# SBL Member Profile
# November 2014

Prior to the expanded member profile launched in 2013 that members fill out voluntarily, the Society could identify only a few categories of information about its members: type of membership (which, of course members select), locality (the country in each member's mailing address), and institution with which a member is associated. Since SBL has this for all members, by virtue of their membership, we have placed these two tables in this report to provide context for the voluntary information that follows.

The information in the first two tables provides very minimal assistance to the Society's officers in service to its members. For example, while membership type (Table 1) shows the representation of members who are students and those who are not students, it does not show what the particular occupations of non-students are. Occupation related questions in the expanded profile (Table 11) permit a far more nuanced assessment of member occupations and, therefore, make possible a more detailed evaluation of initiatives and resources that meet members' needs based on their occupations. *Continued efforts by members to fill out and update their profiles will only increase the potential for SBL to respond to membership's professional needs.*

It should be noted that, in terms of percentage growth, SBL membership has dramatically moved toward international representation. Consider, for example, that since 2001 the total non-US membership in SBL has more than doubled—a 102 percent increase—three times the rate that US membership grew in the same period. Compare this map of members in 2004 to this map of members in 2013 for visual representations of this growth, and see the data in Table 2 that shows growth by global regions. Membership growth in Africa leads all regions at 228.1% from 2004 to 2014. Note, too, that the Society's members now represent over 2,200 institutions in ninety-four countries and six continents. This dramatic and important development in the guild will continually affect the member profile, and categories will become increasingly nuanced in this global context.

As members continue to fill out and update their profiles, moreover, we will be able to see other ways in which SBL's membership changes and diversifies, whether in terms of the types of institutions at which they are employed or study, the types of degrees they earn, or their areas of specialization. SBL's membership has diversified geographically over the past several years. Has it diversified in terms of gender, the age of its members, or the types of occupations members hold? These are questions that can be answered in time with broad participation in the member profile.

We recognize that the categories used to designate race/ethnicity in the member profile questionnaire have a long and troubled history. As our Society becomes more international, we recognize, too, that categories used within the USA and Canada may not be optimal in our efforts to reduce the unintended North American perspective. We would value comments from SBL's membership about the categories that have been used and how they might be made more appropriate to all the locations and all the contexts of our members.

# Contents

## Locality

Nearly 18% of respondents who identified both a country of birth and a country of current residence indicated that these countries were different. In other words, nearly 18% of respondents now reside in a country other than their country of birth. Over 24% of respondents who identified both a country of birth and an institution at which they attained their highest degree, by which the institution's country was identified, indicated that these countries were different when the highest degree was a doctorate degree.[1] In other words, almost one quarter of SBL members attained their doctorate degree in a country other than their country of birth. These data show that a significant percentage of SBL members migrate to pursue education (24%) and careers (18%).

A total of 91 countries are represented between the two fields of country of birth and country of institution at which highest degree was attained. The country with the highest rate of natives that pursued a degree in that country is the United States with 90.3%, followed by Israel (84.4%), the United Kingdom (76.3%), Sweden (75.0%), and Denmark (74.1%). The countries with the highest rates of natives that pursued a degree in another country are Peru and Jamaica. 100% of natives of these two countries attained their doctorate degrees in the United States (26 from Jamaica and 21 from Peru). Malaysia (96.9%, 31 of 32 persons) and India (93.9%, 46 or 49 persons) have similarly high percentages in the United States, while 85.7% of SBL members who are natives of Poland attained their doctorate degrees in Italy.

Table 3 provides more information on SBL member location and mobility further to the data above. The Americas and Oceania are net immigration regions among SBL members, while Africa, Asia, and Europe are net emigration regions when country of birth is compared with country of residence/employment. Western Asia is the only net immigration subregion of Asia, primarily because of immigration to Israel: Israel has 42.3% more residents than natives among SBL members. Immigration to Canada and the U.S. make the Americas as a whole a net immigration region, even though Northern America (Bermuda, Canada, U.S.) is the only net immigration subregion of the Americas.

## Demographics

Fewer than one in ten members is 30 years of age or younger, while nearly three-fourths of members are 31-65 years of age (Table 4). The median and average ages of all respondents are 51. Among faculty the median and average ages are 54. Among students the median age is 41, while the average age is 33. Over three-fourths of members who responded to the gender question identify as male (Table 5).

Members are able to select multiple ethnicities and 3.0% did so (Table 6). If we count each of the responses to ethnicity, allowing for multiple responses per individual, we find that over 85% of members identify as European/Caucasian descent (Table 7). If we count only single responses to ethnicity, allowing responses only by individuals who selected one ethnicity, we find that almost 89% of members

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[1] 23 countries were represented among institutions at which one's highest degree was earned when the highest degree was a doctoral degree.

identify as European/Caucasian descent. Because of reporting complications, these are the data that we will use for any subsequent cross-tabulations with ethnicity.

Those of African descent, Asian descent, or Latin American descent are younger on average than those of European/Caucasian descent (Table 8). When we look at representation within a single ethnic group by age group, we see why. Relative to their own ethnic groups, those of African descent, Asian descent, or Latin American descent are represented much more highly in the 31-50 age group than in other age groups. For example, as we see below, almost two-thirds of those of Asian descent are 31-50 years of age, while only 36.2% of those of European/Caucasian descent are 31-50 years of age.

The table above indicates those of African descent, Asian descent, Latin American descent, Native American/Alaska Native/First Nation descent, and Native Hawaiian/Oceanian descent are more concentrated in the 31-50 range and less in the >51 range, which may suggest recruitment and retention of such groups is relatively recent. (A similar observation might be made for gender in Table 9 and Table 10.) The representation of each of the above groups except for Native American/Alaska Native/First Nation descent rose significantly from the 18-30 age group to the 31-50 age group. This is the sort of cross-tabulation that will become far more informative with additional years of data, as we will be able to see in five to ten years what sorts of patterns of representation based on age and ethnicity there might be. For example, does this ethnic minority age group population remain within the Society as it advances in age? In the next ten to fifteen years, as those representing the median age of those of Latin American descent (41) pass into the next age group (51-65 years), will we see similar representation of this ethnic group in that age group? Or will this particular population lose representation through attrition or other factors?

## Occupations

The majority of respondents identify their primary occupations as faculty (Table 11). Over two-thirds of members are either faculty or students. We have yet to evaluate open responses to the "other" field. Compared to men, a slightly higher percentage of women identify as independent scholars, other, or students, while a lower percentage identifies as administrator or religious leader (Table 12). When we look at gender representation in individual occupations, we see a much higher representation of men than women in all cases because of the overall greater number of men than women who are members of the Society (Table 13). The greatest gender disparities exist in the religious leader, administrator, and librarian/archivist occupations. Similar comparisons between occupation and ethnicity can be made (Table 14). For example, 25.0% of members of Asian descent are students, which is the highest representation of students among all ethnic groups.

