

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

**Languages and Literatures
other than English**

Susan White, Raymond Chu, and Roman Czujko
Statistical Research Center, American Institute of Physics

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

Recommended Citation: Susan White, Raymond Chu, and Roman Czujko, *The 2012–13 Survey of Humanities Departments at Four-Year Institutions* (College Park, MD: Statistical Research Center, American Institute of Physics, 2014; sponsored by the American Academy of Arts & Sciences).

Languages & Literatures other than English

In this section, we will provide an overview of HDS-1 Languages & Literatures other than English departments still awarding degrees at the time of HDS-2. In addition to seeing a few of the departments that were granting degrees in Languages & Literatures other than English at the time of HDS-1 cease granting degrees, we also had a change in the sample for Languages & Literatures other than English (LLE) for HDS-2. We discovered that some of the departments that had been included in the LLE (then referred to as Foreign Languages) were more appropriately classified in the Classical Studies sample. So, the data do not cover the same sample as that for HDS-1.

We will start with the number of departments and faculty members in HDS-1 departments classified as Languages & Literatures other than English for HDS-2. In Table 1, we have included the number of departments and faculty members that would have been in the LLE group had the departments not been reclassified. Next we will examine undergraduate and graduate education. We will then present data regarding tenure decisions, new hires, and faculty support for research. We also present information regarding online education and digital humanities.

Table LLE1: HDS-1 Departments and Faculty Members by Carnegie Classification and Highest Degree Offered[‡], Fall 2012

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. “No δ ” indicates any change exhibited is not statistically significant.)

Carnegie Classification	Number of Remaining HDS-1 Departments*	Among Remaining HDS-1 Departments	
		Average Number of Faculty Members	Total Number of Faculty Members*
Primarily Undergraduate	382 (441) <i>See Appendix D.</i>	8.9 No δ	3,410 (3,670)
Comprehensive	353 (363) <i>See Appendix D.</i>	17.6 Up 0.7 to 6.8	6,220 (6,280)
Primarily Research	489 (548) <i>See Appendix D.</i>	24.5 No δ	11,970 (12,550)
Highest Degree Offered	Number of Remaining HDS-1 Departments*	Among Remaining HDS-1 Departments	
		Average Number of Faculty Members	Total Number of Faculty Members*
Bachelor’s	776 (854) <i>See Appendix D.</i>	14.4 No δ	11,180 (11,590)
Master’s	199 (219) <i>See Appendix D.</i>	27.4 No δ	5,460 (5,630)
Doctorate	249 (279) <i>See Appendix D.</i>	19.9 No δ	4,960 (5,280)
All Remaining HDS-1 Departments	1,224 (1,352) <i>See Appendix D.</i>	17.6 No δ	21,600 (22,500)

* These values should not be compared directly with 2007 data since the departments included in the sample changed.

† When we added Classical Studies to the second round of survey, we found some departments that had been classified as Languages & Literatures other than English (LLE) in the first round were more appropriately classified as Classical Studies. Data for these departments are now included in Classics. (In parentheses and in purple), we show the number of departments and faculty members if we had include departments now classified as Classical Studies. All other data presented in this section excludes the departments now included in Classical Studies. All tests for statistically significant changes were conducted using only departments that were classified as LLE in both HDS-1 and HDS-2.

Considering only departments classified as LLE in both rounds of the study, the change in the average number of faculty members per department overall, is not statistically significant. Departments housed in institutions classified as Comprehensive using the Carnegie classification show a slight increase in the number of faculty members per department.

The 2012-13 Survey of Humanities Departments

Table LLE2 presents faculty members by tenure status. There have been only two significant per-department changes in the distribution of faculty members across the types of appointments since the previous round of the study. These appear only at the more granular level.

Table LLE2: Faculty Members at HDS-1 Departments* by Tenure Status, Fall 2012

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. “No δ ” indicates any change exhibited is not statistically significant.)

