spectra

THE
STATE

OF THE
COMMUNICATION
DISCIPLINE

ABOUT
spectra

Spectra, the magazine of the National Communication Association (NCA), features articles on topics that are relevant to Communication scholars, teachers, and practitioners. *Spectra* is one means through which NCA works toward accomplishing its mission of advancing Communication as the discipline that studies all forms, modes, media, and consequences of communication through humanistic, social scientific, and aesthetic inquiry.

NCA serves its members by enabling and supporting their professional interests. Dedicated to fostering and promoting free and ethical communication, NCA promotes the widespread appreciation of the importance of communication in public and private life, the application of competent communication to improve the quality of human life and relationships, and the use of knowledge about communication to solve human problems. NCA supports inclusiveness and diversity among our faculties, within our membership, in the workplace, and in the classroom; NCA supports and promotes policies that fairly encourage this diversity and inclusion.

The views and opinions expressed in *Spectra* articles are those of the authors and do not necessarily reflect those of the National Communication Association.

All NCA members receive a *Spectra* subscription. The magazine also is available via individual print subscription for non-members at the annual cost of $50; to subscribe, visit portal.natcom.org/bookstore. Please note that you will need to create an account, if you do not already have one.

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In this issue

spectra ?

DID YOU KNOW

NCA provides a wealth of useful data on the association's website. Visit the Data About the Discipline section of the NCA site (https://www. natcom.org/publication-type/reports-discipline) to access General Data on Communication Programs, Communication Program Databases, Data on Graduate Education, Data on Jobs in the Discipline, Special Reports, and NCA's monthly C-Briefs, which provide brief snapshots of the discipline.

Frame Work

By Star Muir, Ph.D.

A focus on the state of the discipline provides a context to discuss the association moving forward in the current disciplinary flux. When an association identifies a goal in its core documents—its mission statement, constitution, or bylaws—this is a sign of commitment to a value or a set of values. But signs, as we know, can be tricky to evaluate, and can be highly inconsistent, meaning that there is no necessary ongoing relationship between our rhetoric and our actions except insofar as we are guided by process to determine our intent and follow through on our plans. NCA's mission statement reads in part that NCA "supports and promotes policies that fairly encourage… diversity and inclusion," but how can we ensure that we truly live up to our mission as an association?

In my last few months as NCA President, it has become clear that fully embracing and advancing our community's diversity, equity, and inclusion values must not be approached haphazardly, reactively, or as a singular, finite set of project solutions. We need a framework of some kind, one that is integrated into our leadership structure and governance timeline. And, we need to acknowledge that while addressing many equity, safety, and inclusion concerns may be straightforward, there are also many levels of culture, power, and authority operating that require thoughtfulness, productive discussion, and intentional formative assessment and follow up. The Diversity Council has been charged with reviewing communications on diversity, equity, and inclusion within the association, developing a set of core "seed" principles, and presenting it at the NCA Leadership Retreat in February for development of a larger Strategic Diversity, Equity, and Inclusion Plan. Let me offer some perspective on this process as we move forward to engage in our frame work.

NCA has certainly made progress on several areas of concern, and a great deal of member and staff effort has yielded recommendations and task force reports that have resulted in promising changes in policy and practice. Inclusive language, convention services, code of conduct registration sign-off, additional editor training, policy manual upgrades, employee handbook revisions, among other changes, reflect how NCA is making progress as a scholarly association that pays heed to its guiding documents.

Resting on our laurels, however, is not what we need. Here is the real challenge for change as I see it: Diversity, equity, and inclusion must become a regular and integrated part of our leadership agenda, with timelines, assessment, and scheduled planning for course adjustments. *Attending to equitable treatment and access, ensuring a safe and inclusive community, and regularly reviewing efforts to advance and amplify diversity can no longer be ad hoc, but should be part of our annual calendar.* This has already started to take place, but we need to provide greater assurance that these values will continue to infuse leadership decisions and association policies.

At our August meeting, the NCA Executive Committee was reviewing the efforts of previous task forces and noted that in 1990, the Task Force on Affirmative Action had identified several areas of concern, among them the small number of women and people of color serving as editors, on editorial boards, and as authors of published articles. Twenty-eight years later, the Executive Committee received a petition signed by more than 125 scholars noting the same problems and wondering why we have not addressed them. We need to do better, and we need to keep track of our efforts so that 28 years from now, some zealous NCA 2nd Vice President doing research in the archives doesn't peer at a dusty screen and wonder "wow… whatever happened to all of that work?" We need some kind of frame to help us assess results and remind us to follow through with any needed changes.

Let me be clear that having a Strategic Diversity, Equity, and Inclusion Plan should not frame the area as a "problem." Diversity, equity, and inclusion are not "problems." They instead are incredible resources that make the community more vibrant, members more productive, and the association stronger. The frame should therefore not focus on solving problems, but on opening up options and addressing structural challenges that impoverish our discussions by diminishing participating voices. The frame is one of positive possibilities, rather than simply a discrete set of "whack-a-mole" concerns. This may just be a matter of perspective, but it is important to me that we not live within a universe that defines diversity as a problem, but instead sees it as a joyous possibility we move toward as a way of enhancing the richness and vitality of the association.

It is also worth noting that this plan will exist as a process within NCA's larger democratic processes. At times, it may seem that the association moves slowly or takes time to respond to concerns. This is not an effort to "drag our feet" because we resist change. Instead, this is indicative of the reality that this is a democratic organization, accountable to the membership, guided by governing documents, and mindful of needed processing time to accrue the benefits of thorough discussion and action. There are times when dramatic action is needed, based on history or privilege, but our efforts always should function within the democratic checks imposed by our values and our documents. So it should be for our diversity, equity, and inclusion efforts moving forward: Ensuring the values of our governing documents and our community are met, operating within our democratic processes, and developing and following a strategic plan for ongoing tracking, evaluation, and improvement of our efforts.

It has been an amazing journey serving as your President during these tumultuous times, and I am honored to be a part of this community. In the end, my hope is that young scholars in 28 years are proud of the association they inherit. ∎

THE STATE OF THE COMMUNICATION DISCIPLINE

A t NCA's National Office, we get a lot of different questions, almost every day. Questions about the convention, questions about membership, questions about accessing NCA's journals. But among the most frequent questions we get is something along these lines: Does NCA have any data about…? Usually, a member is putting together their promotion and tenure dossier, or they're a Department Chair preparing a report, or they're a faculty representative on a university committee advocating for their department. Whatever their role, they need some concrete information, some data, to better make their argument and to make their arguments better.

NCA collects a considerable amount of data from an array of sources. For years, we have released those data in a piecemeal fashion. Since 2011, NCA has released *C-Briefs*, a series of single sheet data snapshots on a variety of topics. Since the early 2000s, NCA has released an annual report on academic job postings in Communication. And, since 2011, NCA has culled relevant, discipline-specific data from the National Science Foundation's *Survey of Earned Doctorates* to produce a report offering a profile of the Communication doctorate.

This special issue of *Spectra*—"The State of the Communication Discipline"—brings all of these data together. NCA's Academic and Professional Affairs staff, led by LaKesha Anderson, has masterfully and comprehensively surveyed the higher education literature for relevant, discipline-specific data that we hope will be of use to NCA members and to the discipline overall.

"The State of the Communication Discipline" is divided into five parts: Departments and Programs; Faculty in Communication; Undergraduate Students in Communication; Graduate Students in Communication; and Communication Scholarship. Some of the key findings in "The State of the Communication Discipline" include:

- Of the 799 colleges and universities that offer a degree in Communication, 679 (85 percent) include Communication as an option or requirement in their General Education programs; 351 (44 percent) require completion of a Communication course for all students.

- The Bureau of Labor Statistics reports that there are 29,100 postsecondary teachers of Communication in the United States; that was 2.2 percent of the 1.3 million postsecondary teachers working in the United States in 2017.

- In 2016-2017, 93,778 undergraduate degrees in Communication were conferred in the United States; since 1971, the number of undergraduate degrees in Communication has increased by 89 percent.

- According to the U.S. Census, 70,765,915 individuals 25 years and older have a bachelor's degree or higher. Of those more than 70 million degree holders, 2,739,387 have a degree in Communication (nearly 4 percent).

- The top five universities producing the most Ph.D.s in Communication in 2017 were: University of Texas (31), University of Illinois (19), Regent University (18), University of Southern California (16), and Michigan State University (15).

- Graduate enrollment in Communication increased by 2 percent in 2017-2018; enrollment of African Americans in Communication increased by 9 percent; enrollment of Latinx students increased by 9.1 percent.

We hope you enjoy "The State of the Communication Discipline." But, more importantly, we hope you'll find the information and data contained here useful—keep asking those questions and we'll do the best we can to answer them!

—Trevor Parry-Giles
  NCA Executive Director

Communication Departments AND Programs

Ｔhis section of the *State of the Communication Discipline* report examines data concerning Communication departments and programs in the United States. Specifically, the section highlights the numbers of Communication bachelor's, master's, and doctoral programs and the geographic location of those programs, provides information on Communication courses in general education, and explores the diversity of undergraduate programs by region.

COMMUNICATION DEPARTMENTS AND PROGRAMS

NCA maintains a database of all Communication bachelor's and master's programs at U.S. institutions. Currently, that database lists 807 bachelor's degree programs and 247 master's degree programs at institutions across the United States.

NCA also maintains a database of doctoral programs in Communication. As of 2019, the association's *Doctoral Program Guide* (**https://www.natcom.org/nca-doctoral-program-guide**) features 86 doctoral programs in Communication and Journalism throughout the United States.

These databases are continually updated to include new programs, and faculty can provide direct updates about their doctoral programs on the NCA website.

GENERAL EDUCATION PROGRAMS

In 2017, NCA created a database of U.S. colleges and universities that have Communication Departments and Programs to explore the number of such institutions that require Communication in their general education programs. There were 351 institutions that required at least one course in Communication to fulfill a general education requirement, 328 that did not require a specific Communication course to satisfy a general education requirement, but did offer Communication as an option to fulfill a requirement, and 81 institutions that did not require any Communication courses or offer Communication as an option to fulfill another requirement. Thirty-nine institutions did not provide specific information about their general education courses and requirements.

Of the 351 institutions requiring a Communication course in their general education programs, 151 offered a Public Speaking course to fulfill that requirement. Other Communication courses commonly used to fulfill general education coursework included Intercultural Communication and Interpersonal Communication.

Number of Universities Requiring Communication in General Education Program, 2017	
Yes, Communication Required	351
No, Communication Not Required	81
Communication Offered in General Education Program, but Not Required *(Communication courses could be used to fulfill certain requirements)*	328
Unknown	39
TOTAL	799

PROGRAM LOCATIONS

Each of the 50 states and the District of Columbia offer at least one bachelor's program in Communication, with two states offering more than 50 bachelor programs in the major. Forty-seven states and the District of Columbia have institutions that grant Communication master's degrees. Thirty-two states and the District of Columbia offer one or more doctoral programs. The tables below highlight the states with the highest numbers of Communication bachelor's, master's, and doctoral programs.

State	Number of Communication Bachelor's Programs Available
New York	58
California	51
Texas	47
Ohio	44
Illinois	39
Pennsylvania	38
Massachusetts	33
Michigan	29
Florida	28
Indiana	25

State	Number of Communication Master's Programs Available
California	20
New York	20
Texas	18
Illinois	15
Michigan	11
Florida	9
Massachusetts	9
Ohio	9
Pennsylvania	9
Missouri	8
Indiana	7
Kentucky	7
North Carolina	7
Virginia	7
Colorado	6
Connecticut	6
Kansas	5
Louisiana	5
Wisconsin	5

State	Number of Communication Doctoral Programs Available
Pennsylvania	7
New York	6
California	5
Florida	5
Illinois	5
Colorado	4
Michigan	4
Ohio	4
Texas	3
Indiana	3

CAMPUS DIVERSITY

U.S. News & World Report provides data on the racial and ethnic diversity of college campus student bodies. These data are based on information collected from each institution's Fall 2017 undergraduate student enrollment. The ethnic categories used in the study included non-Hispanic African-American, Hispanic, American Indian, Pacific Islander/Native Hawai'ian, Asian, non-Hispanic White, and Multiracial (two or more races). Students who did not identify with any of these groups were classified as non-Hispanic Whites. Each institution was ranked based on a diversity index that ranges from 0 to 1, with 0 being the least diverse and 1 being the most diverse. Findings were grouped by National Universities, Liberal Arts Colleges, Regional Universities–North, Regional Universities–South, Regional Universities–West, Regional Universities–Midwest, Regional Colleges–North, Regional Colleges–South, Regional Colleges–West, and Regional Colleges–Midwest. The following tables include the 10 most diverse colleges and universities in each of these categories.

10 Most Diverse Universities, 2017

National Universities	Diversity Index	Liberal Arts Colleges	Diversity Index
Rutgers University*	0.76	Pacific Union College*	0.75
University of Nevada, Las Vegas*	0.76	Soka University of America	0.74
Andrews University*	0.75	Agnes Scott College	0.72
Stanford University*	0.74	Harvey Mudd College	0.72
University of Houston*	0.74	Pine Manor College*	0.72
University of San Francisco	0.74	Pomona College	0.71
San Francisco State University*	0.73	Wellesley College	0.70
University of Hawai'i, Manoa*	0.73	Swarthmore College	0.68
University of the Pacific*	0.73	Amherst College	0.67
Georgia State University*	0.72	Austin College*	0.66

10 Most Diverse Universities, 2017—*continued*

Regional Universities—North	Diversity Index
CUNY Brooklyn College*	0.76
CUNY Baruch College*	0.73
CUNY Queens College	0.73
Nyack College*	0.73
SUNY College, Old Westbury	0.73
CUNY City College	0.72
CUNY Hunter College	0.72
New Jersey City University	0.72
New York Institute of Technology	0.71
College of Mount St. Vincent	0.70

Regional Universities—South	Diversity Index
Keiser University	0.70
Marymount University*	0.69
University of North Carolina, Pembroke	0.69
Southern Adventist University*	0.68
Christian Brothers University	0.62
Saint Leo University	0.61
St. Thomas University*	0.61
Brenau University	0.60
Loyola University, New Orleans	0.60
Columbus State University*	0.59

Regional Universities—Midwest	Diversity Index
Robert Morris University*	0.69
Mount Mary University*	0.68
Northeastern Illinois University*	0.68
North Park University*	0.68
Calumet College of St. Joseph	0.67
Roosevelt University*	0.67
Alverno College	0.66
Governors State University*	0.65
Saint Xavier University*	0.65
Concordia University Chicago*	0.64

Regional Universities—West	Diversity Index
Hawai'i Pacific University*	0.77
Chaminade University of Honolulu	0.75
California State University, East Bay*	0.74
California State University, Sacramento*	0.74
Dominican University of California*	0.73
Houston Baptist University*	0.73
Mills College	0.71
San José State University*	0.71
Holy Names University	0.70
Hope International University	0.70

Regional Colleges—North	Diversity Index
CUNY New York City College of Technology	0.73
Vaughn College of Aeronautics and Technology	0.73
CUNY York College*	0.71
Newbury College	0.68
St. Francis College	0.68
Bay State College	0.66
Cooper Union	0.66
Concordia College*	0.65
Farmingdale State College–SUNY	0.60
University of Valley Forge	0.58

Regional Colleges—South	Diversity Index
Georgia Gwinnett College	0.73
Broward College	0.71
ECPI University	0.65
Webber International University	0.64
South Florida State College	0.62
Warner University	0.62
Ferrum College*	0.61
Indian River State College	0.61
Point University	0.61
University of Holy Cross	0.61

Regional Colleges—Midwest	Diversity Index
Donnelly College	0.71
Bethany College*	0.60
Central Christian College	0.60
Union College	0.59
Iowa Wesleyan University	0.56
Tabor College*	0.56
York College*	0.55
Kansas Wesleyan University*	0.54
Ottawa University*	0.52
Briar Cliff University	0.49

Regional Colleges—West	Diversity Index
Cogswell Polytechnical College	0.72
University of Hawai'i–West Oahu	0.72
Warner Pacific College*	0.72
San Diego Christian College*	0.68
Southwestern Adventist University	0.67
Arizona Christian University	0.65
Marymount California University	0.64
McMurry University	0.63
Oklahoma State University–Oklahoma City	0.63
California State University–Maritime Academy	0.62

Note: Asterisk indicates institution has a Communication program or department.
Source: *U.S. News*, Campus Ethnic Diversity. Available at https://www.usnews.com/best-colleges/rankings/national-universities/campus-ethnic-diversity.

