

PHILOSOPHY IN AMERICA IN 1994: A SURVEY CONDUCTED BY THE AMERICAN PHILOSOPHICAL ASSOCIATION

Survey Summary

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for the
Committee on the Status and Future of the Profession**

History. In 1994 the Committee on the Status and Future of the Profession of the American Philosophical Association conducted a survey intended to gather as much useful information as possible about departments in the U.S. in which philosophy is taught. Survey forms, which had been developed for the occasion over a period of several years (first within the Committee, and then with comments and suggestions from the APA's Board of Officers), were mailed to all departments in the country on the APA's master list. These forms, which were designed to be machine-readable for purposes of data analysis, did not ask respondents to identify themselves or their departments, in an attempt to gain the participation of those who might be concerned about confidentiality. This anonymity may have had its advantages, but it also had the disadvantage of making it virtually impossible to know which departments had and had not responded, and so to be able to contact those who did not respond. Several follow-up mailings to all departments were sent, however, and the deadline for responses was extended several times, in an attempt to ensure that participation in the survey was as complete as possible.

It is difficult to know precisely how complete that participation was, because we discovered (through inquiries from recipients of the mailings) that a substantial number of the departments on the APA's master list are not departments at all, but rather single individuals responsible for the teaching of philosophy at small schools. We have no way of knowing how many of the "departments" which did not respond were in fact cases of this sort. What we do know is that we received approximately 500 survey forms that were at least partially filled out. Even if that is only two-thirds of the actual departments in which there are at least several individuals who teach philosophy courses (which would seem a reasonable guesstimate), that is a large enough number and proportion to yield information that is both useful and reliable. In any event, it is considerably more information about more things relating to the institutional life of the profession in this country than we have ever had. (Perhaps, by the time the next such survey is undertaken, the communications revolution will have brought us to the point that it can all be done electronically, and that every department will have a chair or secretary willing and able to answer the questions and use the medium.)

Results. The complete results of the survey, tabulated in a number of different ways, are now available. Some survey questions pertain only to departments with graduate programs, and so were answered by far fewer departments than the questions in the much longer first part of the survey. The information gathered about particular courses taught is presented only in totals for all departments responding. The responses to many of the survey questions, however, are tabulated and presented in four different ways—summed (all departments responding), and in three "splits." One split presents the information breaking apart the responses from departments

at public and at private institutions. A second split breaks apart the responses from departments with undergraduate only programs and departments with undergraduate and graduate programs. And a third split breaks apart the responses from independent (i.e. philosophy only) departments and combined departments. (The parenthetical numbers following each heading below refer to the numbers of the questions in the survey questionnaire, which is appended.)

The data have been split in these ways as well as summed because summed totals sometimes are misleading, masking significant differences between departments of these different sorts. And indeed there are a good many such differences—though there are also many similarities. This is hardly news; but the actual information is needed in order to discover precisely what the differences are and how great they are. (Although the survey questionnaire was designed to attempt to avoid the problem of questions left unanswered, there were in fact unanswered questions on a good many of those returned, with the consequence that the total numbers of responses to particular questions seldom equal the total number of forms returned.)

General Information

Types of institutions and departments (Qs 1–4). Fully half of the departments responding are at state-supported public institutions. A little over a quarter (28%)* are private with religious affiliations, while only one in eight (16%) are at private non-sectarian schools. (Of the 117 departments at sectarian schools, a third are Catholic, followed by 12% Methodist, 10% Baptist, 9% Presbyterian, and 8% Lutheran.) Half (53%) are at graduate-degree granting universities, and another third (35%) at four-year colleges (see Fig. 1); but only 13% offer Ph.D. degree programs, with another 8% offering M.A.-only graduate degree programs. Half (54%) of all responding departments offer undergraduate major programs only, and a quarter offer neither graduate nor undergraduate degree programs (see Fig. 2). A majority (58%) are independent departments; a quarter are combined with some other discipline (typically religion or religious studies), while the remainder (18%) are folded into larger combinations of disciplines.

* Please note that percentages have been rounded to whole numbers.

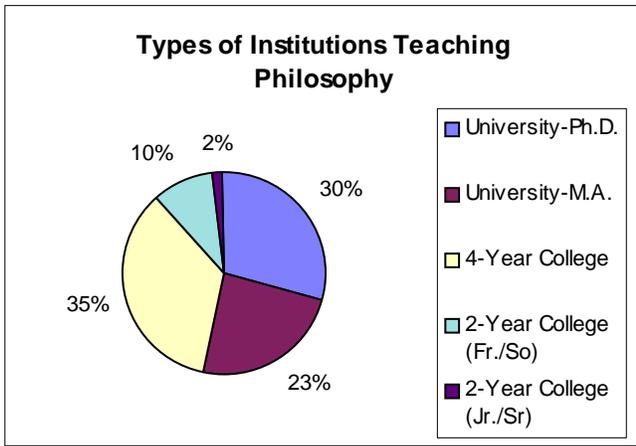


Figure 1

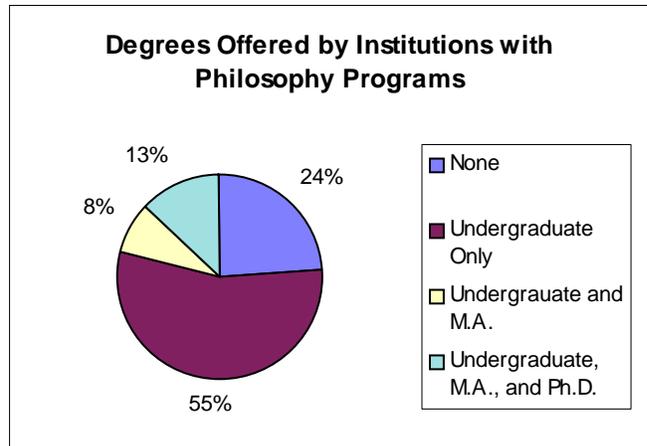


Figure 2

Split notes: Whereas 62% of the private institutions represented are four-year colleges, only 15% of the public institutions are four-year colleges. And while 39% of the publics are Ph.D.-granting universities, only 17% of the privates are Ph.D.-granting. Two-thirds of the privates have undergraduate majors only, contrasted with 43% of the publics; but the remainder of the publics are split evenly between those with graduate programs and those with neither graduate nor undergraduate programs in philosophy (28% in each case). Only 12% of the privates have graduate programs in philosophy.

Comparable fractions of publics and privates departments are independent and combined. Only half of the undergraduate-only departments are independent philosophy departments, however, versus 90% of those with graduate programs. Most of the departments with no undergraduate majors are combined departments, nearly half of which (47%) have no philosophy major. Three in five of the independent departments have undergraduate majors only, while a third have graduate programs.

Executive officers (Qs 5–8). In the great majority of cases the executive officer (EO) has the title of “chair” rather than “head”; but the chairs are elected in only about a third (36%) of the departments reporting. Nearly two-thirds thus have appointed chairs, heads or other such (presumably non-elected) executive officers. In nearly half (46%), EOs receive both salary increments and teaching load reductions; but in one in five departments they receive neither. In a quarter of the departments reporting, at least one other department officer in addition to the EO receives a teaching load reduction. Quite remarkably, four out of every five departments (78%) have neither executive nor advisory committees; but this may well be because most are small enough to make such committees unnecessary.

Split notes: Only a quarter of the privates have elected chairs, in contrast to nearly half (44%) of the publics. Appointed EOs are much more common at the privates. It is much more common for EOs at the privates to be uncompensated (37% versus only 10% at the publics). Only a quarter of the departmental EOs at the privates receive both salary increments and teaching load reductions, versus two-thirds at the publics.

Nearly all EOs in graduate departments (97%) are compensated, whereas a quarter of those in undergraduate departments are not; and for 84% this involves both salary increments and teaching load reductions (with 11% receiving research/travel funds as well). Three in ten publics departments have some sort of executive or advisory committee, versus only one in twelve at the privates. Half of the graduate departments do, in contrast to only 15% of the undergraduate departments. Independent and combined departments do not differ significantly in these respects.

Student populations and majors (Qs 9–13) Only one department in six is at an institution with an undergraduate student population of over 20,000 students. Three in five are at schools with undergraduate enrollments of less than 10,000, with half under 5,000 and nearly a third (31%) under 2,000. Not surprisingly, therefore, undergraduate philosophy enrollments exceed 500 per term at only two departments in five (38%) (see Fig. 3). A quarter report 50 or more philosophy majors (all years) in a typical academic year, with one in five having none, and two in five having fewer than 20 (see Fig. 4).