## Institutions

Of those who have earned a doctorate degree, 69.2% earned the degree at a doctoral/research institution, while only 0.6% earned the degree at a Master's institution. Those who earned the degree at a Master's institution are most likely to be employed at a similar type of institution (that is, another Master's institution) (Table 15). Those who earned the degree at a doctoral/research institution are least likely to be employed at a doctoral/research institution, though the percentage for Special Focus institutions is very close (40.9% compared to 42.2% respectively).

For institutions with at least five doctorate degree earners, Table 16 shows the institutions that hired their doctorate degree earners more often than any other single institution. For example, persons who earned a doctorate degree from Harvard University were most likely to be hired by Harvard, though a total of 52 institutions employed the 61 degree earners. Jewish Theological Seminary of America, University of Helsinki, and University of Sydney graduates were most likely to be employed by their alma mater among doctorate degree earners represented.

Table 17 shows that among those who hold a doctorate degree, the highest percentage currently contingently employed earned their degree from a Baccalaureate institution.[2] However, those who hold a doctorate degree from a Baccalaureate institution have a full-time employment rate nearly identical to those who hold a doctorate degree from a Doctoral/Research institution (79.4% and 79.6% respectively). Those who hold a doctorate degree from a Master's institution have the lowest full-time employment rate at 75.0% and the highest part-time employment rate at 12.5%, though the sample size for Master's institutions is very small and thus possibly not representative. Women are far more likely than men to have earned their doctorate degree from a doctoral/research institution and far less likely than men to have earned their doctorate degree from a Special Focus institution (Table 18).

## Departments

Members who identified themselves as either an Administrator of an Educational Institution or Faculty (College or University) were asked which of a set of options best describes the department(s) at which they are or were most recently employed and were enabled to select multiple options. The average number of departments selected was 1.8 and the median was 1.0. Almost 60% of respondents selected one department (Table 19). Departments of Biblical Studies are most common among members who identified themselves as either an Administrator of an Educational Institution or Faculty (College or University), followed by departments of Religion or Religious Studies and Theology or Theological Studies (Table 20). The three combined represent 68.9% of such members. When we filter out administrators, 72.4% of faculty members are represented by these three types of departments.

For all respondents, we sought to answer the questions, "which departments are more likely to be mono-disciplinary" and "which are more likely to be part of a multi-disciplinary unit" (Table 21). Fourteen of the twenty-six departments were more likely to be represented as part of a combination than as a mono-disciplinary department, including Classics and/or Classical Civilizations (0.9:1), History (0.8:1), Divinity (0.6:1), Jewish (Judaic) Studies (0.5:1), Humanities (0.5:1), Asian Studies (0.4:1), Near Eastern Studies (Ancient or Modern) (0.3:1), Literature/Comparative Literature (0.3:1), Philosophy (0.3:1), Interdisciplinary Studies (0.2:1), Early Christian Studies (0.1:1), Linguistics (0.1:1), Hebrew (0.1:1), and Greek (0.1:1). That is, the least likely departments to be mono-disciplinary are Early Christian Studies, Linguistics, Hebrew, and Greek. Four of the twenty-six departments were more likely to be represented as a mono-disciplinary department than as part of a combination, including Theology or Theological

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[2] Baccalaureate institutions are defined as "institutions where baccalaureate degrees represent at least 10 percent of all undergraduate degrees and where fewer than 50 master's degrees or 20 doctoral degrees were awarded during the update year." Source: http://classifications.carnegiefoundation.org/descriptions/basic.php. Accessed 6/11/2014.

Studies (1.2:1), Other (1.3:1), Biblical Studies (1.8:1), and Religion or Religious Studies (2.2:1). That is, the most likely departments to be mono-disciplinary are Religion or Religious Studies departments. There were no responses in the mono-disciplinary category for seven of the twenty-six departments, including African Studies, Anthropology, Arab/ic Studies and/or Islamic Studies, Archaeology, Latin American Studies, Pastoral Counseling, and Women's Studies and no responses in the combination category for Sacred Music.

Even though departments of Biblical Studies, Religion or Religious Studies, and Theology or Theological Studies were more likely to be represented by themselves than as part of a combination, the three are the most prevalent options in multi-disciplinary units. Biblical Studies is part of 24.6% of multi-disciplinary units, while Theology or Theological Studies (12.9%) and Religion or Religious Studies (10.7%) combine with the former to represent nearly half (48.1%) of multi-disciplinary units. That is not to say that combinations among the three represent nearly half of multi-disciplinary units but rather that the three are part of nearly half of such units.

## Faculty Employment Status

Contingent instructional staff are seemingly minimally represented among the Society's members according to these data (Table 22). The category of contingent instructional staff usually includes full- and part-time faculty members not on the tenure track, graduate student employees, and postdoctoral fellows. We can identify most of these categories from the data, but our data do not enable us to identify graduate student employees. One of the employment status answer options, moreover, might be unclear to the point of making results invalid. "Full-time non-tenured" might be interpreted as full-time non-tenure track (i.e. contingent) or full-time on the tenure track but not yet with tenure, two options that are categorically different. There is no way to clarify a person's status with existing data. As one can see from the table below, clarifying the issue is not without significant consequence, as it would potentially mean a 30 percentage point swing in our reporting on contingent versus tenure-track faculty. We will consider changing the profile to include full-time non-tenure track and full-time tenure-track (have not yet obtained tenure) and may survey current "Full-time non-tenured" respondents, asking them to select from new choices. As the data are, a higher percentage of women than men identify their employment status as contingent (Table 23).

## Highest Degree Attained

Figures show that over 90% of full-time faculty hold the doctorate, while less than 80% of contingent instructional staff (full or part-time) hold the doctorate. Harvard University claims the most degree holders overall with 84 doctorate degree holders and 5 Master's degree holders, over twenty more the next institution, Duke University. The top ten institutions in terms of number of doctorate degrees are Harvard University (84), Duke University (64), Yale University (58), Princeton Theological Seminary (53), Claremont Graduate University (49), Emory University (49), Vanderbilt University (44), University of Chicago (44), Southern Baptist Theological Seminary (39), and Fuller Theological Seminary (Pasadena) (38). Among institutions with at least five doctorate degree holders represented, only one institution has a higher representation of women than men (University of Denver). The top ten institutions in terms of representation of women are University of Denver (57.1%), Temple University (50.0%), Luther Seminary (50.0%), Union Theological Seminary in the City of New York (47.1%), New

York University (46.2%), McMaster University (42.9%), Brite Divinity School (TCU) (42.9%), Graduate Theological Union (40.0%), Emory University (38.8%), and University of Otago (37.5%).

Table 24 shows the distribution of highest degrees within each gender group. Table 25 shows the distribution of highest degrees by ethnicity. These data suggest that individuals of African descent or Latin American descent are more likely than other ethnic groups to belong to the Society when they hold the Master's degree as their highest degree. This may indicate a greater desire on the part of those of African descent or Latin American descent to belong to a professional organization at an earlier educational stage, or it may be the case that higher percentages of those of African descent or Latin American descent are pursuing terminal Master's degrees compared to other ethnic groups.

