Job Advertisement Data 2015-2016
American Academy of Religion and Society of Biblical Literature

Executive Summary

Fewer institutions hiring fewer faculty spells an historic low for jobs in religion. The number of positions advertised through AAR-SBL Employment Services declined by over ten percent from academic year 2015 to academic year 2016. Key findings are summarized immediately below with fuller analysis of the data to follow. Though this information helps members track important indicators in a broad sample of job market data, it is important to bear in mind that this report is based on data from listings made through AAR-SBL Employment Services and does not necessarily reflect all positions in the field. This fact may obscure conditions or trends, and the report will remark on some of these. This is particularly evident when it comes to jobs outside the U.S. and Canada and contingent faculty jobs.

For previous reports, please see the following links:
- July 1, 2014 through June 30, 2015
- January 1, 2013 through June 30, 2014
- January 1, 2011 through December 31, 2012
- January 1, 2001 through December 31, 2010

Key Findings
- Positions advertised in AY16 declined 10.2% compared to AY15.
- The discrete number of institutions posting a job in a given year declined each of the past five years from 311 in AY11 to 248 in AY16, a decline of 20.1%.
- Research institutions have been the most stable, while baccalaureate institutions have seen the greatest declines.
- Fewer than 300 faculty jobs were posted, the lowest number of faculty positions since AY02.
- Course loads, in contrast to AY15, declined markedly.
- The percentage of employers requiring or desiring interdisciplinary teaching or research abilities declined significantly.
- Publishing a journal article and publishing a book/monograph are now more important than interdisciplinary teaching or research abilities.
- Online course instruction experience continues to rise, up from 10.4% last year to 13.0% this year.

Contents

Data Analysis

Data available from the American Academy of Religion and Society of Biblical Literature's database of job listings in the fields of biblical, religious, and theological studies indicate not only a declining number of positions overall but also a declining number of unique institutions posting jobs. The discrete number of institutions posting a job in a given year declined each of the past five years from 311 in AY11 to 248 in AY16, a decline of 20.1% (Table 2). The discrete number of positions advertised by these institutions was 404, a decrease of 10.2% from AY15 (Table 1). Both figures—number of jobs and discrete number of institutions—represent historic lows.

Figure 1. Number of Positions and Number of Institutions, AY03-16

The number of institutions hiring has declined for all institution types but most substantially for baccalaureate institutions (Table 3).[1] Compared with their historic high

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[1] For more information on these classifications, see the Carnegie Classification of Institutions of Higher Education at http://carnegieclassifications.iu.edu/classification_descriptions/basic.php.

Doctoral Universities
Includes institutions that awarded at least 20 research/scholarship doctoral degrees during the update year (this does not include professional practice doctoral-level degrees, such as the JD, MD, PharmD, DPT, etc.). Excludes Special Focus Institutions and Tribal Colleges.

Master's Colleges and Universities
Generally includes institutions that awarded at least 50 master's degrees and fewer than 20 doctoral degrees during the update year (with occasional exceptions – see Methodology). Excludes Special Focus Institutions and Tribal Colleges.

Baccalaureate Colleges
Includes institutions where baccalaureate or higher degrees represent at least 50 percent of all degrees but where fewer than 50 master's degrees or 20 doctoral degrees were awarded during the update year.

(AY07), the number of research institutions posting jobs in AY16 was 77.0% (80 compared to 104). Research institutions declined the least of all institution types. Greater declines are evident among special focus institutions, with 57.1% of the number of such institutions posting jobs in AY16 compared to their high in AY08, 57.0% for Master's institutions (high was AY11), and 51.5% for baccalaureate institutions (high was AY08). Only for baccalaureate institutions is the number of institutions posting jobs in AY16 not an historic low: in AY09 56 baccalaureate institutions posted a job, four fewer such institutions than in AY16. The low number of institutions hiring, moreover, is the most significant factor in the decline of overall jobs, especially considering that the number of jobs posted per institution in AY16 is very close to the average for AY02-AY16.

The data also show the lowest number of faculty positions since AY02 (Table 4). Except for AY10, institutions posted well over 400 faculty jobs each academic year from AY02 through AY13. Institutions posted fewer than 400 faculty jobs during each of the past three years, but AY16 is the first year in which barely more than 300 faculty jobs were posted. Administrative positions and fellowships and postdoctoral positions remain steady, as do other types of positions within and outside of higher education. The decline in faculty positions is most notable and the most substantial factor in the changes identified in this report.

Positions in industries other than higher education are not many in our data. They tend, however, to be in publishing or programmatic positions in nonprofits. Positions in higher education that are not faculty—e.g., administrative positions, researchers, and

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(Some institutions above the master's degree threshold are also included; see Methodology.) Excludes Special Focus Institutions and Tribal Colleges.

Baccalaureate/Associate's Colleges
Includes four-year colleges (by virtue of having at least one baccalaureate degree program) that conferred more than 50 percent of degrees at the associate's level. Excludes Special Focus Institutions, Tribal Colleges, and institutions that have sufficient master's or doctoral degrees to fall into those categories.

Associate's Colleges
Institutions at which the highest level degree awarded is an associate's degree. The institutions are sorted into nine categories based on the intersection of two factors: disciplinary focus (transfer, career & technical or mixed) and dominant student type (traditional, nontraditional or mixed). Excludes Special Focus Institutions and Tribal Colleges.

Special Focus Institutions
Institutions where a high concentration of degrees is in a single field or set of related fields. Excludes Tribal Colleges.

