

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

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

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Philosophy

In this section, we will provide an overview of Philosophy departments. Table PS1 provides data on the number of departments and faculty members.

Table PS1: 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	227	5.3	1,210
Comprehensive	302	10.5	3,180
Primarily Research	225	15.3	3,440
Highest Degree Offered	Number of Departments	Average Number of Faculty Members	Total Number of Faculty Members
Bachelor's	611	8.6	5,240
Master's	58	15.9	920
Doctorate	85	19.6	1,670
TOTAL	754	10.4	7,830

Table PS2 presents faculty members by tenure status. Over half of the Philosophy faculty members are tenured.

Table PS2: 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	800	170	110	130
Comprehensive	1,400	560	300	920
Primarily Research	1,970	500	420	550
Highest Degree Offered	Tenured	Tenure-Track	Neither Tenured nor Tenure-Track, Full-Time	Neither Tenured nor Tenure-Track, Part-Time
Bachelor's	2,610	840	570	1,220
Master's	380	130	130	280
Doctorate	1,180	260	130	100
TOTAL	4,170	1,230	830	1,600

The 2012-13 Survey of Humanities Departments

Table PS3 presents faculty members by employment status and gender. Over three-fourths of the Philosophy faculty members are full-time, and about one-fourth are women.

Table PS3: Faculty Members by Employment Status and Gender, Fall 2012

Carnegie Classification	Full-Time	Part-Time	Men	Women
Primarily Undergraduate	1,050	160	900	310
Comprehensive	2,160	1,020	2,250	930
Primarily Research	2,820	620	2,650	790
Highest Degree Offered	Full-Time	Part-Time	Men	Women
Bachelor's	3,860	1,380	3,830	1,410
Master's	630	290	710	210
Doctorate	1,540	130	1,260	410
TOTAL	6,030	1,800	5,800	2,030

Not every department housed in an institution classified as Primarily Research using the Carnegie classifications offers a doctorate, or even a master's. Table PS4 details the highest degree offered by Philosophy departments housed at various institutions.

Table PS4: Number of Departments by Carnegie Classification and Highest Degree Offered, Fall 2012

		Highest Degree Offered			TOTAL
		Bachelor's	Master's	Doctorate	
Carnegie Classification	Primarily Undergraduate	223	4	0	227
	Comprehensive	285	11	6	302
	Primarily Research	103	43	79	225
TOTAL		611	58	85	754

Table PS5 summarizes responses to the question of how many bachelor's degrees were awarded in Philosophy during the 2011-12 academic year. Departments at Primarily Research institutions accounted for over half of the bachelor's degrees awarded.

Table PS5: Bachelor's Degrees completed in Philosophy in the 2011-12 Academic Year

Carnegie Classification	Number of Departments	Average Number of Bachelor's Degrees Awarded	Total Number of Bachelor's Degrees Awarded
Primarily Undergraduate	227	8.7	1,970
Comprehensive	302	8.6	2,600
Primarily Research	225	23.5	5,280
Highest Degree Offered	Number of Departments	Average Number of Bachelor's Degrees Awarded	Total Number of Bachelor's Degrees Awarded
Bachelor's	611	10.1	6,200
Master's	58	17.8	1,030
Doctorate	85	30.8	2,620
TOTAL	754	13.1	9,850

Table PS6 presents data on the number of juniors and seniors with a declared major in Philosophy. 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 Philosophy.

Table PS6: Number of Juniors and Seniors with Declared Major in Philosophy as of the Beginning of the Fall 2012 Term

Carnegie Classification	Number of Departments	Average Number of Juniors & Seniors with Declared Major	Total Number of Juniors & Seniors with Declared Major
Primarily Undergraduate	227	16.8	3,820
Comprehensive	302	18.8	5,680
Primarily Research	225	48.8	10,990
Highest Degree Offered	Number of Departments	Average Number of Juniors & Seniors with Declared Major	Total Number of Juniors & Seniors with Declared Major
Bachelor's	611	9.0	12,500
Master's	58	8.0	2,025
Doctorate	85	18.1	5,965
TOTAL	754	27.2	20,490

The 2012-13 Survey of Humanities Departments

Table PS7 provides data on the number of students earning a minor in Philosophy. During the 2011 – 2012 academic year, Philosophy departments awarded, on average, about 13 bachelor’s degrees per department and had about 12 students per department earn a minor in the field.

