

Job Advertisement Data 2011-2012

Society of Biblical Literature and American Academy of Religion

About the Society of Biblical Literature and American Academy of Religion

Society of Biblical Literature

Founded in 1880, the Society of Biblical Literature is the oldest and largest learned society devoted to the critical investigation of the Bible from a variety of academic disciplines. Its mission statement is to foster biblical scholarship, and it has been a member of the American Council of Learned Societies since 1929. The Society has experienced a history of growth, keeping pace with the changing needs of its membership, which has grown to over 8,700 scholars, teachers, students, librarians, curators, religious leaders, and other interested individuals around the world. As an international organization, the Society offers its members opportunities for mutual support, intellectual growth, and professional development through the following:

- Advancing the academic study of biblical texts and their contexts as well as of the traditions and contexts of biblical interpretation
- Collaborating with educational institutions and other appropriate organizations to support biblical scholarship and teaching
- Developing resources for diverse audiences, including students, religious communities, and the general public
- Facilitating broad and open discussion from a variety of critical perspectives
- Organizing congresses for scholarly exchange
- Publishing biblical scholarship, including monographs, journals, and reference works
- Promoting cooperation across global boundaries

American Academy of Religion

In a world where religion plays so central a role in social, political, and economic events, as well as in the lives of communities and individuals, there is a critical need for ongoing reflection upon and understanding of religious traditions, issues, questions, and values. The American Academy of Religion's mission is to promote such reflection through excellence in scholarship and teaching in the field of religion.

As a learned society and professional association of teachers and research scholars, the American Academy of Religion has over 10,000 members who teach in some 1,000 colleges, universities, seminaries, and schools in North America and abroad. The Academy is dedicated to furthering knowledge of religion and religious institutions in all their forms and manifestations. This is accomplished through Academy-wide and regional conferences and meetings, publications, programs, and membership services.

Within a context of free inquiry and critical examination, the Academy welcomes all disciplined reflection on religion—both from within and outside of communities of belief and practice—and seeks to enhance its broad public understanding.

Executive Summary

Following the release of the organizations' first jobs report in 2012, which covered job advertisements from 2001-2010, the American Academy of Religion and Society of Biblical Literature have released jobs data from 2011-2012. The report identifies and describes the state of the job market for the members of the SBL and AAR. The typical position is a full-time tenure-track appointment at a U.S. private not-for-profit institution in a traditional field of study such as New Testament or theology with a yearly course load of four to six. Candidates for these positions should hold a Ph.D. and have prior teaching experience. While the market has apparently stabilized at 2002-2004 levels, positions at public institutions continue to change as positions at public institutions are concentrated at doctorate-granting institutions. Public institutions are also requiring a slightly heavier course load of their hires.

The last report represented job advertisements posted with the organizations, not necessarily discrete positions of employment. In some cases, multiple ads were posted for a single position, while in other cases multiple positions were posted in a single ad. We have since identified the number of discrete positions represented by the advertisements, which unfortunately revised figures down but clarified this important distinction. We have also evaluated possibilities for collecting comparable data on institutions outside the United States. Partially because of the diversity of education systems throughout the world and differences in definitions and data collection methods, we have been unable to find data sources with translatable fields of comparison. Since nearly 90% of positions are advertised from July through December, candidates may choose to focus most of their efforts on this period. Candidates should choose to complete their doctoral degrees and gain teaching experience, since most employers value these attributes most highly. More than 90% of jobs advertised come from institutions in the Anglophone world, and most of those jobs are at private not public institutions. Many of the fields of study represented by these jobs—from archaeology to world religions—have fluctuated significantly since 2001.

Key Findings

- The discrete number of positions in 2011 increased markedly from 2010 but plateaued in 2012 at 2002-2004 levels (approximately 80% of 2008 positions).
- If we remove the years 2008, 2009, and 2010, attempting to control for the effects of the U.S. financial crisis, Public Doctorate-granting institutions seem to be the most stable programs. These fluctuations seem to indicate that factors particularly related to the 2008-2010 period affected public institutions significantly, but other factors impacted numbers of positions at private not-for-profit institutions.
- When we omit 2009 and 2010 data and view only those positions for which tenure status is known, we find that the representation of tenure-track to non-tenure-track positions has remained relatively flat over the twelve year period.
- When compared to broader higher education statistics, it appears that non-tenure-track positions are significantly underreported in the organizations' data. As of 2009, higher education statistics indicate that three out of every four faculty members at two- and four-year academic institutions in the U.S. were contingent workers, and data from the U.S. DOE's 2004 National Study of Postsecondary Faculty survey show that only 47.1% of faculty whose primary teaching field was philosophy or religion were tenured or on the tenure track. The data reported here, however, show the inverse of statistics on the general

professoriate, having been about three-fourths tenure-track and one-fourth non-tenure track since 2001.

- Private not-for-profit institutions occupy the hiring landscape at the Baccalaureate level almost exclusively. Data from 2001-2012 suggest that few positions in the biblical, religious, and/or theological studies exist at Public Baccalaureate institutions.
- In the 2001-2010 report, we inferred that at public institutions the degree programs that support hiring in biblical, religious, and theological studies exist chiefly at institutions with Master's and/or Doctorate programs. Data from 2011-2012 seem to indicate, however, that these programs are being concentrated at the Doctorate-granting level to a greater extent.
- Cumulatively departments of religion or religious studies were the most prevalent over the twelve-year period, accounting for 41.0% of positions, while departments of theology or theological studies covered 22.6%. Longitudinal changes were most significant in a negative way for departments of biblical studies, which declined from 5.0% in 2001 to 1.8% in 2012, and departments of philosophy and religion, which declined from 11.4% in 2001 to 6.1% in 2012. Departments of theology or theological studies and departments of ministry increased their representation from 19.0% in 2001 to 26.6% in 2012 and from 12.1% in 2001 to 16.2% in 2012 respectively.
- The top five fields in terms of total number of positions from 2001-2012 were New Testament, Christian Origins, Ancient Christianity (514), Hebrew Bible and Religions of the Ancient Near East (509), Islamic Studies (458), History of Christianity/Church History (326), and Jewish Studies (313). These five fields accounted for 40.0% of positions over the twelve-year period.
- Those fields showing the most growth over past three years (change from 2009 through 2012) were Administration and Support Services (+28), New Testament, Christian Origins, Ancient Christianity (+22), and Systematic/Constructive Theology (+15).
- Those fields showing the most decline were Introduction to Religion (-18), Library (-7), and Hebrew Bible and Religions of the Ancient Near East (-6).
- While a completed doctoral degree is an essential criterion for hiring for half of the positions advertised, interdisciplinarity appears to be rarer as a requisite hiring attribute.
- 26.8% of hiring institutions stated that no domestic partner benefits were available.
- 4.3% of hiring institutions required employees to sign a statement of faith. Almost all (98.9%) hiring institutions indicated that they had a written non-discrimination policy. As of 2012, age and national origin were the most common elements in a non-discrimination policy, while class, creed, and gender identity were the least common.
- Public institutions are requiring a slightly heavier course load, while private not-for-profits are decreasing their course load overall. Contingent faculty—particularly contingent faculty at private not-for-profits—are carrying the heaviest course loads, although by a slight margin.
- Positions were posted an average of 292 days before the position's start date.

Data Analysis

Since the release of the 2001-2010 report, we have attempted to identify the number of discrete positions represented by the advertisements posted with the organizations—in other words, the actual number of job openings. As explained in the report, the data reported reflected advertisements about job openings that institutions placed with the organizations, not necessarily the total number of job openings in the academic fields that the organizations represent. At least two factors account for the differences between the number of advertisements and positions: first, some advertisements were posted multiple times (for much of 2007 into 2013 when the AAR and SBL continued advertisement services separately, hiring institutions posted the same advertisement with both organizations; for other years, the reasons for this fact are unclear); second, multiple advertisements were posted for a single position, whether the advertisement was extended (i.e. first posted, e.g., from March 2004 through April 2004 and then reposted from May 2004 through June 2004) or a search was resumed after the original post had expired and a new advertisement for the same position was posted.