Tribal Colleges
Colleges and universities that are members of the American Indian Higher Education Consortium, as identified in IPEDS Institutional Characteristics.

librarians—are more prevalent, but they account for a very small portion of positions overall.

Figure 2. Position Types, AY03-16
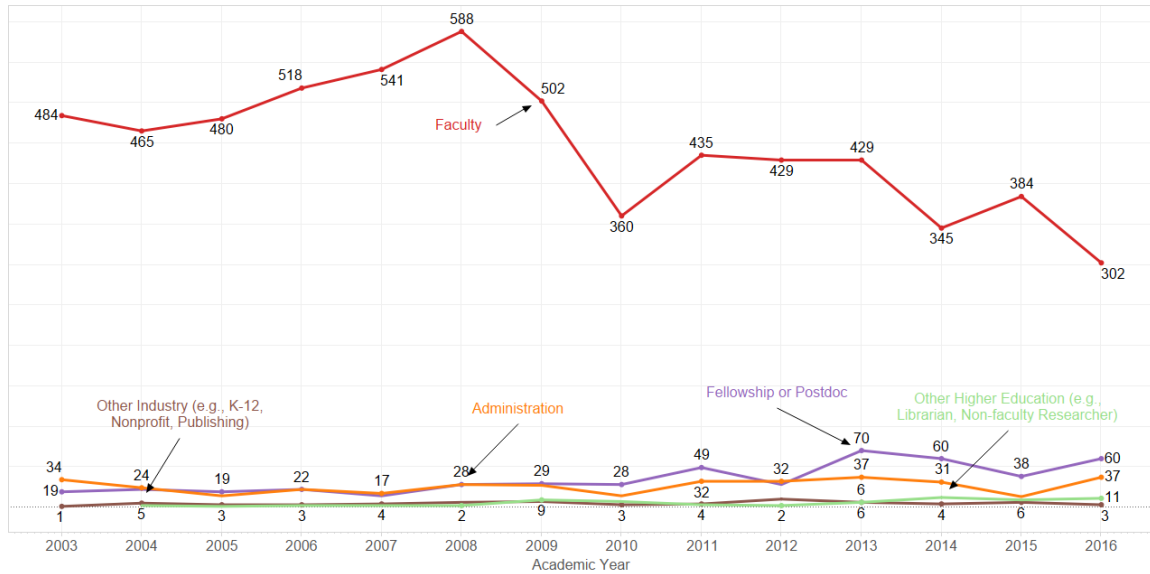
Entry-level positions declined slightly in real numbers (229 to 223) for the third straight year, as did upper-level positions (63 to 49) ([Table 5](#)). Mid-level positions increased slightly (22 to 30). It is difficult to correlate these numbers to prior years, however, because employers were able to select multiple levels for a position for the first time. Thus, while employers last year could only mark a given position as entry level—that is, make only one selection—they could this year mark a position as both entry level and mid level, if both levels were applicable. This difference may account for the ostensible increase in mid-level positions.

Figure 3. Position Level (Faculty), AY03-16
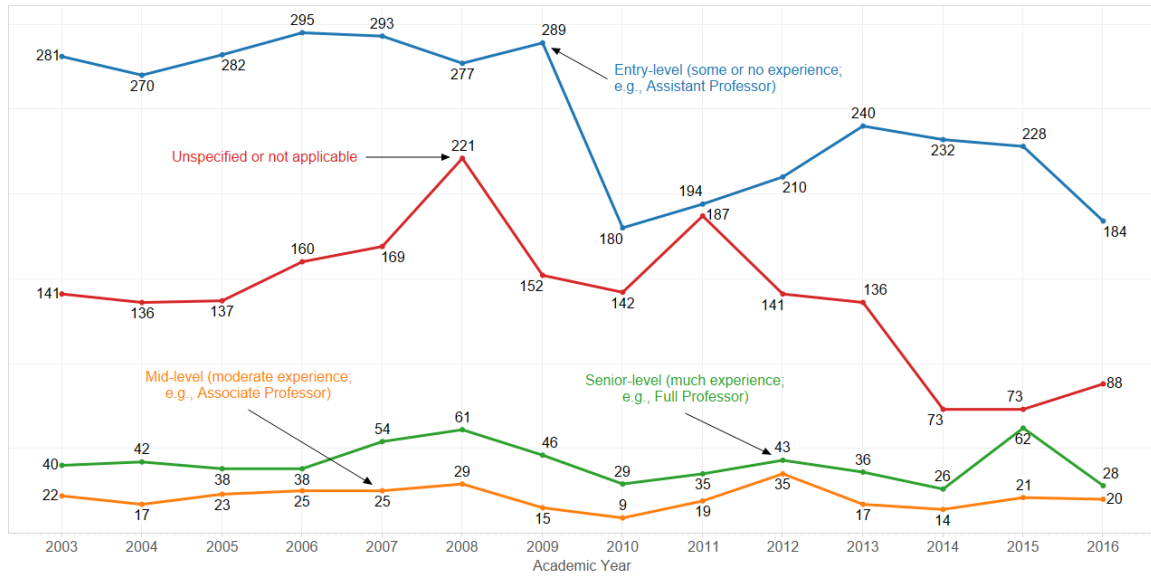
While the organizations' data represent roughly four-fifths of faculty positions as tenure-track and one-fifth as non-tenure track in AY16, general higher education statistics indicate that three out of every four faculty members at two- and four-year academic institutions in the U.S. are contingent workers (Table 6).[2] As we have stated in prior reports, it is clear that contingent positions are not posted through Employment Listings to anywhere near the degree that they exist in the field. What that degree is remains a question. One might take as descriptive, though not necessarily definitive, of the state of tenure in the field the number of tenure-track or tenured positions advertised. The numbers of tenure-track or tenured positions in AY14-AY16 are lower than at any point prior to the AY10-AY11 period.[3]

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[2] 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.