Faculty
IN COMMUNICATION

This section reports on topics pertaining to Communication faculty. The section includes information on the numbers of postsecondary teaching faculty in the United States, salary information for faculty, administrators, adjuncts/part–time faculty, and graduate students, insight into faculty pay equity, and data on faculty diversity.

NUMBERS OF COMMUNICATION FACULTY

The U.S. Bureau of Labor Statistics' (BLS) 2018 data show there are 1.35 million postsecondary teachers in the United States. This figure accounts for those who instruct students beyond the high school level and may also conduct research and publish scholarly papers and books. Of those more than 1 million postsecondary teachers, 29,100 individuals (2.2 percent) are employed as "Communications Teachers, Postsecondary," teaching courses in Communication. Of those postsecondary Communication teachers, 21,400 are employed by colleges, universities, and professional schools, while 7,530 work in junior colleges and 70 teach in technical and trade schools.

Further, the American Academy of Arts & Sciences' *Humanities Indicators Survey* indicates that 70,000 faculty taught at least one college-level humanities course at a community college in 2015.

The following chart compares job figures for Communication postsecondary teachers with those from similar humanities and social sciences disciplines. While Communication reported 70 teachers in Technical and Trade Schools, there are no comparative data for that category.

Postsecondary Teacher Employment, 2018

Discipline	Number of Jobs Overall	Colleges, Universities, and Professional Schools	Junior Colleges
Communication	29,100	21,400	7,530
Anthropology	5,890	4,940	940
Foreign Language/Literature	25,590	18,800	5,120
History	20,510	15,530	4,930
Philosophy/Religion	23,100	19,750	3,070
Sociology	13,870	10,260	3,600

■ Number of Jobs Overall   ■ Colleges, Universities, and Professional Schools   ■ Junior Colleges

Note: Numbers do not add to totals because a small number of jobs in each discipline were housed in other types of institutions or organizations.
Source: Bureau of Labor Statistics, 2018. *Occupational Outlook Handbook*.
Available at **https://www.bls.gov/ooh/education-training-and-library/postsecondary-teachers.htm#tab-7**.

The BLS also provides information on the states with the highest employment levels for postsecondary Communication teachers, as well as the metropolitan areas with the highest employment levels for these teachers. The tables below list the states and metropolitan areas with the highest employment levels of postsecondary Communication teachers. These figures represent all ranks, including graduate assistants and contingent faculty.

Five States with the Highest Employment Levels of Postsecondary Communication Teachers	
New York	3,080
Texas	2,460
California	2,060
Illinois	1,810
Ohio	1,410

Five Metropolitan Areas with the Highest Employment Levels of Postsecondary Communication Teachers	
New York-Newark-Jersey City (NY-NJ-PA)	2,740
Chicago-Naperville-Elgin (IL-IN-WI)	1,540
California Los Angeles-Long Beach-Anaheim (CA)	950
Washington, DC-Arlington-Alexandria (DC-VA-MD-WV)	930
Philadelphia-Camden-Wilmington (PA-NJ-DE-MD)	700

Source: Bureau of Labor Statistics, Occupational Employment Statistics: https://www.bls.gov/oes/current/oes251122.htm.

FACULTY SALARIES

The BLS also reports on the top–paying institutions and geographic regions for postsecondary Communication teachers. The BLS reports that junior colleges pay the highest wages, offering an annual mean salary of $88,060; colleges, universities, and professional schools report an annual mean salary of $74,790; and technical and trade schools pay $50,900 in annual mean salaries. The following tables report on the five highest–paying states and metropolitan areas for Communication teachers.

Top Five Paying States for Communication Teachers, Postsecondary

Location	Number of Communication Teachers, Postsecondary	Annual Median Wage
Washington, DC	290	$92,970
New Jersey	940	$92,200
New York	3,080	$90,470
New Hampshire	70	$88,600
Iowa	480	$88,340

Top Five Paying Metropolitan Areas for Communication Teachers, Postsecondary

Location	Number of Communication Teachers, Postsecondary	Annual Median Wage
San Francisco-Oakland-Hayward (CA)	230	$124,020
Sacramento-Roseville-Arden-Arcade (CA)	80	$114,140
San Diego-Carlsbad (CA)	200	$110,780
Riverside-San Bernardino-Ontario (CA)	110	$107,950
Fayetteville-Springdale-Rogers (AR-MO)	70	$103,590

Source: Bureau of Labor Statistics, Occupational Employment Statistics. Available at https://www.bls.gov/oes/current/oes251122.htm.

Postsecondary Teacher Mean Wages, 2018

Communication: $74,790 (Colleges, Universities, and Professional Schools); $88,060 (Junior Colleges)
Anthropology: $94,920 (Colleges, Universities, and Professional Schools); $89,850 (Junior Colleges)
Foreign Language/Literature: $75,950 (Colleges, Universities, and Professional Schools); $98,000 (Junior Colleges)
History: $84,490 (Colleges, Universities, and Professional Schools); $82,330 (Junior Colleges)
Philosophy/Religion: $80,000 (Colleges, Universities, and Professional Schools); $95,160 (Junior Colleges)
Sociology: $85,930 (Colleges, Universities, and Professional Schools); $76,010 (Junior Colleges)

■ Colleges, Universities, and Professional Schools   ■ Junior Colleges

Source: Bureau of Labor Statistics, 2018. *Occupational Outlook Handbook*.
Available at https://www.bls.gov/ooh/education-training-and-library/postsecondary-teachers.htm#tab-7.

The 2019 College and University Professional Association for Human Resources' (CUPA-HR) *Faculty in Higher Education Annual Report* also reports on faculty salaries, including salary information for tenure-track, non-tenure-track teaching, non-tenure-track research faculty, academic administrators, and adjunct faculty. This includes salary information with breakdowns for sex and minority status. These data, collected in 2018-2019, are based on responses from 258,731 individuals holding full-time positions and 57,564 individuals holding adjunct (part-time) positions.

Salary highlights from this report include:

- Across all disciplines, faculty salaries increased an average of 1.73 percent per year over the past three years.

- In 2018-19, tenure-track faculty salary increases trailed the overall average, increasing by only 1.6 percent, while non-tenure-track faculty salaries increased by 1.8 percent.

- Faculty holding doctorates earn the highest salaries and earn substantially more than faculty with master's degrees.

- Associate's institutions offer the most equitable faculty pay for women and racial/ethnic minorities. Both minorities and women earn higher salaries than White men do at these institutions.

- Doctoral institutions provide the least equitable pay for women, regardless of minority status.

- Pay equity for both women and racial/ethnic minorities declines as rank increases.

- Adjunct faculty earn the highest pay per credit hour at doctoral institutions, at $1,312 per credit hour.

The following tables represent overall salary data in the category "Communication, Journalism, and Related Programs."

Average Tenured/Tenure-Track Faculty Salaries

Job Title	Public	Private Independent	Private Religious
Professor	$92,006	$99,923	$87,073
Associate Professor	$71,885	$78,357	$68,080
Assistant Professor (excludes new)	$61,576	$66,003	$61,878
New Assistant Professor	$61,994	$64,308	$63,454
Instructor	$57,308	Unavailable	Unavailable

Average Non-Tenure-Track Faculty Salaries

Job Title	Public	Private Independent	Private Religious
Teaching Professor	$77,573	$85,912	$80,969
Teaching Associate Professor	$62,998	$74,665	$71,060
Teaching Assistant Professor	$57,618	$62,957	$56,493
Teaching Instructor/Lecturer	$52,462	$57,240	$52,045

Source: *Faculty in Higher Education Annual Report*: Key Findings, Trends, and Comprehensive Tables for Tenure-Track, Non-Tenure Teaching, and Non-Tenure Track Research Faculty; Academic Department Heads; and Adjunct Faculty for the 2018-2019 Academic Year. CUPA-HR. Appendices A4, A8, A12, A16, A20, A24. Available at https:www.cupahr.org/surveys/results/.

The following tables show salary data by rank and sex.

Median Tenured/Tenure-Track Faculty Salaries by Sex

Job Title	Male	Female
Professor	$88,706	$87,489
Associate Professor	$71,384	$69,444
Assistant Professor (excludes new)	$60,913	$60,876
New Assistant Professor	$60,000	$60,000
Instructor	$53,680	$53,552

Average Non-Tenure-Track Faculty Salaries by Sex

Job Title	Male	Female
Teaching Professor	$75,997	$75,601
Teaching Associate Professor	$67,414	$63,684
Teaching Assistant Professor	$58,796	$54,912
Teaching Instructor/Lecturer	$50,677	$47,920

Source: *Faculty in Higher Education Annual Report*: Key Findings, Trends, and Comprehensive Tables for Tenure-Track, Non-Tenure Teaching, and Non-Tenure Track Research Faculty; Academic Department Heads; and Adjunct Faculty for the 2018-2019 Academic Year. CUPA-HR. Appendices A76 and A84. Available at **https:www.cupahr.org/surveys/results/**.

The following tables show salary data by rank and minority status.

Median Tenured/Tenure-Track Faculty Salaries by Minority Status

Job Title	Minority	White
Professor	$98,429	$87,336
Associate Professor	$74,325	$69,677
Assistant Professor (excludes new)	$62,417	$60,491
New Assistant Professor	$63,500	$60,000
Instructor	$65,242	$52,094

Average Non-Tenure-Track Faculty Salaries by Minority Status

Job Title	Minority	White
Teaching Professor	$92,327	$76,188
Teaching Associate Professor	$69,444	$65,862
Teaching Assistant Professor	$59,000	$55,456
Teaching Instructor/Lecturer	$49,531	$49,184

Source: *Faculty in Higher Education Annual Report*: Key Findings, Trends, and Comprehensive Tables for Tenure-Track, Non-Tenure Teaching, and Non-Tenure Track Research Faculty; Academic Department Heads; and Adjunct Faculty for the 2018-2019 Academic Year. CUPA-HR. Appendices A80 and A88. Available at **https: www.cupahr.org/surveys/results/**.

The chart below highlights differences in adjunct pay by institution type. Adjunct faculty earn the highest pay per credit hour at doctoral institutions, at $1,312 per credit hour. At $888 per credit hour, associate's institutions (e.g., community colleges, junior colleges) pay the lowest wages yet employ the largest number of faculty. Fewer than one-third of faculty at associate's institutions are full-time, and only 15 percent are tenure-track. In addition to living with job instability and lower pay, contingent faculty are less likely to have work-provided benefits such as health insurance or retirement plans.

Adjunct Pay Per Credit Hour, by Institution Type
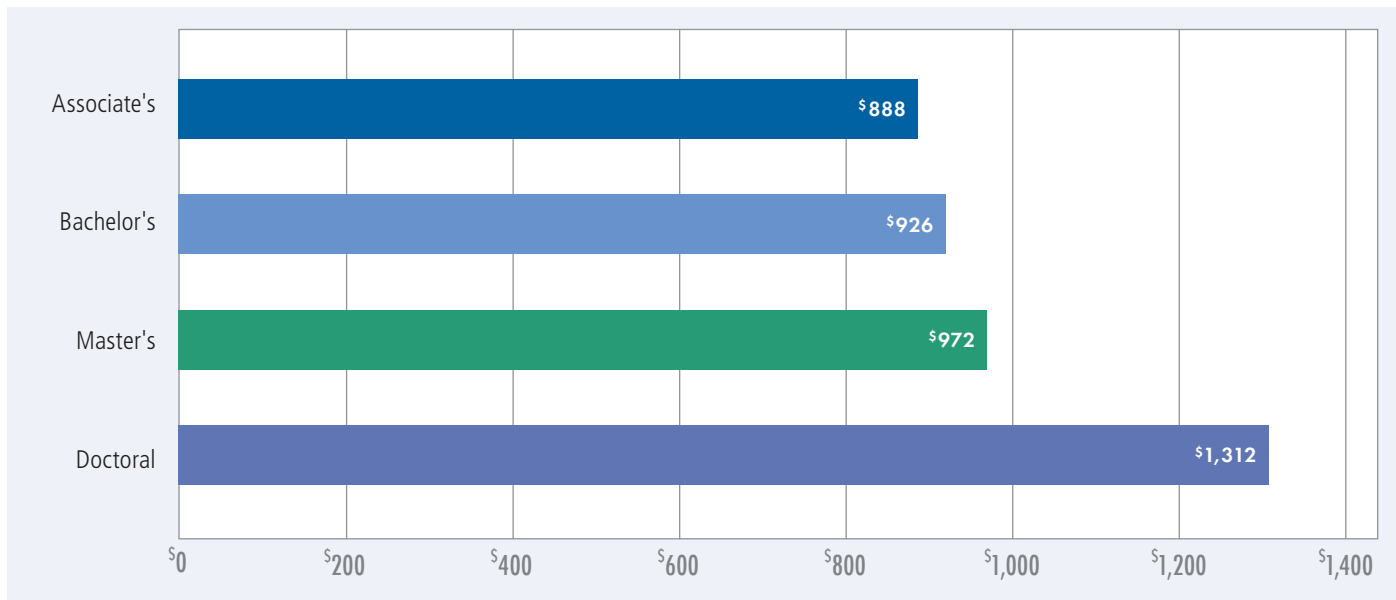
Source: *Faculty in Higher Education Annual Report*: Key Findings, Trends, and Comprehensive Tables for Tenure-Track, Non-Tenure Teaching, and Non-Tenure Track Research Faculty; Academic Department Heads; and Adjunct Faculty for the 2018-2019 Academic Year. CUPA-HR. Figure 18. Available at https:www.cupahr.org/surveys/results/.

