

## A Recommendation for Restructuring HUC-JIR's Rabbinical School

By Rabbi Andrea L. Weiss, Ph.D., HUC-JIR Jack, Joseph and Morton Mandel Provost

and Rabbi Dvora Weisberg, HUC-JIR Rabbinical School Director

January 25, 2022 — 23 Shevat 5782 (Updated February 14, 2022)

The HUC-JIR strategic planning memo entitled, “What Calls the Question,” asserts:

Prompted by the pandemic, institutions of higher education are changing. Synagogues and other Jewish organizations are changing. We are being challenged to rethink our prior conceptions of community and reimagine what it means to gather and learn. The urgency is upon us. The responsibility and opportunities are upon us. After calling the question, the task at hand is to work together to come up with answers that will allow us to respond to the present moment, prepare for an uncertain but promising future, and best fulfill HUC-JIR's vitally important mission.

As internal and external forces compel us to confront these new realities, we are asking broad, mission-related questions:

- What will enable us to field the best possible Rabbinical School to offer the best possible education for the dedicated students who feel called to serve God and the Jewish people as HUC-JIR ordained rabbis?
- How can we best position ourselves to educate innovative and adaptive rabbis who will possess the knowledge, skills, disposition, and passion to build and sustain vibrant and meaningful progressive Jewish life in the 21<sup>st</sup> century?
- What will allow us to create vibrant communities of learning that can serve as laboratories for academic exploration and spiritual growth, in physical and virtual spaces that communicate the value, vitality and importance of our work?

These questions then lead to the issue we are called to consider today:

- What is the right structure for HUC-JIR's Rabbinical School given the realities of the present and the possibilities for the future?

After considerable research and deliberation, the HUC-JIR senior leadership team arrived at the following recommendation:

**We recommend restructuring HUC-JIR’s Rabbinical School so that we**  
**(i) field residential rabbinical programs in Los Angeles and New York;**  
**(ii) maintain and grow educational offerings for rabbinical and other students in Cincinnati;**  
**(iii) develop a low-residency clergy program on our historic Cincinnati campus.**

We contend that a Rabbinical School with residential programs on two campuses and reimagined rabbinical education in Cincinnati will strengthen our flagship program and best enable us to continue attracting high-caliber students and educating outstanding rabbis:

- Rabbis trained with the academic commitments of Reform Judaism to apply Jewish texts, ideas, and experiences to address the fundamental questions of what it means to be human and what it means to live a life of purpose in community;
- Rabbis who comfort people in times of need, celebrate with them in times of joy, and enrich their lives with a sense of meaning, belonging, and a connection to the sacred;
- Rabbis who understand how to lead organizations and bring together people in and beyond the Jewish community to fulfill the prophetic vision of a world in which “justice flows like water and righteousness like a mighty stream” (Amos 5:24).

We maintain that restructuring the Rabbinical School is the key step we must take now:

- To achieve our four strategic goals: strengthen academic and program excellence, enhance the student experience, expand our impact, and manage to financial sustainability;
- To execute our mandate to be a sacred and respectful community of academic inquiry and spiritual exploration;
- To better leverage the assets and opportunities of our multi-campus, multi-program institution;
- To emerge stronger and more nimble so we can best serve a post-COVID, 21<sup>st</sup>-century Jewish community that needs HUC-JIR-ordained rabbis now more than ever.

In 1888, Rabbi Isaac Mayer Wise wrote: “American Judaism has a history of its own...; has gone through a process of changes and, in accordance with its progressive nature, always produces such changes” (*American Jew’s Annual*). We recognize that the changes involved in this recommendation will entail considerable pain and loss, particularly in the distinguished city that Rabbi Wise selected as the home of the Hebrew Union College nearly 150 years ago.

Multiple factors impel us to make this recommendation, without minimizing the loss and disruption it will cause. With HUC-JIR facing dwindling RMAC dues and persistent deficits,<sup>1</sup>

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<sup>1</sup> After average annual structural deficits of about \$1.5 million per year in FY 2010-20 and an operating deficit of nearly \$4 million in FY 2021, we faced a projected \$8.8 million dollar deficit in FY 2022. Support from URJ

finances certainly play an important role in this decision. However, even with significant projected annual savings, money alone is not a reason to reconfigure the Rabbinical School. Instead, the administration’s recommendation hinges on mission impact: what is educationally responsible given the demographic realities and what is educationally advantageous given the challenges and opportunities of our current multi-campus structure.

