

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

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

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## Classical Studies

In this section, we will provide an overview of Classical Studies departments. Table CLS1 provides data on the number of departments and faculty members.

**Table CLS1: Faculty Members by Carnegie Classification and Highest Degree Offered**

Carnegie Classification	Number of Departments	Average Number of Faculty Members	Total Number of Faculty Members
Primarily Undergraduate	107	4.4	475
Comprehensive	47	5.2	245
Primarily Research	122	9.8	1,200
Highest Degree Offered	Number of Departments	Average Number of Faculty Members	Total Number of Faculty Members
Bachelor's	195	5.4	1,060
Master's	24	8.8	210
Doctorate	57	11.4	650
<b>TOTAL</b>	<b>276</b>	<b>7.0</b>	<b>1,920</b>

Table CLS2 presents faculty members by tenure status. Almost 60% of the faculty members in Classical Studies departments are tenured.

**Table CLS2: Faculty Members by Tenure Status, Fall 2012**

Carnegie Classification	Tenured	Tenure-Track	Neither Tenured nor Tenure-Track, Full-Time	Neither Tenured nor Tenure-Track, Part-Time
Primarily Undergraduate	280	90	50	55
Comprehensive	120	20	40	65
Primarily Research	720	180	160	140
Highest Degree Offered	Tenured	Tenure-Track	Neither Tenured nor Tenure-Track, Full-Time	Neither Tenured nor Tenure-Track, Part-Time
Bachelor's	560	160	160	180
Master's	100	40	40	30
Doctorate	460	90	50	50
<b>TOTAL</b>	<b>1,120</b>	<b>290</b>	<b>250</b>	<b>260</b>

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Table CLS3 presents faculty members by employment status and gender. Over 80% of the faculty members in Classical Studies departments are full-time, and 40% are women.

**Table CLS3: Faculty Members by Employment Status and Gender, Fall 2012**

<b>Carnegie Classification</b>	<b>Full-Time</b>	<b>Part-Time</b>	<b>Men</b>	<b>Women</b>
Primarily Undergraduate	405	70	275	200
Comprehensive	165	80	135	110
Primarily Research	1,040	160	740	460
<b>Highest Degree Offered</b>	<b>Full-Time</b>	<b>Part-Time</b>	<b>Men</b>	<b>Women</b>
Bachelor's	850	210	620	440
Master's	180	30	130	80
Doctorate	580	70	400	250
<b>TOTAL</b>	<b>1,610</b>	<b>310</b>	<b>1,150</b>	<b>770</b>

Not every department housed in an institution classified as Primarily Research using the Carnegie classifications offers a doctorate, or even a master's. Table CLS4 details the highest degree offered by Classical Studies departments housed at various institutions. At three Primarily Undergraduate institutions, the Classical Studies departments offer a doctorate. Overall, 71% of the departments award a bachelor's as the highest degree

**Table CLS4: Number of Departments by Carnegie Classification and Highest Degree Offered, Fall 2012**

		<b>Highest Degree Offered</b>			<b>TOTAL</b>
		<b>Bachelor's</b>	<b>Master's</b>	<b>Doctorate</b>	
<b>Carnegie Classification</b>	<b>Primarily Undergraduate</b>	103	1	3	<b>107</b>
	<b>Comprehensive</b>	43	2	2	<b>47</b>
	<b>Primarily Research</b>	49	21	52	<b>122</b>
<b>TOTAL</b>		<b>195</b>	<b>24</b>	<b>57</b>	<b>276</b>

Table CLS5 summarizes responses to the question of how many bachelor's degrees were awarded in Classical Studies during the 2011-12 academic year. Departments at Primarily Research institutions accounted for about 60% of the bachelor's degrees awarded.

**Table CLS5: Bachelor's Degrees completed in Classical Studies in the 2011-12 Academic Year**

<b>Carnegie Classification</b>	<b>Number of Departments</b>	<b>Average Number of Bachelor's Degrees Awarded</b>	<b>Total Number of Bachelor's Degrees Awarded</b>
Primarily Undergraduate	107	5.9	630
Comprehensive	47	6.0	280
Primarily Research	122	10.9	1,330
<b>Highest Degree Offered</b>	<b>Number of Departments</b>	<b>Average Number of Bachelor's Degrees Awarded</b>	<b>Total Number of Bachelor's Degrees Awarded</b>
Bachelor's	195	6.4	1,250
Master's	24	10.4	250
Doctorate	57	13.0	740
<b>TOTAL</b>	<b>276</b>	<b>8.1</b>	<b>2,240</b>

Table CLS6 presents data on the number of juniors and seniors with a declared major in Classical Studies. If the number of students receiving bachelor's degrees is to remain fairly constant, then one would expect the number of juniors and seniors with a declared major to be at least twice as large as the number of bachelor's degree recipients. This is the case in Classical Studies departments.

