

Job Advertisement Data 2013-2014

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 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 8,400 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

This latest iteration of the jobs report focuses on data from January 1, 2013 through June 30, 2014. The report builds on previous versions, which analyzed data from [January 1, 2011 through December 31, 2012](#) and [January 1, 2001 through December 31, 2010](#). The number of positions advertised with AAR and SBL rose in the 2010-2011 AY and held steady through the 2012-2013 AY, but they declined significantly again in the 2013-2014 AY. Upper-level positions at private not-for-profit institutions in the U.S., especially mid-size research institutions and the smallest special focus institutions, have experienced the sharpest declines over the past two academic years and account for the majority of overall decline.

Despite these changes, holding a Ph.D., prior teaching experience, and interdisciplinary teaching or research abilities continue to be ranked highest among the twelve options for skills and/or experiences desired or required by hiring institutions. Indeed, data from the most recent year show that 90% of appointees were be hired with the Ph.D. completed. Candidates can expect to compete with several dozen peers, since the number of applications per position each year since 2005 averages between 42 and 95. They can have confidence, however, that the job applied for will be filled. While only about 80% of positions were filled within one year of the job advertisement before the 2011-2012 AY, the percentage of jobs that remained unfilled had decreased to 3.7% for the 2011-2012 and 2012-2013 AY. Also welcome news for candidates is the fact that over three-fourths (76.2%) of appointments were tenure-track positions.

Key Findings

- The number of positions slumped significantly in the 2013-2014 AY (-30.7% from the 2007-2008 AY).
- Institutions from 15 countries posted advertisements for positions in 2013-2014 with the largest share of positions (93%) from institutions in the U.S. and Canada.
- The number and share of positions at private not-for-profit (private) institutions in the U.S. has steadily abated since the 2010-2011 AY, while the number at public institutions has remained steady during the same period.
- Mid-size, private research institutions and the smallest special focus institutions are the locus of declines, whereas the number of positions at private and public Master's institutions has risen for the past two years.
- The majority of declines in faculty positions during the past two academic years (2012-2013 AY and 2013-2014 AY) have come from upper-level positions.

- Since the 2001-2002 AY the average course load for faculty positions has decreased, though the size of an institution's enrollment and an institution's type affect course load significantly.
- Clear differences in the priority of these skills and experiences exist based on a position's type of institution, but holding a Ph.D., prior teaching experience, and interdisciplinary teaching or research abilities continue to be ranked highest among skills and/or experiences desired or required by hiring institutions.
- The number of applications per position varied widely over the years with the average fluctuating between 42 and 95 applications.
- While only about 80% of positions were filled within one year of the job advertisement before the 2011-2012 AY, the percentage of jobs that remained unfilled had decreased to 3.7% for the 2011-2012 and 2012-2013 AY.
- Less than five percent of hired candidates interviewed more than one year in advance of completing their Ph.D. 32.7% completed their Ph.D. the year after interviewing. 28.2% completed their Ph.D. during the year in which they interviewed or within one year prior to interviewing. 34.3% completed their Ph.D. two or more years prior to interviewing.

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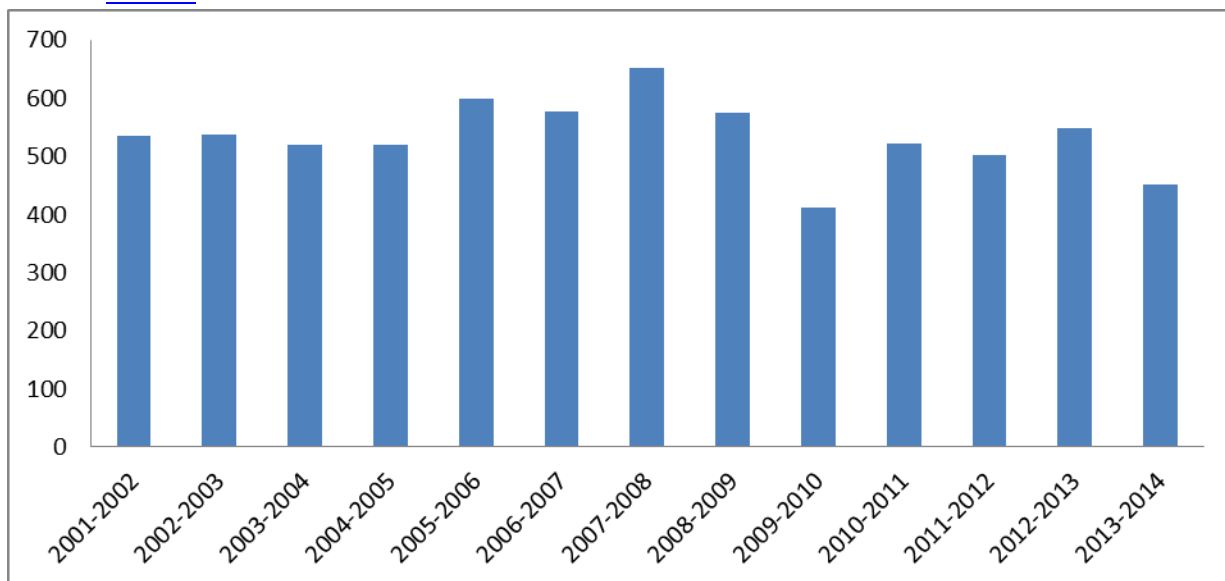
Data Analysis

The primary focus of this report is on job advertisement data from January 1, 2013 through June 30, 2014. The report builds on previous versions, which analyzed data from [January 1, 2011 through December 31, 2012](#) and [January 1, 2001 through December 31, 2010](#). One of the main differences between this and previous versions of the report is that this report groups data by academic year instead of calendar year. We define an academic year as July 1 of one year through June 30 of the following year. References to the 2013-2014 academic year (AY) below, therefore, concern data from July 1, 2013 through June 30, 2014. We made this change to better reflect the hiring cycles of the majority of institutions that advertise data with SBL and AAR and to treat positions in the same annual group that are initially advertised in August – October of one year, remain unfilled then, and are re-advertised in March – May of the following year.

The number of positions advertised with the American Academy of Religion and Society of Biblical Literature rose in the 2010-2011 AY and held steady through the 2012-2013 AY. Details of these positions seemed to indicate that the job market for our members was rebounding, gaining permanent faculty positions as it was before the recession of 2008-2009, even if it fluctuated slightly each year. Data for the 2013-2014 AY, however, largely reverse the gains of the past four years ([Table 1](#) and [Table 2](#)). After sinking in the 2008-2009 AY 36.8% below their 2007-2008 AY peak of 652 positions, the number of positions again slumped significantly in the 2013-2014 AY (-30.7% from the 2007-2008 AY).

Figure 1. Number of Positions by Academic Year

Source: [Table 1](#)



Location of Positions

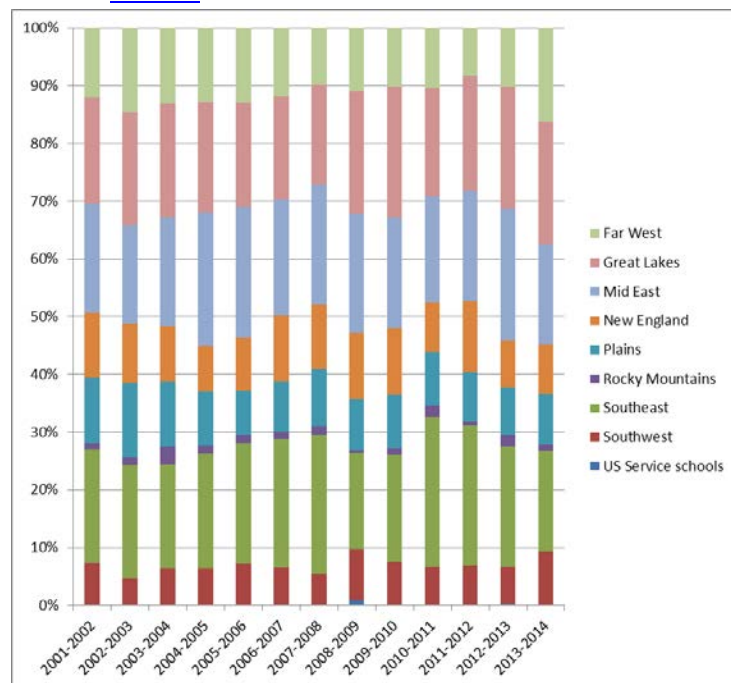
Institutions from 15 countries posted advertisements for positions in 2013-2014, which is a decrease from 19 countries in 2012-2013 but an increase from 9 in 2001-2002 ([Table 5](#)). The largest share of positions advertised with AAR and SBL continues to come from institutions in the U.S. and Canada, the two countries accounting for over 93% of positions.