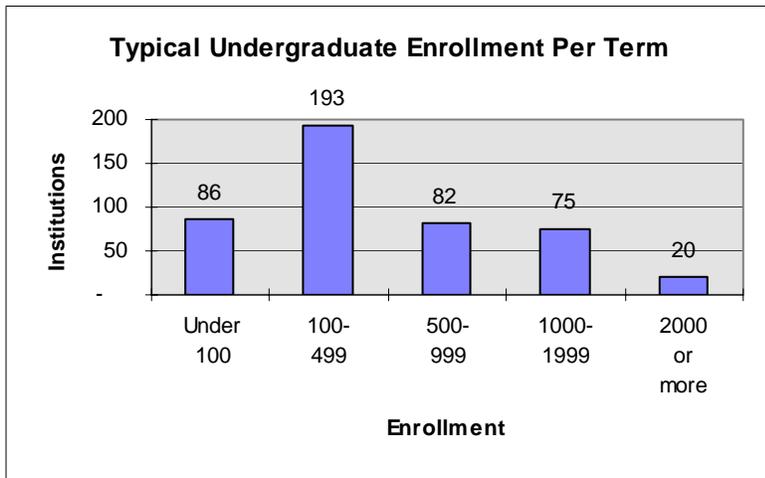


Figure 3

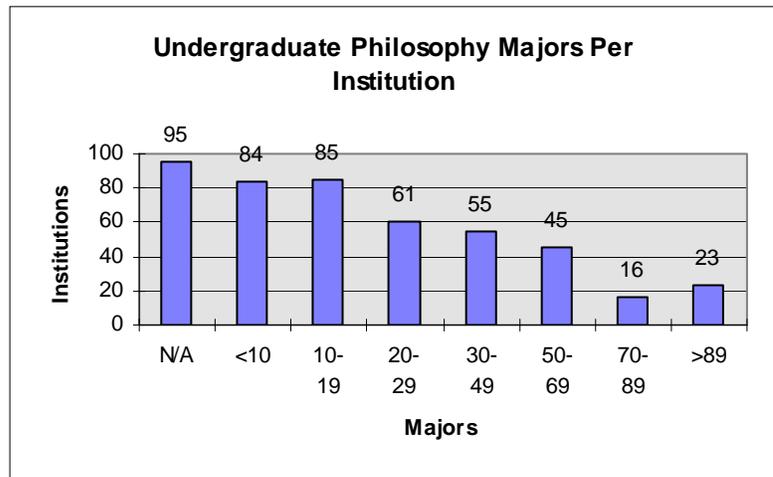


Figure 4

Split notes: Three in five privates have student bodies of under 2000 students, with another quarter between 2000 and 5000; whereas only 7% of the publics have under 2000 students, and three-quarters have more than 5000, with half having more than 10,000. This is reflected in the fact that only one department in six among the privates has philosophy enrollments of more than 500 per semester, whereas more than half of the publics do. The privates have proportionately higher numbers of majors, however. Half of the publics departments have 30+ majors in a typical year, as do a quarter of the privates.

Only one undergraduate department in five is in a school with over 10,000 students, in contrast to nearly two-thirds of the graduate departments; and in three of five cases the enrollments at undergraduate schools are under 5000 (versus one in six graduate schools). At two in five graduate schools the enrollments are over 20,000. As might be expected, therefore, philosophy enrollments are under 500 per term in three-fourths of the undergraduate departments (versus only one in five graduate schools), and are over 1000 per term in three in five graduate departments but only 9% of the undergraduate departments. In three-fourths of the undergraduate departments there are under 30 majors; whereas in three-fourths of the graduate departments there are over 30 majors, and in three in five there are over 50 (with one in five reporting 90-plus).

Nearly half (45%) of the independent departments are at institutions with over 10,000 total enrollment, versus one-third of the combined departments. A third of the combined departments have undergraduate philosophy enrollments of under 100 per term, versus only one in 12 of the independent departments; while a third of the independent departments have enrollments of over 1000 per term, in contrast to only 5% of the combined. Two in five of the independents have over 30 majors (and three in ten have over 50), versus only one in ten of the combined.

Undergraduate majors (Qs 14–18). Undergraduate philosophy majors appear to be preponderantly male and overwhelmingly white. Half of all departments reporting say that less than 30% of their majors are women, with another third indicating that women make up 30–45% of their majors (see Fig. 5). Three in five report no African-American, Hispanic-American or Asian-American majors, with another one-quarter to one-third reporting only one or two majors in each ethnic category. Only 2% report more than four African-American majors; only 5% report more than four Hispanic-American majors; and the same percentage report more than four Asian-American majors. A mere 12% report any Native American (First

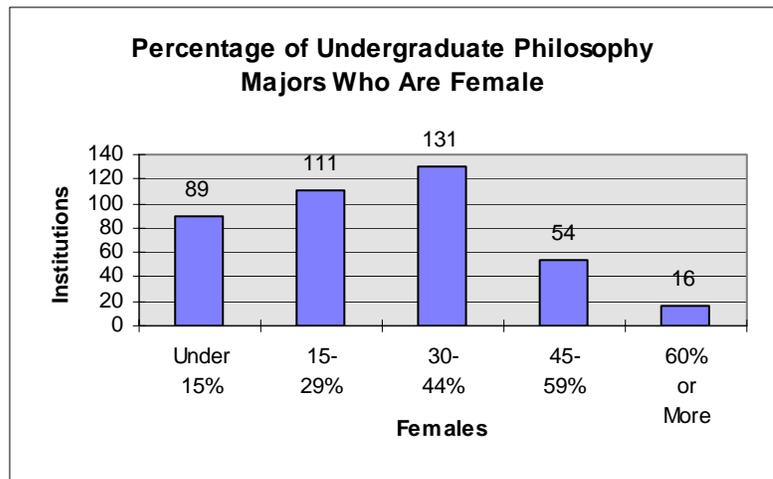


Figure 5

Nations) majors at all—and then usually only one or two.

Split notes: The numbers of majors in these categories at privates are slightly but not significantly higher than they are at publics. A quarter of the undergraduate departments report that women make up less than 15% of their undergraduate majors, versus only 7% of the graduate departments; but otherwise their profiles are fairly similar. The only departments to indicate that 60%-plus of their majors are women, however, are undergraduate departments (16 in all, or 5% of the total number of undergraduate departments reporting). On the other hand, two-thirds of all undergraduate departments report no minority majors, whereas three in five graduate departments report at least one or two African-American majors and one or two Hispanic-American majors; and nearly three-fourths of the graduate departments report at least one or two Asian-American majors. 56% of the independents have over 30% women majors, versus 41% of the combineds. Only a quarter of the combineds have any majors at all in each of the minority categories, versus half of the independents.

Faculty

Delivery of instruction (Qs 19–23). All undergraduate instruction in philosophy is delivered by tenured or tenure-track (T/T-track) faculty at only 28% of the departments reporting; and at one department in five less than 60% of all undergraduate enrollments are T/T-track-taught (see Fig. 6). Nearly a quarter of the departments (23%) say that this percentage is “lower” now than in was in 1980, but only 7% say their percentage is “much lower” now than it was then. 31% report using undergraduates as teaching assistants in one capacity or another.

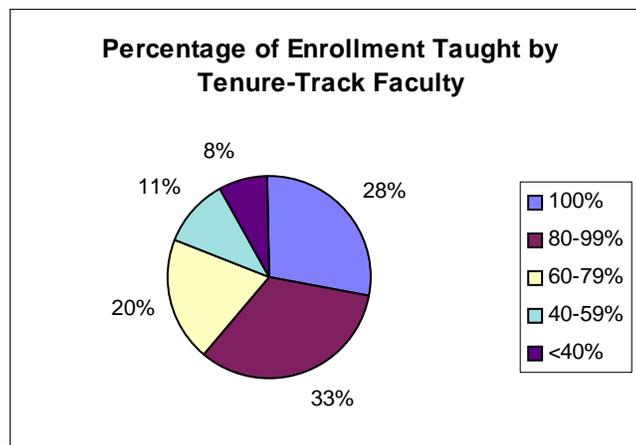


Figure 6

Split notes: As might be expected, the fraction of departments in which all instruction is delivered by T/T-track faculty is much higher at privates than at publics (two in five versus one in five). At a quarter of the publics, but at only 14% of the privates, less than 60% of the instruction is delivered by T/T-track faculty. Three in ten publics report that this figure has gone down since 1980, versus only half that number of privates.

Also as might be expected, percentages of undergraduates taught by T/T-track faculty are higher in undergraduate departments—100% in a third of them, versus one in eleven graduate departments. In half of the latter, however, 80–99% are T/T-track-faculty-taught, yielding 80–100% totals that are actually quite similar (61% in undergraduate departments, 57% in graduate departments). The involvement of non-T/T-track faculty may be more of a factor in significant numbers of undergraduate departments—as is suggested by the fact that nearly all of the departments reporting that less than 40% of their total undergraduate enrollments are T/T-track-taught are undergraduate departments (one in ten of them).

Indeed, whereas only one in five graduate departments reports this figure to be more than 20%, it is reported to be more than 20% by two in five undergraduate departments. A third of the graduate departments, however, versus only one in five of the undergraduate departments, indicated that their percentage of T/T-track-taught undergraduates has declined since 1980.

Less than 60% of the undergraduates enrolled in philosophy courses are taught by T/T-track faculty in three in ten of the combineds, versus one in ten of the independents; while 80–100% are taught by T/T-track faculty in nearly two-thirds (65%) of the independents, but in only half (52%) of the combineds. Neither group notes significantly more change than the other in this respect since 1980.

Tenured faculty (Qs 24–31). The total number of tenured philosophy faculty reported in the 460 departments providing this information is a surprisingly low 1,645. There are more than 6 tenured faculty in only a third of the departments, with 3–6 in another third, and 0–2 in the remaining third (see Fig. 7). Only one department in ten has more than two tenured women faculty; and more than half (55%) have none (see Fig. 8). Only one in 20 departments has any tenured African-American faculty at all; and only 1% have two of them. Virtually the same situation exists with respect to tenured Hispanic-American faculty; and only a slightly greater percentage (7%) report one or more tenured Asian-American faculty. Only 1% (four departments) report any tenured Native American faculty. Nearly one in five report one or more tenured international Anglophone faculty, and one in twelve report one or more tenured other international faculty.