CUPA-HR's 2019 *Faculty in Higher Education Annual Report* also breaks down faculty salary for full-time, tenure-track faculty by institution type. The table below highlights average salaries for full-time, tenure-track faculty at doctoral, master's, bachelor's, and associate's institutions.

Job Title	Doctoral	Master's	Bachelor's	Associate's
Professor	$107,993	$87,260	$79,680	$76,269
Associate Professor	$80,054	$70,136	$63,178	$66,875
Assistant Professor (excludes new)	$67,754	$60,764	$56,391	$58,517
New Assistant Professor	$66,776	$59,117	$56,153	Unavailable

Source: *Faculty in Higher Education Annual Report*: Key Findings, Trends, and Comprehensive Tables for Tenure-Track, Non-Tenure Teaching, and Non-Tenure Track Research Faculty; Academic Department Heads; and Adjunct Faculty for the 2018-2019 Academic Year. CUPA-HR. Appendices A40, A44, A48, A52. Available at https:www.cupahr.org/surveys/results/.

The *Administrators in Higher Education Survey* reflects aggregate salary information for 1,187 institutions for various executive and senior-level administrative positions. The table below highlights salary information for deans and associate or assistant deans in Liberal Arts, Humanities, Social Sciences, and Communication/Journalism/Media.

Executive-Level Administrator Salaries, 2017–2018

Job Title	All Institutions	Research	Other Doctoral	Master's	Bachelor's	Associate's
Dean–Liberal Arts	$140,220	$224,546	$181,480	$144,303	$119,893	$114,284
Associate/Assistant Dean–Liberal Arts	$108,758	$134,706	$143,229	$108,375	*	$79,568
Dean–Arts and Sciences	$160,000	$270,101	$185,000	$144,999	$127,223	$98,908
Associate/Assistant Dean–Arts and Sciences	$114,490	$132,252	$114,348	$101,366	$110,650	$83,675
Dean–Humanities	$131,804	$233,345	$188,544	$137,241	$98,148	$102,000
Associate/Assistant Dean–Humanities	$105,045	$144,720	*	$101,459	*	$86,412
Dean–Communication, Journalism, Media	$200,971	$240,846	$186,472	$156,256	*	*
Associate/Assistant Dean–Communication, Journalism, Media	$111,566	$120,827	*	$100,008	*	*
Dean–Social Sciences	$136,269	$260,712	$161,814	$142,012	$98,984	$100,106
Associate/Assistant Dean–Social Sciences	$118,437	$144,757	*	$102,250	*	$87,338

Note: *4 or fewer responses to these categories.
Source: 2017-2018 Administrators in Higher Education Survey. Available at **https://www.higheredjobs.com/salary/salaryDisplay.cfm?SurveyID=43**.

In addition to providing faculty salary data, the 2017–2018 *Faculty in Higher Education Survey* provides insight into staff salaries, including staff research assistants in the humanities and social sciences. The average salary for a staff research assistant in humanities is $38,312, while the average salary of a staff research assistant in social sciences is $36,400. The average graduate assistant salary, across all disciplines, is reported by Payscale to be $18,445. This is higher than findings from the *2015-2016 Graduate Assistant Stipend Survey* conducted by Oklahoma State University, which provides stipend information by discipline. The findings of that survey can be found in the table on the next page.

Average Communication Graduate Student Stipend, by Specialization, 2015–2016

	Teaching Assistant	Research Assistant	Graduate Associate	All Ranks Combined
Communication and Media Studies	$15,188	$15,308	$16,812	$15,292
Speech Communication and Rhetoric	$15,186	$15,112	$15,321	$15,195
Mass Communication/Media Studies	$13,432	$13,929	$22,278	$14,293
Journalism	$13,333	$14,064	$12,794	$13,611
Radio, Television, and Digital Communication	$11,506	$10,023	$6,681	$10,898

Note: Teaching assistants are defined as graduate assistants whose primary emphasis is instruction; research assistants are graduate assistants whose primary focus is research; graduate associates are graduate assistants who are employed at a higher FTE or teach more courses than a traditional graduate student.

Source: *2015-2016 Graduate Assistant Stipend Survey.* Oklahoma State University.
Available at http://gradschool.utah.edu/wp-content/uploads/2017/03/2015-2016-OSU-Grad-Student-Stipend-Survey-Report.pdf.

FACULTY DIVERSITY

CUPA-HR's *Faculty in Higher Education Annual Report* also examines the diversity of the Communication and Journalism fields. The report indicates that 52 percent of faculty in the Communication and Journalism fields identify as female, and 18 percent of the faculty is comprised of racial and ethnic minorities. The table below shows the racial/ethnic and gender composition of the discipline as compared to similar social science and humanities disciplines. As the data indicate, when compared to similar fields of study, Communication is among the more diverse humanities and social science disciplines.

Diversity of Faculty in Communication and Journalism and Similar Disciplines, by Gender and Racial/Ethnic Status

	All Racial/Ethnic Minorities	Blacks & Hispanics	All Women	Black & Hispanic Women	White Women	White Men
Communication and Journalism	18%	10%	52%	6%	41%	41%
English Language and Literature	14%	9%	57%	5%	48%	38%
History	15%	10%	39%	4%	32%	53%
Liberal Arts & Sciences and Humanities	17%	11%	52%	6%	42%	41%
Philosophy and Religious Studies	11%	6%	28%	2%	25%	64%
Social Sciences	20%	10%	42%	5%	33%	47%

Source: *Faculty in Higher Education Annual Report*: Key Findings, Trends, and Comprehensive Tables for Tenure-Track, Non-Tenure Teaching, and Non-Tenure Track Research Faculty; Academic Department Heads; and Adjunct Faculty for the 2018-2019 Academic Year. CUPA-HR. Table 1.
Available at https:www.cupahr.org/surveys/results/.

FACULTY PAY EQUITY

Overall, among all faculty across all disciplines, female faculty are paid $0.87 for every dollar made by White male faculty (based on median salary). When controlling for discipline, women make $0.92 on the dollar. This means that some of the gap is because there are more women in lesser-paying disciplines. Additionally, among all faculty in all disciplines, racial/ethnic minorities earn $0.98 for each dollar earned by White men. This $0.02 pay gap is larger for Black and Hispanic faculty ($0.09) and largest for Black and Hispanic women ($0.14). As with all women, these gaps shrink when controlling for discipline, indicating there are more Black and Hispanic faculty in disciplines that pay less overall.

Median Pay on the Dollar of Various Groups in Comparison with White Men

	All Racial/Ethnic Minorities	Blacks & Hispanics	All Women	Black & Hispanic Women	White Women
Communication and Journalism	$0.98	$0.96	$0.92	$0.93	$0.92
English Language and Literature	$1.00	$0.99	$0.94	$0.96	$0.93
History	$0.97	$0.97	$0.95	$0.96	$0.95
Liberal Arts & Sciences and Humanities	$0.94	$0.93	$0.91	$0.90	$0.90
Philosophy and Religious Studies	$1.01	$1.01	$0.97	$1.01	$0.97
Social Sciences	$0.93	$0.93	$0.89	$0.89	$0.89

Source: *Faculty in Higher Education Annual Report*: Key Findings, Trends, and Comprehensive Tables for Tenure-Track, Non-Tenure Teaching, and Non-Tenure Track Research Faculty; Academic Department Heads; and Adjunct Faculty for the 2018-2019 Academic Year. CUPA-HR. Table 2. Available at https:www.cupahr.org/surveys/results/.

Undergraduates

IN COMMUNICATION

T his section provides insight into undergraduate Communication students. This includes the numbers of undergraduates in associate's and bachelor's degree programs in Communication, the specializations/concentrations of students graduating with Communication bachelor's degrees, the value of communication skills in the workforce, and employment in communication, including salaries, underemployment and employment figures, and common jobs for graduates.

NUMBERS OF UNDERGRADUATE COMMUNICATION MAJORS

Released in August 2019, the *Chronicle of Higher Education's 2019-2020 Almanac* provides insight into the numbers of Communication students in the United States. According to this report, 101,155 individuals graduated with undergraduate degrees in Communication in 2016-2017. This includes 7,377 associate's degree recipients and 93,778 bachelor's degree recipients. Women comprised 56.6 percent of those graduating with associate's degrees, and 65.4 percent of those completing bachelor's degrees.

The National Student Clearinghouse Research Center provides information on current undergraduate enrollment figures. Spring 2019 data indicate a one-year increase of 5.8 percent in enrollment in Communication, Journalism, and Related Programs at two-year institutions. Spring 2018 saw a slight decline in enrollment of 1 percent, while 2017 saw a 1 percent increase. The chart below highlights enrollment figures at two-year institutions over the past three years.

Estimated Undergraduate Enrollment at Two-Year Institutions, 2017–2019
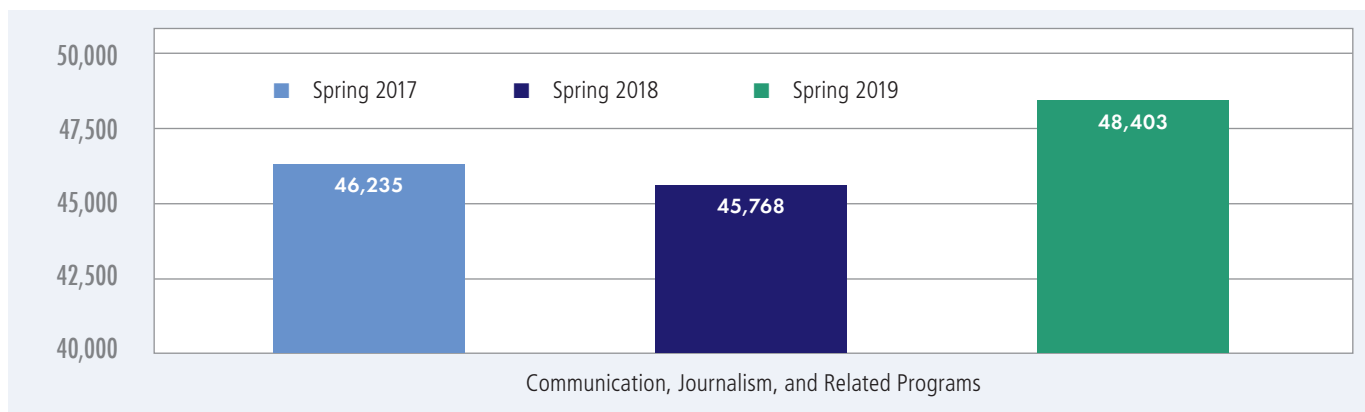
Source: Current Term Enrollment Estimates, Spring 2019. National Student Clearinghouse Research Center. Available at http://nscresearchcenter.org.

With increases in two-year institutional enrollment comes an increase in the number of degrees awarded in Communication, Journalism, and Related programs. Data from the National Center for Education Statistics show an increase in the number of associate's degrees conferred in Communication, Journalism, and Related programs from 2014-15 through 2016-17. The table below compares the number of associate's degrees conferred in Communication, Journalism, and Related programs to similar fields.

Associate's Degrees Conferred by Postsecondary Institutions, by Field

Field	2014–15	2015–16	2016–17
Communication, Journalism, and Related Programs	6,034	6,759	7,377
English Language, and Literature/Letters	2,324	2,551	2,870
Liberal Arts and Sciences, General Studies, and Humanities	367,852	381,202	386,658
Philosophy and Religious Studies	697	814	1,002
Social Sciences and History	17,916	20,056	21,392

Source: U.S. Department of Education, National Center for Education Statistics, Table 321.10. Associate's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2006-07 through 2016-17. Available at https://nces.ed.gov/programs/digest/d18/tables/dt18_321.10.asp.

The National Center for Education Statistics also indicates that the number of bachelor's degrees conferred in Communication, Journalism, and Related Programs increased significantly over the last several decades. The charts below highlight the growth of the major from 1970-71 to 2016-17.