In [Table 4](#), one might notice the dramatic increase in positions in Western Asia in 2012-2013 and in Northern Europe in 2012-2013 and 2013-2014. The uptick in positions in Western Asia in 2012-2013 derives from a packet of fellowships posted by the W.F. Albright Institute of Archaeological Research in Israel. Positions in Northern Europe in 2012-2013 rose because of an increase of faculty positions in the UK; it is unclear whether these positions are permanent or temporary. It is clear, however, that the uptick in positions in Northern Europe in 2013-2014 derived from temporary positions (e.g., fellowships, postdoctoral positions) in Finland and the UK.

Within the U.S., positions are somewhat concentrated between the Great Lakes, Mid East, and Southeast ([Table 6](#)). The shares of positions in the Plains and Southeast have declined each year since 2010-2011, and the share of positions in New England has declined each of the past two years. Positions in the Far West have increased each of the past two years.

Figure 2. Distribution of Positions by Region (U.S. Institutions)

Source: [Table 6](#)



Types of Institutions (U.S. Institutions)¹

All accredited, degree-granting colleges and universities in the United States represented in the Integrated Postsecondary Education Data System (IPEDS), the core postsecondary education data collection program for the National Center for Education Statistics (NCES), are classified in various ways. One of these ways is by governance. The term “control” is used throughout this report with reference to this issue. Other classifications important for the analysis here involve the main types of degrees that institutions offer and the enrollment profile of its student body.²

In the data collected by AAR and SBL, the number and share of positions at private not-for-profit (private) institutions in the U.S. has steadily abated since the 2010-2011 AY, while the number at public institutions has remained steady during the same period ([Table 7](#)).³ This pattern is of particular concern because private institutions account for over three-fourths of positions.

Classifications based on the types and share of the highest degrees institutions confer provide more reason for this concern. Along with special focus institutions, research institutions, which account for more positions than any other type of institution, are the locus of declines ([Table 8](#) and [Table 9](#)). Baccalaureate institutions were hard hit during the financial crisis, contracting by 50.7% from the 2007-2008 AY to the 2009-2010 AY, but they have since stabilized.

Master’s institutions continue to be volatile but in a good way for now: their numbers have risen for the past two years. In fact, this is the only category for which the number of positions has increased during this period. The main source of growth among positions at Master’s institutions has come from public institutions: publics grew 113.0% (from 8 to 17 positions) annually, while privates grew by only 6.6%.

After recovering from the recession between the 2010-2011 AY and 2012-2013 AY, research institutions dramatically downsized in the 2013-2014 AY. By the 2013-2014 AY, positions at research institutions had diminished 27.1% from their peak and 16.3%

¹ For information on data on institutions in countries other than the United States, please see p. 6 of the 2011-2012 version of this report, accessed at <http://www.sbl-site.org/assets/pdfs/OpeningsReport2011-2012.pdf>.

² For more information on these classifications, see the Carnegie Foundation for the Advancement of Teaching at <http://classifications.carnegiefoundation.org/descriptions/>. Related data derive from the Carnegie Classifications Data File, November, 2012. The file referred to was last updated July 14, 2014.

³ Private for-profit institutions are a negligible source of data for this report and have therefore been eliminated from consideration. Any use of the term “private” with reference to institutional type indicates private not-for-profit exclusively.

from the previous academic year (2012-2013). Such significant losses at research institutions occurred at both privates and publics, though slightly more at privates (year-over-year decline of 17.9% at privates and 13.7% at publics). The number of positions at Special Focus institutions, moreover, has reduced by nearly half since the 2011-2012 AY (-42.7% of 2010-2011 AY and -56.1% of 2007-2008 AY)—in just two years. Data about special focus institutions refers only to institutions of private control.⁴

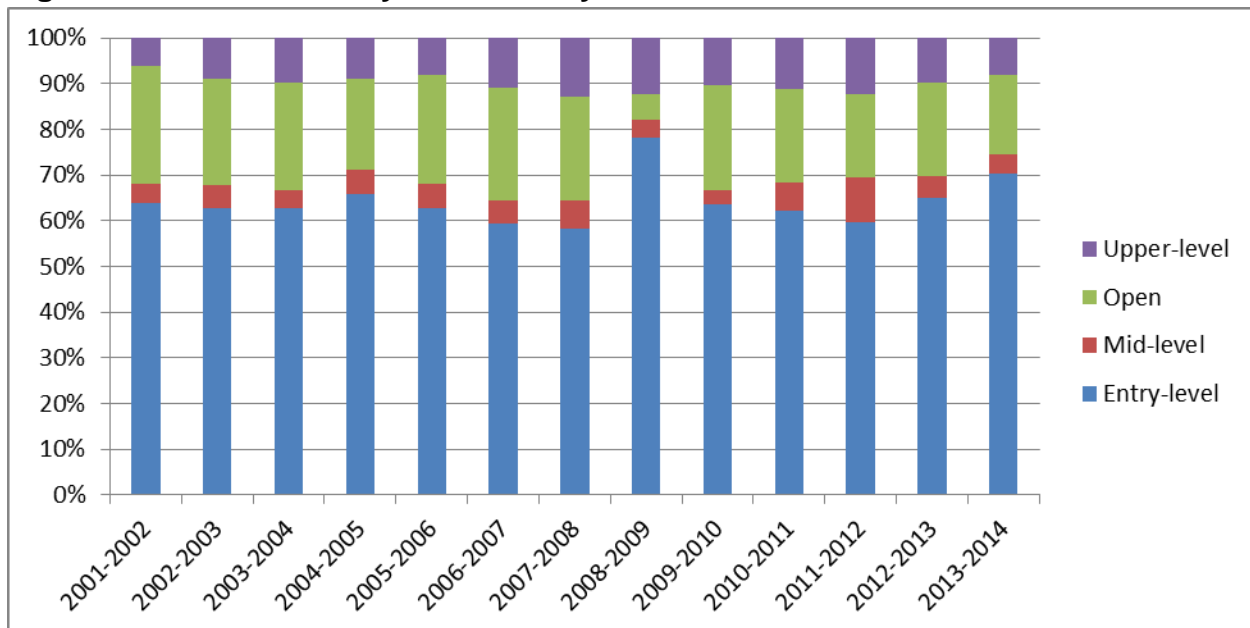
In terms of enrollment, it is the mid-size research institutions and the smallest special focus institutions that have experienced the sharpest declines over the past two academic years. Positions at research institutions with enrollment of 10,000-24,999 declined 21.9% from the 2012-2013 AY to the 2013-2014 AY. Likewise, positions at special focus institutions with enrollment of less than 1,000 declined by 21.1% from the 2011-2012 AY to the 2012-2013 AY and then 26.6% from the 2012-2013 AY to the 2013-2014 AY. Declines at these two types of privates—research institutions with enrollment of 10,000-24,999 and special focus institutions with enrollment of less than 1,000—account for 32 of the 34 fewer positions at privates in 2013-2014 AY compared to the 2012-2013 AY. In other words, reductions in positions at mid-size research institutions and the smallest special focus institutions account for almost all the reductions at private institutions.

Characteristics of Positions

Institutions that advertise positions with AAR and SBL provide information on certain characteristics of the positions such as course load and area of specialization. Some position descriptions include some sort of stipulation about final approval, whether that approval was dependent on budgetary, departmental, and/or other considerations ([Table 12](#)). Ads may have stated, for example, “pending budgetary approval” or “pending position clearance.” A small percentage of positions annually include some indication that the hire is pending further approval. Spikes in this percentage came in the 2008-2009 AY, the 2011-2012 AY, and the 2012-2013 AY. The average since the 2001-2002 AY is 2.6% of positions. We also identified the number of positions for visiting scholars, which averaged 7.4% of all positions since the 2001-2002 AY ([Table 13](#)). The fact that some advertised positions may eventually be disapproved raises additional concerns, especially in a market that already struggles to find stability.