Figure 1. Advertisements vs. Discrete Positions

	'01	'02	'03	'04	'05	'06	'07	'08	'09	'10	'11	'12
Advertisements	511	603	553	558	638	607	592	733	397	494	553	534
# deleted	42	69	41	45	52	34	43	93	21	20	41	39
Subtotal	469	534	512	513	586	573	549	640	376	474	512	495
# added	7	20	13	9	6	15	26	32	9	5	28	41
Positions	476	554	525	522	592	588	575	672	385	479	540	536
Difference (Pct)	-6.8	-8.1	-5.1	-6.5	-7.2	-3.1	-2.9	-8.3	-3.0	-3.0	-2.4	0.4

The difference between the number of advertisements and discrete positions from 2001 through 2012 averaged -4.7%, ranging from a high of 0.4% (2012) to a low of -8.3% (2008). In the 2011-2012 dataset, 1,087 advertisements were originally recorded. Examining the postings by institution, position, and date of posting, 80 duplicate records were identified. The duplicate records were removed, leaving 1,007 advertisements. Of these 1,007 advertisements, 21 advertisements represented multiple positions. It was possible to identify the discrete number of positions represented in many of these cases. When the discrete number of positions could not be identified, the advertisement was marked as representing multiple positions but only one position was counted for the purposes of this report. At least 87 positions were identified among the 21 advertisements representing multiple positions. The additional 66 positions have been added to the 2011-2012 dataset for the purposes of this report, leaving a final count of 1,073 positions. In short, from the 1,087 advertisements, 80 duplicate records were removed, and then 66 records were added to account for multiple positions in a single advertisement, equaling 1,073 records, which can be taken to represent discrete positions. Thus, the original 1,087 advertisements represent nearly 1.3% fewer discrete positions (1,073). In the 2001-2010 dataset, 5,686 advertisements were originally recorded, but these advertisements represent 5,368 positions. Between the 2001-2010 and 2011-2012 datasets, we followed the same process of evaluating the data for duplicates and advertisements representing multiple positions. Duplicate records, which numbered 460 from 2001 through 2010, were removed, which left 5,226 advertisements. 118 advertisements represented multiple positions, 13 of which were not clear about how many positions were available. These 118 advertisements account for at least 260 positions, or 142

additional records. Adding these records to the 5,226 non-duplicate records, we are left with 5,368 discrete positions or 5.6% fewer positions than original advertisements reported. The total number of positions from 2001-2012, therefore, equals 6,444.

When Advertisements are Posted

More than half of the positions posted with the organizations from 2011 through 2012 (53.4%) are posted in the three months of August through October (Table 3). This percentage represents an increase from 2001-2010, which averaged 51.6%, and especially from the most recent years, which averaged below 48%. Nearly 90% of ads are posted during the months of July through December, moreover, with only 11.7% of positions advertised during the first half of the calendar year (January through June).

From 2011-2012 significant differences exist between times of the year that positions are advertised based on the job's location throughout the world (Table 4). Positions posted for Europe were concentrated in mainly two periods throughout the year: 26 positions (48.1%) were posted in October through December and 8 positions (14.8%) were posted in May. Over 70% (36 positions) of the positions posted for the Middle East were posted in August, with another 17.6% (9 positions) were posted in April. Because they represent such a large share of total positions (83.5%), those posted for North America follow the variations given in the paragraph above. A majority is posted in August through October (54.6%) while each other month of the year accounts for between 3.4% and 8.3%. Positions posted for the Pacific region were distributed throughout the year, with at least one position posted each month. These differences are assumed to reflect circumstances related to the academic hiring calendars of the regions.

Positions are advertised for an average of 40 days, though this duration fluctuates throughout the year (Table 5). Postings in February and March have the shortest average duration (around 30 days), while postings in July and August have the longest duration (63 and 47 days, respectively). Positions were posted an average of 292 days before the position's start date. Less than 4% of positions were posted 100 or fewer days in advance of the start date, while 13.2% of positions were posted between 101 and 200 days in advance of the start date. Over half (54.2%) of positions were posted between 201 and 365 days in advance of the start date, and more than one quarter (28.7%) were posted more than one year in advance of the start date. Over three-quarters of positions (76.2%) were anticipated to start in August or September (Table 6).

Location of Positions

Institutions located in 27 countries posted ads with the organizations from 2011-2012 (Table 7). In the report on 2001-2010 job advertisement data released in October 2012, we noted that while the data should be considered as meaningful indications of hiring trends and characteristics, they are not exhaustive of the employment opportunities available to members of the organizations. This is particularly evident when it comes to jobs outside the U.S. and Canada. Only three other countries (United Kingdom, New Zealand, and The Netherlands) posted at least twenty ads from 2001 through 2010 and only four countries posted more than twenty ads from 2011 through 2012 (Canada, Israel, United Kingdom, United States).

Collecting Data on Institutions Outside the United States

While it would surely prove fruitful to evaluate position advertisements by means of comparable data regardless of country, it has proved fruitless to try to find data on jobs outside the U.S. From the outset, it was certain that the diversity of education systems throughout the world and differences in definitions and data collection methods would present a challenge to meaningful comparisons across country and other lines. Having evaluated a number of possibilities, it is clear that finding translatable fields of comparison may not be possible.

Statistics Canada can provide some comparable data, but one must pay in order to access it. Its Postsecondary Student Information System (PSIS) is a national survey that enables Statistics Canada to provide detailed information on enrollments and graduates of Canadian public postsecondary institutions in order to meet policy and planning needs in the field of postsecondary education. The relevant data fields, however, are limited to the province of the institution, general institution type, and fields derived from the Pan-Canadian Standard Classification of Education (pcsce_d_group_code and pcsce_d_code), which was an effort to describe the education systems in Canada in a harmonized manner that facilitates the collection and reporting of data on educational programs in the country with a similar level of educational content. We could not collect and incorporate these data by the time of this report and are still considering how such incorporation would happen.

Some level of comparable data was found for the United Kingdom. Yet, the data available to this report's author was limited to the region of the institution and the number of students at each institution by level (postgraduate, undergraduate), as well as whether these students were full-time or part-time enrolled and whether they resided in the UK, European Union, or a non-EU country. Regarding other relevant categories of comparable data, as an Information Analyst at the UK's Higher Education Statistics Agency (HESA) explained, there is no dataset for UK institutions that includes fields equivalent or even comparable to those in the National Center for Education Statistics (NCES) dataset. HESA, moreover, collects data on only the 164 public institutions and one private institution; it does not as yet collect data on the other private institutions in the UK, and it is not clear whether any other central body does.

Organizations such as Eurostat, the European Association of Institutions in Higher Education (EURASHE), and the Higher Education Development Association (HEDDA) do not appear to have comparable data for institutions across Europe. An official from EURASHE explained that it does not collect such information in a systemic manner because of the variety of the European higher education landscape. Moreover, no such organizations in other regions of the world could be identified in time for this report. We continue to strive to find ways of expanding the usefulness of this report, including details about hiring institutions outside the U.S.

Institutions by U.S. Region

The NCES divides the United States into eight geographic regions. Of the U.S.-based institutions posting ads with the organizations, the majority were located in the Southeast, including these twelve states: Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Virginia, and West Virginia (Table 9). The Southeast, Mid East, and Great Lakes regions account for nearly two-thirds of the ads posted by U.S. institutions (63.8%).

Figure 2. U.S. Regions as Defined by NCES



Institutional Profiles

In addition to general information about the number and type of job advertisements posted with SBL and AAR, the following information includes analysis of the types, locations, and characteristics of hiring institutions. Some of the information was obtained from the NCES and the Integrated Postsecondary Education Data System (IPEDS), the core postsecondary education data collection program for NCES.

Types of Institutions

All accredited, degree-granting colleges and universities in the United States represented in the IPEDS system are classified in various ways. One of these ways is whether an institution is operated by publicly elected or appointed officials (public control) or by privately elected or appointed officials and derives its major source of funds from private sources (private control). The term “control” is used below with reference to this issue. As in the 2001-2010 dataset, private for-profit institutions in the 2011-2012 dataset accounted for 0.2% of valid responses, for which reason they will not be considered in this report (Table 10). Most positions posted with AAR and SBL were posted by private not-for-profit institutions (79.8%), including both independent not-for-profit institutions and those affiliated with a religious organization. Institutions with religious affiliation, whether active or historical, represent just over 65% of the private not-for-profit pool, while those without such affiliation represent almost 35%. Public institutions accounted for 20.2% of the positions posted with the organizations from 2011-2012.