Communication, Journalism, and Related Programs Bachelor's Degrees Conferred, 1970–71 to 2016–17

Year	Degrees Conferred
1970–71	10,324
1975–76	20,045
1980–81	29,428
1985–86	41,666
1990–91	51,650
1995–96	47,320
2000–01	58,013
2005–06	73,658
2006–07	74,800
2008–09	77,984
2009–10	81,280
2010–11	83,231
2011–12	83,771
2012–13	84,818
2013–14	87,612
2014–15	90,658
2015–16	92,551
2016–17	93,778
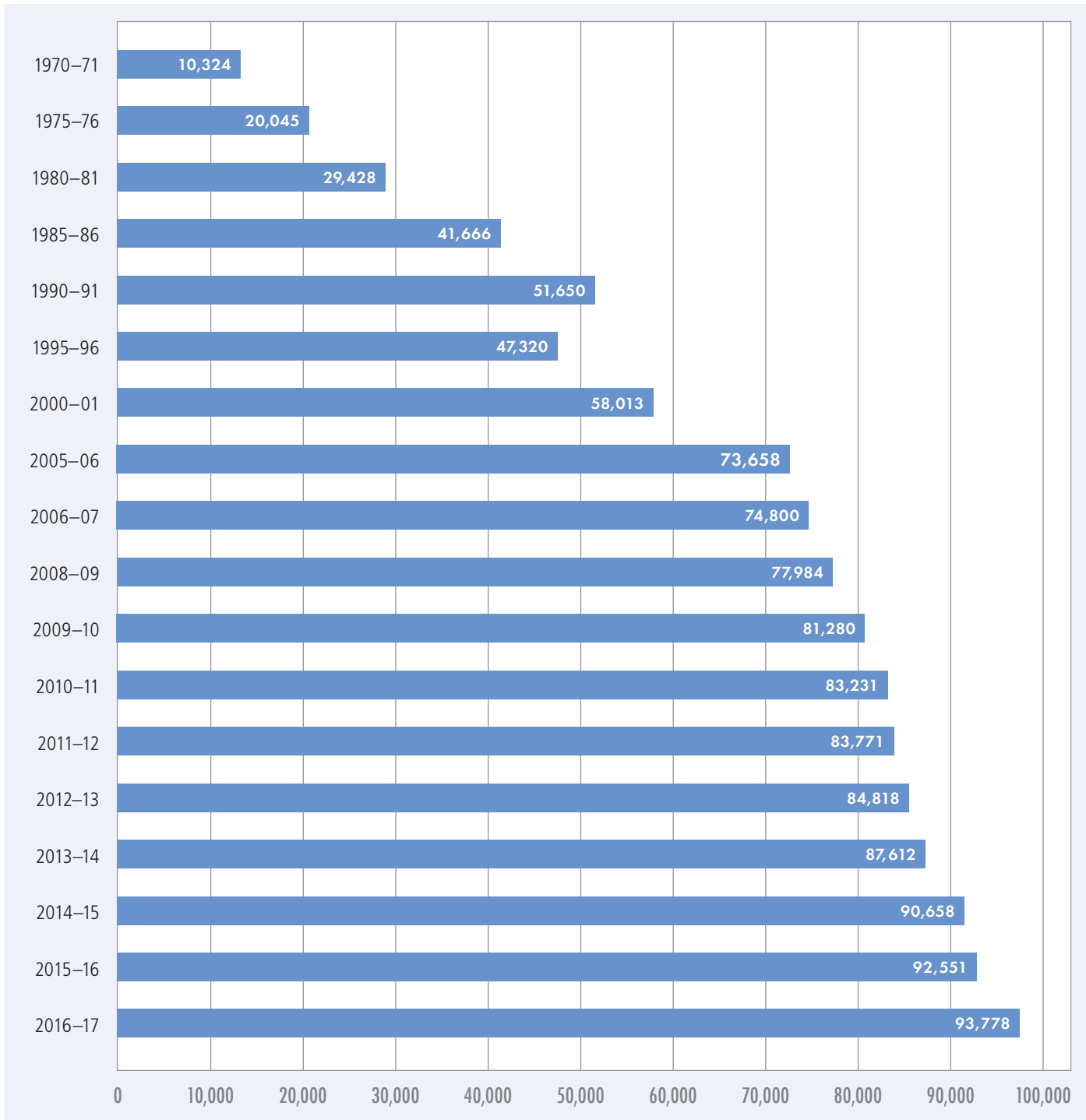
Source: U.S. Department of Education, National Center for Education Statistics, Table 322.10. Bachelor's degrees conferred by postsecondary institutions, by field of study: Selected years, 1970-71 through 2016-17. Available at https://nces.ed.gov/programs/digest/d18/tables/dt18_322.10.asp?current=yes.

The National Student Clearinghouse Research Center's Spring 2019 data indicate a one-year decrease of 2.1 percent in enrollment in Communication, Journalism, and Related Programs at four-year institutions. Spring 2018 also saw a 2.1 percent decrease in enrollment, while 2017 saw a 1.2 percent decrease. The chart below highlights enrollment figures over the past three years. Despite slight declines over these years, enrollment in Communication programs remains strong.

Estimated Undergraduate Enrollment at Four-Year Institutions, 2017–2019
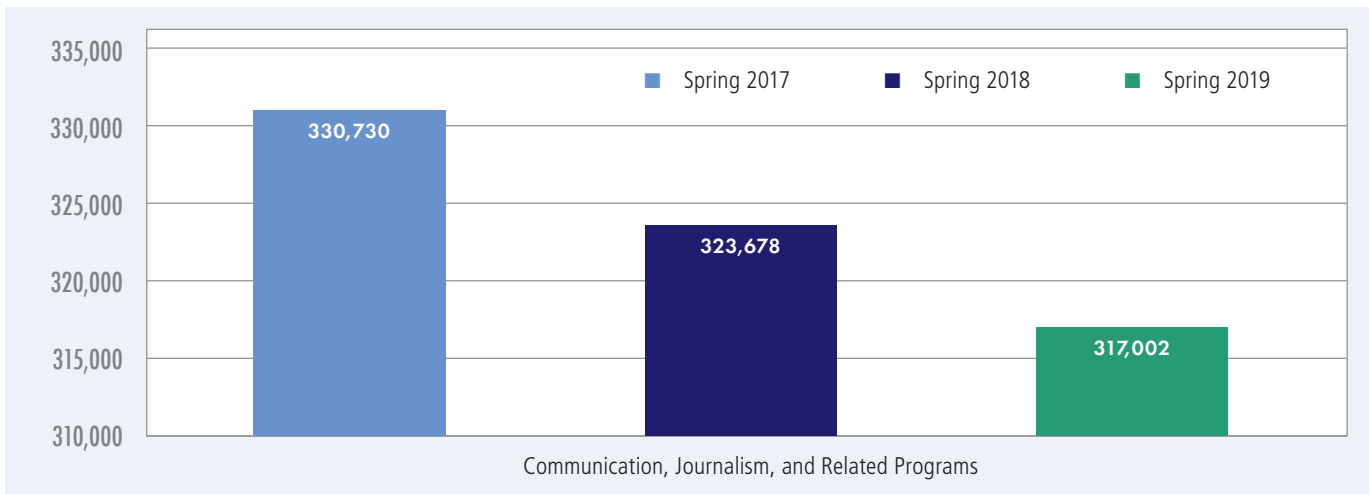
Source: Current Term Enrollment Estimates, Spring 2019. National Student Clearinghouse Research Center. Available at http://nscresearchcenter.org.

According to the U.S. Census Bureau's *2017 American Community Survey 1-Year Estimates*, 70,765,915 individuals 25 years and older have a bachelor's degree or higher. Of those more than 70 million degree holders, 2,739,387 have a degree in Communication (nearly 4 percent). The graph below compares the number of Communication degree holders to numbers in related fields.

Population 25 Years and Older with a Bachelor's Degree or Higher in 2017, by Field
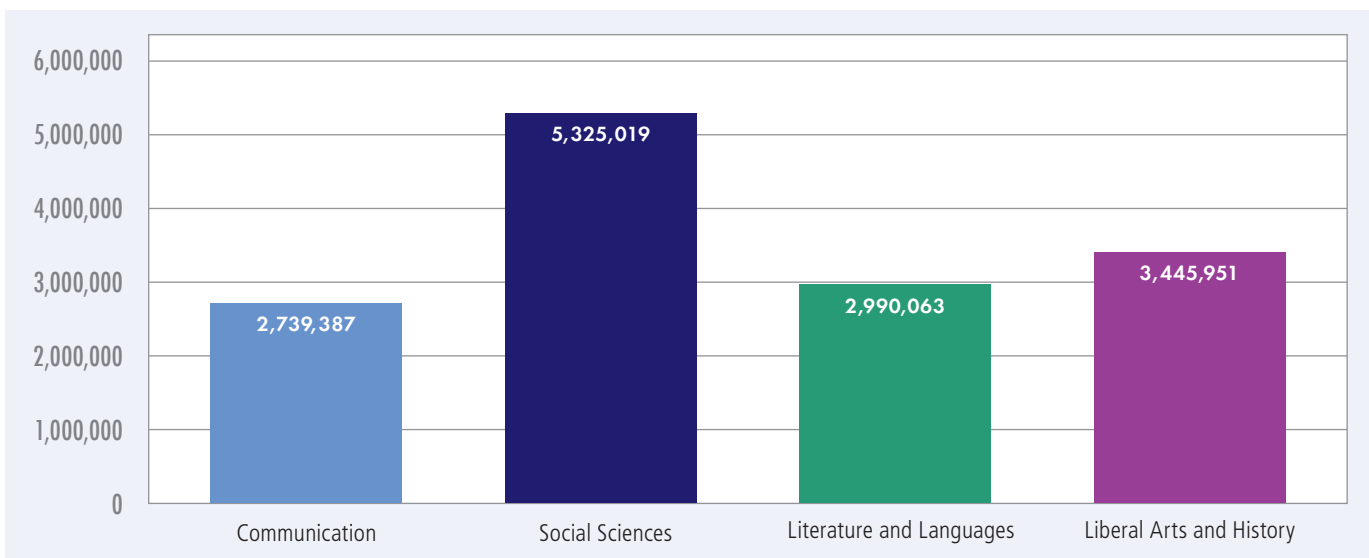
Source: U.S. Census Bureau, 2017 *American Community Survey 1-Year Estimates.*
Available at https://factfinder.census.gov/faces/tableservices/jsf/pages/productview.xhtml?pid=ACS_10_1YR_B15010&prodType=table.

The National Center for Education Statistics reports a steady increase in the number of bachelor's degrees conferred in Communication, Journalism, and Related Programs from 2014-15 through 2016-17. Other related fields conferred fewer degrees in 2016-17 than in 2014-15, with the exception of Liberal Arts and Sciences, General Studies, and Humanities.

Bachelor's Degrees Conferred by Postsecondary Institutions, by Field
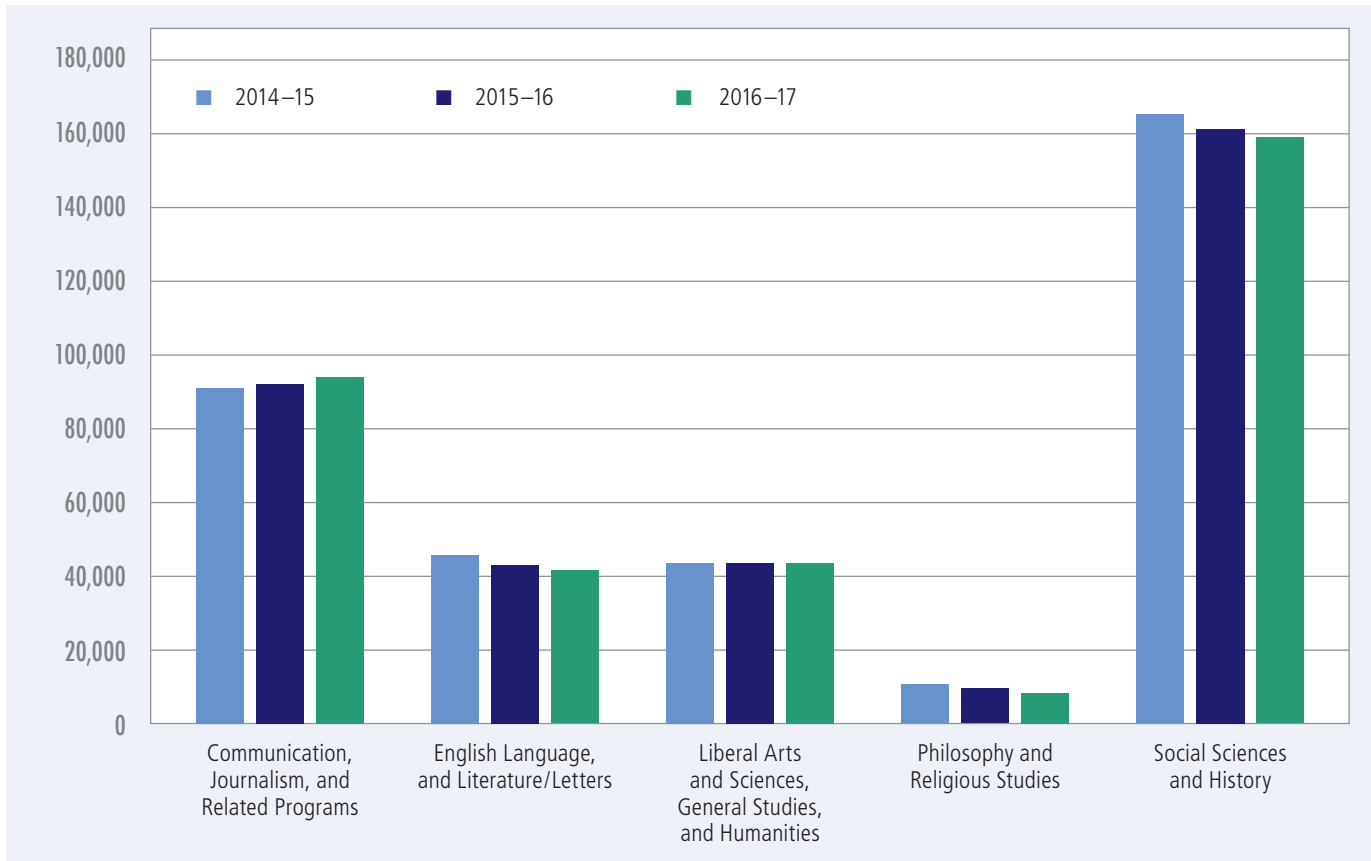
The National Center for Education Statistics examines bachelor's degrees conferred in Communication, Journalism, and Related Programs by specialty. Findings indicate that of the Communication degrees conferred in 2016-2017, Speech Communication and Rhetoric was the most popular specialization.

Bachelor's Degrees Conferred by Specialty, 2016–17	
Speech Communication and Rhetoric	34,017
Journalism	11,481
Mass Communication/Media Studies	9,623
Communication, General	9,513
Public Relations/Image Management	4,811
Radio and Television	4,783
Advertising	4,343
Digital Communication and Media/Multimedia	3,883
Public Relations, Advertising, and Applied Communication	2,000
Public Relations, Advertising, and Applied Communication, Other	1,595
Communication and Media Studies, Other	1,553
Communication, Journalism, and Related Programs, Other	1,458
Organizational Communication, General	1,408
Broadcast Journalism	974
Radio, Television, and Digital Communication, Other	961
Journalism, Other	700
Sports Communication	208
International and Intercultural Communication	144
Photojournalism	104
Health Communication	103
Political Communication	70
Technical and Scientific Communication	38
Publishing	8
TOTAL	**93,778**

Note: Categories listed are defined by the National Center for Education Statistics, **https://nces.ed.gov/pubs2002/cip2000/ciplist.asp?CIP2=09**.

Source: U.S. Department of Education, National Center for Education Statistics, Table 318.30. Bachelor's, master's, and doctor's degrees conferred by postsecondary institutions, by sex of student and discipline division: 2016-17. Available at **https://nces.ed.gov/programs/digest/d18/tables/dt18_318.30.asp**.

EMPLOYMENT IN COMMUNICATION

In 2017, the *Chronicle of Higher Education* and Maguire Associates conducted a survey of college and university leaders and employers. Institutional administrators surveyed included those from private, public, two-year, and four-year institutions, and employers representing a variety of industries.

The report found that nearly 70 percent of employers surveyed responded "good" or "excellent" when asked how well colleges and universities are doing in producing successful employees. Sixty-four percent of industry respondents indicated that colleges are doing well in producing successful graduates in media/communication/publishing.