[3] For the AY10-AY11 years, our data show inexplicable variations in several categories, including tenure status, course load, and skills/experience. Data are often extreme outliers for these years and are thus suspect.

Figure 4. Position Tenure Status (Faculty), AY03-16
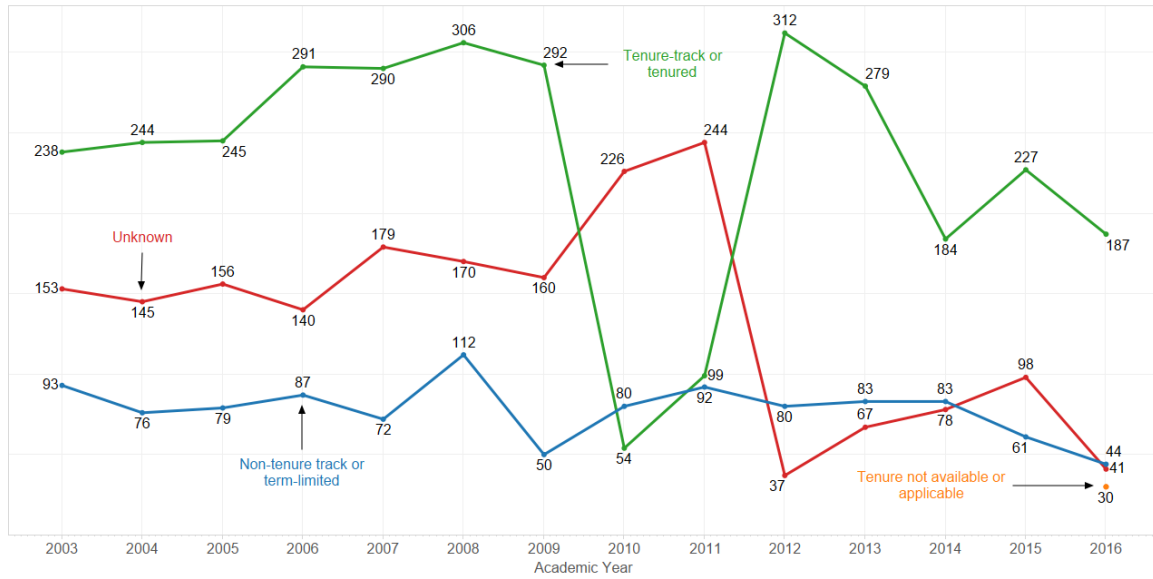
Visiting positions decreased in real numbers but not in their representation of faculty jobs. Positions pending approval, however, decreased from 4.2% in AY15 to 1.7% in AY16, a figure close to those of the early 2000s. These are positions that include some sort of stipulation about final approval, whether that approval was dependent on budgetary, departmental, and/or other considerations.

Course loads, in contrast to last year, declined markedly (Tables 7, 8). Over 50% of positions teach fewer than five courses in AY16 compared to only 40% in AY15. AY16, in fact, marks the lowest standardized course load of the years reported with a clear trend since AY02 of marginally lower course loads. The reason why is unclear. Is there a decrease in enrollments in courses taught by the positions advertised that is depressing course loads? Are there fewer admissions into majors related to positions advertised, less prevalence of religious studies course requirements in general education, and/or fewer admissions into graduate programs in the field, any of which might decrease the number of courses required and thus taught? Are contingent faculty positions, which are less likely to be advertised, taking on more of the teaching load from full-time faculty? Are fewer entry-level positions, which have a higher course load than more senior positions, being advertised?[4]

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[4] See the American Academy of Arts & Sciences Humanities Indicators for limited data on postsecondary course-taking: http://www.humanitiesindicators.org/content/indicatordoc.aspx?i=41. Some data are available through the U.S. Department of Education, National Center for Education Statistics, B&B: 09 Baccalaureate and Beyond Longitudinal Study, but we are unable to examine these data longitudinally and are unaware of any other such data related to enrollments for courses in religious studies or related fields.

In terms of Bachelor's degree completions, degrees in Philosophy and Religious Studies have declined 17% since an all-time peak in 2010-2011. See https://nces.ed.gov/programs/digest/d16/tables/dt16_322.10.asp?current=yes. Drilling down into Religion