While no Associate-level institutions posted positions with the organizations in 2011 or 2012, Doctorate-granting institutions predominate in the 2011-2012 dataset to an even greater extent than they did in the 2001-2010 dataset, accounting for almost half of the positions posted by U.S. institutions (46.8% compared to 39.9% in 2001-2010) (Table 11). The representation of Baccalaureate and Master’s institutions decreased from 24.1% to 18.0% and 19.2% to 17.7%

respectively, while the representation of Special Focus institutions increased from 16.3% to 17.5%.¹ Each level fluctuates significantly and inconsistently over the years with no apparent consistency or pattern. Private not-for-profit institutions changed less significantly than public institutions, especially public Master's institutions. Public Master's institutions were highly volatile, changing 70% (30 in 2005, 9 in 2012) in the 12 year period. Other types of institutions fluctuated around 40% over the period.

If we remove the years 2008, 2009, and 2010, attempting to control for the effects of the U.S. financial crisis, Public Doctorate-granting institutions seem to be the most stable programs. Such programs have hovered around 70 positions per year since 2001, except for the three-year period in which they expanded and contracted sharply. From 2001 through 2012, positions at Public Doctorate-granting institutions changed 47.3%. Excluding 2008-2010, they changed only 16.9%. After excluding 2008-2010, private not-for-profit institutions still fluctuated around 35-40%, except Special Focus institutions. Special Focus institutions demonstrate similar sensitivity to these years, having changed 40.4% over the twelve year period but only 29.2% if 2008-2010 are excluded. These fluctuations seem to indicate that factors particularly related to the 2008-2010 period affected public institutions significantly, but other factors impacted numbers of positions at private not-for-profit institutions.

When these institutional levels are cross-tabulated with private/public control, we find that private not-for-profit institutions predominate at all levels (Table 12). It is no surprise that they account for 100% of positions at Special Focus institutions, since there are no public institutions at this level in the Carnegie Classifications dataset.² At the Master's level, private not-for-profit institutions hold a 4.6 to 1 margin, while at the doctorate-granting level the margin is much closer at 1.7 to 1. Of positions posted by baccalaureate institutions, moreover, 97.4% were at private not-for-profit institutions (Table 13), which indicates that private not-for-profit institutions occupy the hiring landscape at this level almost exclusively (at a rate of more than 37 to 1). In other words, it may be assumed that few positions in the biblical, religious, and/or theological studies exist at Public Baccalaureate institutions. There are 151 Public Baccalaureate institutions in the Carnegie dataset (representing 8.9% of Public institutions and 22.4% of Baccalaureate institutions, excluding private for-profit institutions), only six of which have posted an advertisement for a position with the organizations from 2001 through 2012. These six institutions represent roughly 4% of the 151 Public Baccalaureate institutions.

Consistent with data from 2001 through 2010, data from 2011 through 2012 show that positions at private not-for-profit institutions were widely distributed across institutional levels, including Baccalaureate, Master's, Doctorate-granting, and Special Focus (Table 12). At public institutions, however, jobs were concentrated at the Doctorate-granting level, accounting for 82.9% of such positions. While Master's level institutions accounted for 21.6% of positions at

¹ The term "special focus" refers to institutions awarding baccalaureate or higher-level degrees where a high concentration of degrees (above 75%) is in a single field or set of related fields such as theological seminaries, Bible colleges, and other faith-related institutions.

² Carnegie Foundation for the Advancement of Teaching, Carnegie Classifications Data File, February, 2012. The file referred to was last updated November 7, 2012. See <http://www.carnegiefoundation.org> for information.

public institutions from 2001 through 2010, they account for only 14.9% from 2011 through 2012. Positions at Public Master's level institutions hit their peak in 2005 (30 positions) and have been steadily declining since, hitting a low of 9 positions in 2012. In the 2001-2010 report, we inferred regarding positions at public institutions that the degree programs in biblical, religious, and theological studies that would support hiring in these fields may exist chiefly at institutions with Master's and/or Doctorate programs. The data seem to indicate, however, that these programs are being concentrated at the Doctorate-granting level to a greater extent.

Enrollment

Fall enrollment indicates the number of students enrolled in the fall at a postsecondary institution (Table 14).³ As in 2001-2010, private not-for-profit institutions predominate among lower enrollment figures, accounting for more than 97% of jobs when enrollment is fewer than 10,000 students (Table 15). Public institutions, conversely, predominate among the largest enrollment figures, accounting for 68.1% of jobs at institutions with enrollments of 25,000–49,999 and 100% of jobs at institutions with enrollments of 50,000 or more. Moreover, public institutions with an enrollment of at least 10,000 posted 92.8% of public institutions' ads. Again consistent with 2001-2010 data, it seems that private not-for-profit institutions are able to support hiring in these fields regardless of their enrollment size; however, among public institutions, larger institutions seem far more able than smaller institutions to support hiring in these fields. This "support" may be stated differently: private not-for-profit institutions may have specific programs or faculty positions in the fields of biblical, religious, and/or theological studies regardless of their enrollment size while public institutions may have such programs or positions almost exclusively at institutions with larger enrollments (10,000 and above).

Position Profiles

For positions advertised since 2001, we have identified how many included some sort of stipulation about final approval, whether that approval was dependent on budgetary, departmental, and/or other considerations (Table 16). Ads may have stated, for example, "pending budgetary approval," "pending position clearance", or in the case of one term appointment "possibility of a second year of employment, depending upon the budget." Averaging 2.1% over the twelve year period, positions pending approval peaked in 2011 at 3.9% only to decline slightly in 2012 to 3.2%. This peak represents a significant increase from 2010's 0.8%, which was the lowest percentage in the period. We also identified the number of positions for visiting scholars, which averaged 7.1% of all positions since 2001 (Table 17).

Areas and Fields of Study

Over one hundred types of departments or academic units were identified among the positions posted from 2001 through 2012, many of which were closely related. We standardized these results into twelve areas of study, two of which heavily outweighed the other ten (Table 18). Departments of Religion or Religious Studies were the most prevalent, accounting for 41.0% of positions, while departments of theology or theological studies covered 22.6%. Longitudinal changes were most significant in a negative way for departments of biblical studies, which

³ Students reported are those enrolled in courses creditable toward a degree or other formal award; students enrolled in courses that are part of a vocational or occupational program, including those enrolled in off-campus or extension centers; and high school students taking regular college courses for credit.

declined from 5.0% in 2001 to 1.8% in 2012, and departments of philosophy and religion, which declined from 11.4% in 2001 to 6.1% in 2012. Departments of humanities and multi-department appointments held steady over the period. Departments of theology or theological studies and departments of ministry increased their representation from 19.0% to 26.6% and from 12.1% to 16.2% respectively.

Fields of study for the positions themselves continue to be diverse but largely concentrated in five to ten categories (Table 19a-c). The top five fields in terms of total number of positions from 2001-2012 were New Testament, Christian Origins, Ancient Christianity (514), Hebrew Bible and Religions of the Ancient Near East (509), Islamic Studies (458), History of Christianity/Church History (326), and Jewish Studies (313). These five fields accounted for 40.0% of positions over the twelve-year period. The top ten fields (adding Administration and Support Services, Philosophy of Religion, Ethics, Introduction to Religion, and World Religions) accounted for 63.1%, while the remaining twenty-nine fields filled out the final 36.9%.

