



American Academy of Religion

## Survey of Graduate Programs in Religion and Theology

### INSTRUCTIONS FOR COMPLETING THE QUESTIONNAIRE

1. You have received this questionnaire because, according to our records, you are currently the director of an academic doctoral program in religious studies at a fully-accredited college, university, or seminary in North America. Here, we use the term “religious studies” in an inclusive sense (e.g., religious studies, theology, Bible and sacred texts). We have made every effort to ensure the accuracy of our records; however, if you feel that we have contacted you in error, please contact Claude Rubinson at [cmsclaud@arches.uga.edu](mailto:cmsclaud@arches.uga.edu) or (510)798-3756.
2. Please answer each question by marking the appropriate box or boxes and/or by printing the requested information in the space provided. The questionnaire will ask you for data on courses offered, student enrollments, and faculty. To help you provide the most accurate data possible, you may need to consult records such as course schedules and catalogs, student enrollment rosters, and department budgets.
3. The reference period for the Survey is the 2001-2002 academic year, by which we mean the academic year that spanned the summer term of 2001 through the spring term of 2002. If a question does not give a specific time reference, the assumed time reference is the 2001-2002 academic year.
4. In this questionnaire, all questions asking about “your doctoral program” refer to the academic doctoral program of religion or theology for which you are responsible. By “academic doctoral program,” we mean graduate programs in which students are expected to earn their Ph.D., Th.D., or other academic doctorate. *When responding to questions in Section 4 (“Your Doctoral Program”), please do not include information on terminal Master’s programs, other academic non-doctoral programs, or professional doctoral programs.*
5. Please return the completed questionnaire to the address at the bottom of the questionnaire by **Monday, December 16, 2002** in the pre-addressed, pre-paid envelope provided. You may wish to retain a photocopy of your completed questionnaire. While your participation is voluntary, it is essential to the survey’s success.

**Questions?** If you have any questions while completing this questionnaire, please contact Claude Rubinson, Research Lead at [cmsclaud@arches.uga.edu](mailto:cmsclaud@arches.uga.edu) or (510)798-3756.

## SECTION 1: YOUR CONTACT INFORMATION

1 Contact Information: The following information will be used to contact you in the event we need to clarify the information you provide us in the questionnaire.

- Name: \_\_\_\_\_
- Position: \_\_\_\_\_
- Department, Division, or Program: \_\_\_\_\_
- University or Seminary: \_\_\_\_\_
- Phone: \_\_\_\_\_
- Email: \_\_\_\_\_

## SECTION 2: YOUR INSTITUTION

Please answer the following questions about your university or seminary.

- 2 Which of the following descriptions best characterizes your institution?
- Public
  - Private, non-sectarian
  - Catholic
  - Jewish
  - Protestant
  - Other: \_\_\_\_\_
- 3 Does your academic institution have a faculty union (or other association) for purposes of collective bargaining with your institution?
- Yes
  - No
  - Don't know
- 4 Which of the following does your institution supply financial assistance for? (Check all that apply.)
- Research and development
  - Publications
  - Meetings/conferences/professional responsibilities
- 5 Does your institution offer incentives to encourage the voluntary retirement of faculty?
- Yes. Our institution has a *formal* retirement-incentive plan.  
Please Describe: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  - Yes. Our institution has an informal or "semi-formal" incentive plan *or* retirement incentives are decided on an "ad hoc" or case-by-case basis.
  - No. Our institution does not offer incentives for voluntary retirement.
  - Don't know
- 6 Does your institution *ever* provide retired faculty with medical benefits?
- Yes
  - No
  - Don't know

### Section 3: Your Department

Please answer the following questions regarding your department, division, or program.