## Courses

The average number of courses taught annually by faculty for semester systems is 4.4 and for quarter systems is 4.7. Women teach fewer courses on average than men do and contingent instructional staff teach fewer courses on average than tenure-track faculty do, especially on the semester system (Table 26 and Table 27). For faculty teaching in semester systems, there is a fairly even distribution of course load (Table 28). Around one quarter of such faculty teach in each of the following groups: 0-2 courses annually, 3-4 courses annually, and 5-6 courses annually. The remaining quarter teaches 7 or more courses annually.

Respondents identifying as Teacher (Primary or Secondary School) are able to select the general subjects they teach and courses in which they teach biblical literature (Table 29). Almost 30% of these respondents said that they taught literature courses. Respondents taught biblical literature most often in Hebrew Bible/Old Testament and New Testament courses (Table 30). Among courses not directly related to Bible, biblical literature was taught most often in a general literature or unspecified type of course.

## Areas of Specialization

Of the 3,072 unique members who identified an expertise, 2,597 (84.5%) selected both a method and a text. Only 63 did not identify a method (2.1%), while 412 did not identify a text (13.4%). Method and text represent first tier choices. Table 31 and Table 32 show second tier choices (e.g., Interpretive Approaches under Method). Table 33 shows third tier choices (e.g., African and African-American Criticism under Interpretive Approaches, which is under Method) for Method.

The table with method data above shows the number of unique individuals that selected a specific second tier method of expertise. The table below shows the total number of times that a detailed or third-tier method of expertise was selected, allowing for multiple second-tier method selections per individual. That is, the table below would show an individual's selection of Method - Archaeology & Iconography - Archaeological Method as well as Method - Archaeology & Iconography - Archaeology of Empire. The highest represented categories are Ideology & Theology – Christian (7.3%), Philology / Linguistics (incl. Semiotics) – Greek/Koine (LXX, NT, Patristics) (6.7%), Learning & Teaching – Teaching Biblical Studies (6.1%), History of Interpretation / Reception History / Reception Criticism – Religious Traditions and Scriptures (4.7%), Text and Translation – Commentary (4.2%), Ideology &

Theology – Hebrew Bible (3.9%), Ideology & Theology – New Testament (3.5%), Interpretive Approaches – Historical Criticism (3.4%), Interpretive Approaches – Classical Studies (3.1%), and History & Culture – Greece and Hellenism (2.6%).

## Methodology

As of February 19, 2014, 3,310 unique SBL members submitted responses to questions in the expanded member profile. SBL had 8,367 members on February 19, meaning that 39.6% of members had responded to the survey. Because the data are self-reported and the response rate is not complete, there are undoubtedly biases in the figures.  Biases and low responses rate mean that efforts to identify the impact of one variable on another—for example, the correlation between gender and employment status—will not have a high degree of confidence. Response rates to individual questions vary and are indicated below. Confidence in the generalizability of the data will increase as more members fill out their profiles. As we continue to evaluate the data, we hope to develop a more nuanced understanding of SBL members and their needs.

Because departments, ethnicity, and expertise allow multiple answers per individual, we have not been readily able to use these categories in cross-tabulations with other categories. We have incorporated ethnicity data for responses selecting a single ethnicity, which represent over 97% of ethnicity responses, and have used those in cross-tabulations below. We have not used department or expertise data in any cross-tabulations.

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**Table 1. Membership Type**

|                     | N     | Pct   |
| ------------------- | ----- | ----- |
| Full Membership     | 5,612 | 67.0  |
| Public Membership   | 805   | 9.6   |
| Student Membership  | 1,957 | 23.4  |
| Total               | 8,374 | 100.0 |

**Table 2. Global Regions[3]**

| | N | | | | | | | | | | | Pct Change |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | '04 | '05 | '06 | '07 | '08 | '09 | '10 | '11 | '12 | '13 | '14 | '04-'14 |
| Africa | 64 | 64 | 76 | 100 | 102 | 133 | 143 | 165 | 178 | 190 | 210 | 228.1 |
| Eastern | 3 | 4 | 7 | 15 | 14 | 18 | 22 | 19 | 13 | 19 | 24 | 700.0 |
| Middle | 2 | 1 | 1 | 3 | 3 | 4 | 4 | 3 | 3 | 2 | 1 | N/A |
| Northern | 1 | 1 | 1 | 2 | 1 | 3 | 6 | 6 | 3 | 3 | 3 | N/A |
| Southern | 51 | 50 | 55 | 64 | 66 | 85 | 90 | 93 | 98 | 100 | 118 | 131.4 |
| Western | 7 | 8 | 12 | 16 | 18 | 23 | 21 | 44 | 61 | 66 | 64 | 814.3 |
| Americas | 5,210 | 5,296 | 5,710 | 6,425 | 6,765 | 6,778 | 6,493 | 6,560 | 6,451 | 6,279 | 6,168 | 18.4 |
| Caribbean | 5 | 6 | 6 | 9 | 2 | 7 | 7 | 11 | 9 | 6 | 11 | 120.0 |
| Central | 15 | 8 | 9 | 9 | 11 | 11 | 11 | 8 | 13 | 15 | 12 | -20.0 |
| Northern | 5,176 | 5,269 | 5,679 | 6,385 | 6,728 | 6,732 | 6,446 | 6,516 | 6,391 | 6,221 | 6,083 | 17.5 |
| South | 14 | 13 | 16 | 22 | 24 | 28 | 29 | 25 | 38 | 37 | 62 | 342.9 |
| Asia | 221 | 257 | 307 | 314 | 321 | 345 | 361 | 373 | 389 | 374 | 341 | 54.3 |
| Eastern | 105 | 105 | 116 | 122 | 135 | 141 | 140 | 126 | 141 | 126 | 111 | 5.7 |
| South-Eastern | 23 | 51 | 60 | 55 | 51 | 58 | 56 | 66 | 48 | 58 | 53 | 130.4 |
| Southern | 8 | 9 | 13 | 13 | 12 | 12 | 23 | 15 | 22 | 15 | 18 | 125.0 |
| Western | 85 | 92 | 118 | 124 | 123 | 134 | 142 | 166 | 178 | 175 | 159 | 87.1 |
| Europe | 679 | 715 | 816 | 993 | 1,105 | 1,205 | 1,222 | 1,317 | 1,358 | 1,271 | 1,307 | 92.5 |
| Eastern | 8 | 10 | 10 | 35 | 54 | 51 | 60 | 60 | 75 | 71 | 79 | 887.5 |
| Northern | 337 | 366 | 416 | 478 | 511 | 597 | 563 | 624 | 647 | 621 | 613 | 81.9 |
| Southern | 55 | 58 | 70 | 76 | 86 | 99 | 119 | 110 | 106 | 97 | 105 | 90.9 |
| Western | 279 | 281 | 320 | 404 | 454 | 458 | 480 | 523 | 530 | 482 | 510 | 82.8 |
| Oceania | 122 | 133 | 144 | 160 | 232 | 313 | 253 | 251 | 250 | 246 | 241 | 97.5 |
| Australia and New Zealand | 116 | 129 | 137 | 156 | 225 | 300 | 235 | 247 | 245 | 243 | 239 | 106.0 |
| Melanesia | 6 | 4 | 6 | 4 | 7 | 10 | 17 | 4 | 3 | 3 | 1 | N/A |
| Polynesia | | | 1 | | | 3 | 1 | | 2 | | 1 | N/A |
| Total | 6,296 | 6,465 | 7,053 | 7,992 | 8,525 | 8,774 | 8,472 | 8,666 | 8,626 | 8,360 | 8,267 | |

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[3] Countries are represented by their regions and subregions. Taxonomy reflects Unites Nations' "Composition of macro geographical (continental) regions, geographical sub-regions, and selected economic and other groupings," accessed at http://millenniumindicators.un.org/unsd/methods/m49/m49regin.htm on 6/25/2014. Since many respondents provided country of residence/employment data and not country of birth data, only respondents who provided both data points are represented.