**Table CLS6: Number of Juniors and Seniors with Declared Major in Classical Studies as of the Beginning of the Fall 2012 Term**

<b>Carnegie Classification</b>	<b>Number of Departments</b>	<b>Average Number of Juniors &amp; Seniors with Declared Major</b>	<b>Total Number of Juniors &amp; Seniors with Declared Major</b>
Primarily Undergraduate	107	10.6	1,130
Comprehensive	47	13.0	610
Primarily Research	122	24.8	3,030
<b>Highest Degree Offered</b>	<b>Number of Departments</b>	<b>Average Number of Juniors &amp; Seniors with Declared Major</b>	<b>Total Number of Juniors &amp; Seniors with Declared Major</b>
Bachelor's	195	13.6	2,650
Master's	24	32.1	770
Doctorate	57	23.7	1,350
<b>TOTAL</b>	<b>276</b>	<b>17.3</b>	<b>4,770</b>

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Almost 2,000 students complete a minor in Classical Studies during the 2011-12 academic year. These data are detailed in Table CLS7. During the 2011 – 2012 academic year, Classical Studies departments awarded, on average, about 8 bachelor’s degrees per department and had about 7 students per department earn a minor in the field.

**Table CLS7: Number of Students Completing a Minor in Classical Studies during the 2011-12 Academic Year**

<b>Carnegie Classification</b>	<b>Number of Departments</b>	<b>Average Number of Students Completing a Minor</b>	<b>Total Number of Students Completing a Minor</b>
Primarily Undergraduate	107	5.5	590
Comprehensive	47	6.6	310
Primarily Research	122	8.4	1,020
<b>Highest Degree Offered</b>	<b>Number of Departments</b>	<b>Average Number of Students Completing a Minor</b>	<b>Total Number of Students Completing a Minor</b>
Bachelor’s	195	6.3	1,220
Master’s	24	5.8	140
Doctorate	57	9.8	560
<b>TOTAL</b>	<b>276</b>	<b>7.0</b>	<b>1,920</b>

As shown in Table CLS8, there were approximately 1,300 graduate students enrolled in programs in Classical Studies departments during the Fall 2012 term. Most of these students were in departments that awarded a doctorate. There were ten students enrolled in graduate programs in departments that offer only a bachelor’s degree. It is likely that these students are in departments that had a graduate program at one time, and the department no longer awards graduate degrees. These departments have been allowed to retain currently enrolled graduate students.

**Table CLS8: Number of Graduate Students in Classical Studies during Fall 2012 Term**

<b>Carnegie Classification</b>	<b>Number of Departments</b>	<b>Average Number of Graduate Students</b> (per department that offers graduate degree)	<b>Total Number of Graduate Students</b>
Primarily Undergraduate	107	6.3	25
Comprehensive	47	0	0
Primarily Research	122	17.6	1,285
<b>Highest Degree Offered</b>	<b>Number of Departments</b>	<b>Average Number of Graduate Students</b>	<b>Total Number of Graduate Students</b>
Bachelor's*	195	0.1	10
Master's	24	12.5	300
Doctorate	57	17.5	1,000
<b>TOTAL</b>	<b>276</b>	<b>16.2</b>	<b>1,310</b>

Overall, over 80% of the students enrolled in undergraduate introductory Classical Studies courses are taught by a full-time faculty member, and 6% are taught by graduate students. These data are presented in Table CLS9. The differences indicated by the asterisk (\*) in the table means that the proportion of students taught by that rank faculty member in that type of department differs significantly from the other comparable types of department (either by Carnegie Classification, by highest degree offered, or by form of control). A student in a department housed in a Primarily Undergraduate institution (by Carnegie Classification) is more likely to be taught by a full-time tenured or tenure-track faculty member than students in departments housed in Comprehensive or Primarily Research institutions. The same is also true for a student in a department housed in a private institution.

It must again be noted that statistical significance depends on a number of factors, not solely the absolute difference between two values. While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

**Table CLS9: Instructor of Record for Undergraduate Introductory Courses in Classical Studies, Fall 2012 Term**

	% of students taught by ...			
	Full-Time Tenured or Tenure-Track Faculty Members	Full-Time Non-Tenure-Track Faculty Members	Part-Time Faculty Members	Graduate Students in the Department
By Carnegie Classification				
Primarily Undergraduate	67%*	19%	12%	2%*
Comprehensive	57%	17%*	24%*	3%*
Primarily Research	54%	22%	10%	15%
By Highest Degree Offered				
Bachelor's	62%	20%	16%*	2%*
Master's	54%	24%*	13%*	9%*
Doctorate	59%	16%	2%	22%
By Form of Control				
Public	58%	21%	10%	11%
Private	63%*	19%	15%*	3%*
<b>All Institutions</b>	<b>61%</b>	<b>20%</b>	<b>13%*</b>	<b>6%</b>

\* indicates that the proportion is significantly different from primarily research (for Carnegie Classification) or from Doctorate (for Highest Degree Offered) or from Public (for Form of Control) at the 5% level.