**Key Reasons for Restructuring HUC-JIR’s Rabbinical School:**

**Reason #1: Enrollment Realities**

**Reason #2: Downsides of Dispersing Limited Resources across 3 Campuses**

**Reason #3: Upsides of Creating Larger Learning Communities**

**Reason #4: Opportunities to Eliminate Impediments to Change and Enhance Program Quality**

**Reason #1: Enrollment Realities**

Given declining enrollment and future demographic projections, it is no longer practical or prudent to continue delivering rabbinical education as we do now, with three full residential programs. Even as we creatively and aggressively attempt to increase the admissions of qualified clergy candidates, we cannot ignore current trends.

1. **Declining Rabbinical School enrollment at HUC-JIR:** The total number of rabbinical students enrolled at HUC-JIR has declined steadily by 37% over the past 15 years. *(See Appendix A for enrollment by year and campus)*

	2006-7	2011-12	2016-17	2021-22
Total RAB Students Years 1 - 5	214	177	151	134

2. **Declining enrollment at all liberal rabbinical seminaries:** We are not the only institution experiencing this decline. The total number of rabbinical school students across the five main accredited non-Orthodox seminaries<sup>2</sup> dropped from 100 first year students in 2007 to 78 in 2021. With an average of 80 new students a year for the past 10 years, this represents a 20% enrollment decline.<sup>3</sup>

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congregations through Reform Movement Affiliation Commitment dollars (RMAC, formerly MUM) in 2006 was over \$14 million per year (\$19 million today adjusted for inflation); it is projected at \$5.4 million for FY 2022. This proposal would result in annual savings of at least half of our annual structural deficits by FY 2026.

<sup>2</sup> The Office of Admissions and Recruitment tracks enrollment trends at HUC-JIR compared to The Jewish Theological Seminary, the Reconstructionist Rabbinical College, the Ziegler School at the American Jewish University, and Hebrew College.

<sup>3</sup> Based on discussions with other seminary heads, along with trends identified in the 2020 Pew study, changing this trajectory will require innovative approaches, including creating more flexible options to meet the needs of an expanded pool of people interested in rabbinical education and possible avenues for shorter time to degree through summer intensives and other options (see the proposed Cincinnati Summer Session in the location recommendation).

*(See Appendix B: 20% Enrollment Decline at Liberal Rabbinical Schools Since 2007)*

3. **Increased competition:** The number of options for obtaining rabbinical ordination in the U.S. has increased significantly in the past 25 years: three new accredited liberal rabbinical programs opened their doors (Ziegler, Academy for Jewish Religion CA, Hebrew College), one more became accredited (AJR NY), and four non-accredited, largely online non-Orthodox rabbinical programs have been established. With movement affiliation weakening and denominational boundaries becoming more porous, this increased competition impacts recruitment and retention. Our potential students are applying to multiple seminaries and making decisions based on location, quality of the program, finances, flexibility, and other factors.<sup>4</sup>

*(See Appendix C: Increased Competition for Rabbinical Education)*

4. **Decreasing religiously identified U.S. Jewish population:** The Pew Research Center study of “Jewish Americans in 2020” shows a gradual downward trend in the overall population of Jews by religion, which means the total pool of Jews who might consider applying to rabbinical school is only going to decrease in the foreseeable future.

*(Appendix D: Bruce A. Phillips, “The Future of Reform Judaism in America based on Pew 2020”)*

Similar downward trends are forcing non-Jewish seminaries and graduate divinity or theological schools across the country to consolidate, collaborate, alter their property footprints, and recalibrate in other ways to meet changing demographics, an evolving American religious landscape, and the new realities of higher education in the wake of the pandemic.<sup>5</sup>

Even on the assumption that HUC-JIR meets its ambitious recruitment goals in the next five years (36-40 residential rabbinical students and an additional 10-14 low residency students per year), the projected size of the rabbinical student body still does not support operating residential rabbinical programs on three locations, especially given the educational compromises and financial costs this involves (see below).