⁴ As of November 2012, only 5.5% of special focus institutions are public, and no public special focus institutions have advertised positions with the organizations in recent years (since the 2009-2010 AY).

Figure 3. Share of Faculty Positions by Level



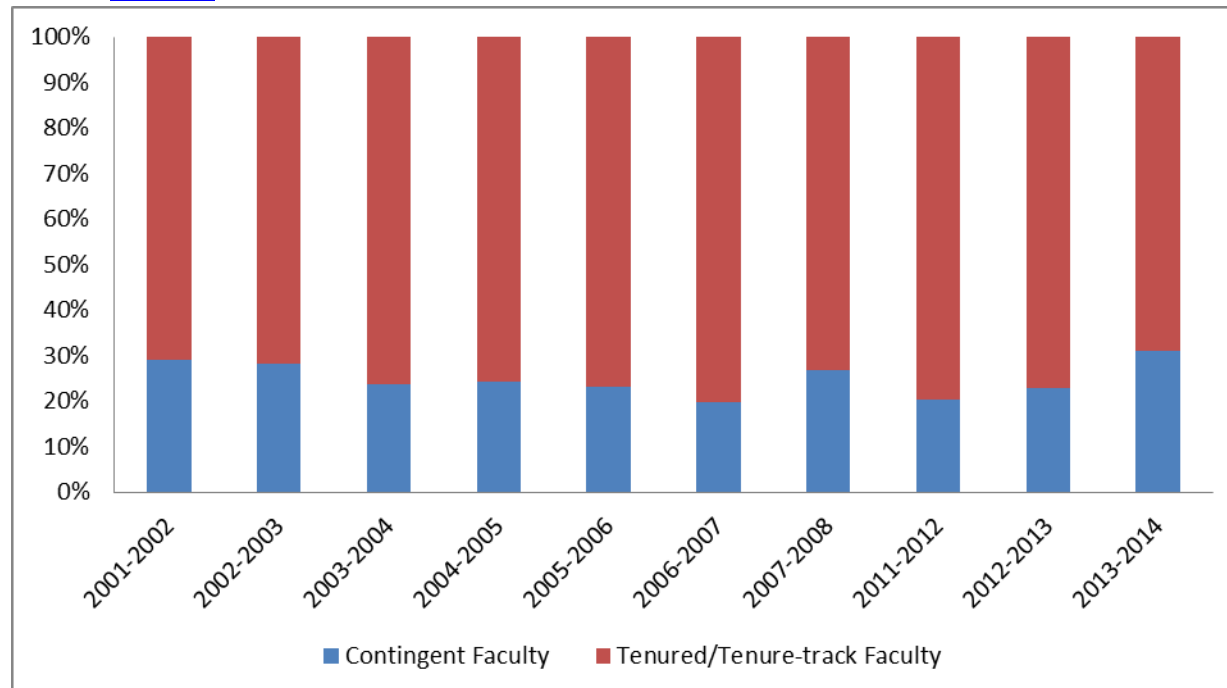
Based on appointment type and rank characteristics, we determined that the majority of declines in faculty positions during the past two academic years (2012-2013 AY and 2013-2014 AY) have come from mid and upper-level positions. Such positions are down 60.0% and 39.5% respectively from the 2011-2012 AY. In real numbers, entry-level positions declined from the 2012-2013 AY to the 2013-2014 AY but otherwise have grown each year since the 2009-2010 AY.

The organizations' data do not show whether mid and upper-level positions are being replaced by other types of positions, such as adjunct positions. The share of contingent positions has grown each of the past two years, yet the organizations' data on contingent positions show the inverse of statistics on the general professoriate ([Table 14](#)). While the organizations' data represent roughly three-fourths of faculty positions as tenure-track and one-fourth as non-tenure track since the 2001-2002 AY, general higher education statistics indicate that three out of every four (76.5%) faculty members at two- and four-year academic institutions in the U.S. are contingent workers.⁵

⁵ John W. Curtis, "The Employment Status of Instructional Staff Members in Higher Education, Fall 2011," (Washington DC: American Association of University Professors, April 2014) accessed at <http://www.aaup.org/sites/default/files/files/AAUP-InstrStaff2011-April2014.pdf>.

Figure 4. Share of Faculty Positions by Tenure Status

Source: [Table 14](#)



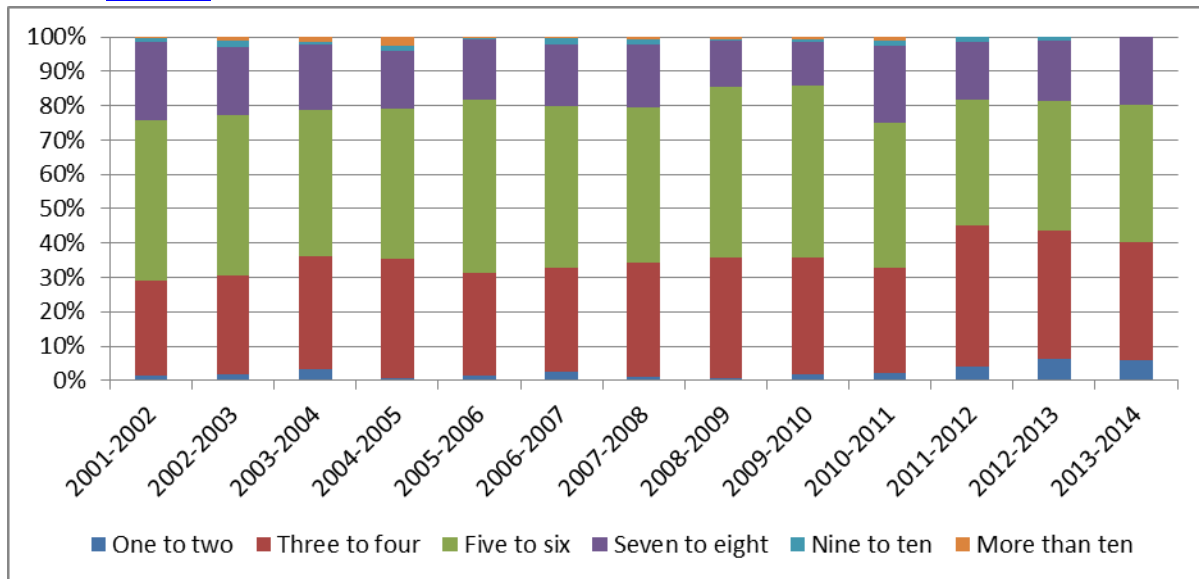
* Note that the 2008-2009, 2009-2010, and 2010-2011 academic years have been removed from the chart above because the number of responses to related questions did not meet reporting thresholds.

On the one hand, then, it seems likely that a significant number of contingent positions and positions other than tenure-track faculty positions may exist in the field but are not posted with AAR and SBL. Perhaps these positions are only posted through the hiring institution's own channels. On the other hand, in recent years, when more of the faculty positions in the organizations' data have clear tenure status, the representation of contingent positions decreases and the representation of tenure-track positions increases. Thus, it may also be the case that the higher representation of positions with unknown tenure status in the past few years masks more tenure-track positions. We hope to evaluate such positions in the future and obtain more clarity.

Since the 2001-2002 AY the average course load for faculty positions has decreased ([Table 15](#) and [Table 16](#)) for faculty overall, though not for contingent faculty in particular. For faculty overall, between the 2001-2002 AY and the 2004-2005 AY course load hovered between 5.8 and 5.9 courses per year and then landed at 5.6 courses per year through the 2010-2011 AY. The figure dropped substantially to 4.9 courses per year in the 2011-2012 AY and has increased to 5.3 in the 2013-2014 AY.

