.2	688	5,670
Masters	26.2	259	6,790
Doctorate	101.0	151	15,250
Total	25.2	1,098	27,710

We also asked respondents about the number of graduate students in their department or program. Table EN8 provides a summary of their answers. Since the term “graduate student” was not defined in the questionnaire, it is possible that these numbers include undergraduates enrolled in dual-degree programs, post-baccalaureate students who are not necessarily seeking a degree, and students working toward a masters or doctorate. It is surprising that there are graduate students in departments or programs with a bachelors degree as the highest degree awarded. In addition to dual-degree programs and non-degree seeking students who have already earned a bachelors, it is possible that a few of these students are completing programs that have since been eliminated. Furthermore, it is possible that departments which award a bachelors degree as the highest degree offer graduate courses that support graduate programs in other departments.

Table EN8: Number of Graduate Students During the Fall 2007 Term

Carnegie Classification	Average Number of Graduate Students	Number of Departments	Total Number of Graduate Students
Baccalaureate College	0.1	414	40
Masters University	25.0	452	11,310
Doctoral University	87.3	232	20,260
Highest Degree Offered	Average Number of Graduate Students	Number of Departments	Total Number of Graduate Students
Bachelors	1.3	688	920
Masters	62.2	259	16,100
Doctorate	96.6	151	14,590
Total	28.8	1,098	31,610

Tables EN9, EN10, and EN11 present data about who is teaching upper division undergraduate classes, graduate classes, and graduate-level independent study in English departments. The data are presented by Carnegie classification and the highest degree the department offers. The total number of upper division sections does not necessarily equal the sum of the sections taught by various faculty members. If the total of the sections taught by various faculty members exceeds the total number of sections offered, it is possible that more than one faculty member taught the same section; if the total is less, then it is possible that the other courses were taught by instructors not falling into one of the faculty classifications included on the survey form.

Table EN9: Upper Division Course Sections in English Departments, Fall 2007

By Carnegie Classification				
	Baccalaureate College	Masters University	Doctoral University	Total
Total Number of Upper Division Sections	3,450	7,480	7,250	18,180
Taught by Full-time, Tenured or Tenure Track Faculty	2,700	6,300	5,300	14,300
Taught by Full-time, Non-Tenure Track Faculty	590	700	1,100	2,390
Taught by Part-time Faculty	150	530	560	1,240
Taught by Graduate Students	-	-	400	400
Number of Students Enrolled	49,270	131,630	170,180	351,080
Average Students per Section	14.3	17.6	23.5	19.3
By Highest Degree Offered				
	Bachelors	Masters	Doctorate	Total
Total Number of Upper Division Sections	7,170	6,160	4,850	18,180
Taught by Full-time, Tenured or Tenure Track Faculty	5,500	5,270	3,530	14,300
Taught by Full-time, Non-Tenure Track Faculty	1,080	530	780	2,390
Taught by Part-time Faculty	600	330	310	1,240
Taught by Graduate Students	-	40	360	400
Number of Students Enrolled	116,750	115,470	118,860	351,080
Average Students per Section	16.3	18.7	24.5	19.3

Almost eighty percent of the upper division courses in English are taught by tenured or tenure-track, full-time faculty members, and about 13% of these courses are staffed by full-time, non-tenure-track faculty members. One in fourteen upper division courses is taught by a part-time faculty member, and only departments which offer a doctorate have graduate students teaching upper division courses. The number of students enrolled in upper division courses in English is fairly consistent regardless of the highest degree the department awards.

Table EN10: Graduate Level Course Sections in English Departments, Fall 2007

By Carnegie Classification				
	Baccalaureate College	Masters University	Doctoral University	Total
Total Number of Graduate Level Sections	1,110	5,420	3,300	9,830
Taught by Full-time, Tenured or Tenure Track Faculty	1,110	4,680	3,090	8,880
Taught by Full-time, Non- Tenure Track Faculty	-	360	130	490
Taught by Part-time Faculty	-	590	70	660
Number of Students Enrolled	6,210	37,920	32,890	77,020
Average Students per Section	5.6	7.0	10.0	7.8
By Highest Degree Offered				
	Bachelors	Masters	Doctorate	Total
Total Number of Graduate Level Sections	1,400	6,200	2,230	9,830
Taught by Full-time, Tenured or Tenure Track Faculty	1,380	5,410	2,090	8,880
Taught by Full-time, Non- Tenure Track Faculty	-	390	100	490
Taught by Part-time Faculty	220	400	40	660
Number of Students Enrolled	6,950	46,940	23,130	77,020
Average Students per Section	5.0	7.6	10.4	7.8

About ninety percent of the graduate courses in English departments are taught by tenured or tenure-track, full-time faculty members, and about 5% of these courses are staffed by full-time, non-tenure-track faculty members.

Table EN11: Graduate Level Independent Study in English Departments, Fall 2007

By Carnegie Classification				
	Baccalaureate College	Masters University	Doctoral University	Total
Total Number of Students Enrolled in Graduate Level Independent Study	580	3,300	4,260	8,140
Taught by Full-time, Tenured or Tenure Track Faculty	330	2,660	4,290	7,280
Taught by Full-time, Non- Tenure Track Faculty	-	-	35	35
Taught by Part-time Faculty	-	170	50	220
Average Number of Students per Department	1.4	7.3	18.4	7.4
By Highest Degree Offered				
	Bachelors	Masters	Doctorate	Total
Total Number of Students Enrolled in Graduate Level Independent Study	190	4,270	3,680	8,140
Taught by Full-time, Tenured or Tenure Track Faculty	200	3,230	3,850	7,280
Taught by Full-time, Non- Tenure Track Faculty	-	15	20	35
Taught by Part-time Faculty	-	170	50	220
Average Number of Students per Department	0.3	16.5	24.4	7.4

Almost all of the students enrolled in graduate level independent study are in departments that offer a masters or doctorate in English. The students enrolled in graduate level independent study in departments which offer a bachelors degree as their highest degree could be completing requirements established when the department offered a graduate degree or could be seeking a graduate degree outside the department. This accounts for about 7% of the more than 8,100 students enrolled in graduate level independent study in English departments.

Some data on recruiting, hiring and tenure has already been presented for all disciplines included in this report. (See pages 4 and 5.) We will now focus on recruiting, hiring, and tenure of faculty members for programs and departments that offer degrees in English.

In summary, departments or programs that award degrees in English employ about 20,390 faculty members in full-time positions and 10,290 faculty members in part-time positions. There are approximately 11,700 tenured faculty members and 3,910 tenure-track faculty members. As summarized in Table EN12, English departments and programs recruited about 900 tenured, tenure-track, or permanent faculty members for 2008-09 and had hired about 920 for 2007-08. This represents about 4% of the full-time faculty workforce. The 530 faculty members who were granted tenure comprise about one-seventh of the tenure-track faculty corps. An additional 5% of those in tenure-track positions were either denied tenure or left before the tenure decision was made.

Table EN12: Faculty Tenure Decisions and Recruiting

Faculty Status	Number	Relative to ...
Tenured Faculty Members	11,700	38% of total faculty members
Tenure-Track Faculty Members (not yet tenured)	3,910	13% of total faculty members
Tenure-Track Faculty Members Granted Tenure	530 per year	13% of tenure-track, not yet tenured faculty
Faculty Members Denied Tenure or Leaving Prior to Tenure Decision	190 per year	5% of tenure-track, not yet tenured faculty
Tenured, Tenure-Track and Permanent Faculty Members Recruited for 2008-09	900	4% of full-time faculty
Tenured, Tenure-Track and Permanent Faculty Members Hired for 2007-08	990	4% of full-time faculty

Foreign Languages

In this section, we will provide an overview of Foreign Languages departments. First we will examine the total number of faculty and students. Then we will examine faculty hiring and recruiting and tenure decisions.

The 1,389 departments that award a degree in Foreign Languages employ about 23,320 faculty members as shown in Table FL1. The smallest departments are those housed at parent institutions classified as primarily bachelors-granting. Departments that offer a doctorate as the highest degree are, on average, about twice as large as those granting a bachelors as the highest degree. Even though about three departments in ten are housed in primarily bachelors-granting institutions, about six departments in ten offer a bachelors as the highest degree.

Table FL1: Faculty Members by Carnegie Classification and Highest Degree Offered¹¹

Carnegie Classification	Average Number of Faculty Members	Number of Departments	Total Number of Faculty Members
Baccalaureate College	7.9	447	3,530
Masters University	14.9	387	5,750
Doctoral University	25.3	555	14,040
Highest Degree Offered	Average Number of Faculty Members	Number of Departments	Total Number of Faculty Members
Bachelors	12.9	845	10,890
Masters	20.0	205	4,110
Doctorate	24.5	339	8,320
Total	16.8	1,389	23,320

Table FL2 provides information about the distribution of faculty members by tenure status, and Table FL3 presents a view of employment status and the number of faculty members who are men and women. Overall, about 60% of the faculty members in departments that offer degrees in Foreign Languages are women, almost three-fourths are employed in a full-time position, and 52% are either tenured or in a tenure-track position.

¹¹ Totals given throughout this report are estimates of the population total.

Table FL2: Faculty Members by Tenure Status

Carnegie Classification	Tenured	Tenure-Track	Full-Time, Non-Tenure-Track	Part Time, Non-Tenure-Track
Baccalaureate College	1,690	500	490	850
Masters University	1,930	620	970	2,230
Doctoral University	5,360	1,970	3,720	2,990
Highest Degree Offered	Tenured	Tenure-Track	Full-Time, Non-Tenure-Track	Part-Time, Non-Tenure-Track
Bachelors	3,800	1,380	2,050	3,660
Masters	1,610	440	830	1,230
Doctorate	3,570	1,270	2,300	1,180
Total	8,980	3,090	5,180	6,070

Table FL3: Faculty Members by Employment Status & Gender

Carnegie Classification	Full-Time	Part-Time	Men	Women
Baccalaureate College	2,550	980	1,210	2,320
Masters University	3,450	2,300	2,200	3,550
Doctoral University	10,830	3,210	5,820	8,220
Highest Degree Offered	Full-Time	Part-Time	Men	Women
Bachelors	7,030	3,860	4,000	6,890
Masters	2,830	1,280	1,720	2,400
Doctorate	6,970	1,350	3,510	4,800
Total	16,830	6,490	9,230	14,090

Table FL4 depicts the distribution of departments based upon both the Carnegie classification of the parent institution and the highest degree offered. In about sixty percent of the cases, the highest degree awarded is consistent with the Carnegie classification, and the highest degree awarded in most of the remaining departments is lower than the Carnegie classification of the parent institution. There are only thirty-one departments (or about 2% of the total number of departments) where the highest degree offered exceeds the Carnegie Classification of the parent institution.

Table FL4: Estimated Number of Departments by Carnegie Classification and Highest Degree Awarded

Carnegie Classification	Highest Degree Offered			Total
	Bachelors	Masters	Doctorate	
Baccalaureate College	424	23	-	447
Masters University	314	65	8	387
Doctoral University	107	117	331	555
Total	845	205	339	1,389

Students are the lifeblood of any program; without students, it would difficult to justify a department. Certainly some of the courses in Foreign Languages are offered to non-majors, but the number of majors is an important indicator of the vitality of the department. Table FL5 presents the number of bachelors degrees completed in 2006-07 and Table FL6 shows the number of juniors and seniors who had declared a major as of the beginning of the Fall 2007 term. It appears that the number of students pursuing an undergraduate major in departments whose parent institution is in the Carnegie classification of Doctoral University is quite large.

Table FL5: Bachelors Degrees Completed in Foreign Languages in the 2006-07 Academic Year

Carnegie Classification	Average Number of Bachelors Degrees Awarded	Number of Departments	Total Number of Bachelors Degrees Awarded
Baccalaureate College	9.3	447	4,160
Masters University	12.8	387	4,950
Doctoral University	35.3	555	19,600
Highest Degree Offered	Average Number of Bachelors Degrees Awarded	Number of Departments	Total Number of Bachelors Degrees Awarded
Bachelors	12.4	845	10,460
Masters	26.7	205	5,470
Doctorate	37.7	339	12,780
Total	20.7	1,389	28,710

Table FL6: Number of Juniors and Seniors with Declared Major in Foreign Languages as of the Beginning of the Fall 2007 Term

Carnegie Classification	Average Number of Juniors & Seniors with Declared Major	Number of Departments	Total Number of Juniors & Seniors with Declared Major
Baccalaureate College	22.0	447	9,840
Masters University	35.3	387	13,680
Doctoral University	93.8	555	52,050
Highest Degree Offered	Average Number of Juniors & Seniors with Declared Major	Number of Departments	Total Number of Juniors & Seniors with Declared Major
Bachelors	30.4	845	25,690
Masters	66.8	205	13,690
Doctorate	106.8	339	36,190
Total	54.4	1,398	75,570

Some of these juniors and seniors will change majors prior to completing a degree and others will not complete a degree at all. However, considering the data presented in Tables FL5 and FL6, it appears that the number of students completing bachelor's degrees in departments that offer a degree in Foreign Languages will remain stable or show a slight increase for the next two years. Table FL7 shows the number of students completing a minor in Foreign Languages during the 2006-07 Academic Year. Departments which offer a masters or doctorate average three times as many students minoring in Foreign Languages as do departments which offer only a bachelors degree.

Table FL7: Number of Students Completing a Minor in Foreign Languages during the 2006-07 Academic Year

Carnegie Classification	Average Number of Students Completing a Minor	Number of Departments	Total Number of Students Completing a Minor
Baccalaureate College	13.7	447	6,120
Masters University	28.6	387	11,050
Doctoral University	62.2	555	34,500
Highest Degree Offered	Average Number of Students Completing a Minor	Number of Departments	Total Number of Students Completing a Minor
Bachelors	20.3	845	17,150
Masters	64.7	205	13,270
Doctorate	62.7	339	21,250
Total	37.2	1,389	51,670

We also asked respondents about the number of graduate students in their department or program. Table FL8 provides a summary of their answers. Since the term “graduate student” was not defined in the questionnaire, it is possible that these numbers include undergraduates enrolled in dual-degree programs, post-baccalaureate students who are not necessarily seeking a degree, and students working toward a masters or doctorate. It is surprising that there are graduate students in departments or programs with a bachelors degree as the highest degree awarded. In addition to dual-degree programs and non-degree seeking students who have already earned a bachelors, it is possible that a few of these students are completing programs that have since been eliminated. Furthermore, it is possible that departments which award a bachelors degree as the highest degree offer graduate courses that support graduate programs in other departments.