**Table 3. Global Regions: Country of Birth Compared with Country of Residence/Employment**

|  | Country of Birth | Country of Residence |
|---|---|---|
| Africa | | |
| Eastern Africa | 11 | 8 |
| Middle Africa | 4 | 1 |
| Southern Africa | 45 | 42 |
| Western Africa | 21 | 15 |
| Northern Africa | 4 | 2 |
| Americas | | |
| Caribbean | 21 | 5 |
| Central America | 10 | 5 |
| South America | 37 | 26 |
| Northern America | 2,074 | 2,158 |
| Asia | | |
| Eastern Asia | 59 | 30 |
| South-Eastern Asia | 27 | 20 |
| Southern Asia | 14 | 5 |
| Western Asia | 29 | 38 |
| Central Asia | 1 | 0 |
| Europe | | |
| Eastern Europe | 45 | 27 |
| Northern Europe | 177 | 215 |
| Southern Europe | 50 | 41 |
| Western Europe | 171 | 149 |
| Oceania | | |
| Australia and New Zealand | 90 | 103 |
| Polynesia | 2 | 1 |

**Table 4. Age Group**

|  | N | Pct |
|---|---|---|
| <18 years | 1 | 0.0 |
| 18-30 years | 213 | 9.6 |
| 31-50 years | 870 | 39.3 |
| 51-65 years | 745 | 33.6 |
| >65 years | 387 | 17.5 |
|  | 2,216 | 100.0 |

**Table 5. Gender**

|  | N | Pct |
|---|---|---|
| Female | 693 | 23.9 |
| Male | 2,201 | 76.0 |
| Transgender | 1 | 0.0 |
|  | 2,895 | 100.0 |

**Table 6. Responses to Ethnicity**

|  | N | Pct |
|---|---|---|
| Single ethnicity | 2,884 | 97.0 |
| Two ethnicities | 88 | 3.0 |
| Three ethnicities | 1 | 0.0 |
|  | 2,973 | 100.0 |

**Table 7. Ethnicity**

|  | All responses | | Single response | |
|---|---|---|---|---|
|  | N | Pct | N | Pct |
| African descent[4] | 123 | 4.0 | 114 | 4.0 |
| Asian descent | 159 | 5.2 | 148 | 5.1 |
| European/Caucasian descent | 2,646 | 86.4 | 2,563 | 88.9 |
| Latin American descent | 87 | 2.8 | 53 | 1.8 |
| Native American/Alaska Native/First Nation descent | 43 | 1.4 | 4 | 0.1 |
| Native Hawaiian/Oceanian descent | 5 | 0.2 | 2 | 0.1 |
|  | 3,063 | 100.0 | 2,884 | 100.0 |

**Table 8. Ethnicity by Age Group**

|  | Age Group (Pct*) | | | | | | Median Age | Average Age |
|---|---|---|---|---|---|---|---|---|
|  | <18 years | 18-30 years | 31-50 years | 51-65 years | >65 years | Total | | |
| AF | 0.0 | 5.6 | 55.6 | 38.9 | 0.0 | 100.0 | 49 | 47 |
| AS | 0.0 | 6.7 | 65.7 | 24.8 | 2.9 | 100.0 | 44 | 45 |
| EU | 0.1 | 9.3 | 36.2 | 34.8 | 19.7 | 100.0 | 53 | 52 |
| HO | - | - | - | - | - | - | - | - |
| LA | 0.0 | 11.6 | 58.1 | 20.9 | 9.3 | 100.0 | 41 | 44 |
| NA | - | - | - | - | - | - | - | - |
|  | 0.0 | 9.1 | 38.9 | 34.0 | 17.9 | 100.0 | | |

*Percentages calculated by row (ethnicity). Thus, 5.6% of those of African descent are in the 18-30 age group.

**Table 9. Age Group by Gender**

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[4] Abbreviations for ethnicity: AF - African descent, AS - Asian descent, EU – European/Caucasian descent, HO – Native Hawaiian/Oceanian descent, LA – Latin American descent, NA – Native American/Alaska Native/First Nation descent.

| | N | | | | Pct* | | | |
|---|---|---|---|---|---|---|---|---|
| | F | M | T | Total | F | M | T | Total |
| <18 years | | 1 | | 1 | 0.0 | 0.0 | 0.0 | 0.0 |
| 18-30 years | 48 | 147 | | 195 | 2.4 | 7.3 | 0.0 | 9.7 |
| 31-50 years | 198 | 599 | | 797 | 9.8 | 29.8 | 0.0 | 39.6 |
| 51-65 years | 154 | 511 | | 665 | 7.7 | 25.4 | 0.0 | 33.1 |
| >65 years | 55 | 298 | 1 | 354 | 2.7 | 14.8 | 0.0 | 17.6 |
| | 455 | 1,556 | 1 | 2,012 | 22.6 | 77.3 | 0.0 | 100.0 |

*Percentages calculated on the total. Thus, 2.4% of members are women in the 18-30 age group.

**Table 10. Gender by Age Group (Pct*)**

| | F | M | T | Total |
|---|---|---|---|---|
| <18 years | 0.0 | 100.0 | 0.0 | 100.0 |
| 18-30 years | 24.6 | 75.4 | 0.0 | 100.0 |
| 31-50 years | 24.8 | 75.2 | 0.0 | 100.0 |
| 51-65 years | 23.2 | 76.8 | 0.0 | 100.0 |
| >65 years | 15.5 | 84.2 | 0.3 | 100.0 |
| Total | 22.6 | 77.3 | 0.0 | 100.0 |

*Percentages calculated by row (age group). Thus, 24.6% of those who in the 18-30 age group are women.