Figure 5. History of Course Load (with trendlines), AY03-AY16
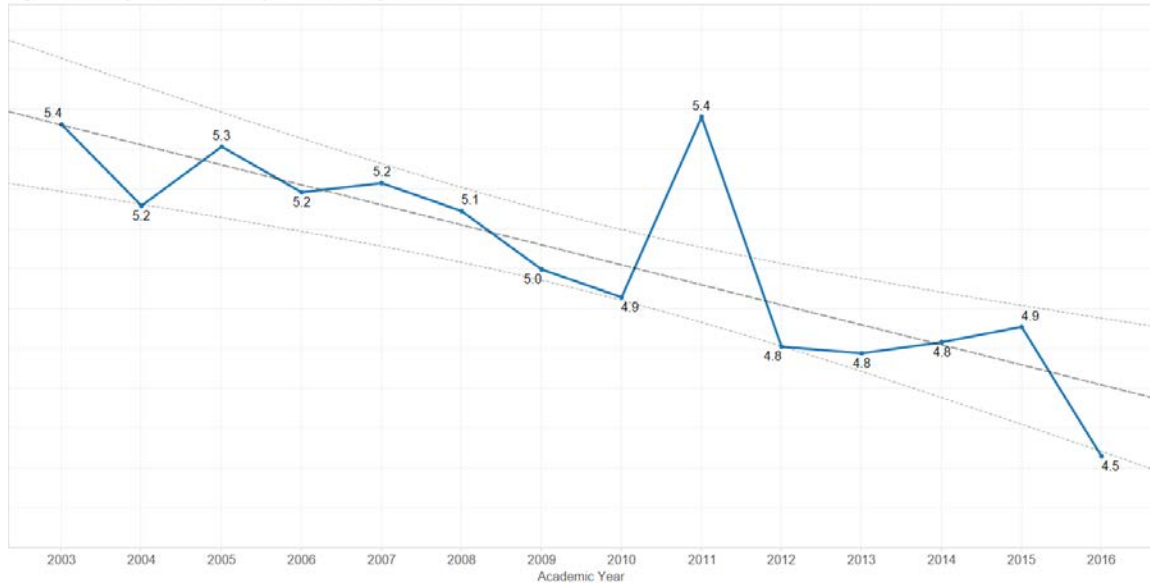
In a broad sense, the tools that candidates need remain consistent (Table 9). Obtaining the Ph.D. and teaching experience remain the most important pursuits for job candidates. The percentage of employers requiring or desiring interdisciplinary teaching or research abilities, however, declined significantly (from 35.5% to 23.3%). Publishing a journal article (30.4%) and publishing a book/monograph (23.7%) are now more important than interdisciplinary teaching or research abilities. Online course instruction experience continues to rise, up from 10.4% last year to 13.0% this year.

How rates of desire/require differ between levels of positions (Table 10) and institution type (Table 11) turns out to be an important factor for several skills. Online course instruction experience, for example, is far more highly desired at special focus institutions than other types of institutions. When differentiated by level, the data show that only one-tenth of entry-level positions desire or require book/monograph publication compared to nearly two-thirds of upper-level positions. The same disparity is true of journal publications, though entry-level positions more highly desire/require such publications compared to books/monographs. While in AY15 the data showed that interdisciplinary teaching/research pertained far more significantly to upper-level positions, around one-third of both entry-level and upper-level positions in AY16 required or desired it. Teaching experience is also more highly required for upper-level positions but only slightly.

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and Religious Studies degrees, however, reveals that
https://nces.ed.gov/ipeds/datacenter/data/C2015_A.zip downloaded from
https://nces.ed.gov/ipeds/datacenter/DataFiles.aspx.

Finally, we would note that reporting longitudinally on fields of study for positions is difficult (Table 12). 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. We have provided the full set of options with corresponding counts in a table below so that readers can identify trends themselves. Note that the figures in this table represent all selections made; that is, employers can select multiple fields for a position, not just a primary. Moreover, since the beginning of the reporting period, employers have not always been able to identify selections as primary or secondary. We have, therefore, presented the data online without reference to such designations.

The number of countries represented among job listings in AY16 dipped to eleven, the lowest number of countries since AY08. The countries are Australia, Bahamas, Canada, Denmark, Germany, Ireland, Japan, New Zealand, Switzerland, United Kingdom, and the United States. Positions are concentrated in the United States (87.9%).

Figure 7. Countries of Positions, AY16
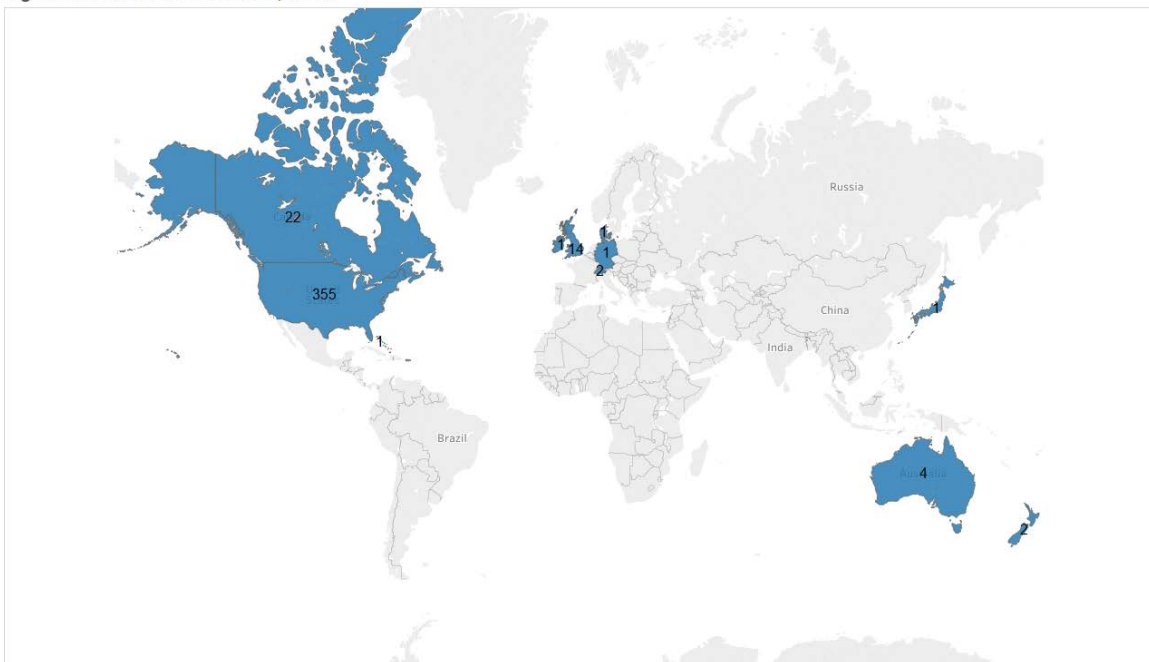
Within the United States, positions are concentrated in the Great Lakes (Illinois, Indiana, Michigan, Ohio, Wisconsin) and Mid-East (Delaware, District of Columbia, Maryland, New Jersey, New York, Pennsylvania). If we add New England (Connecticut, Maine, Massachusetts, New Hampshire, Rhode Island, Vermont), the three regions account for fully 50% of positions. Positions in these regions have held relatively steady in terms of their representation of all positions in the United States. By contrast, positions in the