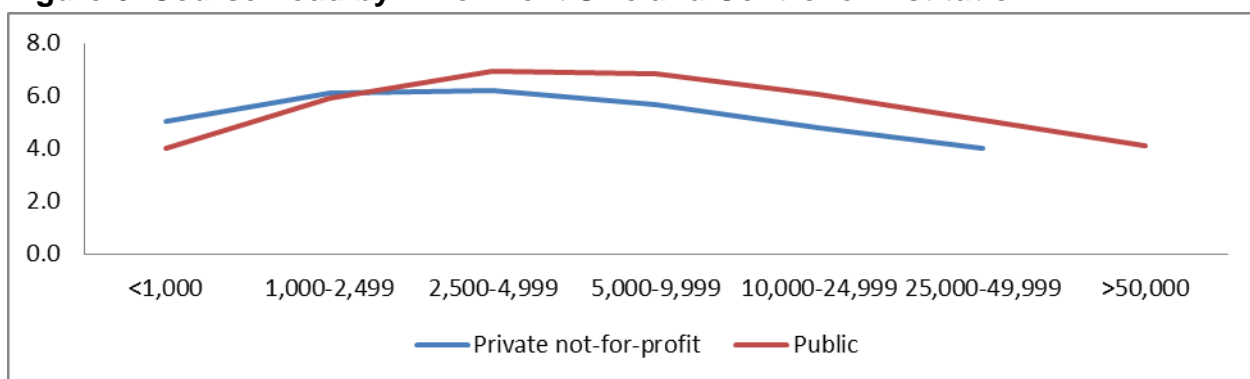
Figure 5. Distribution of Course Load

Source: [Table 15](#)



While a higher percentage of positions at privates carries a heavier course load compared to positions at publics, there is general parity between these two types of institutions. Since the 2001-2002 AY 66.0% of private positions taught five or more classes, while 55.1% of publics have the same load, but the average annual course loads for the types have remained nearly identical over the same period. The largest difference between the average course loads at privates and publics came in the 2004-2005 AY when privates averaged 6.0 courses per year and publics averaged 5.4 courses per year.

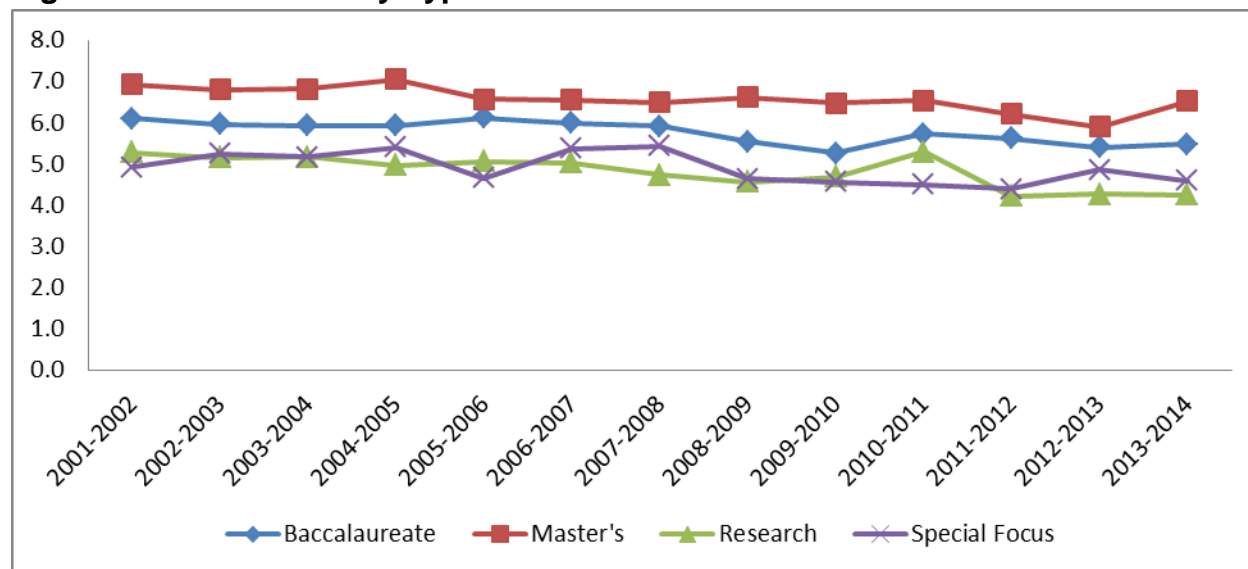
Figure 6. Course Load by Enrollment Size and Control of Institution



The size of an institution’s enrollment and an institution’s type affect course load significantly. The course load at both private and public institutions peaks with an enrollment of 2,500-4,999 and then decreases significantly as enrollment grows, dropping over two full courses at privates (from 6.2 to 4.0) and almost three full courses

at publics (6.9 to 4.1) for the largest institutions. There are also notable differences across types of institutions. Master's institutions, for example, have averaged a load of 6.7 courses per year since the 2001-2002 AY, while research institutions have averaged 4.9 courses per year over the same period.

Figure 7. Course Load by Type of Institution



As noted above, the trendlines for course loads across all types of institutions and enrollment sizes slope downward. We do not collect data on research or service demands of the positions advertised, however, and therefore cannot say whether the decrease in teaching expectations since the 2001-2002 AY has developed because of increased research and/or service demands, a greater reliance on contingent faculty for teaching, or another factor.

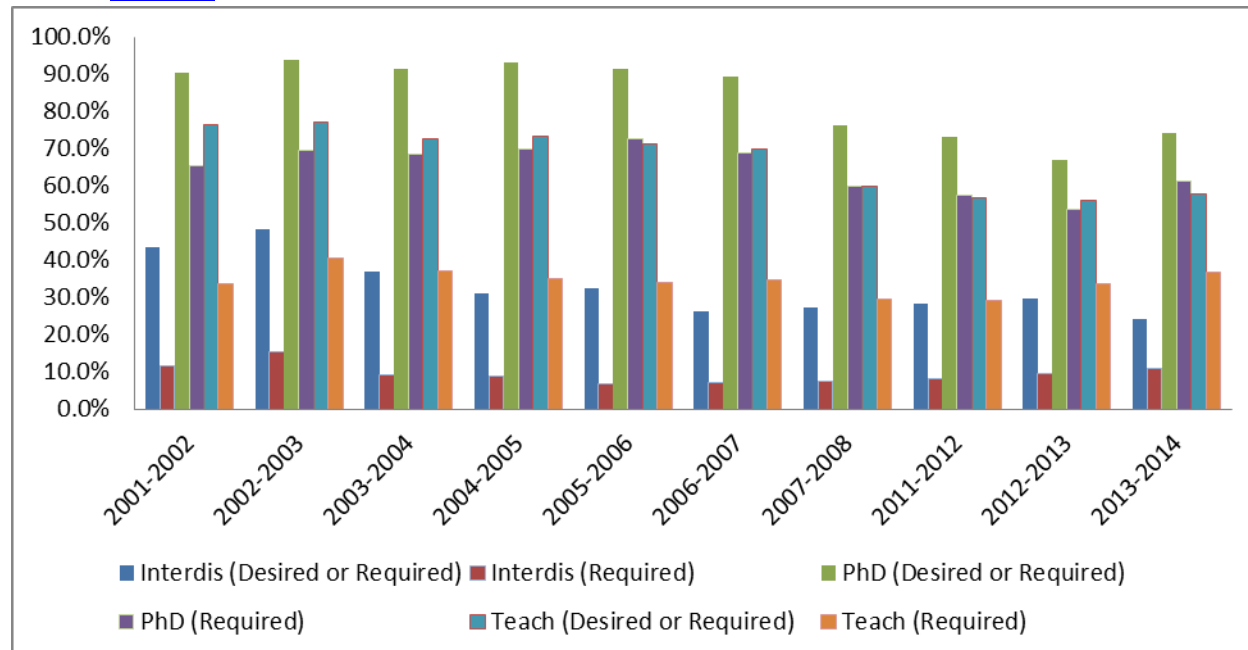
Candidate Requirements

The organizations have gathered data on the skills and/or experiences desired or required by hiring institutions since the 2001-2002 AY ([Table 17](#)), though unfortunately data are missing for the 2008-2009, 2009-2010, and 2010-2011 academic years. Holding a Ph.D., prior teaching experience, and interdisciplinary teaching or research abilities continue to be ranked highest among the twelve options.⁶ A majority of institutions required (59.5%) or desired (10.6%) candidates to hold a Ph.D. Almost half of hiring institutions required (29.9%) or desired (18.1%) prior teaching experience, while over one fifth required (9.7%) or desired (12.2%) interdisciplinary teaching or research abilities.

⁶ The data include no clear definition of "interdisciplinary," so the meaning may vary widely.