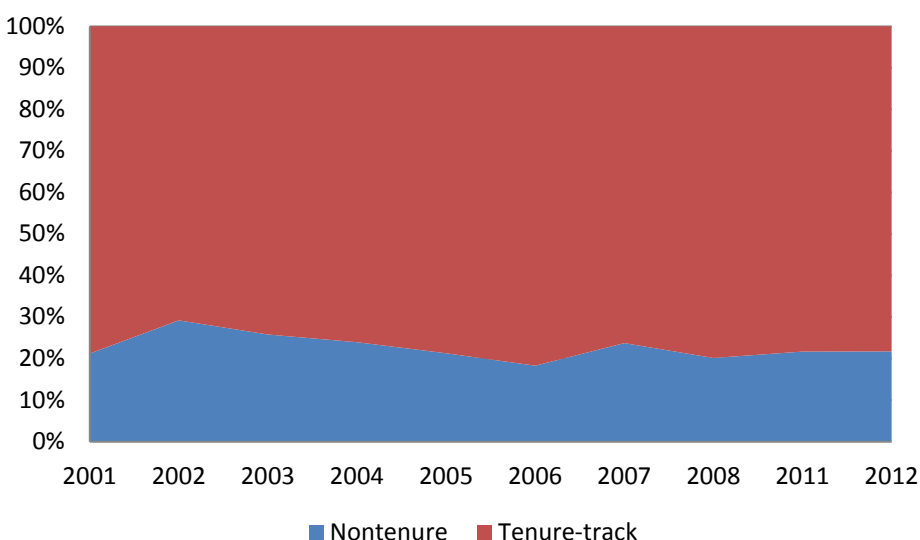
Since the major decline in positions between 2008 and 2009, fields of study have continued to fluctuate. Those fields showing the most growth over past three years (change from 2009 through 2012) were Administration and Support Services (+28), New Testament, Christian Origins, Ancient Christianity (+22), and Systematic/Constructive Theology (+15). Those fields showing the most decline were Introduction to Religion (-18), Library (-7), and Hebrew Bible and Religions of the Ancient Near East (-6).

Appointment Characteristics

In the 2001-2010 report, we wrote of a precipitous decline in tenure-track positions between 2008 and 2009. The figures reported were that 81.6% of positions listed were tenure track but decreased to 51.1% in 2009 and 61.0% in 2010. We also commented that the decline may indicate that the job market as of the 2009 academic year changed significantly in that not only did overall job listings decrease after 2008, but a higher percentage of the available jobs were now non-tenure-track positions. We should have also noted the decline in the number of ads for which tenure-related information was available—a decline affecting positions in 2009 and 2010. The number of ads considered in calculations was provided in Table 17 (see p. 21 of the 2001-2010 report); however, we did not state explicitly that the calculations for 2009 and 2010 were based on an insufficient number of positions (23.2% of 2009 ads and 21.3% of 2010 ads) and were therefore likely not representative.

Further evaluation of data from 2009 and 2010 has not revealed much more information about the tenure status of the positions (Table 20 and Table 21). Only two additional positions in 2009 were found to be tenured/tenure-track positions (47 were reported in the 2001-2010 report; we now identify 49) and twenty-three additional positions in 2009 were found to be non-tenure-track positions (45 were reported in the 2001-2010 report; we now identify 68). Similarly for the 2010 data, positions identified as tenured/tenure-track have been adjusted from 64 to 63 (one record was mislabeled) and non-tenure-track from 41 to 87. Even so, tenure-related information remains unavailable for a sufficient number of positions in 2009 and 2010; therefore, no calculations are given for these years.

Figure 3. Percentage of Positions by Tenure Status



Further evaluation of data from 2001-2010 has caused slight adjustments to the figures for tenured/tenure-track versus non-tenure-track positions, and we have identified additional faculty positions for which tenure status remains unknown. When we omit 2009 and 2010 data and view only those positions for which

tenure status is known, we find that the representation of tenure-track to non-tenure-track positions has remained relatively flat over the twelve year period (see Figure 3).

Tenure status remains unknown for over 30% of positions over the twelve-year period, excluding 2009 and 2010. For almost 5% of positions, tenure is not applicable. Such positions include research and teaching fellowships, postdoctoral positions, and nonfaculty positions, whether in administration, editorial work, or other. We hope to provide more detailed information on these types of positions in future reports.

When compared to broader higher education statistics, it appears that non-tenure-track positions are significantly underreported in the organizations' data. As of 2009, higher education statistics indicate that three out of every four faculty members at two- and four-year academic institutions in the U.S. were contingent workers. Data from the U.S. DOE's 2004 National Study of Postsecondary Faculty survey show that only 47.1% of faculty whose primary teaching field was philosophy or religion were tenured or on the tenure track.⁴ The data reported here, however, show the inverse of statistics on the general professoriate, having been about three-fourths tenure-track and one-fourth non-tenure track since 2001. It has been reported that many contingent positions are posted "just in time" (with notice of only a matter of weeks), if they are posted publically at all.⁵ It seems likely, therefore, that a significant number of contingent positions or positions other than tenure-track faculty positions may exist in the field but are not posted with the organizations.

⁴ U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04).

⁵ See Street, Maisto, Merves, and Rhoades on "just-in-time" employment, starting on page 5. Steve Street, Maria Maisto, Esther Merves, and Gary Rhoades, "Who is Professor 'Staff,'" August 2012, accessed at <http://www.nfmfoundation.org/ProfStaffFinal.pdf>.

Skills and Experience

For ads collected in 2011 and 2012, the organizations gathered data on the skill and/or experiences desired or required by hiring institutions (Table 23). Holding a Ph.D., prior teaching experience, and interdisciplinary teaching or research abilities were ranked highest among the twelve options. A majority of institutions required (51.6%) or desired (13.4%) candidates to hold a Ph.D. This figure is much lower than data from 2001-2007 show, a period in which 66.9% of hiring institutions required candidates to hold a Ph.D. and 20.9% desired a Ph.D.-in-hand. Unfortunately, data were not available for 2008-2010. Data from 2001-2007 do not show a steady decline in the percentage of institutions requiring or desiring a Ph.D., so the drastic difference between 2001-2007 and 2011-2012 is intriguing. The differences between the two periods may be attributable to changes in the response rate to these questions. The rate of non-responses jumped from around 12% from 2001-2007 to nearly 50% from 2011-2012. Almost half of hiring institutions required (22.0%) or desired (23.3%) prior teaching experience, while almost one quarter required (6.0%) or desired (18.7%) interdisciplinary teaching or research abilities. Even though some institutions desired or required interdisciplinarity, it appears to be a novelty when compared to the number of institutions desiring or requiring a Ph.D. and prior teaching experience.

The degree to which different types of institutions across the two periods (2001-2007 and 2011-2012) required a Ph.D. decreased by around 10% in each case (compare Table 19 of the 2001-2010 report with Table 24 below). Baccalaureate, Master's, and Doctorate-granting institutions decreased by 9.6%, 11.4%, and 10.4% respectively, while Special Focus institutions decreased the requirement by 15.6%.⁶ The requirement of prior teaching experience also declined along the same pattern but to a lesser degree. Baccalaureate, Master's, and Doctorate-granting institutions decreased by 7.3%, 7.8%, and 4.7% respectively, while Special Focus institutions decreased the requirement by 11.1%. While the requirement of interdisciplinary teaching or research abilities did not decrease substantially, the degree to which institutions desired the abilities decreased by 12.5% (Special Focus institutions). Baccalaureate, Master's, and Doctorate-granting institutions decreased by 8.3%, 5.4%, and 4.9% respectively.

Based on anecdotal evidence that institutions may be requiring candidates to have published journal articles, books, and/or monographs, the organizations added these questions in 2010. Only doctorate-granting institutions recorded positive answers, whether desired or required, and the rate at which they did so was lower than any option except for experience with online course instruction, which was also an option added in 2010. These institutions desired publications at a rate of 0.5% and required them at 0.3%, while they desired online course instruction at 0.3% and did not require it in any case.

Policies and Requirements

Since 2009, data has been collected about some benefits and policy matters associated with listed positions. Data collected addressed three questions: First, is a signed statement of faith required for all employees of the hiring institution (Table 25)? Second, what is the hiring institution's policy regarding domestic partner benefits (Table 26)? Third, does the hiring institution have a written non-discrimination policy (Table 27 and Table 28)?

⁶ These are calculations based on averages of the two periods.

For positions posted from 2009-2012, 37.6% declined to answer whether they required employees to sign a statement of faith. Of those responding to the question without declining, 4.3% required such a statement, which represented 38 positions. 67.6% of employers declined to answer the question about domestic partner benefits, but only 26.8% of those who answered the question without declining stated that no domestic partner benefits were available (122 out of the 455 positions responding). Almost all (98.9%) of those employers who answered the question without declining indicated that they had a written non-discrimination policy, while 42.4% declined to answer. Respondents to this question could indicate which issues were mentioned in the policy either by selecting from thirteen choices or submitting a write-in. The thirteen choices were Age, Class, Creed, Ethnicity, Gender Identity, Marital Status, National Origin, Physical Ability, Race and/or Color, Religion, Sex, Sexual Orientation, and Veteran Status. Table 28 shows the degree to which each choice was selected among positions indicating that the hiring institution had a non-discrimination policy. As of 2012, age and national origin were the most common elements in a non-discrimination policy, while class, creed, and gender identity were the least common.