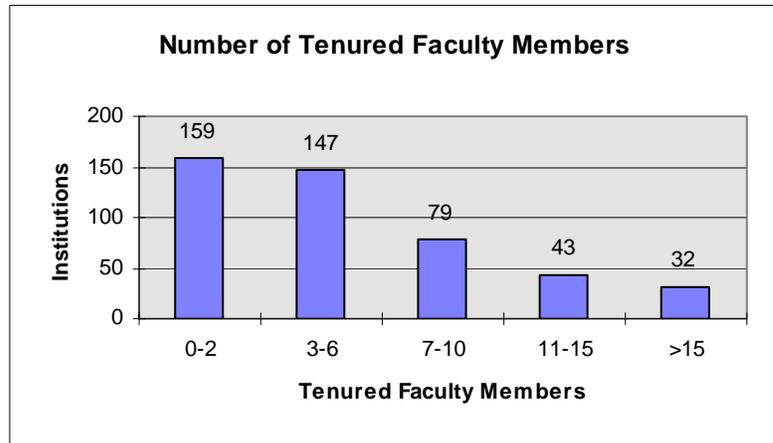


Figure 7

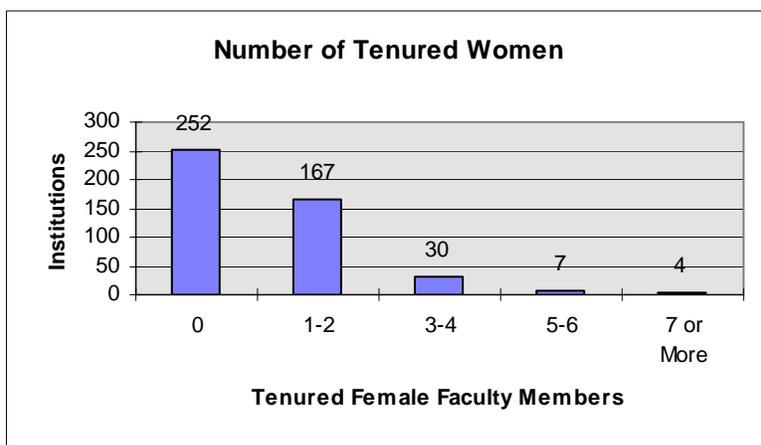


Figure 8

Split notes: Since privates are typically smaller, it is not surprising that their numbers of tenured faculty are significantly smaller. Half of the departments at privates have 0–2 tenured faculty, versus a quarter of the publics; and nearly a quarter of the publics have more than ten, versus only 8% of the privates. Two-thirds of the privates have no tenured women faculty, whereas more than half of the publics have at least one. The minuscule numbers of minority faculty do not differ significantly between them.

It further is not surprising that there are far fewer tenured faculty in undergraduate than graduate departments. There are six or fewer tenured faculty in four of five undergraduate departments (and 0–2 in 44% of them), versus only one of six graduate departments; and there are more than ten tenured faculty in more than half of the graduate departments (and more than 15 in a quarter of them), versus only 5% of the undergraduate departments. Moreover, there are more than two tenured women in only 6% of the undergraduate departments, and none at all in two-thirds of them. There are no tenured women in one of five graduate departments, one or two in 58% of them, and more than two in only 21%.

There are African-American tenured faculty in 10% of the graduate departments, but in only 3% of the undergraduate departments. The same figures apply in the case of Asian-Americans. Tenured Hispanic-Americans differ only in that they are to be found in only 5% of the graduate departments. While there also are relatively few undergraduate departments with tenured international faculty (one in eight having one or more Anglophones, and one in 12 having one or more others), three in five graduate departments have at least one tenured international Anglophone, and a quarter have at least one other tenured international faculty member.

Half of the combineds have 0–2 tenured faculty in philosophy, versus less than a quarter of the independents; and while a quarter of the independents have more than ten, only one in twelve of the combineds do. Two-thirds of the combines have no tenured women, versus 47% of the independents. The figures for minorities do not differ significantly between them. A quarter of the independents have one or more tenured international

Anglophone faculty (versus one in ten of the combined), and one in six have one or more tenured other international faculty (versus one in twelve combined).

Tenure-track faculty (Qs 32–39). At a third (35%) of the departments there are no untenured tenure-track (T-track) faculty; and at nearly half there are only one or two such faculty. There are more than two junior tenure-track faculty at only one department in five (see Fig. 9). The total number of such faculty reported is a mere 415. There are two or more T-track women faculty in only one department in ten, with another quarter (27%) of the departments having one—and with more than three in five (63%) having none (see Fig. 10). Only one department in 20 (28 of the 456 departments reporting) has any T-track African-American faculty, with slightly fewer having either Hispanic-American or Asian-American T-track faculty (17 of the departments reporting in both cases). A mere seven departments reporting have any T-track Native American faculty. One in ten has one or more Anglophone international T-track faculty, and one in 12 has one or more other international T-track faculty.

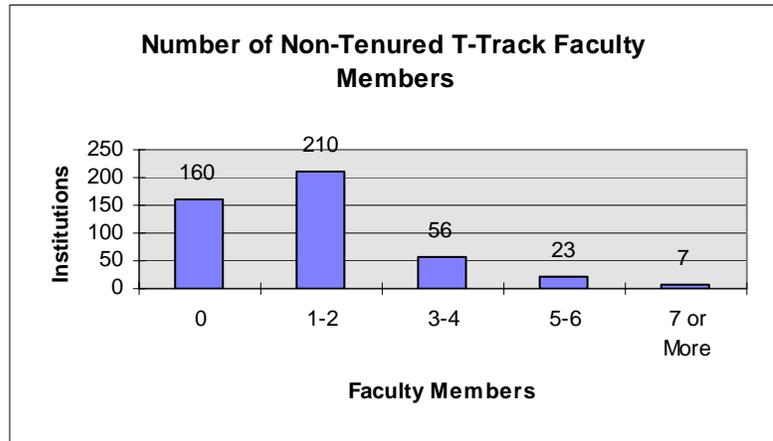


Figure 9

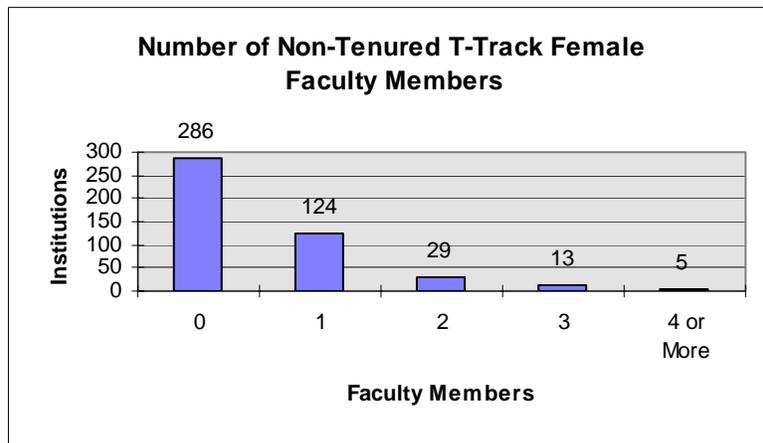


Figure 10

Split notes: There are no untenured T-track faculty in 32% of the publics departments and 39% of the privates. These figures are reflected in the fact that there are no untenured T-track women in 58% of the publics departments and 68% of the privates. There are untenured T-track African-Americans in one in ten publics, but in virtually none of the privates (only one private department in the entire country reported a single one). The publics have a slight edge in the other minority categories as well.

Two in five undergraduate departments have no untenured T-track faculty, versus one in five graduate departments. Two graduate departments in five, on the other hand, have more than two, versus only 13% of the undergraduate departments. Three graduate departments in five have at least one untenured T-track woman, and 22% have more than one. A quarter of the undergraduate departments have one, but only 7% have more than one. One graduate department in ten has an untenured T-track African-American, versus one undergraduate department in twenty. The numbers for other minorities are smaller, with graduate departments having a slight edge. There are few international faculty on T-track in undergraduate departments; but one in five graduate departments reports one or more Anglophones, and nearly one in five reports one or more others.

Seven in ten independents have one or more untenured T-track faculty, versus 57% of the combineds. Three in ten combineds have one or more women in this status, versus 44% of the independents. The numbers for minorities do not differ appreciably between them.

Non-tenure-track faculty (Qs 40–52). A substantial fraction of the departments employ non-T/T-track faculty (i.e., faculty who are neither tenured nor on tenure-track, and who do not have such positions elsewhere). More than a third (35%) employ one or two such faculty, and another third-plus (37%) employ three or more, with one in five departments employing five or more, and 50 departments employing seven or more (see Fig. 11). One or more women are employed in this capacity in two of five departments. The figures for minority and international philosophers closely parallel their T-track figures.

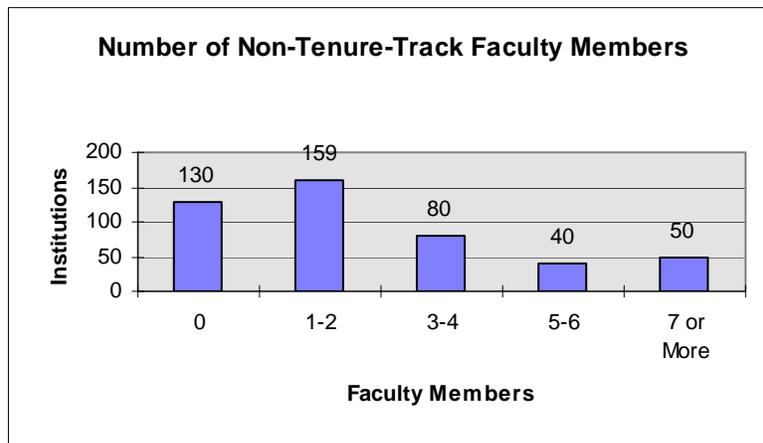


Figure 11

Split notes: A somewhat higher fraction of publics (three-quarters) than privates (two-thirds) report employing non-T/T-track faculty. Perhaps owing to their differential sizes, a quarter of the publics report employing five or more such faculty, versus only half that fraction of privates. Nearly half of the publics report women among the non-T/T-track faculty they employ, versus only a third of the privates. The figures for graduate and undergraduate departments are similar. The same applies to independent and combined departments, although a quarter of the combineds employ five or more such faculty, versus only one in six of the independents.

Faculty ages (Qs 53–63). Relatively few departments (18%) report employing any T/T-track (tenured or tenure-track) faculty under the age of 30 (see Fig. 12). A third of them report employing two or more T/T-track faculty in their 30s, but only one in ten departments has more than three in this age group. Nearly half (44%) have two or more in their 40s (two or three in most cases). Roughly the same applies to T/T-track faculty in their 50s. Only one department in five reports having two or more T/T-track faculty in their 60s—again, two or three in most cases. And only a handful of departments (2%) report having more than one T/T-track faculty members over 70 on regular employment. The average age of philosophy faculty members is 48. These figures tend to belie the picture of an aging professoriate in the discipline.