Figure 8. Top Skills Desired and/or Required by Academic Year

Source: [Table 17](#)



* Note that the 2008-2009, 2009-2010, and 2010-2011 academic years have been removed from the chart above because the number of responses to related questions did not meet reporting thresholds.

Clear differences exist based on the position's type of institution ([Table 18](#)). Research institutions require the Ph.D. at more than twice the rate (83.3%) that Associate institutions do (41.2%) and over 25% more than Baccalaureate institutions do (57.1%). Inversely, Associate institutions require teaching experience at nearly twice the rate (76.5%) that Research institutions do (43.8%) and more than twice the rate that Baccalaureate (34.7%) or Special Focus institutions do (34.8%). Interdisciplinarity is required most often at Research institutions (12.4%), with Master's and Special Focus institutions requiring it for approximately one out of every ten positions (10.7% and 9.8% respectively).

During the past three academic years, the organizations have also asked employers whether they desired or required candidates to have published at least one journal article or published at least one book or monograph. Responses in the 2013-2014 AY show that almost one fifth (18.3%) of employers desire or require at least one journal article and over one tenth (12.1%) desire or require at least one book or monograph of candidates. Such positive responses to these two questions came from all types of institutions, whether private or public, and of a variety of faculty positions, including contingent positions. Some fluctuation in the rate that publications are desired or required is evident for positions based on seniority—publications being more heavily

required for upper-level positions and desired for entry-level positions—but the number of positions for which we could clearly identify seniority is too low to consider these figures representative.

Hiring Policies and Practices

Since 2009, the organizations have collected data 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 19](#))? Second, what is the hiring institution’s policy regarding domestic partner benefits?⁷ Third, does the hiring institution have a written non-discrimination policy ([Table 20](#) and [Table 21](#))?

The share of employers requiring a signed statement of faith for all employees has fluctuated since the 2009-2010 AY. The share’s nadir came in the 2010-2011 AY at 3.0% and its peak in the 2013-2014 AY at 6.2%. All institutions responding positively to the question were private institutions.

Employers with written non-discrimination policies accounted for all but two responses, excluding those that declined to answer. Respondents to the 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. The representation of all thirteen choices has increased since the 2009-2010. The prevalence of race and/or color has increased most of all from 23.1% in the 2009-2010 AY to 50.7% in the 2013-2014 AY. Sex is a close second, increasing from 25.2% to 50.4% from the 2009-2010 AY to the 2013-2014 AY.

Fields of Study

Reporting on fields of study for positions since the 2001-2002 AY is difficult, primarily because the options for fields of study presented to employers have changed significantly over the period. For example, twelve new fields of study were introduced in the 2003-2004 AY, nearly doubling the previous number of fields (sixteen), another seven were introduced in the 2006-2007 AY, and five more fields have been added since. The growing list of fields certainly aids job seekers and employers alike because it introduces greater nuance, but the fact that these new fields represent specializations previously treated in other categories introduces uncertainty into evaluations of the

⁷ Responses to this question are not provided below because only four responses were recorded in the 2013-2014 AY. Changes to the answer options to this question were made prior to the 2013-2014 AY and may have confused or otherwise dissuaded employers from responding.

historical trends of the fields. Given the fluctuation in the number of positions each year, the degree to which employers identify fields of study, and the changing list of fields, it is simply uncertain to what extent the significant reductions in these fields are attributable to actual market reductions, fragmentation among the new fields of study, or another factor. Likewise, it may be the case that fluctuations in other fields over time are not attributable to market changes but rather changes to the list of fields. Therefore, while we have included the data on fields of study in tables below, we urge caution when interpreting the data historically ([Table 22](#) and [Table 23](#)).

Employment Trends

The data above derive from the year-round job listing service that SBL and AAR provide to interested employers. A subset of these employers conducts interviews for positions listed through the aforementioned service at the organizations' Annual Meetings each year. The organizations have collected feedback from these employers since 2005 via web-based surveys. This feedback has been collected on a calendar year (CY) basis, so it does not directly correlate to the data above, which is organized by academic year. Given the fact that nearly 90% of positions are posted during the months of July through December ([Table 3](#)), however, one can confidently map the following data to the same academic year. In other words, one can correlate the 2005 CY data below to the 2005-2006 AY data above.

Survey feedback included the number of applications per position, whether the position was filled, and some characteristics of the appointee. The number of applications per position varied widely over the years with the average fluctuating between 42 and 95 applications ([Table 24](#)). Except for the 2007 CY and 2008 CY, over 80% of positions were filled at the time of the survey ([Table 25](#)). Of the positions that were not filled, employers indicated whether they intended to fill the position ([Table 26](#)). This figure fluctuated during the five years it has been collected thus far (2008-2012 CY). In 2008 47.4% of respondents who had not filled the position at the time of the survey said that they did not plan to fill it. If we multiply this percentage by the total number of jobs in the year, assuming the percentage to be representative, we find that 78.9 positions (13.7% of total 2008-2009 AY positions) would potentially go unfilled. Thankfully for candidates this figure has greatly and steadily decreased each year since, though we do not yet have data for the 2013-2014 AY. In both the 2011-2012 and 2012-2013 AY, the percentage of jobs that might remain unfilled had decreased to 3.7% (18.5 positions in the 2011-2012 AY and 20.0 positions in the 2012-2013 AY). Also welcome news for candidates is the fact that over three-fourths (76.2%) of appointments were tenure-track positions ([Table 27](#)).

Perhaps more instructive for candidates than the skills and/or experiences desired or required by hiring institutions ([Table 17](#)), survey respondents were asked whether appointees will have completed the Ph.D. by the time they are hired ([Table 28](#)). While there has been some fluctuation in the data, the most recent year's responses (2012) show that 90.0% of appointees would be hired with the Ph.D. degree completed. The average since 2005 is 79.8%. Moreover, only 4.8% of candidates on average since 2005 interviewed with a Ph.D. completion date more than one year away ([Table 29](#)). Such appointees, in other words, interviewed in November of 2012 but would not complete their Ph.D. until 2014. If we correlate this data with the data the organizations have on the estimated job start date, we can infer that most of these appointees interviewed in November of 2012 for jobs that started in July or August of 2013, meaning that they would complete their degrees during their first year of employment. The first group of appointees to complete their degrees immediately prior to their start dates comprise almost one third of all appointees (32.7%). The typical candidate in this group would have interviewed in November of 2012, completed their degree in May of 2013, and started their appointment in July or August of 2013. Another 17.1% of appointees interviewed in the year that they completed their degrees, and 11.1% of appointees interviewed the year after they completed their degrees. Finally, the remaining third (34.3%) of appointees interviewed two years or more after they completed their degrees.

Conclusion

The market reflected by these data continues to change in ways both large and small. There are underlying constants: a core of faculty positions at private not-for-profit U.S.-based institutions that are mostly tenure-track. The market has varied recently by adding entry-level positions and shedding upper-level positions (particularly at mid-size private research institutions and the smallest special focus institutions in the U.S.). We do not know whether upper-level positions are being directly replaced by the small uptick in entry-level and contingent positions in recent years, or whether these positions are being discontinued altogether. Minor variations include the fact that course load for the average faculty has decreased, as has the degree to which various skills and experiences are required by hiring institutions.

Despite these changes, holding a Ph.D., prior teaching experience, and interdisciplinary teaching or research abilities continue to be central to a candidate's repertoire. Indeed, data from the most recent year show that 90% of appointees were be hired with the Ph.D. completed. With an average number of applications per position each year since 2005 between 42 and 95, candidates can expect to compete with several dozen peers—a figure that may well rise if overall job numbers decline consistently. They can have confidence, however, that the job applied for will be filled (jobs that remained

unfilled had decreased to 3.7% for the 2011-2012 and 2012-2013 AY) and that the job landed will most likely be a tenure-track position (over three-fourths (76.2%) of appointments were tenure-track).

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 Ryan T. Woods, Associate Director of Employment Services of AAR, and the members of the organizations' joint Employment Services Advisory Committee: Greg Carey, Professor of New Testament at Lancaster Theological Seminary; David Eastman, Assistant Professor of Religion at Ohio Wesleyan University; Linda A. Moody, Graduate Dean at Mount St. Mary's College; and Anthony B. Pinn, Agnes Cullen Arnold Professor of Humanities and Professor of Religion at Rice University.