Table FL8: Number of Graduate Students During the Fall 2007 Term

Carnegie Classification	Average Number of Graduate Students	Number of Departments	Total Number of Graduate Students
Baccalaureate College	1.8	447	820
Masters University	2.9	387	1,130
Doctoral University	28.9	555	16,030
Highest Degree Offered	Average Number of Graduate Students	Number of Departments	Total Number of Graduate Students
Bachelors	0.5	845	400
Masters	24.3	205	4,980
Doctorate	37.2	339	12,600
Total	12.9	1,389	17,980

Tables FL9, FL10, and FL11 present data about who is teaching upper division undergraduate classes, graduate classes, and graduate-level independent study in Foreign Languages departments. The data are presented by Carnegie classification and the highest degree the department offers. The total number of upper division sections does not necessarily equal the sum of the sections taught by various faculty members. If the total of the sections taught by various faculty members exceeds the total number of sections offered, it is possible that more than one faculty member taught the same section; if the total is less, then it is possible that the other courses were taught by instructors not falling into one of the faculty classifications included on the survey form.

Table FL9: Upper Division Course Sections in Foreign Languages Departments, Fall 2007

By Carnegie Classification				
	Baccalaureate College	Masters University	Doctoral University	Total
Total Number of Upper Division Sections	2,580	4,040	11,060	17,680
Taught by Full-time, Tenured or Tenure Track Faculty	1,650	3,180	6,320	11,150
Taught by Full-time, Non-Tenure Track Faculty	330	370	2,880	3,580
Taught by Part-time Faculty	180	250	910	1,340
Taught by Graduate Students	60	30	770	860
Number of Students Enrolled	21,540	62,670	201,520	285,730
Average Students per Section	8.3	15.5	18.2	16.2
By Highest Degree Offered				
	Bachelors	Masters	Doctorate	Total
Total Number of Upper Division Sections	6,760	4,030	6,890	17,680
Taught by Full-time, Tenured or Tenure Track Faculty	4,840	2,470	3,840	11,150
Taught by Full-time, Non-Tenure Track Faculty	1,090	530	1,960	3,580
Taught by Part-time Faculty	400	680	260	1,340
Taught by Graduate Students	80	40	740	860
Number of Students Enrolled	96,070	49,880	139,780	285,730
Average Students per Section	14.2	12.4	20.3	16.2

Almost two-thirds of the upper division courses in Foreign Languages are taught by tenured or tenure-track, full-time faculty members, and about 20% of these courses are staffed by full-time, non-tenure-track faculty members. One in twelve upper division courses is taught by a part-time faculty member, and one in twenty is taught by a graduate student. Almost half of the students enrolled in upper division courses in Foreign Languages are in departments that award a doctorate.

Table FL10: Graduate Level Course Sections in Foreign Languages Departments, Fall 2007

By Carnegie Classification				
	Baccalaureate College	Masters University	Doctoral University	Total
Total Number of Graduate Level Sections	1,340	1,330	4,220	6,890
Taught by Full-time, Tenured or Tenure Track Faculty	890	1,120	3,420	5,430
Taught by Full-time, Non- Tenure Track Faculty	-	130	610	740
Taught by Part-time Faculty	-	80	250	330
Number of Students Enrolled	10,060	2,860	37,670	50,590
Average Students per Section	7.5	2.2	8.9	7.3
By Highest Degree Offered				
	Bachelors	Masters	Doctorate	Total
Total Number of Graduate Level Sections	1,450	2,450	2,990	6,890
Taught by Full-time, Tenured or Tenure Track Faculty	1,110	1,810	2,510	5,430
Taught by Full-time, Non- Tenure Track Faculty	40	260	440	740
Taught by Part-time Faculty	-	140	190	330
Number of Students Enrolled	9,870	12,320	28,400	50,590
Average Students per Section	6.8	5.0	9.5	7.3

Almost eighty percent of the graduate courses in Foreign Languages departments are taught by tenured or tenure-track, full-time faculty members, and about 11% of these courses are staffed by full-time, non-tenure-track faculty members.

Table FL11: Graduate Level Independent Study in Foreign Languages Departments, Fall 2007

	By Carnegie Classification			
	Baccalaureate College	Masters University	Doctoral University	Total
Total Number of Students Enrolled in Graduate Level Independent Study	1,340	850	6,720	8,910
Taught by Full-time, Tenured or Tenure Track Faculty	1,340	850	5,340	7,530
Taught by Full-time, Non-Tenure Track Faculty	450	-	110	560
Taught by Part-time Faculty	0	-	80	80
Average Number of Students per Department	3.0	2.2	12.1	6.4
	By Highest Degree Offered			
	Bachelors	Masters	Doctorate	Total
Total Number of Students Enrolled in Graduate Level Independent Study	1,800	1,630	5,480	8,910
Taught by Full-time, Tenured or Tenure Track Faculty	1,800	960	4,770	7,530
Taught by Full-time, Non-Tenure Track Faculty	450	20	90	560
Taught by Part-time Faculty	-	40	40	80
Average Number of Students per Department	2.1	8.0	16.2	6.4

About eighty percent of the students enrolled in graduate level independent study are in departments that offer a masters or doctorate in Foreign Languages. The students enrolled in graduate level independent study in departments which offer a bachelors degree as their highest degree could be completing requirements established when the department offered a graduate degree or could be seeking a graduate degree outside the department. This accounts for about 20% of the more than 8,900 students enrolled in graduate level independent study in Foreign Languages departments.

Some data on recruiting, hiring and tenure has already been presented for all disciplines included in this report. (See pages 4 and 5.) We will now focus on recruiting, hiring, and tenure of faculty members for programs and departments that offer degrees in Foreign Languages.

In summary, departments or programs that award degrees in Foreign Languages employ about 16,830 faculty members in full-time positions and 6,490 faculty members in part-time positions. There are approximately 8,980 tenured faculty members and 3,090 tenure-track faculty members. As summarized in Table FL12, Foreign Languages departments and programs recruited about 770 tenured, tenure-track, or permanent faculty members for 2008-09 and had hired about 1,260 for 2007-08. This represents about 5 – 7% of the full-time faculty workforce. The 400 faculty members who were granted tenure comprise about one-eighth of the tenure-track faculty corps.

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An additional 8% of those in tenure-track positions were either denied tenure or left before the tenure decision was made.

Table FL12: Faculty Tenure Decisions and Recruiting

Faculty Status	Number	Relative to ...
Tenured Faculty Members	8,980	39% of total faculty members
Tenure-Track Faculty Members (not yet tenured)	3,090	13% of total faculty members
Tenure-Track Faculty Members Granted Tenure	400 per year	13% of tenure-track, not yet tenured faculty
Faculty Members Denied Tenure or Leaving Prior to Tenure Decision	255 per year	8% of tenure-track, not yet tenured faculty
Tenured, Tenure-Track and Permanent Faculty Members Recruited for 2008-09	770	5% of full-time faculty
Tenured, Tenure-Track and Permanent Faculty Members Hired for 2007-08	1,260	7% of full-time faculty

History

In this section, we will provide an overview of History departments. First we will examine the total number of faculty and students. Then we will examine faculty hiring and recruiting and tenure decisions.

The 929 departments that award a degree in History employ about 15,360 faculty members as shown in Table H1. The smallest departments are those housed at parent institutions classified as primarily bachelors-granting. Departments that offer a doctorate as the highest degree are, on average, about three to four times larger than those granting a bachelors as the highest degree. Even though about three departments in ten are housed in primarily bachelors-granting institutions, about six departments in ten offer a bachelors as the highest degree.

Table H1: Faculty Members by Carnegie Classification and Highest Degree Offered¹²

Carnegie Classification	Average Number of Faculty Members	Number of Departments	Total Number of Faculty Members
Baccalaureate College	8.9	285	2,540
Masters University	15.0	413	6,180
Doctoral University	28.7	231	6,640
Highest Degree Offered	Average Number of Faculty Members	Number of Departments	Total Number of Faculty Members
Bachelors	9.3	554	5,130
Masters	22.1	204	4,500
Doctorate	33.5	171	5,730
Total	16.5	929	15,360

Table H2 provides information about the distribution of faculty members by tenure status, and Table H3 presents a view of employment status and the number of faculty members who are men and women. Overall, about 65% of the faculty members in departments that offer degrees in History are men, more than three-fourths are employed in a full-time position, and 74% are either tenured or in a tenure-track position.

¹² Totals given throughout this report are estimates of the population total.

Table H2: Faculty Members by Tenure Status

Carnegie Classification	Tenured	Tenure-Track	Full-Time, Non-Tenure-Track	Part Time, Non-Tenure-Track
Baccalaureate College	1,410	580	150	400
Masters University	2,900	1,040	650	1,590
Doctoral University	4,120	1,250	440	830
Highest Degree Offered	Tenured	Tenure-Track	Full-Time, Non-Tenure-Track	Part-Time, Non-Tenure-Track
Bachelors	2,680	1,030	370	1,050
Masters	2,110	820	410	1,160
Doctorate	3,640	1,020	460	610
Total	8,430	2,870	1,240	2,820

Table H3: Faculty Members by Employment Status & Gender

Carnegie Classification	Full-Time	Part-Time	Men	Women
Baccalaureate College	1,980	560	1,600	940
Masters University	4,370	1,810	4,020	2,160
Doctoral University	5,690	950	4,300	2,340
Highest Degree Offered	Full-Time	Part-Time	Men	Women
Bachelors	3,770	1,360	3,260	1,870
Masters	3,230	1,270	3,010	1,490
Doctorate	5,040	690	3,650	2,080
Total	12,040	3,320	9,920	5,440

Table H4 depicts the distribution of departments based upon both the Carnegie classification of the parent institution and the highest degree offered. In almost two-thirds of the cases, the highest degree awarded is consistent with the Carnegie classification, and the highest degree awarded in most of the remaining departments is lower than the Carnegie classification of the parent institution. There are only twenty-one departments (or about 2% of the total number of departments) where the highest degree offered exceeds the Carnegie Classification of the parent institution.

Table H4: Estimated Number of Departments by Carnegie Classification and Highest Degree Awarded

Carnegie Classification	Highest Degree Offered			Total
	Bachelors	Masters	Doctorate	
Baccalaureate College	280	5	-	285
Masters University	249	148	16	413
Doctoral University	25	51	155	231
Total	554	204	171	929

Students are the lifeblood of any program; without students, it would difficult to justify a department. Certainly some of the courses in History are offered to non-majors, but the number of majors is an important indicator of the vitality of the department. Table H5 presents the number of bachelors degrees completed in 2006-07 and Table H6 shows the number of juniors and seniors who had declared a major as of the beginning of the Fall 2007 term. It appears that the average number of students pursuing an undergraduate major in departments that award a doctorate is quite large.

Table H5: Bachelors Degrees Completed in History in the 2006-07 Academic Year

Carnegie Classification	Average Number of Bachelors Degrees Awarded	Number of Departments	Total Number of Bachelors Degrees Awarded
Baccalaureate College	23.3	285	6,630
Masters University	26.4	413	10,920
Doctoral University	91.6	231	21,150
Highest Degree Offered	Average Number of Bachelors Degrees Awarded	Number of Departments	Total Number of Bachelors Degrees Awarded
Bachelors	23.1	554	12,780
Masters	34.8	204	7,090
Doctorate	110.1	171	18,830
Total	41.7	929	38,700

Table H6: Number of Juniors and Seniors with Declared Major in History as of the Beginning of the Fall 2007 Term

Carnegie Classification	Average Number of Juniors & Seniors with Declared Major	Number of Departments	Total Number of Juniors & Seniors with Declared Major
Baccalaureate College	55.5	285	15,820
Masters University	99.2	413	40,950
Doctoral University	219.0	231	50,580
Highest Degree Offered	Average Number of Juniors & Seniors with Declared Major	Number of Departments	Total Number of Juniors & Seniors with Declared Major
Bachelors	59.0	554	32,710
Masters	157.1	204	32,050
Doctorate	249.1	171	42,590
Total	115.6	929	107,350

Some of these juniors and seniors will change majors prior to completing a degree and others will not complete a degree at all. However, considering the data presented in Tables H5 and H6, it appears that the number of students completing bachelor's degrees in departments that offer a degree in History will remain stable or show a slight increase for the next two years. Table H7 shows the number of students completing a minor in History during the 2006-07 Academic Year. The average number of students pursuing a minor in departments which offer a bachelors or masters degree in History is very similar, and the average number of students minoring in History in departments that award a doctorate is more than twice as high.

Table H7: Number of Students Completing a Minor in History during the 2006-07 Academic Year

Carnegie Classification	Average Number of Students Completing a Minor	Number of Departments	Total Number of Students Completing a Minor
Baccalaureate College	12.3	285	3,510
Masters University	21.5	413	8,890
Doctoral University	36.9	231	8,530
Highest Degree Offered	Average Number of Students Completing a Minor	Number of Departments	Total Number of Students Completing a Minor
Bachelors	17.6	554	9,760
Masters	17.1	204	3,490
Doctorate	44.9	171	7,680
Total	22.5	929	20,930

We also asked respondents about the number of graduate students in their department or program. Table H8 provides a summary of their answers. Since the term “graduate student” was not defined in the questionnaire, it is possible that these numbers include undergraduates enrolled in dual-degree programs, post-baccalaureate students who are not necessarily seeking a degree, and students working toward a masters or doctorate. It is surprising that there are graduate students in departments or programs with a bachelors degree as the highest degree awarded. In addition to dual-degree programs and non-degree seeking students who have already earned a bachelors, it is possible that a few of these students are completing programs that have since been eliminated. Furthermore, it is possible that departments which award a bachelors degree as the highest degree offer graduate courses that support graduate programs in other departments.