**Table 11. Occupation Description**

|  | N | Pct |
|---|---|---|
| Administrator of an Educational Institution | 194 | 5.9 |
| Faculty (College or University) | 1832 | 55.3 |
| Independent Scholar | 126 | 3.8 |
| Librarian/Archivist | 24 | 0.7 |
|   College/university library | 5 |  |
|   Special library | 8 |  |
|   Stand-alone seminary library | 9 |  |
|   University divinity school library | 2 |  |
| Museum Curator/Employee | 1 | 0.0 |
|   Private | 1 |  |
| Other | 313 | 9.5 |
| Publishing Employee | 40 | 1.2 |
|   Commercial/Trade | 13 |  |
|   Denominational | 6 |  |
|   Institutional | 8 |  |
|   Self-Employed/Freelance | 5 |  |
|   University Press | 8 |  |
| Religious Leader | 266 | 8.0 |
|   Christian | 257 |  |
|   Jewish | 4 |  |
|   Other | 5 |  |
| Student | 486 | 14.7 |
| Teacher (Primary or Secondary School) | 28 | 0.8 |
|  | 3,310 | 100.0 |

**Table 12. Occupation Description by Gender (pct by column)**

|  | N | | | | Pct | | | |
|---|---|---|---|---|---|---|---|---|
|  | F | M | T | - | F | M | T | - |
| Administrator | 29 | 144 | 1 | 20 | 4.2 | 6.5 | 100.0 | 4.8 |
| Faculty (College or University) | 372 | 1218 |  | 242 | 53.7 | 55.3 | 0.0 | 58.3 |
| Independent Scholar | 30 | 83 |  | 13 | 4.3 | 3.8 | 0.0 | 3.1 |
| Librarian/Archivist | 4 | 15 |  | 5 | 0.6 | 0.7 | 0.0 | 1.2 |
| Museum Curator/Employee |  | 1 |  |  | 0.0 | 0.0 | 0.0 | 0.0 |
| Other | 72 | 196 |  | 45 | 10.4 | 8.9 | 0.0 | 10.8 |
| Publishing Employee | 13 | 19 |  | 8 | 1.9 | 0.9 | 0.0 | 1.9 |
| Religious Leader | 29 | 200 |  | 37 | 4.2 | 9.1 | 0.0 | 8.9 |
| Student | 139 | 304 |  | 43 | 20.1 | 13.8 | 0.0 | 10.4 |
| Teacher (Primary or Secondary School) | 5 | 21 |  | 2 | 0.7 | 1.0 | 0.0 | 0.5 |
|  | 693 | 2201 | 1 | 415 | 100.0 | 100.0 | 100.0 | 100.0 |

**Table 13. Occupation Description by Gender (pct by row)**

| | N | | | | Pct | | | |
|---|---|---|---|---|---|---|---|---|
| | F | M | T | - | F | M | T | - |
| Administrator | 29 | 144 | 1 | 20 | 14.9 | 74.2 | 0.5 | 10.3 |
| Faculty (College or University) | 372 | 1218 | | 242 | 20.3 | 66.5 | 0.0 | 13.2 |
| Independent Scholar | 30 | 83 | | 13 | 23.8 | 65.9 | 0.0 | 10.3 |
| Librarian/Archivist | 4 | 15 | | 5 | 16.7 | 62.5 | 0.0 | 20.8 |
| Museum Curator/Employee | | 1 | | | 0.0 | 100.0 | 0.0 | 0.0 |
| Other | 72 | 196 | | 45 | 23.0 | 62.6 | 0.0 | 14.4 |
| Publishing Employee | 13 | 19 | | 8 | 32.5 | 47.5 | 0.0 | 20.0 |
| Religious Leader | 29 | 200 | | 37 | 10.9 | 75.2 | 0.0 | 13.9 |
| Student | 139 | 304 | | 43 | 28.6 | 62.6 | 0.0 | 8.8 |
| Teacher (Primary or Secondary School) | 5 | 21 | | 2 | 17.9 | 75.0 | 0.0 | 7.1 |
| | 693 | 2201 | 1 | 415 | 20.9 | 66.5 | 0.0 | 12.5 |

**Table 14. Occupation Description by Ethnicity (N)**

| | AF | AS | LA | NA | NH | EU | Total |
|---|---|---|---|---|---|---|---|
| Administrator of an Educational Institution | 8 | 8 | 6 | | | 149 | 171 |
| Faculty (College or University) | 50 | 82 | 28 | 2 | 2 | 1,422 | 1,586 |
| Independent Scholar | 3 | 3 | 2 | | | 105 | 113 |
| Librarian/Archivist | | | | | | 20 | 20 |
| Museum Curator/Employee | | | | | | 1 | 1 |
| Other | 13 | 8 | 6 | | | 243 | 270 |
| Publishing Employee | | | | | | 35 | 35 |
| Religious Leader | 16 | 10 | 1 | | | 219 | 246 |
| Student | 22 | 37 | 10 | 2 | | 345 | 416 |
| Teacher (Primary or Secondary School) | 2 | | | | | 24 | 26 |
| | 114 | 148 | 53 | 4 | 2 | 2,563 | 2,884 |

**Table 15. Type of Institution at Which Doctorate Degree Was Attained by Type of Employing Institution**

| | Type of Employing Institution (N) | | | | | Total (N) | Type of Employing Institution (Pct) | | | | | Total (Pct) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | A[5] | B | D | M | S | | A | B | D | M | S | |
| B | | 153 | 21 | 43 | 32 | 249 | 0.0 | 61.4 | 8.4 | 17.3 | 12.9 | 100.0 |
| D | 11 | 1137 | 1973 | 973 | 728 | 4822 | 0.2 | 23.6 | 40.9 | 20.2 | 15.1 | 100.0 |
| M | | | | 39 | | 39 | 0.0 | 0.0 | 0.0 | 100.0 | 0.0 | 100.0 |
| S | 5 | 455 | 168 | 445 | 785 | 1858 | 0.3 | 24.5 | 9.0 | 24.0 | 42.2 | 100.0 |
| | 16 | 1745 | 2162 | 1500 | 1545 | 6968 | 0.2 | 25.0 | 31.0 | 21.5 | 22.2 | 100.0 |

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[5] Abbreviations for type of institution: A – Associate's, B – Baccalaureate, D – Doctoral/research, M – Master's, S – Special Focus.

**Table 16. Degree Earners from Institution Employed by Same Institution**

| | N of Total Degrees | Pct of Total Degrees | N of Degree Earners from Institution Employed by Same Institution | Pct of Degree Earners from Institution Employed by Same Institution |
|---|---|---|---|---|
| Jewish Theological Seminary of America | 5 | 0.3% | 2 | 40.0% |
| University of Helsinki | 8 | 0.5% | 3 | 37.5% |
| University of Sydney | 8 | 0.5% | 3 | 37.5% |
| University of Pretoria | 11 | 0.8% | 4 | 36.4% |
| Hebrew University of Jerusalem | 11 | 0.8% | 4 | 36.4% |
| McMaster Divinity College | 6 | 0.4% | 2 | 33.3% |
| Bar-Ilan University | 6 | 0.4% | 2 | 33.3% |
| University of South Africa | 7 | 0.5% | 2 | 28.6% |
| Andrews University | 18 | 1.2% | 5 | 27.8% |
| Lunds Universitet | 8 | 0.5% | 2 | 25.0% |
| Pontificia Università Gregoriana | 9 | 0.6% | 2 | 22.2% |
| Southeastern Baptist Theological Seminary | 9 | 0.6% | 2 | 22.2% |
| Dallas Theological Seminary | 15 | 1.0% | 3 | 20.0% |
| New Orleans Baptist Theological Seminary | 11 | 0.8% | 2 | 18.2% |
| Fuller Theological Seminary (Pasadena) | 33 | 2.3% | 4 | 12.1% |
| University of California-Los Angeles | 9 | 0.6% | 1 | 11.1% |
| Union Presbyterian Seminary | 19 | 1.3% | 2 | 10.5% |
| Baylor University | 22 | 1.5% | 2 | 9.1% |
| Harvard University | 61 | 4.2% | 4 | 6.6% |

