Report on Data from the 2004–05 *MLA Guide to Doctoral Programs in English and Other Modern Languages*

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THIS report is based on data collected by the MLA for the 2004–05 edition of the online *MLA Guide to Doctoral Programs in English and Other Modern Languages*, a project called for by many members and by the MLA Committee on Professional Employment. The first (pilot) edition of the *Guide*, based on 2000–01 data, became available online in 2004. A report on English department data from the pilot edition appeared in *ADE Bulletin* 137 (2005): 81–88, and data from the pilot edition for both English and foreign language departments are available online at www.mla.org/gdp_intro.

The data for the 2004–05 edition include the responses of 333 voluntarily participating departments: 134 English departments, 158 departments of foreign languages, and 41 departments of comparative literature and other types.[1] The MLA solicited departments' information through an online survey form. Except where noted, this report refers only to the data for the 2004–05 academic year. Departments were invited to verify and correct the information they submitted before the *Guide* became publicly accessible online at www.mla.org in fall 2005.[2] Of the 333 departments 307 are in the United States; 26 are in Canada. Table 1 shows the breakdown of participating departments. Departments offer the PhD in several dozen languages, as tables 2 and 3 illustrate. Table 2 shows that reporting foreign language departments offer the PhD most commonly in French (66 depts.), followed by Spanish (60 depts.); German (50 depts.); Italian (21 depts.); Chinese, Japanese, and Russian (15 depts. each); and Portuguese (14 depts.).

Table 1
Responding Department Types

	Number	Percentage
United States		
Foreign languages	146	43.8
English	121	36.3
Comparative literature	23	6.9
Interdisciplinary	11	3.3
Combined English and foreign languages	1	0.3
Other	5	1.5
Total	307	92.2
Canada		
English	13	3.6
Foreign languages	12	3.9
Comparative literature	1	0.3
Total	26	7.8
Grand total	333	100.0

Table 4 shows that, in the 289 departments that answered the question, the lowest number of enrolled doctoral students was 3, the highest 305. On average, responding departments had an enrollment of 42.2 students, with a median enrollment of 52. In total, over 12,200 students were enrolled in the departments.

When the submitted data make it possible and significant, information is broken down by department type. In other cases, the data were either too sparse to be disaggregated by department type or there was no significant difference in the data among types. Similarly, when possible and significant, data are disaggregated for United States and Canadian departments.

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Table 2
Languages in Which Departments Offered the PhD, by Number of Departments

French	66	Pali	2
Spanish	60	Persian	2
German	50	Slovak	2
Italian	21	Sumerian	2
Chinese	15	Tagalog	2
Japanese	15	Tamil	2
Russian	15	Telugu	2
Portuguese	14	Thai	2
Chinese, classical	8	Ugaritic	2
Japanese, classical	7	Urdu	2
Arabic	6	Vietnamese	2
Czech	5	Afrikaans	1
Korean	5	Armenian	1
Polish	5	Assyrian	1
Yiddish	5	Belarusan	1
Greek	4	Bulgarian	1
Hebrew	4	Burmese	1
Hebrew, modern	4	Cantonese	1
Hindi-Urdu	4	Catalan	1
Aramaic	3	Estonian	1
Croatian	3	Ethiopic	1
Danish	3	Finnish	1
Dutch	3	Javanese	1
Hindi	3	Khmer	1
Norwegian	3	Latvian	1
Sanskrit	3	Lithuanian	1
Serbian	3	Macedonian	1
Swedish	3	Malayalam	1
Tibetan	3	Marathi	1
Ukrainian	3	Old Church Slavic	1
Akkadian	2	Punjabi	1
Bengali	2	Serbo-Croatian	1
Bosnian	2	Slovene	1
Farsi	2	Swahili	1
Indonesian	2	Syriac	1
Iranian	2	Tibetan, classical	1
Latin	2	Turkish	1
Norse	2	Turkish, Ottoman	1
Other language	2		

Table 3
Languages in Which Departments Offered the PhD, in Alphabetical Order

Afrikaans	1	Latvian	1
Akkadian	2	Lithuanian	1
Arabic	6	Macedonian	1
Aramaic	3	Malayalam	1
Armenian	1	Marathi	1
Assyrian	1	Norse	2
Belarusan	1	Norwegian	3
Bengali	2	Old Church Slavic	1
Bosnian	2	Other language	2
Bulgarian	1	Pali	2
Burmese	1	Persian	2
Cantonese	1	Polish	5
Catalan	1	Portuguese	14
Chinese	15	Punjabi	1
Chinese, classical	8	Russian	15
Croatian	3	Sanskrit	3
Czech	5	Serbian	3
Danish	3	Serbo-Croatian	1
Dutch	3	Slovak	2
Estonian	1	Slovene	1
Ethiopic	1	Spanish	60
Farsi	2	Sumerian	2
Finnish	1	Swahili	1
French	66	Swedish	3
German	50	Syriac	1
Greek	4	Tagalog	2
Hebrew	4	Tamil	2
Hebrew, modern	4	Telugu	2
Hindi	3	Thai	2
Hindi-Urdu	4	Tibetan	3
Indonesian	2	Tibetan, classical	1
Iranian	2	Turkish	1
Italian	21	Turkish, Ottoman	1
Japanese	15	Ugaritic	2
Japanese, classical	7	Ukrainian	3
Javanese	1	Urdu	2
Khmer	1	Vietnamese	2
Korean	5	Yiddish	5
Latin	2		

Admission and Requirements

As table 5 shows, 139 departments (44.8%) of the 310 departments that answered the question admit students to the PhD program directly from the BA, and 167 departments (53.9%) admit students after they receive a master's degree. Just four departments admit students only after they fulfill other departmental requirements.