Table H8: Number of Graduate Students During the Fall 2007 Term

Carnegie Classification	Average Number of Graduate Students	Number of Departments	Total Number of Graduate Students
Baccalaureate College	0.3	285	90
Masters University	13.4	413	5,530
Doctoral University	62.5	231	14,440
Highest Degree Offered	Average Number of Graduate Students	Number of Departments	Total Number of Graduate Students
Bachelors	0.6	554	310
Masters	29.2	204	5,960
Doctorate	80.6	171	13,790
Total	21.6	929	20,060

Tables H9, H10, and H11 present data about who is teaching upper division undergraduate classes, graduate classes, and graduate-level independent study in History departments. The data are presented by Carnegie classification and the highest degree the department offers. The total number of upper division sections does not necessarily equal the sum of the sections taught by various faculty members. If the total of the sections taught by various faculty members exceeds the total number of sections offered, it is possible that more than one faculty member taught the same section; if the total is less, then it is possible that the other courses were taught by instructors not falling into one of the faculty classifications included on the survey form.

Table H9: Upper Division Course Sections in History Departments, Fall 2007

By Carnegie Classification				
	Baccalaureate College	Masters University	Doctoral University	Total
Total Number of Upper Division Sections	2,270	4,790	5,010	12,070
Taught by Full-time, Tenured or Tenure Track Faculty	1,830	4,000	4,070	9,900
Taught by Full-time, Non-Tenure Track Faculty	180	360	330	870
Taught by Part-time Faculty	130	380	490	1,000
Taught by Graduate Students	-	-	70	70
Number of Students Enrolled	33,050	93,710	132,960	259,720
Average Students per Section	14.6	19.6	26.5	21.5
By Highest Degree Offered				
	Bachelors	Masters	Doctorate	Total
Total Number of Upper Division Sections	4,430	3,480	4,160	12,070
Taught by Full-time, Tenured or Tenure Track Faculty	3,550	2,910	3,440	9,900
Taught by Full-time, Non-Tenure Track Faculty	400	220	250	870
Taught by Part-time Faculty	330	290	380	1,000
Taught by Graduate Students	-	-	70	70
Number of Students Enrolled	74,640	74,390	110,690	259,720
Average Students per Section	16.8	21.4	26.6	21.5

More than eighty percent of the upper division courses in History are taught by tenured or tenure-track, full-time faculty members, and about 7% of these courses are staffed by full-time, non-tenure-track faculty members. One in twelve upper division courses is taught by a part-time faculty member, and only departments which offer a doctorate have graduate students teaching upper division courses. The number of students enrolled in upper division courses in History is fairly consistent across departments that award bachelors and masters degrees as the highest degree the department awards.

Table H10: Graduate Level Course Sections in History Departments, Fall 2007

By Carnegie Classification				
	Baccalaureate College	Masters University	Doctoral University	Total
Total Number of Graduate Level Sections	850	2,560	2,930	6,340
Taught by Full-time, Tenured or Tenure Track Faculty	850	2,480	2,670	6,000
Taught by Full-time, Non- Tenure Track Faculty	-	30	170	200
Taught by Part-time Faculty	-	80	110	190
Number of Students Enrolled	8,450	22,180	25,320	55,950
Average Students per Section	9.9	8.7	8.6	8.8
By Highest Degree Offered				
	Bachelors	Masters	Doctorate	Total
Total Number of Graduate Level Sections	960	2,270	3,110	6,340
Taught by Full-time, Tenured or Tenure Track Faculty	940	2,250	2,810	6,000
Taught by Full-time, Non- Tenure Track Faculty	20	30	150	200
Taught by Part-time Faculty	-	80	110	190
Number of Students Enrolled	10,220	22,360	24,370	55,950
Average Students per Section	10.6	9.9	7.8	8.8

About ninety-five percent of the graduate courses in History departments are taught by tenured or tenure-track, full-time faculty members, and about 3% of these courses are staffed by full-time, non-tenure-track faculty members.

Table H11: Graduate Level Independent Study in History Departments, Fall 2007

By Carnegie Classification				
	Baccalaureate College	Masters University	Doctoral University	Total
Total Number of Students Enrolled in Graduate Level Independent Study	810	1,570	7,310	9,690
Taught by Full-time, Tenured or Tenure Track Faculty	1,520	1,790	6,920	10,230
Taught by Full-time, Non- Tenure Track Faculty	140	-	120	260
Taught by Part-time Faculty	-	-	250	250
Average Number of Students per Department	2.8	3.8	31.6	10.4
By Highest Degree Offered				
	Bachelors	Masters	Doctorate	Total
Total Number of Students Enrolled in Graduate Level Independent Study	960	1,460	7,270	9,690
Taught by Full-time, Tenured or Tenure Track Faculty	1,680	1,650	6,900	10,230
Taught by Full-time, Non- Tenure Track Faculty	140	10	110	260
Taught by Part-time Faculty	-	20	230	250
Average Number of Students per Department	1.7	7.2	42.5	10.4

Almost all of the students enrolled in graduate level independent study are in departments that offer a masters or doctorate in History. The students enrolled in graduate level independent study in departments which offer a bachelors degree as their highest degree could be completing requirements established when the department offered a graduate degree or could be seeking a graduate degree outside the department. This accounts for about 10% of the almost 9,700 students enrolled in graduate level independent study in History departments.

Some data on recruiting, hiring and tenure has already been presented for all disciplines included in this report. (See pages 4 and 5.) We will now focus on recruiting, hiring, and tenure of faculty members for programs and departments that offer degrees in History.

In summary, departments or programs that award degrees in History employ about 12,040 faculty members in full-time positions and 3,320 faculty members in part-time positions. There are approximately 8,430 tenured faculty members and 2,870 tenure-track faculty members. As summarized in Table H12, History departments and programs recruited about 660 tenured, tenure-track, or permanent faculty members for 2008-09 and had hired about 620 for 2007-08. This represents about 5% of the full-time faculty workforce. The 440 faculty members who were granted tenure comprise about one-seventh of the tenure-track faculty corps. An additional 5% of those in tenure-track positions were either denied tenure or left before the tenure decision was made.

Table H12: Faculty Tenure Decisions and Recruiting

Faculty Status	Number	Relative to ...
Tenured Faculty Members	8,430	55% of total faculty members
Tenure-Track Faculty Members (not yet tenured)	2,870	19% of total faculty members
Tenure-Track Faculty Members Granted Tenure	440 per year	15% of tenure-track, not yet tenured faculty
Faculty Members Denied Tenure or Leaving Prior to Tenure Decision	140 per year	5% of tenure-track, not yet tenured faculty
Tenured, Tenure-Track and Permanent Faculty Members Recruited for 2008-09	660	5% of full-time faculty
Tenured, Tenure-Track and Permanent Faculty Members Hired for 2007-08	620	5% of full-time faculty

History of Science

In this section, we will provide an overview of the 19 History of Science programs that had awarded the most graduate degrees in a five-year period. We used NSF and Department of Education data to identify these departments. History of Science cannot be disaggregated from History of Technology in the federal databases. In consultation with the director of the History of Science Society, we have included programs in History of Science *and Technology*. We refer to these programs as programs in History of Science. First we will examine the total number of faculty and students. Then we will examine faculty hiring and recruiting and tenure decisions.

The 19 programs that awarded the most graduate degrees in History of Science employ about 170 faculty members as shown in Table HoS1. This is a fairly homogeneous group of departments with almost all housed in parent institutions classified as a Doctoral University and almost all offering a doctorate as the highest degree, so no breakdowns are provided by Carnegie classification or by highest degree offered.

Table HoS1: Faculty Members in History of Science¹³

Average Number of Faculty Members	Number of Programs	Total Number of Faculty Members
8.9	19	170

Table HoS2 provides information about the distribution of faculty members by tenure status, and Table HoS3 presents a view of employment status and the number of faculty members who are men and women. Overall, about 65% of the faculty members in programs that offer degrees in History of Science are men, almost all are employed in a full-time position, and 88% are either tenured or in a tenure-track position.

Table HoS2: Faculty Members by Tenure Status

Tenured	Tenure-Track	Full-Time, Non-Tenure-Track	Part Time, Non-Tenure-Track
120	30	10	10

Table HoS3: Faculty Members by Employment Status & Gender

Full-Time	Part-Time	Men	Women
160	10	110	60

Table HoS4 is not included.

We do not provide breakdowns by Carnegie classification or highest degree because the programs in the sample were not chosen to be, and are not, representative of all History of Science programs. Rather, History of Science was included as an experiment to see if program

¹³ Totals given throughout this report are estimates of the population total.

heads would be able to answer the questions. The 19 programs in the sample were chosen because they offered the highest number of graduate degrees. Virtually all of the programs in History of Science in the sample offer a doctorate as the highest degree, and virtually of them are housed in parent institutions classified as a Doctoral Universities.

Students are the lifeblood of any program; without students, it would difficult to justify a program. Certainly some of the courses in History of Science are offered to non-majors, but the number of majors is an important indicator of the vitality of the department. Table HoS5 presents the number of bachelors degrees completed in 2006-07 and Table HoS6 shows the number of juniors and seniors who had declared a major as of the beginning of the Fall 2007 term.

Table HoS5: Bachelors Degrees Completed in History of Science in the 2006-07 Academic Year

Average Number of Bachelors Degrees Awarded	Number of Programs	Total Number of Bachelors Degrees Awarded
17.4	19	330

Table HoS6: Number of Juniors and Seniors with Declared Major in History of Science as of the Beginning of the Fall 2007 Term

Average Number of Juniors & Seniors with Declared Major	Number of Programs	Total Number of Juniors & Seniors with Declared Major
35.3	19	670

Some of these juniors and seniors will change majors prior to completing a degree and others will not complete a degree at all. However, considering the data presented in Tables HoS5 and HoS6, it appears that the number of students completing bachelor's degrees in programs that offer a degree in History of Science will remain stable or show a slight increase for the next two years. Table HoS7 shows the number of students completing a minor in History of Science during the 2006-07 Academic Year.

Table HoS7: Number of Students Completing a Minor in History of Science during the 2006-07 Academic Year

Average Number of Students Completing a Minor	Number of Programs	Total Number of Students Completing a Minor
3.7	19	70

We also asked respondents about the number of graduate students in their department or program. Table HoS8 provides a summary of their answers. Since the term "graduate student" was not defined in the questionnaire, it is possible that these numbers include undergraduates

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enrolled in dual-degree programs, post-baccalaureate students who are not necessarily seeking a degree, and students working toward a masters or doctorate.

Table HoS8: Number of Graduate Students During the Fall 2007 Term

Average Number of Graduate Students	Number of Programs	Total Number of Graduate Students
18.9	19	360

Tables HoS9, HoS10, and HoS11 present data about who is teaching upper division undergraduate classes, graduate classes, and graduate-level independent study in History of Science programs. The total number of upper division sections does not necessarily equal the sum of the sections taught by various faculty members. When the total of the sections taught by various faculty members exceeds the total number of sections offered, it is possible that more than one faculty member taught the same section.

Table HoS9: Upper Division Course Sections in History of Science Programs, Fall 2007

Total Number of Upper Division Sections	90
Taught by Full-time, Tenured or Tenure Track Faculty	90
Taught by Full-time, Non-Tenure Track Faculty	-
Taught by Part-time Faculty	10
Taught by Graduate Students	-
Number of Students Enrolled	2,620
Average Students per Section	29.1

Almost all of the upper division courses in History of Science are taught by tenured or tenure-track, full-time faculty members, and about 11% of these courses are staffed by a part-time faculty member.

Table HoS10: Graduate Level Course Sections in History of Science Programs, Fall 2007

Total Number of Graduate Level Sections	80
Taught by Full-time, Tenured or Tenure Track Faculty	80
Taught by Full-time, Non-Tenure Track Faculty	-
Taught by Part-time Faculty	-
Number of Students Enrolled	330
Average Students per Section	3.7

All of the instructors for graduate courses are tenured or tenure-track, full-time faculty members.

Table HoS11: Graduate Level Independent Study in History of Science Programs, Fall 2007

Total Number of Students Enrolled in Graduate Level Independent Study	140
Taught by Full-time, Tenured or Tenure Track Faculty	80
Taught by Full-time, Non-Tenure Track Faculty	-
Taught by Part-time Faculty	60
Average Number of Students per Department	7.4

Almost half of the students enrolled in graduate level independent study are working with part-time faculty. Perhaps these students are working with part-time faculty members who are full-time employees outside the university who bring unique perspectives to the topics under consideration.

Some data on recruiting, hiring and tenure has already been presented for all disciplines included in this report. (See pages 4 and 5.) We will now focus on recruiting, hiring, and tenure of faculty members for programs that offer degrees in History of Science.

In summary, departments or programs that award degrees in History of Science employ about 160 faculty members in full-time positions and 10 faculty members in part-time positions. There are approximately 120 tenured faculty members and 30 tenure-track faculty members. As summarized in Table HoS12, History of Science programs recruited about 7 tenured, tenure-track, or permanent faculty members for 2008-09 and had hired about 7 for 2007-08. This represents about 4% of the full-time faculty workforce. The 2 faculty members who were granted tenure comprise about one-sixteenth of the tenure-track faculty corps. An additional 7% of those in tenure-track positions were either denied tenure or left before the tenure decision was made. A cautionary note is in order: the estimates on recruiting, hiring, and tenure decisions are based on an extremely small sample and are not necessarily reflective of these activities in other years.

Table HoS12: Faculty Tenure Decisions and Recruiting*

Faculty Status	Number	Relative to ...
Tenured Faculty Members	120	70% of total faculty members
Tenure-Track Faculty Members (not yet tenured)	30	18% of total faculty members
Tenure-Track Faculty Members Granted Tenure	2 per year*	7% of tenure-track, not yet tenured faculty
Faculty Members Denied Tenure or Leaving Prior to Tenure Decision	2 per year*	7% of tenure-track, not yet tenured faculty
Tenured, Tenure-Track and Permanent Faculty Members Recruited for 2008-09	7*	7% of full-time faculty
Tenured, Tenure-Track and Permanent Faculty Members Hired for 2007-08	7*	6% of full-time faculty

* The estimates on recruiting, hiring, and tenure decisions are based on an extremely small sample and are not necessarily reflective of these activities in other years.

Linguistics

In this section, we will provide an overview of Linguistics departments and programs. The MLA database included 90 Linguistics departments that were already part of the LSA database; these were removed from the MLA database and included in the Linguistics sample. According to information supplied by the LSA, about 40% of their 176 programs had the word “Linguistics” in the department name. About one-fourth were Linguistics programs that reside in English or literature departments. The rest were programs that reside in many different departments, including various foreign languages, cognitive science, and anthropology. The 176 programs in the LSA database were reduced to 140 for this study because 36 of them did not offer a degree in Linguistics. While respondents were instructed to answer questions for Linguistics only, it is not clear that these data are based solely on faculty, students, and degrees in Linguistics. These, however, are the best data available. First we will examine the total number of faculty and students. Then we will examine faculty hiring and recruiting and tenure decisions.