**Table 17. Employment Status (Faculty) by Type of Institution at Which Doctorate Degree Was Earned**

|  | B | D | M | S | Total (N) |
|---|---|---|---|---|---|
| Contingent (Adjunct) | 5.9% | 4.0% | 0.0% | 4.6% | 43 |
| Full-time | 79.4% | 79.6% | 75.0% | 78.2% | 810 |
| Part-time | 8.8% | 3.4% | 12.5% | 6.3% | 46 |
| Postdoc | 0.0% | 0.4% | 0.0% | 0.0% | 3 |
| Retired | 5.9% | 11.8% | 12.5% | 10.2% | 114 |
| Unemployed | 0.0% | 0.7% | 0.0% | 0.7% | 7 |
| Total (Pct) | 100.0% | 100.0% | 100.0% | 100.0% |  |
| Total (N) | 34 | 696 | 8 | 285 |  |

**Table 18. Institution at Which Doctorate Degree Was Earned by Gender**

|  | F | M | Total (N) |
|---|---|---|---|
| B | 2.6% | 3.9% | 38 |
| D | 74.2% | 64.2% | 703 |
| M | 0.7% | 0.8% | 8 |
| S | 22.5% | 31.0% | 304 |
| Total (Pct) | 100.0% | 100.0% |  |
| Total (N) | 267 | 786 |  |

**Table 19. Responses to Department of Employment**

|  | Faculty | | All responses | |
|---|---|---|---|---|
|  | N | Pct | N | Pct |
| One choice | 1063 | 58.9% | 1175 | 59.2% |
| Two choices | 367 | 20.3% | 385 | 19.4% |
| Three or more choices | 376 | 20.8% | 425 | 21.4% |
|  | 1806 | 100.0% | 1985 | 100.0% |

**Table 20. Representation of Departments as Mono- and Multi-Disciplinary Units (All Respondents)**

|  | Mono-disciplinary unit | Part of a multi-disciplinary unit | Total |
|---|---|---|---|
| African Studies | 0.0% | 0.2% | 0.2% |
| Anthropology | 0.0% | 0.2% | 0.2% |
| Arab/ic Studies and/or Islamic Studies | 0.0% | 0.1% | 0.1% |
| Archaeology | 0.0% | 0.5% | 0.5% |
| Asian Studies | 0.1% | 0.1% | 0.2% |
| Biblical Studies | 26.2% | 10.0% | 36.2% |
| Classics and/or Classical Civilizations | 1.2% | 1.0% | 2.2% |
| Divinity | 1.6% | 1.8% | 3.3% |
| Early Christian Studies | 0.3% | 2.0% | 2.3% |
| Greek | 0.3% | 3.1% | 3.4% |
| Hebrew | 0.4% | 3.6% | 4.1% |
| History | 1.0% | 0.9% | 1.9% |
| Humanities | 0.7% | 1.1% | 1.8% |
| Interdisciplinary Studies | 0.2% | 0.7% | 0.9% |
| Jewish (Judaic) Studies | 1.1% | 1.5% | 2.6% |
| Latin American Studies | 0.0% | 0.0% | 0.0% |
| Linguistics | 0.1% | 0.4% | 0.5% |
| Literature/Comparative Literature | 0.2% | 0.4% | 0.5% |
| Near Eastern Studies (Ancient or Modern) | 0.5% | 1.0% | 1.5% |
| Other | 1.8% | 1.0% | 2.8% |
| Pastoral Counseling | 0.0% | 0.3% | 0.3% |
| Philosophy | 0.3% | 0.8% | 1.2% |
| Religion or Religious Studies | 13.6% | 4.4% | 17.9% |
| Sacred Music | 0.1% | 0.0% | 0.1% |
| Theology or Theological Studies | 9.5% | 5.3% | 14.8% |
| Women's Studies | 0.0% | 0.4% | 0.4% |
|  | 59.2% | 40.8% | 100.0% |

These figures have been weighted according to the sample of respondents. For example, 59.2% all respondents selected one department, so the representation of such choices have been weighted accordingly.

**Table 21. Comparison of Departments by Unit Type**

| | N | | Pct | | Ratio (mono-to multi-) |
|---|---|---|---|---|---|
| | Mono-disciplinary unit | Part of a multi-disciplinary unit | Mono-disciplinary unit | Part of a multi-disciplinary unit | |
| African Studies | | 10 | 0.0% | 0.4% | 0.0 |
| Anthropology | | 10 | 0.0% | 0.4% | 0.0 |
| Arab/ic Studies and/or Islamic Studies | | 8 | 0.0% | 0.4% | 0.0 |
| Archaeology | | 29 | 0.0% | 1.3% | 0.0 |
| Asian Studies | 1 | 6 | 0.1% | 0.3% | 0.4 |
| Biblical Studies | 470 | 555 | 44.2% | 24.6% | 1.8 |
| Classics and/or Classical Civilizations | 22 | 54 | 2.1% | 2.4% | 0.9 |
| Divinity | 28 | 99 | 2.6% | 4.4% | 0.6 |
| Early Christian Studies | 5 | 110 | 0.5% | 4.9% | 0.1 |
| Greek | 6 | 170 | 0.6% | 7.5% | 0.1 |
| Hebrew | 8 | 202 | 0.8% | 8.9% | 0.1 |
| History | 18 | 50 | 1.7% | 2.2% | 0.8 |
| Humanities | 13 | 60 | 1.2% | 2.7% | 0.5 |
| Interdisciplinary Studies | 3 | 40 | 0.3% | 1.8% | 0.2 |
| Jewish (Judaic) Studies | 20 | 82 | 1.9% | 3.6% | 0.5 |
| Latin American Studies | | 2 | 0.0% | 0.1% | 0.0 |
| Linguistics | 1 | 23 | 0.1% | 1.0% | 0.1 |
| Literature/Comparative Literature | 3 | 21 | 0.3% | 0.9% | 0.3 |
| Near Eastern Studies (Ancient or Modern) | 9 | 57 | 0.8% | 2.5% | 0.3 |
| Other | 33 | 54 | 3.1% | 2.4% | 1.3 |
| Pastoral Counseling | | 15 | 0.0% | 0.7% | 0.0 |
| Philosophy | 6 | 46 | 0.6% | 2.0% | 0.3 |
| Religion or Religious Studies | 244 | 241 | 23.0% | 10.7% | 2.2 |
| Sacred Music | 2 | | 0.2% | 0.0% | |
| Theology or Theological Studies | 171 | 291 | 16.1% | 12.9% | 1.2 |
| Women's Studies | | 24 | 0.0% | 1.1% | 0.0 |
| | 1063 | 2259 | 100.0% | 100.0% | |