- 7 Which graduate degrees in religion does your department offer? (Check all that apply)
- Terminal M.A.
  - M.A.
  - Th.M.
  - Ph.D.
  - Th.D.
  - Other: \_\_\_\_\_
- 8 In the 2001-2002 school year, how much money did your institution appropriate to pay for your department's total expenditures (including faculty salaries, student financial aid, faculty research, departmental operations, and program funds)?
- Less than \$50,000
  - \$50,000 to \$99,999
  - \$100,000 to \$249,999
  - \$250,000 to \$499,999
  - \$500,000 to \$999,999
  - \$1 million to \$1.4 million
  - \$1.5 million to \$1.9 million
  - \$2 million to \$2.4 million
  - \$2.5 million to \$2.9 million
  - \$3 million to \$3.9 million
  - \$4 million or more
  - Don't know
- 9 Since Fall 1998, how many faculty members in your department were hired with tenure, hired to tenure-track, and hired to non-tenure track positions? (If unable to provide actual number, please provide your best estimate.)
- Number of faculty members hired with tenure: \_\_\_\_\_
  - Number of faculty members hired to tenure track: \_\_\_\_\_
  - Number of faculty members hired to non-tenure track: \_\_\_\_\_
- 10 Looking ahead to the next five years, how many *new* (i.e., non-replacement) faculty positions does your department expect to add by Fall 2008?
- None
  - 1 to 2
  - 3 to 4
  - 5 to 7
  - 8 to 9
  - 10 or more
  - Don't know
- 11 Since Fall 1998, how many faculty members in your department were considered for tenure and how many were granted tenure? (If you are unable to provide the actual number, please provide your best estimate.)
- Number of faculty members considered for tenure: \_\_\_\_\_
  - Number of faculty members granted tenure: \_\_\_\_\_

12 Since Fall 1998, how many faculty members in your department retired or left your institution for other reasons? (If unable to provide actual number, please provide your best estimate.)

- Retired: \_\_\_\_\_
- Left to accept position at another institution: \_\_\_\_\_
- Left for other reasons (e.g., laid off, not granted tenure, resigned): \_\_\_\_\_

13 In the 2001-2002 academic year, how many courses constituted a full-time teaching load?

- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9 or more
- Don't know

14 Does your institution provide housing or a housing allowance for any of the following faculty positions?

- Chaired professor
- Full professor
- Associate professor
- Assistant professor
- Instructor
- Lecturer/part-time
- Visiting professor
- Other: \_\_\_\_\_

15 Please provide the average (arithmetic mean) salary for the following academic ranks within your department:

Position	Mean Salary
Chaired professor	_____
Full professor	_____
Associate professor	_____
Assistant professor	_____
Instructor	_____
Lecturer/part-time	_____
Visiting professor	_____
Other: _____	_____

#### **SECTION 4: YOUR ACADEMIC DOCTORAL PROGRAM**

Many institutions have multiple doctoral programs, both academic and professional. In this survey, we are only interested in *academic* doctoral programs (that is, programs in which students are expected to earn their Ph.D., Th.D., or other academic doctorate) and have sent separate questionnaires to each of your institution's academic doctoral programs. **Please answer the following questions only for the academic doctoral program for which you are responsible.** (If you are responsible for more than one academic doctoral program, please contact Claude Rubinson at cmsclaud@arches.uga.edu or (510)798-3756.) **When responding to questions in this section, please do not include information on terminal Master's programs, other academic non-doctoral programs, or professional doctoral programs.**

##### COMPOSITION OF ACADEMIC DOCTORAL PROGRAM

Please provide information on the faculty and student composition of your academic doctoral program by completing the attached forms *Faculty Composition of Doctoral Program* and *Student Composition of Doctoral Program*.

##### STUDENT RECRUITMENT AND ADMISSION

- 16 For the past 5 years, what is the average annual number of applicants to your doctoral program?
- Average annual number of applications: \_\_\_\_\_
- 17 For the past 5 years, what is the average annual number of applicants offered admission to your doctoral program?
- Average annual number of applicants offered admission: \_\_\_\_\_
- 18 In the spaces below, tell us about the size and composition of the most recent cohort of students admitted to your doctoral program (i.e., students admitted during the 2001-2002 academic year who began their studies in Fall 2002).
- Total number of applicants to doctoral program: \_\_\_\_\_
  - Number of applicants *offered* admission: \_\_\_\_\_
  - Number of applicants who *also* received an offer of financial assistance: \_\_\_\_\_
  - Number of admitted applicants who *accepted* offer of admission: \_\_\_\_\_
  - Number of admitted applicants considered your *top* applicants who *accepted* offer of admission: \_\_\_\_\_

19 Please provide the following turnover information for male and female doctoral students *from Fall 1995 through Summer 2000*.