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

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Table CLS10 presents results for the instructor of record for all other (non-introductory) classes in Classical Studies. Students in departments housed in Primarily Undergraduate institutions (Carnegie classification) are more likely to be taught by full-time faculty members than students in departments housed in Comprehensive or Primarily Research institutions. There is little difference by form of control.

Finally, Table CLS11 summarizes the results for the instructor of record in graduate courses. There is very little difference for graduate courses. At private institutions, students are less likely to be taught by full-time faculty members and more likely to be taught by part-time faculty members.

**Table CLS10: Instructor of Record for All Other Undergraduate (Non-Introductory) Courses in Classical Studies, Fall 2012 Term**

	% of students taught by ...			
	Full-Time Tenured or Tenure-Track Faculty Members	Full-Time Non-Tenure-Track Faculty Members	Part-Time Faculty Members	Graduate Students in the Department
By Carnegie Classification				
Primarily Undergraduate	77%*	15%	7%	1%*
Comprehensive	70%	15%	14%*	1%*
Primarily Research	66%	17%	10%	6%
By Highest Degree Offered				
Bachelor's	74%	16%	9%*	1%*
Master's	69%	17%	12%*	2%*
Doctorate	69%	15%	5%	10%
By Form of Control				
Public	71%	16%	8%	5%
Private	73%	16%	9%	2%*
<b>All Institutions</b>	73%	16%	9%	3%

\* indicates that the proportion is significantly different from primarily research (for Carnegie Classification) or from Doctorate (for Highest Degree Offered) or from Public (for Form of Control) at the 5% level.

\* indicates that the proportion is significantly different from all other disciplines combined at the 5% level

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

Statistical significance depends on a number of factors, not solely the absolute difference between two values.

While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.



**Table CLS11: Instructor of Record for All Graduate Courses in Classical Studies, Fall 2012 Term**

	% of students taught by ...			
	Full-Time Tenured or Tenure-Track Faculty Members	Full-Time Non-Tenure-Track Faculty Members	Part-Time Faculty Members	Graduate Students in the Department
By Carnegie Classification				
Primarily Undergraduate	87%	8%	4%	2%
Comprehensive	91%	4%	2%	2%
Primarily Research	91%	5%	2%	3%
By Highest Degree Offered				
Bachelor's	87%	9%*	1%	2%
Master's	89%	8%*	2%	2%
Doctorate	92%	3%	3%	3%
By Form of Control				
Public	92%	4%	2%	2%
Private	86%*	7%	4%*	2%
<b>All Institutions</b>	<b>91%</b>	<b>5%</b>	<b>2%</b>	<b>2%</b>

\* indicates that the proportion is significantly different from primarily research (for Carnegie Classification) or from Doctorate (for Highest Degree Offered) or from Public (for Form of Control) at the 5% level.

\* indicates that the proportion is significantly different from all other disciplines combined at the 5% level.

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

Statistical significance depends on a number of factors, not solely the absolute difference between two values.

While differences that are not marked as significant may seem to be the same size as, or even larger than, those marked as significant, they are not statistically significant. The most likely factors attributing to the lack of significance when the absolute difference seems "large enough" are a smaller sample size or a larger variation within that discipline.

Table CLS12 presents the results for the assessment of undergraduate student learning in Classical Studies departments. Learning outcomes assessment is an aggregate assessment which attempts to measure the effectiveness of a program or institution by examining the competence of a given cohort of students. We did not ask about the assessment of individual students; we asked respondents to tell us whether or not they assessed undergraduate student learning.

**Table CLS12: Assessment of Overall Undergraduate Student Learning in Classical Studies as of the Fall 2012 Term**

	All Institutions	Carnegie Classification			Form of Control	
		Primarily Undergraduate	Comprehensive	Primarily Research	Public	Private
No Departmental Assessment	29%	29%	9%	36%	29%	28%
Departmental Assessment for All Majors	65%	70%	73%	58%	64%	65%
Departmental Assessment for Majors in Honors Program Only	1%	1%	5%	0%	0%	2%
Departmental Assessment for Some Other Group of Students	13%	11%	23%	10%	9%	15%

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

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

For Classical Studies, 83% of the department view publications as either essential or very important in tenure decisions; 73% of all of the departments in the study view publications this way. The importance of teaching and is about the same in Classical Studies departments as it is in all other disciplines combined, and the same is true for service. The views of Classical Studies departments on the importance of public humanities are also similar to that for all disciplines combined. Details for Classical Studies departments are shown in Table CLS13.