Of the 333 surveyed departments, 64 departments (19.2%) indicate that most or all of their admissions to the doctorate program come from their own pool of master's students. Two hundred ninety-one departments report that they welcome applications to the doctoral program from students with a master's degree from another institution; only 3 departments report that they do not.

As shown in table 6, 267 departments (91.2%) of 293 respondents accept graduate credits from other institutions toward degree requirements, and 176 departments (60.1%) limit the number of accepted credits. Numbers of permissible transferred credits range from 1 to over 40; the largest percentage of the departments, 22.2%, accepts 6 transferred credits. Because of the high number of credits accepted at some institutions, however, responding departments accept an average of about 16 credits from other institutions.

Table 7 outlines which documents departments require applicants to the doctoral program to submit. Counts in this table sum left-to-right but not top-to-bottom, since departments could check several required documents. The table shows high levels of common practice across departmental

Table 4
Number of Enrolled Doctoral Students

Responding departments	289
Lowest number	3
Highest number	305
Average number	42.2
Median number	52
Total number	12,208

Table 6
Acceptance of Transferred Credits toward Degree Requirements

	No. of Depts.	% of Depts.
Not accepted	26	8.9
Accepted	91	31.1
Limited to an average of 16.3 credits	176	60.1
Total	293	100.0

Table 5
When Students Are Admitted to the Doctoral Program

	Directly from the BA	After the MA	Only after Fulfilling Other Requirements	Total
English departments				
Number	53	75	1	129
Percentage	41.1	58.1	0.8	100.0
Foreign language departments				
Number	69	86	2	157
Percentage	43.9	54.8	1.3	100.0
Comparative literature departments				
Number	17	6	1	24
Percentage	70.8	25.0	4.2	100.0
Total				
Number	139	167	4	310
Percentage	44.8	53.9	1.3	100.0

types on four core documents: college transcript (99% of responding departments), letters of recommendation (98.7%), applicant's statement of purpose (96.8%), and the GRE general exam (84.3%). Nearly two-thirds of English departments and almost 90% of foreign language and comparative literature departments require the Test of English as a Foreign Language (TOEFL) for students whose first language is not English. Predictably, English and comparative literature departments are more likely to require a writing sample in English (96.2% and 75% of departments, respectively), while foreign language departments are more likely to require a writing sample "in the degree language" (75.3%). Of comparative literature departments 20.2% also require a writing sample in the degree language. Just over one-third of foreign language and comparative literature departments require evidence of degree-language mastery. The most disagreement exists over the GRE subject exam in literature: 41.5% of English departments require it, while virtually no departments of foreign languages or comparative literature do.

Table 8 gives a sense of the numbers of applicants, acceptances, and matriculations in about 270 responding departments in fall 2004. Departments received an average of 64.8 applications, accepted on average 13.8 students, and enrolled an average of 7.4 students.

Table 9 reports the MLA's first attempt to document attrition rates in doctoral programs. Depart-

Table 7
Admissions Requirements

	English	Foreign Languages	Comparative Literature	Total
College transcript				
Count	130	155	24	309
Column percentage	100.0	98.1	100.0	99.0
Letters of recommendation				
Count	130	154	24	308
Column percentage	100.0	97.5	100.0	98.7
Applicant's statement of purpose				
Count	128	152	22	302
Column percentage	98.5	96.2	91.7	96.8
GRE general				
Count	113	127	23	263
Column percentage	86.9	80.4	95.8	84.3
TOEFL				
Count	83	138	22	243
Column percentage	63.8	87.3	91.7	77.9
Writing sample (in English)				
Count	125	8	18	151
Column percentage	96.2	5.1	75.0	48.4
Writing sample (in the degree language)				
Count	1	119	7	127
Column percentage	0.8	75.3	29.2	40.7
Evidence of degree-language mastery				
Count	3	58	9	70
Column percentage	2.3	36.7	37.5	22.4
GRE literature				
Count	54	7	0	61
Column percentage	41.5	4.4	0.0	19.6
Total number	130	158	24	312
Total column percentage	100.0	100.0	100.0	100.0

ments were asked for a three-year average of the annual percentage of students who had withdrawn from the program before completing three years of study. The attrition rates reported thus focus on the early years of graduate study and do not address attrition, for instance, at the dissertation stage. Table 9 aggregates the data that the 234 responding departments submitted. Of 214 departments in the United States, 67 reported a 0% rate of attrition as defined, 38 departments a 1% to 4% rate, 30 departments a 5% rate, 41 departments a 6% to 10% rate, and 38 departments a rate greater than 10%. For the 214 United States departments, these figures yield an average annual rate of 6.5% of students withdrawing from programs before completing three years of doctoral study. Among the 20 Canadian departments, there is an average annual rate of 5.5% of students withdrawing from programs before completing three years of doctoral study.

Table 8
Application and Enrollment

Fall 2004	Average No. of Students	Largest No. of Students	Responding Depts.
Applied	64.8	560	272
Accepted	13.8	95	270
Enrolled	7.4	38	276

Table 9
Students Who Withdrew from the Program before Completing Three Years of Study over the Preceding Three Years

Average Annual Withdrawal Rate, in Percentage	Number of Departments
United States	
0	67
1 to 4	38
5	30
6 to 10	41
More than 10	38
Total	214
Canada	
0	10
1 to 4	3
5	1
6 to 10	5
More than 10	1
Total	20
Total number of departments	234

In considering degree requirements, we must typically speak of "programs" rather than departments, since departments may have within them doctoral programs with differing requirements.

Table 10 shows typical student course loads per term. More than two-thirds of reporting programs say that students typically take one to three courses per semester when not working as a TA. Almost a quarter say that students typically take four to six courses per semester. Together, these represent over 90% of reporting programs. A handful of programs report typical loads of seven or more courses per semester; however, these numbers may erroneously report typical credits per semester or number of courses per academic year rather than courses per term.