Carnegie Classification	Among Remaining HDS-1 Departments			
	Tenured	Tenure-Track	Neither Tenured nor Tenure-Track, Full-Time	Neither Tenured nor Tenure-Track, Part-Time
Primarily Undergraduate	1,520 No δ	480 No δ	470 No δ	940 No δ
Comprehensive	2,110 No δ	610 No δ	790 No δ	2,710 Up 0.6 to 6.3 per department
Primarily Research	4,860 No δ	1,470 No δ	3,250 No δ	2,390 No δ
Highest Degree Offered	Among Remaining HDS-1 Departments			
	Tenured	Tenure-Track	Neither Tenured nor Tenure-Track, Full-Time	Neither Tenured nor Tenure-Track, Part-Time
Bachelor’s	4,100 No δ	1,230 No δ	1,850 No δ	4,000 No δ
Master’s	2,170 No δ	690 No δ	1,240 Up 0.2 to 2.5 per department	1,360 No δ
Doctorate	2,220 No δ	640 No δ	1,420 No δ	680 No δ
All Remaining HDS-1 Departments	8,490 No δ	2,560 No δ	4,510 No δ	6,040 No δ

* These values should not be compared directly with 2007 data since the departments included in the sample changed.

Table LLE3 presents faculty members by employment status and gender. As with the tenure status, there have been a few significant per-department changes in the proportion of full-time and part-time faculty members or in the proportion of men and women among faculty members. Again, these appear only at the granular levels.

Table LLE3: Faculty Members at HDS-1 Departments* by Employment Status and Gender, Fall 2012

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. “No δ ” indicates any change exhibited is not statistically significant.)

Carnegie Classification	Among Remaining HDS-1 Departments			
	Full-Time	Part-Time	Men	Women
Primarily Undergraduate	2,410 No δ	1,000 No δ	1,170 No δ	2,240 No δ
Comprehensive	3,380 No δ	2,840 <i>Up 0.7 to 6.3 per department</i>	2,110 No δ	4,110 <i>Up 0.5 to 5.9 per department</i>
Primarily Research	9,290 No δ	2,680 No δ	4,800 No δ	7,170 No δ
Highest Degree Offered	Among Remaining HDS-1 Departments			
	Full-Time	Part-Time	Men	Women
Bachelor's	6,860 No δ	4,320 No δ	3,740 No δ	7,440 No δ
Master's	4,080 <i>Up 0.7 to 4.2 per department</i>	1,380 No δ	2,200 <i>Up 0.1 to 2.7 per department</i>	3,260 No δ
Doctorate	4,140 No δ	820 No δ	2,140 No δ	2,820 No δ
All Remaining HDS-1 Departments	15,080 No δ	6,520 No δ	8,080 No δ	13,520 No δ

* These values should not be compared directly with 2007 data since the departments included in the sample changed.

Not every department housed in an institution classified as Primarily Research using the Carnegie classifications offers a doctorate, or even a master's. Table LLE4 details the highest degree offered by Languages & Literatures other than English departments housed at various institutions. None of the Languages & Literatures other than English departments housed in primarily undergraduate institutions offers a doctorate.

Table LLE4: Number of Remaining HDS-1 Departments* by Carnegie Classification and Highest Degree Offered, Fall 2012

(The 95% confidence interval for the change from 2007 data is shown; the width of the interval indicates the uncertainty in the estimate. "No δ " indicates any change exhibited is not statistically significant.)

		Highest Degree Offered			All Remaining HDS-1 Departments
		Bachelor's	Master's	Doctorate	
Carnegie Classification	Primarily Undergraduate	382	0	0	382
	Comprehensive	300	53	0	353
	Primarily Research	94	146	249	489
All Remaining HDS-1 Departments		776	199	249	1,224

* These values should not be compared directly with 2007 data since the departments included in the sample changed.

Table LLE5 summarizes responses to the question of how many bachelor's degrees were awarded in Languages & Literatures other than English during the 2011-12 academic year. Departments at primarily research institutions accounted for about two-thirds of the bachelor's degrees awarded.

Table LLE5: Bachelor’s Degrees completed in Languages & Literatures other than English in HDS-1 Departments in the 2011-12 Academic Year

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in *italics*; the width of the interval indicates the uncertainty in the estimate. “No δ ” indicates any change exhibited is not statistically significant.)