The 140 departments that award degrees in Linguistics employ about 1,630 faculty members as shown in Table LN1. Given the small number of departments responding from two of the three Carnegie classifications (3 of the 89 respondents were from Baccalaureate Colleges and 17 were from Masters Universities), we cannot separate the data by Carnegie classification. We report the data by highest degree only.

Table LN1: Faculty Members in Linguistics¹⁴

Highest Degree Offered	Average Number of Faculty Members	Number of Departments	Total Number of Faculty Members
Bachelors	5.7	28	160
Masters	11.4	43	490
Doctorate	14.2	69	980
Total	11.6	140	1,630

Table LN2 provides information about the distribution of faculty members by tenure status, and Table LN3 presents a view of employment status and the number of faculty members who are men and women. Overall, about 52% of the faculty members in programs that offer degrees in Linguistics are women, about 80% are employed in a full-time position, and 75% are either tenured or in a tenure-track position. Given the small number of faculty in departments that offer a bachelors as the highest degree, we cannot provide the breakdowns by highest degree.

Table LN2: Faculty Members by Tenure Status

Tenured	Tenure-Track	Full-Time, Non-Tenure-Track	Part Time, Non-Tenure-Track
950	270	160	250

¹⁴ Totals given throughout this report are estimates of the population total.

Table LN3: Faculty Members by Employment Status & Gender

Full-Time	Part-Time	Men	Women
1,310	320	790	840

Table LN4 is not included.¹⁵

About 80% of the departments responding are in parent institutions which are classified as a Doctoral University, and only 3% are in parent institutions classified as Baccalaureate Colleges. So, we cannot provide estimates regarding Carnegie classifications. It appears that Linguistics programs are most likely to be located in institutions classified as Doctoral Universities. As shown in Tables LN1, LN5, LN6, LN7, and LN8, we estimate that there are 28 Linguistics departments offering a bachelors as the highest degree, 43 offering a masters, and 69 offering a doctorate.

Students are the lifeblood of any program; without students, it would difficult to justify a program. Certainly some of the courses in Linguistics are offered to non-majors, but the number of majors is an important indicator of the vitality of the department. Table LN5 presents the number of bachelors degrees completed in 2006-07 and Table LN6 shows the number of juniors and seniors who had declared a major as of the beginning of the Fall 2007 term. Almost 70% of the students earning a bachelors degree in Linguistics are in departments that offer a doctorate.

Table LN5: Bachelors Degrees Completed in Linguistics in the 2006-07 Academic Year

Highest Degree Offered	Average Number of Bachelors Degrees Awarded	Number of Departments	Total Number of Bachelors Degrees Awarded
Bachelors	10.0	28	280
Masters	5.8	43	250
Doctorate	17.2	69	1,190
Total	12.3	140	1,720

Table LN6: Number of Juniors and Seniors with Declared Major in Linguistics as of the Beginning of the Fall 2007 Term

Highest Degree Offered	Average Number of Juniors & Seniors with Declared Major	Number of Departments	Total Number of Juniors & Seniors with Declared Major
Bachelors	26.1	28	730
Masters	23.0	43	990
Doctorate	41.7	69	2,880
Total	32.9	140	4,600

¹⁵ Because of the small *n*'s for Baccalaureate Colleges and Masters Universities, the cross-distribution of departments based upon both the Carnegie classification of the parent institution and the highest degree offered is omitted.

Some of these juniors and seniors will change majors prior to completing a degree and others will not complete a degree at all. However, considering the data presented in Tables LN5 and LN6, it appears that the number of students completing bachelor's degrees in programs that offer a degree in Linguistics will remain stable or show a slight increase for the next two years. Table LN7 shows the number of students completing a minor in Linguistics during the 2006-07 Academic Year.

Table LN7: Number of Students Completing a Minor in Linguistics during the 2006-07 Academic Year

Highest Degree Offered	Average Number of Students Completing a Minor	Number of Departments	Total Number of Students Completing a Minor
Bachelors	5.7	28	160
Masters	6.0	43	260
Doctorate	8.1	69	560
Total	7.1	140	980

We also asked respondents about the number of graduate students in their department or program. Table LN8 provides a summary of their answers. Since the term “graduate student” was not defined in the questionnaire, it is possible that these numbers include undergraduates enrolled in dual-degree programs, post-baccalaureate students who are not necessarily seeking a degree, and students working toward a masters or doctorate.

Table LN8: Number of Graduate Students During the Fall 2007 Term

Highest Degree Offered	Average Number of Graduate Students	Number of Departments	Total Number of Graduate Students
Bachelors	-	28	-
Masters	34.0	43	1,460
Doctorate	36.1	69	2,490
Total	28.3	140	3,960

Tables LN9, LN10, and LN11 present data about who is teaching upper division undergraduate classes, graduate classes, and graduate-level independent study in Linguistics programs. The total number of upper division sections does not necessarily equal the sum of the sections taught by various faculty members. When the total of the sections taught by various faculty members exceeds the total number of sections offered, it is possible that more than one faculty member taught the same section. When the total of the sections taught by various faculty members is smaller than the total number of sections taught, it is possible that the additional sections are taught by instructors who do not fall into one of the classifications listed.

Table LN9: Upper Division Course Sections in Linguistics Departments, Fall 2007

Highest Degree Offered	Bachelors	Masters	Doctorate	Total
Total Number of Upper Division Sections	130	340	450	920
Taught by Full-time, Tenured or Tenure Track Faculty	100	250	340	690
Taught by Full-time, Non-Tenure Track Faculty	50	20	40	110
Taught by Part-time Faculty	20	70	10	100
Taught by Graduate Students	-	20	50	70
Number of Students Enrolled	3,190	5,790	9,950	18,930
Average Students per Section	24.5	17.0	22.1	20.6

About three-fourths of the upper division courses in Linguistics are taught by tenured or tenure-track, full-time faculty members, about one in eight is taught by a full-time, non-tenure track faculty member, and about 10% of these courses are staffed by a part-time faculty member. About 8% of the courses are led by graduate students.

Table LN10: Graduate Level Course Sections in Linguistics Departments, Fall 2007

Highest Degree Offered	Bachelors	Masters	Doctorate	Total
Total Number of Graduate Level Sections	20	300	730	1,050
Taught by Full-time, Tenured or Tenure Track Faculty	15	290	670	975
Taught by Full-time, Non-Tenure Track Faculty	5	10	40	55
Taught by Part-time Faculty	-	20	20	40
Number of Students Enrolled	580	3,670	5,920	10,170
Average Students per Section	29.0	12.2	8.1	9.7

Over 90% of the graduate courses are led by tenured or tenure-track, full-time faculty members; less than 4% are taught by part-time faculty. The graduate level courses taught in departments that award a bachelors degree as the highest degree could reflect students completing degrees in programs which have since been cancelled, students completing courses in Linguistics for graduate degrees in other programs, or non-degree seeking post-baccalaureate students.

Table LN11: Graduate Level Independent Study in Linguistics Departments, Fall 2007

Highest Degree Offered	Bachelors	Masters	Doctorate	Total
Total Number of Students Enrolled in Graduate Level Independent Study	10	260	1,440	1,710
Taught by Full-time, Tenured or Tenure Track Faculty	10	250	1,200	1,460
Taught by Full-time, Non-Tenure Track Faculty	*	20	10	30
Taught by Part-time Faculty	-	-	*	*
Average Number of Students per Department	0.4	6.0	20.9	12.2

About 90% of the students enrolled in graduate level independent study are working with full-time, tenured or tenure-track faculty, and about 2% are in independent studies under the direction of full-time, non-tenure track faculty. It is not clear who is overseeing the work of the remaining students. Perhaps these students are working with full-time employees outside the university who bring unique perspectives to the topics under consideration or it could be that one faculty member has several students doing independent study projects under his or her direction.

Some data on recruiting, hiring and tenure has already been presented for all disciplines included in this report. (See pages 4 and 5.) We will now focus on recruiting, hiring, and tenure of faculty members for departments that offer degrees in Linguistics.

In summary, departments or programs that award degrees in Linguistics employ about 1,310 faculty members in full-time positions and 320 faculty members in part-time positions. There are approximately 950 tenured faculty members and 270 tenure-track faculty members. As summarized in Table LN12, Linguistics departments recruited about 50 tenured, tenure-track, or permanent faculty members for 2008-09 and had hired about 65 for 2007-08. This represents about 4 – 5% of the full-time faculty workforce. The 35 faculty members who were granted tenure comprise about one-eighth of the tenure-track faculty corps. An additional 4% of those in tenure-track positions were either denied tenure or left before the tenure decision was made.

Table LN12: Faculty Tenure Decisions and Recruiting

Faculty Status	Number	Relative to ...
Tenured Faculty Members	950	58% of total faculty members
Tenure-Track Faculty Members (not yet tenured)	270	17% of total faculty members
Tenure-Track Faculty Members Granted Tenure	35 per year	13% of tenure-track, not yet tenured faculty
Faculty Members Denied Tenure or Leaving Prior to Tenure Decision	11 per year	4% of tenure-track, not yet tenured faculty
Tenured, Tenure-Track and Permanent Faculty Members Recruited for 2008-09	50	4% of full-time faculty
Tenured, Tenure-Track and Permanent Faculty Members Hired for 2007-08	65	5% of full-time faculty

MLA Combined English / Foreign Languages

In this section, we will provide an overview of MLA Combined English / Foreign Languages departments. First we will examine the total number of faculty and students. Then we will examine faculty hiring and recruiting and tenure decisions.

The 156 MLA Combined English / Foreign Languages departments employ about 3,370 faculty members as shown in Table MLAC1. The smallest departments are those housed at parent institutions classified as primarily bachelors-granting. Departments that offer a graduate degree as the highest degree are, on average, about 30% larger than those granting a bachelors as the highest degree. Even though about four departments in ten are housed in primarily bachelors-granting institutions, about five departments in ten offer a bachelors as the highest degree.

Table MLAC1: Faculty Members by Carnegie Classification and Highest Degree Offered¹⁶

Carnegie Classification	Average Number of Faculty Members	Number of Departments	Total Number of Faculty Members
Baccalaureate College	18.0	61	1,100
Graduate University	23.9	95	2,270
Highest Degree Offered	Average Number of Faculty Members	Number of Departments	Total Number of Faculty Members
Bachelors	19.0	82	1,560
Graduate	24.5	74	1,810
Total	21.6	156	3,370

Table MLAC2 provides information about the distribution of faculty members by tenure status, and Table MLAC3 presents a view of employment status and the number of faculty members who are men and women. Overall, about 56% of the faculty members in MLA Combined English / Foreign Languages departments are women, about three-fourths are employed in a full-time position, and 55% are either tenured or in a tenure-track position.

¹⁶ Totals given throughout this report are estimates of the population total.

Table MLAC2: Faculty Members by Tenure Status

Carnegie Classification	Tenured	Tenure-Track	Full-Time, Non-Tenure-Track	Part Time, Non-Tenure-Track
Baccalaureate College	430	200	200	270
Graduate University	850	370	460	590
Highest Degree Offered	Tenured	Tenure-Track	Full-Time, Non-Tenure-Track	Part-Time, Non-Tenure-Track
Bachelors	620	260	240	440
Graduate	660	310	420	420
Total	1,280	570	660	860

Table MLAC3: Faculty Members by Employment Status & Gender

Carnegie Classification	Full-Time	Part-Time	Men	Women
Baccalaureate College	830	270	460	640
Graduate University	1,670	600	1,030	1,240
Highest Degree Offered	Full-Time	Part-Time	Men	Women
Bachelors	1,110	450	660	900
Graduate	1,390	420	830	980
Total	2,500	870	1,490	1,880

Table MLAC4 depicts the distribution of departments based upon both the Carnegie classification of the parent institution and the highest degree offered. In more than 80% of the cases, the highest degree awarded is consistent with the Carnegie classification, and the highest degree awarded in most of the remaining departments is lower than the Carnegie classification of the parent institution. There are only three departments (or less than 2% of the total number of departments) where the highest degree offered exceeds the Carnegie classification of the parent institution.

Table MLAC4: Estimated Number of Departments by Carnegie Classification and Highest Degree Awarded

Carnegie Classification	Highest Degree Offered		
	Bachelors	Graduate	Total
Baccalaureate College	58	3	61
Graduate University	24	71	95
Total	82	74	156

Students are the lifeblood of any program; without students, it would difficult to justify a department. Certainly some of the courses in MLA Combined English / Foreign Languages departments are offered to non-majors, but the number of majors is an important indicator of the vitality of the department. Table MLAC5 presents the number of bachelors degrees completed in 2006-07 and Table MLAC6 shows the number of juniors and seniors who had declared a major as of the beginning of the Fall 2007 term. The number of juniors and seniors pursuing an undergraduate major in departments that award a graduate degree accounts for about 70% of the undergraduate.

Table MLAC5: Bachelors Degrees Completed in MLA English / Foreign Languages in the 2006-07 Academic Year

Carnegie Classification	Average Number of Bachelors Degrees Awarded	Number of Departments	Total Number of Bachelors Degrees Awarded
Baccalaureate College	24.9	61	1,520
Graduate University	15.4	95	1,460
Highest Degree Offered	Average Number of Bachelors Degrees Awarded	Number of Departments	Total Number of Bachelors Degrees Awarded
Bachelors	11.8	82	970
Graduate	27.2	74	2,010
Total	19.1	156	2,980

Table MLAC6: Number of Juniors and Seniors with Declared Major in MLA Combined English / Foreign Languages Departments as of the Beginning of the Fall 2007 Term

Carnegie Classification	Average Number of Juniors & Seniors with Declared Major	Number of Departments	Total Number of Juniors & Seniors with Declared Major
Baccalaureate College	56.4	61	3,440
Graduate University	62.3	95	5,920
Highest Degree Offered	Average Number of Juniors & Seniors with Declared Major	Number of Departments	Total Number of Juniors & Seniors with Declared Major
Bachelors	33.9	82	2,780
Graduate	88.9	74	6,580
Total	60.0	156	9,360

Some of these juniors and seniors will change majors prior to completing a degree and others will not complete a degree at all. However, considering the data presented in Tables MLAC5 and MLAC6, it appears that the number of students completing bachelor's degrees in MLA Combined English / Foreign Languages departments will remain stable or show a slight increase for the next two years. Table MLAC7 shows the number of students completing a minor in MLA Combined English / Foreign Languages departments during the 2006-07 Academic Year. Departments which offer a graduate degree average over twenty students minoring in programs in their department.

