



The Humanities Indicators: What They Tell Us about Graduate Education

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A National Organization for Research and Computing

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A Message from Leslie Berlowitz, Chief Executive Officer and William T. Golden Chair, American Academy of Arts and Sciences

Welcome to the **Humanities Resource Center Online**, a project of the American Academy of Arts & Sciences. This site, the result of collaboration between humanities organizations, universities, and social scientists, provides the academic community and public at large with an online source of information, including statistical data, about the humanities in the United States.

For more than a decade, the American Academy's Initiative for Humanities and Culture has explored the state of the humanities in America. The Humanities Resource Center Online answers a critical need for improved and increased data about the humanities. The information contained here, which will continue to be expanded as the site is updated and improved, will, we hope, inform decision making by policymakers and educators.

The Academy expresses its gratitude to the more than one hundred Academy Fellows, as well as other scholars and representatives of learned societies and government agencies, who contributed to this work. Special thanks to Steven Marcus for suggesting this project and to the other members of the Advisory Committee.

Leslie Berlowitz
Chief Executive Officer and William T. Golden Chair
American Academy of Arts and Sciences

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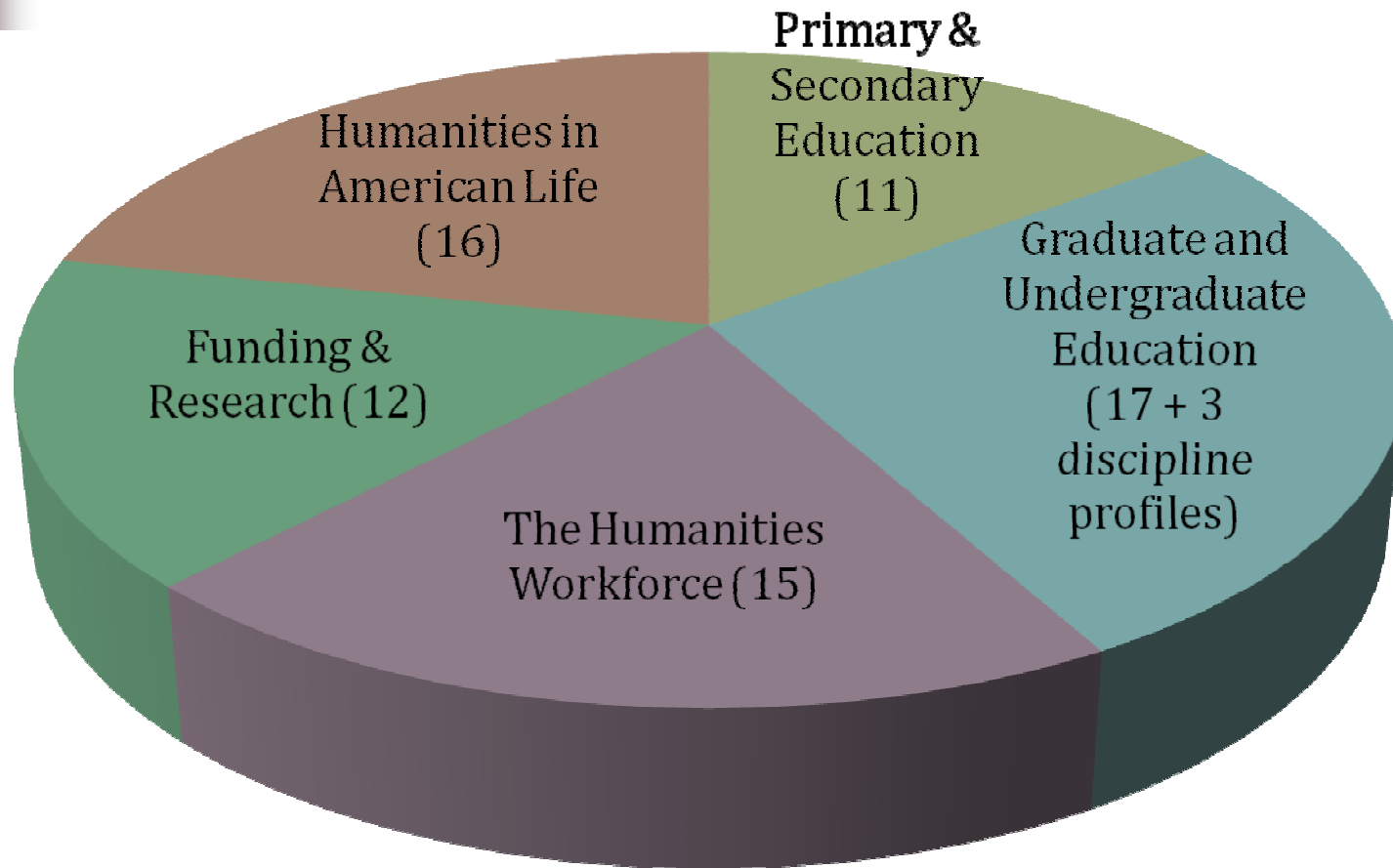
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Indicators Derived from 49 Existing Datasets

- Mostly Federal (e.g., IPEDS and NAEP)
- Some private (e.g., Blackwell's and Giving USA)
- With National Center of Charitable Statistics (Urban Institute), recoded and generated a novel analysis of Form 990 data
- Will incorporate findings of Survey of Humanities Departments in next edition

The Prototype: Five Parts, 74 Indicators in All





Primary & Secondary Education

- National Measures of Achievement
- High School Course Taking
- Primary & Secondary Faculty



Undergraduate & Graduate Education

- Undergraduate
- Graduate
- Degree Information on Specific Disciplines (English, Foreign Languages & Literatures, and History—for now)



The Humanities Workforce

- Employment in Humanistic Occupations and Settings (size and occupational distribution)
- Career Paths of Humanities College Graduates
- Career Paths of Humanities PhDs
- Postsecondary Humanities Faculty



Humanities Research & Funding

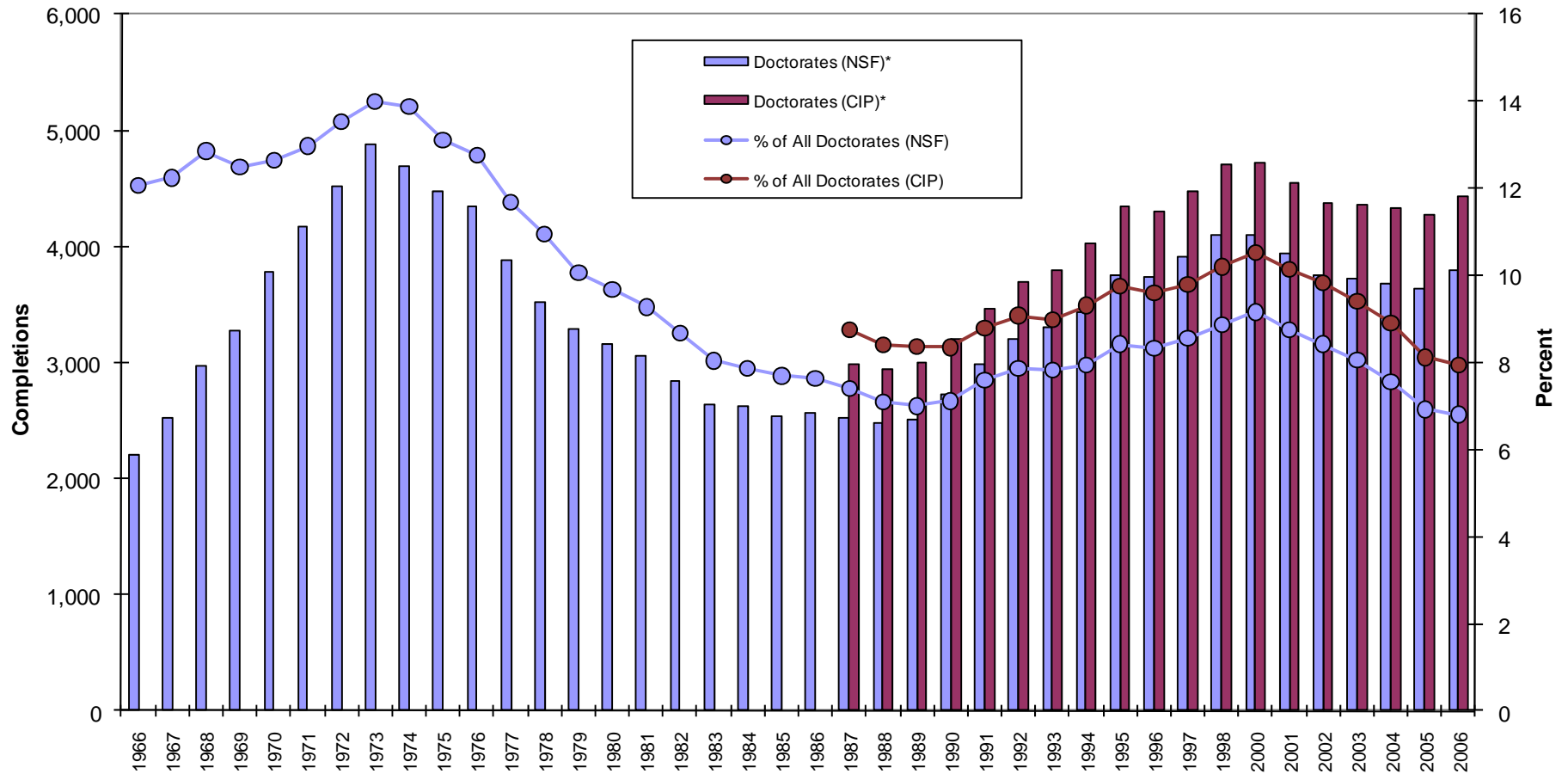
- Federal Funding
- State Funding
- Private Funding
- Support for Humanities Research