Table 11 shows programs' requirements for the comprehensive exam. Of 365 reporting programs,

Table 10
Courses per Term

1 to 3 courses	
Number of programs	254
Percentage of programs	69.2
4 to 6 courses	
Number of programs	90
Percentage of programs	24.5
7 or more courses	
Number of programs	23
Percentage of programs	6.3
Total number	367
Total percentage	100.0

Table 11
Type of Comprehensive Exams Required

Both written and oral	
Number of programs	277
Percentage of programs	75.9
Written	
Number of programs	44
Percentage of programs	12.1
Oral	
Number of programs	36
Percentage of programs	9.9
None	
Number of programs	8
Percentage of programs	2.2
Total number of programs	365
Total percentage of programs	100.0

277 (75.9%) require both an oral and a written comprehensive exam. Of those reporting in this category, 44 programs (12.1%) require only a written comprehensive exam. Thirty-six (9.9%) require only an oral comprehensive exam. Only 8 programs (2.2%) state that they require no comprehensive exam.

Programs report fairly consistent language requirements within each department type, as table 12 shows. Departments were not asked to define the level of competence required. Only 6 English programs specifically report having no language requirement; 53 and 59 English programs report requiring, respectively, one and two languages. Together these programs account for 94.9% of the 118 English programs that submitted language-requirement data. The average number of languages required in English programs is 1.4.

All foreign language programs reported requiring at least one additional language beyond the degree language. Forty-nine and 124 programs report requiring, respectively, one and two languages. Together these account for 83.6% of the 207 foreign language programs that submitted language-requirement data. Thirty-four programs (16.4%) report requiring three or more languages. The average number of languages required in foreign language programs is 2.0. Programs with a linguistics orientation were likely to require a higher number of languages.

No comparative literature programs reported requiring fewer than two languages. Ten and 18 programs report requiring, respectively, two and three or more languages. The average number of languages required in comparative literature programs is 2.7. It should be noted that some programs seemed to count English as one of the required languages.

Departments were also invited in this section to clarify their language requirements. These results are difficult to systematize; however, the clarifications are in most cases not surprising. Programs in Canadian institutions commonly prefer that French (or, in French-language institutions, English) be the second language. Several programs require high proficiency in one language or medium proficiency in two, or they allow a substitution of linguistics or some other study for one of the required languages. English programs with a specific historical or geographic focus may require that the language be relevant: Irish or Old English, for instance. Many English programs specify a preference that students study European languages such as French, German, Italian, or Spanish; others make no such specification or stipulate that other languages are also allowed. Among languages that are expressly preferred by English programs, French appears most commonly (36 programs), followed by German (28 programs) and Spanish (26 programs). Foreign language and comparative literature programs predictably require that the additional languages have some bearing, linguistic or cultural, on the degree language(s). Departments of Spanish and Portuguese, for instance, likely require Spanish doctorates to take Portuguese and perhaps another language of their choice. Students in medieval studies programs are likely required to take Latin.

Table 12
Number of Languages Required Not Including Degree Language

	None	One	Two	Three or More	Total
English					
Number of programs	6	53	59	0	118
Row percentage	5.1	44.9	50.0	0.0	100.0
Foreign languages					
Number of programs	0	49	124	34	207
Row percentage	0.0	23.7	59.9	16.4	100.0
Comparative literature					
Number of programs	0	0	10	18	28
Row percentage	0.0	0.0	35.7	64.3	100.0
Total number of programs	6	102	193	52	353
Total row percentage	1.7	28.9	54.7	14.7	100.0

Table 13 presents departments' responses to the question, Are awards or other forms of recognition given to faculty members for mentoring or other activities that promote the scholarship of doctoral students? Of 107 English departments, 60.7% responded yes; 39.3% responded no. In departments of foreign languages 66.9% of 127 departments responded yes; 33.1% no. In comparative literature departments 83.3% of 18 departments responded yes; 16.7% no.

Tuition

Tables 14 and 15 list values for annual tuition. Dollar amounts are broken out for United States and Canadian currencies. In the United States, in-state tuition varies from around $200 to around $14,700, with an average of $5,857. Out-of-state tuition's approximate range is $660–$28,000, with an average of $13,809. Approximate private tuition values ranged from $900 to $33,000, with an average of $24,860. In Canadian departments, in-province tuition averaged $4,791; out-of-province $6,799.

Financial Support

Departments report varied practices in assigning financial support to graduate students. The amount, kinds, and duration of financial support differ a good deal from department to department. Table 16 breaks out the value of full

Table 13
Awards or Other Forms of Recognition Given to Faculty Members for Mentoring or Other Activities That Promote the Scholarship of Students

	Given	Not Given	Total
English			
Number of depts.	65	42	107
Row percentage	60.7	39.3	100.0
Foreign languages			
Number of depts.	85	42	127
Row percentage	66.9	33.1	100.0
Comparative literature			
Number of depts.	15	3	18
Row percentage	83.3	16.7	100.0
Total number of depts.	165	87	252
Total row percentage	65.5	34.5	100.0

Table 14
Annual Tuition

	United States Departments		Canadian Departments	
Tuition Amount	No.	%	No.	%
In-state/province				
Up to $5,000	66	45.2	11	50.0
$5,001 to $10,000	65	44.5	11	50.0
Over $10,000	15	10.3	0	0.0
Total	146	100.0	22	100.0
Out-of-state/province				
Up to $5,000	9	6.3	6	30.0
$5,001 to $10,000	44	30.6	11	55.0
$10,001 to $15,000	32	22.2	3	15.0
$15,001 to $20,000	26	18.1	0	0.0
Over $20,001	33	22.9	0	0.0
Total	144	100.0	20	100.0
Private				
Up to $10,000	4	5.3		
$10,001 to $20,000	11	14.5		
$20,001 to $30,000	40	52.6		
Over $30,000	21	27.6		
Total	76	100.0		

