

# From the Executive Director

*Rona Sheramy*

***Dear Colleagues,***

As any historian planning a final exam will tell you, "turning points" in history are often overstated. Many of the trends that emerge after "watershed" moments had their seeds earlier on. This is true for several developments in the field of Jewish Studies since the financial crisis of 2008. The global recession unleashed six years ago sped up and heightened trends in academic Jewish Studies that had been brewing since the early 2000s. Certainly, 2008 left its particular imprint on the Jewish world, which the field of Jewish Studies is closely connected to as a source of major funding. But many of the challenges our field has faced over the past six years would have likely emerged had the financial markets not melted down.

It's not to say that all is grim. If AJS is one mirror of the field, there are signs of vibrancy, commitment, and productivity. AJS had a record number of members (more than 2000) and a record number of conference participants (1200) this past year; our website brims with information about the more than 230 colleges and universities in North America with majors and minors in the field, and the more than 200 endowed Jewish Studies chairs. Presses continue to publish a breadth of work in the field, despite their own budgetary challenges, and Jewish Studies scholars are redefining the nature of the scholarly monograph with new digital platforms for their work. Jewish Studies has been truly institutionalized (in the best sense of the word) and there is a feeling of at-homeness and confidence among its scholars within the North American university.

And yet, there is an undertone of concern since 2008 about the future of the field. You hear this from tenured professors, those in tenure-track lines, and most frequently, from those in adjunct positions, those just finishing their PhDs, and those still in graduate school. They are aware of change afoot in higher education and academe, especially regarding how students, parents, administrators, boards of overseers, and state legislatures view the college and the classroom experience, and new metrics (largely driven by economic calculations) used to evaluate programs of study. From speaking with AJS members—professors, adjuncts, independent scholars, and students—and from reading widely the publications, blogs, websites, and reports of the higher education press, I see four themes that have come to the forefront of the Jewish Studies collective psyche since 2008.

## **(1): Concern about Course Enrollments**

This is a concern not particular to Jewish Studies, but rather across the humanities and some of the social sciences. Several professors describe feeling the need to reinvent their areas of expertise and course offerings in order to attract more students. Some state that courses that in the past had been "gateways" to Jewish Studies (i.e., on the

Holocaust), no longer interest students in great numbers. Others say that Jewish students, who once took Jewish Studies courses as a way to explore their identity, were either no longer as interested in using the classroom as a way to explore their Jewish identity, or were simply just not interested in exploring their identity.

While there are certainly factors specific to Jewish Studies, most would agree that these enrollment trends are part of a broader attack on the humanities and essentially any subject matter non-STEM (Science, Technology, Engineering, and Math) in higher education today. You see the exact same phenomenon in English, History, Anthropology, Sociology, and language programs across North America, with some institutions closing down programs they regard as nonessential (i.e. not enough majors or the economic value of a major is unclear). This phenomenon is not true for all our members—because of cross-listing policies and how credits can be applied, some professors have seen their enrollments grow—but that tends to be the exception rather than the rule.

## **(2): Shifting Landscape of Funding Sources**

In North America, funding for Jewish Studies has come from both college/university budgets and private funding, largely from the Jewish community; likewise, support for individual scholars and their research has come from national funding entities (i.e. the National Endowment for the Humanities, the ACLS), as well as from private funding sources. But donors of the new generation in the United States, many associated with Jewish family foundations that helped to expand the field of Jewish Studies so significantly in the 1980s, 90s and early 2000s, are shifting their support to other areas. Some are now drawn to the growing field of Israel Studies. Other foundations are shifting control to a younger generation, whose interests expand beyond things Jewish and are not compelled to support Jewish Studies in the way their parents did.

Consequently, Jewish Studies faculty express concern that if someone in their department or program retires, the line might not be replaced, or if it is replaced, it might go to someone doing Israel Studies, for which there appears to be more donor interest, rather than rabbinics, medieval Judaism, or Yiddish literature. There are a few major Jewish foundations in the United States still very much on the Jewish Studies scene, but a debate persists among some Jewish Studies scholars about the ideological orientation of these foundations and their impact on the field. This debate, it's important to note, is not unique to Jewish Studies, but affects virtually every field that accepts funding from outside sources (think for example of the controversies over Confucius Institutes, funded by the Chinese government and overseen by the government agency Hanban). In short, whereas a decade or two ago, the funding opportunities for Jewish Studies seemed ample, the question looms now of who will sustain current programs and support the next generation of scholars.

### **(3): The State of the Academic Job Market**

According to [a report in \*Inside Higher Education\*](#) on the annual survey of new doctorates conducted by the National Science Foundation, 58.3% of the 5503 students graduating with PhDs in the humanities in 2012 had jobs or postdocs upon graduation, with 83% of the jobs in academe; that's in contrast to 69.9% of those graduating with PhDs in the social sciences who had jobs upon graduation. In terms of Jewish Studies, according to a study of Jewish Studies jobs data since 2010 conducted by Ethan Zadoff, there has been relative stability in the number of postings over the past few years. Still, graduate students I speak to are understandably concerned, and there is a palpable increase in the number openly exploring careers outside of academia, especially if they want to remain in a particular city. Some are reluctant to piece together adjunct positions for too many years, given the difficult economics of adjunct life. As one recent PhD just told me, it is not so much the hours in the classroom, but the boundless hours of preparation and grading that take place outside of classroom time. Combine that with the commuting involved in teaching on two different campuses, and one can easily earn less than \$20,000 year doing full-time work, after seven or eight years of intensive professional training, and also have no time to work on the publications that could help secure a tenured line. AJS, among other learned societies, now sees it as our duty to help graduate students explore a range of careers, including work in the non-profit, foundation, publishing, and K–12 teaching worlds.

### **(4): Relevance/Broader Impact of the Field**

Jewish Studies scholars are being asked more and more to demonstrate the impact of their work beyond the university's walls; those applying for grants are often expected to include in their proposals an explanation of how their findings will be made accessible to the general public, through blogs, interviews, public lectures and the like. This is not necessarily a bad thing; most scholars want people to read their work and for their work to have a positive impact on people's lives both inside and outside the classroom. Indeed, in December 2014, AJS revised its mission statement to include reference to our role in connecting scholars with the general public: "AJS's mission is to advance research and teaching in Jewish Studies at colleges, universities, and other institutions of higher learning, and to foster greater understanding of Jewish Studies scholarship among the wider public."

The tensions surrounding the question of "impact" and "relevance" post-2008, though, is that scholars in the humanities are often asked to quantify the impact of their research or of majoring in their field through metrics that are not necessarily suitable for their field (i.e. salary of job after graduation or number of students enrolled in a particular course).

Most scholars want their work to have broader reach and their students to go out into the world well prepared; they just want that reach and preparation to be measured and judged through appropriate means.

## What next?

What's clear is the need for more data to better understand the state of Jewish Studies in greater depth. AJS has just completed its first major survey of the field since 2008 to shed light on what members' professional lives are like. AJS President Jonathan Sarna will be sharing highlights of the survey in his plenary address at the AJS Conference, and a more detailed report will be shared on the AJS website. In 2015, we hope to follow up this member survey with a census of institutions in order to better understand enrollment, hiring, and graduation trends, as well as the structure and financing of Jewish Studies programs.

What is also required is a sense of perspective. In 1979, writing in the *AJS Newsletter*, AJS President Michael A. Meyer noted with concern:

When the AJS was founded a decade ago, its priorities clearly lay in establishing the integrity of Jewish Studies as a legitimate area of academic endeavor. . . . The Association sought to provide order and professionalization. To a large extent, it achieved these objectives. Today a new situation, one in which job opportunities have been drastically reduced, has called for a new set of priorities: we must seek to deal in innovative ways with the seemingly intractable problem of job scarcity.

He then went on to describe a special panel to take place at the AJS Conference that would help Jewish Studies PhDs explore jobs outside of academia.

This reminded me how very cyclical many of these trends are, and how we might be discussing four years from now the new wealth of opportunities in the field. It doesn't mean we should sit back and passively ride out this wave, but rather work tirelessly to protect the Jewish Studies programs and positions that took so many decades to build and, we hope, will continue to be in great demand for decades to come.

**Rona Sheramy**

*Association for Jewish Studies*

# **Profiling the Jewish Studies Profession in North America Highlights from the Survey of AJS Members**

Steven M. Cohen  
Hebrew Union College-Jewish Institute of Religion  
[Steve34NYC@AOL.Com](mailto:Steve34NYC@AOL.Com)

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## **Foreword**

One of the great academic success stories of the past fifty years has been the growth of the field of Jewish Studies. From a handful of programs located primarily in North America and Israel to a flourishing field with hundreds of programs and departments around the world, Jewish Studies is now at home at colleges and universities and an integral part of many a liberal arts education.

The financial crisis of 2008 unleashed new challenges for Jewish Studies, as it did for so many fields outside of Science, Technology, Engineering and Math (STEM). All alike experienced a retraction in tenure-track job opportunities, in public and private funding, and in course enrollments. These trends, witnessed throughout the arts, humanities, and social sciences, underlay the AJS's interest in conducting a major survey of its membership to understand how changes in higher education have affected the professional lives of Jewish Studies students and scholars. This survey examines key issues, including course enrollments, workload, retirement projections, job placements, careers outside of academia, salary trends, and disciplines of training and teaching within Jewish Studies. We hope it is of use to scholars in the field, academic administrators, and funders. We also hope to follow up soon with a survey of Jewish Studies programs and departments, to learn more about these issues, as well as about graduation rates, funding sources, and hiring trends.

AJS is grateful to the American Academy of Jewish Research for underwriting this project; to Professor Steven M. Cohen, for donating his time and expertise in crafting and directing the survey; and to a committee of volunteers, including Professor Deborah Dash Moore (chair), Professor Judith Baskin, Professor Harold Wechsler, and Professor Jack Wertheimer, for helping to draft the survey and review the final report.

