

## **Job Advertisement Data 2001-2010**

**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

The information gathered below reflects data gathered by the Society of Biblical Literature and American Academy of Religion from 2001 through 2010. The data reflect all advertisements for job openings that institutions placed with SBL and AAR, not necessarily the total number of job openings in the academic fields that the organizations represent. These data should be considered, therefore, as meaningful indications of hiring trends and characteristics even if 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. It is clear that more jobs than this exist outside the U.S. and Canada, but with the small number of ads for such jobs posted with the organizations, few observations may be made.

The data reveal various characteristics of note about the job market in biblical, religious, and theological studies. Most striking are the relatively steady hiring trends in the early 2000s contrasted with significant changes to the market starting in 2008. In 2008 81.6% of positions listed were tenure track, but in 2009 51.1% were listed as tenure track and in 2010 61.0% were listed as tenure track. Indeed, the lowest percentage of tenure-track positions from 2001 through 2008 was in 2003 (73.7%). These findings may indicate that the job market for the 2009 academic year fundamentally changed, not only shrinking but reconfiguring with a greater emphasis on non-tenure-track employment. Hiring at the end of 2010 indicates an upward trend, but it is significantly down from historic highs. Hires for new positions accounted for 37.9% of positions from 2001 through 2007, but without sufficient data for 2008 through 2010 it is not possible to know whether new positions continue to constitute a significant percentage of the hiring landscape.

It is clear from the data that candidates should focus on acquiring a Ph.D., obtaining teaching experience, and ensuring that interdisciplinary teaching or research is part of their repertoire. The data do not reflect whether or not publishing of journal articles, books, and/or monographs was desired or required. The overwhelming majority of positions, averaging 66.9% from 2001 through 2007, require—not simply desire—a Ph.D. and 69.2% of positions either require or desire prior teaching experience. While only 9.7% of positions require interdisciplinary teaching or research, 25.2% desired evidence of the skill or experience.

Further analysis of these and other data is given below. Analysis involves information about the job advertisements themselves (e.g., for what duration a typical ad is posted), the institutions posting the ads (e.g., whether the institution is private not-for-profit or public), and the positions advertised (e.g., how many courses per year the position would teach). Key findings are provided immediately below and a description of the methods by which the data were collected and analyzed concludes this report.

## Key Findings

1. The decade under consideration experienced significant fluctuation in the number of job advertisements. Sharp decline marked 2008 to 2009 (-45.8%) and ad numbers in 2010 were just below ad levels for 2001 (494 and 511 respectively).
2. In 2008 81.6% of positions listed were tenure track, but this figure decreased to 51.1% in 2009 and 61.0% in 2010. These findings may indicate that the job market for the 2009 academic year fundamentally changed, not only declining but reconfiguring with a greater emphasis on non-tenure-track employment.
3. Hiring for new positions and vacancies, as opposed to sabbatical and visiting position hires and cases in which a search was reopened, accounted for 85.1% of position listings.
4. For ads posted with SBL and AAR from 2001 through 2010, the three most important skills or experiences desired or required by employers were (in order) holding a Ph.D., prior teaching experience, and interdisciplinary teaching or research.
5. Data may suggest that demand for Ph.D. and M.A. instruction has increased with little correlative effect on the demand for B.A., M.Div., and Th.D. or D.Min. instruction.
6. Jobs posted with the organizations were almost exclusively full-time rather than part-time.
7. Fields of study for positions themselves were diverse but populated three major categories. Positions dealing with modern religions and their histories, including comparative and world religions, accounted for 31.6% of ads. Positions in biblical studies and related disciplines—including Ancient Near Eastern languages and literatures, Second Temple Judaism, and early Christianity—accounted for 29.0% of ads. Positions in theology, philosophy, philosophy of religion, and ethics accounted for 21.9% of ads.
8. Positions in Islam were the major driver for the growth of positions dealing with modern religions and their histories between 2008 and 2009, increasing fourfold and accounting for 32.9% of such positions in that period.
9. New Testament and early Christianity positions drove the rebound for positions focused on biblical studies, accounting for 39.5% of such positions in 2010.
10. Positions in theology have led growth among positions in theology, philosophy, philosophy of religion, and ethics, doubling from 2008 to 2010 and accounting for 61.0% of such positions in that period.
11. Not-for-profit, as opposed to public, institutions prevail in terms of the total number of positions.
12. Most jobs at public institutions represent institutions with Master's and Doctorate programs. Similarly, most jobs at public institutions represent institutions with student enrollment figures of at least 10,000.
13. A majority of positions (64.3%) indicated that hires would teach undergraduate students, while 43.5% of positions indicated that hires would teach Master's students and 27.0% of positions indicated that hires would teach doctoral students.
14. Positions at Special Focus institutions and Doctorate-granting institutions report the lowest course load at 5.0 and 5.1 courses per annum. Associate institutions report 5.4 courses per annum, while Baccalaureate institutions report 5.9 courses per annum. Master's institutions reported the highest course load at 6.7 courses per annum.
15. Most hires would teach three to six courses per annum: 77.6% of not-for-profit institution ads and 77.2% of public institution ads indicated that hires would teach three to six courses per annum. Not-for-profit institutions, however, more frequently indicated a higher course load:

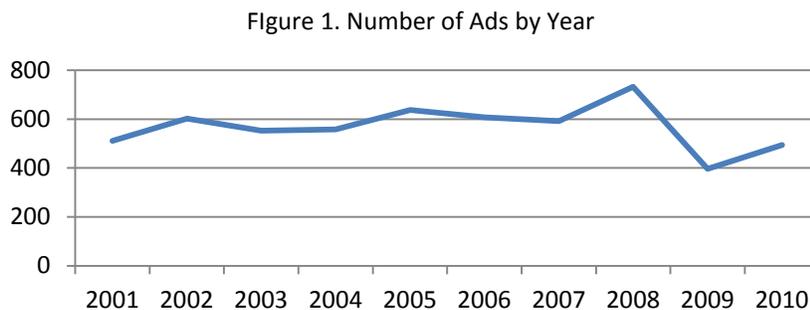
66.5% of not-for-profit institution ads indicated that hires would teach five to eight courses per annum, which compares with 51.8% of public institutions ads.

16. Institutions located in twenty-eight countries posted ads with the organizations from 2001 through 2010, representing six of the seven continents. The overwhelming majority of institutions posting job ads with the organizations are located within the United States (90.2%). Five countries posted at least twenty ads from 2001 through 2010: United States, Canada, United Kingdom, New Zealand, and The Netherlands.