The Humanities in American Life

- Humanistic Skills & Practices
- Public Libraries
- Other Humanities Programs and Institutions for the Public
- Public Attitudes toward the Humanities

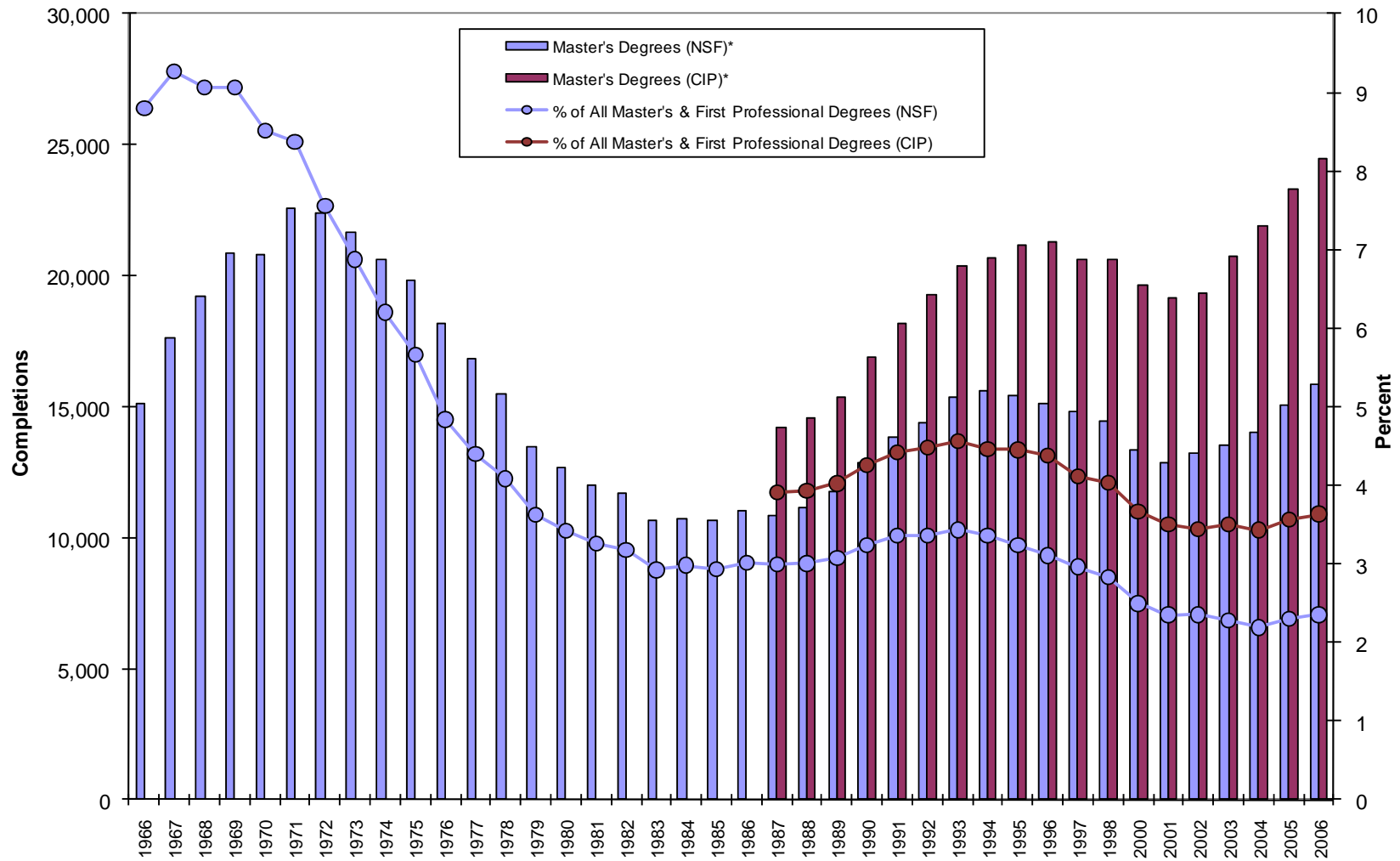
Figure II-10b: Doctoral Degree Completions in the Humanities (Absolute Number and as a Percentage of All Doctoral Degree Completions), 1966–2006



* Please see "Note on the Data Used to Construct Degree-Related Indicators" for an explanation of the differences between the two trend lines.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, Integrated Postsecondary Data System; accessed via the National Science Foundation's online Integrated Science and Engineering Resources Data System (WebCASPAR).

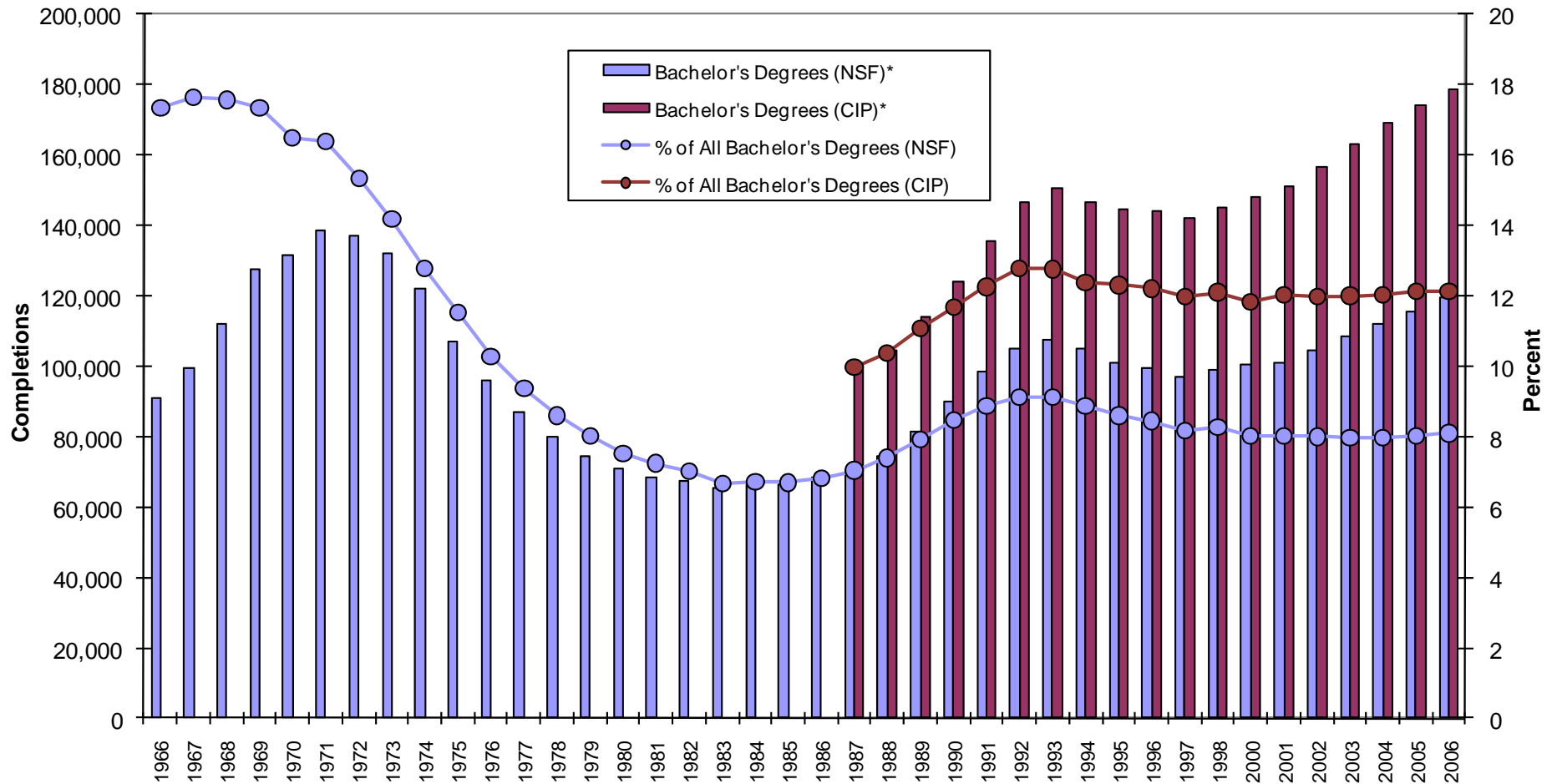
Figure II-10a: Master's Degree Completions in the Humanities (Absolute Number and as a Percentage of All Master's & First Professional Degree Completions), 1966–2006



* Please see "Note on the Data Used to Construct Degree-Related Indicators" for an explanation of the differences between the two trend lines.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, Integrated Postsecondary Data System; accessed via the National Science Foundation's online Integrated Science and Engineering Resources Data System (WebCASPAR).