Jonathan D. Sarna, President  
Association for Jewish Studies

Rona Sheramy, Executive Director  
Association for Jewish Studies

## **Background**

We conducted the online survey, inviting the participation of 2863 AJS members and former members, between September 5 and September 22, 2014. We also sent survey invitations to an additional 163 members and former members of the Association for the Social Scientific Study of Jewry. The completed sample size was equal to 1,790 usable respondents out of a total sample frame of 3,026, for a response rate of 60%.

### **North Americans**

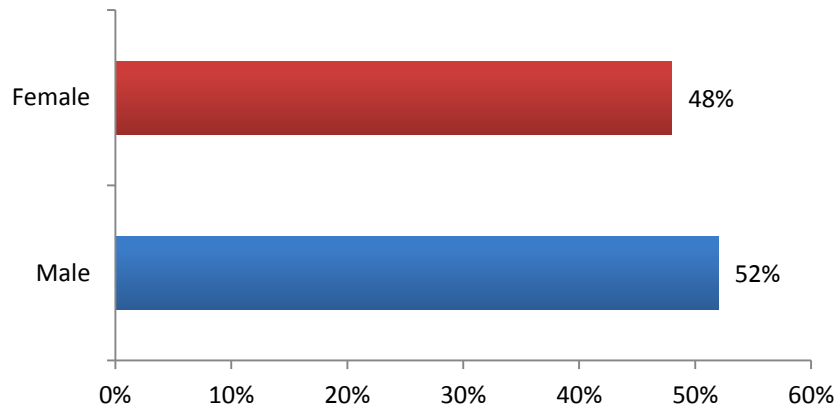
We limited this report's analysis to the 1353 respondents who reside in the US or Canada due to the wide international variations in responses. The appendix compares North American with other respondents on major characteristics.

## Major Findings

### Basic Characteristics: Gender, Age, Country, Religion

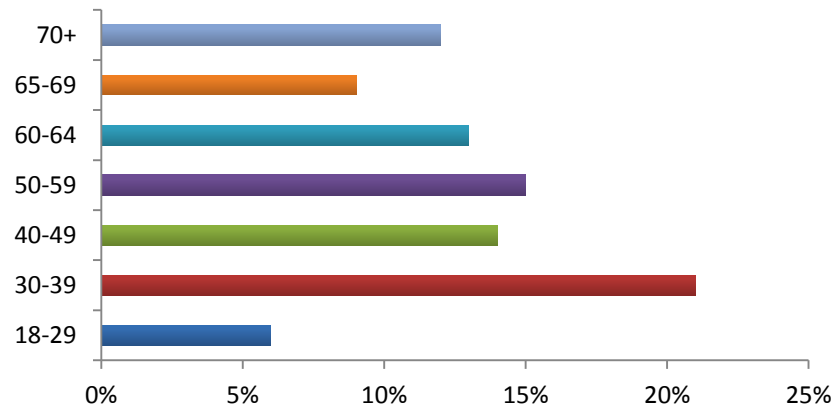
By way of some preliminaries, we present some of the basic demographic features of the North American respondents who total 1353 in all. Almost half are women (48%).

### Gender



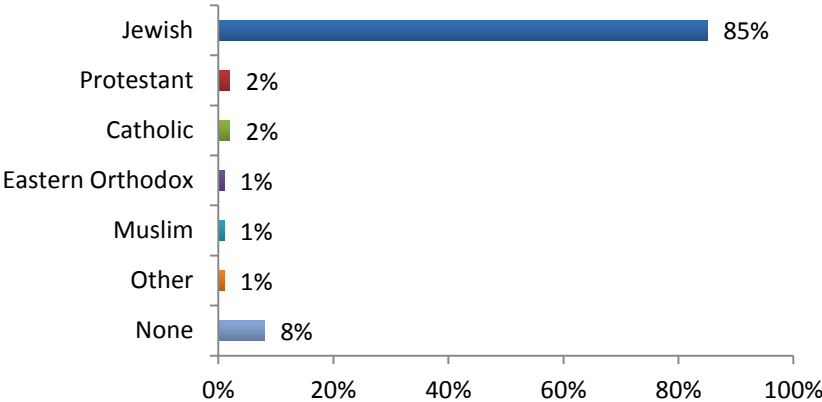
Their median age is about 49, with just over a quarter in their 20s and 30s, and as many in their 40s (the ten-year range with the largest number of respondents). At the same time, over a fifth are age 65+. Among the respondents, the country breakdown is: 71% USA, 12% Israel, 5% Canada, 9% Other (including Europe), and 3% no answer.

### Age



Over 85% of the respondents are Jewish by religion, with the rest about evenly divided between those with no religion and a diversity of other religions. We did ask a follow-up question about whether no-religion respondents identified as Jews and their answers did little to change the distribution: about 85% are Jewish and the remainder are not Jewish with a wide variety of religious or cultural identities.

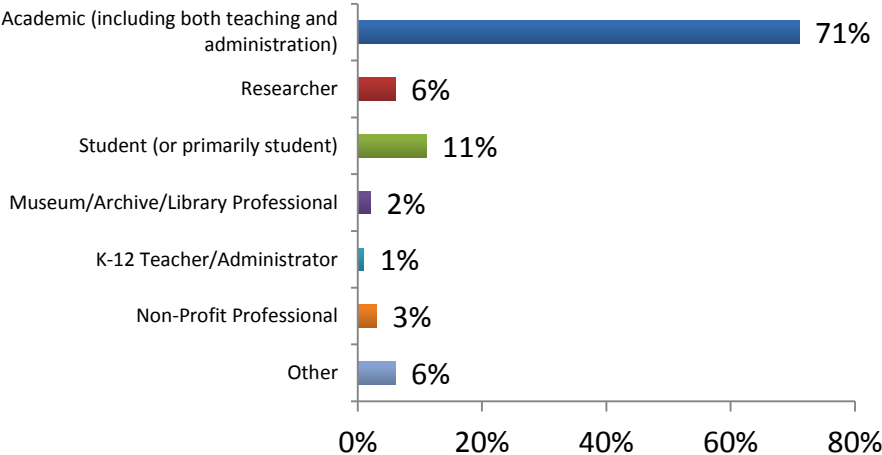
### Religious Affiliation



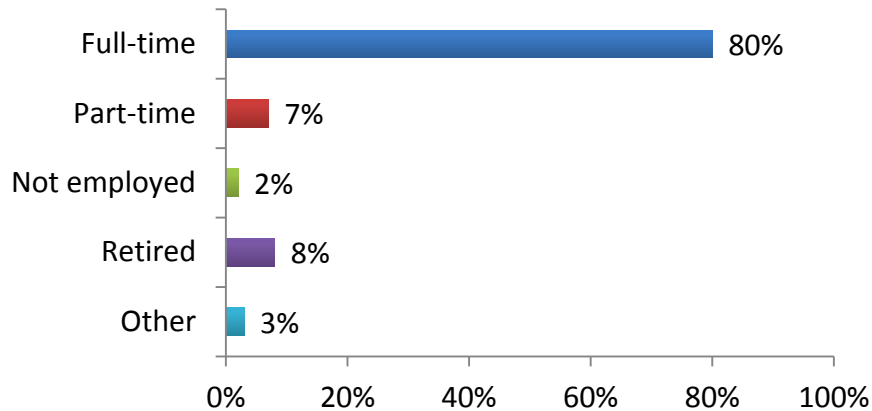
### Work Status: Academic and Other Careers

71% of the respondents are working (or retired) academics, 11% are students (primarily doctoral students), another 6% researchers, and the rest work in a variety of other occupations. 80% work full-time, 7% part-time, and 8% are retired.

### Profession



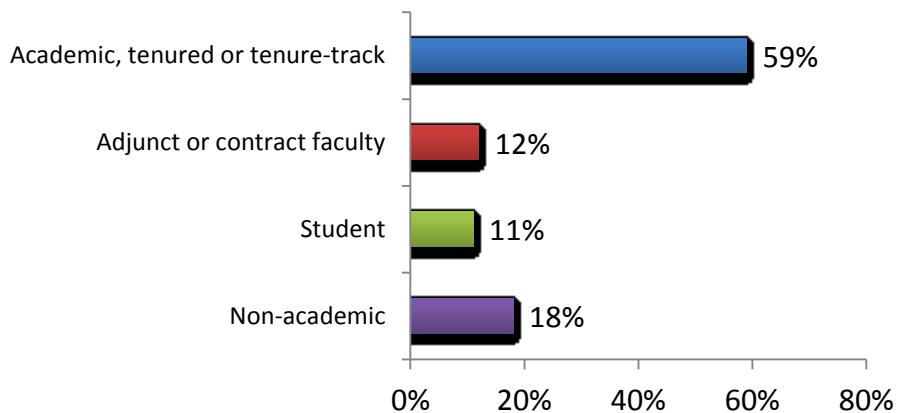
## Employment



## Tenured and Adjuncts

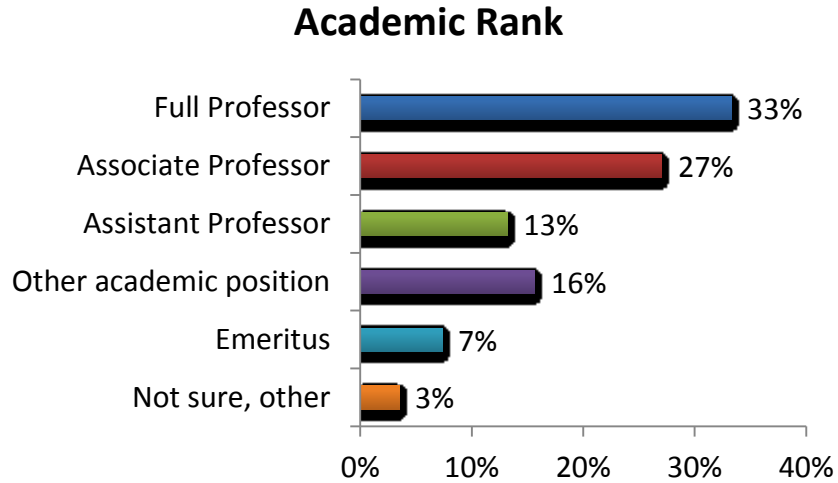
Among the academics, those who are tenured or on a tenure-track out-number adjuncts or contract faculty by nearly 5:1, although we do have 162 of the latter in our sample and they receive special attention in our analysis. It's possible that adjuncts are under-represented insofar as adjuncts may be less likely to join the AJS or to maintain their AJS membership. Adjuncts and contract faculty may well represent more than 12% of Jewish Studies academics, but just not affiliate with professional associations in as great a proportion as tenured and tenure-track faculty. About one in seven of the full-time faculty are non-tenured but on tenure tracks (others are tenured).