## Data Analysis

From 2001 through 2010, the number of job advertisements per year fluctuated, increasing year over year by as much as 24% in some cases and decreasing by as much as 46% in other cases (Table 1). The highest number of ads was posted in 2008. In fact, each month in 2008 received more ads year over year until October, after which a precipitous decline in ads began. Nearly 46% fewer ads were received in 2009 compared with 2008 (Table 1).

Advertisements have since rebounded, rising over 24% in 2010, but the number of ads posted in 2010 is still lower than the ads posted in each of the previous years (except 2009).



The majority of jobs in this period (64.8%) was posted during the months of August, September, October, and November. The increase during these months is to be expected because many ads are posted in connection with the organizations' Annual Meetings, which are held in November. Nearly half (48.5%) of the jobs were posted for thirty or fewer days, while 33.8% of jobs were posted for thirty-one to sixty days, and 17.7% of jobs were posted for longer than sixty days.

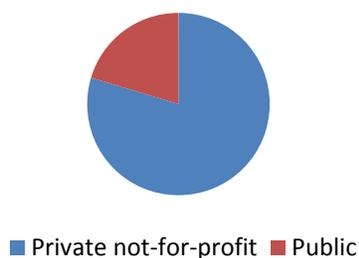
## Institutional Profiles

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 National Center for Education Statistics (NCES) and the Integrated Postsecondary Education Data System (IPEDS), the core postsecondary education data collection program for NCES.

### *Types of Institutions*

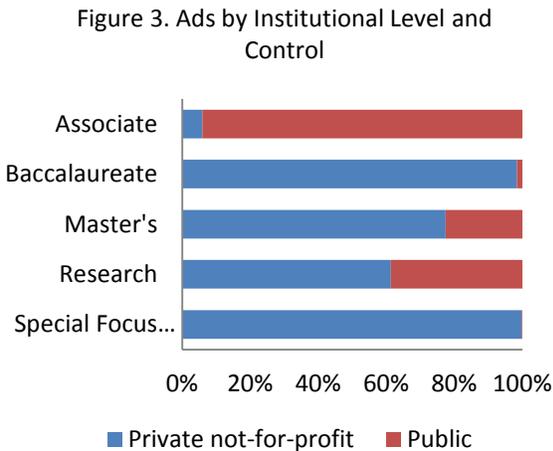
All accredited, degree-granting colleges and universities in the United States represented in the IPEDS system are classified in various ways. One of these ways is whether an institution is operated by publicly elected or appointed officials (public control) or by privately elected or appointed officials and derives its major source of funds from private sources (private control).

Figure 2. Public to Private Institution Ads



The term "control" is used below with reference to this issue. The overwhelming majority of jobs posted with SBL and AAR (79.7%) was posted by private not-for-profit institutions (Table 4). These include both independent not-for-profit schools and those affiliated with a religious organization. Public institutions have posted fewer jobs relative to private not-for-profit institutions in recent years. Private for-profit institutions posted ten jobs from 2001 through 2010; considering this small figure (0.2% of valid responses where data on control of institution were available), private for-profit jobs will not be considered in further tables or discussions when control of institution is used.

Another way to classify institutions is by their Carnegie Classification (Table 5), the basic contours of which involve five categories: Associate, Baccalaureate, Master’s, Doctorate-granting, and Special Focus.<sup>1</sup> The term “special focus” refers to institutions awarding baccalaureate or higher-level degrees where a high concentration of degrees (above 75%) is in a

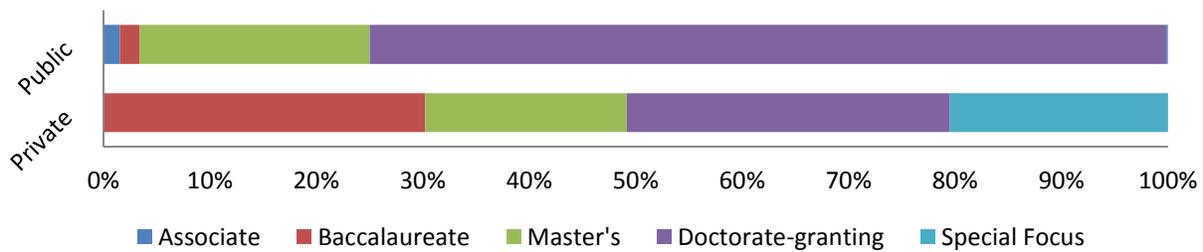


single field or set of related fields such as theological seminaries, Bible colleges, and other faith-related institutions. Information about the Carnegie Classification was available in 4,970 of the 5,686 records (87.4%). Of the 5,686 records, information about the institution’s country was available for 5,673 records, and the United States was identified as the country for 5,115 of these records (90.2%). As indicated above, the IPEDS system contains data on only accredited, degree-granting colleges and universities in the United States. Thus, the 558 records (9.8%) for non-U.S. institutions are not considered in the following IPEDS-related sections.

When the Carnegie Classification is cross-tabulated with private/public control, an interesting profile of the hiring landscape emerges. Of positions posted by baccalaureate institutions, 98.4% were at private not-for-profit institutions (Table 6), which indicates that private not-for-profit institutions dominate the hiring landscape at that level. The inverse is not true, however: baccalaureate institutions do not dominate the private not-for-profit universe. Not-for-profit institutions prevail in terms of the total number of positions, as indicated above, registering 4,116 or the 5,167 valid entries (79.7%), but the 4,116 ads were distributed among four of the five Carnegie Classifications (Table 7). This distribution among not-for-profit jobs contrasts quite starkly with ads posted by public institutions, 96.5% of which were at Master’s or Doctorate-granting level institutions. In other words, at private not-for-profit institutions, jobs were widely distributed across institutional levels, including Baccalaureate, Master’s, Doctorate-granting, and Special Focus; however, at public institutions, jobs were concentrated at the Master’s and Doctorate-granting levels. A further inference regarding positions at public institutions may be that the degree programs in biblical, religious, and theological studies that would support hiring in these fields exist chiefly at public institutions with Master’s and/or Doctorate programs.

<sup>1</sup> For more information about these terms, see the Carnegie Foundation for the Advancement of Teaching’s descriptions at <http://classifications.carnegiefoundation.org/descriptions/basic.php>.