This observation is underscored by the fact that only one in three departments report anticipating two or more retirements by the year 2000, with another quarter anticipating one. A little more than half anticipate one or more further retirements by 2005, and three of five anticipate an additional one or more by 2010. These figures do not translate into large numbers. Only two departments in five report any sort of retirement policy with significant or even negotiable inducements. Teaching by emeritus faculty is said to be permitted but poorly compensated at nearly half of the institutions represented; but it is also said to be encouraged at least selectively at three in ten of them.

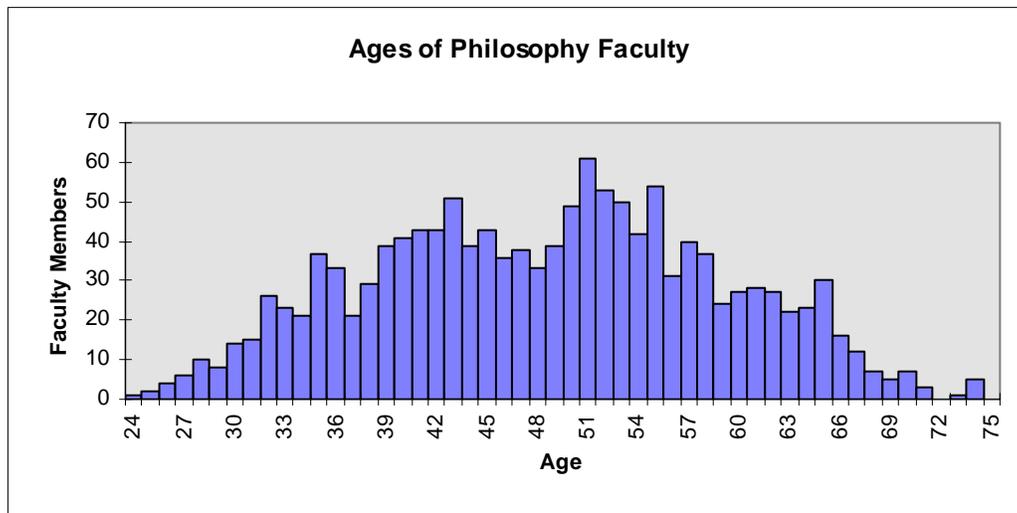


Figure 12

Split notes: The publics, with larger numbers of faculty than the privates on average, have more faculty in each age group. This makes comparisons on the basis of our data difficult. It is perhaps significant, however that 71% of the privates (versus less than half of the publics) have 0 or 1 faculty in their 50s, and 83% (versus 76% of the publics) have 0 or 1 faculty in their 60s. They also anticipate significantly fewer retirements than do the publics, and report fewer early retirement initiatives.

Graduate departments also have larger numbers of faculty, making comparisons relatively meaningless. It is of some significance, however, that three in ten undergraduate departments have two or more T/T-track faculty in their 30s, 37% have

two or more in their 40s, and a third have two or more in their 50s, but only one in eight has more than one in their 60s. Not surprisingly, therefore, only half expect any retirements by the year 2000, only half expect an additional one or more by 2005, and only half expect another one or more by 2010. Three in ten graduate departments have at least one T/T-track faculty in their 20s, 57% have at least two in their 30s (with a quarter having four or more), two-thirds have two or more in their 40s (two in five having four or more), and 70% having two or more in their 50s (nearly half having four or more). These departments too, therefore, seem relatively youthful.

Fully half of the graduate departments have only one or no T/T-track faculty in their 60s, and only 5% have any in their 70s. A third therefore expect only one or no retirements by 2000, while only two in five expect three or more. Nearly half (45%) expect one or no additional retirements by 2005, with less than a quarter expecting an additional three or more. It is only by 2010 that a third expect another three or more retirements, with another 30% expecting two. Early retirement inducements are only slightly more common in graduate departments than in undergraduate departments.

Four in ten of the independents have two or more faculty in their 30s, versus three in ten of the combineds. Half of the independents have two or more in their 40s, and also in their 50s, versus four in ten and three in ten combineds. These data appear to reflect size rather than age disparities, however, because the independents also have more faculty in their 60s: three in ten have more than one, versus only one in ten of the combineds. Two in five independents expect two or more retirements by 2000, versus less than a quarter of the combineds; and the same difference applies to their expectations in 2005 and 2010. Half of the independents report the possibility of early retirement inducements at their institutions, however, in contrast to just over a quarter of the combineds.

Faculty salaries (Qs 64–75). In 1994 there were T/T-track faculty with salaries under \$30,000 (\$30K) in one department in eight. One in five reported that 20–40% of their faculty salaries were in the \$30–40K range; and in one in ten 80% or more were in that range. A quarter of the departments reported that 20–40% were in the \$40–50K range. In one in five 20–40% were \$50–60K, with less than 20% in that range. 85% reported that less than 20% had salaries of \$60K or more, while only one in ten had even 20–30% in that range. Only one in ten had as many as 20% of their faculty salaries above \$70K. Among non-T/T-track faculty, a third of the departments reported that the salaries of 80% or more of these faculty were under \$30K. Most other non-T/T-track faculty salaries were in the \$30–40K range.

Salaries are fixed by collective bargaining rules at a quarter of the responding departments' institutions, and by institutional rules at another 17% of them. They are set departmentally (by the department executive officer or a department committee) at only one department in eight (13%). At nearly half salary determinations are made by higher administrators. They are reported to be largely "merit"-driven at only one department in five (see Fig. 13). Among those at which "merit"-based criteria are employed, departments are fairly evenly divided between those giving greater weight to "research, scholarship and professional activity" (RSPA) and those giving primary weight to teaching.

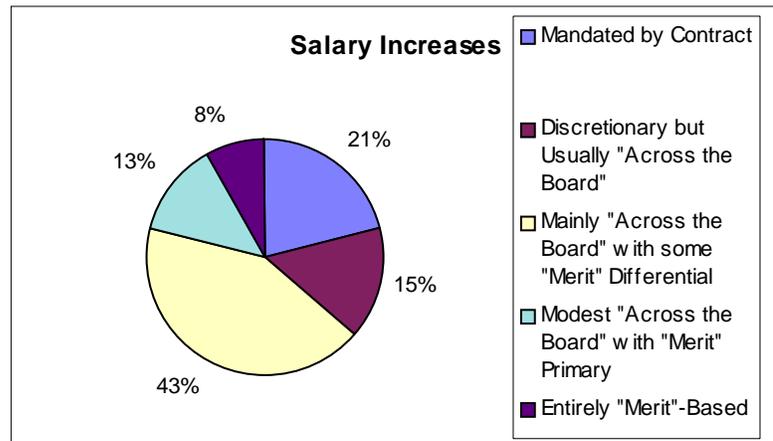


Figure 13

Split notes: Collective bargaining arrangements are much more common at publics (two in five departments) than at privates (a mere 3%). Salary determinations are made by institutional rules at a quarter of the privates (versus 12% of the publics), but most commonly—in two-thirds of the cases reported—by higher administrators (versus 28% of the publics). Across-the-board salary increases are the rule at most privates, however, in more than three-quarters of the departments reporting, versus 43% of the publics. Merit considerations are primary in a quarter of the publics, versus 17% of the privates. Moreover, merit criteria are teaching-oriented in more than three in five privates (62%), whereas they are RSPA-oriented in a comparable fraction of publics.

Collective bargaining is only somewhat more common among undergraduate departments (one in four) than among graduate departments (one in five). Salary determinations are fixed by either collective bargaining or institutional rules in three in ten graduate departments versus 45% of the undergraduate departments. In undergraduate departments they are made far more often (in half of the cases) by higher administrators than within the department (in only 7%); whereas in graduate departments they are made in a third of the cases by higher administrators and in 36% within the department. Across-the-board increases prevail in undergraduate departments, with "merit" considerations predominating in only 15%; whereas "merit" predominates in two in five graduate departments, and across-the-board in half. Where "merit" does figure, RSPA predominates in most graduate departments (84%), while teaching is the dominant consideration in half of the undergraduate departments.

Salary increases are mandated by contracts at 27% of the combineds versus 17% of the independents. Across-the-board increases prevail among most of the rest of the combineds; whereas "merit" increases prevail at a quarter of the independents. Where "merit" criteria are employed, teaching is the predominant consideration in 56% of the combineds versus 40% of the independents; while RSPA predominates in 40% of the combineds and two-thirds of the independents.

Teaching loads (Qs 76–82). Six departments in seven (86%) now are on the semester system. The normal teaching load for T/T-track faculty is three courses per term in a third of the departments, and is four courses in more than another quarter (28%), with an additional one in ten having yet heavier loads of five or more courses per term. A two-course load prevails in only one department in six (16%) (see Fig. 14). Another perspective is given by the normal number of hours per week in the classroom, which was reported to be 3–6 in a quarter of the departments, 7–9 in another quarter, and 10 or more in half of them, with one in eight reporting 13 or more contact hours per week as the norm. Very few departments report differential teaching loads. They are said to be “basically the same for all” in 85% of them. They are also said to be similar to teaching loads in other humanities and social-science departments at most institutions.