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 developed a single, new job listing service that launched in early 2013, which has eliminated 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 January 1, 2013 through June 30, 2014, 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 Tables

Table 1. Number of Positions by Academic Year

	AY01	AY02	AY03	AY04	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13
N of Positions	536	538	519	520	598	577	652	574	412	522	501	548	452

Table 2. Number of Positions by Academic Year Relative to Peak (AY07)

	N	Pct difference from peak	Pct of peak
AY01	-116	-17.8	82.2
AY02	-114	-17.5	82.5
AY03	-133	-20.4	79.6
AY04	-132	-20.2	79.8
AY05	-54	-8.3	91.7
AY06	-75	-11.5	88.5
AY07			100
AY08	-78	-12	88
AY09	-240	-36.8	63.2
AY10	-130	-19.9	80.1
AY11	-151	-23.2	76.8
AY12	-104	-16	84
AY13	-200	-30.7	69.3

Table 3. Number of Positions by Academic Year and Month

	Academic Year													Total	
	AY01	AY02	AY03	AY04	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13	N	Pct
Jul	26	19	23	24	20	18	31	36	17	32	20	16	15	297	4.3
Aug	51	54	45	47	74	80	58	95	47	50	54	112	48	815	11.7
Sep	94	95	90	112	124	129	133	186	71	97	110	97	95	1433	20.6
Oct	94	116	124	108	135	118	125	99	63	84	108	92	92	1358	19.5
Nov	87	75	69	72	79	69	75	36	47	49	44	51	40	793	11.4
Dec	32	43	38	29	32	40	30	20	38	38	32	35	29	436	6.3
Jan	31	36	24	19	28	29	39	19	20	37	28	33	27	370	5.3
Feb	33	25	23	31	28	28	53	20	30	28	31	25	29	384	5.5
Mar	37	30	28	21	18	24	43	26	27	34	20	30	24	362	5.2
Apr	14	18	16	17	29	14	26	15	15	36	10	31	26	267	3.8
May	15	14	13	18	18	16	14	17	17	21	22	12	13	210	3.0
Jun	22	13	26	22	13	12	25	5	20	16	22	14	14	224	3.2
Total	536	538	519	520	598	577	652	574	412	522	501	548	452	6949	100.0

Table 4. Number of Positions by Academic Year and Global Region

	AY01	AY02	AY03	AY04	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13
Africa													
Eastern Africa								1					
Northern Africa								3			2		
Southern Africa		1								1	1		1
Americas													
Caribbean						2	1					2	
Northern America	524	521	490	506	578	552	616	535	379	479	465	438	388
Asia													
Central Asia												1	
Eastern Asia			3	3	2		6	2	1		2	2	2
South-Eastern Asia										1	1	2	1
Southern Asia			1							2	1	2	
Western Asia					1	2	2	2	3	11	1	49	10
Europe													
Northern Europe	3	7	10	6	13	16	14	13	14	13	14	29	32
Western Europe	5	1	7	2	2	2	5	10	8	7	8	16	9
Oceania													
Australia and New Zealand	3	4	8	3	2	3	8	7	7	7	5	5	8
Melanesia		4											
Subtotal	535	538	519	520	598	577	652	573	412	521	500	546	451
Missing	7												
Total	6949												

Table 5. Country of Institution

	N of Positions AY01-AY13	Avg of Positions AY01-AY13
United States	6140	472.3
Canada	331	25.5
United Kingdom	135	10.4
Israel	80	6.2
Germany	43	3.3
Australia	40	3.1
New Zealand	30	2.3
Netherlands	25	1.9
Ireland	23	1.8
Finland	16	1.2
Switzerland	11	0.8
Hong Kong	9	0.7
Japan	7	0.5
Norway	6	0.5
Egypt	4	0.3
Fiji	4	0.3
India	4	0.3
Macau	4	0.3
South Africa	4	0.3
Barbados	3	0.2
Thailand	3	0.2
Austria	2	0.2
Bahamas	2	0.2
Bangladesh	2	0.2
Singapore	2	0.2
Sweden	2	0.2
Algeria	1	0.1
Belgium	1	0.1
China	1	0.1
Denmark	1	0.1
Kazakhstan	1	0.1
Kenya	1	0.1
Korea, Republic Of (south)	1	0.1
Lithuania	1	0.1
Saudi Arabia	1	0.1
Taiwan	1	0.1
Subtotal	6942	
Missing	7	
Total	6949	

Table 6. U.S. Region of Institution

	AY01	AY02	AY03	AY04	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13
Far West	58	69	59	60	70	60	56	52	36	45	35	41	59
Great Lakes	89	93	89	89	97	89	98	100	80	81	84	85	77
Mid East	91	82	85	108	122	101	118	98	68	80	80	92	63
New England	54	49	43	37	50	58	64	54	41	37	52	33	31
Plains	55	61	51	44	41	44	56	42	33	40	36	33	32
Rocky Mountains	5	6	14	6	8	6	8	2	4	9	3	8	4
Southeast	95	94	81	93	112	112	137	79	65	112	102	84	63
Southwest	35	22	29	30	39	33	31	42	27	29	29	26	34
US Service schools								4				1	
Subtotal	482	476	451	467	539	503	568	473	354	433	421	403	363
Missing	211												
Total	6144												

Table 7. Control of Institution by Year (U.S. Institutions)

		AY01	AY02	AY03	AY04	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13
PNFP	N	380	388	335	377	440	387	467	366	287	352	337	316	282
	Pct	79.0	81.7	74.9	80.9	81.8	76.9	82.2	77.4	81.5	81.3	80.0	79.2	77.7
Public	N	101	87	112	89	98	116	101	107	65	81	84	83	81
	Pct	21.0	18.3	25.1	19.1	18.2	23.1	17.8	22.6	18.5	18.7	20.0	20.8	22.3
Subtotal (N)		481	475	447	466	538	503	568	473	352	433	421	399	363
Missing		225												
Total		6144												

Table 8. Type of Institution (U.S. Institutions)

	AY01	AY02	AY03	AY04	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13
Associate	4	1	4	2	1	3			4				2
Baccalaureate	119	133	111	113	137	117	148	111	73	75	79	76	73
Master's	91	88	78	103	112	97	95	81	62	118	64	73	82
Research	179	185	195	159	202	225	218	212	149	173	196	190	159
Special Focus	89	69	63	90	87	61	107	69	66	67	82	64	47
Subtotal	482	476	451	467	539	503	568	473	354	433	421	403	363
Missing	211												
Total	6144												

Table 9. Type of Institution by Control

	AY01	AY02	AY03	AY04	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13
Master's	91	88	78	103	112	97	95	81	62	118	64	69	82
PNFP	73	68	56	82	86	71	77	61	53	97	53	61	65
Public	18	20	22	21	26	26	18	20	9	21	11	8	17
Research	179	185	194	159	202	225	218	212	149	173	196	190	159
PNFP	99	120	109	93	131	142	137	131	96	114	125	117	96
Public	80	65	85	66	71	83	81	81	53	59	71	73	63
Total	270	273	272	262	314	322	313	293	211	291	260	259	241

Table 10. Enrollment (U.S. Institutions)

	AY01	AY02	AY03	AY04	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13
<1,000	100	78	70	95	92	69	111	73	63	63	79	66	50
1,000-2,499	99	104	91	86	110	84	108	84	60	76	59	61	57
2,500-4,999	65	64	56	87	81	80	92	68	48	71	59	54	57
5,000-9,999	45	47	49	45	62	59	74	59	53	51	44	44	52
10,000-24,999	106	109	106	91	131	123	106	105	63	117	106	117	91
25,000-49,999	63	67	69	57	57	82	74	77	62	52	67	51	54
>50,000	4	7	10	6	6	6	3	7	5	3	7	10	2
Subtotal	482	476	451	467	539	503	568	473	354	433	421	403	363
Missing	211												
Total	6144												

Table 11. Enrollment by Control of Institution (U.S. Institutions)

