

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.

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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 of 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

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

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.

Index of Tables

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 Regions³

	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	

³ Countries are represented by their regions and subregions. Taxonomy reflects United 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*)						Total	Median Age	Average Age
	<18 years	18-30 years	31-50 years	51-65 years	>65 years				
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

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

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