Southeast declined in terms of representation from 24.8% to 16.9% from AY11 through AY14. They have stabilized since.

Figure 8. State of Position in U.S.
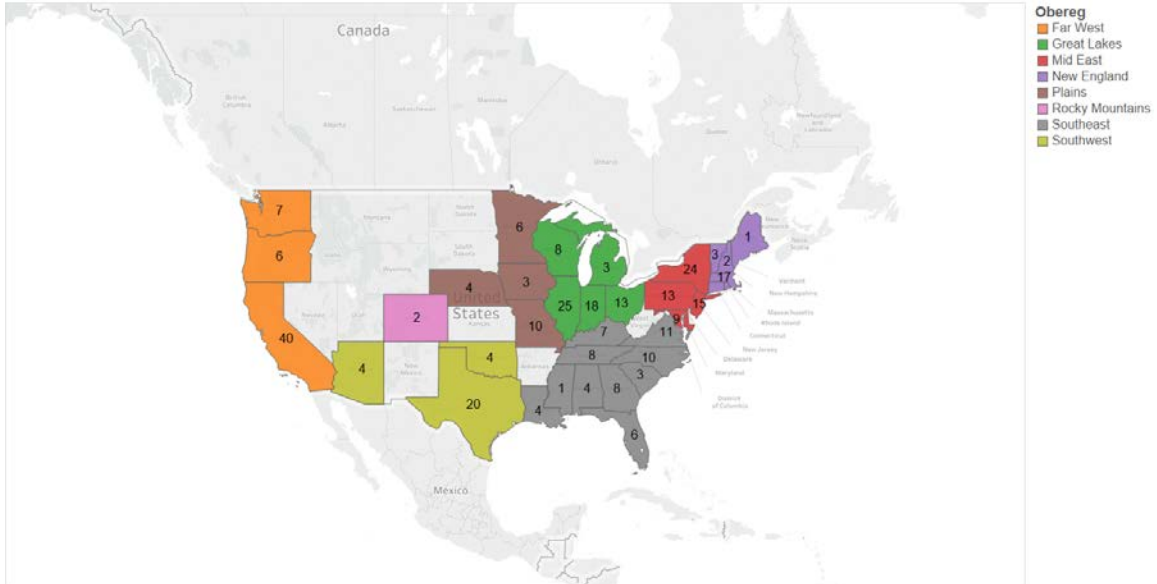
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Table 1. History of Positions

	AY03	AY04	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13	AY14	AY15	AY16
Number of Positions	538	519	520	598	577	652	574	412	523	501	548	452	450	404
Year over year growth/decline (pct)	0.4	-3.5	0.2	15.0	-3.5	13.0	-12.0	-28.2	26.9	-4.2	9.4	-17.5	-0.4	-10.2

Table 2. Institution Control

	AY03	AY04	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13	AY14	AY15	AY16
Private for-profit	1	4	1	1				2			4		1	1
Private not-for-profit	388	335	377	440	387	467	366	287	352	337	316	282	289	272
Public	87	112	89	98	116	101	107	65	81	84	83	81	64	72
Total	476	451	467	539	503	568	473	354	433	421	403	363	354	345
Missing or not applicable (n)	62	68	53	59	74	84	101	58	90	80	145	89	96	59
Grand Total	6,150													

Table 3. Institution Type

	AY03	AY04	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13	AY14	AY15	AY16
Associate	1	4	2	1	3			4				2	1	
Baccalaureate	133	111	113	137	117	148	111	73	75	79	76	73	77	61
Master's	88	78	103	112	97	95	81	62	118	64	73	82	67	63
Research	185	195	159	202	225	218	212	149	173	196	190	159	148	171
Special Focus	69	63	90	87	61	107	69	66	67	82	64	47	61	50
Total	476	451	467	539	503	568	473	354	433	421	403	363	354	345
Missing or not applicable (n)	62	68	53	59	74	84	101	58	90	80	145	89	96	59
Grand Total	6,150													

Table 4. Position Type (n)