Table MLAC7: Number of Students Completing a Minor in an MLA Combined English / Foreign Languages Department during the 2006-07 Academic Year

Carnegie Classification	Average Number of Students Completing a Minor	Number of Departments	Total Number of Students Completing a Minor
Baccalaureate College	11.5	61	700
Graduate University	16.2	95	1,540
Highest Degree Offered	Average Number of Students Completing a Minor	Number of Departments	Total Number of Students Completing a Minor
Bachelors	8.3	82	680
Graduate	21.1	74	1,560
Total	14.4	156	2,240

We also asked respondents about the number of graduate students in their department or program. Table MLAC8 provides a summary of their answers. Since the term “graduate student” was not defined in the questionnaire, it is possible that these numbers include undergraduates enrolled in dual-degree programs, post-baccalaureate students who are not necessarily seeking a degree, and students working toward a masters or doctorate. It is surprising that there are graduate students in departments or programs with a bachelors degree as the highest degree awarded. In addition to dual-degree programs and non-degree seeking students who have already earned a bachelors, it is possible that a few of these students are completing programs that have since been eliminated. Furthermore, it is possible that departments which award a bachelors degree as the highest degree offer graduate courses that support graduate programs in other departments.

Table MLAC8: Number of Graduate Students During the Fall 2007 Term

Carnegie Classification	Average Number of Graduate Students	Number of Departments	Total Number of Graduate Students
Baccalaureate College	-	61	-
Graduate University	1,240	95	13.1
Highest Degree Offered	Average Number of Graduate Students	Number of Departments	Total Number of Graduate Students
Bachelors	0.6	82	50
Graduate	16.1	74	1,190
Total	7.9	156	1,240

Tables MLAC9, MLAC10, and MLAC11 present data about who is teaching upper division undergraduate classes, graduate classes, and graduate-level independent study in MLA Combined English / Foreign Languages departments. The data are presented by Carnegie classification and the highest degree the department offers. The total number of upper division sections does not necessarily equal the sum of the sections taught by various faculty members. If the total of the sections taught by various faculty members exceeds the total number of sections offered, it is possible that more than one faculty member taught the same section; if the total is less, then it is possible that the other courses were taught by instructors not falling into one of the faculty classifications included on the survey form.

Table MLAC9: Upper Division Course Sections in English Departments, Fall 2007

By Carnegie Classification			
	Baccalaureate College	Graduate University	Total
Total Number of Upper Division Sections	740	1,390	2,130
Taught by Full-time, Tenured or Tenure Track Faculty	700	1,200	1,900
Taught by Full-time, Non-Tenure Track Faculty	80	210	290
Taught by Part-time Faculty	40	90	130
Taught by Graduate Students	-	*	*
Number of Students Enrolled	7,620	30,210	37,830
Average Students per Section	10.3	21.7	17.3
By Highest Degree Offered			
	Bachelors	Graduate	Total
Total Number of Upper Division Sections	990	1,140	2,130
Taught by Full-time, Tenured or Tenure Track Faculty	910	990	1,900
Taught by Full-time, Non-Tenure Track Faculty	100	190	290
Taught by Part-time Faculty	75	55	130
Taught by Graduate Students	-	*	*
Number of Students Enrolled	12,200	25,630	37,830
Average Students per Section	12.3	22.5	17.3

Almost ninety percent of the upper division courses in MLA Combined English / Foreign Languages departments are taught by tenured or tenure-track, full-time faculty members, and about 14% of these courses are staffed by full-time, non-tenure-track faculty members. One in seventeen upper division courses is taught by a part-time faculty member.

Table MLAC10: Graduate Level Course Sections in MLA Combined English / Foreign Languages Departments, Fall 2007

By Carnegie Classification			
	Baccalaureate College	Doctoral University	Total
Total Number of Graduate Level Sections	60	440	500
Taught by Full-time, Tenured or Tenure Track Faculty	-	370	370
Taught by Full-time, Non-Tenure Track Faculty	60	20	80
Taught by Part-time Faculty	-	50	50
Number of Students Enrolled	460	2,890	3,350
Average Students per Section	7.7	6.6	6.7
By Highest Degree Offered			
	Bachelors	Doctorate	Total
Total Number of Graduate Level Sections	-	500	500
Taught by Full-time, Tenured or Tenure Track Faculty	-	370	370
Taught by Full-time, Non-Tenure Track Faculty	-	80	80
Taught by Part-time Faculty	-	50	50
Number of Students Enrolled	-	3,350	3,350
Average Students per Section	-	6.7	6.7

About three-fourths of the graduate courses in MLA Combined English / Foreign Languages departments are taught by tenured or tenure-track, full-time faculty members, and about 16% of these courses are staffed by full-time, non-tenure-track faculty members.

Table MLAC11: Graduate Level Independent Study in MLA Combined English / Foreign Languages Departments, Fall 2007

By Carnegie Classification			
	Baccalaureate College	Graduate University	Total
Total Number of Students Enrolled in Graduate Level Independent Study	-	330	330
Taught by Full-time, Tenured or Tenure Track Faculty	-	330	330
Taught by Full-time, Non-Tenure Track Faculty	-	30	30
Taught by Part-time Faculty	-	20	20
Average Number of Students per Department*	-	3.5	2.1
By Highest Degree Offered			
	Bachelors	Graduate	Total
Total Number of Students Enrolled in Graduate Level Independent Study	-	330	330
Taught by Full-time, Tenured or Tenure Track Faculty	-	330	330
Taught by Full-time, Non-Tenure Track Faculty	-	30	30
Taught by Part-time Faculty	-	20	20
Average Number of Students per Department*	-	4.5	2.1

* Even though the number of students is the same, the average changes because the number of departments differs by category.

All of the students enrolled in graduate level independent study are in departments that offer a graduate degree. The data suggest that some students are working with more than one faculty member.

Some data on recruiting, hiring and tenure has already been presented for all disciplines included in this report. (See pages 4 and 5.) We will now focus on recruiting, hiring, and tenure of faculty members in MLA Combined English / Foreign Languages.

In summary, MLA Combined English / Foreign Languages departments employ about 2,500 faculty members in full-time positions and 870 faculty members in part-time positions. There are approximately 1,280 tenured faculty members and 570 tenure-track faculty members. As summarized in Table MLAC12, MLA Combined English / Foreign Languages departments recruited about 140 tenured, tenure-track, or permanent faculty members for 2008-09 and had hired about 140 for 2007-08. This represents about 6% of the full-time faculty workforce. The 75 faculty members who were granted tenure comprise about one-eighth of the tenure-track faculty corps. An additional 7% of those in tenure-track positions were either denied tenure or left before the tenure decision was made.

Table MLAC12: Faculty Tenure Decisions and Recruiting

Faculty Status	Number	Relative to ...
Tenured Faculty Members	1,280	38% of total faculty members
Tenure-Track Faculty Members (not yet tenured)	570	17% of total faculty members
Tenure-Track Faculty Members Granted Tenure	75 per year	13% of tenure-track, not yet tenured faculty
Faculty Members Denied Tenure or Leaving Prior to Tenure Decision	40 per year	7% of tenure-track, not yet tenured faculty
Tenured, Tenure-Track and Permanent Faculty Members Recruited for 2008-09	140	6% of full-time faculty
Tenured, Tenure-Track and Permanent Faculty Members Hired for 2007-08	140	6% of full-time faculty

Religion

In this section, we will provide an overview of Religion departments. First we will examine the total number of faculty and students. Then we will examine faculty hiring and recruiting and tenure decisions.

The 544 departments that award a degree in Religion employ about 5,010 faculty members as shown in Table REL1. The smallest departments are those housed at parent institutions classified as primarily bachelors-granting. Departments that offer a doctorate as the highest degree are, on average, almost three times larger than those granting a bachelors as the highest degree. Even though about half of the departments are housed in primarily bachelors-granting institutions, about three-fourths offer a bachelors as the highest degree.

Table REL1: Faculty Members by Carnegie Classification and Highest Degree Offered¹⁷

Carnegie Classification	Average Number of Faculty Members	Number of Departments	Total Number of Faculty Members
Baccalaureate College	6.7	270	1,820
Masters University	10.6	162	1,710
Doctoral University	13.2	112	1,480
Highest Degree Offered	Average Number of Faculty Members	Number of Departments	Total Number of Faculty Members
Bachelors	7.6	412	3,140
Masters	11.2	82	920
Doctorate	19.0	50	950
Total	9.2	544	5,010

Table REL2 provides information about the distribution of faculty members by tenure status, and Table REL3 presents a view of employment status and the number of faculty members who are men and women. Overall, about 70% of the faculty members in departments that offer degrees in Religion are men, almost three-fourths are employed in a full-time position, and 64% are either tenured or in a tenure-track position.

¹⁷ Totals given throughout this report are estimates of the population total.

Table REL2: Faculty Members by Tenure Status

Carnegie Classification	Tenured	Tenure-Track	Full-Time, Non-Tenure-Track	Part Time, Non-Tenure-Track
Baccalaureate College	860	350	260	350
Masters University	640	260	140	670
Doctoral University	800	310	120	250
Highest Degree Offered	Tenured	Tenure-Track	Full-Time, Non-Tenure-Track	Part-Time, Non-Tenure-Track
Bachelors	1,320	560	350	910
Masters	430	160	80	250
Doctorate	550	200	90	110
Total	2,300	920	520	1,270

Table REL3: Faculty Members by Employment Status & Gender

Carnegie Classification	Full-Time	Part-Time	Men	Women
Baccalaureate College	1,450	370	1,240	580
Masters University	990	720	1,230	480
Doctoral University	1,190	290	1,050	430
Highest Degree Offered	Full-Time	Part-Time	Men	Women
Bachelors	2,180	960	2,190	950
Masters	640	280	670	250
Doctorate	810	140	660	290
Total	3,630	1,380	3,520	1,490

Table REL4 depicts the distribution of departments based upon both the Carnegie classification of the parent institution and the highest degree offered. In about sixty percent of the cases, the highest degree awarded is consistent with the Carnegie classification, and the highest degree awarded in most of the remaining departments is lower than the Carnegie classification of the parent institution. There are only thirty departments (or less than 6% of the total number of departments) where the highest degree offered exceeds the Carnegie classification of the parent institution.

Table REL4: Estimated Number of Departments by Carnegie Classification and Highest Degree Awarded

Carnegie Classification	Highest Degree Offered			Total
	Bachelors	Masters	Doctorate	
Baccalaureate College	240	24	6	270
Masters University	130	32	-	162
Doctoral University	42	26	44	112
Total	412	82	50	544

Students are the lifeblood of any program; without students, it would difficult to justify a department. Certainly some of the courses in Religion are offered to non-majors, but the number of majors is an important indicator of the vitality of the department. Table REL5 presents the number of bachelors degrees completed in 2006-07 and Table REL6 shows the number of juniors and seniors who had declared a major as of the beginning of the Fall 2007 term. Almost two-thirds of the students earning a bachelors degree in Religion are in departments that offer a bachelors as the highest degree.

Table REL5: Bachelors Degrees Completed in Religion in the 2006-07 Academic Year

Carnegie Classification	Average Number of Bachelors Degrees Awarded	Number of Departments	Total Number of Bachelors Degrees Awarded
Baccalaureate College	8.9	270	2,390
Masters University	8.0	162	1,300
Doctoral University	13.1	112	1,470
Highest Degree Offered	Average Number of Bachelors Degrees Awarded	Number of Departments	Total Number of Bachelors Degrees Awarded
Bachelors	8.2	412	3,390
Masters	11.6	82	950
Doctorate	16.4	50	820
Total	9.5	544	5,160

Table REL6: Number of Juniors and Seniors with Declared Major in Religion as of the Beginning of the Fall 2007 Term

Carnegie Classification	Average Number of Juniors & Seniors with Declared Major	Number of Departments	Total Number of Juniors & Seniors with Declared Major
Baccalaureate College	20.2	270	5,460
Masters University	24.8	162	4,010
Doctoral University	38.8	112	4,350
Highest Degree Offered	Average Number of Juniors & Seniors with Declared Major	Number of Departments	Total Number of Juniors & Seniors with Declared Major
Bachelors	21.0	412	8,670
Masters	39.0	82	3,200
Doctorate	39.0	50	1,950
Total	25.4	544	13,820

Some of these juniors and seniors will change majors prior to completing a degree and others will not complete a degree at all. However, considering the data presented in Tables REL5 and REL6, it appears that the number of students completing bachelor's degrees in departments that offer a degree in Religion will remain stable or show a slight increase for the next two years. Table REL7 shows the number of students completing a minor in Religion during the 2006-07 Academic Year. Departments which offer a doctorate average over twenty students minoring in Religion.

Table REL7: Number of Students Completing a Minor in Religion during the 2006-07 Academic Year

Carnegie Classification	Average Number of Students Completing a Minor	Number of Departments	Total Number of Students Completing a Minor
Baccalaureate College	5.1	270	1,390
Masters University	7.2	162	1,160
Doctoral University	17.2	112	1,930
Highest Degree Offered	Average Number of Students Completing a Minor	Number of Departments	Total Number of Students Completing a Minor
Bachelors	6.2	412	2,570
Masters	10.4	82	850
Doctorate	21.2	50	1,060
Total	8.2	544	4,480

We also asked respondents about the number of graduate students in their department or program. Table REL8 provides a summary of their answers. Since the term “graduate student” was not defined in the questionnaire, it is possible that these numbers include undergraduates enrolled in dual-degree programs, post-baccalaureate students who are not necessarily seeking a degree, and students working toward a masters or doctorate. It is surprising that there are graduate students in departments or programs with a bachelors degree as the highest degree awarded. In addition to dual-degree programs and non-degree seeking students who have already earned a bachelors, it is possible that a few of these students are completing programs that have since been eliminated. Furthermore, it is possible that departments which award a bachelors degree as the highest degree offer graduate courses that support graduate programs in other departments.