**Table 22. Faculty Employment Status**

| | N | Pct |
|---|---|---|
| Contingent instructional staff | 249 | 15.6 |
| Contingent (Adjunct) | 111 | 7.0 |
| Part-time | 113 | 7.1 |
| Postdoc | 25 | 1.6 |
| Tenured or Tenure-track | 1,343 | 84.4 |
| Full-time non-tenured | 469 | 29.5 |
| Full-time tenured | 874 | 54.9 |
| | 1,592 | 100.0 |

**Table 23. Faculty Employment Status by Gender**

|                              | F     | M     |
|------------------------------|-------|-------|
| Contingent instructional staff | 20.9  | 14.3  |
| Tenured or Tenure-track      | 79.1  | 85.7  |
|                              | 100.0 | 100.0 |

**Table 24. Highest Degree by Gender**

|               | N   |       |   |       | Pct   |       |       |       |
|---------------|-----|-------|---|-------|-------|-------|-------|-------|
|               | F   | M     | T | Total | F     | M     | T     | Total |
| Doctorate     | 441 | 1,514 | 1 | 1,956 | 82.0  | 81.0  | 100.0 | 81.2  |
| Master's      | 87  | 324   |   | 411   | 16.2  | 17.3  | 0.0   | 17.1  |
| Undergraduate | 10  | 31    |   | 41    | 1.9   | 1.7   | 0.0   | 1.7   |
|               | 538 | 1,869 | 1 | 2,408 | 100.0 | 100.0 | 100.0 | 100.0 |

**Table 25. Ethnicity by Highest Degree**

|    | Pct       |          |               |       | N     |
|----|-----------|----------|---------------|-------|-------|
|    | Doctorate | Master's | Undergraduate | Total |       |
| AF | 77.3      | 21.6     | 1.1           | 100.0 | 88    |
| AS | 83.5      | 15.6     | 0.9           | 100.0 | 109   |
| EU | 81.0      | 17.3     | 1.6           | 100.0 | 2,185 |
| HO | -         | -        | -             | -     | 2     |
| LA | 62.8      | 32.6     | 4.7           | 100.0 | 43    |
| NA | -         | -        | -             | -     | 2     |
|    | 80.7      | 17.7     | 1.7           | 100.0 | 2,429 |

**Table 26. Average Number of Courses Taught Annually by Instructional Calendar and Gender**

|        | Other | Quarter | Semester |
|--------|-------|---------|----------|
| Male   | 4.4   | 5.1     | 4.4      |
| Female | 4.6   | 3.5     | 4.1      |

**Table 27. Average Number of Courses Taught Annually by Instructional Calendar and Tenure Status**

|              | Other | Quarter | Semester |
|--------------|-------|---------|----------|
| Contingent   | 3.5   | 5.0     | 3.4      |
| Tenure-track | 5.5   | 5.6     | 5.3      |

**Table 28. Courses Taught Annually by Instructional Calendar (Pct)**

|             | Other | Quarter | Semester |
|-------------|-------|---------|----------|
| 0-2 courses | 23.7  | 24.3    | 27.2     |
| 3-4         | 28.8  | 18.7    | 29.0     |
| 5-6         | 23.7  | 32.7    | 24.7     |
| 7-8         | 13.6  | 16.8    | 13.1     |
| 9-10        | 10.2  | 7.5     | 6.0      |
|             | 100.0 | 100.0   | 100.0    |

**Table 29. What subject(s) do you or did you most recently teach?**

|                    | N  | Pct   |
|--------------------|----|-------|
| History            | 7  | 18.9  |
| Language Arts      | 5  | 13.5  |
| Literature         | 11 | 29.7  |
| Mathematics        | 6  | 16.2  |
| Science/Technology | 4  | 10.8  |
| Social Studies     | 4  | 10.8  |
|                    | 37 | 100.0 |

**Table 30. In what course(s) do you or did you most recently teach biblical literature?**

|                            | N  | Pct   |
|----------------------------|----|-------|
| Classics                   | 3  | 6.1   |
| Hebrew Bible/Old Testament | 13 | 26.5  |
| Introduction to Bible      | 10 | 20.4  |
| Literature                 | 4  | 8.2   |
| New Testament              | 13 | 26.5  |
| Other                      | 4  | 8.2   |
| World History              | 1  | 2.0   |
| World Religions            | 1  | 2.0   |
|                            | 49 | 100.0 |

**Table 31. Method**

|                                                                            | N      | Pct   |
|----------------------------------------------------------------------------|--------|-------|
| Interpretive Approaches                                                    | 2,695  | 20.3  |
| Ideology & Theology                                                        | 2,234  | 16.8  |
| Philology / Linguistics (incl. Semiotics)                                  | 1,879  | 14.2  |
| History & Culture                                                          | 1,316  | 9.9   |
| Learning & Teaching                                                        | 1,065  | 8.0   |
| History of Interpretation / Reception History / Reception Criticism        | 1,061  | 8.0   |
| Text and Translation                                                       | 828    | 6.2   |
| Archaeology & Iconography                                                   | 695    | 5.2   |
| Technology                                                                 | 439    | 3.3   |
| Comparative Religion / History of Religion                                 | 379    | 2.9   |
| Epigraphy & Paleography                                                     | 350    | 2.6   |
|                                                                            | 13,261 | 100.0 |


**Table 32. Text**

|                                                                            | N     | Pct   |
|----------------------------------------------------------------------------|-------|-------|
| Biblical Literature - New Testament                                        | 1,467 | 20.8  |
| Biblical Literature - Hebrew Bible/Old Testament/Greek OT (Septuagint)     | 1,341 | 19.0  |
| Ancient Near Eastern Literature - Genre                                    | 566   | 8.0   |
| Early Jewish Literature - Dead Sea Scrolls                                 | 525   | 7.4   |
| Early Christian Literature - Apocrypha                                     | 496   | 7.0   |
| Early Jewish Literature - Jewish Pseudepigrapha                            | 453   | 6.4   |
| Classical Literature                                                       | 399   | 5.7   |
| Early Jewish Literature - Other                                            | 367   | 5.2   |
| Early Christian Literature - Other                                         | 352   | 5.0   |
| Biblical Literature - Deuterocanonical Works                               | 347   | 4.9   |
| Ancient Near Eastern Literature - Region                                   | 316   | 4.5   |
| Early Jewish Literature - Rabbinic Literature                              | 231   | 3.3   |
| Early Christian Literature - Gnostic Literature                            | 155   | 2.2   |
|                                                                            | 7,056 | 100.0 |