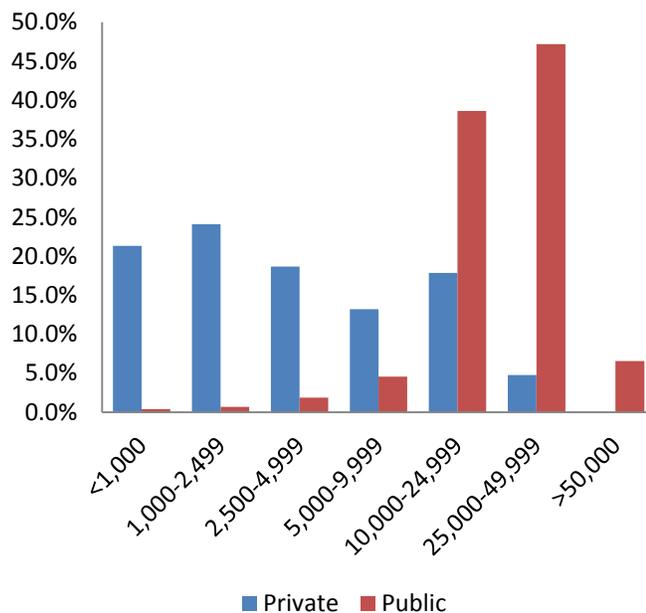
Figure 4. Ads by Institutional Control and Level



### Enrollment

Fall enrollment, which is an annual component of IPEDS, indicates the number of students enrolled in the fall at a postsecondary institution.<sup>2</sup> Private not-for-profit institutions predominate among lower enrollment figures, accounting for upwards of 97% of jobs when enrollment is fewer than 10,000 students. Public institutions, conversely, predominate among the largest enrollment figures, accounting for 71.6% 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 92.4% of public institutions’ ads. 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.

Figure 5. Enrollment by Institutional Control



### Minority Focus

The data from ads posted with the organizations suggest that Minority-serving Institutions (MSIs) comprise a very small portion of the hiring universe. MSIs are colleges and universities serving a large percentage of minority students; in 2004, they enrolled nearly sixty percent of the 4.7 million minority undergraduates.<sup>3</sup> MSIs totaled 1,254 in 2004, moreover, accounting for just under one-third of all degree-granting Title IV institutions, yet they accounted for only 2.4% of

<sup>2</sup> 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.

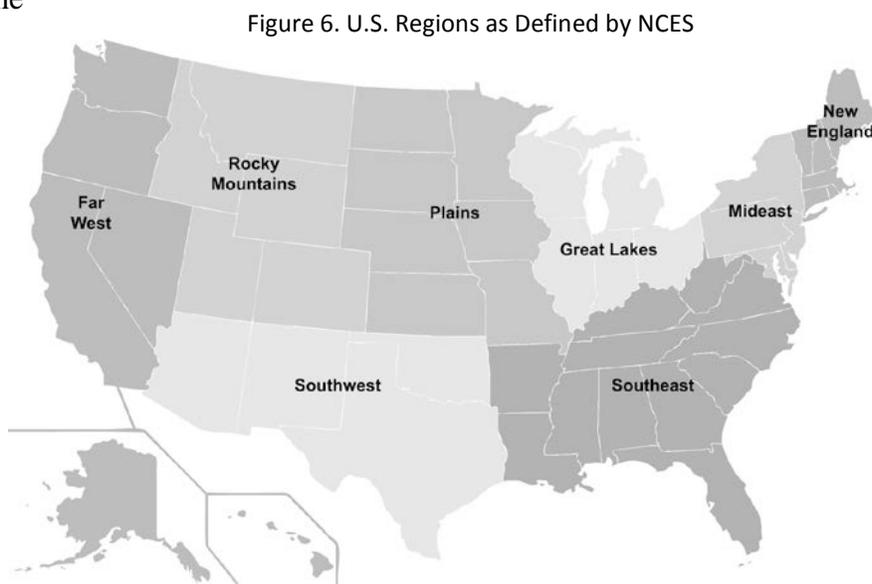
<sup>3</sup> See the “Characteristics of Minority-Serving Institutions and Minority Undergraduates Enrolled in These Institutions” report by NCES, which is available at <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2008156>.

the total ads posted with SBL and AAR. Historically Black Colleges and Universities (HBCU) accounted for 1.2% of positions, while Hispanic-serving Institutions (HSI) accounted for 1.8% of positions. Institutions that are members of the Women’s College Coalition, an association of women’s colleges and universities that are two- and four-year, public and private, religiously affiliated and secular, listed 1.7% of the positions.<sup>4</sup>

## Geographical Profiles

Institutions located in twenty-eight countries posted ads with the organizations from 2001 through 2010, representing six continents (Table 9). The overwhelming majority of institutions posting job ads with the organizations are located within the United States (90.2%). Five countries posted at least twenty ads from 2001 through 2010: United States, Canada, United Kingdom, New Zealand, and The Netherlands.

The NCES divides the United States into eight geographical 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 10). Except for the Rocky Mountains region, each U.S. region posted more ads than any country outside the U.S. from 2001 through 2010.



In 2005, the U.S. Census Bureau developed a code representing the “urbanicity” of an institution based upon the population size of that institution’s location. When applied to the present dataset, the code shows the degree of urbanization among institutions posting job ads with SBL and AAR (Table 11). Urbanicity codes are provided with each institution listed in the IPEDS database, which includes every college, university, and technical and vocational institution that participates in the federal student financial aid programs. When compared to this database, a higher percentage of institutions posting jobs with SBL and AAR is designated as “City” (60.3% versus 47.0%), while a lower percentage is designated as “Rural” (4.0% versus 14.8%).

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<sup>4</sup> More information on the Women’s College Coalition is available at <http://www.womenscolleges.org/about/wcc>.