Table REL8: Number of Graduate Students During the Fall 2007 Term

Carnegie Classification	Average Number of Graduate Students	Number of Departments	Total Number of Graduate Students
Baccalaureate College	1.6	270	420
Masters University	9.1	162	1,480
Doctoral University	31.3	112	3,500
Highest Degree Offered	Average Number of Graduate Students	Number of Departments	Total Number of Graduate Students
Bachelors	*	412	20
Masters	29.5	82	2,420
Doctorate	59.2	50	2,960
Total	9.9	544	5,400

Tables REL9, REL10, and REL11 present data about who is teaching upper division undergraduate classes, graduate classes, and graduate-level independent study in Religion departments. The data are presented by Carnegie classification and the highest degree the department offers. The total number of upper division sections does not necessarily equal the sum of the sections taught by various faculty members. If the total of the sections taught by various faculty members exceeds the total number of sections offered, it is possible that more than one faculty member taught the same section; if the total is less, then it is possible that the other courses were taught by instructors not falling into one of the faculty classifications included on the survey form.

Table REL9: Upper Division Course Sections in Religion Departments, Fall 2007

By Carnegie Classification				
	Baccalaureate College	Masters University	Doctoral University	Total
Total Number of Upper Division Sections	1,350	1,480	1,370	4,200
Taught by Full-time, Tenured or Tenure Track Faculty	1,030	1,010	750	2,790
Taught by Full-time, Non-Tenure Track Faculty	410	160	170	740
Taught by Part-time Faculty	130	330	120	580
Taught by Graduate Students	-	*	40	40
Number of Students Enrolled	23,040	28,380	28,350	79,770
Average Students per Section	17.1	19.2	20.7	19.0
By Highest Degree Offered				
	Bachelors	Masters	Doctorate	Total
Total Number of Upper Division Sections	2,590	1,180	430	4,200
Taught by Full-time, Tenured or Tenure Track Faculty	1,750	690	350	2,790
Taught by Full-time, Non-Tenure Track Faculty	520	110	110	740
Taught by Part-time Faculty	390	130	60	580
Taught by Graduate Students	*	10	30	40
Number of Students Enrolled	46,560	18,870	14,340	79,770
Average Students per Section	18.0	16.0	33.3	19.0

About two-thirds of the upper division courses in Religion are taught by tenured or tenure-track, full-time faculty members, and about 18% of these courses are staffed by full-time, non-tenure-track faculty members. One in fourteen upper division courses is taught by a part-time faculty member, and only departments which offer a graduate degree have graduate students teaching upper division courses. The number of students enrolled in upper division courses in Religion is fairly consistent regardless of the Carnegie classification of the parent institution.

Table REL10: Graduate Level Course Sections in Religion Departments, Fall 2007

By Carnegie Classification				
	Baccalaureate College	Masters University	Doctoral University	Total
Total Number of Graduate Level Sections	810	1,020	1,100	2,930
Taught by Full-time, Tenured or Tenure Track Faculty	270	920	930	2,120
Taught by Full-time, Non- Tenure Track Faculty	410	-	110	520
Taught by Part-time Faculty	140	160	110	410
Number of Students Enrolled	3,040	6,060	6,550	15,650
Average Students per Section	3.8	5.9	6.0	5.3
By Highest Degree Offered				
	Bachelors	Masters	Doctorate	Total
Total Number of Graduate Level Sections	50	2,090	790	2,930
Taught by Full-time, Tenured or Tenure Track Faculty	50	1,430	640	2,120
Taught by Full-time, Non- Tenure Track Faculty	-	480	40	520
Taught by Part-time Faculty	-	300	110	410
Number of Students Enrolled	330	10,950	4,370	15,650
Average Students per Section	6.6	5.2	5.5	5.3

Over seventy percent of the graduate courses in Religion departments are taught by tenured or tenure-track, full-time faculty members, and about 18% of these courses are staffed by full-time, non-tenure-track faculty members.

Table REL11: Graduate Level Independent Study in Religion Departments, Fall 2007

By Carnegie Classification				
	Baccalaureate College	Masters University	Doctoral University	Total
Total Number of Students Enrolled in Graduate Level Independent Study	90	790	1,920	2,800
Taught by Full-time, Tenured or Tenure Track Faculty	180	830	1,610	2,620
Taught by Full-time, Non- Tenure Track Faculty	-	-	80	80
Taught by Part-time Faculty	-	70	310	380
Average Number of Students per Department	0.3	4.9	17.1	5.1
By Highest Degree Offered				
	Bachelors	Masters	Doctorate	Total
Total Number of Students Enrolled in Graduate Level Independent Study	170	970	1,660	2,800
Taught by Full-time, Tenured or Tenure Track Faculty	180	1,060	1,380	2,620
Taught by Full-time, Non- Tenure Track Faculty	-	30	50	80
Taught by Part-time Faculty	-	70	310	380
Average Number of Students per Department	0.4	11.8	33.2	5.1

Almost all of the students enrolled in graduate level independent study are in departments that offer a masters or doctorate in Religion. The students enrolled in graduate level independent study in departments which offer a bachelors degree as their highest degree could be completing requirements established when the department offered a graduate degree or could be seeking a graduate degree outside the department. This accounts for about 6% of the 2,800 students enrolled in graduate level independent study in Religion departments.

Some data on recruiting, hiring and tenure has already been presented for all disciplines included in this report. (See pages 4 and 5.) We will now focus on recruiting, hiring, and tenure of faculty members for programs and departments that offer degrees in Religion.

In summary, departments or programs that award degrees in Religion employ about 3,630 faculty members in full-time positions and 1,380 faculty members in part-time positions. There are approximately 2,300 tenured faculty members and 920 tenure-track faculty members. As summarized in Table REL12, Religion departments and programs recruited about 290 tenured, tenure-track, or permanent faculty members for 2008-09 and had hired about 340 for 2007-08. This represents about 8 – 9% of the full-time faculty workforce. The 110 faculty members who were granted tenure comprise about one-eighth of the tenure-track faculty corps. An additional

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6% of those in tenure-track positions were either denied tenure or left before the tenure decision was made.

Table REL12: Faculty Tenure Decisions and Recruiting

Faculty Status	Number	Relative to ...
Tenured Faculty Members	2,300	46% of total faculty members
Tenure-Track Faculty Members (not yet tenured)	920	18% of total faculty members
Tenure-Track Faculty Members Granted Tenure	110 per year	12% of tenure-track, not yet tenured faculty
Faculty Members Denied Tenure or Leaving Prior to Tenure Decision	55 per year	6% of tenure-track, not yet tenured faculty
Tenured, Tenure-Track and Permanent Faculty Members Recruited for 2008-09	290	8% of full-time faculty
Tenured, Tenure-Track and Permanent Faculty Members Hired for 2007-08	340	9% of full-time faculty

Interdisciplinary Programs

Many respondents provided names of interdisciplinary programs; in addition, many respondents seemed to be listing classes included in interdisciplinary programs in which their department participated. The tables provide an overview of these responses. Tables IP1 through IP8 present a compilation of topics and/or names best used to describe interdisciplinary programs by discipline with a count of the number of times the phrase appeared; in some cases a word or phrase in these tables was inferred from a list of classes provided by respondents.

The lists in Tables IP1 through IP8 are not necessarily comprehensive. A comprehensive listing would have required more resources than are currently available. Researchers wishing to compile a comprehensive listing may do so using the raw data responses to question 22a. (Question 18 on the paper form corresponds to question 22a in the data set.)

Table IP1: Phrases Appearing in Names of Interdisciplinary Programs Reported by Respondents in Art History

Name or Phrase	Frequency of Occurrence
Interdisciplinary	41
Women/Gender	13
Humanities	9
Archeology/Museum	9
Film/Visual	7
Post Graduate	7
Honors	5
Architecture	5
Freshmen	5
Classics	4
Asian	3
African	2
Latin	2
Liberal Arts	2
American	2
Miscellaneous	2
International Studies	2
European	1
Music	1

Table IP2: Phrases Appearing in Names of Interdisciplinary Programs Reported by Respondents in English

Name or Phrase	Frequency of Occurrence
Interdisciplinary	31
Honors	16
Media/Journalism	12
Women/Gender	10
Humanities	8
Professional/Communication	7
Comparative Literature	6
American	5
Post Graduate	4
International Studies	4
Theatre	3
Creative Literature	3
Language	2

Table IP3: Phrases Appearing in Names of Interdisciplinary Programs Reported by Respondents in Foreign Languages

Name or Phrase	Frequency of Occurrence
Women/Gender	5
International Studies	5
American Studies	4
Honors	2
Liberal Arts	2
Information Systems	1

Table IP4: Phrases Appearing in Names of Interdisciplinary Programs Reported by Respondents in History

Name or Phrase	Frequency of Occurrence
Interdisciplinary	62
Liberal Arts	14
Women/Gender	10
International	10
Freshmen/Core	8
American	7
Education	6
Honors	5
African	4
European	3
Humanities	3
Asian	2
Judeo	1
Environment	1

Table IP5: Phrases Appearing in Names of Interdisciplinary Programs Reported by Programs in History of Science

Name or Phrase	Frequency of Occurrence
History	3
Environmental	2
Biology	1
Human Technology	1
Informatics/Cognitive Science	1
International Studies	1

Table IP6: Phrases Appearing in Names of Interdisciplinary Programs Reported by Departments in Linguistics

Name or Phrase	Frequency of Occurrence
Cognitive Sciences	17
Interdisciplinary	11
Languages	7
Anthropology	5
Women/Gender	3
Psychology	2
International Studies	2
Speech/Hearing	2
Applied Linguistics	1
Liberal Arts	1

Table IP7: Phrases Appearing in Names of Interdisciplinary Programs Reported by Departments in MLA Combined English/Foreign Languages

Name or Phrase	Frequency of Occurrence
Interdisciplinary	26
International Studies	25
Spanish	9
Classics/Religion	8
Humanities	6
Miscellaneous	6
Compar. Lit	5
European	5
Education	5
Americas	3
Asian	3
Freshmen	3
Film	2

Table IP8: Phrases Appearing in Names of Interdisciplinary Programs Reported by Departments in Religion

Name or Phrase	Frequency of Occurrence
Women/Gender	27
Interdisciplinary	26
Humanities	8
Honors	7
Judeo	7
Global/International	5
Philosophy	4
Liberal Arts	3
Post Graduate	2
Christian	1
Online	1
Learning Communities	1

Survey Methodology

During the spring of 2007, the Statistical Research Center (SRC) of the American Institute of Physics (AIP) contracted to conduct the Humanities Indicators Survey. The project was directed by Alice Noble and John Hammer of the American Academy of Arts and Sciences. The survey steering committee included representatives from the American Historical Association, the Modern Language Association, and the American Political Science Association. Other societies participating in the survey included the American Council of Learned Societies, the American Academy of Religion, the Linguistic Society of American, the College Art Association, and the History of Science Society.

Scope of Work: The project involved conducting a survey of a sample of departments and programs in seven humanities disciplines (listed below). All activities related to the survey were conducted in consultation with the project directors and the steering committee. SRC agreed to develop a questionnaire in both hardcopy and on-line versions, host the on-line questionnaire on SRC servers, select sample departments and programs for each field, contact department and program heads to encourage them to complete the survey, follow-up with non-respondents with the goal of a 60% response rate, collect data, enter the data into an electronic database, and prepare the data for analysis. The SRC also agreed to provide the project team with a code book that described the content of the electronic database, as well as this report which details how the project was conducted, the problems encountered, and suggestions for changes in how future surveys might be conducted.

Disciplines: As a pilot project, The Humanities Departmental Survey limited the participating disciplines to the following seven: history, religion, college art, linguistics, English, foreign languages, and history of science. It was assumed that the contact information maintained by the learned societies that collaborated on this project reflected with reasonable accuracy the population of all departments and programs in their respective disciplines.

History of science was included in the study as a test of whether program heads could provide the detailed information asked for in the questionnaire. Only 20 such programs were included in the sample. History of science is comprised largely of degree-granting programs rather than stand-alone departments. There was concern about whether respondents could provide accurate data on those faculty and students involved in the history of science program as separate from all faculty and students in the department housing the HSS program.

Criteria for Inclusion: Several criteria were used to determine whether specific departments and programs qualified for the study. First, departments or programs had to award degrees in one or more of the seven target fields, and the departments or programs had to be in a four-year institution in the United States. The sample was selected so that it would accurately represent degree-granting departments and programs in three types of four-year institutions: research intensive, comprehensive, and primarily undergraduate.

The taxonomy for several disciplines was broad, and field boundaries had to be clearly defined. The project directors and steering committee decided that the survey should focus on scholarly fields. The Indicators Survey intentionally excluded variations of the target fields that were

classified as applied. For example, the American Academy of Religion database included departments that award degrees to people preparing for ministry, and these were excluded from the survey.

Population Information

Each society that was collaborating on this project maintained a membership database that effectively addressed the information needs of the society. The survey methodology relied heavily on these databases to provide a reasonably accurate and complete picture of the population of all degree-granting departments and programs in the target fields. While these society databases were a good starting point, four issues quickly emerged: was the information current; was the information accurate; was the information complete; and were all degree-granting departments and programs represented? Cleaning up the databases was more time consuming for some disciplines than for others. However, this step is absolutely necessary. If a sample is drawn from the wrong population, then it is impossible to generalize the results to the correct population.

It is also important to note that problems in the databases could have been identified at three points. The first is before the sample was drawn, and details of this process are discussed in this section. The second is during the process of data collection, and that process is discussed in a subsequent session. The third is during data analysis.

CAA: The College Art Association's database included information on which areas of specialization were available in each of the departments. These fine fields included studio art, architecture, film, fashion, and graphic design. However, the project steering committee had previously decided to include only art history departments in the survey. One complication was that CAA's database did not include undergraduate programs. In order to have access to the full population of departments, SRC staff members supplemented the college art database with information from the Integrated Postsecondary Education Data System (IPEDS), which is an information resource developed and maintained by the US Department of Education. IPEDS was also used to verify whether the CAA database covered all departments that awarded graduate degrees in art history. In addition, Internet searches were needed to identify current department chairs and formal department names for those art programs (both undergraduate and graduate) that were selected into the sample, but were missing from the CAA database.

AHA: The history database included about 1,000 institutions with history degree-granting departments and the AHA maintained current contact information for nearly 800 of them. AHA staff members conducted Internet searches for the names and contact information of current department heads for the remaining 200 institutions.