## **Reason #2: Downsides of Dispersing Limited Resources across 3 Campuses**

Dispersing our relatively small numbers of students and faculty across three stateside campuses decreases the size, strength, and vitality of our learning communities.

1. **Student body is spread thin:** This chart shows the anticipated distribution of our 108 stateside rabbinical students across three campuses next year (2022-23).

*(See Appendix E: Stateside Rabbinical School Enrollment in 2022-23)*

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<sup>4</sup> Two recent examples demonstrate the fluidity between seminaries: this year an accepted but deferred student decided to attend Hebrew College, and a 2<sup>nd</sup>-year rabbinical student in Cincinnati transferred to RRC. In other years, students who started at other seminaries later transferred to HUC-JIR.

<sup>5</sup> See Andrea L Weiss, “What Calls the Question,” HUC-JIR Strategic Planning Memo (October 15, 2021).

Anticipated Stateside Rabbinical School Enrollment 2022-23	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year	5 <sup>th</sup> year	Rab/Ed Students (in School of Education in LA for 1 year)	Total RAB
<b>Cincinnati</b>	6	3	4	7		20
<b>Los Angeles</b>	10	8	12	13	1	44
<b>New York</b>	8	11	13	11	1	44
<b>TOTAL</b>	<b>24</b>	<b>22</b>	<b>29</b>	<b>31</b>	<b>2</b>	<b>108</b>

2. **Faculty are spread thin:** On our three stateside campuses, HUC-JIR currently has 26 tenure-stream<sup>6</sup> faculty, compared to 53 fifteen years ago.

(See Appendix F: Stateside Tenure Stream Faculty and Rabbinical Students in 2006 and 2021 and Appendix G: Distribution of All Tenure Stream Faculty in 2006, 2011, 2021)

Campus City	Tenure-stream Faculty 2006	Tenure-stream Faculty 2021	Change in number of faculty	Rabbinical Students Years 2 – 5 2006	Rabbinical Students Years 2 – 5 2021	Change in number of students
<b>Cincinnati</b>	20	8	<b>12 fewer faculty -60%</b>	66	27	<b>39 fewer students -59%</b>
<b>Los Angeles</b>	17	9	<b>8 fewer faculty -47%</b>	51	37	<b>14 fewer students -27%</b>
<b>New York</b>	16	9	<b>7 fewer faculty -44%</b>	56	45	<b>11 fewer students -20%</b>
<b>Stateside Total</b>	<b>53</b>	<b>26</b>	<b>27 fewer faculty -51%</b>	<b>173</b>	<b>109</b>	<b>64 fewer students -37%</b>

<sup>6</sup> Tenure-stream refers to faculty who are progressing toward tenure or have earned tenure. Counting the number of tenure-stream faculty is simply one way to measure a faculty's size and strength. Other Rabbinical School faculty categories include full-time non-tenure track professors, blended track administrators, and part-time adjuncts. The numbers of tenure stream faculty include individuals with full-time and part-time administrative appointments. Current tenured faculty with full-time administrative appointments: President Rehfeld (unassigned to a campus), Provost Weiss (counted as NY Faculty), and Dean Holo (counted as LA Faculty). There are two tenured faculty with part-time administrative appointments in Cincinnati, two in Los Angeles, and one in New York.

### **Reason #3: Upsides of Creating Larger Learning Communities**

Consolidating our residential rabbinical program from three to two locations would increase the size, diversity, and vibrancy of each learning community.

While COVID-19 is teaching us a tremendous amount about what we can accomplish online, the pandemic keeps reminding us that there is no substitute for regular, ongoing face-to-face interactions in both formal and informal settings. Physical proximity facilitates the type of planned and chance encounters that occur in and outside of the classroom in which conversations lead to collaboration, problems are surfaced, and solutions are generated, and meaningful relationships take root. All of this is key to clergy formation for students and important for fostering a fulfilling and productive professional career for faculty.