Both employers and administrators were asked about the three specific skills that recent college graduates most need to be successful, as well as the actual skills these graduates possess. Communication was cited by both groups as the skill most needed by new hires. Communication was also ranked as one of the top three skills new graduates possess. As the charts below point out, more employers and administrators cite the importance of having communication skills than the number reporting that employees actually possess those skills.

Employers Rate Three Most Important Skills Graduates Need to Succeed

Skill	Percentage
Communication Skills	45%
Relevant Technical Skills	40%
Problem-solving	36%
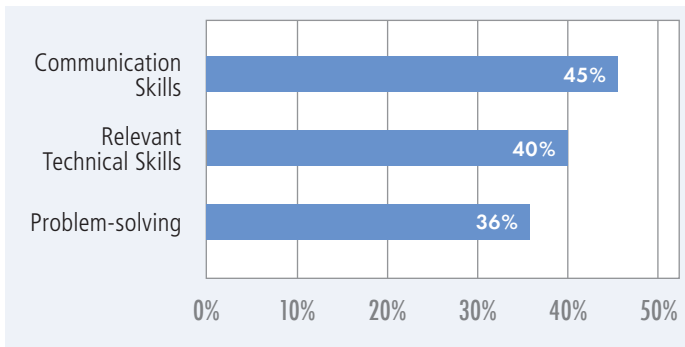
Employers Rate Top Three Skills Recent College Graduates Actually Possess

Skill	Percentage
Communication Skills	33%
Relevant Knowledge	38%
Relevant Technical Skills	47%
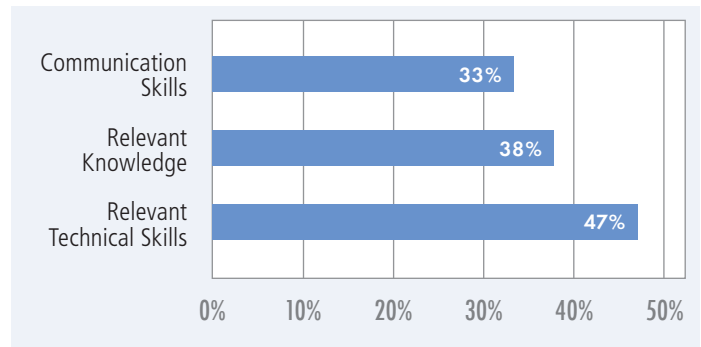
Colleges Rate Three Most Important Skills Graduates Need to Succeed

Skill	Percentage
Communication Skills	87%
Collaboration Skills	47%
Problem-solving	45%
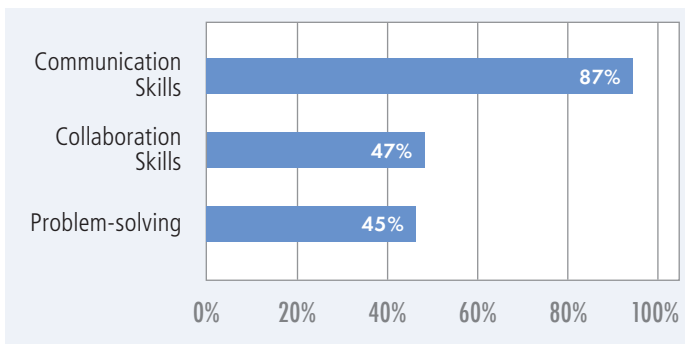
Colleges Rate Top Three Skills Recent College Graduates Actually Possess

Skill	Percentage
Communication Skills	40%
Relevant Knowledge	45%
Collaboration Skills	57%
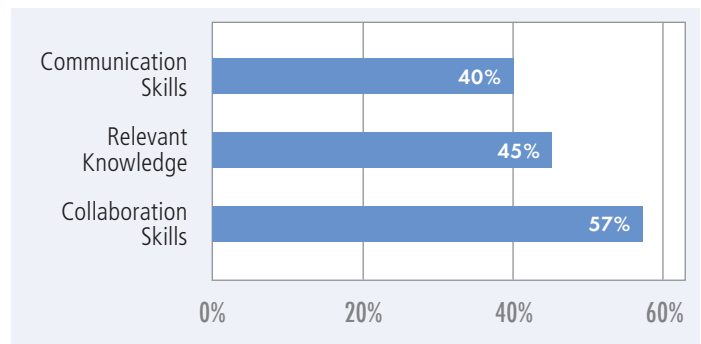
Source: "What Graduates Need to Succeed: Colleges and Employers Weigh In," the *Chronicle of Higher Education, 2017.*

Industries ranking communication as one of the three most important skills college graduates should possess include: business services, nonprofit/government, manufacturing, health care/medical, media/communications, consumer/personal services, computer services/telecommunications, education/training, and computer hardware/software. Comparatively, the industries claiming communication is a top three skill graduates possess include: nonprofit/government, manufacturing, computer hardware/software, and media/communications.

According to the *Chronicle of Higher Education's Almanac*, graduates majoring in liberal arts or performing arts typically report an initially weak stance on the job market, with two-thirds of recent graduates unemployed, underemployed, or earning low median wages. These graduates, however, make significant gains in earnings by mid-career. Further, a 2019 LinkedIn report found that Communication is one of the most versatile college majors, described as majors that help graduates secure a variety of jobs.

The National Center for Education Statistics 2018 report, *The Condition of Education*, reveals that the unemployment rate for 25- to 29-year-olds with bachelor's degrees in Communication and Communication Technologies is the second-lowest among related fields, at 3.2 percent, behind only Political Science and Government, which has an unemployment rate of 2.7 percent.

2017 Unemployment Rates of 25- to 29-Year-Old Bachelor's Degree Holders, by Field
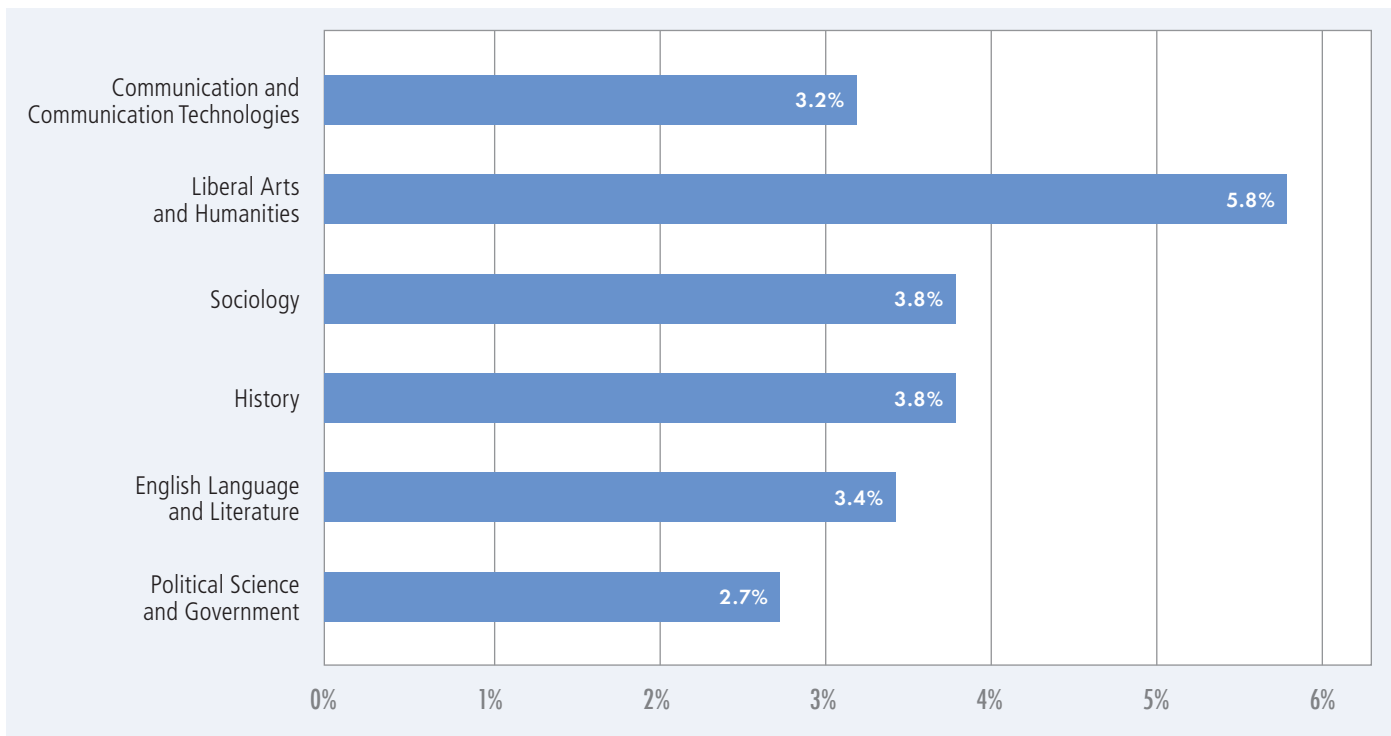
Source: National Center for Education Statistics, 2018, *The Condition of Education 2018: Annual Earnings of Young Adults*.
Available at **https://nces.ed.gov/programs/coe/indicator_sbc.asp**.

Across all age categories, Communication and Sociology report the lowest unemployment rate, at 3.9 percent. Communication reports a 53 percent underemployment rate, which is on par with similar social science and humanities disciplines.

The chart below compares the unemployment rates of various bachelor's degree holders in 2010 and 2017. The unemployment rates of bachelor's degree holders ages 25–29 in Communication and Communication Technologies declined by 50 percent from 2010 to 2017.

Unemployment Rates of 25- to 29-Year-Old Bachelor's Degree Holders, by Field, 2010 and 2017

Field	2010	2017
STEM Fields	5%	3.3%
Psychology	5.9%	3.5%
Nursing	3%	1.6%
General Medical and Health Services	3.6%	1.8%
Fine arts	6.1%	4%
Computer and Information Systems	5.6%	3.7%
Communication and Communication Technologies	6.4%	3.2%
Biology	6.5%	3.4%
All Fields of Study	4.9%	2.6%
Liberal Arts and Humanities	5.6%	3.1%

■ 2010   ■ 2017
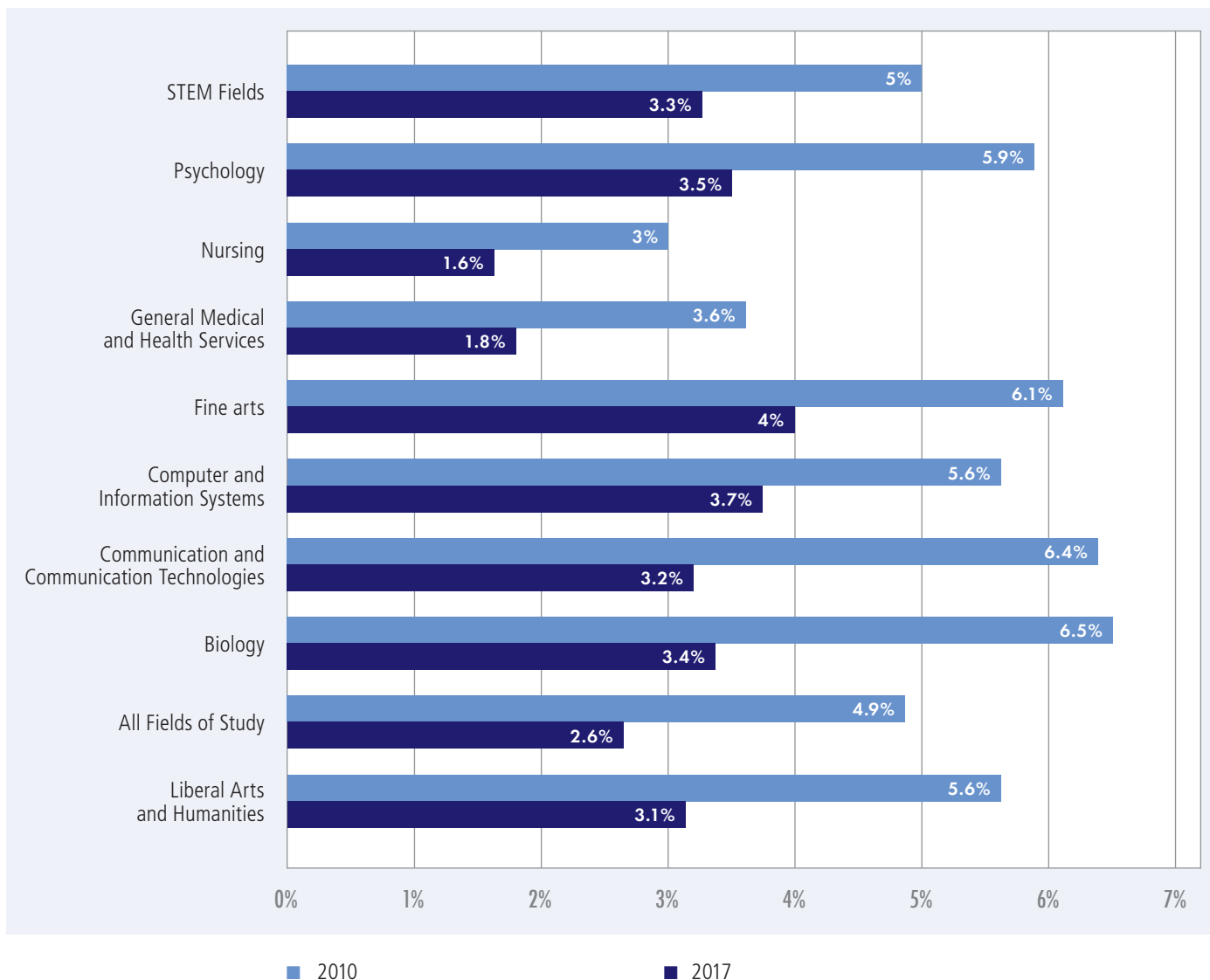
Note: All Fields of Study includes fields not separately shown.

Source: National Center for Education Statistics, 2018, *The Condition of Education 2018: Annual Earnings of Young Adults*, Figure 3. Available at https://nces.ed.gov/programs/coe/indicator_sbc.asp.

The chart below, compiled with data from the Federal Reserve Bank of New York, compares the underemployment and unemployment rates of various bachelor's degree holders in 2016–17. As the chart indicates, recent college graduates in Communication report lower unemployment rates and lower underemployment rates than graduates in several similar humanities and social science disciplines.