Table 15
Average Tuition

United States	
In-state	$ 5,857
Out-of-state	$13,809
Private	$24,860
Canada	
In-province	$4,791
Out-of-province	$6,799

Table 16
Dollar Value of Full Fellowship Support (United States)

	Average per Line	% of Depts.	No. of Depts.
$ 0–$12,000	$ 9,567.22	19.6	37
$12,001–$15,000	$14,020.38	36.0	68
$15,001–$18,000	$17,064.43	30.7	58
$18,001–$31,000	$21,758.27	13.8	26
Total	$15,147.22	100.0	189

fellowship support in United States departments. On average, the value of full fellowship support was $15,147.22 in the 189 responding departments. Among the 17 responding Canadian departments, the average value of full fellowship support was $13,300.53.

Because of the disparity between United States and Canadian dollars and funding structures, the following two sections on standard and nonstandard support report on United States departments only.

Standard Support Packages

Of those answering the question, 179 departments (61.9%) in the United States report offering a standard package of support to all applicants who are accepted into the doctoral program. Tables 17 and 18 detail aid offerings among these departments for first-year students and students in their second year and beyond. Of the departments that offer a standard package, 148 (82.7%) include a full tuition waiver for all first-year students. One hundred sixty-one departments (89.9%) offer this form of support to at least some first-year students. Of the other forms of support, fellowships worth more than $15,000 and teaching or research assistantships are most common, being offered, respectively, by 58.1% and 56.4% of these departments to at least some first-year students.

Of the 179 departments 120 (67.0%) include a full tuition waiver for all students in their second year and beyond. This form of support is offered to at least some of these students by 158 departments (88.3%). Of the other forms of support, teaching or research assistantships and fellowship or teaching assistantship combinations are most common, being offered, respectively, by 82.1% and 52.5% of departments to at least some students in their second year and beyond.

Nonstandard Support Packages

One hundred ten departments in the United States reported that they do not offer a standard financial support package to all admitted students.

Table 17
Departments Offering Standard Support to First-Year Students (United States)

	All Students		More Than Half of All Students		Fewer Than Half of All Students		Total (N=179)	
Form of Support	No.	%	No.	%	No.	%	No.	%
Full tuition waiver	148	82.7	9	5.0	4	2.2	161	89.9
Partial tuition waiver	10	5.6	5	2.8	4	2.2	19	10.6
Fellowship > $15,000	52	29.1	7	3.9	45	25.1	104	58.1
Fellowship $8,000–$15,000	27	15.1	14	7.8	31	17.3	72	40.2
Fellowship < $8,000	2	1.1	1	0.6	25	14.0	28	15.6
TA- or RAship	59	33.0	30	16.8	12	6.7	101	56.4
Fellowship-TAship combination	25	14.0	8	4.5	34	19.0	67	37.4

Table 18
Departments Offering Standard Support to Students in Second Year and Beyond (United States)

	All Students		More Than Half of All Students		Fewer Than Half of All Students		Total (N=179)	
Form of Support	No.	%	No.	%	No.	%	No.	%
Full tuition waiver	120	67.0	29	16.2	9	5.0	158	88.3
Partial tuition waiver	7	3.9	5	2.8	15	8.4	27	15.1
Fellowship > $15,000	20	11.2	11	6.1	57	31.8	88	49.2
Fellowship $8,000–$15,000	14	7.8	15	8.4	38	21.2	67	37.4
Fellowship < $8,000	5	2.8	1	0.6	32	17.9	38	21.2
TA- or RAship	64	35.8	66	36.9	17	9.5	147	82.1
Fellowship-TAship combination	32	17.9	13	7.3	49	27.4	94	52.5

They were asked to state whether the forms of support they offer were available to students in the first year or in the second year and beyond. Tables 19 and 20 report these data.

Of the 110 departments, 19 (17.3%) do offer all students a full tuition waiver in the first year as well as the second year and beyond.

Most commonly, departments offer teaching or research assistantships to more than half of all students in the first year and in the second year and beyond: 57 departments (51.8%) do so in the first year; 63 departments (57.3%) in the second year and beyond. Forty-eight departments (43.6%) offer more than half of all students a full tuition waiver in their first year; 46 departments (41.8%) in the second year and beyond. Smaller numbers of departments offer students in these years fellowship support or a combination of a fellowship and an assistantship.

Taken together, these data suggest that assistantships and tuition waivers are the most common forms of student support and that other forms of support are offered less consistently.

Teaching Assistantships

Table 21 breaks out by departmental type the number of course sections for which teaching assistants were fully responsible, showing that 61.4% of all department types assign TAs one course section and 32.8% two course sections. Among comparative literature departments, however, the vast majority assign only one section, while 69.8% of foreign language departments assign one section and 25% two. English departments are fairly split, 49.1% assigning one section and 43.5% assigning two.