## Work Status



## Academic Rank

A third of the academic respondents are full professors, almost as many are associate professors, a small number are assistant professors, and the remaining quarter bears other academic titles.

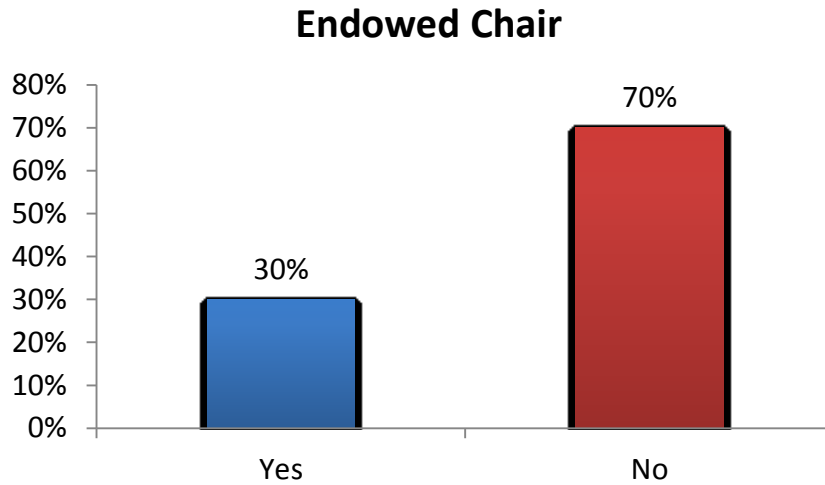


Of those with a Ph.D. prior to 1980, a third are “emeritus;” fully two-thirds of those who received their doctorates in 1980-94 have attained full professorships.

### Academic Title by Seniority (Year PhD Achieved)

	Before			
	1980	1980-1994	1995-2004	2005-2013
Full Professor	53%	66%	24%	0%
Associate Professor	6%	17%	59%	22%
Assistant Professor	1%	1%	5%	39%
Other academic position	6%	11%	10%	31%
Emeritus	32%	3%	0%	0%
Not sure, other	2%	2%	2%	8%
<b>Total</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>

Almost a third of all academics have an endowed chair, testifying to the significant role of philanthropy in supporting the Jewish Studies profession.



**Work Settings**

The non-academics (that is, those who define themselves as researchers, non-profit professionals and other ways) are heavily situated in academic settings (38%), with others in Jewish non-profits (18%), another 18% in museums, libraries and archives, and a quarter in other employment venues.

**Work Setting**

	%
College, university, seminary, or other institution of higher education	38%
Another type of research or educational institution	6%
Educational setting, K-12	6%
A non-profit under Jewish auspices	18%
A non-profit not under Jewish auspices	6%
Museum, library or archive	18%
The private sector	2%
Other	6%
<b>Total</b>	<b>100%</b>

### Workplace Variations by Seniority

The most recent Ph.D.s (post-2004) are somewhat more often working outside academia than their counterparts (12% vs. 6% for those with a doctorate 2004 or earlier). Those who received their Ph.D. in 2005 or later report a far higher level of employment as adjuncts/contract faculty than those more senior – 34% vs. about 10%.

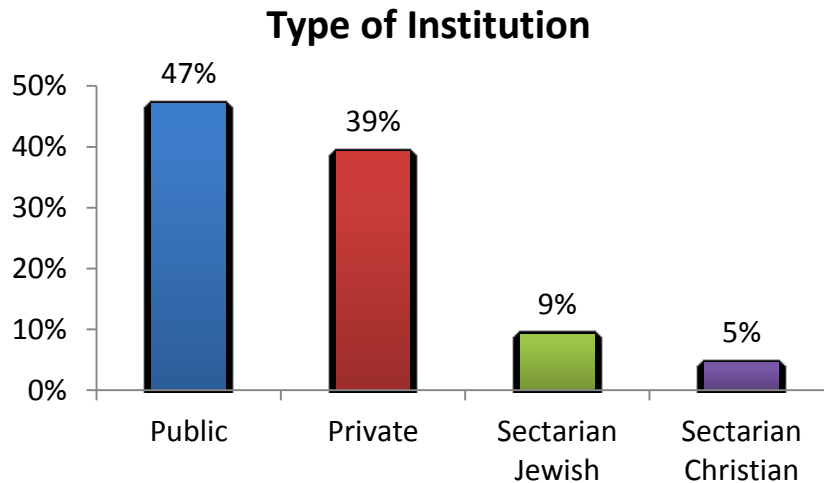
### Workplace Variations by Seniority (Year PhD Achieved)

	Before 1980	1980-1994	1995-2004	2005-2013
College, university, seminary, or other institution of higher education	96%	93%	95%	88%
Another type of research or educational institution	1%	1%	0%	3%
Educational setting, K-12	0%	0%	0%	1%
A non-profit under Jewish auspice	1%	2%	2%	3%
A non-profit not under Jewish auspice	1%	1%	0%	1%
Museum, library or archive	1%	2%	3%	3%
The private sector	0%	0%	0%	1%
Other	0%	1%	0%	0%
Total	100%	100%	100%	100%

## **Characteristics of the Academic Institutions**

### **Type of Institution**

Almost half of all academics work for public institutions, over a third for private non-sectarian institutions and organizations, with about 15% in seminaries, two-thirds of which are Jewish.



The number of more senior faculty working at Jewish seminaries substantially exceeds those at sectarian Christian institutions. In contrast, among the youngest respondents, slightly more work at Christian institutions.

### **Type of Institution by Seniority (Year Ph.D. Achieved)**

	Before			
	1980	1980-1994	1995-2004	2005-2013
Public	51%	43%	50%	49%
Private	35%	43%	35%	38%
Sectarian Jewish	12%	10%	11%	6%
Sectarian Christian	2%	4%	4%	7%
Total	100%	100%	100%	100%



### **Institutions with larger numbers of Jewish Studies tenure-track positions**

For the academics who are tenured or on tenure tracks, the most frequently mentioned places of employment are (in descending order): HUC-JIR, JTS, Brandeis, YU, University of Michigan, University of Toronto, University of Pennsylvania, NYU, Ohio State University, Boston University, University of North Carolina, University of Wisconsin, Harvard University, Indiana University, Princeton University, Rutgers, UCLA, York University, Arizona State, Brown, Northwestern, University of Chicago, University of Texas, University of Virginia, University of Washington, Yale, American Jewish University, Columbia, University of Massachusetts, Duke, Emory, Michigan State, University of Illinois, University of Maryland, University of Oklahoma, and Washington University. These account for just under half of all such faculty among the North American respondents.

### **Institutions with Tenured or Tenure-Track Faculty**

(n – number of respondents)

	n	%
Hebrew Union College-Jewish Institute of Religion	24	3%
Jewish Theological Seminary of America	19	2%
Brandeis University	16	2%
Yeshiva University	16	2%
University of Michigan	14	2%
University of Toronto, St. George	13	2%
University of Pennsylvania	12	2%
New York University	11	1%
Ohio State University	10	1%
Boston University	9	1%
University of North Carolina, Chapel Hill	9	1%
University of Wisconsin, Madison	9	1%
Harvard University	8	1%
Indiana University	8	1%
Princeton University	8	1%
Rutgers University, New Brunswick	8	1%
University of California, Los Angeles	8	1%
York University	8	1%
Arizona State University	7	1%
Brown University	7	1%
Northwestern University	7	1%
University of Chicago	7	1%
University of Texas, Austin	7	1%
University of Virginia	7	1%
University of Washington	7	1%
Vanderbilt University	7	1%
Yale University	7	1%

### **Institutions where larger numbers of AJS members earned their doctorates**

Of those who received or are studying for their Ph.D., as many as 10% named Columbia, while 6% each named NYU, Harvard and Brandeis. We also find 5% having studied at UC Berkeley, 4% each at University of Chicago, JTS, and Yale, with 3% each at The Hebrew University, University of Michigan, and University of Pennsylvania.