1. **Benefits for students**: The positive aspects of creating larger learning communities would not only redound to rabbinical students, but also to their classmates in our co-located academic programs.
  - Larger learning communities allow us to ensure we are fielding diverse student bodies necessary for an increasingly diverse Jewish North America. A smaller student body means less diversity on multiple dimensions (race, gender identity, sexual orientation, political affiliation, age, geographical upbringing, life experience, etc.).
  - Bringing together a larger and more diverse student body creates the conditions for more robust and sustained academic inquiry, where individuals are more readily exposed to and challenged by new ideas and different perspectives.
  - Establishing larger learning communities still gives us flexibility to maintain small classes<sup>7</sup> and a small faculty-to-student ratio.
  - Fielding a larger faculty in each location provide students with more options for studying with different professors and developing faculty relationships as instructors, advisors, and mentors.
  
2. **Benefits for faculty**: Combining most of the stateside faculty in two locations would increase the collective strength of the HUC-JIR faculty as a whole and improve the faculty experience professionally and personally in some of the following ways:
  - Creating a richer, more stimulating intellectual environment in each location;
  - Facilitating collaboration in research, teaching, and other projects;
  - Fostering a greater sense of collegiality;
  - Enhancing morale.

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<sup>7</sup> Experience of the faculty at HUC-JIR has shown that an optimal class size is 10-12 students for Hebrew language and text courses like Bible or Talmud, and 12-15 for non-text courses like History or Modern Jewish Thought. While smaller classes can be beneficial for rabbinical education, there is a point at which very small classes can have a negative impact on the educational experience, especially in second- and third-year courses which often are program and cohort specific. In classes with fewer than six students, there are fewer voices, fewer viewpoints, and less life experience. In such a small class, a single student's absence, failure to prepare, or reluctance to actively participate on a given day burdens the rest of the students and makes the instructor's work all the more challenging.

3. **Benefits for the curriculum:** Consolidation would strengthen the curriculum in numerous ways:
- A larger rabbinical school faculty in any given location would enable us to deploy our faculty more creatively and flexibly.
  - The ability to offer multiple sections of certain courses would open up alternatives to our more “lock-step” approach to the core curriculum (in which most second- and third-year students take the same sequence of courses at the same time).
  - Greater curricular flexibility would help us attract and be more responsive to students who come to HUC-JIR with different educational backgrounds, learning styles, and professional experiences.
  - Increasing the student body still enables us to offer small-sized classes and provide individualized attention, two key components of high-quality rabbinical education.
  - Maintaining a nationally administered residential rabbinical program on two sites would make it easier to integrate and unify the curriculum and establish a common core curriculum and consistent program requirement (see below).
4. **Benefits for cultivating a shared culture:** At HUC-JIR, we are committed to creating a sacred, respectful community of academic inquiry and spiritual exploration wherever we operate. In the wake of the release of the Morgan Lewis report, questions have been raised about how the scattering of authority, responsibility, and oversight over our multi-campus structure contributed to the history uncovered by the investigation. While we are committed to maintaining rabbinical education on all three stateside campuses, we have learned how running multiple residential programs in multiple places makes it even more challenging to establish shared communal commitments and ensure the compliance with College-wide behavioral standards. Consolidation would help us ensure that we are maintaining the desired environment in which all can thrive.

**Reason #4: Opportunities to Eliminate Impediments to Change and Enhance Program Quality**

Past experience has proven how challenging it can be to improve the Rabbinical School in a systemic and consistent way because of our current three-campus structure.

Consolidating to two residential rabbinical programs under the direction of a national Rabbinical School Director and a unified (rather than campus-based) faculty would rectify many of the forces that have made it challenging to enact curricular changes in the past. This would allow us to be more proactive, innovative, and responsive to students and the evolving Jewish landscape, thus ensuring that HUC-JIR is training the knowledgeable, skillful, nimble, visionary rabbis that our world needs today.

The appointment of Rabbi Dvora Weisberg as our national Rabbinical School Director in July 2020 was an important step in moving us toward the goal of unifying the Rabbinical School even while maintaining multiple locations. Although each campus rabbinical program need not be identical, all HUC rabbinical students, wherever they study, should have access to the

experiences that we consider critical for rabbis in formation; and those experiences should be of equal quality on all locations. Furthermore, all HUC-JIR-ordained rabbis should be expected to fulfill the same requirements and achieve the same desired learning outcomes.