	AY03	AY04	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13	AY14	AY15	AY16
Administration	34	24	14	22	17	28	27	14	32	32	37	31	13	37
Faculty	484	465	480	518	541	588	502	360	435	429	429	345	384	302
Fellowship or Postdoc	19	22	19	22	14	28	29	28	49	28	70	60	38	60
Other Higher Education (e.g., Librarian, Non-faculty Researcher)		2	1	2		2	9	7	3	2	6	12	9	11
Other Industry (e.g., K-12, Nonprofit, Publishing)	1	5	3	3	4	6	7	3	4	10	6	4	6	3
Total	538	519	520	598	577	652	574	412	523	501	548	452	450	404
Missing or not applicable	5		1	3	31	1								
Grand Total	7,400													

Table 5. Position Level of Seniority (n, Faculty)

	AY03	AY04	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13	AY14	AY15	AY16
Entry-level	281	270	282	295	293	277	289	180	194	210	240	232	228	184
Mid-level	22	17	23	25	25	29	15	9	19	35	17	14	21	20
Upper-level	40	42	38	38	54	61	46	29	35	43	36	26	62	28
Open or unspecified	141	136	137	160	169	221	152	142	187	141	136	73	73	88
Total	484	465	480	518	541	588	502	360	435	429	429	345	384	302
Missing or not applicable														
Grand Total	6,262													

Table 6. Position Tenure Status (n, Faculty)

	AY03	AY04	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13	AY14	AY15	AY16
Non-tenure track or term-limited	93	76	79	87	72	112	50	80	92	80	83	83	61	44
Tenure-track or tenured	238	244	245	291	290	306	292	54	99	312	279	184	227	187
Total	331	320	324	378	362	418	342	134	191	392	362	267	288	231
Missing or not applicable	153	145	156	140	179	170	160	226	244	37	67	78	98	71
Grand Total	6,262													

Table 7. Total Annual Number of Courses (n, Faculty)

	AY03	AY04	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13	AY14	AY15	AY16
One to two	7	11	3	7	10	7	2	4	5	14	19	17	17	20
Three to four	100	123	132	128	123	145	109	67	69	83	75	84	73	86
Five to six	152	145	160	201	182	171	130	82	85	74	73	83	98	74
Seven to eight	64	64	61	69	70	69	35	20	54	33	36	41	35	26
Nine or more	11	8	16	4	8	8	3	2	5	3	11			
Total	334	351	372	409	393	400	279	175	218	207	205	225	223	206
Missing or not applicable (n)	204	168	148	189	184	252	295	237	305	294	343	227	227	198
Grand Total	7,268													

Table 8. Total Annual Number of Courses (pct, Faculty)

	AY03	AY04	AY05	AY06	AY07	AY08	AY09	AY10	AY11	AY12	AY13	AY14	AY15	AY16
One to two	2.1	3.1	0.8	1.7	2.5	1.8	0.7	2.3	2.3	6.8	9.3	7.6	7.6	9.7
Three to four	29.9	35.0	35.5	31.3	31.3	36.3	39.1	38.3	31.7	40.1	36.6	37.3	32.7	41.7
Five to six	45.5	41.3	43.0	49.1	46.3	42.8	46.6	46.9	39.0	35.7	35.6	36.9	43.9	35.9
Seven to eight	19.2	18.2	16.4	16.9	17.8	17.3	12.5	11.4	24.8	15.9	17.6	18.2	15.7	12.6
Nine or more	1.5	1.4	2.4	0.5	0.3	0.8	0.7	0.6	0.9	1.5	1.4	1.0		
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	100.0
Missing or not applicable (n)	204	168	148	189	184	252	295	237	305	294	343	227	227	198
Grand Total	7,268													

Table 9. Skills Desired/Required by Employers (pct, Faculty, AY14-AY16)

	Skill-type	AY13	AY14	AY15	AY16
Administrative Experience	Desired	9.5	4.3	10.6	6.7
	Required	5.9	5.1	7.1	7.4
	Total	15.4	9.0	17.4	12.6
Affirmative Action Eligibility	Desired	15.1	6.9	9.0	4.4
	Required	2.6	1.4	1.0	1.1
	Total	17.7	7.9	9.7	4.8
Interdisciplinary Teaching or Research	Desired	28.2	17.7	24.8	15.6
	Required	13.4	13.7	15.5	9.6
	Total	41.6	30.0	37.4	23.3
Online Course Instruction Experience	Desired	0.3	11.6	10.6	10.0
	Required	0.3	1.1	2.9	3.0
	Total	0.7	12.6	12.3	13.0
Ordination	Desired	8.5	2.9	5.5	4.1
	Required	1.0		3.2	2.2
	Total	9.5	2.9	8.7	5.9
Other	Desired	2.0	9.7	4.5	4.1
	Required	2.3	7.6	4.5	4.8
	Total	3.6	10.1	7.7	7.7
PhD	Desired	18.7	21.3	20.0	22.6
	Required	75.4	76.2	77.1	76.3
	Total	94.1	92.4	92.3	93.3
Published Book(s) and/or Monograph(s)	Desired	0.3	13.7	19.4	20.0
	Required	0.3	4.3	8.4	4.4
	Total	0.7	17.3	26.8	23.7
Published Journal Article(s)	Desired	0.3	20.9	25.2	23.0
	Required	0.3	6.9	13.5	8.5