Unemployment and Underemployment, by Field of Study

Communication
- Unemployment: 3.9%
- Underemployment: 53%

Sociology
- Unemployment: 3.9%
- Underemployment: 56%

History
- Unemployment: 4.1%
- Underemployment: 53.1%

Political Science
- Unemployment: 4.2%
- Underemployment: 51.5%

Philosophy
- Unemployment: 6.2%
- Underemployment: 50.9%

Anthropology
- Unemployment: 6.6%
- Underemployment: 59.1%

English Language
- Unemployment: 5.3%
- Underemployment: 50.6%

■ Unemployment Rate   ■ Underemployment Rate

Note: This figure represents a 2016-17 average. Unemployment and underemployment rates are for recent college graduates (those aged 22 to 27 with a Bachelor's degree or higher).

Source: Federal Reserve Bank of New York, The Labor Market for Recent College Graduates.
Available at https://www.newyorkfed.org/research/college-labor-market/college-labor-market_compare-majors.html.

According to the Bureau of Labor Statistics' (BLS) *Occupational Outlook Handbook*, employment in Media and Communication is projected to increase by 4 percent from 2018 to 2028. This increase will produce approximately 27,600 jobs. The BLS attributes this growth to a greater need for creating, editing, translating, and disseminating information across a variety of platforms.

The *Chronicle of Higher Education's Almanac* reported 2016-2017 median wages for early career graduates in Communication at $40,000, while mid-career wages increased to $70,000. A May 2018 BLS report indicates that the median annual wage for employment in Media and Communication was $57,530, while the median annual wage for all occupations was $38,640. The chart below details median pay for several positions in Media and Communication.

Occupation	2018 Median Pay
Announcers	$31,990
Broadcast and Sound Engineering Technicians	$43,660
Editors	$59,480
Film and Video Editors and Camera Operators	$58,990
Interpreters and Translators	$49,930
Photographers	$34,000
Public Relations Specialists	$60,000
Reporters, Correspondents, and Broadcast News Analysts	$43,490
Technical Writers	$71,850
Writers and Authors	$62,170

Source: Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Media and Communication Occupations, Available at https://www.bls.gov/ooh/media-and-communication/home.htm?view_full.

The *Chronicle of Higher Education* ranked Communication as 22nd of 55 majors on its 2016-2017 list of Highest Median Wages at Mid-career by Major. The chart (upper right) shows how Communication ranks among comparable disciplines.

The *National Center for Education Statistics* breaks down the median annual earnings of Bachelor's degree holders by field and age. The chart (lower right) compares the median earnings of 25- to 29-year-olds with bachelor's degrees in similar fields. Those with degrees in Political Science and Government have the highest median annual earnings among similar fields, followed by Communication and Communication Technologies.

Early and Mid-Career Median Wages, 2016−2017

Field	Median Early Career Wage	Median Mid-Career Wage
Communication	$40,000	$70,000
Political Science	$42,000	$75,000
History	$36,000	$66,000
Journalism	$38,000	$65,000
Philosophy	$36,000	$62,000
Sociology	$34,600	$56,000
English Language	$35,000	$60,000

■ Median Early Career Wage   ■ Median Mid-Career Wage
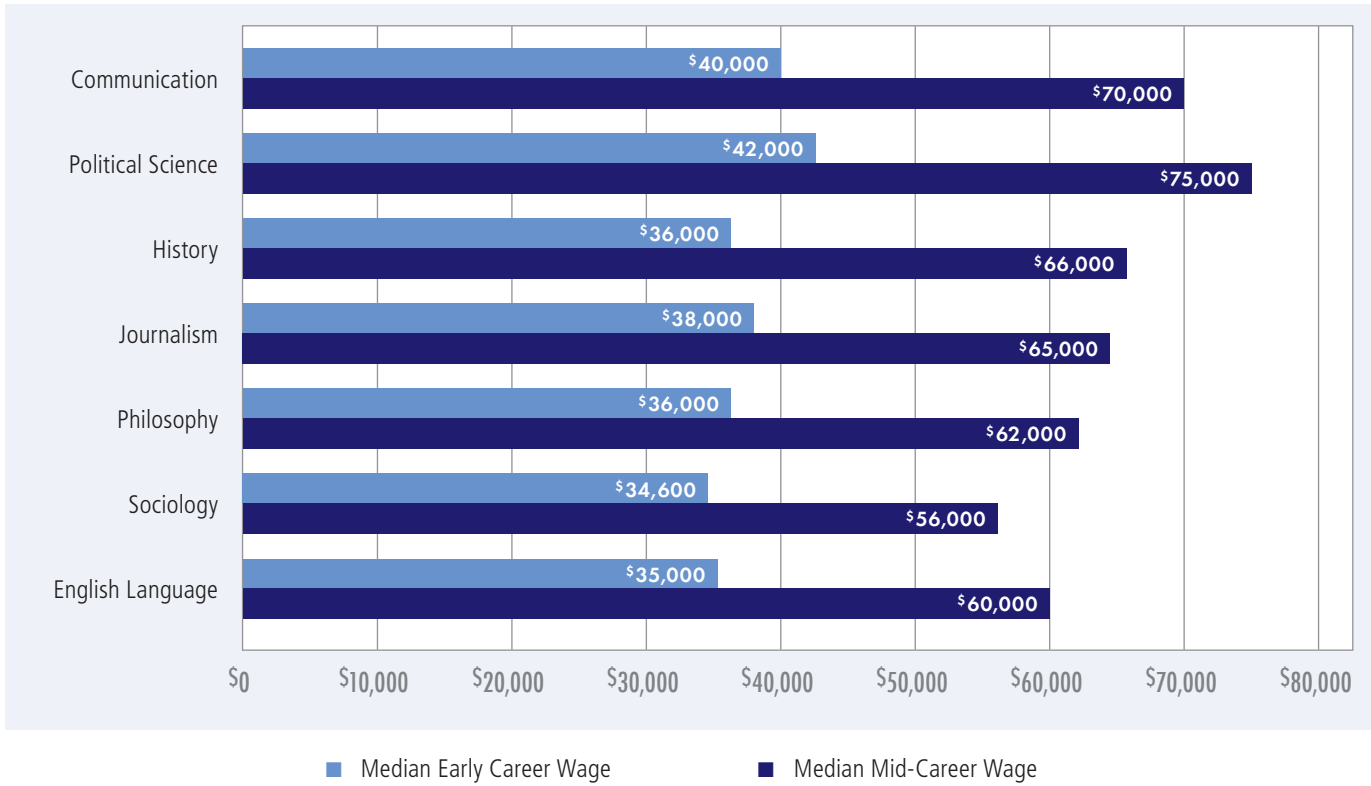
Source: The *Chronicle of Higher Education Almanac 2019*, "Highest Median Wages at Midcareer, by Major, 2016-2017."

Median Annual Earnings of 25- to 29-Year-Old Bachelor's Degree Holders, by Field, 2017

Field	Median Annual Earnings
Communication and Communication Technologies	$46,500
Liberal Arts and Humanities	$39,000
Sociology	$42,100
History	$41,700
English Language and Literature	$40,400
Political Science and Government	$50,400
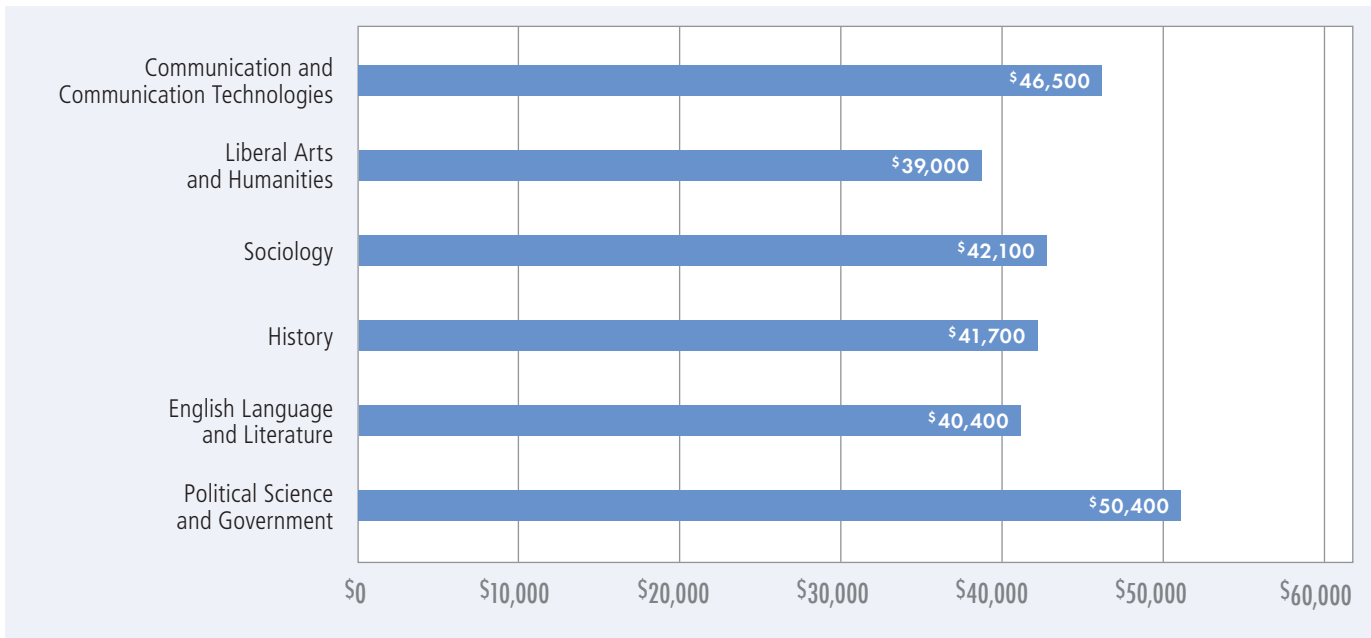
Note: Median annual earnings refer to full-time, year-round employees.

Source: *National Center for Education Statistics, 2018, The Condition of Education 2018: Annual Earnings of Young Adults*, Figure 1.
Available at https://nces.ed.gov/programs/coe/indicator_sbc.asp.

The median annual earnings of 25- to 29-year-olds with degrees in Communication and Communication Technologies has increased from 2010 to 2017. The following chart shows the median annual earnings of 25- to 29-year-old Communication bachelor's degree holders from 2101 to 2017, as compared with degree holders in other disciplines.

Median Annual Earnings of 25- to 29-Year-Old Bachelor's Degree Holders, by Field, 2010 and 2017

Field	2010	2017
STEM Fields	$59,700	$60,500
Psychology	$41,900	$40,300
Nursing	$60,000	$57,300
General Medical and Health Services	$52,000	$50,200
Fine arts	$40,700	40,100
Computer and Information Systems	$63,300	$65,400
Communication and Communication Technologies	$45,300	$46,500
Business Management and Administration	$48,600	$50,500
Biology	$48,700	$49,500
All Fields of Study	$49,200	$50,500

■ 2010   ■ 2017

Note: All fields of study include fields not separately shown. Median annual earnings refer to full-time, year-round employees.

Source: National Center for Education Statistics, 2018, *The Condition of Education 2018: Annual Earnings of Young Adults*, Figure 4. Available at https://nces.ed.gov/programs/coe/indicator_sbc.asp.

In its 2017 profile of freshmen at four-year institutions, the *Chronicle of Higher Education* found that more than half of all 2017 freshmen said their belief that graduates get good jobs was "very important" in their decision to enroll in a specific institution, while nearly 85 percent said being able to get a better job was a very important factor in their decision to go to college.

Earning potential is impacted by several factors, including the institution from which an employee graduates. Compensation data leader PayScale recently released the 2018–2019 *College Salary Report*, which helps students research colleges, majors, and careers based on salary potential. The report defines salary potential as the mid-career salary students can expect to earn after attending a specific college or university. PayScale ranks institutions in order of greatest to least earning potential, based on survey responses by 3.2 million alumni representing more than 4,000 U.S. colleges and universities.

The 10 institutions with the highest-paid bachelor's degree recipients in Communication and Journalism are as follows:

University Name	Early-Career Pay	Mid-Career Pay
Vanderbilt University	$57,000	$139,000
University of Pennsylvania	$61,600	$136,500
Stanford University	$63,500	$136,500
Santa Clara University	$59,600	$135,100
University of California-Berkeley	$59,500	$134,100
University of Virginia	$50,900	$124,000
University of California–Santa Barbara	$53,700	$122,300
Bentley University	$60,000	$121,100
Fairfield University	$55,300	$120,200
Wittenberg University	$49,000	$119,500

Note: Early-career pay is the median salary for alumni with 0-5 years of experience, while mid-career pay is the median salary for alumni with 10+ years of experience.

Source: https://www.payscale.com/college-salary-report/best-schools-by-majors/communication.

The survey also includes data on the most common jobs for Communication majors, as well as information on mid-career pay. The top 10 most common jobs for Communication alumni, as well as their mid-career median pay, are listed below.

Job Title	Mid-Career Pay
Communications Director	$80,300
Communications Assistant	$40,800
Media Supervisor	$74,000
Vice President, Communications	$143,000
Social Media Strategist	$64,300
Social Media Manager	$59,800
Social Media Coordinator	$44,000
Social Media Specialist	$49,800
Content Marketing Manager	$70,500
Digital Strategist	$70,900

Note: Mid-career pay is the median salary for alumni with 10+ years of experience.
Source: https://www.payscale.com/college-salary-report/common-jobs-for-majors/communication.

Relying on data collected from the Integrated Postsecondary Education Data System (IPEDS), and the Department of Education College Scorecard, Zippia curated a list of the best colleges in each state for employment in 2018, regardless of major. The table below lists the top 10 states and institutions by placement rate.

State	University	Placement Rate
Pennsylvania	Lebanon Valley College	96.19%
Rhode Island	Salve Regina University	95.90%
Ohio	Ohio Northern University	95.53%
Oregon	Oregon Health & Science University	95.51%
New York	Hobart and William Smith Colleges	95.45%
South Dakota	University of Sioux Falls	95.43%
Wisconsin	University of Wisconsin-Platteville	95.34%
Massachusetts	Endicott College	95.31%
Nebraska	Nebraska Wesleyan University	95.22%
Connecticut	Quinnipiac University	95.17%

Source: https://www.zippia.com/advice/best-college-state-getting-job-2018/.

The *Chronicle of Higher Education's Almanac* looked at the first-time jobs of graduates. The report indicates that approximately two-thirds of graduates with majors in Language and Philosophy and Social Sciences can be clustered into 10 job fields after college. However, many graduates change their employment field over the course of their first three jobs. For graduates with Language and Philosophy degrees, both Journalism/Writing/Communications and Marketing/Advertising/Public Relations were identified as among the top 10 jobs for first-time graduates. Marketing/Advertising/Public Relations was also recognized as a top first-time job for majors in Social Sciences. The following table highlights the number of graduates in these jobs compared with the number of graduates in these jobs after their second and third job change. As the chart indicates, there are significantly more Social Science majors employed in Marketing, Advertising, and Public Relations positions after graduation. Employment in these positions grew the most among Social Sciences majors (conversely, Legal and Regulatory Services positions increased the most for Language and Philosophy majors, though Marketing, Advertising, and Public Relations positions experienced the second largest increase for these majors).