MLA: The Modern Language Association's list of about 3000 departments included English departments, foreign language departments, and departments that offer courses in both English and foreign languages. The latter are referred to as "combined" departments throughout this report. Although the combined departments offered courses in English and in foreign language, many of them do not offer degrees in both. Fifteen of these were removed before the sample was drawn. MLA also included 90 linguistics departments that were already part of the LSA

database and therefore were removed. At schools that had two departments that offered an English degree, the traditional “English” department was retained and the secondary department removed. For example, 53 stand-alone comparative literature and four English as a second language departments were removed. At schools with two departments offering the same foreign language, efforts were made to select the main department where the language was taught.

LSA: According to the information the SRC received from the LSA, about 40% of their 176 programs had the word “linguistics” in the department name. About one-fourth were linguistics programs that reside in English or literature departments. The rest were programs that reside in many different departments, including various foreign languages, cognitive science, and anthropology.

AAR: The religion database had 1,818 departments and schools that offer degrees according to the AAR. In order to remove programs whose purpose was the training of ministers, priests, and rabbis, SRC staff members wrote software to remove nearly 750 institutions and departments with words like ministry, mission, music, seminary, and theology in their names. SRC staff members removed 157 departments that were outside the US. The IPEDS database did not contain 14 AAR programs, which indicates that they did not actually award bachelor’s degrees. These were removed. Staff members also deleted more than 40 schools that were classified as granting an associate’s degree, as well as nearly 60 departments that had duplicate records in the database. Most of the latter were departments that had both an undergraduate and graduate listing. After these deletions, the database still had institutions with several departments. In these cases, we kept only the department called “religion”. The tally of qualified departments from which we drew the sample was about 600.

HSS: SRC staff members were concerned about the History of Science list on two levels. First was the small number of programs in the HSS database, because this limits analytical opportunities. Second, virtually all of the contacts were heads of programs rather than departments of the history of science. SRC staff members were uncertain if the program contacts would be able to provide data on the program only. SRC staff members recommended that the study include larger history of science programs and, using data from NSF and Department of Education, staff members identified the 20 institutions that awarded at least 4 graduate degrees in the history of science *and technology* over the last 5 academic years combined. History of science cannot be disaggregated from the history of technology in the federal databases. We consulted with the History of Science Society’s director, who agreed that history of technology programs could be included as well.

Sample Selection

In order to achieve the analytical goals of the study and provide sufficient data for reliable results, the SRC considered several different sampling strategies. Discussions with the steering committee made it clear that one essential criterion was that the analyses highlight the differences across the Carnegie classification of the institutions. The data the SRC received from the societies that were collaborating on this study showed that the number of degree-granting programs and departments varied dramatically across disciplines. SRC staff members concluded that a strategy that would provide reliable data for each of the target disciplines would be to sample departments and programs within each field separately and that these discipline-specific

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samples would be stratified by three levels of Carnegie classification: research intensive, comprehensive, and primarily undergraduate.

SRC staff members took these dynamics into account and assumed a response rate of 60% in calculating the minimum sample size that would provide reliable statistics. We recommended that the sample be comprised of 80 departments or programs within each field from each of three general Carnegie classifications. When the population of departments in a discipline at any one of the three types of universities was close to 80 (e.g. art history at bachelors-granting colleges), then we selected all departments in that category.

Table A1 shows the number of departments and programs that were estimated to be in the population for each field (other than history of science) at each of the three types of institutions. The bulk of this information came from the databases provided by the disciplinary societies. This information was augmented by information from IPEDS and Internet searches in the following cases: undergraduate programs in art history, the approximately 500 history departments with which AHA did not correspond regularly, and the history of science sample. Table A1 also shows the number of departments and programs that were drawn into the sample from each category of field and institution. The number of programs that awarded degrees in linguistics was small enough that all of them were included in the study. Programs in the history of science are not included in Table A1. These were selected separately and represented the 20 largest degree-granting graduate programs based on data collected by the National Science Foundation.

Questionnaire Development

In consultation with the survey steering committee, the SRC revised the questionnaire during the summer of 2007.

The questionnaire was pretested on-line during late October and early November 2007. After we drew the sample, we selected departments that were not included in the sample for the pretest. The pretest was conducted one discipline at a time so that it would be easier to spot wording issues that might be field specific. The dates for these pretests were:

- 31 history department chairs were asked to participate on Oct. 15;
- 30 religion department chairs were asked to complete the on-line questionnaire on Oct. 26;
- 15 art history department chairs were asked to complete the questionnaire on Nov. 1;
- 30 MLA English department chairs were asked to participate on Nov 2;
- 6 MLA foreign language chairs were pretested on Nov. 8.
- An additional 29 history department chairs were asked to participate in the final pretest after the on-line questionnaire had been modified to address wording problems that emerged from earlier pretests.

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Table A1: Original Population Estimates and Sample Sizes

Discipline	Population N	Sample N
History		
Bachelors	285	80
Masters	413	80
Doctoral	237	80
Subtotal	935	240
Religion		
Bachelors	284	80
Masters	196	80
Doctoral	123	80
Subtotal	603	240
MLA English		
Bachelors	414	80
Masters	470	80
Doctoral	235	80
Subtotal	1,119	240
MLA Foreign Language		
Bachelors	470	80
Masters	392	80
Doctoral	577	80
Subtotal	1,439	240
MLA Combined		
Bachelors	63	36
Masters	94	36
Doctoral	6	6
Subtotal	163	78
Art History		
Bachelors	101	101
Masters	90	90
Doctoral	148	80
Subtotal	339	271
Linguistics	176	176

No department chairs or programs heads from HSS, MLA combined, or linguistics were in the pretests since these groups were so small that we needed all of them for the full study. During the pretests, a number of problems in the wording were identified.

After the pretests, we developed the paper version of the questionnaire. The on-line version was somewhat different from the paper version, because the on-line version allowed respondents to automatically skip blocks of questions that were not applicable.

How the Survey Was Conducted

The survey sample was comprised of a mix of departments, programs within larger departments and programs that resided in the space between departments. It was essential that each potential respondent be given clear directions identifying the target discipline about which he or she was being asked to report. In other words, program heads needed to know that we were asking them about their program and not about the entire department. Clearly, this issue affected some disciplines like history of science and linguistics far more than other disciplines.

Target disciplines were identified for the respondents in two ways. First, cover letters, whether paper or electronic, were addressed to specific individuals, and each letter identified the specific target discipline about which that individual was being asked to report.

Second, the target field was identified on the questionnaire. For the paper version, a label was printed and affixed to the lower right-hand corner of the front of the questionnaire. Printed on the label was the ID number that corresponded to the department that was receiving it, as well as the phrase "Please respond about <name of discipline inserted here>". This procedure required considerable coordination during the preparation of the mailings, as the outside envelope, the cover letter, and the questionnaire with label affixed needed to be matched for each of the 1,505 programs in the sample.

The electronic equivalent of these procedures was used for the on-line version of the survey. Each e-mail was addressed to a specific person and identified the target field about which the individual was being asked to respond. In addition, the e-mail contained a personalized link to the on-line survey. Once the respondent clicked the link, our software inserted the name of the discipline in appropriate questions throughout the on-line questionnaire. The name of the discipline appeared on the introductory page of the on-line survey in the phrase "Please respond about <name of target discipline>". The software also inserted the field name in many questions, such as "How many of the FULL-TIME TENURED faculty members employed in <name of target discipline> were MEN?"

Although the data collection phase of the study was comprised of both paper and on-line questionnaires, the paper version was viewed as the primary mode. One week prior to the first mailing of the paper questionnaire, department chairs and program contacts were sent a pre-notification letter explaining who was conducting the study and why it was important. This letter was sent by the SRC on the appropriate society's letterhead and was signed by the society's executive director. The pre-notice included a five-page document prepared by the steering

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committee explaining the study in more detail. About one week after the first mailing of the paper questionnaire, a postcard reminder was mailed to contacts in all of the departments and programs in the sample.

Non-respondents were sent reminders encouraging them to respond. All contacts, except for the final contact, were sent by the SRC but appeared to come from the executive director of the appropriate society. In all, there were a pre-notice, a postcard, three mailings of the paper questionnaire, and three e-mail reminders. The final contact, which was the third mailing of the paper questionnaire, was sent by certified mail in order to emphasize its importance to non-respondents. This mailing was sent by the SRC, but was signed by the Academy and by the American Council of Learned Societies (ACLS). This switch was made in the hopes that departments that had not responded to requests from the societies' executive directors would respond to a request from the Academy and ACLS. The final contact had very limited success, but since these were respondents who had ignored the first six requests, the low success rate cannot be attributed to the change in the signatories. See Appendix C for the schedule of mail and e-mail contacts for each target discipline.

Undeliverable mail was returned to the SRC, and we also received e-mail correspondence from individuals who indicated that they were no longer the department chairs. Internet searches were conducted to identify 71 new department chairs. As Appendix C indicates, the new department chairs were contacted on a separate schedule beginning in February 2008.

Some respondents contacted us to indicate that their department or program does not offer a degree in the target discipline. These programs were removed. In January, we looked through the paper returns for the linguistics programs and became concerned that some of the programs did not offer degrees in linguistics. We checked all of the linguistics non-respondents at that time and removed 36 of the original 176 linguistics programs. Across all fields, 88 departments and programs were deleted from the study during data collection. The sample size after removals is indicated in the second column of Table A2.

SRC staff members concluded that the 88 removals were representative of a larger number of departments and programs that were incorrectly included in the original population estimates for each target discipline. Thus, we did not replace the departments that were removed. The sample for history had the fewest deletions, in part, because 60% of the sample came from a well-maintained society database, and 40% came from searches of IPEDS and the Internet by SRC staff members prior to the first mailing.

During the data collection phase, 48 department chairs and program heads (about 3% of the sample) declined to participate and asked to be removed from the study (Table 2). Overall, 66% of the departments and programs responded to the questionnaire. History departments had the highest level of cooperation, with a 73% response rate. The combined English and foreign language departments had the lowest response rate (60%), but the combined departments were a very small group.

Table A2: Original and Adjusted Sample Sizes with Field-Level Response Rates

Discipline	Sample N	Sample N After deletions	Responses N Paper	Responses N On-line	Resp Rate	Refusals N
History						
Bachelors	80					
Masters	80	238	103	69	72%	7
Doctoral	80					
Religion						
Bachelors	80					
Masters	80	215	90	47	64%	10
Doctoral	80					
MLA English						
Bachelors	80					
Masters	80	236	81	67	63%	9
Doctoral	80					
MLA Foreign Language						
Bachelors	80	232	111	52	70%	2
Masters	80					
Doctoral						
MLA Combined						
Bachelors	36					
Masters	36	75	25	21	61%	7
Doctoral	6					
Art History						
Bachelors	101					
Masters	90	262	128	48	67%	9
Doctoral	80					
Linguistics	176	140	53	36	64%	4
History of Science	20	19	4	9	68%	0
Totals	1505	1417	595	349	67%	48

Calculation of Population Estimates

Responses from the sampled departments are used to calculate the population estimates. The data are weighted by field and by Carnegie classification. When estimating the total number of “variable of interest,” the following formula is used:

$$\hat{x}_{fq} = \sum_{c=1}^3 w_{fc} * rr_{fqc} * x_{fqc}$$

where \hat{x}_{fq} denotes the total population estimate for a particular field (f) based on responses to a particular question (q), w_{fc} denotes the weight associated with that field for that Carnegie classification (c), rr_{fqc} denotes the adjustment to the weight for item non-respondents for that particular question, field, and Carnegie classification, and x_{fqc} denotes the sum of the sample data for that field for that question for that Carnegie classification. The individual weights (w_{fc}) are determined by comparing the total number of departments in the population to the total number of departments in the sample, and the item non-response adjustment (rr_{fqc}) is determined by comparing the total number of responses to a particular question from respondents in a particular field and Carnegie classification to the total number of respondents in that field and Carnegie classification overall.

When the data are presented as proportions, the totals were calculated as described above first, and those totals were used to calculate the proportions.

Problems with Specific Questions

A preliminary examination of the data indicated that most of the questions appear to work and that respondents seemed to be providing the data the questionnaire asked for. There were a few significant exceptions, all of which were on the third page of the paper questionnaire.

Interdisciplinary Programs: We strongly suspect that most of the data from this section will not be usable. One of the questions asked respondents to list the names of the interdisciplinary programs with which their department was involved. Some department heads responded about specific courses even though the question asked about programs. However, the disciplinary societies may be able to glean some useful information from some of the answers written in response to this question.

Respondents also had trouble with the question reading “How many students participated in these [interdisciplinary] programs during the 2006-07 academic year?” The definition of students was not clear (students who are majors in the target discipline? general students?) and the definition of participated was not clear (taking classes? majoring?).

General education courses: This is a term that appeared to have different meanings to respondents in different universities. Many respondents apparently thought that they had no general education courses and left this set of questions blank. Many respondents could not distinguish between general education and lower division courses. These individuals provided identical data for the two sets of questions. There were so many obviously incorrect answers to the set of questions about general education courses that we recommend that the data be ignored.

Lower division courses: This term appears to have created some of the same confusion as general education courses. We believe, however, that the bigger problem with the set of questions about lower division courses may have resulted from a sentence that the steering

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committee added to the question about lower division courses. This sentence defined lower division courses as courses that were taken by undergraduates who intended to major in the target discipline. Many respondents wrote that they could not distinguish the intended majors from the total enrollment in lower division courses. Different respondents dealt with these problems in different ways, but there were so many obviously incorrect answers to the set of questions about lower division courses that we recommend that these data be ignored.

Number of sections: The layout of the questions about the number of sections appears to have contributed to some confusion as well. These questions asked about the number of sections taught by faculty in lower division, general education, upper division, and graduate levels. However, a few respondents did not read the question or, at least, did not read it carefully. For example, some respondents appeared to tell us how many faculty members were teaching sections instead of how many sections were offered.

Number of faculty: Several program heads did not complete the questions that asked about the number of faculty by tenure status and gender. Fortunately, some respondents took the time to write comments about this set of questions in the open-ended question at the end of the survey form. Many of these respondents indicated that their programs existed in the space between formal departments and that these programs had no dedicated faculty. Whether the heads of degree-granting programs can provide counts of their faculty is an especially difficult problem for interdisciplinary programs. This problem should be addressed in future surveys of programs.