	Total	0.7	26.4	36.1	30.4
Religious Affiliation/Commitment (bona fide occupational qualification)	Desired	5.9	5.4	7.4	3.0
	Required	14.1	10.8	16.1	12.6
	Total	20.0	15.5	21.9	14.4
Student Services Experience	Desired	5.2	1.8	3.2	1.5
	Required	3.3	1.4	1.3	0.4
	Total	8.5	2.9	4.2	1.9
Teaching Experience	Desired	31.1	30.0	29.7	31.5
	Required	47.5	45.8	51.0	41.5
	Total	78.7	71.8	72.9	67.8
U.S. Citizenship	Desired	3.9	0.7	1.9	0.7
	Required	4.6	2.2	2.3	2.2
	Total	8.5	2.9	3.5	3.0
Grand Total		100.0	100.0	100.0	100.0

Table 10. Skills (selected) Desired/Required by Employers by Level (pct, Faculty, AY14-AY16)

Skill	Skill-type	Entry-level	Mid-level	Upper-level
	Desired	19.4	14.3	17.3
Interdisciplinary Teaching or Research	Required	11.5	17.9	21.2
	Total	28.6	32.1	36.5
	Desired	9.4	14.3	1.9
Online Course Instruction Experience	Required	2.1		1.9
	Total	10.9	14.3	3.8
	Desired	24.3	7.1	11.5
PhD	Required	76.8	92.9	86.5
	Total	95.7	96.4	90.4
	Desired	10.9	28.6	32.7
Published Book(s) and/or Monograph(s)	Required	0.9	17.9	28.8
	Total	11.3	46.4	59.6
	Desired	20.3	28.6	28.8
Published Journal Article(s)	Required	2.6	35.7	36.5
	Total	21.7	64.3	59.6
	Desired	34.3	21.4	9.6
Teaching Experience	Required	41.8	67.9	73.1
	Total	71.0	78.6	78.8
Grand Total		100.0	100.0	100.0

Table 11. Skills Desired/Required by Institution Type (pct, Faculty, AY14-AY16)

	Skill-type	Baccalaureate	Master's	Research	Special Focus
Administrative Experience	Desired	2.4	6.4	6.9	8.3
	Required	2.4	3.2	3.8	7.4
	Total	4.8	9.6	10.0	15.7
Affirmative Action Eligibility	Desired	5.4	12.2	4.1	10.2
	Required		0.6	1.4	2.8
	Total	5.4	12.8	4.8	12.0
Interdisciplinary Teaching or Research	Desired	19.9	14.1	21.0	17.6
	Required	7.2	14.7	12.1	14.8
	Total	26.5	26.9	30.0	31.5
Online Course Instruction Experience	Desired	3.0	10.3	6.6	30.6
	Required	0.6	1.3	2.4	6.5
	Total	3.6	11.5	7.9	37.0
Ordination	Desired	1.2			20.4
	Required	0.6			7.4
	Total	1.8			26.9
Other	Desired	0.6	4.5	6.9	9.3
	Required	1.8	5.8	6.6	3.7
	Total	1.8	7.7	9.7	11.1
PhD	Desired	34.9	20.5	18.3	15.7
	Required	66.3	77.6	80.7	84.3
	Total	95.8	96.2	92.4	95.4
Published Book(s) and/or Monograph(s)	Desired	10.8	9.0	19.7	29.6
	Required	1.2	2.6	6.9	8.3
	Total	11.4	11.5	25.2	37.0
Published Journal Article(s)	Desired	18.7	17.3	23.4	37.0
	Required	3.0	5.8	11.0	12.0
	Total	21.1	23.1	31.4	47.2
Religious Affiliation/Commitment (bona fide occupational qualification)	Desired	1.8	7.1	2.1	13.0
	Required	3.6	13.5	3.1	43.5

	Total	4.8	19.9	4.8	55.6
Student Services Experience	Desired	1.8	1.3	2.1	0.9
	Required	1.2	0.6	0.3	0.9
	Total	3.0	1.9	2.4	1.9
Teaching Experience	Desired	32.5	30.8	27.9	35.2
	Required	43.4	48.7	46.2	45.4
	Total	71.7	76.9	68.3	75.0
U.S. Citizenship	Desired		1.3	1.0	1.9
	Required	1.8	5.1	0.7	2.8
	Total	1.8	6.4	1.7	3.7
Grand Total		100.0	100.0	100.0	100.0

Table 12. Position Fields of Expertise

	AY 03	AY 04	AY 05	AY 06	AY 07	AY 08	AY 09	AY 10	AY 11	AY 12	AY 13	AY 14	AY 15	AY 16	Total
Administration and Support Services		46	32	32	37	48	43	33	39	43	53	34	40	39	512
Ancient Near Eastern Languages			9	12	19	14	3	2	6	3	1	13	14	17	112
Archaeology			1	1	1	1	2	2	2			1	1		12
Archaeology - Ancient Near East			11	9	12	9	2		12	3	10	22	9	11	109
Archaeology - Greco-Roman			6	5	10	3	3	3	13	2	8	11	11	8	82
Arts, Literature, and Religion	33	32	31	36	43	30	34	17	22	15	16	32	26	29	395
Asian Religions (general or not listed separately)	41	41	42	38	51	55	40	23	33	36	30	30	37	40	537
Biblical Languages		2	27	32	40	25	9	4	11	6	21	39	33	25	272
Buddhism		22	32	22	36	37	30	22	37	23	13	17	33	35	359
Catholic Studies		20	18	18	24	17	17	10	8	4	5	11	9	21	182
Catholic Theology (all areas)		30	34	32	27	37	18	8	17	12	16	24	23	30	307
Central and South American and Caribbean Religions		10	15	9	13	14	10	7	6	4	4				92
Christian Ethics		36	38	32	31	25	22	14	15	13	18	18	33	26	320
Christian Studies	50	29	35	37	43	32	23	26	36	25	33	36	25	23	451
Christian Theology (general or not listed separately)	1	31	34	33	37	26	22	15	16	18	25	16	54	36	364
Christian Theology: Practical/Praxis	31	21	26	21	34	16	16	6	10	10	12	22	39	26	290
Christian Theology: Systematic/Constructive	50	34	32	28	41	24	19	4	9	13	18	25	32	23	352
Classics			14	9	15	16	13	5	12	3	11	19	17	15	148
Comparative Religions	47	58	49	44	64	70	35	24	54	29	33	37	36	37	616
Comparative Religions/Theology	12		1	1		3	13	7	8	12	16	7			80
Critical Studies/Theory/Methods in Religion		14	17	22	28	19	33	13	20	19	32	30	29	27	302
Early Christian Literature/New Testament	66	58	33	23	22	14									216
Early Christianity/Church History		4	30	28	48	36	19	10	13	8	9	15	28	26	271
Early Judaism		20	16	21	18	13	8	15	4	7	5	17	14		157
East Asian Religions (general or not listed separately)	22	27	43	30	44	32	32	18	39	19	15	22	24	30	397