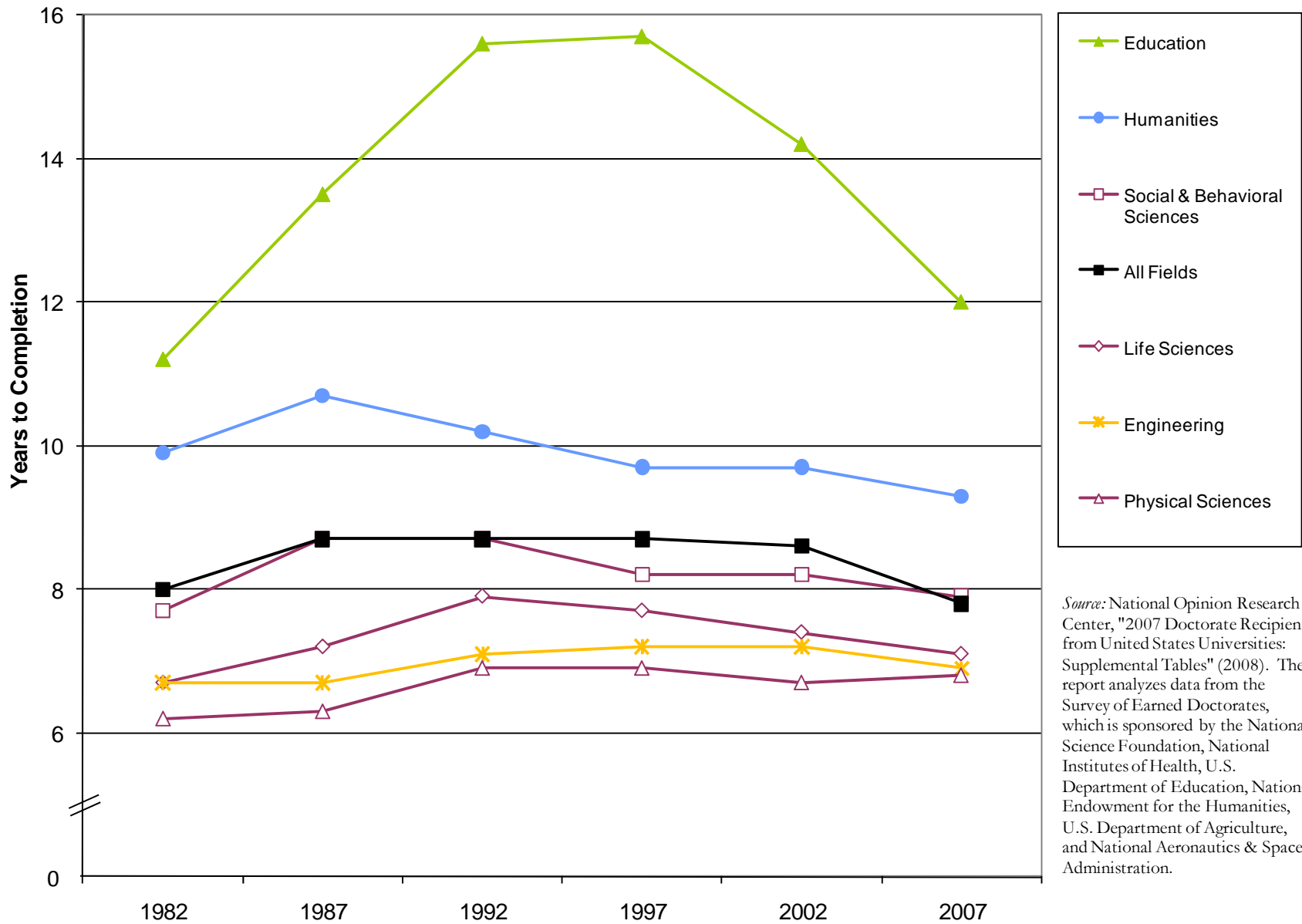
Figure II-1a: Bachelor's Degree Completions in the Humanities (Absolute Number and as a Percentage of All Bachelor's Degree Completions), 1966–2006



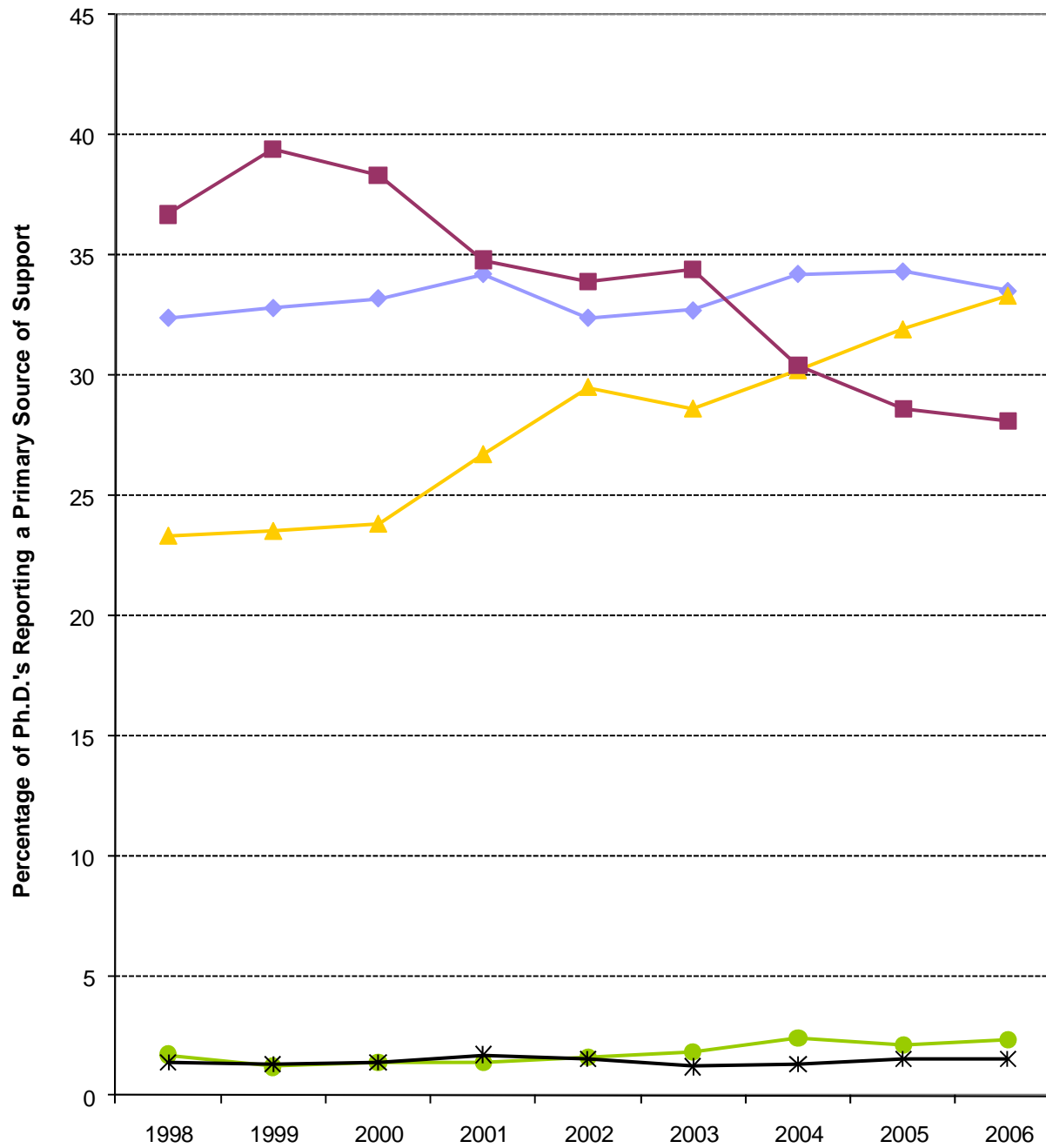
* Please see "Note on the Data Used to Construct Degree-Related Indicators" for an explanation of the differences between the two trend lines.

Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, Integrated Postsecondary Data System; accessed via the National Science Foundation's online Integrated Science and Engineering Resources Data System (WebCASPAR).