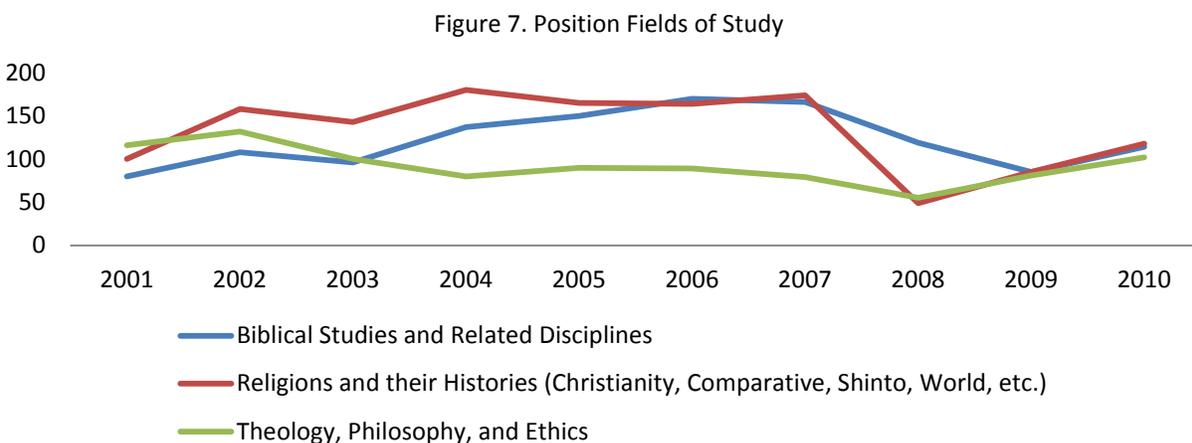
## Position Profiles

Hiring for new positions and vacancies accounted for 85.1% of position listings (Table 12). As a percentage of total positions, new positions decreased after 2006, while sabbatical and special visiting positions (the latter including Visiting Assistant Professorships) increased after 2006. In the case of vacancies, the incumbent had held the position for ten or fewer years for the majority (62.3%) of positions listed (Table 13).<sup>5</sup>

### *Areas and Fields of Study*

From 2001 through 2010, institutions identified the jobs they advertised with 133 department or academic unit types, many of which overlapped. In order to make the data more informative, the types were standardized into fifteen areas of study (Table 14), though an area of study could not be identified in 895 (15.8%) of the ads. These data do not reflect the area of study for the job itself but rather for the department or academic unit in which the job was housed. In general, Religion or Religious Studies predominated among ads with 39.1%. Theological Studies (21.7%) and Ministry (9.9%), the latter of which includes ads posted by seminaries and schools of divinity or theology, constituted the second and third most ads respectively.

Fields of study for the positions themselves were also diverse but populated three major categories (Table 15). Positions dealing with modern religions and their histories, including comparative and world religions, accounted for 31.6% of ads. Positions in biblical studies and related disciplines—including Ancient Near Eastern languages and literatures, Second Temple Judaism, and early Christianity—accounted for 29.0% of ads. Positions in theology, philosophy, philosophy of religion, and ethics accounted for 21.9% of ads. In additions to these three categories, positions of administration, editorial jobs, and positions in libraries, museums, archives, and not-for-profits accounted for 6.7% of ads. Several other categories accounted for the remaining 10.9% of ads.



The top three categories have shown different longitudinal characteristics over the past decade. Positions dealing with modern religions and their histories grew sharply from 2001 to 2002 and

<sup>5</sup> Data for these categories were not available for 2008, 2009, or 2010, which limits analysis of these trends.

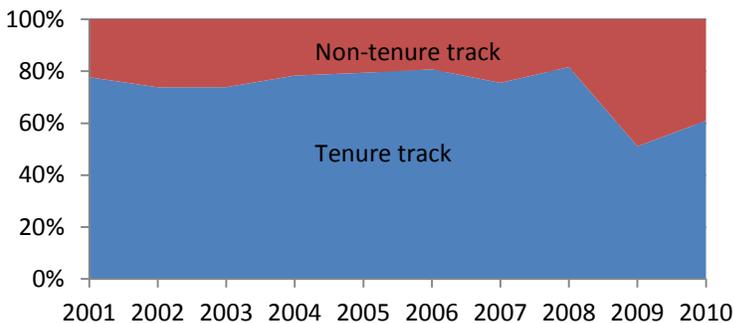
then held relatively steady through 2007. They then plummeted in 2008 but have since rebounded. Positions in Islam, accounting for 27.7% of such jobs, and History of Christianity/Church History, accounting for 19.1%, constituted nearly half of these jobs. More specifically, after all fields contracted sharply from 2007 to 2008, positions in Islam were the major driver for this group's rebound in 2009. By contrast, positions related to biblical studies hit growth spurts in 2003 and 2005 before sliding back nearly to 2003 levels. This retraction stopped in 2009 when such jobs started to grow again. Positions in both Hebrew Bible/Old Testament and New Testament, as well as early Christianity, followed this trajectory. Positions in Judaism, however, dipped in 2004 and 2008 but have otherwise held steady. Finally, positions in theology, philosophy, philosophy of religion, and ethics grew from 2001 to 2002 and then skidded into 2008 when they started to grow again. Within this area of study, positions in ethics and philosophy of religion have declined through the decade, while positions in theology have grown steadily.

### ***Appointment Characteristics***

When data were available, they suggest that most ads posted with the organizations from 2001 through 2010 were for full-time tenure-track positions. Data concerning whether the position was full-time or part-time were available for 1,189 (20.9%) of the 5,673 ads (Table 16). Of those ads, almost all (97.2%) were full-time rather than part-time. For 3,208 ads (56.4%), data concerning whether the position was tenure track or non-tenure track were available (Table 17). Tenure-track positions accounted for 76.5% of those ads over the ten-year period. When evaluated longitudinally, the data reveal that since 2008 tenure-track positions have decreased substantially as a percentage of listed positions.

In 2008 81.6% of positions listed were tenure track, but this figure decreased to 51.1% in 2009 and 61.0% in 2010. Prior to 2009, the lowest percentage of tenure-track positions was in 2002 at 73.8%. These findings correlate with the precipitous decline in ads between 2008 and 2009 noted above and may indicate that the job market as of the 2009 academic year changed significantly.

Figure 8. Tenure-track to Non-tenure-track Positions by Year



Not only did overall job listings decrease after 2008, but a higher percentage of the available jobs were now non-tenure-track positions. Thus, likely due to global economic factors, the market not only declined after 2008 but was reconfigured with a greater emphasis on contingent employment. Continued attention to these data may reveal whether the decline and/or reconfiguration are temporary or permanent.

### ***Skills and Experience***

For ads posted with SBL and AAR from 2001 through 2007, employers could indicate skills or experience that were required or desired for the position for which they were hiring. The three most important skills or experiences desired or required by employers were (in order) holding a Ph.D., prior teaching experience, and interdisciplinary teaching or research (Table 18). Data

were not available on these issues from 2008 through 2010. Nearly 88% of all ads indicated that holding a Ph.D. was desired or required, with the responses leaning heavily toward required (over 3 to 1). Moreover, as the level of the institution increases from Associate to Doctorate-granting, the degree to which a Ph.D. is required increases (Table 19). Prior teaching experience is also highly valued across institutional type: more than two-thirds (69.2%) of respondents marked the choice as desired or required. Interdisciplinary teaching or research is not as highly valued as holding a Ph.D. or prior teaching experience, but more than one-third of respondents (34.9%) marked the choice as desired or required.