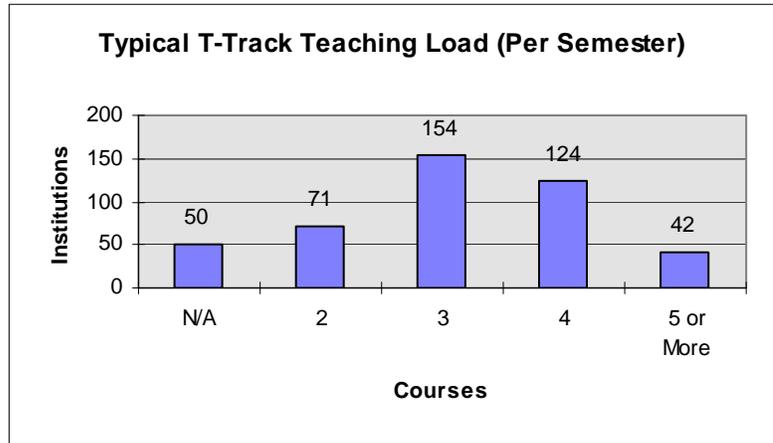


Figure 14

Split notes: Teaching loads for T/T-track faculty are fairly similar in publics and privates; but whereas a four-course-per-term load prevails in a higher percentage of privates (34%) than publics(24%), a course load of five or more courses per term is reported in 15% of the publics but in very few (2%) of the privates. There is more differentiation among teaching loads in the publics (where it varies in one in five departments) than in the privates (where it is the same for all in 92% of the departments).

As might be expected, teaching loads are much heavier in undergraduate departments, in which only 6% have normal loads of two courses per term (versus half of the graduate departments), and in which nearly half have normal loads of four courses or more (versus only 7% of graduate departments). In more than half of the undergraduate departments ten or more classroom/contact-hours per week is the norm, with only 17% having norms of six hours or less; whereas the norm is six hours or less in more than half of the graduate departments, with only one in five being in the ten-hour-plus range. Teaching loads are the same for all T/T-track faculty in most undergraduate departments, but are differentiated in one in five graduate departments.

Teaching loads also are much heavier in the combined departments than in the independents. Two-course loads are the norm in a quarter of the independents, but are virtually nonexistent in the combineds (3%). On the other hand, three in five of the latter have loads of four or more courses per terms, versus only one in five of the independents. A third of the independents have norms of six contact hours or less per week, versus only one in ten of the combineds; and while another third of the independents have norms of ten hours or more, such norms prevail in seven in ten combineds.

Leaves and released time (Qs 83–86). Sabbatical leaves of absence are automatically or routinely granted at only two institutions in five. They are granted commonly but competitively in a like number of departments, and are non-existent or rare in one in five. Temporarily reduced teaching loads under “released time” arrangements are possible either by application or negotiation in half of the departments, and by departmental discretion in one in six (17%). Leaves of absence without pay are routinely granted at less than half of the schools represented. At one in ten they are rarely granted; and at a third they are granted only sometimes, at administrative discretion.

Split notes: Sabbaticals are routinely granted at half of the privates, but at only three in ten of the publics. They are competitive at three in five of the publics, versus only two in five of the privates. On the other hand, a quarter of the publics departments have the discretion to grant temporarily reduced teaching loads, whereas very few (5%) of the privates do. Leaves of absence without pay are also granted routinely or at the discretion of the department more often at publics (62%) than at privates (45%).

Sabbaticals are nonexistent or rare in more than a quarter of the undergraduate departments, whereas they are common in most graduate departments (91%). They are routinely granted upon application in three in five graduate departments, but in only 36% of undergraduate departments. Leaves without pay are routinely granted in three-fourths of the graduate departments, but in only two in five undergraduate departments.

Sabbaticals also are much less common in combined departments than they are in independents. They are nonexistent or rare in three in eight of the former, versus only one in eight of the latter; and they are routinely granted in more than half of the independents, but in only a quarter of the combined. Leaves without pay likewise are routinely granted in more than half of the former (57%), but in only a third of the latter (32%).

Faculty sizes (Qs 87–89). Rather surprisingly, only one department in six reports that it is smaller now than it was five years previously; and very few expect to decrease in size over the next five years. Roughly three in five report that they have stayed about the same size (57%) and expect to remain so (65%); but more than a quarter say that they have gotten larger, and a similar fraction expects to do so in the years ahead (see Fig. 15). Three in four say that they are usually able to make a new T/T-track appointment when a faculty member departs, either at the same rank or at entry level.

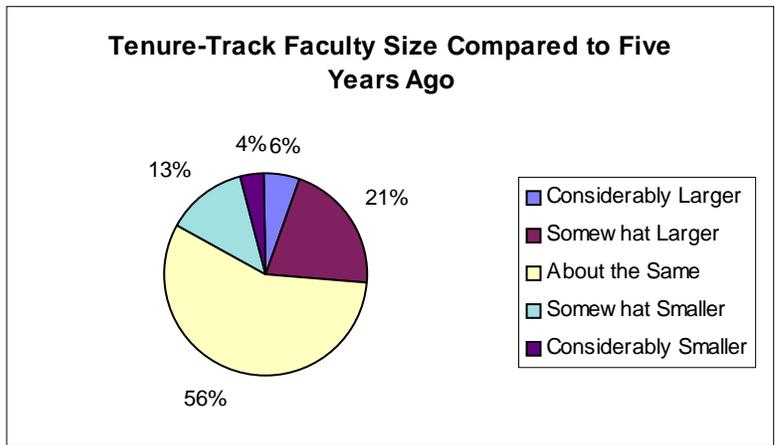


Figure 15

Split notes: More public departments than private departments (22% versus 11%) report that they are smaller than they were five years previously. Private departments also seem

to do better in being allowed to make replacement appointments (86% say they normally do, versus 68% of the privates); and one in five of the publics say that departing regular faculty are typically either replaced with non-T/T-track faculty or not replaced at all, versus only one in 12 of the privates.

A quarter of the undergraduate departments say they are larger than they were five years ago, while 15% say they are smaller. A slightly larger fraction of graduate departments (30%) say they are larger, but more of them (a quarter) also say they are now smaller. They also more commonly say that they often are not allowed to replace departing regular faculty (13% versus 6% of undergraduate departments). Independent and combined departments do not differ significantly in these respects.

Research and professional activity (Qs 90–96). Expectations of T/T-track faculty with respect to research, scholarship and professional activity (RSPA) vary greatly. In one department in six such activity is of high or even decisive importance; while in another one in six it is of little or no importance. In a third of the departments its importance is comparable to other duties, and in another third it is appreciated but not expected (see Fig. 16). Looked at another way: in half of the departments such activity is expected and valued at least as much as other duties (teaching, departmental service); while in the other half these other duties are primary.

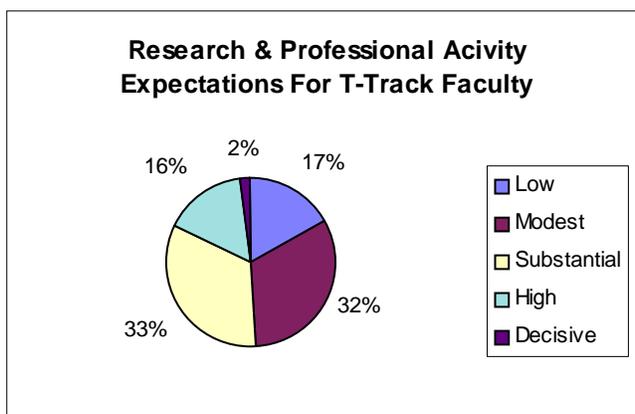


Figure 16

Split notes: RSPA expectations are substantial (RSPA counts as much or more than other duties and activities) in three in five of the publics departments, but in only two in five of the privates. As one might expect, such expectations are much higher in graduate departments, with nine in ten saying they are substantial, versus only two in five undergraduate departments. They are also higher in the independents, nearly two-thirds of which indicated that they are substantial, versus just over one-third (36%) of the combineds.

Three departments in four report that one or more of their T/T-track faculty have authored or edited a book during the previous five years; and nearly a third (31%) reported that more than 40% of their faculty have done so. Three in ten departments report that 80% or more of their faculty are active publishers; and three in five report that at least 40% of their faculty may be so considered. Nearly half (44%) report that most of their T/T-track faculty regularly attend professional meetings; and only a quarter indicated that under 40% of their faculty do so. Two in five say that 60% or more of their faculty often (at least once per year) present papers elsewhere; while only a quarter put this figure at less than 20%. More than half report that at least 60% of their faculty are active members of professional societies, with 43% saying that 80% or more of their faculty are active in such societies. On the other hand, only one in five report that 60% or more of their T/T-track faculty are significantly involved in refereeing for

presses, journals and in tenure and promotion cases at other institutions; and in two of five departments few if any (less than 20%) do such things.

Split notes: These figures are quite similar at both publics and privates. They vary considerably between undergraduate and graduate departments. More than half of the graduate departments report that 40% or more of their faculty have authored or edited books in the last five years, versus only a quarter of the undergraduate departments; and more than half of the latter (versus only one in six graduate departments) put this figure at under 20%. Nearly half of the undergraduate departments say that less than 40% of their faculty are active publishers (versus 13% of the graduate departments); while two-thirds of the graduate departments say that 60% or more of their faculty are active publishers (versus a third of the undergraduate departments). Similar figures obtain between these two groups for other forms of professional activity.

Only a quarter of the independents indicate that less than 40% of their faculty are active publishers, versus more than half of the combineds; and only a quarter of the combineds say that 60% or more of their faculty are active publishers, whereas more than half of the independents make this claim. Faculty in combineds attend meetings and are active in professional societies with nearly the same frequency as faculty in independents; but the latter are significantly more active in presenting papers and refereeing.

Teaching and Research Environment

Faculty offices and services (Qs 97–104). Tenured faculty have private offices in nine of ten departments, with most of the rest in two-person offices. Non-tenured tenure-track faculty fare nearly (but not quite) as well, with private offices in 77% of the departments reporting. Only half provide non-T/T-track faculty with private offices, with a quarter reporting that such faculty are given either no offices (14%) or space in offices shared by three or more people. Most departments (87%) provide T/T-track faculty with private phone lines. In seven of ten departments faculty may do whatever long-distance phoning they need to do “within reason.” In another 14% faculty have long-distance calling quotas. In the remainder (13%) they must have departmental approval to make such calls, or else must do so at their own expense. As might be expected, the figures for faxing are comparable. In three in four, faculty have unlimited copying privileges (“within reason”); while in one in five faculty have copying quotas. Mailing privileges are unlimited (again “within reason”) in most departments (84%), with quotas in one in ten.