Figure II-15: Median Number of Years of Graduate Education to Completion of a Doctoral Degree in Selected Academic Fields, 1982–2007



Source: National Opinion Research Center, "2007 Doctorate Recipients from United States Universities: Supplemental Tables" (2008). The report analyzes data from the Survey of Earned Doctorates, which is sponsored by the National Science Foundation, National Institutes of Health, U.S. Department of Education, National Endowment for the Humanities, U.S. Department of Agriculture, and National Aeronautics & Space Administration.

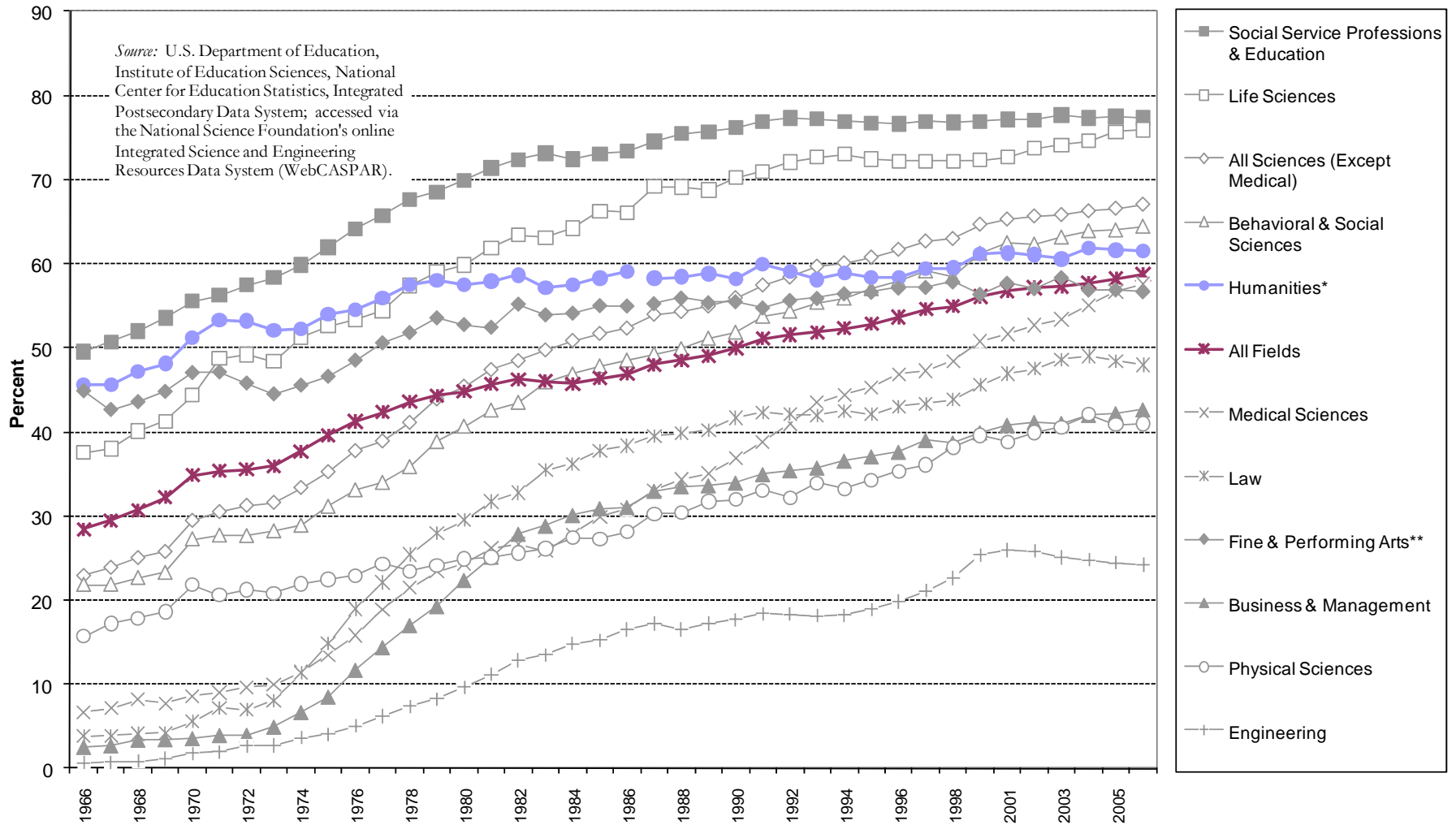


**Figure II-16a:
Primary Sources of
Financial Support for
Doctoral Students in
the Humanities,
1998–2006**



Source: National Opinion Research Center, "Doctorate Recipients from United States Universities: Summary Report" (for years 1998-2006). The reports analyze data from the Survey of Earned Doctorates, which is sponsored by the National Science Foundation, National Institutes of Health, U.S. Department of Education, National Endowment for the Humanities, U.S. Department of Agriculture, and National Aeronautics & Space Administration.

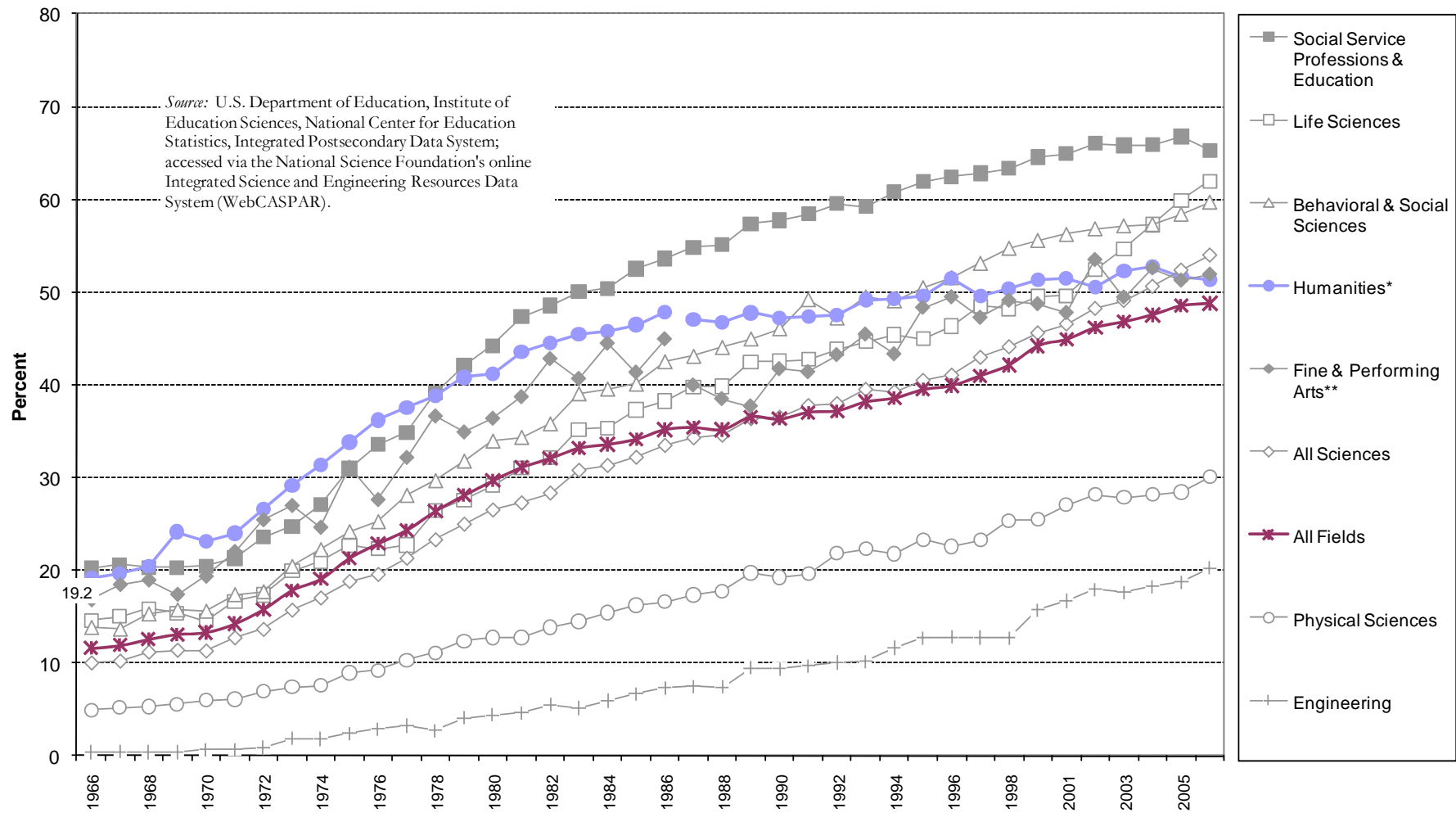
Figure II-13a: Percentage of Master's & First Professional Degrees Awarded to Women, Selected Academic Fields, 1987–2006



* Degrees for 1966–1986 are classified by the disciplinary categories employed by the National Science Foundation (NSF). Degrees for 1987–2004 are categorized using the Classification of Instructional Programs (CIP). Please see "Note on the Data Used to Construct Degree-Related Indicators" for an explanation of the differences between the two classification systems.