Course Load

Compared with 2001-2010 data, information available for course load per position changed slightly (Table 29 and Table 30). Percentages of positions at public institutions requiring a course load of seven to eight increased from 18.4% (2001-2010) to 25.7% (2011-2012). The percentage of positions at public institutions requiring five or more courses, however, increased only slightly (54.6% to 57.1%). Private not-for-profits showed nearly opposite changes with percentages requiring five to six, seven to eight, nine to ten, and more than ten courses each declining between the 2001-2010 and 2011-2012 datasets. Positions requiring five or more courses showed a drop of 10.2% (68.7% to 58.5%) at private not-for-profits, raising the percentage of those requiring less than five courses from 31.4% in 2001-2010 to 41.4% in 2011-2012. In short, it appears that public institutions are requiring a slightly heavier course load, while private not-for-profits are decreasing their course load overall.

When we crosstabulate course load data with appointment types, we find that contingent faculty—particularly contingent faculty at private not-for-profits—are carrying the heaviest course loads (Table 31). Averaging 5.8 courses per annum, 72% of contingent faculty teach five or more courses. Tenured/tenure-track faculty average 5.6 courses per annum, 68.1% carrying five or more courses.

Conclusions

To a significant extent, this report identifies and describes the state of the job market for the members of the SBL and AAR. The typical position is a full-time tenure-track appointment at a U.S. private not-for-profit institution in a traditional field of study such as New Testament or theology with a course load of four to six and for which candidates should hold a Ph.D. and have prior teaching experience, but a myriad of other positions populate the data. We have identified the number of discrete positions represented by the advertisements posted with the organizations, which unfortunately revised figures down but clarified this important distinction. Since nearly 90% of positions are advertised from July through December, candidates may choose to focus most of their efforts on this period. More than 90% of jobs advertised come from institutions in

the Anglophone world, and most of those jobs are at private not public institutions. Many of the fields of study represented by these jobs—from archaeology to world religions—have fluctuated significantly since 2001, but candidates should still plan to complete their doctoral degrees and gain teaching experience before being hired.

Additional data such as those on degrees in the field, the credentials of candidates who eventually fill the positions, positions outside the U.S., and non-tenure-track positions would certainly make the report more comprehensive and informative. Information about positions outside the U.S. has been provided above under “Collecting Data on Institutions Outside the United States.” Information on non-tenure-track positions is included in this report under “Appointment Characteristics.”

Regarding degrees in the field, it is not certain whether data on doctorate recipients by detailed field of study exist when these degrees are earned outside the U.S. The UNESCO/OECD/EUROSTAT (UOE) database on education statistics is compiled on the basis of national administrative sources, reported by Ministries of Education or National Statistical offices according to international standards, definitions and classifications, and covers at least thirty countries. Yet, it parses graduate degree data by thirty-three fields that are not detailed enough for our purposes.⁷ While it is possible with the Classification of Instructional Programs (CIP) codes to disaggregate academic subdisciplines for doctorate degrees earned at U.S. institutions, the problem is somewhat opposite. It would be difficult to count all the degrees within the fields represented by the members of SBL and AAR, because while there is sufficient detail among CIP fields not all degrees within certain fields would necessarily apply to members.⁸ In other words, how should we account for degrees that do not fall under the broad

⁷ See <http://stats.oecd.org/Index.aspx?DatasetCode=RGRADSTY#>. Humanities is as detailed as the UOE gets regarding our field. It appears that the current version of classification codes in use (the International Standard Classification of Education (ISCED)) was last revised in 1997, though a revised version will be used starting in 2014. Moreover, a panel of experts led by the UIS developed a draft classification including further details (“fields of training”) that will be considered for adoption in November 2013. It is unclear when the fields of training would be incorporated into publically available data, if they are adopted. Regarding fields of training, see <http://www.uis.unesco.org/Education/Pages/international-standard-classification-of-education.aspx>.

⁸ <http://www.nsf.gov/statistics/sed/2011/technotes.cfm>: “Since 1994 more than 40,000 doctorates have been awarded annually. The annual numbers of doctorates reported in the results of the IPEDS Completions Survey are slightly higher than those in the SED. Differences can be attributed largely to the inclusion of nonresearch doctorates, primarily in the fields of theology and education, in the Completions Survey. The differences between the two surveys were fairly consistent from 1960 to 1999, with ratios of IPEDS-to-SED counts ranging from 1.01 to 1.06. Because a respondent to the SED may not classify his or her specialty exactly as reported by the institution in the Completions Survey, the difference in the number of doctorates for a given field reported by the two surveys may be greater than the difference for all fields combined.”

Also see the research doctorate degrees description available at <http://www2.ed.gov/about/offices/list/ous/international/usnei/us/edlite-structure-us.html>, which specifies the types of degrees that are included (e.g., Ph.D., Th.D., S.T.D.).

See also the Note on Data Used to Calculate Discipline-Specific Degree Counts and Shares at http://www.humanitiesindicators.org/content/hrcoIIC.aspx?o=hrcoIIC.aspx_topII19#note1, which states: “For the purposes of the Humanities Indicators the CIP has several advantages over the NSF classification system. For example, because the NSF system groups degrees in the nonsectarian study of religion with those awarded in programs designed to prepare students for religious vocations and because the latter type of degree is much more common, the HI cannot include what the NSF considers to be degrees in religion in the humanities degree counts for

banner of “religion/religious studies” or “bible/biblical studies” but are coded in fields that the Society may only partially represent? Even if it could not claim to represent these subfields entirely, for example, surely the Society can claim members in Classics (listed under Letters alongside Comparative literature and English literature), Archaeology (listed under Other humanities), and Middle/Near East Studies (listed under History by the National Science Foundation (NSF) but treated under selected interdisciplinary studies⁹).

The organizations do not collect data about candidates who eventually fill the particular positions that are posted with the organizations. Through the Employment Center, SBL and AAR conduct a web-based, anonymous survey that provides the organizations with basic demographic information on hires. The response rate in recent years has been low. Data from these surveys include the rank of appointment, type of appointment, the ethnicity/race and sex of the hire, whether the hire has completed the doctorate degree, and in what year the hire has completed or anticipates completing the doctorate degree. These data are posted on the AAR website at <http://www.aarweb.org/employment-services/employment-trends>.

Nonetheless, we continue to strive to find ways of expanding the usefulness of this report in order to make it more useful for our members in their efforts to find and secure gainful employment.

Methodology

This report has been produced for the benefit of members of the Society of Biblical Literature and American Academy of Religion. The report was authored by Charles G. Haws, Associate Director of Programs of SBL. It was directed by John F. Kutsko, Executive Director of SBL, and John R. Fitzmier, Executive Director of AAR. Thanks are due to the various persons who contributed to the report, including Shani Settles, Associate Director of Employment Services of AAR, and Crystal Anderson, Programs Coordinator of SBL.

Data in this report derive from the various ways in which the American Academy of Religion and Society of Biblical Literature have collected job advertisements and have been shared by the organizations in order to produce the report. Scholars Press managed the job listing and conference interview service for AAR and SBL prior to September 1, 2000. Because of the small number of data collected in 2000, those data are not considered in this report. As of September 1, 2000, the AAR administered those services for both AAR and SBL. Following the decision to separate the Annual Meetings, effective in 2008, the AAR and SBL continued these services separately through 2010. In the context of renewing their partnership for the Annual Meetings, the organizations have also revisited their efforts to provide their members with employment and professional development related resources. The organizations have developed a single, new job listing service to be launched in early 2013, which will eliminate redundancies for job seekers and employers and enable coordinated reporting in years to come.

years prior to 1987. With CIP-coded data, however, academic disciplines such as comparative religion can be separated from vocational programs such as theology and thus can be included in the humanities degree tally.”

⁹ See <http://www.humanitiesindicators.org/binaries/nsfCip.xls>.

The data in this report reflect all advertisements for job openings that institutions placed with SBL and AAR from 2001 through 2012, not necessarily the total number of job openings in the academic fields that the organizations represent. Indeed, institutions may post advertisements with the organizations exclusively, with the organizations and with another listing service such as the *Chronicle for Higher Education* or HigherEdJobs, or through their own channels exclusively. While it is assumed that institutions seek out the organizations' job listings services in order to advertise openings relevant to the organizations' members, it is not necessarily the case that jobs posted with the organizations (and thus represented in this report) represent the universe of jobs in the fields of biblical, religious, and theological studies.