### ***Benefits, Policies, and Requirements***

Since 2008, data has been collected about some benefits and policy matters associated with positions listed. The response rate in 2008 was extremely low for these data (4 responses out of 733 ads or 0.5%), but responses increased in 2009 and 2010. Responses totaled 577 between 2009 and 2010, which equates to 64.8% of ads received in the period in which these questions were asked (2008–2010). With reporting on subsequent years of such data, a clearer picture of these issues will emerge.

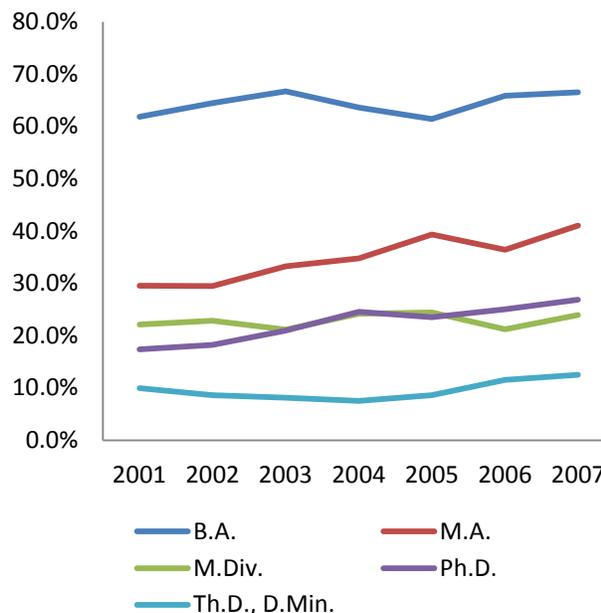
Data collected addressed three questions: First, is a signed statement of faith required for all employees of the hiring institution? Second, what is the hiring institution's policy regarding domestic partner benefits? Third, does the hiring institution have a written non-discrimination policy? Table 20 shows that 2.2% of ads in 2009 and 2.8% of ads in 2010 required employees to sign a statement of faith. Over one-third of the positions declined to answer this question. Of ads in 2009 and 2010, 22.7% indicated that some type of domestic partner benefits were provided, whether only to same sex partners or to couples who are not legally married regardless of sex or gender (Table 21). The majority of institutions indicated that they had a written non-discrimination policy, accounting for 61.9% of ads in 2009 and 51.3% of ads in 2010 (Table 22). 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 23 shows the degree to which each choice was selected among positions indicating that the hiring institution had a non-discrimination policy.

### **Course Profiles**

A small percentage of ads listed from 2001 through 2010 indicated that teaching introductory courses would be required. Ads indicating that teaching an introductory course in methods in the study of religion would be required totaled 7.6%. Ads indicating that teaching an introductory course in the bible would be required totaled 12.1%. Ads indicating that teaching a world religions or comparative course would be required totaled 11.6%. Ads indicating that teaching a general education course would be required totaled 11.4%.

A majority of positions (64.3%) indicated that hires would teach undergraduate students, while 43.5% of positions indicated that hires would teach Master's students and 27.0% of positions indicated that hires would teach doctoral students. Data on this topic, however, were available only from 2001 through 2007. Of those teaching Master's students, 21.0% would teach M.A. students but not M.Div. students, 8.8% would teach M.Div. students but not M.A. students, and 13.7% would teach both M.A. and M.Div. students. Of those teaching doctoral students, 17.6% would teach Ph.D. students but not Th.D. or D.Min. students, 4.7% would teach Th.D. or D.Min. students but not Ph.D. students, and 4.7% would teach both Ph.D. and Th.D. or D.Min. students.

Figure 9. Level of Student Hires Would Likely Teach

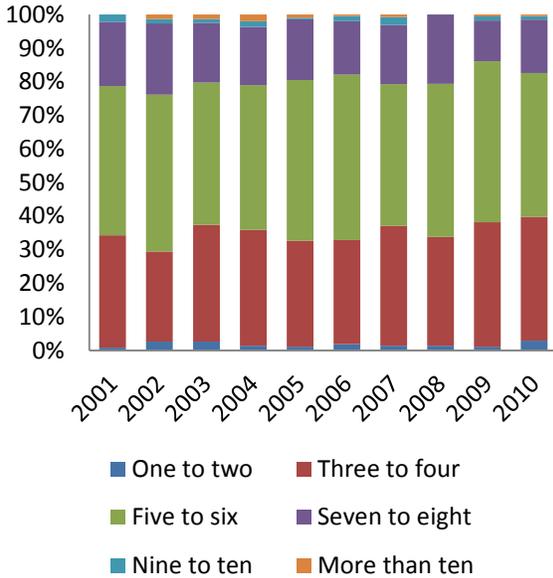


The percentage of positions indicating that hires would teach undergraduate students steadily increased during the period under consideration from 61.8% (2001) to 66.6% (2007) from 2001 through 2007 (Table 24). Data were not available for 2008 through 2010. Indications for those who would teach M.A. students fluctuated between 29.5% (2001 and 2002) and 41.0% (2007) and for those who would teach M.Div. students fluctuated between 21.2% (2003) and 24.5% (2005). Those instructing Ph.D. students varied from 17.4% (2001) to 26.9% (2007) and Th.D. or D.Min. students from 7.8% (2004) to 12.5% (2007). Instruction of Ph.D. and M.A. students, except for one-year decreases, increased steadily from 2001 through 2007. As a percentage of those reporting, instruction of B.A., M.Div., and Th.D. or D.Min. students has fluctuated through the years but remains relatively unchanged. These trends seem to suggest that demand for Ph.D. and M.A. instruction has increased with little correlative effect on the demand for B.A., M.Div., and Th.D. or D.Min. instruction.

### Course Load

Table 25 shows the total annual number of courses, or course load, at the various institutional types, while Table 26 parses course load by private/public control. The figures represent the percentage of positions at each type with a given course load. Positions at Special Focus institutions and Doctorate-granting institutions report the lowest course load at 5.0 and 5.1 courses per annum. Associate institutions report 5.4 courses per annum, while Baccalaureate institutions report 5.9 courses per annum. Master's institutions reported the highest course load at 6.7 courses per annum. As indicated in Table 5, only seventeen positions were posted from 2001 through 2010 by Associate institutions; moreover, only eleven of those positions included course load information (Table 25). These factors should be considered when comparing course load data in this report across institutional levels.