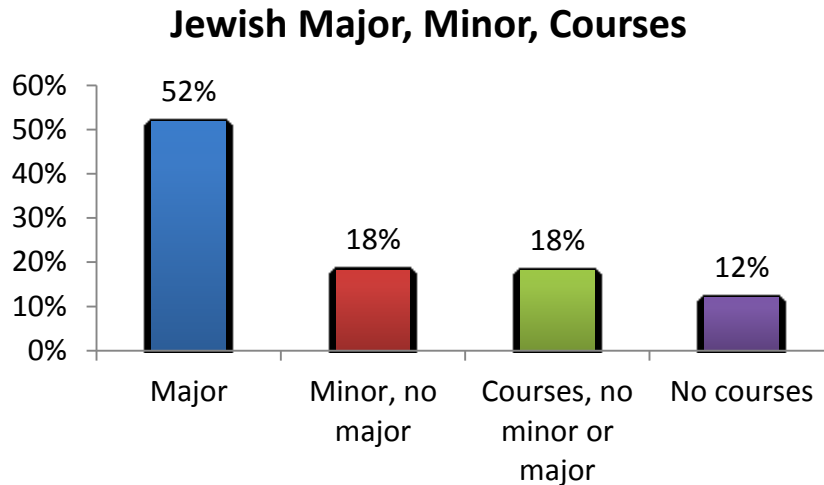
#### **Institutions where AJS Members Earned their Doctorates**

	n	%
Columbia University	80	10%
Harvard University	52	7%
Other	46	6%
New York University	42	5%
Brandeis University	39	5%
University of California, Berkeley	36	5%
Yale University	32	4%
University of Chicago	30	4%
Jewish Theological Seminary of America	20	3%
Stanford University	20	3%
University of Michigan	20	3%
University of Pennsylvania	20	3%
University of California, Los Angeles	19	2%
Hebrew University	18	2%
Brown University	17	2%
Indiana University	15	2%
Princeton University	15	2%
University of Toronto, St. George	12	2%
Emory University	9	1%
Ohio State University	8	1%

## **Instruction-related Characteristics**

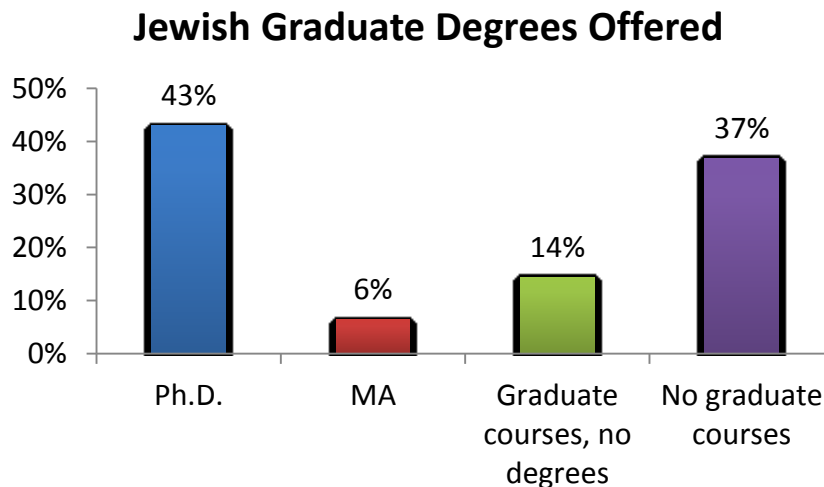
### **Major, Minor, etc.**

About half the AJS academics work in institutions offering a major in Jewish Studies; a small number (12%) work in places that do not offer any undergraduate courses in Jewish Studies at all.



### **Graduate Degrees Offered**

Over 4 in 10 are employed by institutions that offer Ph.D.'s in Jewish Studies and almost as many find themselves in places where no Jewish Studies graduate courses are offered. Younger scholars are somewhat more likely to find themselves in work settings where no Jewish Studies graduate courses are taught. Accordingly, they are also less likely to be found at places offering Jewish Studies Ph.D.'s than are their senior colleagues.



**Jewish Graduate Degrees Offered by Seniority (Year Ph.D. Achieved)**

	Before			
	1980	1980-1994	1995-2004	2005-2013
Ph.D.	53%	43%	37%	34%
MA	6%	6%	8%	6%
Graduate courses, no degrees	12%	9%	18%	18%
No graduate courses	29%	42%	37%	42%
Total	100%	100%	100%	100%

**Larger Departments**

The relatively larger departments – in terms of where North American AJS academics are working – are History, Religion, and Jewish Studies, which together account for about half the AJS academics.

**Larger Departments**

	%
Other, smaller specializations	25%
History	20%
Religion	19%
Jewish Studies	12%
English literature	6%
Nr Eastern / Middle East Studies	4%
Literature	4%
Sociology	4%
Philosophy	3%
Languages	3%

We find few clear trends in departmental location by year of doctorate, with no substantial and uniform rises or falls in the proportion working at various departments, save for a marked decline in the number of scholars in sociology departments.

**Larger Departments by Seniority (Year Ph.D. Achieved)**

	Before			
	1980	1980-1994	1995-2004	2005-2013
English literature	5%	9%	8%	3%
History	19%	20%	23%	19%
Jewish Studies	8%	10%	15%	15%
Languages	1%	3%	3%	3%
Literature	5%	3%	5%	2%
Nr Eastern / Middle East Studies	3%	3%	3%	6%
Philosophy	5%	4%	1%	2%
Religion	10%	23%	18%	23%
Sociology	12%	2%	2%	0%
Other, smaller specializations	33%	22%	22%	26%
Total	100%	100%	100%	100%

### **Larger Disciplines**

The spread of disciplines in which people were trained is more marked. Among the leaders are Religion, History, NEJS and social sciences which, together account for nearly half of the respondents. Among the most widely cited professional societies are the American Academy of Religion, the Society of Biblical Literature, the American Historical Association, and the Modern Language Association.

#### **Disciplines of Training**

	%
All other	27%
History	13%
Religion	13%
NEJS	11%
Social sciences	10%
English	5%
Comp Lit	5%
Philosophy	4%
Bible	4%
Rabbinics & Talmud	3%
Education	2%
Hebrew language & literature	2%
Art History	1%

### Growing Disciplines

The non-tenured (largely more junior colleagues) are especially numerous in Near Eastern and Middle East Studies, and somewhat numerous in Philosophy and Religion departments, suggestive of relative recent growth in those three areas. On the other hand, hardly any tenure-track but non-tenured respondents are found in departments of languages and literature. Adjuncts and contract faculty are especially numerous in Middle Eastern Studies and languages, while relatively rare in literature, philosophy and history.

### Growing Disciplines by Employment Status

	Tenured	Non-tenured but on a tenure- track	Adjunct (teaching on a semester-to-semester basis)	Contract faculty (teaching position with at least one-year commitment from institution)
English literature	82%	2%	5%	11%
History	75%	12%	4%	9%
Jewish Studies	61%	14%	4%	21%
Languages	71%	4%	4%	21%
Literature	90%	6%	0%	3%
Nr Eastern / Middle East Studies	45%	27%	0%	27%
Philosophy	75%	17%	4%	4%
Religion	64%	17%	8%	10%
Sociology	75%	11%	7%	7%
Other, smaller specializations	60%	15%	8%	17%

(Read table across.)

By discipline of training (as opposed to department of employment), we find larger numbers of junior faculty as well as adjuncts/contract faculty in education (a small pool to be sure) and Hebrew language and literature, with relatively few in English, History, and Rabbinics/Talmud.

### **Discipline of Training by Employment Status**

	Tenured	Non-tenured but on a tenure-track	Adjunct (teaching on a semester-to-semester basis)	Contract faculty (teaching position with at least one-year commitment from institution)
Art History	70%	10%	0%	20%
Bible	65%	16%	10%	10%
Comp Lit	63%	17%	7%	12%
Education	36%	36%	14%	14%
English	79%	4%	2%	15%
Hebrew language & literature	33%	33%	6%	28%
History	77%	6%	6%	11%
NEJS	62%	19%	5%	13%
Philosophy	80%	11%	6%	3%
Rabbinics & Talmud	78%	7%	4%	11%
Religion	59%	18%	6%	17%
Social sciences	77%	10%	3%	10%
All other	66%	14%	6%	14%

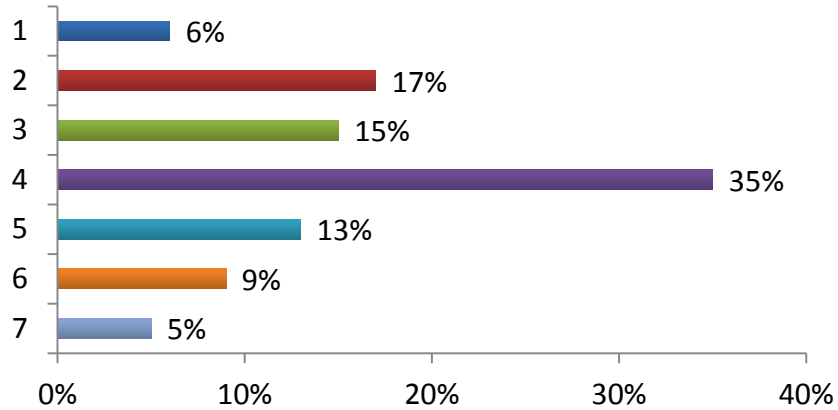
(Read table across.)



## Number of Courses Taught

On average, the AJS academic faculty who teach are responsible for about 4 courses per year, two of which (again, on average) are in Jewish Studies.

### Number of Courses Taught



Adjunct faculty report similar instructional workloads as tenured or tenure-track faculty.

### Total Number of Courses Taught per Year by Employment Status

	Tenured	Non-tenured but on a tenure-track	Adjunct (teaching on a semester-to-semester basis)	Contract faculty (teaching position with at least one-year commitment from institution)
1	3%	4%	19%	15%
2	16%	16%	33%	13%
3	17%	15%	14%	9%
4	39%	39%	21%	23%
5	14%	17%	2%	12%
6	7%	8%	2%	18%
7	5%	3%	7%	11%
	100%	100%	100%	100%

Those who obtained their Ph.D. more recently (that is, through 2009) teach somewhat more courses per year than their senior colleagues. For example, of those who received their Ph.D. in 2005-9, 77% teach four or more courses, as compared with 55% of those who earned their Ph.D. in 1980-94, and somewhat fewer among the most senior colleagues. On the other hand, 19% of those who received Ph.D.'s in the last 5 years sometimes report teaching only one course, suggesting their marginal entry into the conventional academic marketplace.

**Number of Courses per Year Taught by Seniority (Year Ph.D. Achieved)**

	Before 1980	1980-1994	1995-2004	2005-2009	2010 or later
1	4%	5%	3%	2%	19%
2	27%	21%	8%	13%	18%
3	18%	19%	15%	8%	15%
4	35%	35%	41%	45%	21%
5	8%	11%	18%	13%	11%
6	1%	5%	12%	12%	10%
7	7%	4%	4%	7%	6%
Total	100%	100%	100%	100%	100%

Faculty in departments of Jewish Studies and Middle East Studies report that they teach a higher average number of courses in Jewish Studies per year, while those in sociology stand at the other end of the spectrum. (Courses reported may be within or outside the home department.)