	AY01	AY02	AY03	AY04	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13
PNFP	380	388	335	377	440	387	467	366	287	352	337	316	282
<1,000	99	76	65	94	91	68	111	72	61	63	79	66	50
1,000-2,499	99	103	89	85	110	82	108	84	59	76	58	61	57
2,500-4,999	65	64	54	86	80	78	90	63	48	70	57	50	56
5,000-9,999	42	45	44	41	58	52	67	55	48	48	39	43	46
10,000-24,999	59	75	60	59	90	80	65	65	44	81	78	82	60
25,000-49,999	16	25	23	12	11	27	26	27	27	14	26	14	13
Public	101	87	112	89	98	116	101	107	65	81	84	83	81
<1,000		1	1			1		1					
1,000-2,499		1	2	1		2			1		1		
2,500-4,999			2	1	1	2	2	5		1	2	4	1
5,000-9,999	3	2	5	4	4	7	7	4	5	3	5	1	6
10,000-24,999	47	34	46	32	41	43	41	40	19	36	28	32	31
25,000-49,999	47	42	46	45	46	55	48	50	35	38	41	36	41
>50,000	4	7	10	6	6	6	3	7	5	3	7	10	2
Subtotal	481	475	447	466	538	503	568	473	352	433	421	399	363
Missing	225												
Total	6144												

Table 12. Positions That are Pending Approval

	AY01	AY02	AY03	AY04	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13
N	10	6	8	6	14	6	12	26	3	9	20	48	11
Pct of Total Positions	1.9	1.1	1.5	1.2	2.3	1.0	1.8	4.5	0.7	1.7	4.0	8.8	2.4

Table 13. Visiting Positions

	AY01	AY02	AY03	AY04	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13
N	36	41	47	42	42	47	52	32	15	35	37	43	46
Pct of Total Positions	6.7	7.6	9.1	8.1	7.0	8.1	8.0	5.6	3.6	6.7	7.4	7.8	10.2

Table 14. Distribution of Faculty Positions for Which Tenure Status is Known (Pct)

	AY01	AY02	AY03	AY04	AY05	AY06	AY07	AY08	AY11	AY12	AY13	Total
Contingent Faculty	29.0	28.1	23.8	24.4	23.0	19.9	26.8	14.6	20.6	22.9	32.1	23.9
Tenured/Tenure-track Faculty	71.0	71.9	76.3	75.6	77.0	80.1	73.2	85.4	79.4	77.1	67.9	76.1
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 15. Course Load

	AY01	AY02	AY03	AY04	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13
One to two	1.5	2.1	3.1	0.8	1.7	2.5	1.8	0.7	2.3	2.3	6.8	9.3	7.6
Three to four	28.6	29.9	35.0	35.5	31.3	31.3	36.3	39.1	38.3	31.7	40.1	36.6	37.3
Five to six	46.4	45.5	41.3	43.0	49.1	46.3	42.8	46.6	46.9	39.0	35.7	35.6	36.9
Seven to eight	22.2	19.2	18.2	16.4	16.9	17.8	17.3	12.5	11.4	24.8	15.9	17.6	18.2
Nine to ten	1.2	1.8	0.9	1.9	0.5	1.8	1.3	0.4	0.6	1.4	1.4	1.0	0.0
More than ten	0.3	1.5	1.4	2.4	0.5	0.3	0.8	0.7	0.6	0.9	0.0	0.0	0.0
Total	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0

Table 16. Average Course Load for All Faculty Positions

	AY01	AY02	AY03	AY04	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13
Contingent Faculty	6.1	6.0	6.3	5.6	5.6	5.6	6.0	6.5	5.8	6.1	5.6	5.7	6.1
Faculty (tenure status unknown)	5.8	5.6	5.2	5.4	5.3	5.0	5.2	5.1	5.2	5.5	4.4	4.2	4.6
Tenured/Tenure-track Faculty	5.8	5.9	6.0	6.2	5.8	5.8	5.6	5.4	#	5.7	4.8	4.8	5.1

Table 17. Skill and/or Experience by Academic Year (Pct)

	AY01	AY02	AY03	AY04	AY05	AY06	AY07	AY11	AY12	AY13
Administrative Experience										
Desired	10.4	12.8	10.0	7.3	7.5	5.9	7.2	6.2	5.5	3.8
Required	6.5	9.7	8.1	5.2	5.0	7.5	4.1	6.6	6.9	5.5
Affirmative Action Eligibility										
Desired	25.2	25.7	18.7	17.1	13.7	14.4	16.4	4.6	9.5	4.2
Required	4.9	3.9	1.3	2.3	1.5	1.2	1.2	0.2	1.8	0.9
Interdisciplinary Teaching or Research										
Desired	30.4	32.2	27.2	21.7	23.9	19.2	19.8	20.0	17.5	12.2
Required	11.6	14.1	9.8	8.5	6.7	7.5	8.1	8.2	8.8	9.7
Online Course Instruction Experience										
Desired	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.4	0.2	8.0
Required	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.6	0.2	0.9
Religious Ordination										
Desired	8.0	9.5	6.2	6.7	6.4	6.4	4.9	5.4	5.7	2.4
Required	2.6	2.6	1.3	2.7	2.2	1.6	1.5	1.0	0.5	0.2
Hold a Ph.D.										
Desired	24.6	24.7	21.6	22.9	17.6	20.8	16.3	14.4	11.9	10.6
Required	63.1	66.5	67.4	68.7	67.6	67.4	57.7	55.3	49.3	59.5
Published Journal Article(s)										
Desired	#	#	#	#	#	#	#	0.4	0.2	12.8
Required	#	#	#	#	#	#	#	0.0	0.2	5.5
Published Book(s) and/or Monograph(s)										
Desired	#	#	#	#	#	#	#	0.4	0.2	8.6
Required	#	#	#	#	#	#	#	0.0	0.2	3.5
Religious Affiliation or Commitment										
Desired	9.7	9.1	9.6	7.1	5.2	8.0	7.7	5.2	4.0	3.3
Required	22.9	16.4	13.5	15.0	16.9	13.9	11.3	8.2	9.9	7.7
Student Services Experience										
Desired	5.8	8.9	5.4	2.9	3.3	3.3	2.8	4.4	3.3	1.1
Required	1.3	2.0	1.9	1.2	0.7	1.4	1.2	1.0	2.4	1.1
Prior Teaching Experience										
Desired	39.9	35.9	33.5	36.3	34.1	34.1	30.2	25.0	18.4	18.1
Required	32.5	38.7	35.8	33.7	31.4	33.4	27.9	26.9	28.8	29.9

U.S. Citizenship										
Desired	7.3	6.3	3.3	3.1	2.7	4.2	2.6	4.4	2.4	0.7
Required	2.2	2.6	0.8	0.8	1.3	0.7	1.4	2.8	4.9	1.5

*Faculty positions only

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

	AY01 – AY13					
	Hold a Ph.D.		Prior Teaching Experience		Interdisciplinary Teaching or Research	
	Required	Desired	Required	Desired	Required	Desired
Associate	41.2	35.3	76.5	23.5	0.0	41.2
Baccalaureate	57.1	42.5	34.7	47.1	6.9	31.4
Master's	71.1	26.2	46.2	43.9	10.7	28.8
Research	83.3	14.4	43.8	36.7	12.4	26.7
Special Focus	66.8	24.5	34.8	42.5	9.8	33.8

Table 19. Is a signed statement of faith required for all employees?

	AY09		AY10		AY11		AY12		AY13	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
No or Not Applicable	172	95.0	230	97.0	245	95.3	326	96.7	424	93.8
Yes	9	5.0	7	3.0	12	4.7	11	3.3	28	6.2
Subtotal	181	100.0	237	100.0	257	100.0	337	100.0	452	100.0
Decline to answer	101		143		149		130		0	
Missing	449									
Total	2,436									

Table 20. Does your institution have a written non-discrimination policy?