Table PS7: Number of Students Completing a Minor in Philosophy during the 2011-12 Academic Year

Carnegie Classification	Number of Departments	Average Number of Students Completing a Minor	Total Number of Students Completing a Minor
Primarily Undergraduate	227	6.5	1,470
Comprehensive	302	9.4	2,850
Primarily Research	225	20.6	4,640
Highest Degree Offered	Number of Departments	Average Number of Students Completing a Minor	Total Number of Students Completing a Minor
Bachelor’s	611	9.8	5,985
Master’s	58	12.5	725
Doctorate	85	26.5	2,250
TOTAL	754	11.9	8,960

As shown in Table PS8, there were over 4,600 graduate students enrolled in programs in Philosophy departments during the Fall 2012 term. Most of these students were in departments that awarded a doctorate.

Table PS8: Number of Graduate Students in Philosophy during Fall 2012 Term

Carnegie Classification	Number of Departments	Average Number of Graduate Students (per department that offers graduate degree)	Total Number of Graduate Students
Primarily Undergraduate	227	0	0
Comprehensive	302	26.5	450
Primarily Research	225	34.4	4,200
Highest Degree Offered	Number of Departments	Average Number of Graduate Students	Total Number of Graduate Students
Bachelor's*	611	0	0
Master's	58	15.2	880
Doctorate	85	44.4	3,770
TOTAL	754	37.5	4,650

Overall, three-fourths of the students enrolled in undergraduate introductory Philosophy courses are taught by a full-time faculty member, and 4% are taught by graduate students. These data are presented in Table PS9. 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 PS9: Instructor of Record for Undergraduate Introductory Courses in Philosophy, 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	65%*	18%	18%	0%*
Comprehensive	54%	16%*	30%*	1%*
Primarily Research	51%	20%	16%	12%
By Highest Degree Offered				
Bachelor's	58%	18%*	23%*	2%*
Master's	49%	22%*	21%*	8%*
Doctorate	55%	14%	9%	22%
By Form of Control				
Public	54%	19%	19%	9%
Private	59%*	17%	23%*	1%*
All Institutions	57%	18%	21%	4%

* 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.

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 PS10 presents results for the instructor of record for all other (non-introductory) classes in Philosophy. 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 PS11 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 PS10: Instructor of Record for All Other Undergraduate (Non-Introductory) Courses in Philosophy, 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	79%*	13%	8%*	0%*
Comprehensive	72%	13%	15%*	0%*
Primarily Research	68%	16%	11%	5%
By Highest Degree Offered				
Bachelor's	74%	14%	12%*	1%*
Master's	69%	15%	14%*	2%*
Doctorate	69%	13%	8%	10%
By Form of Control				
Public	72%	14%	10%	4%
Private	74%	14%	12%	1%*
All Institutions	73%	14%	11%	2%

* 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 PS11: Instructor of Record for All Graduate Courses in Philosophy, 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%	11%	3%	0%
Comprehensive	91%	7%	1%	0%
Primarily Research	91%	8%	1%	0%
By Highest Degree Offered				
Bachelor's	88%	11%*	1%	0%
Master's	90%	10%*	1%	0%
Doctorate	93%	5%	2%	1%
By Form of Control				
Public	94%	6%	0%	0%
Private	87%*	10%	3%*	0%
All Institutions	91%	8%	1%	0%

* 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 PS12 presents the results for the assessment of undergraduate student learning in Philosophy 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 PS12: Assessment of Overall Undergraduate Student Learning in Philosophy as of the Fall 2012 Term