**Number of Jewish Studies Courses Taught by Home Department**

	English literature	History	Jewish Studies	Languages	Literature	Nr Eastern / Middle East Studies	Philosophy	Religion	Sociology	Other, smaller specializations
0	39%	15%	2%	38%	20%	3%	17%	5%	55%	32%
1	28%	14%	8%	29%	27%	3%	13%	19%	25%	16%
2	24%	37%	17%	10%	23%	16%	30%	20%	15%	16%
3	6%	15%	12%	10%	13%	23%	17%	27%	5%	13%
4	0%	18%	36%	5%	7%	32%	4%	17%	0%	11%
5	4%	2%	15%	5%	7%	13%	9%	8%	0%	7%
6	0%	0%	9%	5%	3%	7%	4%	4%	0%	3%
7	0%	1%	2%	0%	0%	3%	4%	1%	0%	2%

In terms of training and discipline, those giving more courses in Jewish Studies are associated with the fields of Hebrew language & literature, Rabbinics & Talmud, and Bible.

### Number of Jewish Studies Courses Taught by Discipline

	Art History	Bible	Comp Lit	Education	English	Hebrew language & literature	NEJS	Philosophy	Rabbinics & Talmud	Religion	Social sciences	History	All other
0	70%	7%	17%	23%	28%	0%	4%	12%	4%	6%	46%	12%	29%
1	30%	4%	25%	15%	18%	8%	14%	9%	4%	17%	26%	13%	20%
2	0%	21%	14%	31%	24%	8%	21%	24%	23%	23%	15%	36%	20%
3	0%	4%	17%	8%	18%	23%	17%	29%	19%	26%	9%	11%	12%
4	0%	29%	19%	15%	2%	23%	28%	15%	19%	16%	2%	25%	11%
5	0%	14%	6%	8%	8%	23%	13%	6%	19%	8%	4%	2%	4%
6	0%	14%	3%	0%	2%	15%	2%	3%	12%	3%	0%	2%	3%
7	0%	7%	0%	0%	0%	0%	2%	3%	0%	2%	0%	0%	1%

## Disciplines of Courses Taught

The most widely taught courses are in modern Jewish history, Bible, ancient Jewish history, Jewish thought and theology, and Jewish literature.

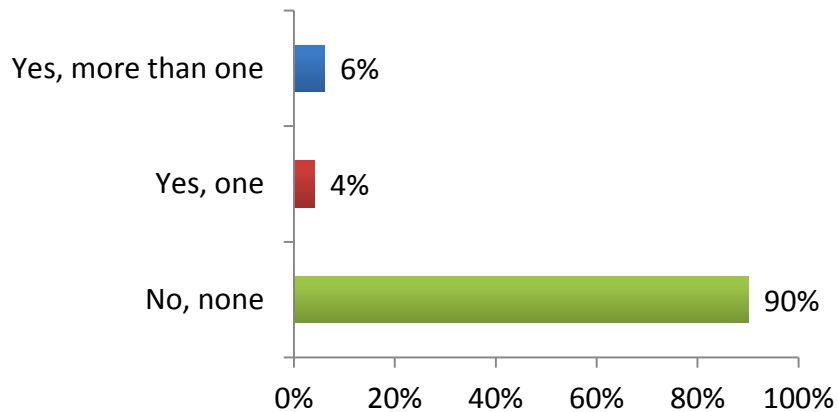
In comparing younger with older scholars (data not shown), we see growth in the teaching of gender studies, Hebrew language and literature, almost all manner of Jewish history, Jewish philosophy, as well as medieval and Sephardic Jewry. By the same token, the teaching of Jewish social sciences is declining.

<b>Disciplines of Courses Taught</b>	<b>Number</b>	<b>%</b>
Jewish History, Modern	272	34%
Bible	175	22%
Holocaust Studies	172	22%
Jewish Literature	160	20%
Jewish Thought and Theology	159	20%
Jewish History, Ancient	155	20%
Jewish History, Medieval	143	18%
Israel Studies	131	17%
Gender Studies	128	16%
Cultural Studies/Media Studies	123	16%
Jewish History, American	112	14%
Talmud Midrash and Rabbinics	108	14%
Jewish Studies courses in another area	100	13%
Jewish Philosophy	82	10%
Social Sciences (Anthropology, Economics, Socio	78	10%
Visual Culture/Arts	78	10%
Hebrew Language	73	9%
Hebrew Literature	66	8%
Jewish History, Other	63	8%
Jewish Mysticism	55	7%
Sephardi/Mizrahi Studies	45	6%
Yiddish Literature	34	4%
Education	29	4%
Yiddish Language	14	2%
Linguistics Semiotics and Philology	9	1%

## Online Courses

About one-in-ten of the instructors have taught one or more online courses and 6% have taught two or more. The likelihood of online teaching is greater among adjuncts, junior faculty, younger people, and those with more recent Ph.D.'s.

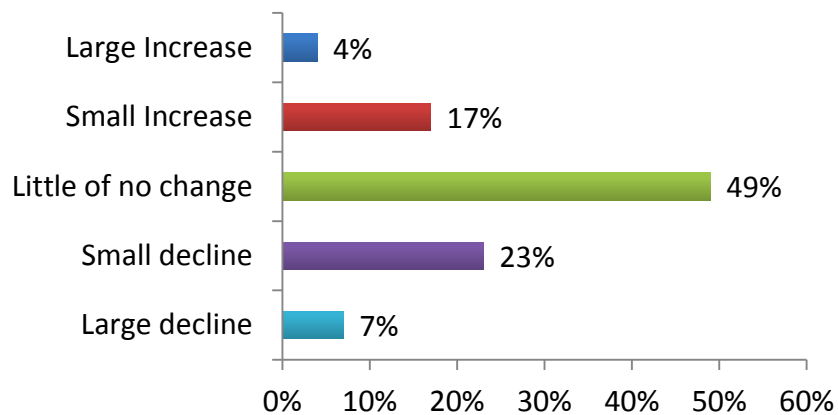
### Online Courses Taught



## Enrollment Trends

Report of declining enrollments over past three years exceed those of increasing enrollments. Overall, 30% of the respondents reported some decline as compared with 21% who reported some increases in enrollment. Reports of large declines exceed those of large increases by a more imbalanced 7% vs. 4%.

### Enrollment Trends



Declines are especially notable in departments of History, Jewish Studies, Literature, and Sociology.

### Enrollment Trends by Department

	Large increase	Small increase	Little or no change	Small decline	Large decline
English literature	9%	18%	56%	18%	0%
History	4%	16%	47%	24%	9%
Jewish Studies	3%	15%	44%	31%	7%
Languages	4%	35%	35%	17%	9%
Literature	6%	10%	35%	48%	0%
Nr Eastern / Middle East Studies	9%	9%	61%	9%	12%
Philosophy	0%	36%	36%	27%	0%
Religion	4%	17%	43%	27%	8%
Sociology	0%	6%	76%	0%	18%
Other, smaller specializations	3%	17%	60%	15%	6%

By discipline of training, the most marked declines are reported by scholars in education, Hebrew language & literature, history, and social sciences.

### Enrollment Trends by Discipline

	Large increase	Small increase	Little or no change	Small decline	Large decline
Art History	0%	17%	83%	0%	0%
Bible	0%	21%	50%	29%	0%
Comp Lit	9%	24%	48%	15%	3%
Education	0%	8%	69%	15%	8%
English	8%	21%	40%	27%	4%
Hebrew language & literature	6%	12%	47%	24%	12%
NEJS	3%	17%	47%	27%	5%
Philosophy	3%	28%	36%	31%	3%
Rabbinics & Talmud	4%	15%	56%	22%	4%
Religion	3%	18%	45%	29%	5%
Social sciences	4%	13%	62%	9%	11%
History	4%	10%	52%	22%	12%
All other	3%	17%	50%	21%	8%

Enrollments trends do not vary markedly by academic rank or year in which the Ph.D. was earned. However, assistant professors report a somewhat more encouraging balance of increases vs. declines in comparison with their senior colleagues. One possible explanation is that the most junior faculty are being hired in places or disciplines where enrollment trends are relatively healthier than where the more senior faculty are teaching.

#### Enrollment Trends by Academic Rank

	Large increase	Small increase	Little or no change	Small decline	Large decline
Full Professor	5%	15%	46%	25%	9%
Associate Professor	1%	17%	52%	22%	7%
Assistant Professor	4%	20%	49%	25%	3%
Other academic position	7%	16%	51%	20%	5%
Emeritus	3%	25%	47%	19%	6%
Not sure, other	0%	0%	29%	57%	14%

#### Enrollment Trends by Seniority (Year Ph.D. Achieved)

	Large increase	Small increase	Little or no change	Small decline	Large decline
Before 1980	4%	17%	47%	23%	9%
1980-1994	4%	16%	45%	26%	9%
1995-2004	2%	15%	49%	27%	7%
2005-2013	5%	20%	53%	18%	5%

Sectarian Jewish institutions report the greatest erosion in enrollment.

#### Enrollment Trends by Type of Institution

	Large increase	Small increase	Little or no change	Small decline	Large decline
Public	3%	20%	46%	24%	7%
Private	5%	13%	51%	21%	9%
Sectarian Jewish	0%	14%	53%	30%	3%
Sectarian Christian	11%	11%	66%	13%	0%

Another perspective on the matter of enrollments is offered by the question of whether courses have been cancelled due to low enrollment. Overall, 17% of respondents in academic settings reported such instances in the prior year. More such instances are reported by faculty at Jewish seminaries and Christian institutions, departments of languages, younger scholars, as well as adjuncts/contract faculty.