															Total
Editorial/Journalism/Media		5	4	1	4	2	1	1	3	5			4	2	31
Epigraphy			2	3	2	2		2	2			1	1	5	19
Ethics	50	24	32	20	22	23	24	9	20	21	18	7			270
Gay/Lesbian Studies in Religion		7	5	8	10	14	9	3	3	3	4	11	8	13	98
Hebrew Bible and Religions of the Ancient Near East	34	49	46	58	63	51	42	28	44	28	21	31			495
Hebrew Bible/Old Testament	79	66	74	65	80	85	21	26	19	13	11	33	48	44	662
Hinduism		26	29	17	34	29	16	14	31	11	12	18	24	25	286
History of Christianity/Church History	70	58	64	75	74	84	44	35	49	32	29	36	39	36	723
History of Religion (general)	44	49	46	65	66	60	31	20	43	28	26	30	26	28	561
Indigenous/Native/Traditional Religions		18	23	10	16	16	14	4	13	10	12	11	12	19	178
Introduction to Religion	1	51	43	49	51	65	49	44	48	35	33	47	16	14	546
Islam/Islamic Studies	103	66	92	83	94	77	70	52	62	64	61	49	37	51	876
Judaism/Jewish Studies	88	52	54	57	55	56	50	36	43	30	57	42	39	34	629
Languages (inc. Hebrew, Greek, Urdu, Arabic, etc.)							5	6	8	4	6	11	3		43
Library		3	4	5	2	2	16	13	16	5	5	4	1	3	79
Missiology		14	10	5	8	12	8	10	7	9	5	8	14	7	117
Moral Theology						4	22	7	19	16	15	14			97
New Religious Movements		12	9	8	15	8	13	8	7	2	4	9	14	10	119
New Testament		3	50	49	61	53	28	16	17	11	27	35	53	46	445
New Testament, Christian Origins, Ancient Christianity	19	29	60	72	74	76	38	32	44	59	46	36			585
North American Religions	37	33	30	28	37	37	20	19	16	17	20	23	20	27	364
Pastoral Care		22	20	18	19	25	11	9	14	14	6	13	25	11	207
Philosophy of Religion	134	45	45	54	48	56	26	16	20	22	27	22	24	29	568
Practical/Praxis Theology	31	22	36	40	38	48	8	3	4	8	5	4			156
Preaching/Ministry/Liturgical Studies		27	28	25	29	26	15	12	19	14	11	14	27	22	265
Rabbinic Judaism			12	17	16	16	11	8	5	3	4	13	11	11	126
Racial/Ethnic Minority Studies in Religion	30	37	34	34	39	42	29	12	10	8	7	21	26	29	338
Religion and Science											5	20	15	20	60
Religion/Theology: Two or More Subfields		20	27	22	28	20	11	6	7	8	12	26	51	47	284

Category															Total
Religions of Africa and Oceania	19			11	27	18	16	7							98
Religions of Africa and/or Religions of the African Diaspora						1	3	4	16	15	15	17	22	19	112
Religions of North America	37	3	4	2	3	7									56
Religions of Oceania									3	1	3	4	7	10	28
Religions of South America and the Caribbean	12			1		19	9	9	9	8	4				71
Religious Ethics	26	31	29	41	44	30	21	15	16	11	12	25	27	30	358
Second Temple Judaism			14	23	22	20	10	5	7	3	3	12	11	11	140
Septuagint			5	6	6	6	1	1	2			11	2	4	43
Social Sciences and Religion	27	40	49	48	64	48	50	27	35	29	41	61	39	52	590
South and Central American and Caribbean Religions		1	3	2	1	3	1	1	4	8	10	12	17	15	78
South Asian Religions (general or not listed separately)	26	31	49	28	57	28	31	20	27	18	19	20	27	32	413
Systematic/Constructive Theology						13	23	13	33	14	28	17			141
Theology and Philosophy of Religion	133	12	8	9	4	15									181
Women's Studies in Religion	33	42	26	43	45	50	32	22	14	21	25	26	22	21	397
World Religions		58	63	80	85	74	44	41	49	43	27	41	34	34	673
Missing or not applicable	256	209	158	224	163	256	150	120	103	34	71	81	92	74	1897