	All Institutions	Carnegie Classification			Form of Control	
		Primarily Undergraduate	Comprehensive	Primarily Research	Public	Private
No Departmental Assessment	15%	16%	13%	18%	16%	15%
Departmental Assessment for All Majors	80%	84%	83%	71%	76%	83%
Departmental Assessment for Majors in Honors Program Only	1%	2%	0%	0%	0%	1%
Departmental Assessment for Some Other Group of Students	14%	6%	13%	22%	15%	12%

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 Philosophy, 67% 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 views of Philosophy departments on the importance of teaching, service, and public humanities are similar to that for all disciplines combined. Details for Philosophy departments are shown in Table PS13.

Table PS13: Considerations in Tenure Decisions in Philosophy, Fall 2012

	CC*	Essential	Very Important	Important	Marginally Important	Unimportant
Publications (research, scholarship, and creative work)	All	51%	16%	21%	10%	1%
	PUG	36%	14%	28%	18%	4%
	Comp	38%	20%	30%	12%	0%
	PRes	83%	14%	3%	0%	0%
Teaching	All	79%	16%	4%	1%	0%
	PUG	88%	12%	0%	0%	0%
	Comp	88%	8%	4%	0%	0%
	PRes	59%	31%	9%	2%	0%
Service to the department or institution	All	26%	29%	35%	9%	1%
	PUG	20%	32%	40%	8%	0%
	Comp	36%	30%	32%	2%	0%
	PRes	17%	26%	34%	21%	2%
Public humanities (making the humanities and/or humanities scholarship accessible to the general public)	All	1%	3%	18%	45%	33%
	PUG	2%	2%	23%	42%	31%
	Comp	2%	6%	24%	36%	32%
	PRes	0%	0%	5%	60%	35%

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

Table PS14: Faculty Tenure Decisions and New Hires

	Number*	Relative to ...
Tenured Faculty Members as of Fall 2012	4,170	53% of total faculty members
Tenure-Track Faculty Members (not yet tenured) as of Fall 2012	1,230	16% of total faculty members
Tenure-Track Faculty Members Granted Tenure per Year (Two-Year Average) 2010-11 & 2011-12	75 per year	6% 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	25 per year	2% of tenure-track, not yet tenured faculty members
Tenured, Tenure-Track and Permanent Faculty Members Hired for 2012-13	295	5% of full-time faculty members

Table PS 14 provides data on faculty tenure decisions and new hires in Philosophy departments.

Faculty members in Philosophy departments are about as likely as faculty members in all disciplines in the study combined to have research support available to them. This is true for full-time tenured or

tenure-track faculty members, full-time non-tenured or non-tenure-track faculty members, and part-time faculty members. The data are presented in Table PS15.

Table PS15: Availability of Institutional or Departmental Support for Research, Fall 2012

	% of Institutions or Departments Providing Support
For Full-time tenure or tenure-track faculty members	93%
For full-time non-tenured or non-tenure-track faculty members	64%
For part-time faculty members	25%

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. Philosophy departments could be less likely to offer either type of course. At the departments where these courses are offered, it appears that there are about the same number of fully online courses and fewer hybrid courses offered than for all the disciplines combined. The details are shown in Table PS16.

Table PS16: Philosophy 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	4%	3.0	4%	1.5
Comprehensive	37%	4.2	17%	3.9
Primarily Research	28%	5.4	12%	1.7
By Form of Control				
Public	41%	3.2	6%	1.4
Private	13%	7.2	21%	3.6
All Institutions	24%	5.6	12%	2.2

Philosophy departments overall are comparable to all disciplines combined when asked about their engagement with digital humanities. These results are summarized in Table PS17.

Table PS17: Engagement with Digital Humanities by Carnegie Classification and Form of Control 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	2%	0%
Comprehensive	2%	7%
Primarily Research	8%	15%
By Form of Control		
Public	4%	14%
Private	4%	3%
All Institutions	4%	7%