	Fall '95 – Sum '00	
	Male	Female
Applied to doctoral program	_____	_____
Admitted to doctoral program	_____	_____
Began doctoral program	_____	_____
Left doctoral program	_____	_____
Received doctoral degree	_____	_____

20 As part of the admissions process for potential students, which of the following does your doctoral program require or recommend?

Admission Requirements for Doctoral Program	Neither Recommended nor Required	Recommended	Required
B.A. (or equivalent)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B.A. (or equivalent) in religion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M.A. in religion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M.A. in related field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Master of Divinity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
College transcripts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GRE scores (general exam)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Letters of recommendation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal statement/application essay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Writing sample	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Foreign language proficiency List Languages: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Computer proficiency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Campus visit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interview with a faculty member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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STUDENT FUNDING AND FINANCIAL SUPPORT

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21 What is the cost of tuition for one year of full-time doctoral study in your doctoral program?

- In-state tuition: \$ \_\_\_\_\_
- Out-of-state tuition: \$ \_\_\_\_\_

- 22 What forms of financial assistance were available to *first-year* (Fall 2002) doctoral students? (Check all that apply)
- Tuition aid/remission/waiver
  - Stipend
  - Guaranteed loan
  - Fellowship
  - Teaching assistantship
  - Research assistantship
  - Medical benefits or health insurance coverage
  - Other: \_\_\_\_\_

- 23 What percentage of *first-year* (Fall 2002) doctoral students received financial aid (of any sort) during their first year of study?
- None
  - 1 to 10 percent
  - 11 to 25 percent
  - 26 to 50 percent
  - 51 to 75 percent
  - 76 to 99 percent
  - 100 percent
  - Don't know

- 24 What percentage of all students in your doctoral program have outside (private, state, or federal) fellowships?
- None
  - 1 to 25 percent
  - 26 to 50 percent
  - 51 to 75 percent
  - 76 to 99 percent
  - 100 percent
  - Don't know

- 25 How important are the following criteria in determining funding for your doctoral students?

Criteria for Awarding Funds to Students	Not Important	Somewhat Important	Important	Very Important	Extremely Important
Academic merit	<input type="checkbox"/>				
Assessment of future potential in profession	<input type="checkbox"/>				
Financial need	<input type="checkbox"/>				
How long student has been enrolled	<input type="checkbox"/>				
Field of specialization	<input type="checkbox"/>				
Teaching needs of department	<input type="checkbox"/>				
Diversity issues	<input type="checkbox"/>				
Research fit with faculty interests	<input type="checkbox"/>				
Other: _____	<input type="checkbox"/>				

- 26 Does your doctoral program offer fellowships or other forms of financial support (i.e. not loans) to full-time doctoral students?
- Yes
  - No (Skip to question 30)
  - Don't know
- 27 Does the fellowship or financial support require students to teach?
- Yes
  - No
  - Don't know

- 28 What is the annual remuneration that the fellowship provides, exclusive of tuition remission?
- Annual remuneration of fellowship: \$ \_\_\_\_\_
- 29 What percentage of first year, full-time doctoral students receive a fellowship?
- None
  - 1 to 24 percent
  - 25 to 50 percent
  - 51 to 74 percent
  - 75 to 99 percent
  - 100 percent
  - Don't know
- 30 What is your best estimate of the average financial indebtedness of a *graduating* doctoral student?
- Little or no debt
  - Some debt
  - Moderate debt
  - Great debt
  - Extreme debt
  - Don't know

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COURSE OF STUDY

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- 31 In the 2001-2002 academic year, how many courses did your doctoral program offer? (We are interested in courses that were actually taught rather than simply offered "on the books." Please count each course just once. *For fields left blank, we will assume that no courses were offered in the specified category.*)