### **Courses Cancelled by Type of Institution**

	Percentage
Public	16%
Private	16%
Sectarian Jewish	16%
Sectarian Christian	28%

### **Courses Cancelled by Department**

	Percentage
English literature	16%
History	13%
Jewish Studies	20%
Languages	30%
Literature	12%
Nr Eastern / Middle East Studies	8%
Philosophy	19%
Religion	19%
Sociology	13%
Other, smaller specializations	19%

### **Courses Cancelled by Seniority (Year Ph.D. Achieved)**

	Percentage
Before 1980	11%
1980-1994	14%
1995-2004	21%
2005-2013	20%



### **Courses Cancelled by Employment Status**

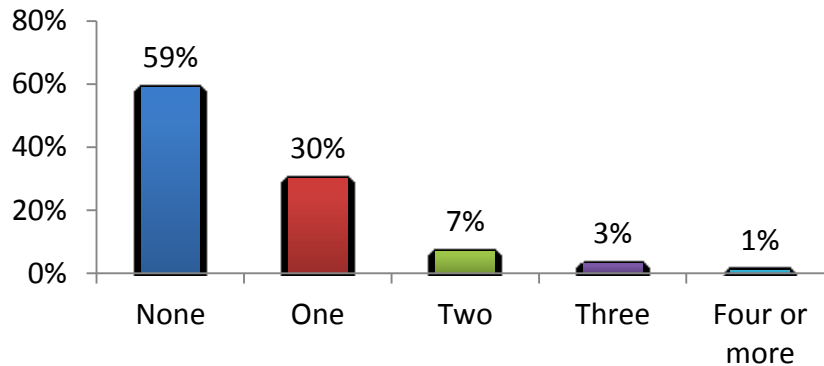
	Percentage
Tenured	15%
Non-tenured but on a tenure-track	19%
Adjunct (teaching on a semester-to-semester basis)	27%
Contract faculty (teaching position with at least one-year commitment from institution)	22%

### **Academic Productivity & Visibility**

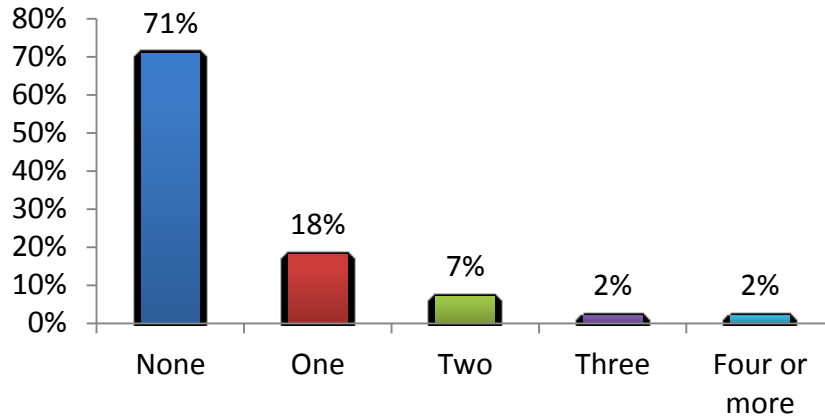
#### **Publishing, etc.**

Almost half of all respondents have published a book within the last five years; over two thirds of them have had an edited book appear within that same time span; and the respondents have published a median of three scholarly articles in the period.

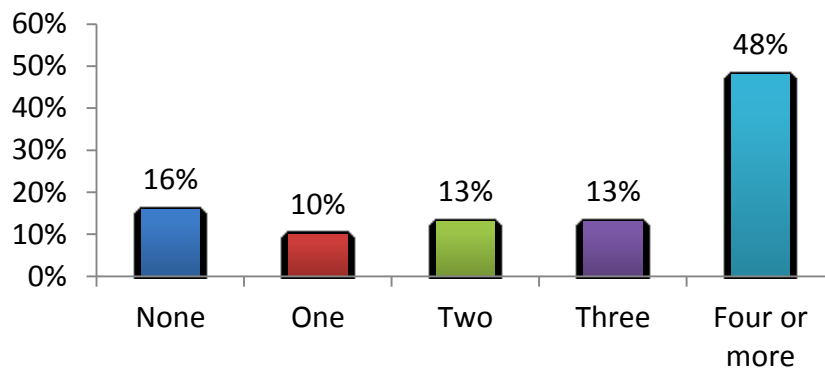
### **Books authored or co-authored since 2009**



### Books edited since 2009

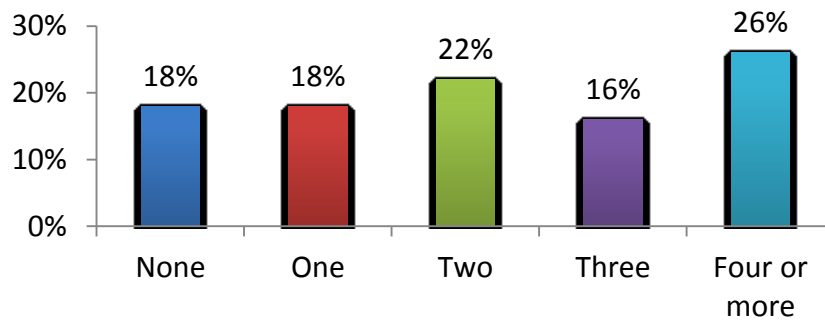


### Articles, Chapters or Reports since 2009

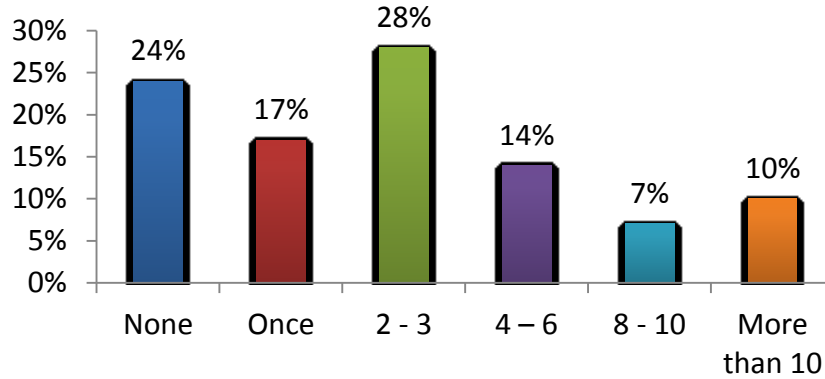


Presentations to non-scholarly audiences exceed those to academic or professional conferences.

### Presentations at Academic or Professional Conferences over Past 12 Months

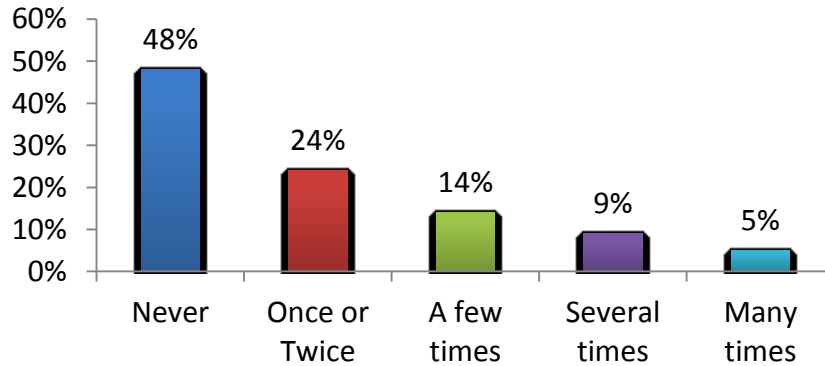


### Presentations to Non-Scholarly Audiences over Past 12 Months



Most have been recently cited in the news media, but nearly half have not. A small number (5%) say they've been mentioned "many times."

### Cited in the News over Past 12 Months



### Productivity and Public Visibility by Gender

In looking at the number of publications and public appearances, men and women differ to a small extent with men generally out-pacing the women. Men write or edit more books, and publish more articles; they also present at more conferences and appear in the media more often. The differences are small, but consistent. In part they reflect the men's somewhat higher academic rank and seniority.

**Books authored or co-authored that were published since January 1, 2009**

	None	One	Two or more
Male	54%	29%	17%
Female	63%	30%	7%
Total	58%	30%	12%

**Books edited or co-edited, that were published since January 1, 2009**

	None	One	Two or more
Male	68%	20%	12%
Female	75%	17%	8%
Total	72%	13%	10%

**Articles, chapters, or reports, that were published since January 1, 2009**

	None	One to Three	Four or more
Male	14%	34%	52%
Female	18%	38%	44%
Total	16%	36%	48%

**How many presentations have you made at academic or professional conferences over past 12 months?**

	None	One to Three	Four or more
Male	22%	53%	25%
Female	15%	58%	27%
Total	19%	55%	26%

**Presentations to largely non-academic audiences over past 12 months?**

	None	Once	Two to Three	Four to Ten	More than Ten
Male	23%	14%	27%	23%	13%
Female	26%	19%	30%	18%	7%
Total	25%	16%	28%	21%	10%

**Cited in the news media, either in print, or online over past 12 months?**

	Never	Once or Twice	A couple of times	Many times
Male	45%	24%	24%	7%
Female	52%	24%	20%	4%
Total	48%	24%	23%	5%

## Productivity and Public Visibility by Academic Title

We constructed a measure of academic productivity (authored books, edited books, chapters, articles) and of public visibility (non-scholarly articles and news media citations). The measures range from 0-100 and the scores reported below are means (averages) on those scales. None of the respondents attained the theoretical upper limit of the scale (100), a value which would mean, in the case of productivity, that the respondent had authored or co-authored four or more books, edited or co-edited four or more books, written or co-written four or more papers, and presented at four or more academic conferences.

Both productivity and visibility increase with academic rank.

### Productivity and Public Visibility Indices by Academic Title (means)

	Productivity	Public Visibility
Full Professor	39	41
Associate Professor	31	29
Assistant Professor	23	22
Other academic position	19	26
Emeritus	31	29
Not sure, other	17	28

## **Compensation**

### **Variations by Field**

Professional income (salary plus other sources of remuneration) is, on average, lower for those who work in departments of language and of Middle Eastern Studies.