Table 22 breaks out by departmental type the number of course sections for which TAs assisted a faculty member, showing that 50.3% of all department types assign TAs in this category one course section and 16.6% two course sections. No TA is assigned such course sections by 27.8% of departments. Among comparative literature departments, 53.3% assign an assisting TA only one section, while 54.8% of foreign language departments assign one section and 14.5% assign

Table 19
Departments Offering Nonstandard Support to First-Year Students (United States)

	All Students		More Than Half of All Students		Fewer Than Half of All Students		Total (N=110)	
Form of Support	No.	%	No.	%	No.	%	No.	%
Full tuition waiver	19	17.3	48	43.6	30	27.3	97	88.2
Partial tuition waiver	5	4.5	4	3.6	18	16.4	27	24.5
Fellowship > $15,000	4	3.6	8	7.3	33	30.0	45	40.9
Fellowship $8,000–$15,000	2	1.8	15	13.6	45	40.9	62	56.4
Fellowship < $8,000	0	0.0	1	0.9	29	26.4	30	27.3
TA- or RAship	11	10.0	57	51.8	28	25.5	96	87.3
Fellowship-TAship combination	1	0.9	19	17.3	36	32.7	56	50.9

Table 20
Departments Offering Nonstandard Support to Students in Second Year and Beyond (United States)

	All Students		More Than Half of All Students		Fewer Than Half of All Students		Total (N=110)	
Form of Support	No.	%	No.	%	No.	%	No.	%
Full tuition waiver	19	17.3	46	41.8	29	26.4	94	85.5
Partial tuition waiver	3	2.7	6	5.5	25	22.7	34	30.9
Fellowship > $15,000	0	0.0	3	2.7	34	30.9	37	33.6
Fellowship $8,000–$15,000	2	1.8	14	12.7	54	49.1	70	63.6
Fellowship < $8,000	1	0.9	1	0.9	34	30.9	36	32.7
TA- or RAship	15	13.6	63	57.3	26	23.6	104	94.5
Fellowship-TAship combination	5	4.5	19	17.3	42	38.2	66	60.0

Table 21
Number of Sections as Instructor of Record per Term

	English	Foreign Languages	Comparative Literature	Total
None				
Number of departments	6	4	0	10
Column percentage	5.6	3.4	0.0	4.1
One				
Number of departments	53	81	14	148
Column percentage	49.1	69.8	82.4	61.4
Two				
Number of departments	47	29	3	79
Column percentage	43.5	25.0	17.6	32.8
Three				
Number of departments	2	2	0	4
Column percentage	1.9	1.7	0.0	1.7
Total number of depts.	108	116	17	241
Total column percentage	100.0	100.0	100.0	100.0

Table 22
Number of Sections as Assistant to a Faculty Member per Term

Sections	English	Foreign Languages	Comparative Literature	Total
None				
Number of departments	24	15	3	42
Column percentage	32.4	24.2	20.0	27.8
One				
Number of departments	34	34	8	76
Column percentage	45.9	54.8	53.3	50.3
Two				
Number of departments	14	9	2	25
Column percentage	18.9	14.5	13.3	16.6
Three				
Number of departments	1	3	1	5
Column percentage	1.4	4.8	6.7	3.3
Four				
Number of departments	1	0	0	1
Column percentage	1.4	0.0	0.0	0.7
Five				
Number of departments	0	1	0	1
Column percentage	0.0	1.6	0.0	0.7
Six				
Number of departments	0	0	1	1
Column percentage	0.0	0.0	6.7	0.7
Total number of depts.	74	62	15	151
Total column percentage	100.0	100.0	100.0	100.0

two. Among English departments, 45.9% assign assisting TAs one section, and 18.9% assign two. Given the lower response rate on this question (e.g., 74 instead of 108 responding English departments), it is probable that the actual percentages of departments that do not assign TAs to assist a faculty member are in reality higher.

Still, table 23 gives some sense of the split in departmental practice between assigning TAs as instructor of record and as assistant to a faculty member. It shows that 61.6% of departments assign at least some course sections to TAs as instructor of record and 38.4% assign them to TAs as assistant to a faculty member. Readers should bear in mind that departments could report TA assignments in both categories and that these figures say nothing about the number of course sections assigned to TAs in one category or the other.

Tables 24 through 26 detail the types of courses to which TAs in various years of doctoral study are assigned. These tables do not provide a census of TA assignments but do provide a sense of the proportions in which TAs are assigned to teach different types of courses. According to table 24, TAs in English are infrequently assigned to work as paper graders (5.8%), discussion leaders (12.0%), or instructors of foreign languages (0.2%) or other types of courses (6.3%). They are more frequently assigned as composition instructors (55.9%) and literature instructors (19.8%). Of English TAs assigned to teach literature, those in their fourth year and beyond make up the majority (53.8%), followed by those in the second to third year (37.2%) and those in their first year (9.5%). TAs in their second to third year hold the plurality among those teaching composition (42.5%), followed by those in their fourth year and beyond (32.5%) and those in their first year (25.1%).

According to table 25, TAs in foreign languages are infrequently assigned to work as paper graders (1.8%), discussion leaders (7.2%), or instructors of literature (9.2%), composition (2.2%), or other types of courses (2.1%). They are more frequently assigned as introductory language instructors (46.8%) and intermediate language instructors (30.7%). Of foreign language TAs assigned to teach literature, those in their fourth year and beyond make up the majority (57.3%), followed by those in the second to third year (36.5%) and those in their first year (6.2%). TAs in their second to third year hold the plurality among those teaching introductory (43.6%) and intermediate (47.3%) language. Predictably, there are more TAs in their first year who teach introductory language, more in the fourth year and beyond who teach intermediate language.

Table 23
Instructor of Record versus Assistant to a Faculty Member

	No. of Depts.	% of Depts.
English		
Instructor of record	109	59.6
Assistant to a faculty member	74	40.4
Total	183	100.0
Foreign languages		
Instructor of record	116	65.2
Assistant to a faculty member	62	34.8
Total	178	100.0
Comparative literature		
Instructor of record	17	53.1
Assistant to a faculty member	15	46.9
Total	32	100.0
Total, instructor of record	242	61.6
Total, assistant to a faculty member	151	38.4
Grand total	393	100.0

We see in table 26 that the situation is somewhat different among comparative literature TAs, who are more likely than those in English and foreign languages to be assigned as discussion leaders (34.6%) or paper graders (25.0%). Comparative literature TAs are also assigned sections in literature (21.0%), but few are assigned to introductory language (11.4%), composition (5.9%), or intermediate language (2.0%). The years in which students in comparative literature work as TAs also differ from those in English and foreign languages: fewer TA assignments are made to comparative literature students in their first year, and more are made to those in their fourth year and beyond.