Index of Tables¹⁰

Table 1
Number of Advertisements vs. Positions (2001-2012)

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Adv.	511	603	553	558	638	607	592	733	397	494	553	534
Pos.	476	554	525	522	592	588	575	672	385	479	540	536

Table 2
Number of Positions by Year as a Percentage of Highest Volume (2008)

	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
N	-147	-150	-80	-84	-97		-287	-193	-132	-136
Pct change from peak	-21.9	-22.3	-11.9	-12.5	-14.4		-42.7	-28.7	-19.6	-20.2
Pct of peak	78.1	77.7	88.1	87.5	85.6	100.0	57.3	71.3	80.4	79.8

Table 3
Number of Positions by Year and Month

	Year										Average	
	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	Total (N)	Total (Pct)
Jan	36	24	19	28	29	39	19	20	37	28	279	5.2
Feb	25	23	31	28	28	53	20	30	28	31	297	5.5
Mar	30	28	21	18	24	43	26	27	34	20	271	5.0
Apr	18	16	17	29	14	26	15	15	36	10	196	3.6
May	14	13	18	18	16	14	17	17	21	22	170	3.1
Jun	13	26	22	13	12	25	5	20	16	22	174	3.2
Jul	23	24	20	18	31	36	17	32	20	16	237	4.4
Aug	45	47	74	80	58	95	47	50	54	112	662	12.2
Sep	90	112	124	129	133	186	71	97	110	97	1149	21.2
Oct	124	108	135	118	125	99	63	84	108	92	1056	19.5
Nov	69	72	79	69	75	36	47	49	44	51	591	10.9
Dec	38	29	32	40	30	20	38	38	32	35	332	6.1
	525	522	592	588	575	672	385	479	540	536	5414	100.0

¹⁰ Unless otherwise specified, data represented in these tables derive from job listings posted with the organizations during 2011 and 2012.

Table 4**Months in which Positions are Advertised by World Region¹¹**

	Africa		Asia		Europe		Latin America		Middle East		North America		Pacific	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
Jan		0.0	1	14.3	1	2		0.0		0.0	61	6.5		0.0
Feb		0.0		0.0	4	7		0.0		0.0	50	5.3	4	28.6
Mar		0.0		0.0	6	11		0.0	2	3.9	46	4.9		0.0
Apr		0.0		0.0	1	2		0.0	9	17.6	35	3.7	1	7.1
May		0.0	1	14.3	8	15		0.0		0.0	32	3.4	2	14.3
Jun	1	100.0		0.0	3	6		0.0		0.0	33	3.5	1	7.1
Jul		0.0		0.0	2	4		0.0	1	2.0	33	3.5		0.0
Aug		0.0		0.0	1	2		0.0	36	70.6	128	13.6	1	7.1
Sep		0.0		0.0	2	4	1	50.0		0.0	202	21.4	1	7.1
Oct		0.0	4	57.1	7	13	1	50.0	1	2.0	185	19.6	2	14.3
Nov		0.0	1	14.3	14	26		0.0	1	2.0	78	8.3	1	7.1
Dec		0.0		0.0	5	9		0.0	1	2.0	60	6.4	1	7.1
Total	1	100.0	7	100.0	54	100.0	2	100.0	51	100.0	943	100.0	14	100.0

¹¹ The country represented in Africa is South Africa. Countries represented in Asia are Bangladesh, Hong Kong, India, Macau, Taiwan, and Thailand. Countries represented in Europe are Austria, Denmark, Finland, Germany, Ireland, the Netherlands, Norway, Sweden, Switzerland, and the United Kingdom. The country represented in Latin America is the Bahamas. Countries represented in the Middle East are Egypt, Israel, and Kazakhstan. Countries represented in North America are Canada and the United States. Countries represented in the Pacific are Australia, Japan, New Zealand, and Singapore.

Table 5
Average Duration Positions are
Advertised by Month

	N
Jan	35
Feb	31
Mar	30
Apr	42
May	38
Jun	45
Jul	63
Aug	47
Sep	42
Oct	37
Nov	35
Dec	39
Total	40

Table 6
Positions by Month of Estimated Start Date

	Pct
Jan	2.7
Feb	0.2
Mar	2.3
Apr	0.7
May	0.5
Jun	8.2
Jul	8.4
Aug	18.9
Sep	57.3
Oct	0.7
Nov	0.0
Dec	0.0
Total	100.0

Table 7
Country of Institution

	2011		2012		Total	
	N	Pct	N	Pct	N	Pct
Australia	8	1.5	3	0.6	11	1.0
Austria		0.0	2	0.4	2	0.2
Bahamas		0.0	2	0.4	2	0.2
Bangladesh	1	0.2		0.0	1	0.1
Canada	25	4.6	23	4.3	48	4.5
Denmark	1	0.2		0.0	1	0.1
Egypt	1	0.2	1	0.2	2	0.2
Finland	1	0.2	1	0.2	2	0.2
Germany	4	0.7	8	1.5	12	1.1
Hong Kong	1	0.2		0.0	1	0.1
India	1	0.2	1	0.2	2	0.2
Ireland		0.0	2	0.4	2	0.2
Israel	9	1.7	39	7.3	48	4.5
Japan		0.0	1	0.2	1	0.1
Kazakhstan		0.0	1	0.2	1	0.1
Macau		0.0	1	0.2	1	0.1
Netherlands	1	0.2	2	0.4	3	0.3
New Zealand		0.0	1	0.2	1	0.1
Norway		0.0	1	0.2	1	0.1
Singapore		0.0	1	0.2	1	0.1
South Africa		0.0	1	0.2	1	0.1
Sweden	1	0.2	1	0.2	2	0.2
Switzerland		0.0	2	0.4	2	0.2
Taiwan		0.0	1	0.2	1	0.1
Thailand		0.0	1	0.2	1	0.1
United Kingdom	11	2.0	16	3.0	27	2.5
United States	474	87.9	424	79.1	898	83.5
Subtotal	539	100.0	536	100.0	1,075	100.0
Missing	1					
Total	540		536		1,076	

Table 8
Global Region

	2011	2012	Total
Africa		1	1
Asia	3	4	7
Latin America		2	2
Middle East	10	41	51
North America	499	447	946
Pacific	8	6	14
Western Europe	19	35	54
Subtotal	539	536	1,075
Missing	1		
Total	540	536	1,076

Table 9
U.S. Region of Institution

	2011	2012	Total
Far West	43	45	88
Great Lakes	88	77	165
Mid East	90	87	177
New England	48	37	85
Plains	45	28	73
Rocky Mountains	7	7	14
Southeast	105	94	199
Southwest	31	27	58
US Service schools		1	1
Subtotal	457	403	860
Missing	83	133	216
Total	540	536	1,076

Table 10
Control of Institution by Year

	Private not-for-profit		Public	
	N	Pct	N	Pct
2003	352	78.7	95	21.3
2004	358	76.8	108	23.2
2005	432	81.1	101	18.9
2006	410	79.8	104	20.2
2007	417	81.6	94	18.4
2008	435	78.7	118	21.3
2009	271	80.7	65	19.3
2010	329	83.3	66	16.7
2011	359	78.6	98	21.4
2012	317	79.1	84	20.9
Subtotal	3680	79.8	933	20.2
Missing	216			
Total	1,076	100		

Table 11
Type of Institution

	2011		2012		Total	
	N	Pct	N	Pct	N	Pct
Associate	0	0.0	0	0.0	0	0.0
Baccalaureate	77	16.8	78	19.4	155	18.0
Master's	87	19.0	66	16.4	153	17.8
Doctorate-granting	215	47.0	187	46.4	402	46.7
Special Focus Institutions	78	17.1	72	17.9	150	17.4
Subtotal	457	100.0	403	100.0	860	100.0
Missing	216					
Total	1,076					

Table 12
Type of Institution by Control and Carnegie Classification

	Private not-for-profit		Public		Total (N)	Total (Pct)
	N	Pct	N	Pct		
Baccalaureate	151	22.3	4	2.2	155	18.1
Master's	124	18.3	27	14.8	151	17.6
Doctorate-granting	251	37.1	151	83.0	402	46.9
Special Focus Institutions	150	22.2		0.0	150	17.5
Subtotal	676	100.0	182	100.0	858	100.0
Missing	218					
Total	1,076					