We remain committed to supporting the autonomy of our faculty in achieving our overall curricular objectives. A consistent Rabbinical School curriculum and greater collaboration and coordination among faculty still would allow faculty the independence and creativity to implement the curriculum and help students meet the learning outcomes as they deem best. In other words, restructuring does not mean that professors teaching the same courses must teach the exact same material in the exact same way.

1. **How our multi-campus Rabbinical School model works:** The 1950 merger agreement between HUC and JIR brought together two formerly independent seminaries and created one institution with a unified 5-year course of study (which involved reducing the Cincinnati program by one year and increasing the requirement in New York). Over the years, additional unifying steps included the establishment of a National Office of Recruitment and Admissions in the 1980s, the assignment of students to a given campus based on unified institutional needs (rather than student preference), several all-faculty retreats in the early 2000s, and the creation and expansion of cross-campus teaching over the past 20 years.

At the same time, each local faculty has overseen the rabbinical program curriculum on its campus, with the local Rabbinical Program Director and Dean making decisions about faculty deployment and resource allocation, under the supervision of the Provost.

2. **Lessons learned from prior curriculum review projects:** The College-Institute has conducted three major reviews of the Rabbinical School curriculum over the past 25 years. Much of this curricular work has been aimed at establishing greater alignment and integration between the three stateside residential rabbinical programs.

While we have managed to make steady improvements to the Rabbinical School over the years, these efforts have demonstrated the limitations of our current structure and the consequences of our financial constraints, which is a price we pay to maintain that structure.

Even when we have achieved a shared vision and agreed upon priorities for the Rabbinical School, we have not been able to count on every campus having the needed resources in terms of funding and personnel to implement the desired changes. We have found that some campuses have been more eager than others to experiment and revise their curriculum, which has further exacerbated differences between the rabbinical programs on our three campuses.



3. **Additional challenges to making curricular improvements:** Advances to any academic program come about not only through large curriculum review processes, but through the creativity and initiative of individual faculty and administrators who develop new ideas and secure the funding to implement new programs.

When this happens and an innovative element in one rabbinical program proves to add a valuable component of the curriculum, experience has shown how difficult it can be to replicate curricular innovations across three campuses.

Resources to invest in program enhancements have been in short supply because of HUC-JIR's long-standing financial challenges, one of the trade-offs of maintaining three residential rabbinical programs. We often rely on fundraising to support new programs, and frequently those funds are tied to a particular campus.<sup>8</sup> While local philanthropy has benefits, one downside is that new ideas and programs conceived, created, and funded on one campus may not easily be transferred to or adopted on other campuses.

4. **Staffing three sites contributes to duplications and curricular disparities:** Maintaining three residential rabbinical programs results in duplicative staffing and a larger number of personnel than would otherwise be needed.

Not only do staffing roles vary due to differences in program requirements, but variations in faculty and personnel available in or near each campus city have led to differences in each local curriculum. This is especially evident in key areas of clergy formation, such as worship, supervised fieldwork, and clinical pastoral education.

We have estimated that the savings of our proposal would yield at least \$750,000-\$1 million in annual savings by fiscal year 2026, equal to at least half of our pre-Covid structural deficit. This estimate only tracks rabbinical school administrative staff savings, not additional savings from adjustments to facilities and other support services.

## **Conclusion and Further Considerations**

The reasons presented above and the data compiled below support our recommendation for the restructuring of the Rabbinical School, starting with the consolidation from three to two residential programs. In the Location Recommendation memo, we explain why we recommend Los Angeles and New York as the sites for the residential rabbinical programs and how we envision maintaining rabbinical education in Cincinnati through the design of a low residency clergy program and other educational opportunities for rabbinical and other students.

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<sup>8</sup> Examples of funds for new programs that are linked to a given campus: the Spirituality Initiative of the New York School, the Jewish Foundation of Cincinnati Sacred Service Learning Program, and the Aronoff Rabbinic Mentoring Program in Los Angeles.