Table 27 reports that in only twenty United States and five Canadian departments must TAs pay some tuition out of their annual salaries. It indicates that in those United States departments TAs pay, on average, $1,965.10 out of a $12,785.10 salary. In Canada, the amounts are $4,534.20 out of $8,225.20.

Table 24
Number of Students in English with Teaching Assignments, by Type of Assignment or Course and Year of Study

	1st Year	2nd and 3rd Year	4th Year and Beyond	Total
Composition instructors	904	1,532	1,172	3,608
Row percentage	25.1	42.5	32.5	100.0
Column percentage	66.1	56.4	49.4	55.9
Literature instructors	121	476	683	1,280
Row percentage	9.5	37.2	53.4	100.0
Column percentage	8.8	17.5	28.8	19.8
Discussion leaders	124	400	249	773
Row percentage	16.0	51.7	32.2	100.0
Column percentage	9.1	14.7	10.5	12.0
Other	76	152	176	404
Row percentage	18.8	37.6	43.6	100.0
Column percentage	5.6	5.6	7.4	6.3
Paper graders	143	150	83	376
Row percentage	38.0	39.9	22.1	100.0
Column percentage	10.5	5.5	3.5	5.8
Introductory foreign language	0	5	3	8
Row percentage	0.0	62.5	37.5	100.0
Column percentage	0.0	0.2	0.1	0.1
Intermediate foreign language	0	0	8	8
Row percentage	0.0	0.0	100.0	100.0
Column percentage	0.0	0.0	0.3	0.1
Total	1,368	2,715	2,374	6,457
Row percentage	21.2	42.0	36.8	100.0
Column percentage	100.0	100.0	100.0	100.0

Note: Row percentage refers to the percentage of all students from first year to beyond fourth year. Column percentage refers to the percentage of all students in a particular year (e.g., the percentage of students in their first year of graduate school).

Tables 28 through 31 provide data on TAs' annual salaries. In table 28, we see that 14.6% of reporting departments pay TAs less than $10,000, 25.5% pay $10,000 to $12,000, 37.2% pay $12,000 to $15,000, and 22.6% pay more than $15,000. Table 29 compares average annual salaries among department types, showing that foreign language departments pay, on average, more than English departments and comparative literature departments more than foreign language departments. Table 30 illustrates that unionized campuses tend to pay more than nonunionized campuses but that TAs tend to earn less on campuses where only some TAs are unionized.

Table 31 provides average annual salaries for TAs in Canadian English and foreign language departments: $8,400.23 in English departments, $9,213.70 in departments of foreign languages.

As reported in table 32, 264 United States departments filled in at least some data for the question about health coverage, which shows how common certain features of health insurance benefits are among those departments that offer TA insurance. Only three benefit features are offered in more than half of reporting departments: the insurance covers dependents, provides twelve-month coverage, and is the same insurance as that provided to all doctoral students. In 40.9% of responding departments the institution pays the cost of TAs' health insurance, in 30.3% TAs pay part of the cost, and in 7.6% TAs pay the cost of insurance. In 32.6% of responding departments

Table 25
Number of Students in Foreign Languages with Teaching Assignments, by Assignment or Type of Course and Year of Study

	1st Year	2nd and 3rd Year	4th Year and Beyond	Total
Introductory foreign language	824	1,173	692	2,689
Row percentage	30.6	43.6	25.7	100.0
Column percentage	69.9	45.8	34.5	46.8
Intermediate foreign language	209	834	720	1,763
Row percentage	11.9	47.3	40.8	100.0
Column percentage	17.7	32.5	35.9	30.7
Literature instructors	33	193	303	529
Row percentage	6.2	36.5	57.3	100.0
Column percentage	2.8	7.5	15.1	9.2
Discussion leaders	60	235	116	411
Row percentage	14.6	57.2	28.2	100.0
Column percentage	5.1	9.2	5.8	7.2
Composition instructors	4	44	81	129
Row percentage	3.1	34.1	62.8	100.0
Column percentage	0.3	1.7	4.0	2.2
Other	16	39	65	120
Row percentage	13.3	32.5	54.2	100.0
Column percentage	1.4	1.5	3.2	2.1
Paper graders	32	45	27	104
Row percentage	30.8	43.3	26.0	100.0
Column percentage	2.7	1.8	1.3	1.8
Total	1,178	2,563	2,004	5,745
Row percentage	20.5	44.6	34.9	100.0
Column percentage	100.0	100.0	100.0	100.0

Note: Row percentage refers to the percentage of all students from first year to beyond fourth year. Column percentage refers to the percentage of all students in a particular year (e.g., the percentage of students in their first year of graduate school).

coverage extends to same-sex domestic partners; in 20.5% to unmarried domestic partners.

Departments reported a variety of fringe benefits for TAs. Among those most commonly listed were access to child care, bookstore discounts, extended library privileges, remission of fees and tuition, free counseling, funds for travel and research, free public transportation, and dental, life, and vision insurance.

Table 33 reports how many departments have unionized TAs. On United States campuses, 24.4% of reporting departments are on unionized campuses, 71.1% are not, and 4.5% are on campuses where some TAs are unionized. On Canadian campuses, 47.8% of reporting departments are on unionized campuses, 43.5% are not, and 8.7% are on campuses where some TAs are unionized.

Table 34 registers how widespread the practice of training TAs has become. In 98.8% of responding departments, TAs do receive such training. In the 2000–01 edition of the *Guide*, 124 (85.5%) English departments reported offering TA training, and 21 (14.5%) reported not offering it, while 162 (72%) departments of foreign languages reported offering TA training and 63 (28%) reported not offering it. The 2004–05 data thus represent a substantial change in departmental practices.