	AY09		AY10		AY11		AY12		AY13	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
No or Not Applicable	1	0.6	4	1.9	1	0.4	90	26.4	130	28.8
Yes	160	99.4	206	98.1	231	99.6	251	73.6	322	71.2
Subtotal	161	100.0	210	100.0	232	100.0	341	100.0	452	100.0
Decline to Answer	121		170		174		126		0	
Missing	449									
Total	2,436									

Table 21. Issues Mentioned in the Non-Discrimination Policies of Hiring Institutions

	AY09		AY10		AY11		AY12		AY13	
	N	Pct	N	Pct	N	Pct	N	Pct	N	Pct
Age	113	27.4	121	23.1	193	38.5	190	34.7	227	50.2
Class	55	13.3	50	9.6	93	18.6	92	16.8	122	27.0
Creed	77	18.7	72	13.8	122	24.4	129	23.5	158	35.0
Ethnicity	99	24.0	109	20.8	162	32.3	172	31.4	199	44.0
Gender Identity	78	18.9	77	14.7	136	27.1	129	23.5	184	40.7
Marital Status	82	19.9	70	13.4	130	25.9	137	25.0	177	39.2
National Origin	114	27.7	118	22.6	199	39.7	193	35.2	216	47.8
Physical Ability	113	27.4	112	21.4	180	35.9	184	33.6	210	46.5
Race and/or Color	95	23.1	115	22.0	140	27.9	155	28.3	229	50.7
Religion	104	25.2	120	22.9	184	36.7	178	32.5	205	45.4
Sex	104	25.2	117	22.4	180	35.9	188	34.3	228	50.4
Sexual Orientation	106	25.7	116	22.2	177	35.3	164	29.9	199	44.0
Veteran Status	84	20.4	83	15.9	147	29.3	149	27.2	174	38.5

Note: Percentages calculated using positive responses to options listed, that is, responses of either “yes” or “no” to the question behind Table 27. They exclude missing responses and responses of “decline to answer” or “not applicable.”

Table 22. Fields of Study (AY01-AY06)

	AY01	AY02	AY03	AY04	AY05	AY06
Administration and Support Services			33	23	21	24
Arts, Literature, and Religion	12	10	4	5	9	5
Asian Religions (general or not listed separately)			12	12	12	8
Buddhism						
Christian Studies	8	4	8	10	6	11
Comparative Religions/Theology	17	12		1	1	
East Asian Religions (general or not listed separately)			3	9	9	10
Ethics	39	26	24	32	20	22
Hebrew Bible and Religions of the Ancient Near East	47	34	49	46	58	63
Hinduism			4	2	0	3
History of Christianity/Church History	23	35	30	27	37	34
History of Religion (general)	21	20	5	11	7	14
Indigenous/Native/Traditional Religions			3	5	2	2
Introduction to Religion			17	12	17	18
Islamic Studies	31	40	34	43	44	45
Jewish Studies	30	36	22	18	33	26
Languages (inc. Hebrew, Greek, Urdu, Arabic, etc.)						
Library			2	3	4	2
Missiology			7	4	3	1
Moral Theology						
New Testament, Christian Origins, Ancient Christianity	21	19	29	58	67	72
North American Religions	11	18	18	12	12	12
Other						
Pastoral Care			8	7	5	7
Philosophy of Religion	84	90	18	14	17	9
Practical/Praxis Theology			11	18	20	19
Preaching/Ministry/Liturgical Studies			8	9	15	15
Racial/Ethnic Minority Studies in Religion	7	6	9	12	8	7
Religions of Africa and/or Religions of the African Diaspora						
Social Sciences and Religion	4	4	11	7	5	12
South and Central American and Caribbean Religions			1	3	2	1
South Asian Religions (general or not listed separately)	10	7	14	20	10	17
Systematic/Constructive Theology						
Women's Studies in Religion	7	6	11	3	11	12
World Religions			16	18	17	17
Subtotal	372	367	411	444	472	488
Total N of Positions	536	538	519	520	598	577
Response Rate (Pct)	69.4	68.2	79.2	85.4	78.9	84.6

*The table above reflects fields that represent at least 15 positions or more from the 2001-2002 AY through the 2013-2014 AY.

Table 23. Fields of Study (AY07-AY13)

	AY07	AY08	AY09	AY10	AY11	AY12	AY13
Administration and Support Services	38	33	27	33	37	46	28
Arts, Literature, and Religion	9	11	5	4	5	2	9
Asian Religions (general or not listed separately)	19	23	8	15	17	14	14
Buddhism	1	9	3	4	12	2	5
Christian Studies	7	13	15	25	17	15	18
Comparative Religions/Theology	3	13	7	8	12	16	7
East Asian Rel. (general or not listed separately)	11	7	4	13	6	5	8
Ethics	23	24	9	20	21	18	7
Hebrew Bible and Religions of the Ancient Near East	51	42	28	44	28	21	31
Hinduism	4	1	6	2	2	4	7
History of Christianity/Church History	37	23	16	23	26	18	21
History of Religion (general)	14	4	3	10	3	5	5
Indigenous/Native/Traditional Religions	1	2	1	3	1	6	1
Introduction to Religion	28	31	29	19	21	25	34
Islamic Studies	43	42	35	28	44	34	20
Jewish Studies	25	31	19	19	22	42	20
Languages (inc. Hebrew, Greek, Urdu, Arabic, etc.)	5	6	8	4	6	11	3
Library	2	15	12	15	5	5	3
Missiology	5	6	7	3	5	3	4
Moral Theology	4	22	7	19	16	15	14
New Testament, Christian Origins, Anc. Christianity	70	30	27	37	51	42	26
North American Religions	15	8	5	6	11	8	16
Other						12	50
Pastoral Care	8	6	8	6	8	4	5
Philosophy of Religion	23	5	5	8	5	10	8
Practical/Praxis Theology	25	8	3	4	8	5	4
Preaching/Ministry/Liturgical Studies	15	8	9	13	9	7	5
Racial/Ethnic Minority Studies in Religion	3	5	1	1	1	1	0
Rel. of Africa and/or Rel. of the African Diaspora	1	3	1	2	2	6	3
Social Sciences and Religion	13	11	8	9	5	12	11
South and Central American and Caribbean Rel.	3	1	1	4	8	7	0
South Asian Rel. (general or not listed separately)	13	4	4	7	7	9	6
Systematic/Constructive Theology	13	23	13	33	14	28	17
Women's Studies in Religion	10	12	8	1	12	4	5
World Religions	19	9	8	18	14	9	7
Subtotal	561	491	350	460	461	471	422
Total N of Positions	652	574	412	522	501	548	452
Response Rate (Pct)	86.0	85.5	85.0	88.1	92.0	85.9	93.4

*The table above reflects fields that represent at least 15 positions or more from the 2001-2002 AY through the 2013-2014 AY.

Please note that the date in the following tables derive from web-based surveys that SBL and AAR conduct with employers that interviews at the organizations' Annual Meetings, not from the year-round job listing service that SBL and AAR provide to interested employers.

Table 24. How many complete applications did you receive for this position?

	2005	2006	2007	2008	2009	2010	2011	2012
Min	4	2	1	1	1	0	3	1
Max	176	177	955	150	300	315	800	223
Avg	43	42	72	51	56	54	95	52

Table 25. Did you fill the position? (Pct)

	2005	2006	2007	2008	2009	2010	2011	2012
Yes	82.5	85.6	80.3	71.0	86.4	88.9	88.9	88.3
No	17.5	14.4	19.7	29.0	13.6	11.1	11.1	11.7

Table 26. Do you plan to fill the position? (Pct)

	2008	2009	2010	2011	2012
Yes	52.6	42.9	33.3	66.7	68.8
No	47.4	57.1	66.7	33.3	31.2

Table 27. Type of appointment (Pct)

	2005	2006	2007	2008	2009	2010	2011	2012
Tenured or TT	77.0	81.0	75.4	79.6	72.6	71.9	71.9	80.3

Table 28. Has the appointee completed PhD? (Pct)

	2005	2006	2007	2008	2009	2010	2011	2012
Yes	87.2	80.0	77.6	77.6	88.2	80.6	67.5	90.0
No	12.7	20.0	22.4	20.4	11.8	19.4	30	10.0
Unknown	0.0	0.0	0.0	2.0	0.0	0.0	2.5	0.0

Table 29. Year of appointee's degree, if applicable, or expected year? (Pct)

	2005	2006	2007	2008	2009	2010	2011	2012	Avg		
more than one year away			3.0	4.4	1.0	2.2	4.3	16.7	3.1	3.8	4.8
next year			33.3	32.2	32.7	42.3	25.5	20.8	43.7	30.8	32.7
this year			20.5	15.1	17.3	11.2	19.1	20.8	15.6	17.4	17.1
1 year ago			9.1	11.4	6.1	8.9	14.9	16.7	6.3	15.4	11.1
2 or more years ago			34.2	36.7	42.8	35.4	36.2	25.0	31.3	32.6	34.3