	Number in Field, 1st Job	Number in Field, 2nd Job	Number in Field, 3rd Job	Percent Change from 1st to 3rd Jobs
Language and Philosophy				
Journalism, Writing, and Communications	2,531	2,370	2,284	-9.8%
Marketing, Advertising, and Public Relations	1,834	2,075	2,425	32.2%
Social Sciences				
Marketing, Advertising, and Public Relations	14,065	15,765	17,171	22.1%

Source: The *Chronicle of Higher Education Almanac 2019,* "Top First-Job Outcomes for College Graduates with Liberal-Arts Majors, 2019."

GRADUATE STUDENTS
IN COMMUNICATION

T his section focuses on students in U.S. master's and doctoral programs in Communication. The section provides information on the numbers of Communication graduate degrees conferred, common doctoral specializations, the demographic composition of doctoral graduates, graduate student diversity, and the employment outlook for students graduating with doctoral degrees in Communication.

NUMBERS OF COMMUNICATION GRADUATE STUDENTS

The Council of Graduate Schools (CGS) and the Graduate Record Examinations (GRE) Board produce the annual *CGS/GRE Survey of Graduate Enrollment and Degrees*. This report indicates that the number of master's degrees awarded in Communications and Journalism during the 2016–2017 academic year was 6,901, a 6.8 percent increase from 2015–2016. Doctoral degrees awarded in Communications and Journalism was reported at 562, a 1.3 percent decrease from 2015–2016. The National Center for Education Statistics, however, reports the number of master's degrees conferred in Communication, Journalism, and Related Programs during 2016–2017 at 10,128. This represents a 472.2 percent increase in master's degrees conferred over the past nearly five decades.

The chart below highlights the increase in Communication master's degrees conferred between 1970-71 and 2016-17.

Master's Degrees Conferred in Communication, Journalism, and Related Programs, 1970–71 to 2016–17
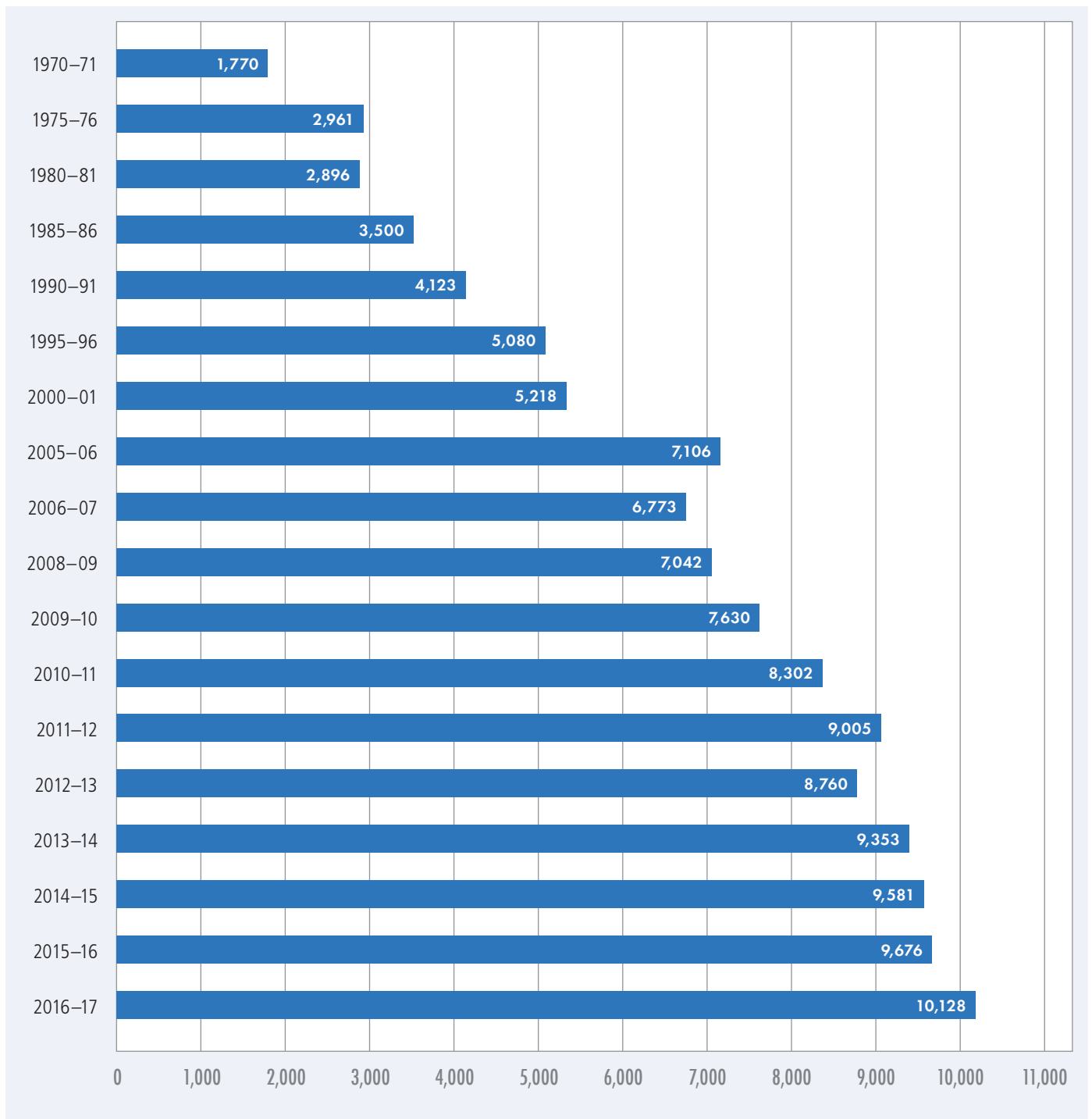
Year	Degrees
1970–71	1,770
1975–76	2,961
1980–81	2,896
1985–86	3,500
1990–91	4,123
1995–96	5,080
2000–01	5,218
2005–06	7,106
2006–07	6,773
2008–09	7,042
2009–10	7,630
2010–11	8,302
2011–12	9,005
2012–13	8,760
2013–14	9,353
2014–15	9,581
2015–16	9,676
2016–17	10,128

The chart below compares the number of Communication master's degrees conferred to the numbers reported by similar social science and humanities disciplines. As the chart indicates, Communication programs confer significantly more degrees per year than similar disciplines displayed, with the exception of Social Sciences and History, which conferred more than 20,000 master's degrees in 2016-2017.

Master's Degrees Conferred by Field, 1970–71 through 2016–17
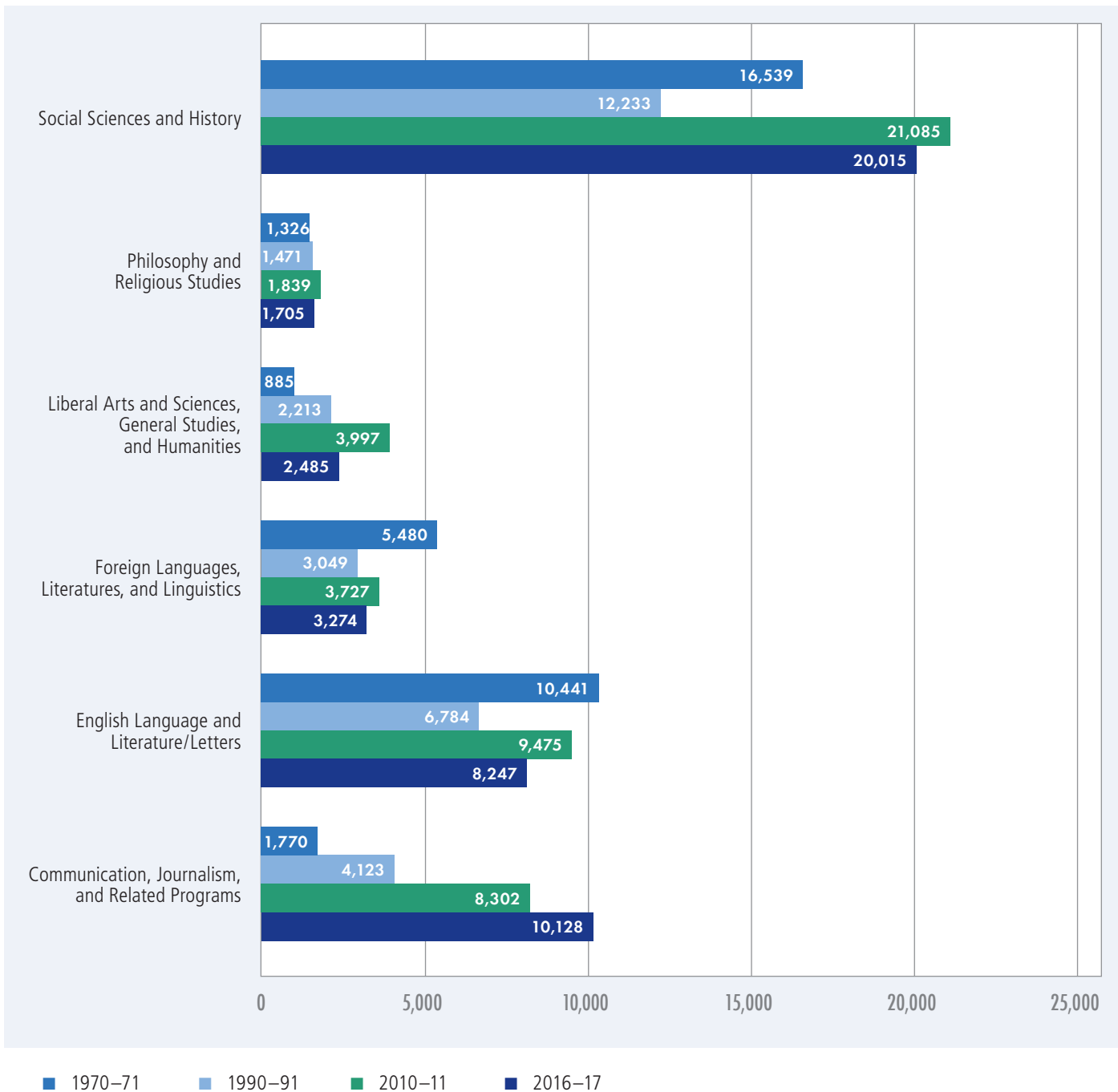
Field	1970–71	1990–91	2010–11	2016–17
Social Sciences and History	16,539	12,233	21,085	20,015
Philosophy and Religious Studies	1,326	1,471	1,839	1,705
Liberal Arts and Sciences, General Studies, and Humanities	885	2,213	3,997	2,485
Foreign Languages, Literatures, and Linguistics	5,480	3,049	3,727	3,274
English Language and Literature/Letters	10,441	6,784	9,475	8,247
Communication, Journalism, and Related Programs	1,770	4,123	8,302	10,128

The National Science Foundation's *Survey of Earned Doctorates* (*SED*) indicates a higher number of doctoral graduates than the *CGS/GRE* report. The 2017 *SED* reports that of the 54,664 doctorates awarded in the United States, 626, or 1.1 percent, were conferred in Communication. The chart below details Communication doctorates conferred between 2006 and 2017. This chart shows a decrease of 46 doctorates between 2016 and 2017. In comparison, Political Science and Government produced 752 doctorates (up from 745 in 2016), Sociology produced 689 doctorates (up from 615 in 2016), and Anthropology produced 455 doctorates (down from 460 in 2016). In the humanities, History produced 1,066 doctorates (down from 1,148 in 2016), and Foreign Languages and Literature produced 624 doctorates (up from 599 in 2016).

Communication Doctorates Conferred, 2006–2017
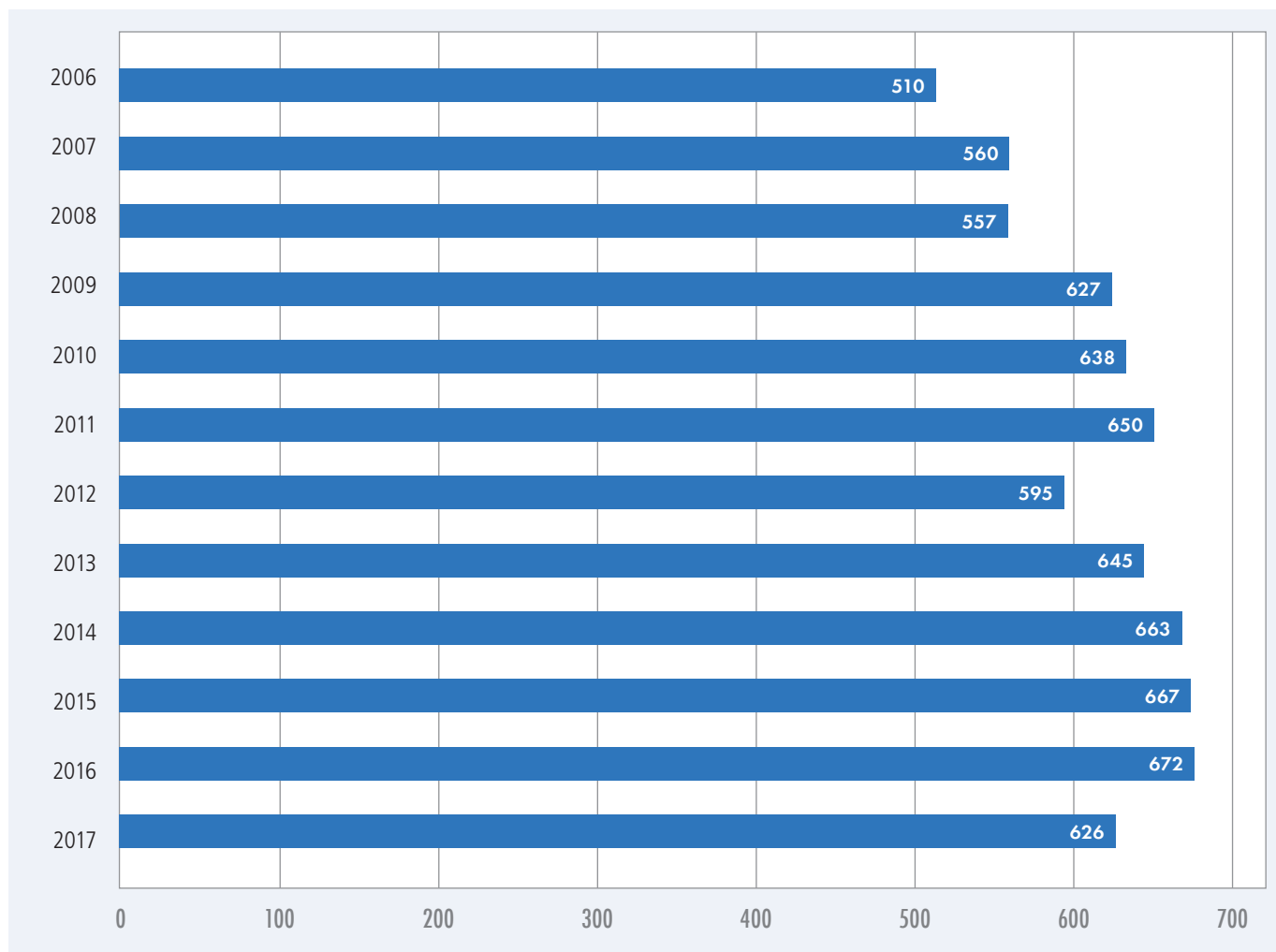
Year	Doctorates
2006	510
2007	560
2008	557
2009	627
2010	638
2011	650
2012	595
2013	645
2014	663
2015	667
2016	672
2017	626

Source: *2017 Survey of Earned Doctorates*, Table 13. Available at https://ncses.nsf.gov/pubs/nsf19301/data.