Carnegie Classification	Number of Remaining HDS-1 Departments*	Among Remaining HDS-1 Departments	
		Average Number of Bachelor’s Degrees Awarded	Total Number of Bachelor’s Degrees Awarded*
Primarily Undergraduate	382	11.2 <i>No δ</i>	4,270
Comprehensive	353	17.8 <i>No δ</i>	6,270
Primarily Research	489	40.3 <i>No δ</i>	19,700
Highest Degree Offered	Number of Remaining HDS-1 Departments*	Among Remaining HDS-1 Departments	
		Average Number of Bachelor’s Degrees Awarded	Total Number of Bachelor’s Degrees Awarded*
Bachelor’s	776	17.6 <i>No δ</i>	13,620
Master’s	199	33.1 <i>No δ</i>	6,580
Doctorate	249	40.3 <i>No δ</i>	10,040
TOTAL	1,224	24.7 <i>No δ</i>	30,240

* These values should not be compared directly with 2007 data since the departments included in the sample changed.

Table LLE6 presents data on the number of juniors and seniors with a declared major in Languages & Literatures other than English. There are no significant changes in the per-department number of juniors and seniors with a declared major in Languages & Literatures other than English. 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. While that was true in the first round of this study, it is not the case in Languages & Literatures other than English this round. Given the number of juniors and seniors with a declared major in Languages & Literatures other than English, we might expect to see the number of bachelor’s degrees awarded in this discipline to decline in the next few years.

Table LLE6: Number of Juniors and Seniors with Declared Major in Languages & Literatures other than English as of the Beginning of the Fall 2012 Term

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. "No δ " indicates any change exhibited is not statistically significant.)

Carnegie Classification	Number of Remaining HDS-1 Departments*	Among Remaining HDS-1 Departments	
		Average Number of Juniors & Seniors with Declared Major	Total Number of Juniors & Seniors with Declared Major*
Primarily Undergraduate	382	21.2 <i>No δ</i>	8,080
Comprehensive	353	30.0 <i>No δ</i>	10,600
Primarily Research	489	81.1 <i>No δ</i>	39,680
Highest Degree Offered	Number of Remaining HDS-1 Departments*	Among Remaining HDS-1 Departments	
		Average Number of Juniors & Seniors with Declared Major	Total Number of Juniors & Seniors with Declared Major*
Bachelor's	776	27.8 <i>No δ</i>	21,580
Master's	199	83.9 <i>No δ</i>	16,700
Doctorate	249	80.6 <i>No δ</i>	20,080
TOTAL	1,224	47.7 <i>No δ</i>	58,360

* These values should not be compared directly with 2007 data since the departments included in the sample changed.

There were no statistically significant changes in the average number of students in each department completing a minor in Languages & Literatures other than English. These data are detailed in Table LLE7. During the 2011 – 2012 academic year, Languages & Literatures other than English departments awarded, on average, about 25 bachelor's degrees per department and had about 40 students per department earn a minor in the field.

Table LLE7: Number of Students Completing a Minor in Languages & Literatures other than English in HDS-1 Departments during the 2011-12 Academic Year

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. “No δ ” indicates any change exhibited is not statistically significant.)

Carnegie Classification	Number of Remaining HDS-1 Departments*	Among Remaining HDS-1 Departments	
		Average Number of Students Completing a Minor	Total Number of Students Completing a Minor*
Primarily Undergraduate	382	15.9 <i>No δ</i>	6,060
Comprehensive	353	24.2 <i>No δ</i>	8,540
Primarily Research	489	70.8 <i>No δ</i>	34,600
Highest Degree Offered	Number of Remaining HDS-1 Departments*	Among Remaining HDS-1 Departments	
		Average Number of Students Completing a Minor	Total Number of Students Completing a Minor*
Bachelor’s	776	22.8 <i>No δ</i>	17,660
Master’s	199	47.6 <i>No δ</i>	9,480
Doctorate	249	88.6 <i>No δ</i>	22,060
TOTAL	1,224	40.2 <i>No δ</i>	49,200

* These values should not be compared directly with 2007 data since the departments included in the sample changed.

As shown in Table LLE8, there almost 10,000 graduate students enrolled in programs in Languages & Literatures other than English departments during the Fall 2012 term. Most of these students were in departments that awarded a doctorate. There were eighty 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 LLE8: Number of Graduate Students in Languages & Literatures other than English in HDS-1 Departments during Fall 2012 Term

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. “No δ ” indicates any change exhibited is not statistically significant.)

