The Humanities Indicators: What They Tell Us about Graduate Education

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NORC at the University of Chicago
A National Organization for Research and Computing
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).

Humanities Indicators, 2009 · American Academy of Arts & Sciences
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

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).

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

- Bachelor’s Degrees (NSF)*
- Bachelor’s Degrees (CIP)*
- % of All Bachelor’s Degrees (NSF)
- % of All Bachelor’s Degrees (CIP)

* 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).

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

Percentage of Ph.D.'s Reporting a Primary Source of Support

Teaching Assistantships
Fellowships/Dissertation Grants
Own Resources
Research Assistantships/Traineeships
Employer

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

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

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

* 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.

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

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).

*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

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

* Includes students who were citizens or permanent residents and identified by their educational institutions as African American (non-Hispanic), Hispanic, or American Indian/Alaska Native; data are not available for all years.

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

* Includes students who were citizens or permanent residents and identified by their educational institutions as African American (non-Hispanic), Hispanic, or American Indian/Alaska Native; data are not available for all years.

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

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

Grand Total: 2,526,905 jobs

Postsecondary Teaching
112,900
4%

Primary and Secondary School Teaching
925,868
37%

Humanities Professions
346,240
14%

Employment in Humanities Institutions
461,747
18%

Newspaper, Periodical, Book, and Directory Publishing
630,290
25%

Humanities-Related Professions
49,860
2%

Sources:


* 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.

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

* This is the most recent year for which data are available. The National Endowment for the Humanities ceased tracking humanities Ph.D.’s in 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.