Note: percentages tabulated by column to show percentage by Control

Table 13
Type of Institution by Control and Carnegie Classification

	Private not-for-profit		Public		Total (N)	Total (Pct)
	N	Pct	N	Pct		
Baccalaureate	151	97.4	4	2.6	155	100.0
Master's	124	82.1	27	17.9	151	100.0
Doctorate-granting	251	62.4	151	37.6	402	100.0
Special Focus Institutions	150	100.0		0.0	150	100.0
Subtotal	676	78.8	182	21.2	858	100.0
Missing	218					
Total	1,076					

Note: percentages tabulated by row to show percentage by Carnegie Classification

Table 14
Enrollment

	N	Pct
Fewer than 1,000	150	17.4
1,000-2,499	119	13.8
2,500-4,999	121	14.1
5,000-9,999	87	10.1
10,000-24,999	249	29.0
25,000-49,999	121	14.1
50,000 or more	13	1.5
Subtotal	860	100.0
Missing	216	
Total	1,076	

Table 15
Enrollment by Control

	Private not-for-profit		Public	
	N	Pct	N	Pct
Fewer than 1,000	150	100.0		0.0
1,000-2,499	118	99.2	1	0.8
2,500-4,999	115	95.0	6	5.0
5,000-9,999	81	93.1	6	6.9
10,000-24,999	173	70.0	74	30.0
25,000-49,999	39	32.2	82	67.8
50,000 or more		0.0	13	100.0
Subtotal	676	78.8	182	21.2
Missing	216			
Total	1,076			

Table 16
Pending Approval

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
N	11	7	7	6	12	9	6	31	4	4	21	51
Pct of Total Positions	2.3	1.3	1.3	1.1	2.0	1.5	1.0	4.6	1.0	0.8	3.9	9.5

Table 17
Visiting Positions

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
N	27	38	46	46	36	42	57	45	22	12	45	42
Pct of Total Positions	5.7	6.9	8.8	8.8	6.1	7.1	9.9	6.7	5.7	2.5	8.3	7.8

Table 18
Departmental Areas

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
Biblical Studies	21	42	28	17	17	26	23	7	2	8	9	7
History	1		2	1	2			2		1		
Humanities	35	39	30	28	31	35	50	31	23	16	30	33
Jewish and Judaic Studies			1		1	1	2		2	1	2	
Joint Department or Appointment	14	22	12	12	12	18	8	19	10	8	21	13
Middle or Near Eastern Studies		2	1	6	1	1		3	1	3	3	1
Ministry	51	40	42	51	55	38	56	58	25	41	76	64
Philosophy or Philosophy and Religion	48	65	74	52	58	48	59	58	30	32	44	24
Religion or Religious Studies	171	198	175	201	206	240	199	247	153	163	162	148
Social Sciences	1		2	1	2	5	3	3	1			
South and East Asian Studies			1									
Theological Studies	80	98	116	101	132	115	114	119	67	117	80	105
Subtotal	422	506	484	470	517	527	514	547	314	390	427	395
Missing	931											
Total	6,444											

Table 19a
Position Fields of Study (2001-2004)

	'01	'02	'03	'04
Administration and Support Services			21	26
Archaeology				
Arts, Literature, and Religion	12	11	5	5
Asian Religions (general or not listed separately)			7	16
Buddhism				
Christian Studies	5	6	9	6
Classics				
Comparative Religions/Theology	10	18	3	1
Critical Studies/Theory/Methods in Religion				
East Asian Religions (general or not listed separately)			2	8
Editorial/Journalism/Media			1	4
Ethics	29	33	24	24
Gay/Lesbian Studies in Religion				
Hebrew Bible and Religions of the Ancient Near East	33	42	45	50
Hinduism			4	2
History of Christianity/Church History	19	34	29	27
History of Religion (general)	17	22	9	11
Indigenous/Native/Traditional Religions			3	4
Introduction to Religion			11	16
Islamic Studies	28	37	32	45
Jewish Studies	26	36	25	17
Languages (inc. Hebrew, Greek, Urdu, Arabic, etc.)				
Library			1	2
Missiology			5	5
Moral Theology				
New Testament, Christian Origins, Ancient Christianity	17	24	23	56
North American Religions	11	17	15	14
Pastoral Care			5	8
Philosophy of Religion	75	86	42	12
Practical/Praxis Theology			9	16
Preaching/Ministry/Liturgical Studies			7	9
Racial/Ethnic Minority Studies in Religion	7	6	9	12
Religions of Africa and/or Religions of the African Diaspora				
Social Sciences and Religion	6	4	9	6
South and Central American and Caribbean Religions			1	2
South Asian Religions (general or not listed separately)	8	9	13	18
Systematic/Constructive Theology				
Women's Studies in Religion	8	6	6	8
World Religions			12	21
Total	476	554	525	522

Table 19b
Position Fields of Study (2005-2008)

	2005	2006	2007	2008
Administration and Support Services	22	26	29	40
Archaeology	2	1	1	2
Arts, Literature, and Religion	8	5	8	13
Asian Religions (general or not listed separately)	8	11	15	25
Buddhism				10
Christian Studies	8	11	5	17
Classics				5
Comparative Religions/Theology	1		2	13
Critical Studies/Theory/Methods in Religion				2
East Asian Religions (general or not listed separately)	10	7	7	14
Editorial/Journalism/Media	1	1		
Ethics	26	25	18	28
Gay/Lesbian Studies in Religion			2	
Hebrew Bible and Religions of the Ancient Near East	48	63	57	47
Hinduism		3	4	1
History of Christianity/Church History	33	36	33	35
History of Religion (general)	8	11	14	8
Indigenous/Native/Traditional Religions	2	2	2	2
Introduction to Religion	16	18	17	35
Islamic Studies	44	46	46	42
Jewish Studies	28	29	29	27
Languages (inc. Hebrew, Greek, Urdu, Arabic, etc.)				11
Library	4	3	1	9
Missiology	4		5	7
Moral Theology				22
New Testament, Christian Origins, Ancient Christianity	60	73	62	46
North American Religions	15	7	17	7
Pastoral Care	7	7	4	10
Philosophy of Religion	21	11	15	12
Practical/Praxis Theology	17	22	25	12
Preaching/Ministry/Liturgical Studies	12	15	17	10
Racial/Ethnic Minority Studies in Religion	7	6	4	5
Religions of Africa and/or Religions of the African Diaspora				4
Social Sciences and Religion	5	14	12	11
South and Central American and Caribbean Religions	3	1	2	2
South Asian Religions (general or not listed separately)	13	16	12	7
Systematic/Constructive Theology				33
Women's Studies in Religion	9	12	12	6
World Religions	13	15	18	16
Total	592	588	575	672

Table 19c
Position Fields of Study (2009-2012)

	2009	2010	2011	2012
Administration and Support Services	22	32	33	50
Archaeology	2	2		1
Arts, Literature, and Religion	3	6	4	3
Asian Religions (general or not listed separately)	9	13	18	16
Buddhism	1	2	10	8
Christian Studies	14	15	24	12
Classics			1	1
Comparative Religions/Theology	5	9	8	17
Critical Studies/Theory/Methods in Religion		3	1	3
East Asian Religions (general or not listed separately)	3	13	6	6
Editorial/Journalism/Media			4	1
Ethics	11	16	24	21
Gay/Lesbian Studies in Religion			1	1
Hebrew Bible and Religions of the Ancient Near East	31	35	33	25
Hinduism	5	2	2	4
History of Christianity/Church History	11	25	27	17
History of Religion (general)	2	11	3	6
Indigenous/Native/Traditional Religions	1	1	3	6
Introduction to Religion	31	21	25	13
Islamic Studies	28	33	43	34
Jewish Studies	20	23	19	34
Languages (inc. Hebrew, Greek, Urdu, Arabic, etc.)	5	4	8	7
Library	14	13	8	7
Missiology	5	4	4	5
Moral Theology	9	12	22	14
New Testament, Christian Origins, Ancient Christianity	22	38	49	44
North American Religions	8	3	14	7
Pastoral Care	3	10	8	5
Philosophy of Religion	4	6	7	9
Practical/Praxis Theology	3	3	8	4
Preaching/Ministry/Liturgical Studies	6	10	12	10
Racial/Ethnic Minority Studies in Religion	1	1	2	
Religions of Africa and/or Religions of the African Diaspora	1	2	2	4
Social Sciences and Religion	10	7	5	13
South and Central American and Caribbean Religions	1	4	6	9
South Asian Religions (general or not listed separately)	3	3	11	7
Systematic/Constructive Theology	13	32	15	28
Women's Studies in Religion	12	2	7	10
World Religions	7	4	23	13
Total	385	479	540	536