Carnegie Classification	Number of Remaining HDS-1 Departments*	Among Remaining HDS-1 Departments	
		Average Number of Graduate Students (per department that offers graduate degree)	Total Number of Graduate Students*
Primarily Undergraduate	382	0 No δ	0
Comprehensive	353	2.8 No δ	150
Primarily Research	489	24.7 Down 1.0 to 11.3	9,750
Highest Degree Offered	Number of Remaining HDS-1 Departments*	Among Remaining HDS-1 Departments	
		Average Number of Graduate Students	Total Number of Graduate Students*
Bachelor's*	776	0.1 No δ	80
Master's	199	14.8 No δ	2,950
Doctorate	249	27.6 Down 0.0 to 13.8	6,870
All Remaining HDS-1 Departments	1,224	22.1 No δ	9,900

* These values should not be compared directly with 2007 data since the departments included in the sample changed.

*This is per department since none of these departments currently offers a graduate degree. These students are likely students who started when the department did offer a graduate degree, but the department has since lost degree-granting status.

Overall, about two-thirds of the students enrolled in undergraduate introductory Languages & Literatures other than English courses are taught by a full-time faculty member, and 11% are taught by graduate students. These data are presented in Table LLE9. 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 LLE9: Instructor of Record for Undergraduate Introductory Courses in Languages & Literatures other than English in HDS-1 Departments, 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	46%*	24%	23%	6%*
Comprehensive	35%	22%*	35%*	7%*
Primarily Research	32%	27%	21%	19%
By Highest Degree Offered				
Bachelor’s	40%	25%	28%*	7%*
Master’s	31%	29%*	26%*	14%*
Doctorate	37%	21%	14%	28%
By Form of Control				
Public	34%	26%	22%	17%
Private	40%*	24%	27%*	9%*
All Institutions	39%*	25%*	26%	11%*

* 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.

* 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 LLE10 presents results for the instructor of record for all other (non-introductory) classes in Languages & Literatures other than English. 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.

Table LLE10: Instructor of Record for All Other Undergraduate (Non-Introductory) Courses in Languages & Literatures other than English in HDS-1 Departments, 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	71%*	18%	7%*	4%*
Comprehensive	64%	18%	14%*	3%*
Primarily Research	60%	21%	10%	9%
By Highest Degree Offered				
Bachelor's	67%	19%	10%*	4%*
Master's	62%	21%	13%*	4%*
Doctorate	62%	18%	7%	13%
By Form of Control				
Public	67%	19%	8%	7%
Private	69%	18%	9%	4%*
All Institutions	66%	19%	10%	5%*

* 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.

* 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.

Finally, Table LLE11 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 LLE11: Instructor of Record for All Graduate Courses in Languages & Literatures other than English in HDS-1 Departments, 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	81%	14%	5%	0%
Comprehensive	86%	11%	3%	0%
Primarily Research	86%	12%	3%	0%
By Highest Degree Offered				
Bachelor's	82%	16%*	2%	0%
Master's	84%	14%*	2%	0%
Doctorate	87%	9%	3%	0%
By Form of Control				
Public	86%	11%	2%	0%
Private	80%*	15%	5%*	0%
All Institutions	85%	12%	3%	0%

* 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.

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 LLE12 presents the results for the assessment of undergraduate student learning in Languages & Literatures other than English 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 LLE12: Assessment of Overall Undergraduate Student Learning in Languages & Literatures other than English in HDS-1 Departments as of the Fall 2012 Term

	All Institutions	Carnegie Classification			Form of Control	
		Primarily Undergraduate	Comprehensive	Primarily Research	Public	Private
No Departmental Assessment	17%	13%	6%	30%	18%	17%
Departmental Assessment for All Majors	78%	88%	91%	62%	80%	77%
Departmental Assessment for Majors in Honors Program Only	0%	0%	0%	0%	0%	0%
Departmental Assessment for Some Other Group of Students	16%	18%	21%	11%	9%	20%

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 Languages & Literatures other than English, 81% 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 service are about the same in Languages & Literatures other than English departments as it is in all other disciplines combined. The views of Languages & Literatures other than English departments on the importance of public humanities are also similar to that for all disciplines combined. Details for Languages & Literatures other than English departments are shown in Table LLE13.