Split notes: Conditions are somewhat better in most of these respects in private departments than in public departments (e.g. non-tenured T-track faculty have private offices in 84% of the privates versus 71% of the publics), though they are virtually even with respect to photocopying and mailing. Most tenured faculty in both graduate and undergraduate departments have private offices; but other faculty fare somewhat better in this respect in graduate departments than in undergraduate departments. Other conditions are quite similar in the two cases. The same applies with respect to independent versus combined departments.

Computers (Qs 105–106). Computers are now commonplace in the profession. In more than half of the departments (56%) faculty are provided with a PC upon request; and in another quarter faculty are sometimes given PCs, either upon application or by negotiation. Faculty must share department PCs in one department in ten, and have no access to PCs (unless self-purchased) in only one in twelve (8%). PCs are said to be frequently used by all faculty in two departments in five, and by most faculty in nearly all the rest. Only one department in twenty indicates that they are used only by a minority or a few faculty.

Split notes: Publics and privates are very similar here, as are independents and combineds. Somewhat higher fractions of graduate departments report that faculty are given PCs upon request, and also that most of their faculty frequently use them.

Travel support (Qs 107–109). Conference travel support is virtually universal (for T/T-track faculty in all but 2% of the departments reporting). In one department in five, faculty have individual conference travel allotments. In another quarter, travel funds are administered by the department; while in a third of them application must be made to campus travel funds. In the remaining quarter travel support is obtainable from both sources. In nearly one department in five (18%) there is no specific limit on the number of trips for which support may be obtained; and in nearly two in five others (37%), support is obtainable for more than one trip. In two in five support is limited to one trip per year. In half of the departments no conditions are placed upon supported travel; and in another quarter the only requirement is that one have some departmental or professional role or responsibility. Only one in five requires that one be on the program in some capacity, with only one in ten requiring that one be making a presentation.

Split notes: There are individual conference travel support allotments at quarter of the privates, but at only 15% of the publics. No conditions are placed upon supported travel at nearly two-thirds of the privates (64%); whereas at three in five of the publics one must be on the program or have some role or responsibility to receive such support. Similarly, no conditions are placed on conference travel in more than half of the undergraduate departments, but the above conditions must be met to receive travel support in three-fourths of the graduate departments. The same applies to combined versus independent departments: no conditions are imposed in nearly three in five of the former; whereas they must be satisfied to receive support in nearly three in five of the latter.

Research support (Qs 110–113). Funds for research assistants are uncommon; but one department in four reports that support for research assistants is at least occasionally a possibility, with either department or campus funds. Assistance with manuscript preparation is provided, in one way or another, in four of five departments. Publication subventions are available, primarily by application for campus funds, in one department in three (36%).

Department office staffs are typically quite small. Two departments in five (38%) have only one part-time office staff person; and another 28% have only one full-time person in the office. One in five has more than one full-time office staff. Only 12% have more than two full-time-equivalents (FTE).

Split notes: Given that private departments tend to be considerably smaller than public departments, it is not surprising that three in five of the privates have only one part-time office staff person, versus just a quarter of the publics. Two in five of the publics have more than one FTE office staff, versus one in five of the privates. As one might also expect, few undergraduate departments (only one in five) have more than one, with half having only one part-time person; whereas three-quarters of the graduate departments have more than one FTE, with nearly two in five having more than two. Independent and combined departments do not differ significantly in this respect.

Curricula

Introductory courses (Qs 114–117). Introductory philosophy courses are required of all students at less than one in five of the institutions represented (18%), and of all philosophy majors at only one in ten. At three in five, however, they are one way to satisfy a requirement that all students must satisfy. They are taught as lecture courses (with or without discussion sections) at only one school in six (16%). The format of a mix of lecturing and discussion is the most common. It is the general rule in half of the departments, and is presumably one of the alternatives among the three in ten who employ a mix of different formats in their introductory courses. Three in five departments indicate that the typical size of their introductory course classes is between 20 and 40. It is rarely smaller (under 20) or much larger (in excess of 100), at only one school in 12 in each case. The average size is somewhat larger at a third of the schools, with one in five indicating an average in the 40–60 range. The average is over 60 in only one department in six.

Split notes: Introductory philosophy courses are required of all students at three in ten of the privates, versus only 7% of the publics. They are more commonly taught in a lecture format in the publics (21%) than in the privates (11%). They are typically under 40 students in 85% of the privates, versus only half of the publics; and while they average over 60 in a quarter of the publics (and over 100 in 12%), they average over 60 in only 5% of the privates (and over 100 in only three of those reporting).

Introductory philosophy courses are required of all students at one in five undergraduate schools and at one in eight graduate department schools. They are given in lecture format in one in eight undergraduate departments, but in one in three graduate departments. They average under 40 students in three-fourths of the undergraduate departments, but in only 37% of the graduate departments; and they average over 100 students in nearly three in ten graduate departments, but in virtually no undergraduate departments. Independent and combined departments do not differ significantly in these respects.

Intro. course teachers and takers (Qs 118–122). Introductory courses are taught by faculty at all ranks (or even primarily by senior faculty) in nine out of every ten departments. Quite remarkably, they are taught mainly by junior faculty at only 2% of the departments reporting.

They are taught by a mix of faculty and graduate students at only one department in eleven (9%) (see Fig. 17). Nearly all departments (95%) report that the students taking them are mainly non-majors. They are mainly freshmen and sophomores at more than half of the schools; but nearly half of the departments (44%) report a mix of upper- and lower-level students in them. Intermediate courses too are taken mainly by non-majors at more than half of the schools (53%), and by a roughly equal mix of majors and non-majors at most of the rest (37%).

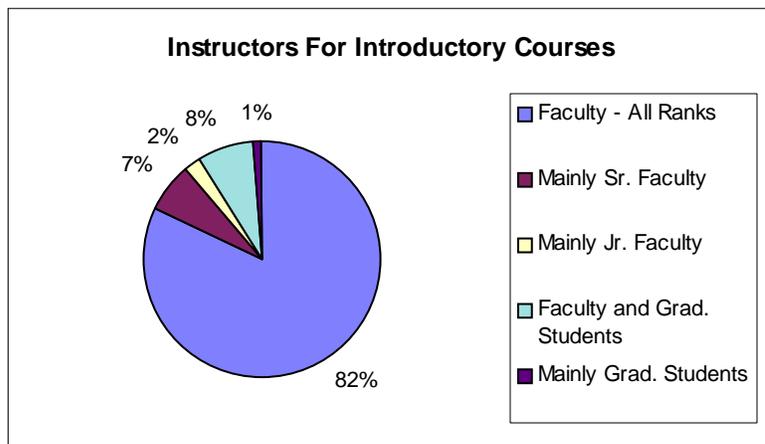


Figure 17

Advanced courses, on the other hand, are taken mainly by majors at nearly half (44%), mainly by non-majors at one in five, and by a roughly equal mix at one in four. They are taken by a mix that includes graduate students at one in ten schools.

Split notes: Introductory courses are taught partly or mainly by graduate students in 11% of the publics, versus 5% of the privates. Their clientele consists mainly of freshmen and sophomores in three in five publics departments versus half of the privates.

They are taught by senior faculty or faculty of all ranks in nearly all undergraduate departments; but they are taught by a mix of faculty and graduate students in more than a third (36%) of the graduate departments. The clientele is similar in both cases. Intermediate courses are taken mainly by non-majors in three of five undergraduate departments and by two in five graduate departments, and by a roughly equal mix in a third of the undergraduate departments and nearly half of the graduate departments. Advanced undergraduate courses are taken by mixes of graduate and undergraduate students in more than a third of the graduate departments. They are taken mainly by undergraduate philosophy majors in roughly half of the departments in both groups, but mainly by non-majors in a quarter of the undergraduate departments (versus 7% of the graduate departments).

Introductory courses are almost entirely faculty-taught in combined departments, but are taught by a mix of faculty and graduate students in one in eight of the independents. Their clientele is similar; but non-majors figure somewhat more importantly in intermediate and upper-level courses in combined departments.

Types of intro. courses (Qs 123–125). At three schools in ten there is a single introductory course that includes ethics and logical reasoning. At another three in ten there are three introductory courses: one in ethics, one in logical reasoning, and one of a general nature.

Logical reasoning is taught in a separate introductory course in two departments in five (41%). Roughly the same number of departments offer separate courses in formal and informal logic. A quarter of the departments offer one logic course combining formal and informal logic; and one in six offers only a formal logic course, with a comparable number offering either none or only an informal logic course. Formal logic courses are required of majors in two departments in five, while another quarter require a course in either formal or informal logic. Three in ten have no such requirement.

Split notes: Single introductory courses are offered at 36% of the privates departments versus 22% of the publics; whereas 39% of the publics departments but only 17% of the privates operate on the three-course model. Half of the publics but only three in ten of the privates offer separate courses in formal and informal logic. More publics (46%) than privates (37%) require formal logic of their majors.

Single introductory courses are offered in a third of the undergraduate departments, but in only 14% of the graduate departments. Nearly two in five of the graduate departments favor the three-course model, versus a quarter of the undergraduate departments. Nearly two-thirds of the graduate departments offer separate courses in formal and informal logic, versus little more than one-third of the undergraduate departments. 55% of the graduate departments require formal logic of their majors, versus 38% of the undergraduate departments.

Combined departments favor single introductory courses somewhat more often than independents do (36% versus 22%). Half of the independents offer separate courses in formal and informal logic, versus three in ten combined. Half of the former require formal logic of their majors, in contrast to a third of the combined.