#### **Income Variations by Department (means, in \$1,000s)**

	Dollars	Dollars	
	Salary	Other	Total*
English literature	98	10	109
History	97	10	106
Jewish Studies	85	13	96
Languages	74	15	89
Literature	109	8	117
Nr Eastern / Middle East Studies	82	4	87
Philosophy	107	17	127
Religion	91	9	101
Sociology	94	17	116
Other, smaller specializations	89	10	100

\*Some totals vary from the simple sum of the first two columns owing to rounding.

By discipline of training, the lower income faculty are found in education, Hebrew language and literature, and NEJS. Philosophy stands out as a higher-income discipline.

#### **Income Variations by Discipline (means, in \$1,000s)**

	Dollars	Dollars	Dollars
Discipline Larger	Salary	Other	Total
Art History	77	8	85
Bible	90	10	98
Comp Lit	89	10	100
Education	69	5	73
English	100	12	112
Hebrew language & literature	76	5	86
NEJS	85	8	92
Philosophy	101	19	120
Rabbinics & Talmud	84	16	102
Religion	89	10	100
Social sciences	94	10	106
History	95	13	109
All other	87	8	94

### **Income Variations by Seniority**

Most critically, compensation varies dramatically by year of Ph.D. and academic rank.

#### **Income Variations by Seniority (means, in \$1,000s)**

	Dollars Salary	Dollars Other	Dollars Total
Before 1980	125	19	147
1980-1994	115	11	126
1995-2004	90	8	99
2005-2013	62	6	69

Full professors' salaries average \$136,000 with another \$17,000 in additional income. Associate professors, for their part, earn \$84,000 in salary and \$7,000 in other income. For assistant professors, the comparable figures are \$69,000 and \$5,000, while for others (primarily adjuncts/contract faculty) the numbers are \$48,000 and \$6,000.

#### **Income Variations by Title (means, in \$1,000s)**

	Dollars Salary	Dollars Other	Dollars Total
Full Professor	136	17	155
Associate Professor	84	7	92
Assistant Professor	69	5	74
Other academic position	48	6	52
Emeritus	74	13	89
Not sure, other	49	4	54

### Income Variations by Gender

At all levels except Emeritus (which is small and anomalous) and Assistant Professor (where the difference is small), women earn less salary and less outside income than men, while also reporting somewhat lower academic productivity and public visibility, as defined above.

### Income Variations by Gender

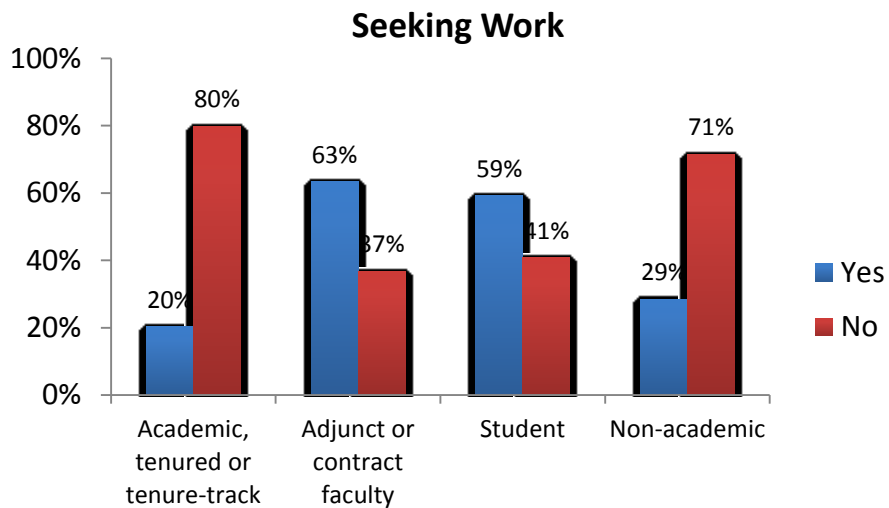
Academic Title		Dollars			Productivity	Public Visibility
		Dollars Salary	Other	Dollars Total		
Full Professor	Male	143	19	163	40	42
	Female	124	12	137	36	39
Associate Professor	Male	85	10	96	33	32
	Female	84	5	88	30	26
Assistant Professor	Male	70	5	77	25	22
	Female	68	5	73	22	22
Other academic position	Male	58	11	63	20	27
	Female	40	3	44	19	24
Emeritus	Male	66	16	86	29	28
	Female	93	9	100	30	32
Not sure, other	Male	61	5	66	17	34
	Female	42	4	46	17	24



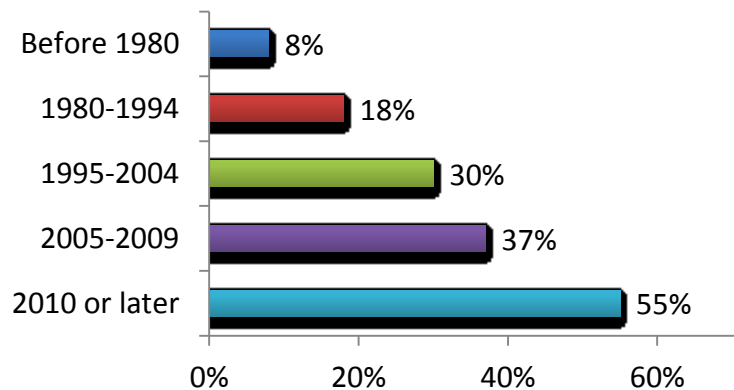
## Career Plans

### Seeking Work

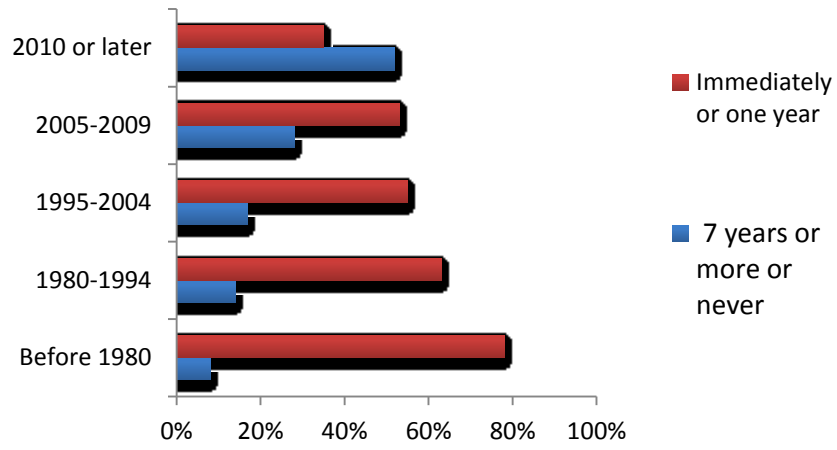
Adjuncts/contract faculty are three times as likely to be seeking work or other employment circumstances as tenured/tenure-track faculty. The variations in the proportions seeking work are directly related to year of Ph.D. Only 8% of those with a Ph.D. earned before 1980 are seeking a different position. The figure rises to about one third of those who obtained a Ph.D. between 1995 and 2009. Perhaps most startling is the very large number of recent Ph.D.s's (2010 or later) who are looking to change their employment situation --- 55%!