Table 35 reports the maximum number of years that departments allow students to work as TAs. An 84.2% majority of the 196 departments that responded to this question are clustered in the four-to-six-year range. The highest percentage in this range, 37.2%, allows TAs a maximum of five years. Overall, departments allow TAs an average of 5.2 years.

Table 26
Number of Students in Comparative Literature with Teaching Assignments, by Assignment or Type of Course and Year of Study

	1st Year	2nd and 3rd Year	4th Year and Beyond	Total
Discussion leaders	110	320	167	597
Row percentage	18.4	53.6	28.0	100.0
Column percentage	46.2	43.3	22.3	34.6
Paper graders	75	177	180	432
Row percentage	17.4	41.0	41.7	100.0
Column percentage	31.5	24.0	24.0	25.0
Literature instructors	18	101	244	363
Row percentage	5.0	27.8	67.2	100.0
Column percentage	7.6	13.7	32.6	21.0
Introductory foreign language	28	64	105	197
Row percentage	14.2	32.5	53.3	100.0
Column percentage	11.8	8.7	14.0	11.4
Composition instructors	7	60	34	101
Row percentage	6.9	59.4	33.7	100.0
Column percentage	2.9	8.1	4.5	5.9
Intermediate foreign language	0	17	18	35
Row percentage	0.0	48.6	51.4	100.0
Column percentage	0.0	2.3	2.4	2.0
Other	0	0	1	1
Row percentage	0.0	0.0	100.0	100.0
Column percentage	0.0	0.0	0.1	0.1
Total	238	739	749	1,726
Row percentage	13.8	42.8	43.4	100.0
Column percentage	100.0	100.0	100.0	100.0

Note: Row percentage refers to the percentage of all students from first year to beyond fourth year. Column percentage refers to the percentage of all students in a particular year (e.g., the percentage of students in their first year of graduate school).

Table 27
Teaching Assistant Tuition and Salary

	Average Salary	Average Tuition Paid out of Salary
20 United States depts. (US$)	$12,785.10	$1,965.10
5 Canadian depts. (Can.$)	$8,225.20	$4,534.20

Table 28
Average Teaching Assistant Compensation by Salary Range (United States)

		Percentage of Total
$10,000 or less (N=35)	$ 7,879.54	14.6
$10,000–$12,000 (N=61)	$11,295.44	25.5
$12,001–$15,000 (N=89)	$13,705.67	37.2
> $15,000 (N=54)	$17,975.11	22.6
Total (N=239)	$13,201.95	100.0

Table 29
Average Teaching Assistant Compensation by Department Type (United States)

		Percentage of Total
English (N=99)	$12,322.96	41.4
Foreign languages (N=112)	$13,735.04	46.9
Comparative literature (N=20)	$15,148.00	8.4
Interdisciplinary (N=6)	$10,934.33	2.5
Other (N=2)	$14,201.50	0.8
Total (N=239)	$13,201.95	100.0

Table 30
Average Teaching Assistant Compensation by Union Status (United States)

		Percentage of Total
Nonunion TAs (N=166)	$13,083.79	69.5
Some unionized TAs (N=11)	$12,658.27	4.6
Unionized TAs (N=60)	$13,610.28	25.1
Blank (N=2)	$13,750.00	0.8
Total (N=239)	$13,201.95	100.0

Table 31
Average Teaching Assistant Compensation by Department Type (Canada)

English (N=13)	$8,400.23
Foreign languages (N=10)	$9,213.70
Total (N=23)	$8,753.91

Table 32
Teaching Assistant Health Coverage

	No. of Depts.	% of Depts.
Is offered to dependents	158	59.8
Covers the full 12 months	145	54.9
Is the same offered to all doctoral students	140	53.0
Is fully paid by the institution	108	40.9
Is offered to same-sex domestic partners	86	32.6
Is partially paid by the TA	80	30.3
Is offered to unmarried domestic partners	54	20.5
Covers only the time the TA is teaching	35	13.3
Is paid by the TA	20	7.6
Covers the academic year (9 or 10 months)	11	4.2
Total	264	100.0

Table 33
Are Teaching Assistants Unionized?

	No. of Depts.	% of Depts.
United States		
Yes	65	24.4
No	189	71.1
Some	12	4.5
Total	266	100.0
Canada		
Yes	11	47.8
No	10	43.5
Some	2	8.7
Total	23	100.0
Grand total	289	100.0

Table 34
Does the Department Offer Training to Teaching Assistants? (United States and Canada)

	No	Yes	Total	% of Total
English	2	106	108	42.9
Foreign languages	1	123	124	49.2
Comparative literature	0	20	20	7.9
Total	3	249	252	100.0

Doctoral Students' Benefits and Perquisites

Table 36 represents how many departments offer health or medical insurance to doctoral students with or without co-payment. The majority of departments (54%) offer health insurance with co-payment by the student, but minorities offer it at no cost to the student (40.9%) or do not offer it (5.1%).

Table 37 indicates which doctoral students may benefit from health insurance. Around two-thirds of departments offer it only to full-time students; around one-third also offer it to part-time students. In table 38, we see how many departments allow the doctoral student's health insurance to cover family members as well. These numbers should be compared with those in tables 36 and 37 to gain a sense of proportion.