Given the multiple benefits of consolidation, some might ask: why not propose moving to a single campus? We maintain that the potential advantages of operating our residential rabbinical program on a single site are mitigated by the potential disadvantages. In the end, such a drastic change risks being more than the College-Institute can sustain right now.

In conclusion, the words that Rabbi Isaac M. Wise wrote in the *American Israelite* in 1875 still resonate in 2022: “It is no small enterprise to organize and build up a seat of learning for the education of the rising and the coming generations.” With our founder’s characteristic inventiveness and bold imagination, we recommend a plan for our acclaimed Rabbinical School that seeks to honor our past, accept our present realities, and fulfill our mission for “the rising and coming generations” so that we can achieve our strategic goals while educating dynamic and visionary Jewish leaders, promoting field-leading scholarship, and advancing ideas for benefit of the Jewish people and with wider world.

**APPENDIX**

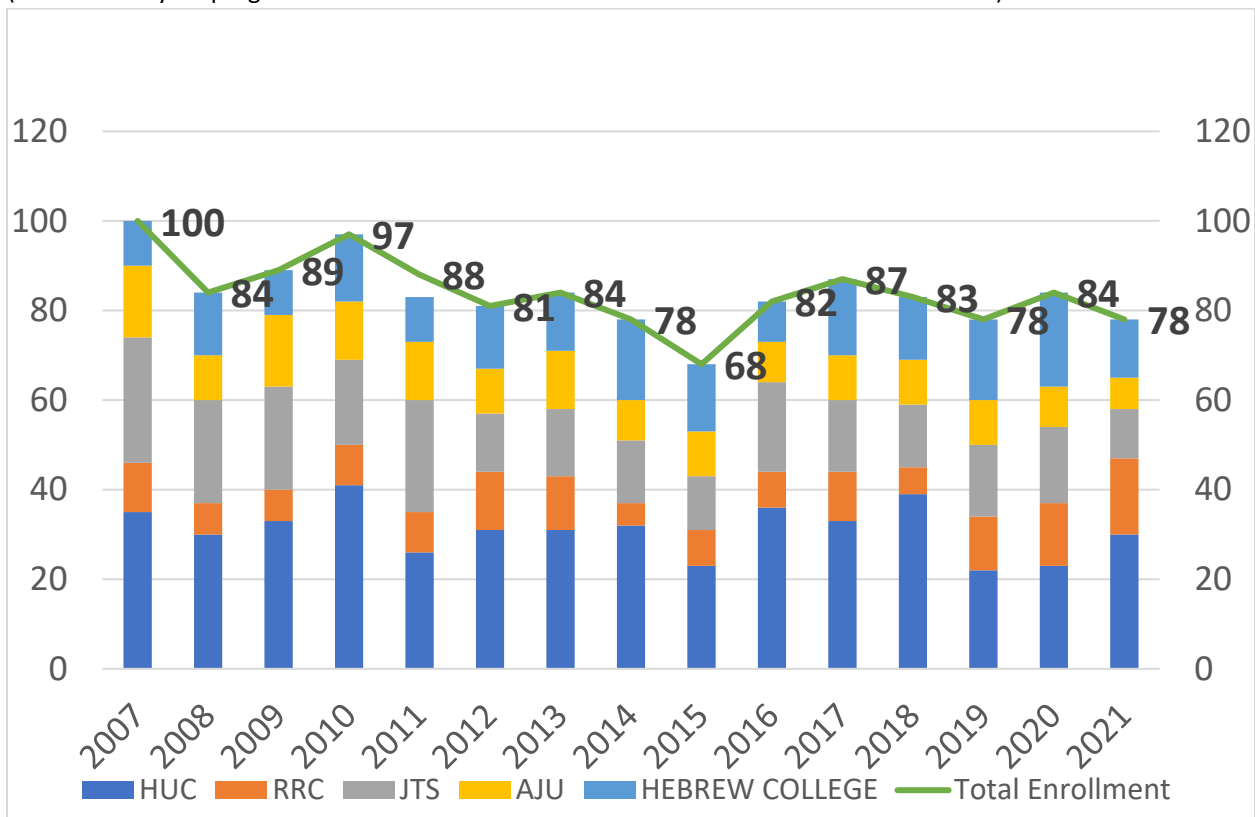
**Appendix A: 37% Decline in HUC-JIR Rabbinical School Enrollment in 15 Years**