Table 20**Number of Positions by Tenure-Track Status (when status known)**

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
NTT	67	101	82	78	77	68	83	88	69	67	88	86
TT	249	245	236	248	285	304	267	349	49	63	318	310
Subtotal	316	346	318	326	362	372	350	437	118	130	406	396
Missing	160	208	207	196	230	216	225	235	267	349	134	140
Total	476	554	525	522	592	588	575	672	385	479	540	536

Table 21**Percentage of Positions by Tenure-Track Status (when status known)**

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
NTT	21.2	29.2	25.8	23.9	21.3	18.3	23.7	20.1	†	†	21.7	21.7
TT	78.8	70.8	74.2	76.1	78.7	81.7	76.3	79.9	†	†	78.3	78.3
Total	100	100	100	100	100	100	100	100	†	†	100	100

Table 22**Full-time or Part-time**

	2011		2012		Total	
	N	Pct	N	Pct	N	Pct
Full-time	535	99.6	530	98.9	1,065	99.3
Part-time	2	0.4	6	1.1	8	0.7
Subtotal	537	100.0	536	100.0	1,073	100.0
Missing	3					
Total	1,076					

Table 23
Skill and/or Experience (Pct)

	N	Pct
Administrative Experience		
Desired	60	5.6
Required	65	6.1
Affirmative Action Eligibility		
Desired	85	7.9
Required	7	0.7
Interdisciplinary Teaching or Research		
Desired	196	18.3
Required	90	8.4
Online Course Instruction Experience		
Desired	3	0.3
Required	3	0.3
Religious Ordination		
Desired	57	5.3
Required	8	0.7
Hold a Ph.D.		
Desired	143	13.4
Required	553	51.6
Published Journal Article(s)		
Desired	2	0.2
Required	1	0.1
Published Book(s) and/or Monograph(s)		
Desired	2	0.2
Required	1	0.1
Religious Affiliation or Commitment		
Desired	50	4.7
Required	94	8.8
Student Services Experience		
Desired	42	3.9
Required	15	1.4
Prior Teaching Experience		
Desired	231	21.6
Required	299	27.9
U.S. Citizenship		
Desired	37	3.5
Required	37	3.5

Table 24
Skill and/or Experience by Type of Institution (Pct)

	Baccalaureate	Master's	Doctorate-granting	Special Focus
Administrative Experience				
Desired	3.9	7.3	4.0	8.0
Required	2.6	0.7	4.5	13.3
Affirmative Action Eligibility				
Desired	8.4	11.9	6.8	10.7
Required	0.0	0.0	1.3	0.0
Interdisciplinary Teaching or Research				
Desired	20.1	21.2	18.5	18.7
Required	7.8	7.3	10.8	6.0
Online Course Instruction Experience				
Desired	0.0	1.3	0.3	0.0
Required	0.0	0.0	0.0	2.0
Religious Ordination				
Desired	3.9	1.3	0.8	22.0
Required	0.0	1.3	0.3	2.0
Hold a Ph.D.				
Desired	30.5	17.9	8.0	14.7
Required	42.2	53.6	63.8	45.3
Published Journal Article(s)				
Desired	0.0	0.0	0.5	0.0
Required	0.0	0.0	0.3	0.0
Published Book(s) and/or Monograph(s)				
Desired	0.0	0.0	0.5	0.0
Required	0.0	0.0	0.3	0.0
Religious Affiliation or Commitment				
Desired	1.9	4.6	2.0	18.0
Required	7.8	9.9	3.3	22.7
Student Services Experience				
Desired	3.9	5.3	3.3	6.7
Required	0.0	2.0	1.5	1.3
Prior Teaching Experience				
Desired	24.0	32.5	22.0	23.3
Required	33.8	29.8	31.3	22.0
U.S. Citizenship				
Desired	2.6	7.9	2.8	5.3
Required	5.2	6.0	0.8	3.3

Note: figures represent percentages of the particular type of institution by column

Table 25**Is a signed statement of faith required for all employees?**

	2009		2010		2011		2012	
	N	Pct	N	Pct	N	Pct	N	Pct
No	133	96.4	200	96.2	256	96.2	250	94.3
Yes	5	3.6	8	3.8	10	3.8	15	5.7
Subtotal	138	100.0	208	100.0	266	100.0	265	100.0
Decline to answer	71		127		168		162	
Missing	535							
Total	1,940							

Table 26**What is institution's policy regarding domestic partner benefits?**

	2009		2010		2011		2012	
	N	Pct	N	Pct	N	Pct	N	Pct
No domestic partner benefits are available.	18	26.1	31	29.2	39	26.9	34	25.2
Only same sex partners are eligible for domestic partner benefits.	20	29.0	19	17.9	36	24.8	30	22.2
Couples who are not legally married are eligible for domestic partner benefits, regardless of sex or gender.	31	44.9	56	52.8	70	48.3	71	52.6
Subtotal	69	100.0	106	100.0	145	100.0	135	100.0
Decline to Answer	140		229		289		292	
Missing	535							
Total	1,940							

Table 27**Does your institution have a written non-discrimination policy?**

	2009		2010		2011		2012	
	N	Pct	N	Pct	N	Pct	N	Pct
No		0.0	5	2.8	1	0.4	3	1.2
Yes	130	100.0	175	97.2	250	99.6	245	98.8
Subtotal	130	100.0	180	100.0	251	100.0	248	100.0
Decline to Answer	79		155		183		179	
Missing	535							
Total	1,940							

Table 28
Issues Mentioned in the Non-Discrimination Policies of Hiring Institutions

	2009		2010		2011		2012	
	N	Pct	N	Pct	N	Pct	N	Pct
Age	86	66.2	102	56.7	175	69.7	177	71.4
Class	35	26.9	49	27.2	86	34.3	79	31.9
Creed	53	40.8	67	37.2	112	44.6	114	46.0
Ethnicity	72	55.4	88	48.9	156	62.2	155	62.5
Gender Identity	55	42.3	69	38.3	127	50.6	116	46.8
Marital Status	57	43.8	69	38.3	115	45.8	119	48.0
National Origin	86	66.2	99	55.0	184	73.3	176	71.0
Physical Ability	84	64.6	97	53.9	167	66.5	166	66.9
Race and/or Color	70	53.8	81	45.0	150	59.8	134	54.0
Religion	74	56.9	102	56.7	175	69.7	162	65.3
Sex	80	61.5	93	51.7	175	69.7	166	66.9
Sexual Orientation	77	59.2	98	54.4	170	67.7	152	61.3
Veteran Status	60	46.2	76	42.2	130	51.8	138	55.6

Note: Percentages calculated using positive responses to options listed. They exclude missing responses and responses of “decline to answer.”

Table 29
Total Annual Number of Courses by Carnegie Classification (Pct)

	Baccalaureate	Master's	Doctorate-granting	Special Focus
One to two	2.8	3.7	8.2	11.9
Three to four	19.7	4.9	53.1	31.0
Five to six	52.1	48.8	24.2	50.0
Seven to eight	25.4	40.2	13.0	4.8
Nine to ten	0.0	2.4	1.0	2.4
More than ten	0.0	0.0	0.5	0.0
	100.0	100.0	100.0	100.0

Table 30
Total Annual Number of Courses by Control (Pct)

	Private not-for-profit	Public
One to two	7.7	3.8
Three to four	33.7	39.0
Five to six	39.4	29.5
Seven to eight	17.8	25.7
Nine to ten	1.0	1.9
More than ten	0.3	0.0
	100.0	100.0

Table 31
Total Annual Number of Courses by Appointment Type

	N
Contingent Faculty	5.8
Tenured/Tenure-track Faculty	5.6
Faculty (tenure status unknown)	5.1
Fellowship/Postdoctoral	3.2
Nonfaculty	1.4