Type of Course	Number of Courses Offered
Graduate lectures	_____
Graduate seminars	_____
Graduate research seminars	_____
Independent reading courses	_____
Independent research courses	_____
Thesis preparation/prospectus-writing seminar/course	_____
Other methodology/historiography/pedagogy courses (not counted above)	_____
Other:	_____

- 32 How many courses are students required to complete for the doctoral degree in your program?
- None
  - 1 to 5
  - 6 to 10
  - 11 to 15
  - 16 to 20
  - 21 or more
  - Don't know

- 33 How many years are allowed to complete a doctoral degree in your program?
- 5 years or less
  - 6 to 10 years
  - 11 to 15 years
  - No time limit
  - Don't know
- 34 Does your doctoral program require coursework in fields other than religion (for instance, philosophy, anthropology, sociology, or history)?
- Yes
  - No
  - Don't know
- 35 Does your doctoral program require coursework involving the study of more than one religious tradition (for instance, Buddhism for Christian Theology students)?
- Yes
  - No
  - Don't know
- 36 In addition to coursework, what other degree requirements must students complete in order to obtain their doctoral degree? (Check all that apply.)
- Language requirements: \_\_\_\_\_
  - Written qualifying examination
  - Oral defense of the qualifying exam
  - Dissertation proposal
  - Dissertation
  - Oral defense of the dissertation
  - Teacher training or teaching experience
  - Other: \_\_\_\_\_

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DOCTORAL STUDENTS AS TEACHERS

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- 37 About how many students in your doctoral program teach undergraduate or Master's-level students at some point during their time in graduate school?
- None. Why not? \_\_\_\_\_
  - 1 to 10 percent
  - 11 to 25 percent
  - 26 to 50 percent
  - 51 to 75 percent
  - 76 to 90 percent
  - 91 to 100 percent
  - Don't know

38 On average, how much compensation do doctoral students in your department receive for each kind of teaching they perform? (Enter “NA” if students do not perform this type of teaching in your department.)

Form of Teaching	Mean Compensation (\$US)
Grading (per course)	_____
Teaching Assistant (per course)	_____
Independently taught courses (per course)	_____
Annual stipend for a teaching assistant	_____
Other:	_____

39 Use the table below to describe the various forms of teaching which students in your doctoral program are asked or required to perform. (If students never engage in the specified activity, please check “NA.”)

Form of Teaching	Is this form of teaching optional or required?			Typically, at what point do students first engage in this form of teaching? During their first year, before general exams, after general exams, or after completing all coursework? (Check only one)			
	NA	Opt	Req	1 <sup>st</sup> Year	Before Exams	After Exams	ABD
Grading papers/exams	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Leading small discussion groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching sections of survey courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Teaching sections of other courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
“Team” teaching with faculty member	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
“Team” teaching with other doctoral students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independently taught freshman-level courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independently taught introductory foreign language courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independently taught seminars	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independently taught lecture courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Independently taught web-based or distance-education courses	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advising undergraduate research projects (e.g., Senior thesis)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advising Master’s research projects (e.g., Master’s thesis)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

- 40 At the time that your program’s doctoral students enter the job market, how well trained are they to teach at the various institutions listed below? (We recognize that different students have various aptitudes and career goals as teachers, and that different doctoral programs have various expectations about where their students will ultimately teach. Here, we are interested in the *typical* preparation for teaching that students *actually* receive from your program.)

Educational Setting	Not Prepared	Somewhat Prepared	Well Prepared	Very Well Prepared
Research universities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comprehensive four-year colleges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Liberal arts colleges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other four-year colleges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community colleges or junior colleges	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Secondary schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMPLETION AND ATTRITION PATTERNS

- 41 Over the past five years, what percentage of students have left your doctoral program *without* completing their doctoral degree?
- None
  - 1 to 5 percent
  - 6 to 10 percent
  - 11 to 20 percent
  - 21 to 30 percent
  - 31 to 40 percent
  - 41 to 50 percent
  - 51 percent or more
  - Don’t know
- 42 From the time that a student enters the program, what is the average length of time that it takes a student to complete a doctoral degree? Please include any time in which students are not registered for courses.
- 4 years or less
  - 5 to 7 years
  - 8 to 11 years
  - 12 years or more
  - Don’t know
- 43 Based on your experience during the past few years, are *female* doctoral students more likely, less likely, or about as likely as male doctoral students to leave the program before completing a doctoral degree?
- Female students are more likely to leave
  - Female students are less likely to leave
  - About as likely
  - Don’t know

44 Based on your experience during the past few years, are *ethnic or racial minority* doctoral students more likely, less likely, or about as likely as other doctoral students to leave the program before completing a doctoral degree?