Figure 10. Course Load



These figures were standardized to a three-credit hour course, semester calendar. Because NSOPF data reports the number of courses for a single semester (Fall 2003), it is not possible to accurately correlate the two datasets. Nonetheless, the differences between the ranking of institutional types is intriguing. Whereas data from ads listed with SBL and AAR rank course load by institutional type with Master’s institutions first, then Baccalaureate, Associate, Doctorate-granting, and Special Focus institutions, the NSOPF data rank course load in the following order: Associate, Baccalaureate, Special Focus, Master’s, and Doctorate-granting. Further detail about the total annual number of courses, or course load, at the various institutional types is given in tables below (Tables 27-30).

## 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 directed by John F. Kutsko, Executive Director of SBL, and John R. Fitzmier, Executive Director of AAR. It was authored by Charles G. Haws, Associate Director of Programs of SBL. Thanks are due to the various persons who contributed to the report, including Stephanie Gray, Associate Director of Publications of AAR; LaTrina Jackson, Programs Coordinator of SBL; Crystal Anderson, Administrative Coordinator of SBL; Leigh Andersen, Managing Editor of SBL; Kelly Bulkeley, a Visiting Scholar at the Graduate Theological Union; and Patrick George McCullough, a Ph.D. candidate at the University of California at Los Angeles.

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.

The data in this report reflect all advertisements for job openings that institutions placed with SBL and AAR from 2001 through 2010, 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.

Moreover, several challenges confront the data. First, fields of data gathered over the ten year period under consideration changed. For example, data concerning type of appointment (see Table 12) and tenure of incumbent (see Table 13) were not collected from 2008 through 2010. Thus, these tables represent data from 2001 through 2007. Second, a particular challenge arose in coding institution-specific responses. Respondents entered institution names in open text fields. Staff members of the organizations coded these entries using United States Department of Education ID codes, which were then matched with institutional characteristics data collected through IPEDS. Third, a comprehensive source of institutional characteristics data for non-U.S. institutions akin to IPEDS was not available to the report's author, which explains the decision to present such data about the 5,115 records (90.2%) for which the United States was identified as the country but not about the 558 records (9.8%) for which another country was identified. Regardless of these challenges, the report should serve as an introduction to the job market in biblical, religious, and theological studies with meaningful indications of hiring trends and characteristics of hiring institutions.

Finally, the figures above related to tenure status provide a contrast with data from the U.S. DOE's 2004 National Study of Postsecondary Faculty survey.<sup>6</sup> The NSOPF data show that only 47.1% of faculty whose primary teaching field was philosophy or religion were tenured or on the tenure track. Since the percentage for tenure-track positions among those listed with SBL and AAR averaged 76.5%, one might conclude that non-tenure-track positions are listed with the organizations to a lesser extent than are tenure-track positions. In this case, the data represented by SBL and AAR job listings may be skewed toward tenured or tenure-track positions, while the NSOPF data may represent more accurately the relation of tenure-track to non-tenure-track jobs that exist (regardless of where those jobs were posted). It is not clear that this answer is accurate or complete, however, especially since the NSOPF data includes all philosophy positions in these calculations.

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<sup>6</sup> U.S. Department of Education, National Center for Education Statistics, 2004 National Study of Postsecondary Faculty (NSOPF:04).

## Index of Tables

**Table 1**

**Percent Change Year over Year in Number of Jobs Posted**

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Pct	N/A	+18.0	-8.3	+0.9	+14.3	-4.9	-2.5	+23.8	-45.8	+24.4

**Table 2**

**Number of Jobs Posted by Year as a Percentage of Highest Volume (2008)**

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010
Pct	69.7	82.3	75.4	76.1	87.0	82.8	80.8	100.0	54.2	67.4

**Table 3**

**Number of Jobs Posted by Year and Month**

	Year										Average	
	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	Total (N)	Total (Pct)
Jan	25	32	40	25	22	30	30	58	19	20	30.5	5.2
Feb	25	36	26	25	33	30	28	74	20	31	32.7	5.5
Mar	6	37	36	27	21	19	29	53	27	24	27.6	4.7
Apr	11	15	20	16	17	30	15	27	16	15	18.1	3.1
May	9	16	17	12	20	21	15	15	15	18	15.7	2.7
Jun	16	26	14	26	23	15	13	27	5	20	18.4	3.1
Jul	26	20	22	27	21	19	31	35	17	34	25.2	4.3
Aug	59	57	46	49	76	75	60	98	47	52	61.9	10.5
Sep	98	104	89	124	138	136	133	185	73	101	118.4	20.0
Oct	106	128	132	118	143	120	131	103	66	90	124.4	21.1
Nov	95	85	72	77	87	71	76	38	51	52	77.6	13.2
Dec	35	47	39	32	37	41	31	20	41	37	39.6	6.7
	511	603	553	558	638	607	592	733	397	494	590.1	100.0

**Table 4**  
**Control of Institution by Year**

	Private not-for-profit		Public	
	N	Pct	N	Pct
2001	367	78.4	101	21.6
2002	427	80.0	107	20.0
2003	371	78.3	103	21.7
2004	385	77.3	113	22.7
2005	463	80.8	110	19.2
2006	420	79.7	107	20.3
2007	421	80.5	102	19.5
2008	478	79.7	122	20.3
2009	280	80.7	67	19.3
2010	336	82.4	72	17.6
	3,948	79.7	1,004	20.3

**Table 5**  
**Type of Institution**

	N	Pct
Associate	17	0.3
Baccalaureate	1,263	24.4
Master's	1,006	19.5
Doctorate-granting	2,036	39.4
Special Focus Institutions	845	16.4
	5,167	100.0

**Table 6**  
**Type of Institution by Control and Carnegie Classification**

	Private not-for-profit		Public		Total (N)	Total (Pct)
	N	Pct	N	Pct		
Associate	1	5.9	16	94.1	17	100.0
Baccalaureate	1,243	98.4	20	1.6	1,263	100.0
Master's	779	77.4	227	22.6	1,006	100.0
Doctorate-granting	1,249	61.3	787	38.7	2,036	100.0
Special Focus Institutions	844	99.9	1	0.1	845	100.0
	4,116	79.7	1,051	20.3	5,167	100.0

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

**Table 7**  
**Type of Institution by Control and Carnegie Classification**

	Private not-for-profit		Public	
	N	Pct	N	Pct
Associate	1	0.0	16	1.5
Baccalaureate	1,243	30.2	20	1.9
Master's	779	18.9	227	21.6
Doctorate-granting	1,249	30.3	787	74.9
Special Focus Institutions	844	20.5	1	0.1
	4,116	100.0	1,051	100.0

Note: percentages tabulated by column to show percentage by Control

**Table 8**  
**Enrollment**

	N	Pct
Fewer than 1,000	847	17.1
1,000-2,499	958	19.3
2,500-4,999	757	15.3
5,000-9,999	568	11.5
10,000-24,999	1,094	22.1
25,000-49,999	662	13.4
50,000 or more	66	1.3
	4,952	100.0