Table 39 shows that 81 departments offer all students support for travel and research; this constitutes 28.8% of the 281 departments that responded to this question. A further 50 departments (17.8%) offer such support to more than half of all students. Together, these figures suggest that fewer than half of all responding departments offer at least half of all students support for travel related to research and conferences. In 137 departments (48.8%), fewer than half of all students are offered such support. Table 39 also shows that departmental support for students' job

Table 35
Maximum Number of Years Students May Hold Teaching Assistantships (United States)

	1 to 3 Years	4 Years	5 Years	6 Years	7 or More Years	Total
English						
Number of depts.	3	20	35	25	7	90
Row percentage	3.3	22.2	38.9	27.8	7.8	100.0
Foreign languages						
Number of depts.	6	19	33	23	10	91
Row percentage	6.6	20.9	36.3	25.3	11.0	100.0
Comparative literature						
Number of depts.	2	1	5	4	3	15
Row percentage	13.3	6.7	33.3	26.7	20.0	100.0
Total number of depts.	11	40	73	52	20	196
Total row percentage	5.6	20.4	37.2	26.5	10.2	100.0
Overall average: 5.2 years						

Table 36
Provision of Health or Medical Insurance to Doctoral Students (United States)

	Provided, at No Cost	Provided, with Co-Payment	Not Provided	Total
English				
Number of depts.	28	64	8	100
Row percentage	28.0	64.0	8.0	100.0
Foreign languages				
Number of depts.	59	54	4	117
Row percentage	50.4	46.2	3.4	100.0
Comparative literature				
Number of depts.	9	9	0	18
Row percentage	50.0	50.0	0.0	100.0
Total number of depts.	96	127	12	235
Total row percentage	40.9	54.0	5.1	100.0

Table 37
Availability of Health Insurance to Students (United States)

	To Full-Time Students	To Both Full- and Part-Time Students	Total
English			
Number of depts.	68	27	95
Row percentage	71.6	28.4	100.0
Foreign languages			
Number of depts.	74	38	112
Row percentage	66.1	33.9	100.0
Comparative literature			
Number of depts.	9	9	18
Row percentage	50.0	50.0	100.0
Total number of depts.	151	74	225
Total row percentage	67.1	32.9	100.0

Table 38
Availability of Health Insurance Coverage to Student's Dependent, Spouse, or Partner (United States)

	English	Foreign Languages	Comparative Literature	Total
Dependent	76	79	13	168
Spouse	75	77	13	165
Unmarried partner	18	26	3	47
Same-sex partner	28	43	8	79

Table 39
Forms of Assistance Offered to Students

	Travel for Research or Conferences		Job Search Expenses		Summer Funding	
Offered to:	No. of Depts.	% of Total	No. of Depts.	% of Total	No. of Depts.	% of Total
All students	81	28.8	51	18.8	30	10.6
More than half of all students	50	17.8	14	5.2	59	20.9
Fewer than half of all students	137	48.8	79	29.2	164	58.2
Not offered to any students	13	4.6	127	46.9	29	10.3
Total	281	100.0	271	100.0	282	100.0

searches is significantly less common than travel support is. All students are offered support for expenses related to the job search in only 51 (18.8%) of the departments. Some students receive job-search expense support in another 93 departments (34.4%); however, 127 departments (46.9%) stated that no students were offered support for job-search expenses. Finally, table 39 shows that summer funding is offered to all students in only 30 departments (10.6%). More than half of all students are offered this funding in another 59 departments (20.9%). Fewer than half of all students are offered summer funding in 164 departments (58.2%). In 29 departments (10.3%) no summer funding is offered.

Tables 40 and 41 report data on the provision of child-care facilities available to graduate students. We see in table 40 that the preponderance of departments' institutions, 62.9%, do have such facilities, while 37.1% do not. Table 41 shows that those institutions providing child-care facilities are evenly split in subsidizing or not subsidizing them.

In table 42, we see that university-subsidized housing is available at about three-fourths of responding departments' institutions. Table 43 shows that doctoral students are somewhat more likely to take advantage of such housing, when available, in departments of modern languages other than English and least likely to do so in comparative literature departments. However, relatively few departments provided information for the question reported in table 43.

Notes

1. "Department type" in this report means English, foreign languages, comparative literature, interdisciplinary, or another focus of study.

2. When a department's data were not complete, only the answered questions were included in the analysis.

Table 40
Child-Care Facilities Available to Students

	Provided	Not Provided	Total
English			
Number of depts.	70	38	108
Row percentage	64.8	35.2	100.0
Foreign languages			
Number of depts.	73	48	121
Row percentage	60.3	39.7	100.0
Comparative literature			
Number of depts.	13	6	19
Row percentage	68.4	31.6	100.0
Total number of depts.	156	92	248
Total row percentage	62.9	37.1	100.0

Table 41
Cost of Child-Care Facilities Subsidized by the Institution

	Subsidized	Not Subsidized	Total
English			
Number of depts.	40	42	82
Row percentage	48.8	51.2	100.0
Foreign languages			
Number of depts.	42	40	82
Row percentage	51.2	48.8	100.0
Comparative literature			
Number of depts.	7	6	13
Row percentage	53.8	46.2	100.0
Total number of depts.	89	88	177
Total row percentage	50.3	49.7	100.0

Table 42
Availability of University-Subsidized Student Housing

	Available	Not Available	Total
English			
Number of depts.	75	31	106
Row percentage	70.8	29.2	100.0
Foreign languages			
Number of depts.	97	31	128
Row percentage	75.8	24.2	100.0
Comparative literature			
Number of depts.	17	2	19
Row percentage	89.5	10.5	100.0
Total number of depts.	189	64	253
Total row percentage	74.7	25.3	100.0

Table 43
Percentage of Students Who Live in University-Provided Housing

	1%–5%	6%–15%	16%–50%	51%–100%	Total
English					
Number of depts.	22	17	12	2	53
Row percentage	41.5	32.1	22.6	3.8	100.0
Foreign languages					
Number of depts.	11	18	21	14	64
Row percentage	17.2	28.1	32.8	21.9	100.0
Comparative literature					
Number of depts.	4	4	3	1	12
Row percentage	33.3	33.3	25.0	8.3	100.0
Total number of depts.	37	39	36	17	129
Total row percentage	28.7	30.2	27.9	13.2	100.0