(Data from HUC-JIR Registrar's Office)

	2006-7	2011-12	2016-17	2021-22
Year-In-Israel RAB Students	41	26	33	25
CN RAB Students	66	46	37	27
LA RAB Students	51	47	42	37
NY RAB Students	56	58	39	45
<b>Total Stateside RAB Students</b>	<b>173</b>	<b>151</b>	<b>118</b>	<b>109</b>
<b>Total RAB Students Years 1 through 5</b>	<b>214</b>	<b>177</b>	<b>151</b>	<b>134</b>

**Appendix B: 20% Enrollment Decline at Liberal Rabbinical Schools Since 2007**

(Data on first-year program enrollment from HUC-JIR Office of Recruitment and Admissions)



## Appendix C: Increased Competition for Rabbinical Education

(Data from organization websites)

	Year Founded	Location	Affiliation
<b>Movement Affiliated Accredited Residential Rabbinical Schools</b>			
Hebrew Union College	1875	Cincinnati	Reform
The Jewish Theological Seminary	1886	New York	Conservative
Jewish Institute of Religion	1922	New York	Reform
HUC-JIR (merged)	1950		Reform
Reconstructionist Rabbinical College	1968	Philadelphia	Reconstructionist
<b>Accredited Liberal Rabbinical Schools Opened in the Past 25 Years</b>			
Ziegler School of Rabbinic Studies at the American Jewish University	1996	Los Angeles	Masorti/Conservative
Academy for Jewish Religion California (AJRCA)	Founded 2001; Accredited 2013	Los Angeles	Pluralistic/ Transdenominational
Hebrew College	2003	Boston	Pluralistic
*Academy for Jewish Religion New York (AJR NY)	Founded 1956; Accredited 2020	New York	Pluralistic
<b>Other Ordination Opportunities Launched in the Past 25 Years</b>			
Yeshivat Chovevei Torah	1999	New York	"Open Orthodox" seminary for men
ALEPH Ordination Program (AOP)	Individual smicha started 1974; AOP formed 2002	Low Residency	Jewish Renewal
Yeshivat Maharat	2009	New York	"Open Orthodox" seminary for women
Jewish Spiritual Leaders Institute	2010	Online	Post-denominational
Pluralistic Rabbinical Seminary	2019	Online	Pluralistic
Yeshivat Hadar Advanced Kollel	2019	New York	Nondenominational

**Appendix D: Bruce A. Phillips, “The Future of Reform Judaism in America based on Pew 2020”**

Dr. Bruce Phillips, HUC-JIR Professor of Sociology and Jewish Communal Service, analyzed the 2020 Pew Study in a December 31, 2021 unpublished paper entitled, “The Future of Reform Judaism in America Based on Pew 2020.” He posed the following research questions: “Will the need for Reform rabbis increase, decrease, or remain about the same? Is the 22 percent decline in enrollment of since 2008 an artifact of recruitment shortcomings, or does it mirror larger socio-demographic trends that can be discerned in the latest data from the Pew Research Center’s *Jewish Americans in 2020* (‘Pew 2020’) study?” To answer these questions, he estimated the extent of the future decline in the absolute number of and relative proportion of Jews by religion. He concludes that there is a slow decline: “The numbers of Jews by religion inform two types of ‘markets’ for HUC-JIR. The first ‘market’ is potential synagogue members (i.e., Jews by religion). A second ‘market’ is potential rabbinical students. There is no evidence that either group will grow dramatically, but there is also no evidence that either group will shrink dramatically.”