Major requirements and minors (Qs 126–133). Some history of philosophy is required of majors in most departments (89%), with nearly four in five (77%) requiring courses in ancient Western philosophy and nearly the same number requiring early modern Western philosophy. Two-thirds require their majors to take courses in ethics, but only 37% require courses in theory of knowledge, only a third in metaphysics, and only one in ten in philosophy of mind. Philosophy is available as a “minor” to students majoring in other subjects at four schools in five (considerably more than offer a major in philosophy).

Split notes: These figures are quite similar for publics and privates. The same is true of graduate and undergraduate departments, though a slightly higher percentage of graduate than undergraduate departments require most of these things. Nearly all (96%) independent departments require some history of philosophy of their majors, versus 78% of the combined. The same pattern obtains in the requirement of the other kinds of courses indicated, with independents being more likely to require them than the combined.

Graduate Departments

Program sizes and mixes (Qs 134–145). Responses were received from nearly 80 departments with M.A. students in philosophy, and from over 80 departments with Ph.D. students. One department in five with M.A. students has fewer than five such students; but an equal number have between 10 and 20, and another one in five have 20 or more. In doctoral programs, a third indicate that they have under 10 Ph.D. students; while a quarter have over 40, and one in ten (seven of the departments responding) actually have more than 60. Roughly equal numbers of departments (a dozen or so in each case) have Ph.D. student cohorts numbering in the 20s, 30s, and 40s (see Fig. 18).

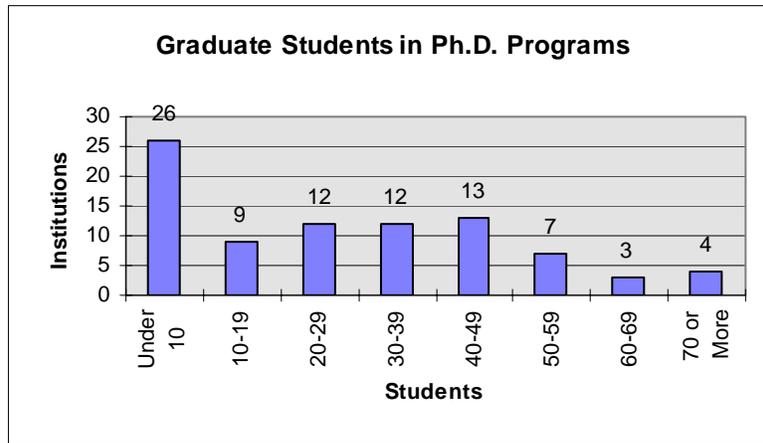


Figure 18

Split notes: Two in five publics graduate departments with M.A. students have 10 or more M.A. students, versus only one in six privates. Nearly half of the privates with Ph.D. programs (46%) have under ten Ph.D. students, versus only a quarter of the publics; but the fractions of both with under 20 Ph.D. students are nearly equal. Most of the Ph.D. departments over 40 Ph.D. students are publics, though a third of the privates reporting do as well.

Three Ph.D. departments in five report percentages of women Ph.D. students under 30%, with one in five reporting under 10%. Only six of 79 departments reporting indicate percentages of women of 40% or more (see Fig. 19). Three departments in five report no African-American Ph.D. students; and the same is true in the case of Hispanic-Americans and Asian-Americans. One department in five has two or more African-American Ph.D. students, and another one in five has one. One in ten has two or more Hispanic-Americans, and nearly three in ten (28%) have one. Roughly the same figures obtain in the case of Asian-Americans. Only five reporting graduate departments (6%) have any Native American Ph.D. students at all.

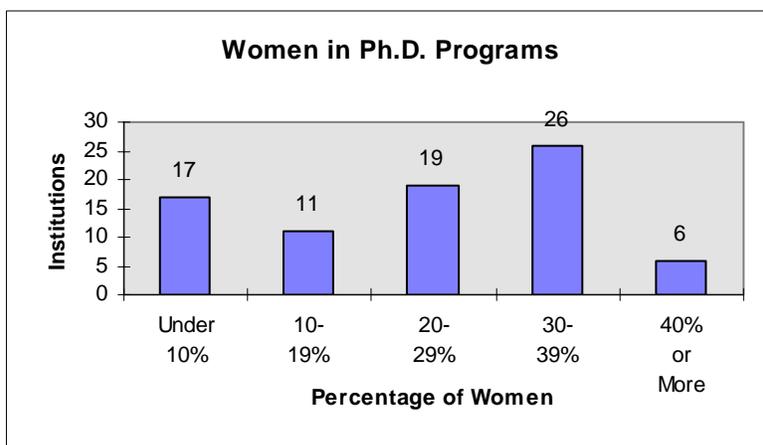


Figure 19

Split notes: Publics and privates do not differ significantly in these respects.

Contrary to popular impression, fewer than half of all reporting Ph.D. departments have any international Asian doctoral students at all; and only one in ten has more than three. Fewer than half have any other international students either; although nearly half have at least one European student. Two in five have at least one international Anglophone student, with a third having two or more.

Teaching assistant roles (Qs 146–149). In the roughly 100 M.A. and Ph.D. departments reporting, graduate student teaching assistants serve as graders only in relatively few departments (14%). They serve as graders and discussion section leaders in one department in five; and they serve as independent-section instructors as well in nearly two-thirds of the departments (63%) (see Fig. 20). They teach up to 20% of the total undergraduate enrollment in nearly half (44%) of the graduate departments reporting, and from 20–40% (or more in a few cases) in one department in five (see Fig. 21). Half of the departments say that this represents little change since 1980; but two in five say that the percentage has risen during this period, either somewhat (32%) or considerably (9%).

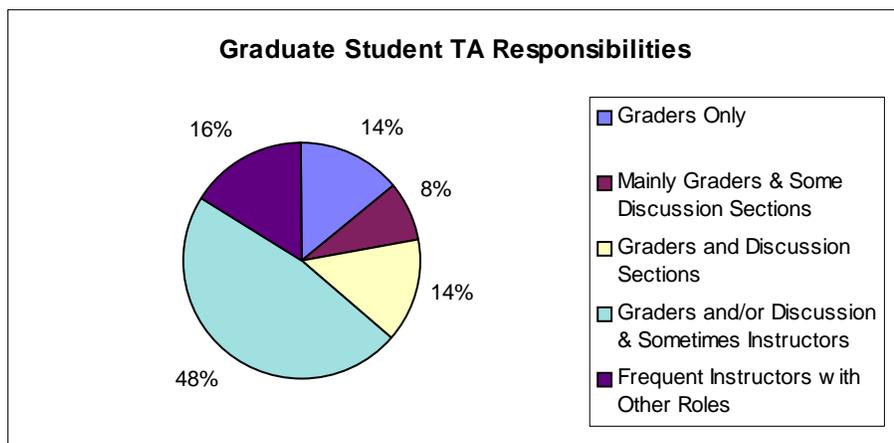


Figure 20

Graduate students in philosophy serve as research assistants more than 10% of the time in only one graduate department in ten, occasionally but rarely in half of them, and not at all in a third of them.

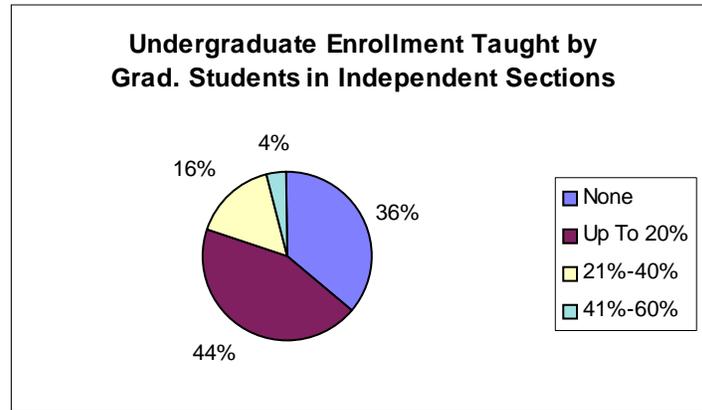


Figure 21

Split notes: Graduate students serve as teaching assistants with independent section instructional responsibilities in roughly the same percentages of publics and privates with Ph.D. programs; but more publics (46%) than privates (25%) report that the percent of undergraduate enrollment they teach has increased since 1980.

Graduate Programs

Requirements (Qs 150–158). Written prelims are still included among the degree requirements in three in five of the 66 Ph.D. programs responding. Nine in ten have some sort of history of philosophy requirement, which for seven in ten involves both ancient and early modern Western philosophy. Four in five have logic and ethics requirements. Two-thirds have theory of knowledge requirements, and slightly more (71%) have metaphysics requirements; but only one in four (28%) have separate philosophy of mind requirements. A quarter require proficiency in two foreign languages, and another 15% require either proficiency in two or high proficiency in one. A comparable total (37%) require proficiency in one language. The remaining quarter (23%) either require no foreign languages or do so only if a foreign language is considered necessary for the candidate's specialization. Nine of ten Ph.D. departments still require a dissertation, with the remainder allowing the alternative of a set of essays.

Split notes: Written prelims are required in three-quarters of the private Ph.D. programs, but only in just over half of the publics. Nine in ten of the publics have a logic requirement, versus only a third of the privates. Public programs also more often include ethics and theory of knowledge requirements. On the other hand, many more privates (63%) than publics (30%) require either proficiency in two foreign languages or high proficiency in one. In three of five publics versus just one in five privates reporting, there either is no such requirement or the requirement is proficiency in just one language.

Graduate courses (Qs 159–162). In one in five Ph.D. programs, graduate students take graduate seminars exclusively. In roughly two in five (37%), their course work consists predominantly in graduate seminars, with some advanced undergraduate/graduate courses. In one in five programs most of the courses taken are combined advanced undergraduate/graduate courses; while in the remaining 23% graduate students take a mix of the two types of courses. In

one in five programs non-philosophy courses are either required or encouraged; and in another one in five, taking such courses is permitted and common. In the remaining three in five programs this is either uncommon or not done.