**Table 33. Method (detailed)**

|  | N | Pct |
|---|---|---|
| **Method - Archaeology & Iconography** | **695** | **5.2** |
| Archaeological Method | 87 | 0.7 |
| Archaeology of Empire | 39 | 0.3 |
| Archaeology of Gender | 19 | 0.1 |
| Archaeology of Religion | 69 | 0.5 |
| Archaeology of the Ancient Near East | 91 | 0.7 |
| Architecture | 12 | 0.1 |
| Art History | 38 | 0.3 |
| Biblical Archaeology | 144 | 1.1 |
| Burial Practices | 14 | 0.1 |
| Cultural Heritage Management | 2 | 0.0 |
| Daily Life | 32 | 0.2 |
| History of Archaeology | 1 | 0.0 |
| Material Culture | 16 | 0.1 |
| Qumran and the Dead Sea Scrolls | 117 | 0.9 |
| Theoretical Approaches | 14 | 0.1 |
| **Method - Comparative Religion / History of Religion** | **379** | **2.9** |
| Domestic Religion | 107 | 0.8 |
| Law | 87 | 0.7 |
| Ritual & Sacrifice | 152 | 1.1 |
| State Religion | 33 | 0.2 |
| **Method - Epigraphy & Paleography** | **350** | **2.6** |
| Alphabet | 87 | 0.7 |
| Inscriptions | 139 | 1.0 |
| Papyrology | 64 | 0.5 |
| Scribes | 44 | 0.3 |
| Scripts | 16 | 0.1 |
| **Method - History & Culture** | **1,316** | **9.9** |
| Ancient Near East - Bronze Age | 189 | 1.4 |
| Ancient Near East - Hellenistic Period | 250 | 1.9 |
| Ancient Near East - Iron Age | 79 | 0.6 |
| Ancient Near East - Late Antiquity | 63 | 0.5 |
| Ancient Near East - Late Period Egypt | 3 | 0.0 |
| Ancient Near East - Neo-Assyria | 33 | 0.2 |
| Ancient Near East - Neo-Babylonia | 11 | 0.1 |
| Ancient Near East - Parthia | 1 | 0.0 |
| Ancient Near East - Persia | 21 | 0.2 |
| Early Israel - Divided Monarchy | 71 | 0.5 |
| Early Israel - Emergence | 10 | 0.1 |
| Early Israel - Exile | 51 | 0.4 |
| Early Israel - United Monarchy | 5 | 0.0 |
| Greece and Hellenism | 350 | 2.6 |
| Persian Period - Hellenistic Period | 35 | 0.3 |
| Persian Period - Roman Palestine | 19 | 0.1 |
| Roman Empire | 125 | 0.9 |

| Method - History of Interpretation / Reception History / Reception Criticism | **1,061** | **8.0** |
|---|---|---|
| Art, Film, Music, and Literature | 218 | 1.6 |
| Law and Politics | 49 | 0.4 |
| Oral Traditions | 91 | 0.7 |
| Popular Culture | 77 | 0.6 |
| Religious Traditions and Scriptures | 626 | 4.7 |
| **Method - Ideology & Theology** | **2,234** | **16.8** |
| Apologetics | 92 | 0.7 |
| Christian | 971 | 7.3 |
| Ethics | 52 | 0.4 |
| Hebrew Bible | 512 | 3.9 |
| Homiletics | 28 | 0.2 |
| Jewish | 30 | 0.2 |
| New Testament | 461 | 3.5 |
| Old Testament | 70 | 0.5 |
| Pastoral Theology | 18 | 0.1 |
| **Method - Interpretive Approaches** | **2,695** | **20.3** |
| African and African-American Criticism | 73 | 0.6 |
| Asian and Asian-American Criticism | 36 | 0.3 |
| Autobiographical Criticism | 18 | 0.1 |
| Classical Studies | 407 | 3.1 |
| Comparative Approaches | 249 | 1.9 |
| Constructions of Ethnicity | 32 | 0.2 |
| Cultural Criticism | 108 | 0.8 |
| Deconstruction | 28 | 0.2 |
| Disability Studies | 14 | 0.1 |
| Ethical Approaches | 68 | 0.5 |
| Form Criticism | 168 | 1.3 |
| Gender and Sexuality Criticism (incl. Feminist, Womanist, Masculinity Studies, Queer Theory) | 127 | 1.0 |
| Genre Criticism | 49 | 0.4 |
| Global Perspectives | 15 | 0.1 |
| Historical Criticism | 457 | 3.4 |
| History of Interpretation | 135 | 1.0 |
| Ideological Criticism | 11 | 0.1 |
| Imperial-critical (empire studies) | 10 | 0.1 |
| Intersectional analysis | 2 | 0.0 |
| Intertextuality | 118 | 0.9 |
| Latina/Latino Criticism | 2 | 0.0 |
| Liberation Approaches | 9 | 0.1 |
| Literary Criticism (incl. poetics, new criticism, formalism, close reading, narratology) | 106 | 0.8 |
| Marxist Criticism | 1 | 0.0 |
| Narrative Criticism | 75 | 0.6 |
| Orality Studies | 7 | 0.1 |
| Other (ecological, etc.) | 28 | 0.2 |
| Performance Criticism | 3 | 0.0 |

| | | |
|---|---:|---:|
| Postcolonial Criticism | 2 | 0.0 |
| Postmodern Literary Criticism | 3 | 0.0 |
| Psychoanalytic Criticism | 4 | 0.0 |
| Reader-Response Criticism | 5 | 0.0 |
| Redaction Criticism | 18 | 0.1 |
| Religio-Historical Approaches | 38 | 0.3 |
| Rhetorical Criticism | 22 | 0.2 |
| Social-Scientific Approaches (Anthropology, Sociology, Psychology) | 31 | 0.2 |
| Source Criticism | 2 | 0.0 |
| Text Criticism | 70 | 0.5 |
| Theological Interpretation | 130 | 1.0 |
| Tradition History/Tradition Criticism | 14 | 0.1 |
| **Method - Learning & Teaching** | **1,065** | **8.0** |
| Pedagogical Theory | 216 | 1.6 |
| Service Learning | 35 | 0.3 |
| Teaching Biblical Studies | 814 | 6.1 |
| **Method - Other** | **320** | **2.4** |
| Church History and Ecclesiology | 320 | 2.4 |
| **Method - Philology / Linguistics (incl. Semiotics)** | **1,879** | **14.2** |
| Akkadian | 194 | 1.5 |
| Arabic | 29 | 0.2 |
| Aramaic | 288 | 2.2 |
| Coptic | 57 | 0.4 |
| Egyptian | 5 | 0.0 |
| Ethiopic | 7 | 0.1 |
| Greek - Attic | 132 | 1.0 |
| Greek - Koine (LXX, NT, Patristics) | 886 | 6.7 |
| Hebrew (classical) | 263 | 2.0 |
| Latin | 8 | 0.1 |
| Other | 8 | 0.1 |
| Syriac | 1 | 0.0 |
| Ugaritic | 1 | 0.0 |
| **Method - Technology** | **439** | **3.3** |
| Blogs & Online Publications | 247 | 1.9 |
| Computer-Assisted Research | 192 | 1.4 |
| **Method - Text and Translation** | **828** | **6.2** |
| Commentary | 561 | 4.2 |
| Lexicography | 66 | 0.5 |
| Translation and Translation Theory | 201 | 1.5 |
| | **13,261** | **100.0** |