**Table CLS13: Considerations in Tenure Decisions in Classical Studies, Fall 2012**

	CC*	Essential	Very Important	Important	Marginally Important	Unimportant
Publications (research, scholarship, and creative work)	All	<b>72%</b>	<b>11%</b>	<b>15%</b>	<b>3%</b>	<b>0%</b>
	PUG	53%	16%	29%	1%	0%
	Comp	50%	21%	17%	13%	0%
	PRes	96%	2%	2%	0%	0%
Teaching	All	<b>74%</b>	<b>21%</b>	<b>6%</b>	<b>0%</b>	<b>0%</b>
	PUG	96%	4%	0%	0%	0%
	Comp	83%	17%	0%	0%	0%
	PRes	51%	36%	13%	0%	0%
Service to the department or institution	All	<b>25%</b>	<b>31%</b>	<b>34%</b>	<b>8%</b>	<b>2%</b>
	PUG	37%	36%	25%	3%	0%
	Comp	42%	33%	25%	0%	0%
	PRes	7%	26%	46%	17%	4%
Public humanities (making the humanities and/or humanities scholarship accessible to the general public)	All	<b>0%</b>	<b>9%</b>	<b>18%</b>	<b>48%</b>	<b>24%</b>
	PUG	0%	10%	18%	42%	30%
	Comp	0%	17%	13%	48%	22%
	PRes	0%	6%	20%	54%	20%

\*CC – Carnegie classification and PUG – Primarily Undergraduate, Comp – Comprehensive, & PRes – Primarily Research

**Table CLS14: Faculty Tenure Decisions and New Hires**

	Number*	Relative to ...
Tenured Faculty Members as of Fall 2012	1,120	58% of total faculty members
Tenure-Track Faculty Members (not yet tenured) as of Fall 2012	290	15% of total faculty members
Tenure-Track Faculty Members Granted Tenure per Year (Two-Year Average) 2010-11 & 2011-12	15 per year	5% of tenure-track, not yet tenured faculty members
Faculty Members Denied Tenure or Leaving Prior to Tenure Decision per Year (Two-Year Average) 2010-11 & 2011-12	8 per year	3% of tenure-track, not yet tenured faculty members
Tenured, Tenure-Track and Permanent Faculty Members Hired for 2012-13	110	7% of full-time faculty members

Table CLS14 provides data regarding faculty tenure decisions and new hires in Classical Studies departments.

## The 2012-13 Survey of Humanities Departments

Almost all Classical Studies departments (or the institutions in which they are housed) provide support for research for full-time tenured or tenure-track faculty members; this is comparable to all disciplines combined. The same is also true for full-time non-tenured or non-tenure-track faculty members in Classical Studies departments and for part-time faculty members. The data are presented in Table CLS15.

**Table CLS15: Availability of Institutional or Departmental Support for Research, Fall 2012**

	<b>% of Institutions or Departments Providing Support</b>
For Full-time tenure or tenure-track faculty members	97%
For full-time non-tenured or non-tenure-track faculty members	71%
For part-time faculty members	28%

When looking at all disciplines, about one department in three (33%) offers a fully online course, and about one in five (19%) offers a hybrid course. Classical Studies departments appear to be less likely to offer either type of course. At the departments where these courses are offered, it appears that there are fewer fully online or hybrid courses offered than for all the disciplines combined. The details are shown in Table CLS16.

**Table CLS16: Classical Studies Departments Offering Online Courses by Carnegie Classification and Form of Control, 2011-12 Academic Year**

	<b>Departments Offering Fully Online Courses</b>	<b>Average Number of Fully Online Courses Offered</b>	<b>Departments Offering Hybrid Courses</b>	<b>Average Number of Hybrid Courses Offered</b>
By Carnegie Classification				
Primarily Undergraduate	0%	—	8%	1.4
Comprehensive	0%	—	0%	—
Primarily Research	35%	3.9	10%	2.8
By Form of Control				
Public	34%	4.3	11%	2.8
Private	4%	1.5	5%	1.4
<b>All Institutions</b>	<b>15%</b>	<b>2.6</b>	<b>7%</b>	<b>1.9</b>

Even though they appear to be less likely to offer online courses, Classical Studies departments overall are comparable to all disciplines combined when asked about their engagement with digital humanities. These results are summarized in Table CLS17.

**Table CLS17: Engagement with Digital Humanities by Carnegie Classification and Form of Control as of Fall 2012**

	<b>Offered Seminar Focusing on Digital Methods for Research and Teaching</b>	<b>Have Formal Guidelines for Evaluating Digital Publications for Tenure and Promotion</b>
By Carnegie Classification		
Primarily Undergraduate	11%	40%
Comprehensive	13%	19%
Primarily Research	15%	13%
By Form of Control		
Public	17%	20%
Private	10%	9%
<b>All Institutions</b>	<b>13%</b>	<b>13%</b>