** For years 1966–1986, the NSF academic discipline category of "Arts & Music" is used. This category includes the academic study of the arts (e.g., art history and film studies). For years 1987–2004, degree data are available by CIP code, making it possible to remove such degrees from the count for "Fine & Performing Arts" and include them among humanities degrees.

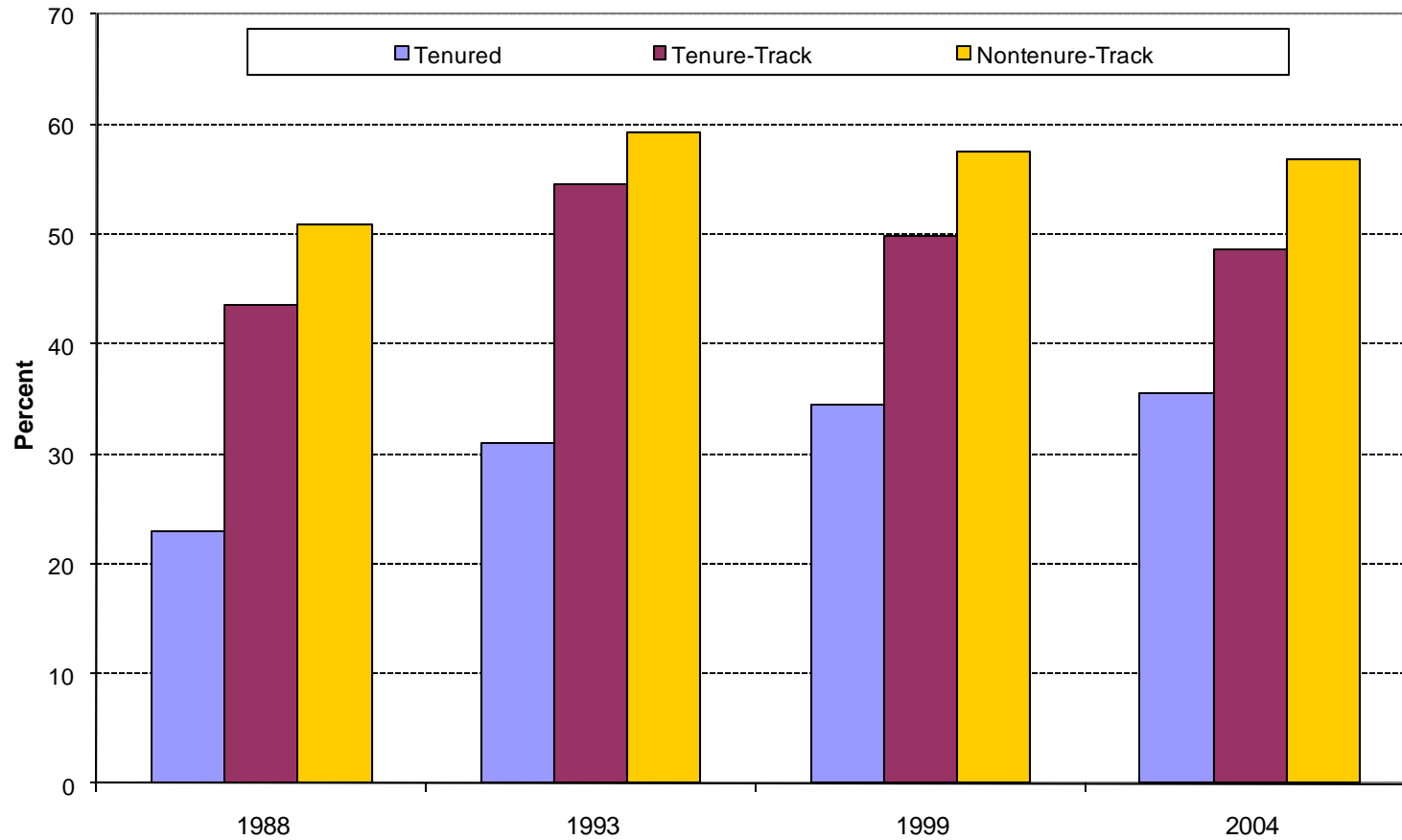
Figure II-13b: Percentage of Doctoral Degrees Awarded to Women, Selected Academic Fields, 1987-2006



*Degrees for 1966-1986 are classified by National Science Foundation (NSF) disciplinary category. Degrees for 1987-2004 are categorized using the Classification of Instructional Programs (CIP). See "Note on the Data Used to Construct Degree-Related Indicators" for an explanation of the differences between the two classification systems.

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Figure III-13b: Female Faculty as a Percentage of Tenured, Tenure-Track, and Nontenure-Track Postsecondary Humanities Faculty, 1988–2004



Source: U.S. Department of Education, National Center for Education Statistics, National Study of Postsecondary Faculty (2004); data accessed and analyzed via NCES's online Data Analysis System at <http://nces.ed.gov/das/>.

Figure II-12a: Percentages of Master's & First Professional Degrees Awarded to Members of Traditionally Underrepresented Ethnic Groups, Selected Academic Fields, 1977–2006*