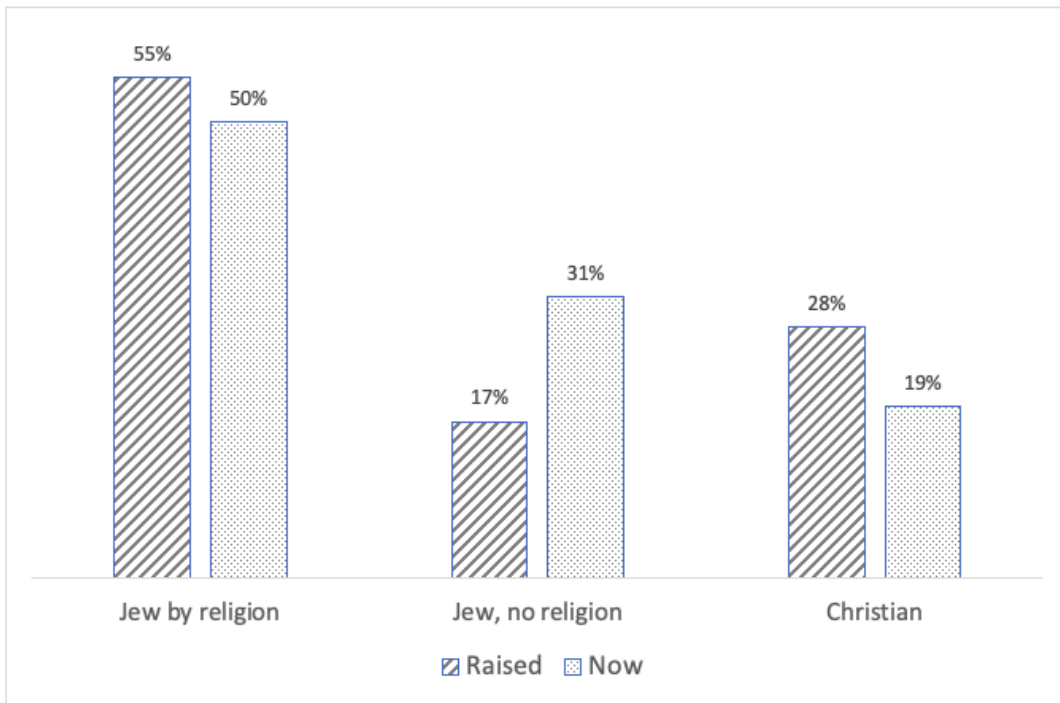


Figure 1: Current religion and religion raised, Pew 2020<sup>6</sup>

**Appendix E: Stateside Rabbinical School Enrollment Projected for 2022-23**

(Data from Rabbinical School Director Dvora Weisberg – as of February 11, 2022)

Anticipated Stateside Rabbinical School Enrollment 2022-23	2 <sup>nd</sup> year	3 <sup>rd</sup> year	4 <sup>th</sup> year	5 <sup>th</sup> year	Rab/Ed Students (in School of Education in LA for 1 year)	Total RAB
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<b>TOTAL</b>	<b>24</b>	<b>22</b>	<b>29</b>	<b>31</b>	<b>2</b>	<b>108</b>

**Appendix F: Stateside Tenure-Stream Faculty and Rabbinical Students in 2006 and 2021**

(Data from Provost’s Office)

Campus City	Tenure-stream Faculty 2006	Tenure-stream Faculty 2021	Change in number of faculty	Rabbinical Students Years 2 – 5 2006	Rabbinical Students Years 2 – 5 2021	Change in number of students
<b>Cincinnati</b>	20	8	12 fewer -60%	66	27	39 fewer -59%
<b>Los Angeles</b>	17	9	8 fewer -47%	51	37	14 fewer -27%
<b>New York</b>	16	9	7 fewer -44%	56	45	11 fewer -20%
<b>Total</b>	<b>53</b>	<b>26</b>	<b>27 fewer -51%</b>	<b>173</b>	<b>109</b>	<b>64 fewer -37%</b>

**Appendix G: Distribution of Total Tenure-Stream Faculty in 2006, 2012, 2021**

(Current figures for Spring 2022; HUC-JIR Provost’s Office)

	Cincinnati	Los Angeles	New York	Jerusalem	Other	Total
<b>2006</b>	20	17	16	3		56
<b>2012</b>	12	15	16	4		47
<b>2021</b>	8	9	9	4	1	31