**Table 9**  
**Country**

	N	Pct
Algeria	1	0.0
Australia	19	0.3
Bangladesh	1	0.0
Barbados	6	0.1
Belgium	1	0.0
Canada	305	5.4
China	1	0.0
Egypt	4	0.1
Fiji	5	0.1
Germany	17	0.3
Hong Kong	7	0.1
India	1	0.0
Ireland	17	0.3
Israel	11	0.2
Japan	7	0.1
Kenya	1	0.0
Korea, Republic of (South)	1	0.0
Lithuania	1	0.0
Macau	3	0.1
Netherlands	22	0.4
New Zealand	29	0.5
Norway	2	0.0
Saudi Arabia	2	0.0
South Africa	2	0.0
Switzerland	7	0.1
Thailand	1	0.0
United Kingdom	84	1.5
United States	5,115	90.2
	5,673	100.0

**Table 10**  
**U.S. Region**

	N	Pct
Far West (AK, CA, HI, NV, OR, WA)	599	12.1
Great Lakes (IL, IN, MI, OH, WI)	932	18.8
Mid East (DE, DC, MD, NJ, NY, PA)	985	19.9
New England (CT, ME, MA, NH, RI, VT)	503	10.2
Plains (IA, KS, MN, MO, NE, ND, SD)	498	10.1
Rocky Mountains (CO, ID, MT, UT, WY)	69	1.4
Southeast (AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, VA, WV)	1,036	20.9
Southwest (AZ, NM, OK, TX)	328	6.6
	4,950	100.0

**Table 11**  
**Urbanicity**

	SBL and AAR	IPEDS database
City	60.3	47.0
Suburb	22.2	23.9
Town	13.5	14.2
Rural	4.0	14.8
	100.0	100.0

**Table 12**  
**Type of Appointment by Year**

	2001	2002	2003	2004	2005	2006	2007	Total (N)	Total (Pct)
Joint	3	14	13	6	12	9	5	62	1.7
New	161	197	183	208	211	222	192	1,374	37.9
Sabbatical	11	16	19	19	16	16	24	121	3.3
Search Reopened	23	20	22	23	17	25	20	150	4.1
Special Visiting	23	28	37	27	26	24	40	205	5.7
Vacancy	216	262	231	241	263	251	246	1,710	47.2
	437	537	505	524	545	547	527	3,622	100.0

**Table 13**  
**Tenure of Incumbent by Year**

	2001	2002	2003	2004	2005	2006	2007	Total (N)	Total (Pct)
0-5	30	33	44	47	39	47	34	274	38.1
6-10	18	26	22	17	33	27	31	174	24.2
11-15	9	16	8	9	4	8	15	69	9.6
16-20	8	10	8	10	6	8	8	58	8.1
21-25	6	8	8	4	8	10	5	49	6.8
26-30	15	5	5	3	10	11	2	51	7.1
31-35	4	2	2	4	4	3	8	27	3.8
36+	2	2		3	7	2	1	17	2.4
	92	102	97	97	111	116	104	719	100.0

**Table 14**  
**Department/Academic Unit**

	N	Pct
Biblical Studies	214	4.5
English	2	0.0
History	17	0.4
Humanities	256	5.4
Jewish and Judaic Studies	21	0.4
Joint Department or Appointment	151	3.2
Library or Center	116	2.4
Middle or Near Eastern Studies	52	1.1
Ministry	474	9.9
Philosophy	22	0.5
Philosophy and Religion	494	10.3
Religion or Religious Studies	1,868	39.1
Social Sciences	31	0.6
South and East Asian Studies	27	0.6
Theological Studies	1,036	21.7
	4,781	100.0

**Table 15**  
**Area of Study**

	N	Pct
Administration, Editorial, Library, Non-profit	282	6.7
Ancient Near Eastern Languages, Literature, History, and Religions	279	6.6
Arts, Literature, and Literary Methods	59	1.4
Bible (OT/Hebrew Bible, Apocrypha, Pseudepigrapha, NT, etc.)	746	17.6
Greco-Roman Languages, Literature, History, and Religions	200	4.7
Methods and Studies (Ideological, Linguistic, etc.)	154	3.6
Ministry, Pastoral Care, and Preaching	165	3.9
Natural and Social Sciences (Anthropology, Archeology, Religion and Science, etc.)	83	2.0
Religions and their Histories (Christianity, Comparative, Shinto, World, etc.)	1,336	31.6
Theology, Philosophy, and Ethics	924	21.9
	4,228	100.0

**Table 16**  
**Full-time or Part-time**

	N	Pct
Full-time	1,156	97.2
Part-time	33	2.8
	1,189	100.0

**Table 17**  
**Tenure-Track Status**

	NTT		TT		Total	
	N	Pct	N	Pct	N	Pct
2001	77	22.3	268	77.7	345	100.0
2002	96	26.2	271	73.8	367	100.0
2003	87	26.1	246	73.9	333	100.0
2004	75	21.7	271	78.3	346	100.0
2005	83	20.6	320	79.4	403	100.0
2006	76	19.3	318	80.7	394	100.0
2007	91	24.5	281	75.5	372	100.0
2008	83	18.4	368	81.6	451	100.0
2009	45	48.9	47	51.1	92	100.0
2010	41	39.0	64	61.0	105	100.0
	754	23.5	2,454	76.5	3,208	100.0

**Table 18**  
**Skill and/or Experience by Type of Institution by Year (Pct)**

	N	Pct
<b>Administrative</b>		
Desired	359	8.9
Required	268	6.6
<b>Interdisciplinary Teaching or Research</b>		
Desired	1,022	25.2
Required	393	9.7
<b>Religious Ordination</b>		
Desired	285	7.0
Required	84	2.1
<b>Hold a Ph.D.</b>		
Desired	847	20.9
Required	2,711	66.9
<b>Religious Affiliation or Commitment</b>		
Desired	331	8.2
Required	642	15.8
<b>Student Services Experience</b>		
Desired	184	4.5
Required	60	1.5
<b>Prior Teaching Experience</b>		
Desired	1,420	35.0
Required	1,385	34.2