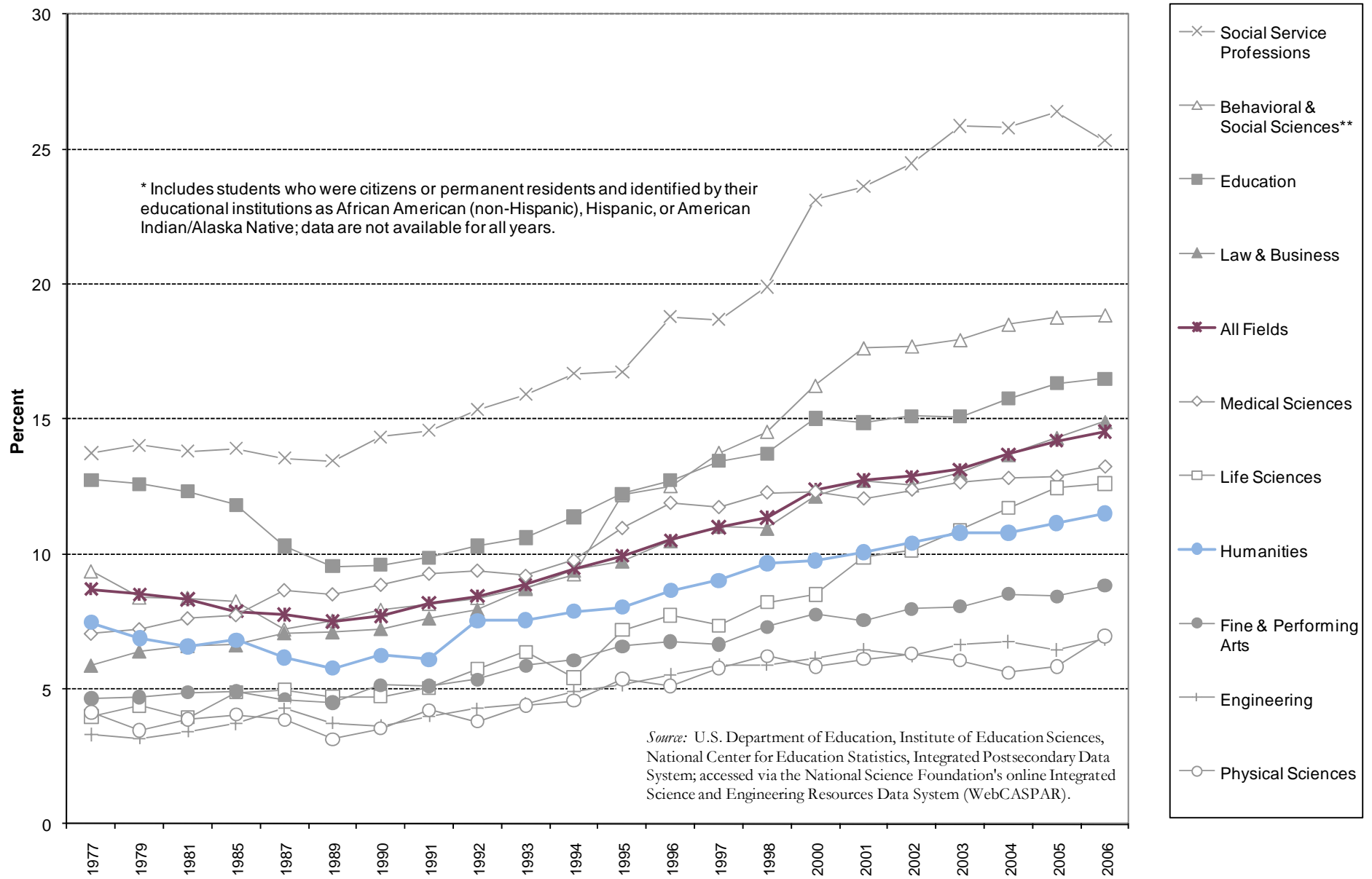
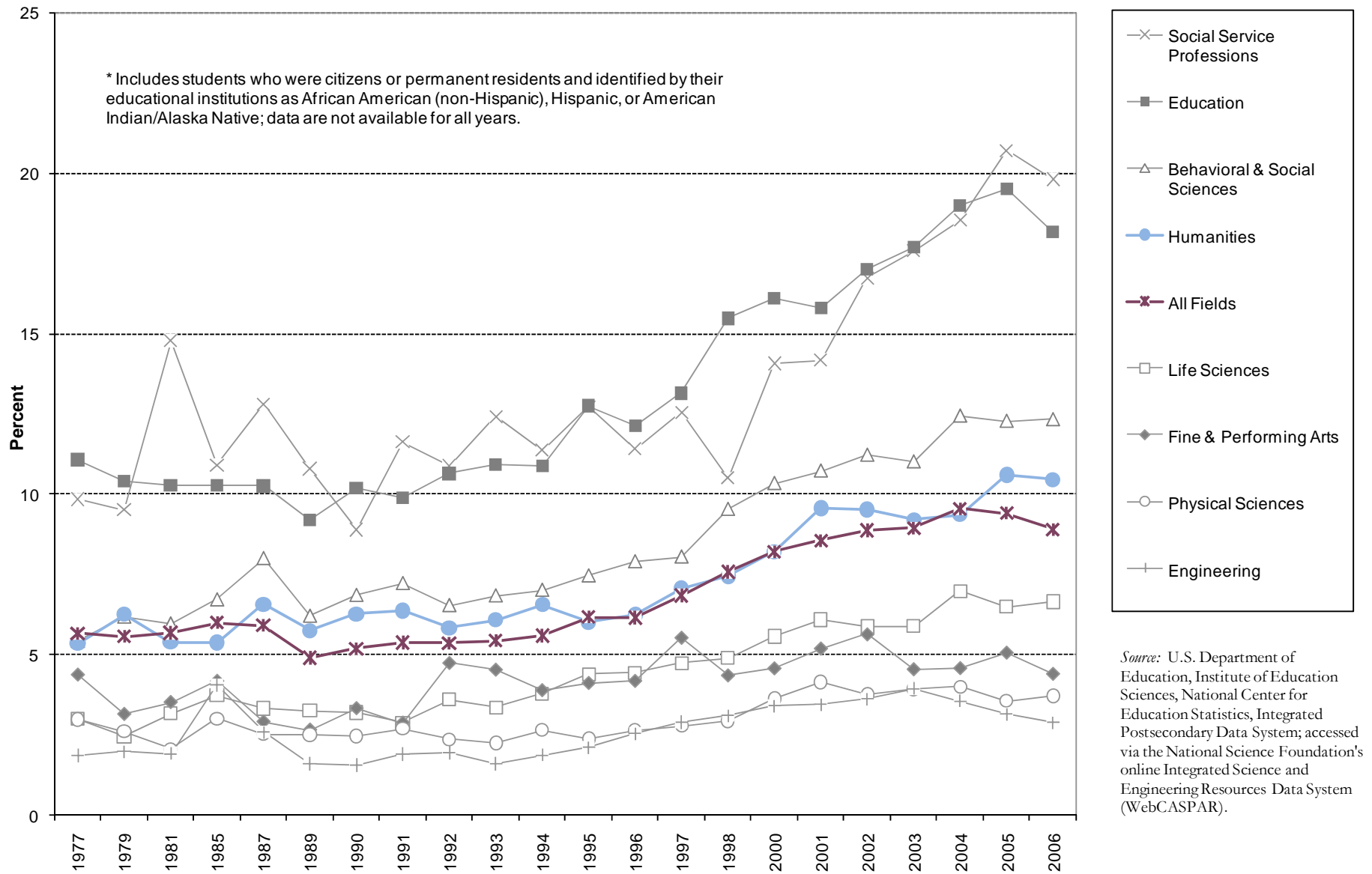
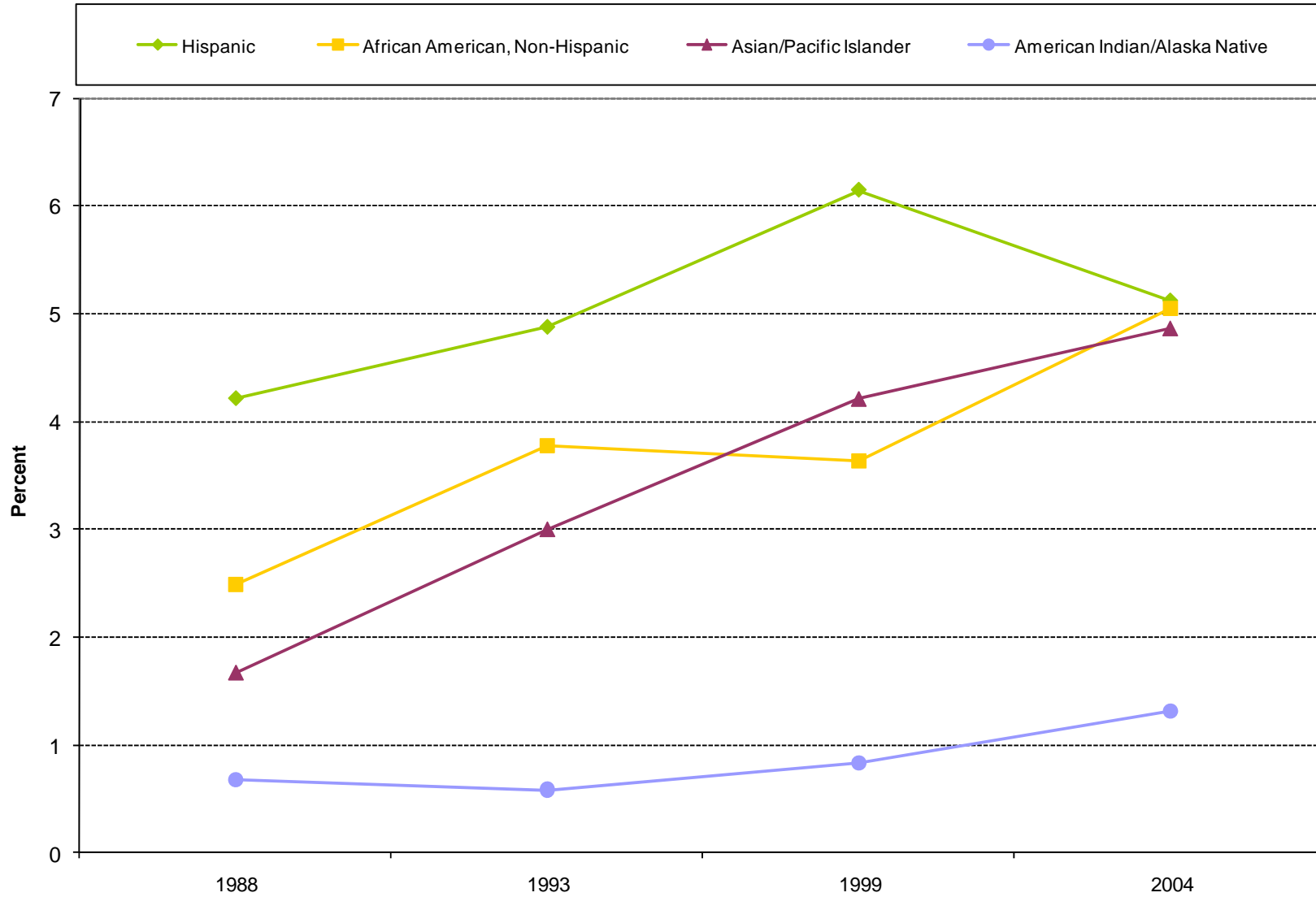


Figure II-12b: Percentages of Doctoral Degrees Awarded to Members of Traditionally Underrepresented Ethnic Groups, Selected Academic Fields, 1977–2006*