### Seeking work, a different position or employment circumstance? by Year Ph.D. Achieved



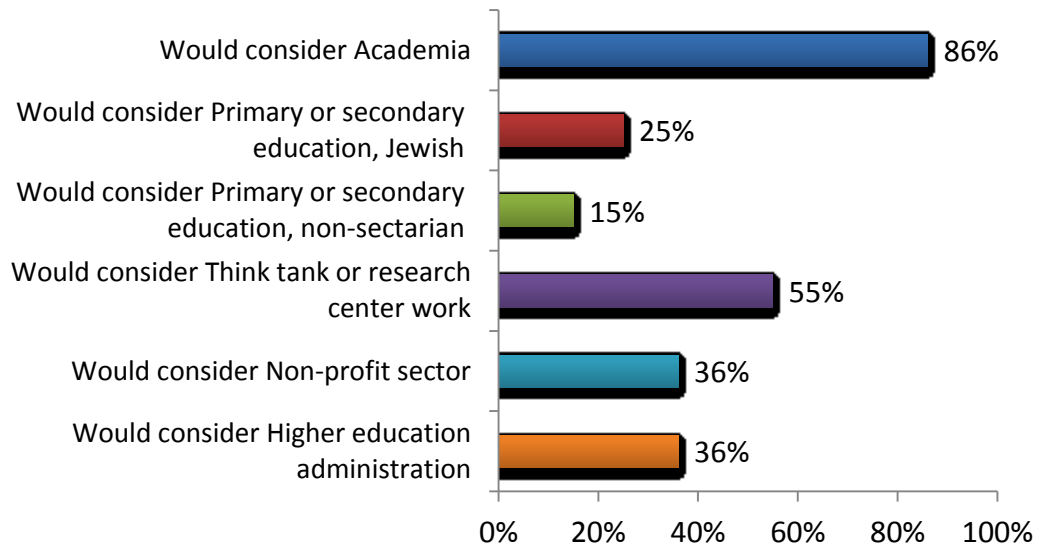
### Found Work by Year Ph.D. Achieved



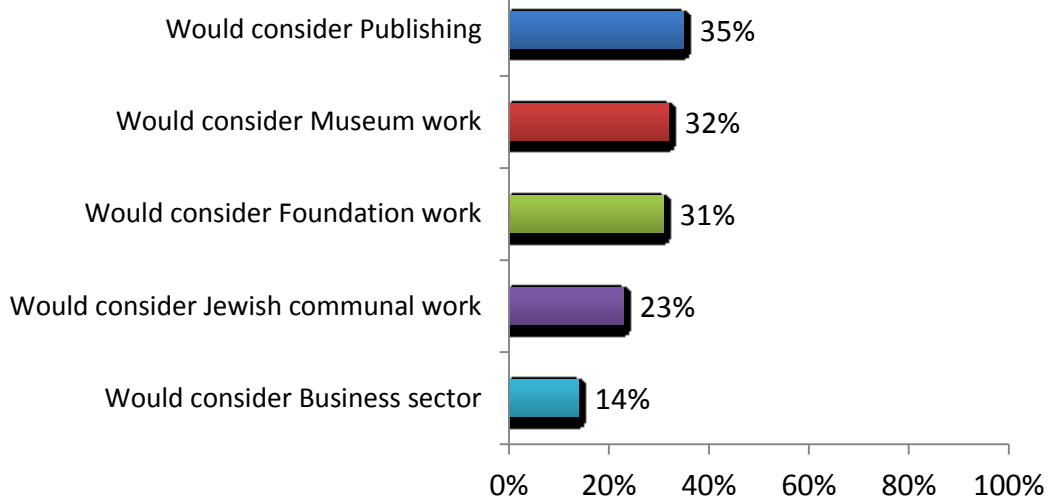
In fact, over the years, the market place for Ph.D.'s in Jewish Studies has steadily deteriorated, as can be seen by the increasing length of time it has taken more recent Ph.D.'s to find suitable employment. We asked, "How long following receiving your Ph.D. did it take to secure a full-time, tenure-track academic position?" For those who earned their Ph.D. before 1980, 78% did so immediately or within a year. For those who completed Ph.D. studies in 1995-2009, the figure had fallen to nearly half. While for the most recent Ph.D.s (since 2010), only about a third quickly found full-time tenure track positions.

Generally, people seeking work prefer to stay in academia (86% of those seeking work would consider working in academia) or academic like settings. At the same time, many are willing to consider other venues, such as research institutions (55%), higher education administration (36%), museums (32%), non-profit institutions (36%), and foundation work (31%). Interest in non-academic venues is higher among adjuncts/contract faculty and non-academics than among tenured/tenure-track academics.

### Areas Would Consider Working In



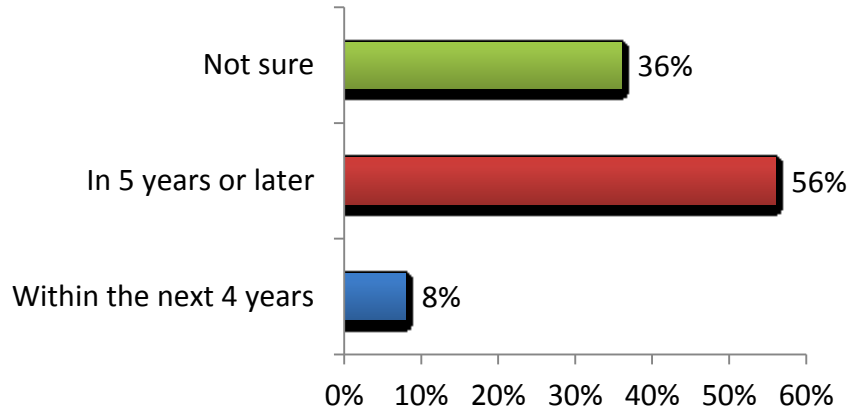
## Areas Would Consider Working In (cont'd.)



### Retirement

Just 8% of those who are working and not currently retired report their intention to retire within the next 4 years. Significantly, another 36% responded, "not sure" to the question on when they plan to retire. If these percentages apply to the entire AJS North American membership, then about 120 are planning to retire in the next 4 years.

## Planned Retirement



Significantly, both the number of those who intend to retire and those who are unsure of their plans rise substantially with age, with year of doctorate, and with having attained the status of full professor – all of which are related, of course.

### Planned Retirement by Seniority (Year Ph.D. Achieved)

	Before				
	1980	1980-1994	1995-2004	2005-2009	2010 or later
Within the next 4 years	25%	14%	2%	1%	2%
In 5 years or later	25%	64%	70%	67%	63%
Not sure	50%	22%	28%	32%	35%

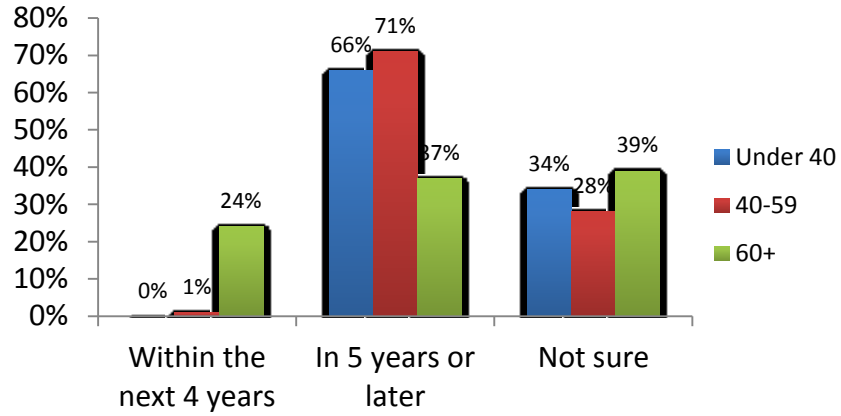
### Planned Retirement by Academic Title

					Other	Not sure, other
	Full Professor	Associate Professor	Assistant Professor	Other academic position	Emeritus	
Within next 4 years	17%	3%	3%	9%	10%	4%
In 5 years or later	63%	68%	66%	49%	3%	46%
Not sure	21%	29%	31%	42%	87%	50%

Of those 65-69, about a third (no less than 108 respondents in this survey) plan to retire in 4 years or less, a third 5 years or later, and a third say they are unsure. Those age 70 and over are especially likely to answer “not sure” about their retirement plans,

suggesting that many older AJS members intend to keep writing and teaching until compelled to cease doing so.

### Planned Retirement by Age



More frequent instances of those with plans to retire are found in the social sciences, education and Hebrew language and literature. Fields with fewer professors planning to retire in the next four years are: comparative literature, Bible, Rabbinics and Talmud, and NEJS.

### Planned Retirement by Discipline

	Art History	Bible	Comp Lit	Education	English	Hebrew language & literature	NEJS	Philosophy	Rabbinics & Talmud	Religion	Social sciences	History	All other
Within next 4 years	12%	6%	2%	15%	10%	13%	3%	8%	2%	9%	15%	8%	7%
In 5 years or later	35%	58%	65%	44%	61%	44%	66%	49%	65%	59%	47%	55%	56%
Not sure	54%	36%	33%	41%	30%	44%	31%	43%	33%	33%	38%	37%	37%

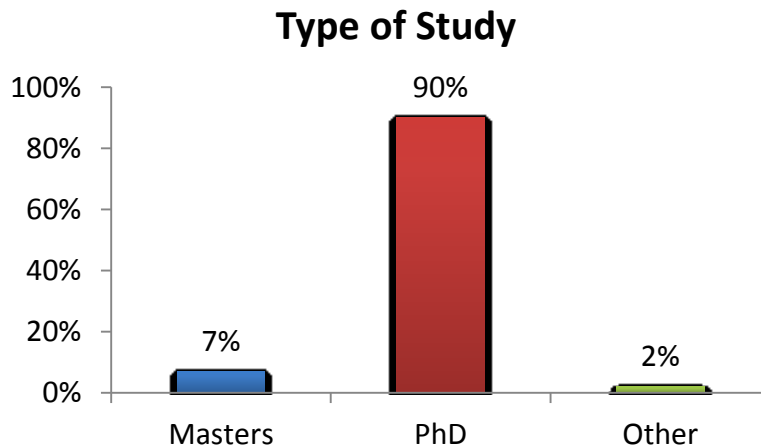
## **Graduate Students**

### **Current Institutional Affiliation**

Among the 145 AJS-affiliated graduate students in North America who responded and who provided a current institutional location, we find the following institutions most frequently cited as their current location: NYU (10), Brandeis (9), Yale (7), Columbia and Harvard (6), UCLA (5), and 4 each at Stanford, University of Chicago, University of Michigan, University of Pennsylvania, University of Toronto, and York University.

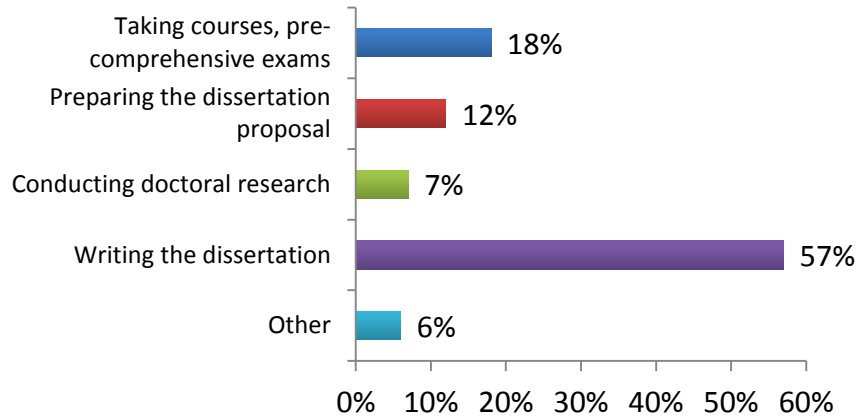
<b>Affiliation</b>		
	n	%
New York University	10	7%
Brandeis University	9	6%
Yale University	7	5%
Columbia University	6	4%
Harvard University	6	4%
University of California, Los Angeles	5	3%
Stanford University	4	3%
University of Chicago	4	3%
University of Michigan	4	3%
University of Pennsylvania	4	3%
University of Toronto, St. George	4	3%
York University	4	3%

Almost all (91%) of the 150 North American-based students who responded are studying for a doctorate, and most (56%) of all the students are writing their dissertations.





### Student Status



Just under three-quarters (73%) are working. The number of hours they work per week range over the entire spectrum from under ten hours (17% of all the students) to 20 or more hours (28%) at the high end.

### Student Employment