**Table 19**  
**Skill and/or Experience by Type of Institution (Pct)**

	Associate	Baccalaureate	Master's	Doctorate-granting	Special Focus
<b>Administrative</b>					
Desired	5.0	5.2	9.6	9.7	11.6
Required	0.0	3.2	4.3	4.8	14.3
<b>Interdisciplinary Teaching or Research</b>					
Desired	33.3	28.4	26.6	23.4	31.2
Required	0.0	6.4	9.2	11.5	7.6
<b>Religious Ordination</b>					
Desired	4.8	3.1	3.4	2.1	27.3
Required	0.0	1.1	0.9	0.9	7.5
<b>Hold a Ph.D.</b>					
Desired	26.1	34.7	22.4	12.5	22.2
Required	43.5	51.6	65.0	74.2	60.9
<b>Religious Affiliation or Commitment</b>					
Desired	14.3	6.6	9.7	4.2	18.6
Required	28.6	14.0	14.1	7.1	40.3
<b>Student Services Experience</b>					
Desired	14.3	3.2	3.4	4.4	7.2
Required	0.0	0.9	0.8	2.1	1.8
<b>Prior Teaching Experience</b>					
Desired	27.3	41.7	38.4	31.1	37.6
Required	54.5	26.5	37.6	36.0	31.1

**Table 20**  
**Is a signed statement of faith required for all employees?**

	2009		2010	
	N	Pct	N	Pct
Decline to answer	80	35.4	133	37.9
No	141	62.4	208	59.3
Yes	5	2.2	10	2.8
	226	100.0	351	100.0

**Table 21**  
**What is institution's policy regarding domestic partner benefits?**

	2009		2010	
	N	Pct	N	Pct
Decline to Answer	152	67.3	243	69.2
No domestic partner benefits are available.	18	8.0	33	9.4
Only same sex partners are eligible for domestic partner benefits.	22	9.7	19	5.4
Couples who are not legally married are eligible for domestic partner benefits, regardless of sex or gender.	34	15.0	56	16.0
	226	100.0	351	100.0

**Table 22**  
**Does your institution have a written non-discrimination policy?**

	2009		2010	
	N	Pct	N	Pct
Decline to Answer	86	38.1	166	47.3
No		0.0	5	1.4
Yes	140	61.9	180	51.3
	226	100.0	351	100.0

**Table 23**  
**Issues Mentioned in the Non-Discrimination Policies of Hiring Institutions**

	2009		2010	
	N	Pct	N	Pct
Age	98	70.0	112	62.2
Class	40	28.6	54	30.0
Creed	60	42.9	72	40.0
Ethnicity	82	58.6	97	53.9
Gender Identity	65	46.4	76	42.2
Marital Status	63	45.0	75	41.7
National Origin	98	70.0	109	60.6
Physical Ability	96	68.6	106	58.9
Race and/or Color	81	57.9	91	50.6
Religion	84	60.0	109	60.6
Sex	91	65.0	101	56.1
Sexual Orientation	88	62.9	105	58.3
Veteran Status	69	49.3	82	45.6

**Table 24**  
**Instruction by Level of Degree (Pct)**

	Year							Average	Total (N)
	2001	2002	2003	2004	2005	2006	2007	Total (Pct)	
B.A.	61.8	64.5	66.6	63.6	61.3	65.9	66.6	64.3	2,608
M.A.	29.5	29.6	33.4	35.0	39.5	36.4	41.0	34.9	1,422
M.Div.	22.1	22.9	21.2	24.3	24.5	21.3	24.0	22.9	930
Ph.D.	17.4	18.3	21.1	24.5	23.6	25.0	26.9	22.4	912
Th.D. or D.Min.	10.0	8.6	8.2	7.6	8.6	11.5	12.5	9.6	389

**Table 25**  
**Total Annual Number of Courses by Carnegie Classification (Pct)**

	Associate	Baccalaureate	Master's	Doctorate-granting	Special Focus
One to two	45.5	1.2	0.4	1.4	2.1
Three to four	18.2	19.3	6.2	54.4	45.9
Five to six	18.2	56.0	50.0	33.0	44.0
Seven to eight	18.2	22.1	40.2	8.9	4.7
Nine to ten	0.0	1.1	2.2	1.1	1.4
More than ten	0.0	0.2	0.9	1.1	1.9
	100.0	100.0	100.0	100.0	100.0

**Table 26**  
**Total Annual Number of Courses by Control (Pct)**

	Private not-for-profit	Public
One to two	1.4	1.6
Three to four	30.0	43.8
Five to six	47.6	33.4
Seven to eight	18.9	18.4
Nine to ten	1.2	2.1
More than ten	1.0	0.7
	100.0	100.0

**Table 27**  
**Total Annual Number of Courses: Doctorate-granting Institutions (Pct)**

	Private not-for-profit		Public	Total
	Private, non-profit, independent	Private, non-profit, religious affiliated		
One to two	2.7	0.9	1.0	1.4
Three to four	77.1	30.1	57.2	54.4
Five to six	17.9	50.9	30.1	33.0
Seven to eight	0.7	14.6	9.8	8.8
Nine to ten	0.7	2.1	0.8	1.1
More than ten	1.0	1.5	1.0	1.1
	100.0	100.0	100.0	100.0

**Table 28**  
**Total Annual Number of Courses: Master's Institutions (Pct)**

	Private not-for-profit		Public	Total
	Private, non-profit, independent	Private, non-profit, religious affiliated		
One to two	0.0	0.5	0.6	0.4
Three to four	7.4	4.8	9.0	6.2
Five to six	65.4	50.2	42.1	49.9
Seven to eight	24.7	42.5	42.1	40.3
Nine to ten	2.5	0.5	6.2	2.2
More than ten	0.0	1.4	0.0	0.9
	100.0	100.0	100.0	100.0

**Table 29**  
**Total Annual Number of Courses: Baccalaureate Institutions (Pct)**

	Private not-for-profit		Public	Total
	Private, non-profit, independent	Private, non-profit, religious affiliated		
One to two	2.0	0.8	0.0	1.2
Three to four	34.2	9.8	0.0	18.9
Five to six	59.9	54.0	66.7	56.4
Seven to eight	3.3	33.5	33.3	22.2
Nine to ten	0.7	1.4	0.0	1.1
More than ten	0.0	0.4	0.0	0.2
	100.0	100.0	100.0	100.0

**Table 30**  
**Total Annual Number of Courses: Special Focus Institutions (Pct)**

	Private not-for-profit		Total
	Private, non-profit, independent	Private, non-profit, religious affiliated	
One to two	0.0	2.3	2.1
Three to four	60.7	44.8	45.9
Five to six	28.6	45.1	44.0
Seven to eight	7.1	4.5	4.7
Nine to ten	0.0	1.5	1.4
More than ten	3.6	1.8	1.9
	100.0	100.0	100.0