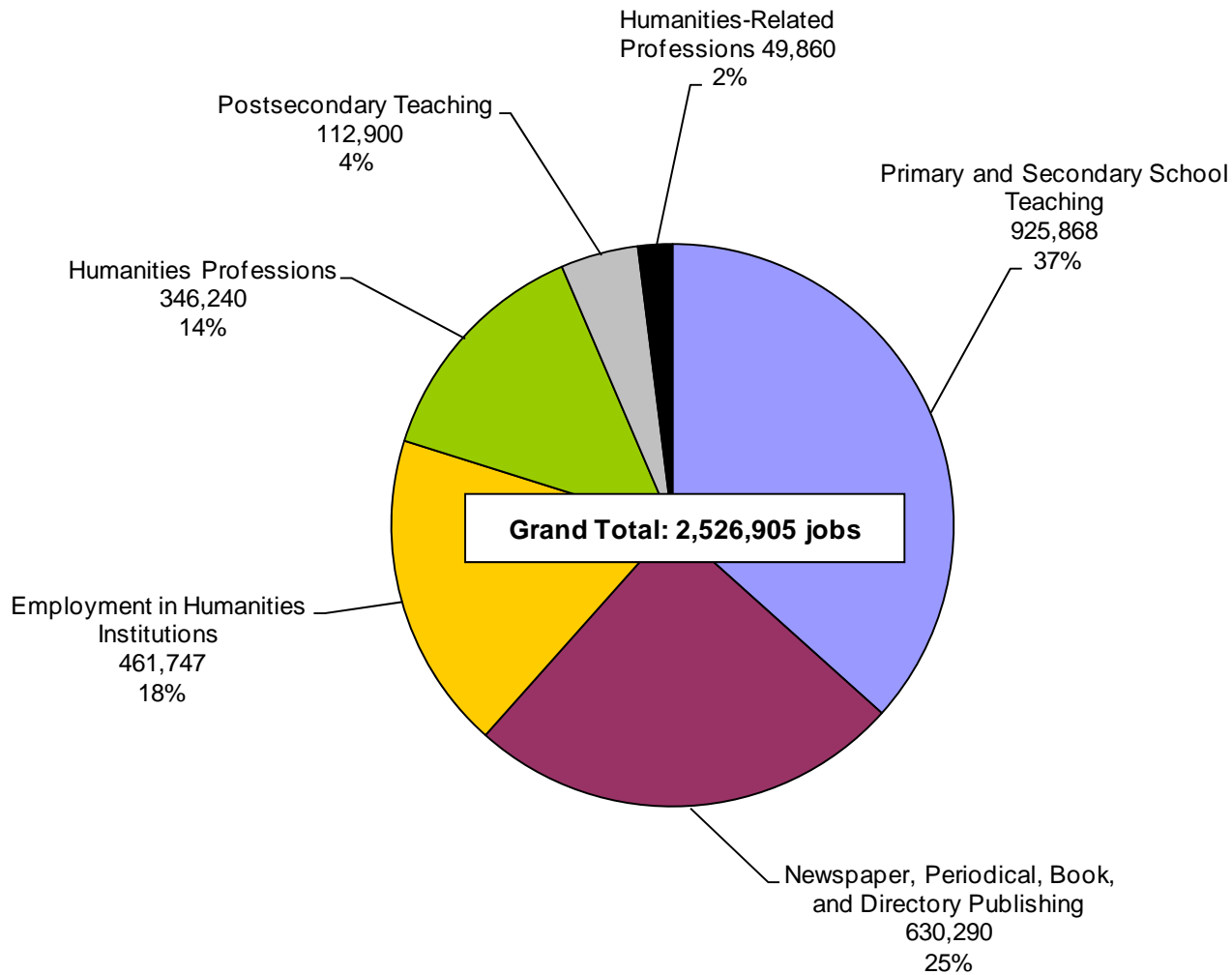
Source: U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, Integrated Postsecondary Data System; accessed via the National Science Foundation's online Integrated Science and Engineering Resources Data System (WebCASPAR).

Figure III-12a: Percentage of Postsecondary Humanities Faculty Who Are Members of Traditionally Under-Represented Ethnic Groups, 1988–2004



Source: U.S. Department of Education, National Center for Education Statistics, National Study of Postsecondary Faculty (2004); data accessed and analyzed via NCES's online Data Analysis System at <http://nces.ed.gov/das/>.

Figure III-1: Level & Occupational Distribution of Humanities Employment, Early 2000s*



Sources:

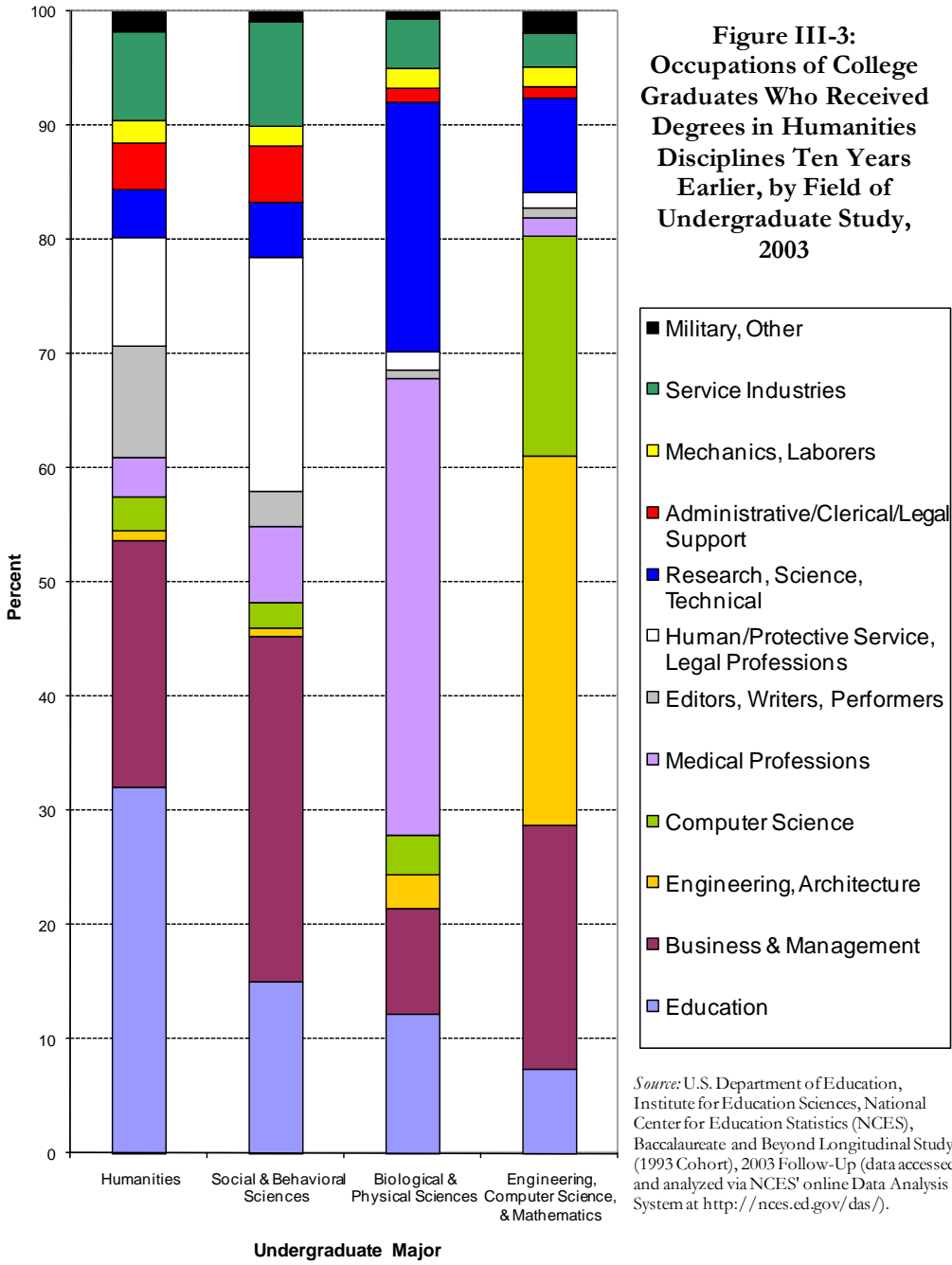
Primary, Secondary, & Postsecondary Faculty Data: U.S. Department of Labor, Bureau of Labor Statistics, Occupational Employment Statistics Program, 2002 Employment and Wage Estimates, http://www.bls.gov/oes/oes_2002.htm; and U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, *1999–2000 Schools and Staffing Survey (SASS) and 2000–01 Teacher Follow-Up Survey (TFS) CD-ROM: Public-Use Data with Electronic Codebook*, NCES 2005-335 (2005).

Data for Library Support Personnel (these jobs included in "Employment in Humanities Institution" category): American Library Association (ALA), "Number Employed in Libraries," ALA Library Fact Sheet 2 (September 2006). These data were drawn by ALA from three NCES Library Statistics Program surveys: Public Libraries in the United States—Fiscal Year 2004 (2006); Academic Libraries—2000 (2003); and unpublished tabulations from the Schools and Staffing Survey, 1999–2000 (2002).

Data for All Other Occupational Categories: U.S. Department of Labor, Bureau of Labor Statistics, Occupational Employment Statistics Program.