- Minority students are more likely to leave
- Minority students are less likely to leave
- About as likely
- Don't know

45 How important do you think the following reasons are for students leaving your program before completing their doctoral degree?

Reason for Leaving	Not Important	Somewhat Important	Very Important	Extremely Important
Financial strain of graduate school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Personal reasons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Family reasons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Inadequate preparation for graduate school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Unable to do the level of work expected	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Foreign language requirements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They switch to another school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They switch to another academic field	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
They decide to pursue another career	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Pessimism about career opportunities for professors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dissatisfied with intellectual content of program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dissatisfied with advisor/can't find an advisor	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dissatisfied with faculty members	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dissatisfied with other graduate students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dissatisfied with other aspects of program: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other: _____	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

46 Since the 1995-96 academic year, have enrollments in your doctoral program increased, decreased, or stayed about the same?

- Increased
- Decreased
- Stayed about the same
- Don't know

47 Does your institution limit (cap) the number of enrollments in your doctoral program?

- Yes
- No
- Don't know

48 By the following categories, how many students from your program received a doctoral degree in the 2001-2002 school year? (If you are unable to provide an actual number, please provide your best estimate. For students with multi-ethnic backgrounds, please specify their ethnic background. *For fields left blank, we will assume that there were no students in the specified category.*)

Race/Ethnicity	Male	Female
African American or Black	_____	_____
Asian or Pacific Islander	_____	_____
Caucasian or Euro-American	_____	_____
Latino or Hispanic	_____	_____
American Indian or Alaskan Native	_____	_____
Multi-ethnic: _____	_____	_____

PLACEMENT AND EMPLOYMENT

49 In the 2001-2002 academic year, how many of your doctoral students (including recent graduates) were “on the job market” (i.e., actively seeking professional employment)?

- Number of doctoral students on the job market: \_\_\_\_\_

50 About how many of those students confined their job search to positions within academia?

- None
- 1 to 25 percent
- 26 to 50 percent
- 51 to 75 percent
- 76 to 99 percent
- 100 percent
- Don't know

51 Over the past 5 years, has there been a significant change in the number of doctoral students from your program entering the non-academic job market?

- Yes. Please describe: \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
- No
- Don't know

- 52 Over the past decade, have doctoral students from your program become more competitive, become less competitive, or remained about as competitive as before in the academic job market?
- Become more competitive
  - Become less competitive
  - Remained about as competitive
  - Don't know

53 During the 2001-2002 academic year, how many of your program's doctoral students (including recent graduates) found and accepted positions in each of the following professional settings? (Please count only the students who were seeking their first professional employment out of graduate school. *For fields left blank, we will assume that there were no students in the specified category.*)

Number of Students who Found and Accepted Positions	
Research universities	_____
Comprehensive four-year colleges	_____
Liberal arts colleges	_____
Community colleges	_____
Secondary schools	_____
Academic administration	_____
Divinity Schools/Seminaries	_____
Rabbinical Schools	_____
Archives/research libraries/libraries	_____
Museums/museum societies/archeological sites	_____
Editing projects	_____
Documentary projects	_____
Non-profit organizations	_____
Government agencies	_____
Publishing (including electronic publishing)	_____
Other businesses	_____
Post-doctoral:	_____
Other:	_____
Still seeking employment	_____

Thank you for your participation. Please return this questionnaire using the provided pre-addressed, pre-paid envelope and mail to: Claude Rubinson  
 Research Lead  
 AAR Graduate Survey  
 1525 Russell St. #14  
 Berkeley, CA 94703