Table LLE13: Considerations in Tenure Decisions in Languages & Literatures other than English in HDS-1 Departments, Fall 2012

	CC*	Essential	Very Important	Important	Marginally Important	Unimportant
Publications (research, scholarship, and creative work)	All	60%	21%	13%	5%	1%
	PUG	39%	21%	26%	11%	3%
	Comp	38%	38%	18%	5%	0%
	PRes	92%	8%	0%	0%	0%
Teaching	All	75%	23%	2%	0%	0%
	PUG	89%	11%	0%	0%	0%
	Comp	77%	15%	8%	0%	0%
	PRes	62%	38%	0%	0%	0%
Service to the department or institution	All	26%	41%	27%	6%	1%
	PUG	24%	51%	24%	0%	0%
	Comp	31%	44%	21%	5%	0%
	PRes	23%	31%	33%	12%	2%
Public humanities (making the humanities and/or humanities scholarship accessible to the general public)	All	2%	6%	23%	49%	20%
	PUG	3%	3%	26%	42%	26%
	Comp	3%	13%	18%	51%	15%
	PRes	0%	4%	24%	53%	20%

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

As seen in Table LLE14, there are no significant changes in the faculty tenure decisions and new hires in Languages & Literatures other than English departments.

Table LLE14: Faculty Tenure Decisions and New Hires in HDS-1 Departments

(The 95% confidence interval for the **change in average per department** from 2007 data is provided in italics; the width of the interval indicates the uncertainty in the estimate. “No δ ” indicates any change exhibited is not statistically significant.)

	Number in Remaining HDS-1 Departments*	Relative to ...
Tenured Faculty Members as of Fall 2012 (Fall 2007)	8,490	39% of total faculty members No δ
Tenure-Track Faculty Members (not yet tenured) as of Fall 2012 (Fall 2007)	2,560	12% of total faculty members No δ
Tenure-Track Faculty Members Granted Tenure per Year (Two-Year Average) 2010-11 & 2011-12 (2005-06 & 2006-07)	165 per year	6% of tenure-track, not yet tenured faculty members No δ
Faculty Members Denied Tenure or Leaving Prior to Tenure Decision per Year (Two-Year Average) 2010-11 & 2011-12 (2005-06 & 2006-07)	75 per year	3% of tenure-track, not yet tenured faculty members No δ
Tenured, Tenure-Track and Permanent Faculty Members Hired for 2012-13 (2007-08)	980	7% of full-time faculty members No δ

* These values should not be compared directly with 2007 data since the departments included in the sample changed.

Almost all Languages & Literatures other than English 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. It appears that full-time non-tenured or non-tenure-track faculty members in Languages & Literatures other than English departments may be more likely to receive research support than in other disciplines. About one part-time faculty member in three receives this support; this appears to exceed that for all disciplines combined. The data are presented in Table LLE15.

Table LLE15: Availability of Institutional or Departmental Support for Research in HDS-1 Departments, Fall 2012

	% of Institutions or Departments Providing Support
For Full-time tenure or tenure-track faculty members	97%
For full-time non-tenured or non-tenure-track faculty members	73%
For part-time faculty members	33%

When looking at all disciplines, about one department in five (33%) offers a fully online course, and about one in five (19%) offers a hybrid course. Languages & Literatures other than English departments appear to be less likely to offer fully online courses. 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 LLE16.

Table LLE16: HDS-1 Languages & Literatures other than English Departments Offering Online Courses by Carnegie Classification and Form of Control, 2011-12 Academic Year

	Departments Offering Fully Online Courses	Average Number of Fully Online Courses Offered	Departments Offering Hybrid Courses	Average Number of Hybrid Courses Offered
By Carnegie Classification				
Primarily Undergraduate	3%	2.0	10%	2.7
Comprehensive	24%	2.5	28%	3.0
Primarily Research	30%	4.2	20%	4.5
By Form of Control				
Public	41%	3.9	30%	4.6
Private	7%	2.3	13%	2.1
All Institutions	20%	2.9	19%	3.0

Even though they appear to be less likely to offer online courses, Languages & Literatures other than English departments are comparable to all disciplines combined when asked about their engagement with digital humanities. These results are summarized in Table LLE17.

Table LLE17: Engagement with Digital Humanities by Carnegie Classification and Form of Control in HDS-1 Departments as of Fall 2012

	Offered Seminar Focusing on Digital Methods for Research and Teaching	Have Formal Guidelines for Evaluating Digital Publications for Tenure and Promotion
By Carnegie Classification		
Primarily Undergraduate	10%	3%
Comprehensive	21%	13%
Primarily Research	14%	20%
By Form of Control		
Public	15%	22%
Private	14%	8%
All Institutions	15%	13%