Half of the departments make no provision for a minor in some other discipline as part of their Ph.D. programs. On the other hand minors are either encouraged or required in one department in five. They are available options in another third of the departments responding.

The most common response to the question of the typical length of time beyond the B.A. to the Ph.D. (43%) was six years. In one program in three it is five years (or less, in a few instances); but in one program in five it is seven years or more. In short: in two-thirds of the programs responding, the typical length of time is six years or more. In a quarter of the programs the Ph.D. completion rate is less than 60%; and in another quarter it is 60–80%. Half of the departments report their completion rates to be more than 80%, with one in ten indicating that it is nearly 100%.

Split notes: A third of the privates reporting indicate that the typical length of time beyond the B.A. to the Ph.D. for their students is 7 or more years, versus half that fraction of the publics.

Applicants and admissions (Qs 163–169). A third of the Ph.D. departments report receiving more than 140 applications per year in recent years, while another third have been receiving an average of less than 60. Most of the others are in the 80–120 range (see Fig. 22). 43 departments gave figures on the numbers of applications they received in 1994, which totaled 4525, or an average of slightly over 100 per department. (There is no way of knowing how many applicants these 4525 applications represent, since that figure obviously represents many multiple applications.)

Split notes: Two-thirds of the privates report receiving more than 80 applications, versus half of the publics; and 44% of the privates receive more than 140, versus a quarter of the publics.

Three departments in ten offer admission to less than 10% of those who apply, and another quarter offer admission to 10–20%. A further fifth offer admission to 20–30%. The remaining quarter have admission-offer rates from 30 to 70% (with only two departments indicating yet higher rates). Two departments in five offer financial aid to less than 10% of the applicants to their programs, while a third offer aid to 40% or more before all is said and done. Three in ten report acceptance rates of 80% or more among those to whom they offer aid, while a like number report acceptance rates of less than 60% from this group. For two in five programs the rate is reported to be 60–80.

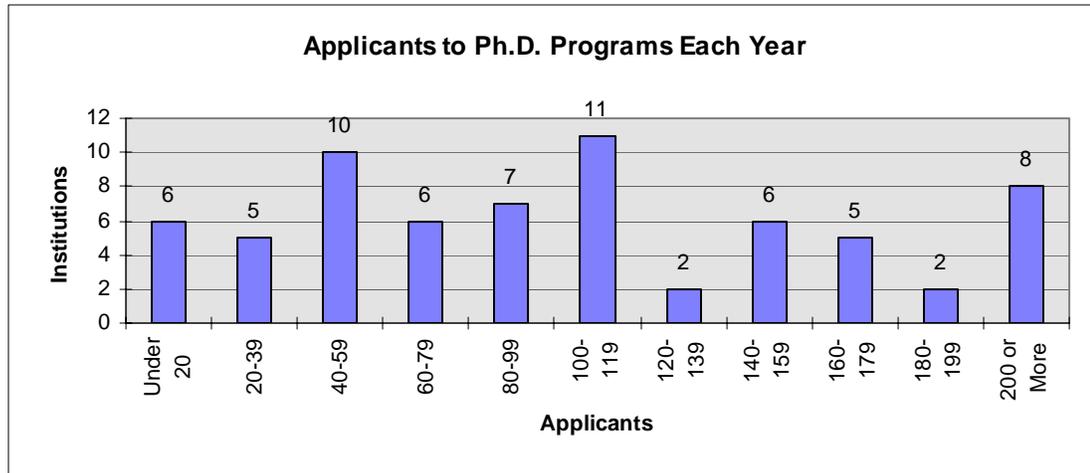


Figure 22

Split notes: 42% of the privates offer admission to under 10% of their Ph.D. program applicants, versus a quarter of the publics. Two in five of both offer aid to under 10% of their applicants, but another two in five of the publics (versus a quarter of the privates) offer aid to over 30%, with 37% offering aid to over 40%.

Financial aid (Qs 170–172, 176–178). In half of all reporting Ph.D. programs 80% or more of the graduate students in residence receive financial aid, with two in five reporting aid rates of 90% or more. In one program in three, however, less than 60% have aid, and in one in six less than 40% do. It is 60–80% in one department in five (see Fig. 23). First-year full-aid rates excluding tuition (in 1994) exceeded \$9,000 in more than a quarter of the departments reporting, and were less than \$7,000 in another quarter, with the middle two quartiles breaking evenly between those in the \$7–8,000 and \$8–9,000 ranges. High-end rates exceeded \$11,000 in nearly one department in five, but remained below \$8,000 in a quarter of the departments, and in the \$8–9,000 range at another quarter.

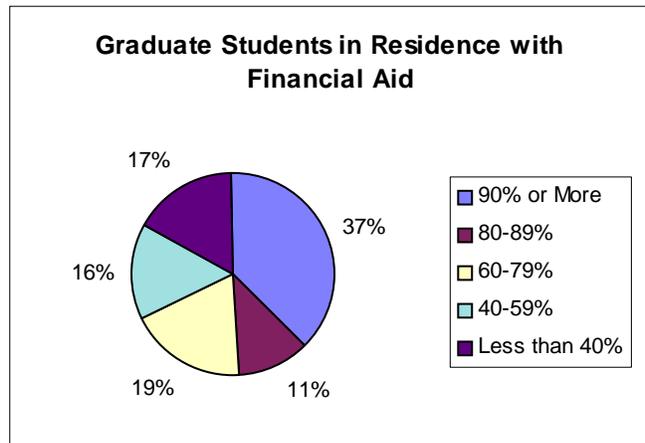


Figure 23

Split notes: Half of the privates report 90% or more of their Ph.D. students on aid, versus a third of the publics; but their numbers over 80% are comparable.

One Ph.D. department in four awards a considerable number of graduate fellowships, either on a full-aid basis or combined with assistantships. Three in five have only a few fellowships of one sort or the other; and one in ten have none. Two departments in five offer multi-year fellowships. In the half that offer one-year fellowships, most allow for the possibility of their renewal by competition.

Split notes: Half of the privates report having a considerable number of fellowships, versus only one in five of the publics. At three in five of the privates but at only a third of the publics, moreover, multi-year fellowships are possible.

Degrees and placement (Qs 173–175). The average number of Ph.D.s awarded per year in recent years (early 90s) exceeded four in only one department in five. In nearly two in five (37%) the average was one or two per year; and in the remaining 44% it was three or four per year. Only one in five reported having placed an average of three or more students in T-track positions during the same period; and only a few more (29%) placed an average of two in such positions. Half reported placing an average of only one in a T-track position. One in four reported having placed an average of three or more in non-T-track positions, with the other three-quarters having placed an average of one or two in positions of this sort.

Split notes: These figures do not differ significantly for publics and privates.

Courses

The following post-introductory courses are offered either every term or every year in more than half of all departments responding:

- Ethics79%
- Applied Ethics61%
- Formal/Symbolic Logic56%
- Ancient54%
- Early Modern53%

Courses offered either every term or every year in less than half but more than a quarter of all departments:

- Philosophy of Religion41%
- Social/Political40%
- Philosophy of Art30%
- Philosophy of Natural Science29%
- Metaphysics28%
- Theory of Knowledge28%

Courses offered at least once every two years in more than 40% of all departments:

- Ethics90%
- Ancient Western84%
- Early Modern Western82%
- Philosophy of Religion75%
- Formal/Symbolic Logic71%
- Applied Ethics70%
- Social/Political66%
- Philosophy of Natural Science55%

- Philosophy of Art53%
- Theory of Knowledge53%
- Metaphysics52%
- 20th Century Continental49%
- Existentialism49%
- 19th Century48%
- 20th Century Analytic48%
- Medieval46%
- Philosophy of Mind43%
- Philosophy of Law40%

Additional courses offered at least once every two years by the percentage of responding departments indicated:

- Feminism35%
- Eastern/Asian33%
- Philosophy of Language31%
- American/Pragmatism27%
- Philosophy in/and/of Literature27%
- Phenomenology26%
- Philosophy of Environment23%
- Eastern/Indian21%
- Recent Continental/Post-Structuralism ...21%
- Philosophy of Human Nature19%
- Philosophy of Social Science19%
- Philosophy of Technology12%
- Philosophy of Mathematics 8%
- African 7%
- Arabic/Islamic 5%

Courses not offered by at least 50% of the departments responding:

- Arabic/Islamic92%
- African90%
- Philosophy of Mathematics83%
- Philosophy of Technology81%
- Philosophy of Human Nature74%
- Eastern/Indian73%
- Philosophy of Environment69%
- Philosophy of Social Science66%
- Recent Continental/Post-Structuralism ...63%
- Phenomenology61%
- Philosophy in/and/of Literature56%
- Philosophy of Language55%
- Eastern/Asian54%
- American/Pragmatism51%

- Feminism50%

Courses for which student demand is reported to be moderate or high by at least 40% of the departments responding:

- Ethics85%
- Applied Ethics71%
- Ancient65%
- Philosophy of Religion63%
- Early Modern61%
- Social/Political59%
- Formal/Symbolic Logic54%
- Existentialism50%
- Philosophy of Art48%
- Philosophy of Law44%
- Feminism42%
- Philosophy of Natural Science42%
- 19th Century40%

Courses which are offered but for which student demand is reported to be low by at least 30% of departments responding:

- 20th Century Analytic32%
- Medieval31%

Courses in which enrollment trends are reported to be increasing either gradually or dramatically by at least 20% of the departments responding:

- Applied Ethics33%
- Ethics31%

The results of this final part of the survey contain relatively few surprises, and show rather clearly the relative stability of philosophy offerings and enrollments at most colleges and universities in the U.S. The details are of some interest, however, and are well worth examining—as are the responses to other questions in this survey, which have merely been summarized here. These data follow, together with a reproduction of the survey questionnaire.