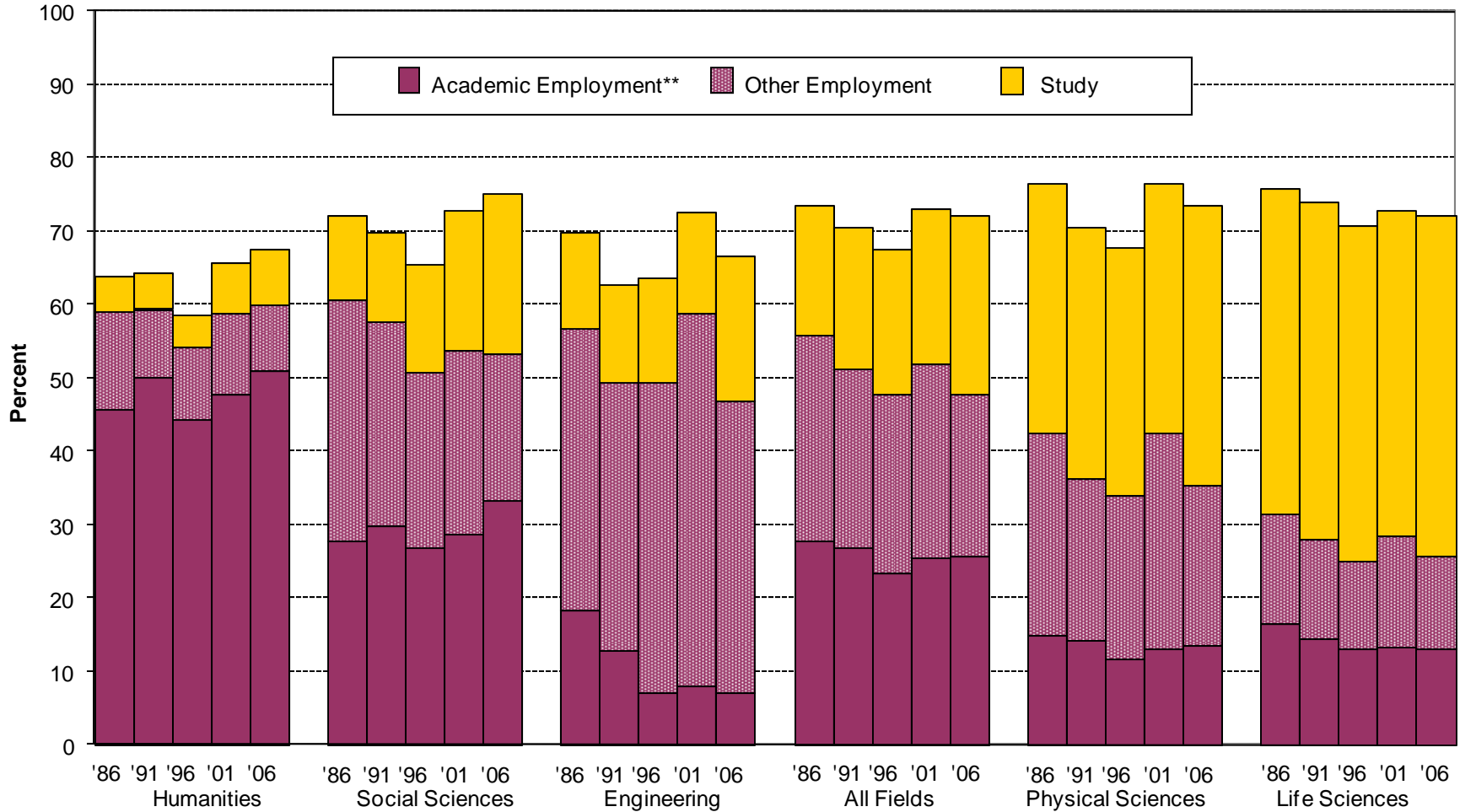
* The year for which the data on each component of total humanities employment were collected is given in the source note. See the narrative that accompanies this figure for a detailed description of the types of jobs within each of the occupational clusters (e.g., Humanities Professions) to which the graph refers.

**Figure III-3:
Occupations of College
Graduates Who Received
Degrees in Humanities
Disciplines Ten Years
Earlier, by Field of
Undergraduate Study,
2003**



Source: U.S. Department of Education, Institute for Education Sciences, National Center for Education Statistics (NCES), Baccalaureate and Beyond Longitudinal Study (1993 Cohort), 2003 Follow-Up (data accessed and analyzed via NCES' online Data Analysis System at <http://nces.ed.gov/das/>).

Figure III-6: Ph.D.'s with Employment or Further Study Commitments at Time of Graduation, Selected Academic Fields, 1986–2006*

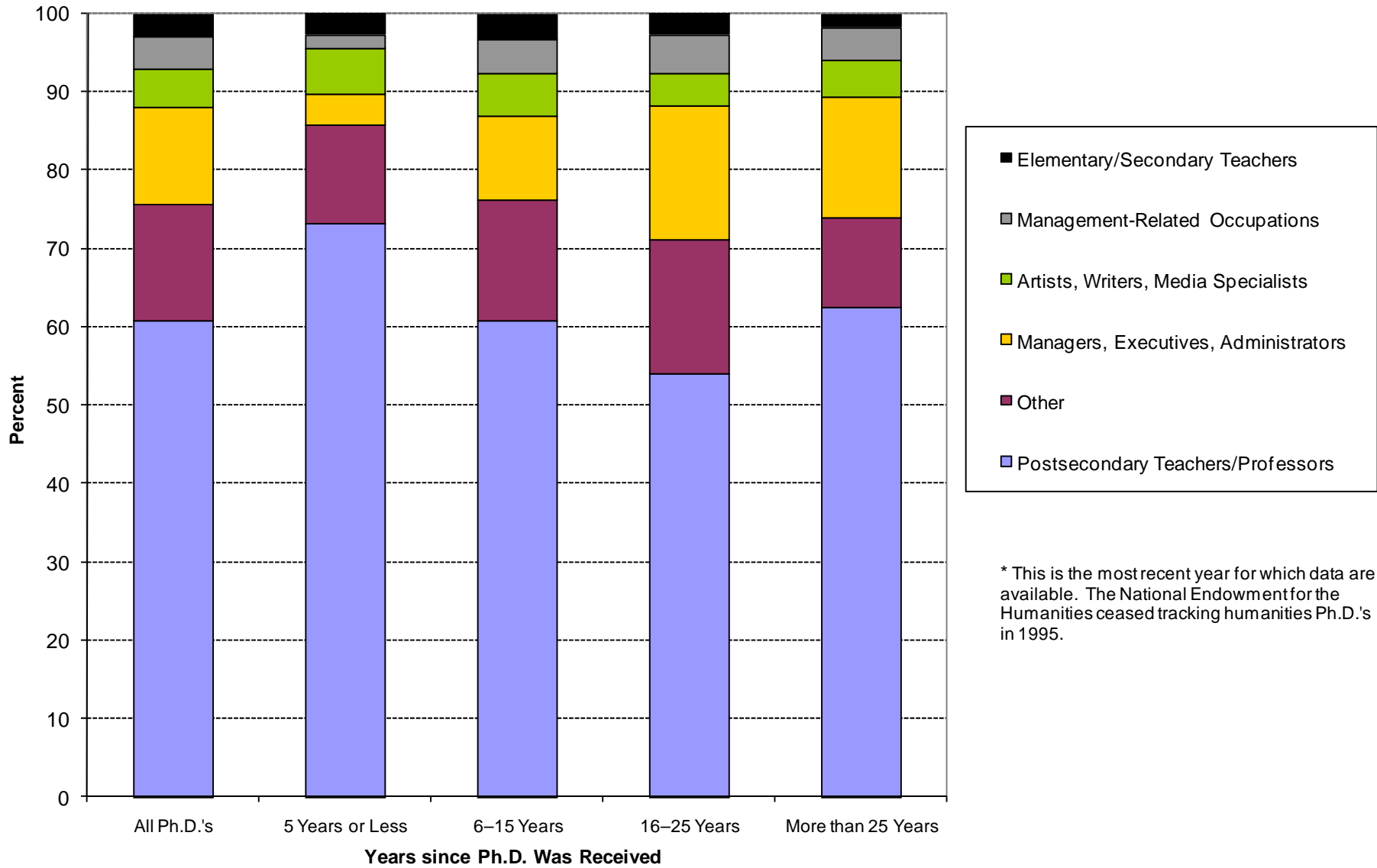


* Reported percentages were calculated on those Ph.D. completers responding to the pertinent survey items. These percentages were calculated using an estimate of the sectoral distribution of commitments to work in the U.S. Over the course of the time period examined here, 9–12% of all respondents who reported having definite employment for the next year indicated that these jobs were outside of the United States (the percentage was slightly lower, 8–10%, for humanities Ph.D.'s).

** Administrative and faculty positions; postsecondary only.

Source: National Opinion Research Center, "Doctorate Recipients from United States Universities: Summary Report 2006" (2007). The report analyzes data from the Survey of Earned Doctorates, which is sponsored by the National Science Foundation, National Institutes of Health, U.S. Department of Education, National Endowment for the Humanities, U.S. Department of Agriculture, and the National Aeronautics & Space Administration.

Figure III-7: Principal Occupations of Employed Humanities Ph.D.'s, by Number of Years since Receipt of Doctorate, 1995*



Source: Linda Ingram and Prudence W. Brown, "Humanities Doctorates in the United States: 1995 Profile" (National Research Council, 1997). The report describes the findings of the 1995 Survey of Humanities Doctorates, which was sponsored by the National Endowment for the Humanities and conducted by the National Research Council.