Conclusions

This survey asked chairs of a sample of departments in seven fields information about their faculty, students, courses, hiring, turnover, and policies. The fields included were history, religion, art history, English, foreign languages, linguistics, and history of science. The survey was administered both on the web and in paper from November 2007 to May 2008. The overall response rate was 66%.

This survey relied on participating societies to provide complete lists of degree-granting departments and programs, as well as current and accurate contact information. However, societies keep lists of departments for their own purposes. For example, many departments and programs appeared on societies' lists but were in fact ineligible for the study because they did not offer a degree or were only a part of a larger, degree-granting department. The lists contained duplicates which are easily removed, but the inclusion of many programs that do not offer degrees is especially problematic. Also problematic is the omission of programs that do offer degrees. In order to generalize to the larger population, the lists must be cleaned before the sample can even be drawn. In addition, the societies' lists contained outdated contact information, a problem that will exist with any list and is time-consuming to correct, but does not have serious implications for sample selection.

This survey was designed as a template and served that purpose well. Although the questionnaire was pretested, problems with several questions were discovered during and after data collection. Future rounds of this survey will provide opportunities to refine the questions.

Recommendations for changes in how future surveys might be conducted

This survey used a single instrument for departments, for programs within departments, and for programs that draw faculty members from several departments. Several program heads noted their difficulty with answering the questions about the number of faculty, but it is unknown how many answered these questions in a way that does not give the answers desired by the committee. It is possible that in the future, separate questionnaires will be needed for departments and programs. This will increase the complexity of the administration of the survey and its expense.

The process of adding new programs should be undertaken slowly and with caution. Until a process for collecting accurate data from programs is developed, there is always a risk of over-counting students and faculty members. For example, faculty members teaching in a program may be counted twice—once by their home department and again by the program. It is also not clear what the concept of a lower division course means to a specialized program such as history of science. Will these lower division courses simply be duplicates of the courses offered by the history department?

This survey relied on communications that appeared to come from the executive directors of the participating societies, except the final paper mailing which was signed by the Academy and the ACLS. Letters coming from executive directors appeared to be effective, but increase the complexity and expense of survey administration. Future rounds of this survey should attempt to determine whether letters coming from the Academy and ACLS would be just as effective. The SRC continues to recommend that future rounds of this survey continue to utilize paper questionnaires, which are preferred by many respondents when questions ask for departmental records.

It is our understanding that the number of disciplines and interdisciplinary programs will increase in future rounds of the survey. SRC staff members recommend that the same 1417 departments and programs be surveyed again in the next round. This would simplify the process of data collection so that efforts can be expended on identifying the boundaries of the new fields.

Questions That Did Not Work

As with any initial attempt, the first Survey of Humanities Departments offers many opportunities to learn lessons. This section addresses the lessons to be learned from questions that did not work on the survey instrument.

Interdisciplinary Programs

The series of questions about interdisciplinary programs proved challenging. Perhaps some of the respondents are housed in interdisciplinary programs, so, in the next round, one of the answer choices could reflect this reality. In response to the question about the names of interdisciplinary programs, some participants appeared to provide a list of classes rather than the name of a program. Finally, it is possible that respondents are not responsible for tracking enrollments in all of the interdisciplinary programs in which they participate. So, it is not clear that this data is useful.

Undergraduate General Education Courses

Undergraduate Lower Division Courses

The questionnaire included a set of questions about general education courses and a set of questions about lower division courses. These questions asked about the total number of students enrolled during the fall of 2007, the total number of sections in these course, and who taught those section, i.e. full-time tenured faculty, full-time non-tenured faculty, part-time faculty, and graduate students.

These questions were intended to provide fundamentally important indicators of the vitality of the department or program. However, these two sets of questions created so much confusion among respondents that it is our opinion that the data are neither reliable nor accurate.

Some of the confusion centered on the distinction between general education courses and lower division courses. An example of this problem is that 137 of the 944 respondents wrote the same exact answers to both sets of questions. In addition, based on comments written by a number of respondents, some people were confused by the definition of lower division courses which stated that these courses were primarily intended for students “who might major in the field.” Examples of these problems are reflected in the 117 respondents left the lower division course information blank, despite the fact that virtually all of them reported that they offered an undergraduate major. The level of confusion is further indicated by the 111 respondents who simply left both sets of questions blank.

In short, fewer than half of respondents answered both sets of questions providing different answers to the two sets.

Of the respondents who did answer these two sets of questions, many provided inconsistent answers to the number of sections taught. Unfortunately, these problems appeared in many ways and in the responses to both the general education courses and the lower division courses.

One problem was that many respondents appeared to be giving us data on the number of individual “discussion” sections and similar classes taught by graduate students as part of a

larger course. When we added the number of sections reportedly taught by graduate students to the number taught by faculty, the sum far exceeded the answer to the “total number of sections” on their questionnaires.

On several dozen questionnaires, we had the opposite problem. When we added together the number of sections taught by tenured faculty, non-tenured faculty and graduate students, we had a sum that was far smaller than the answer these respondents provided to the “total number of sections taught” in the same course.

Another problem was that some respondents appeared to be giving us data on the number of students in the sections rather than data on the number of sections taught by graduate students and faculty. In such cases the sum totals for these answers were close to the answer to “how many students were enrolled in” the course and far exceeded the total number of sections in the courses.

Finally, we could not deduce what questions several dozen respondents thought that they were answering. When we added their answers to the number of sections taught by tenured faculty, non-tenured faculty, and graduate students, we had a sum that was more than 100 greater than their answer to the “total number of sections,” but several thousand smaller than the total number of students enrolled in the course.

There is also potential confusion between “students” and “enrolled.” It is possible that some smaller departments counted individuals and larger departments counted enrollments. A smaller department might know that it has six majors with each one enrolling in three different courses. So, is the total number of students 3, or is the total enrollment 18? This potential for confusion runs throughout all of the questions about classes and independent study.

Graduate Level Independent Study

For some disciplines the sum of students taught by the three types of faculty members was very different (by as much as 45%) from the number reported in “Total number of students enrolled in graduate level independent study.” It could be that some respondents differentiated between “enrollments” and “students.” If a single individual is doing a graduate level independent study with several different faculty members, it is not clear how that should be reported. Is the goal here to determine how many different “projects” are underway (with one project potentially including multiple faculty members) or how many different “registrations” exist within a department during a given semester.

Union Representation and Benefits

These questions apparently caused both survey fatigue and respondent confusion. For these questions, we first examined responses from departments at the same school. We looked at answers to questions 38 – 42 for 525 respondents from the same school. There are 150 pairs with two departments from the same parent institution (300 respondents), 45 triads with three departments from the same parent institution (135 respondents), 12 instances with four departments from the same parent institution (48 respondents), 6 instances with five departments from the same parent institution (30 respondents), and 3 instances with six departments from the same parent institution (12 respondents).

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For these five questions, 15% of the responses were missing, and about 40% of the non-missing responses were inconsistent within the same school. In There are ten answers required of respondents for these five questions (two answers for each question, one for full-time faculty and one for part-time faculty). In only three of the ten cases were more than half of the responses non-missing and consistent. The pattern of inconsistencies was not consistent. For question 38, the responses were more consistent within full-time faculty; for questions 39, 40 and 42, the responses were more consistent within part-time faculty; and, for question 41, the consistency (or lack thereof) was very similar for both full- and part-time faculty.

Both the high level of omission (15% of the responses were blank) and the high proportion of inconsistent responses (40% of the non-missing answers are inconsistent within the same institution) suggest that departmental personnel are not necessarily the best respondents for these questions. Furthermore, asking these questions multiple times within the same institution requires duplication of effort on the part of the respondent.

We recommend asking these questions once for each institution and asking the Human Resources office to respond, not the departments. It is quite possible that the person completing the form at the departmental level is not well-versed in benefits for faculty members, particularly when looking at fine distinctions between full-time and part-time faculty.

The definition of part-time faculty is not clear. It is possible that some part-time faculty are benefit-eligible, while others are not.

The answer choices should be mutually exclusive. The choices used for many of the benefits questions on the 2007 survey were:

- Yes, fully paid by institution
- Yes, partially paid by institution
- Yes, paid by the individual
- Not available
- Don't know

We suggest the following choices instead:

- Yes, fully paid by institution
- Yes, partially paid by institution
- Yes, fully paid by individual
- Not eligible for plan
- Not available
- Don't know

This revised list clears up any confusion about which response is best when the costs are shared between the employee and the employer. In addition, it provides for a distinction between a particular benefit not being available at an institution at all versus the particular class of employee not qualifying for the benefit; in the former list it is not clear which is meant by a response of "not available."

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Finally, if the question regarding criteria used to determine eligibility for part-time faculty and instructional staff were asked before the questions about benefits, it might be clearer to the respondent what is meant by “part-time faculty.”

Sampling Error and Confidence Intervals

Sampling error is the error caused by using data from a sample (rather than data from a census of the whole population). All of the population estimates in this report are subject to sample-to-sample variation; that is, responses from a different sample of survey participants could (and likely would) result in slightly different estimates. A large enough random sample results in sampling errors that are relatively minor. We can estimate the magnitude of the sampling errors using standard statistical formulas.

For data that are presented as proportions, the estimated size of the sampling error varies with the magnitude of the particular proportion in question and the size of the sample (or sub-sample) in consideration. It is given by:

$$s = \sqrt{\frac{\hat{p} * (1 - \hat{p})}{n}}$$

where \hat{p} is the estimated proportion and n is the number of observations in the sample. So, for example, we estimate that 77% of the departments in Art History participate in interdisciplinary programs (Table 13). There were 168 respondents from Art History departments who answered the question we used to make this estimate. So, the sampling error for the estimated proportion of Art History departments participating in interdisciplinary programs is:

$$s = \sqrt{\frac{0.77 * (1 - 0.77)}{168}} = 0.0325$$

A confidence interval provides an interval estimate of a population parameter. The width of the confidence interval indicates the reliability of the estimate. A confidence interval is given by:

$$\hat{\theta} \pm Z * s$$

where $\hat{\theta}$ is the point estimate (such as the numbers given in tables throughout this report), Z is the confidence coefficient, and s is the sampling error. The confidence coefficient for a 95% confidence interval is 1.96. So, the 95% confidence interval for the proportion of Art History departments that participate in interdisciplinary programs is:

$$0.77 \pm 1.96 * 0.0325 = 0.77 \pm 0.06 = \{0.71, 0.83\}$$

The level of confidence is associated with the estimation process itself and is unrelated to the point estimate.

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For data that are presented as population totals derived from sample data, the size of the sampling error varies with the weighting factor¹⁸. It is calculated as:

$$s = \sqrt{w^2 * \hat{\sigma}^2}$$

where $\hat{\sigma}$ is the sample standard deviation and w is the weighting factor.

Below we provide the estimated standard error and 95% confidence intervals for the total faculty data (Table SE1) and for the total number of bachelors degrees completed (Table SE2). In most cases, the result for a 95% confidence interval ($1.96 * s$) is about 2 to 4% of the estimate. The variations in the relative size of the sampling error are as expected based on differences in sample sizes and standard deviations for each sample.

Table SE1: Estimated Sampling Error and 95% Confidence Intervals for Total Number of Faculty Members by Carnegie Classification

Discipline	Carnegie Classification	Estimated Total Faculty	Estimated Sampling Error	Lower Bound, 95% CI	Upper Bound, 95% CI	Approximate Range
Art History	Bacc. Coll.	490	5.0	480.1	499.9	±2.0%
	Masters U.	560	6.8	546.7	573.3	±2.4%
	Doc. U.	1,750	14.7	1,721.1	1,778.9	±1.7%
English	Bacc. Coll.	4,910	78.7	4,755.7	5,064.3	±3.1%
	Masters U.	11,970	183.4	11,610.5	12,329.5	±3.0%
	Doc. U.	13,800	144.2	13,517.4	14,082.6	±2.0%
Foreign Languages	Bacc. Coll.	3,530	46.9	3,438.1	3,621.9	±2.6%
	Masters U.	5,750	80.4	5,592.5	5,907.5	±2.7%
	Doc. U.	14,040	199.1	13,649.7	14,430.3	±2.8%
History	Bacc. Coll.	2,540	23.3	2,494.4	2,585.6	±1.8%
	Masters U.	6,180	86.6	6,010.2	6,349.8	±2.7%
	Doc U.	6,640	61.6	6,519.3	6,760.7	±1.8%
Linguistics		1,630	14.1	1,602.4	1,657.6	±1.7%
MLA Combined	Bacc. Coll.	1,100	24.2	1,052.6	1,147.4	±4.3%
	Grad. U.	2,270	55.5	2,161.2	2,378.8	±4.8%
Religion	Bacc. Coll.	1,820	27.3	1,766.5	1,873.5	±2.9%
	Masters U.	1,710	27.2	1,656.7	1,763.3	±3.1%
	Doc. U.	1,480	20.7	1,439.3	1,520.7	±2.7%

¹⁸ Since the weighting factor varies inversely with the sample size, the sampling error decreases as the sample size increases.

Table SE2: Estimated Sampling Error and 95% Confidence Intervals for Total Number of Bachelors Degrees Awarded by Discipline

Discipline	Estimated Number of Bachelors Degrees Awarded	Estimated Sampling Error	Lower Bound, 95% CI	Upper Bound, 95% CI	Approximate Range
Art History	5,400	32.2	5,336.9	5,463.1	±1.2%
English	54,690	624.5	53,466.0	55,914.0	±2.2%
Foreign Languages	28,710	186.7	28,344.1	29,075.9	±1.3%
History	38,700	279.1	38,153.0	39,247.0	±1.4%
Linguistics	1,720	26.85	1,667.4	1,772.6	±3.1%
MLA Combined	2,980	63.5	2,855.5	3,104.5	±4.2%
Religion	5,160	43.1	5,075.5	5,244.5	±1.6%

The estimated standard errors are smaller, in relative terms, than those for the faculty data presented in Table SE1. This is because the data in Table SE2 are aggregated into broader categories than those in Table SE1.

Other Sources of Error

Many sources of error arise in survey research. These include:

- Non-response bias which results when there are systematic differences in response characteristics between those who responded to the survey and those who did not respond; all of the estimates are based upon respondents who may not necessarily be entirely representative of the population
- Errors arising from poorly worded questionnaire items or from poorly constructed or unduly complex questions
- Errors in the interpretation of the questions or recall of the responses by respondents
- Errors in data entry and in statistical computation

Every reasonable effort has been made to minimize errors at every stage in this research effort.