The chart below compares the number of Communication doctorates conferred to the numbers reported by similar social science and humanities disciplines. Between 1987 and 2017, the number of Communication doctoral degrees conferred per year more than doubled, from 309 in 1987 to 626 in 2017, a 102.6 percent increase.

Number of Doctoral Recipients By Field, 1987–2017

Field	1987	1997	2007	2017
Sociology	423	577	576	689
Political Science and Government	404	665	588	752
Letters	945	1,550	1,340	1,465
History	585	965	937	1,066
Communication	309	331	560	626
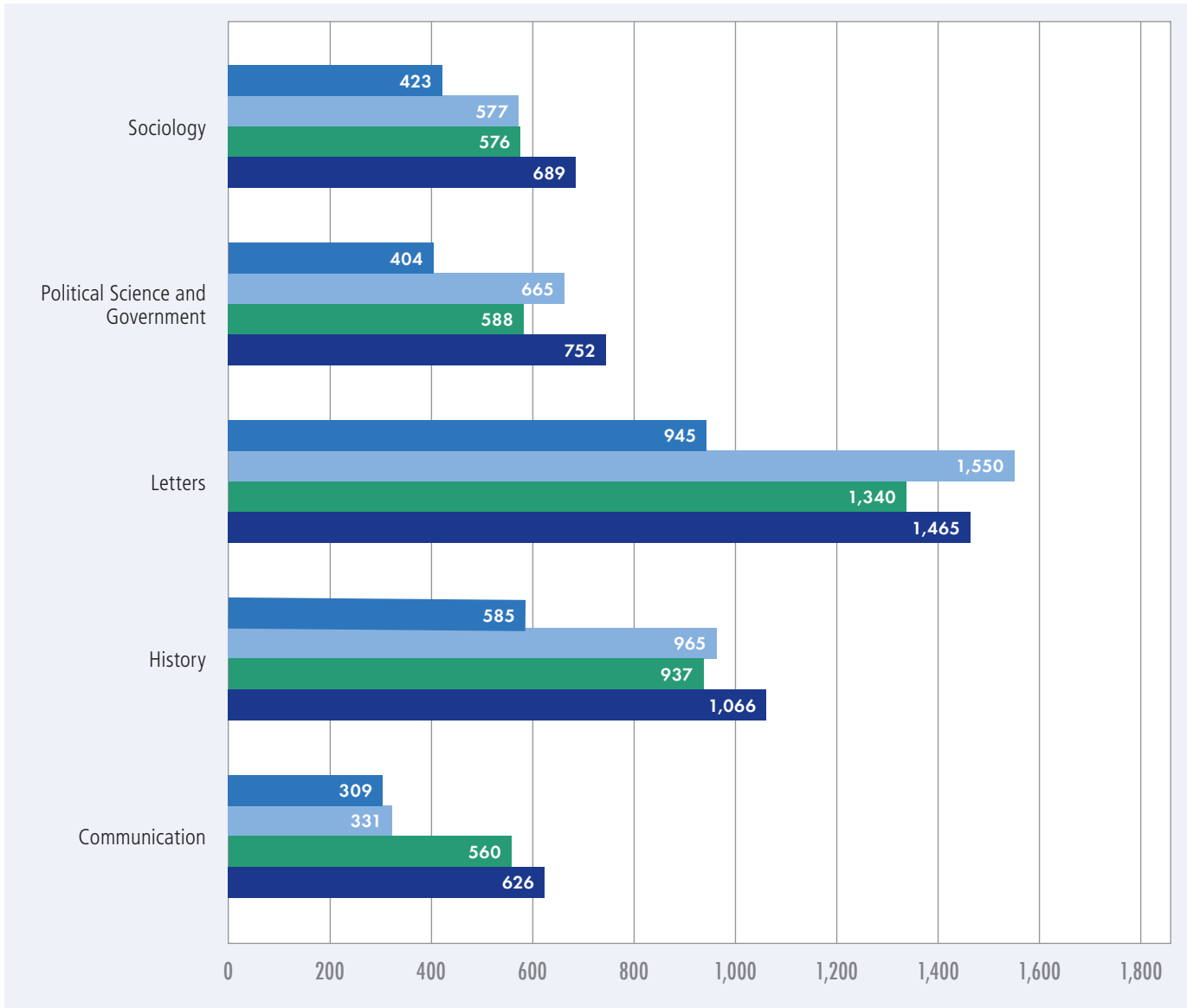
Source: *2017 Survey of Earned Doctorates*, Table 12. Available at **https://ncses.nsf.gov/pubs/nsf19301/data**.

DOCTORAL DEGREE DATA

Of the 626 doctorates conferred in 2017, 231 (36.9 percent) were awarded in the Mass Communication/Media Studies specialization. Another 146 graduates (23.3 percent) completed specializations in Communication/General, 111 in Communication Research (17.7 percent), 34 each in Communication Theory and Film/Radio/TV & Digital Communication (5.4 percent each), and 70 degrees (11.1 percent) were classified as "Other" specializations. The *SED* data includes Speech & Rhetorical Studies and Rhetoric & Composition, as well; however, those doctorates are included in the field of Letters. In 2017, Speech & Rhetorical Studies accounted for 42 of all Letters doctorates (2.8 percent), while Rhetoric & Composition accounted for 227 (15.5 percent).

Communication Doctoral Specializations, 2017

Source: *2017 Survey of Earned Doctorates*, Table 13. Available at https://ncses.nsf.gov/pubs/nsf19301/data.
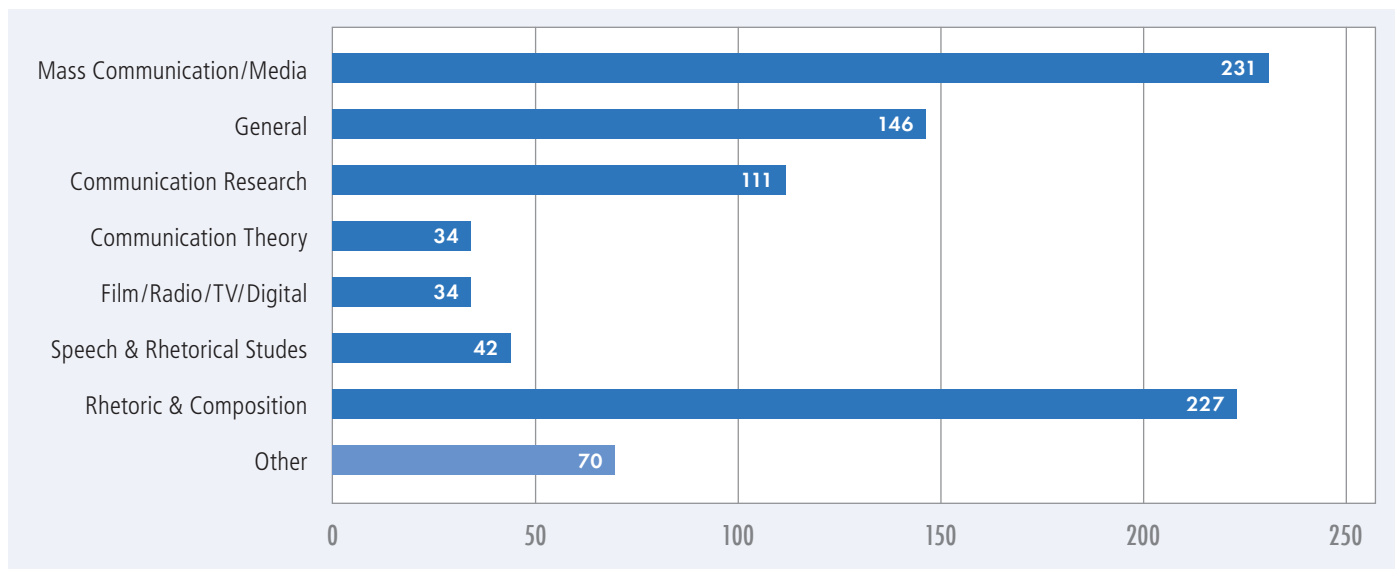
The *SED* collects additional information relevant to Communication doctoral graduates. This includes a listing of the institutions conferring Communication doctoral degrees, average time to doctorate, and various demographic data, such as average age of those receiving a doctorate, marital status, and prior education. The following charts and tables highlight this information for Communication doctorates conferred in 2017.

The institutions conferring 15 or more Communication doctorates are listed in the following table.

Institutions Conferring 15+ Communication Doctorates, 2017	
University of Texas at Austin	31
University of Illinois	19
Regent University	18
University of Southern California	16
Michigan State University	15

Source: *2017 Survey of Earned Doctorates*, Table 8, Available at https://ncses.nsf.gov/pubs/nsf19301/data.

On average, it takes less time to complete a doctorate in Communication than to complete a doctorate in a comparable discipline. According to the 2017 *SED*, the time to doctoral degree was 11 years from the B.A., 8.6 years from entering graduate school, and 6.1 years from the start of the doctoral program. The chart below compares Communication doctorate time to degree with comparable social science and humanities disciplines.

Years to Doctorate

■ From B.A. ■ From Graduate School Start ■ From Doctoral Program Start
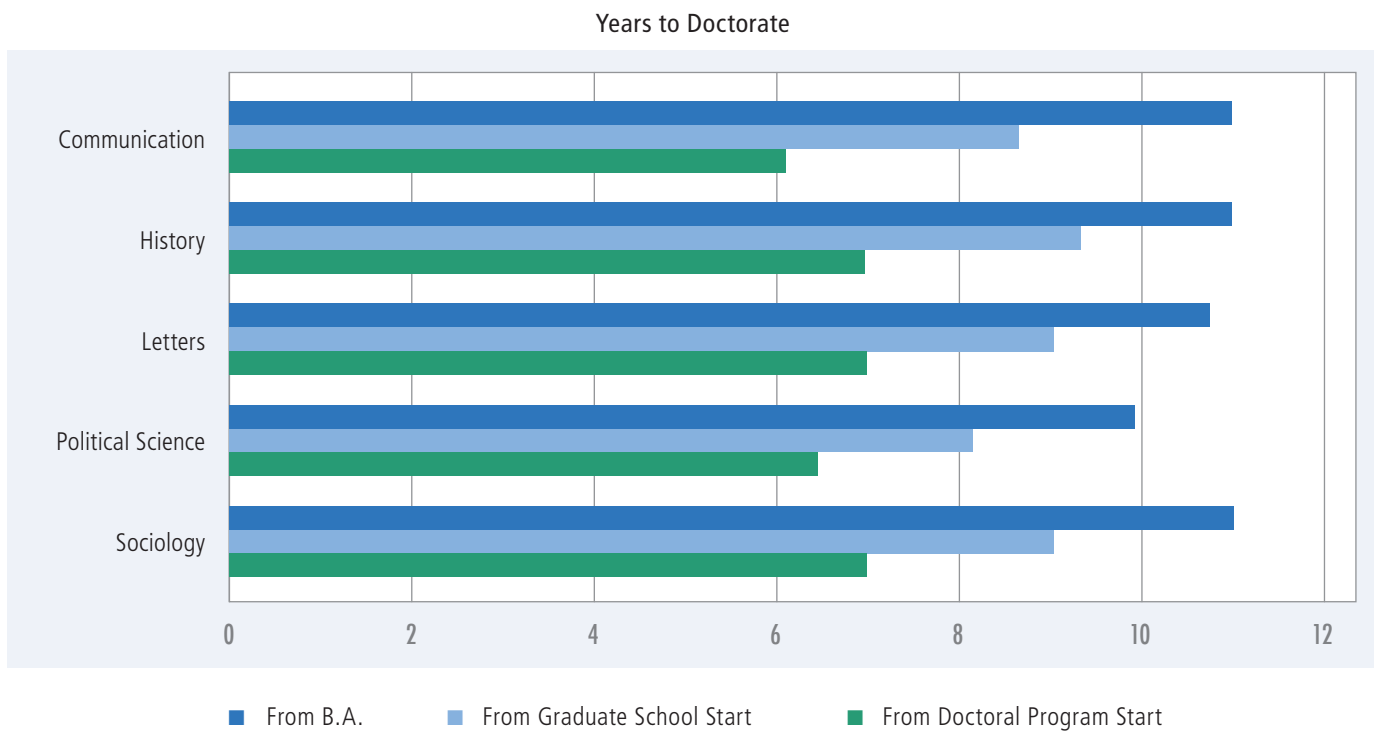
Source: *2017 Survey of Earned Doctorates*, Tables 62, 68, and 71. Available at https://ncses.nsf.gov/pubs/nsf19301/data.

The median age of those completing a Communication doctorate is 33.8, which is the same or comparable to similar humanities and social science disciplines. Marital status is also similar across disciplines. More than 45 percent of Communication doctoral recipients report being married, while another 26.7 percent indicate that they have never been married. When compared with individuals in similar disciplines, fewer Communication doctoral recipients hold B.A. degrees in Communication than doctorate holders in other disciplines reporting the same B.A. as Ph.D. However, when looking at the number of doctoral recipients who also hold M.A. degrees, Communication reports figures similar to those in comparable disciplines.

	Communication	History	Letters	Political Science	Sociology
Age at Doctorate	33.8	33.9	33.5	32.8	33.8
Marital Status					
Married	45.4%	50.4%	45.6%	47.3%	47.3%
Never Married	26.7%	26.4%	26.2%	28.6%	27.6%
B.A. in same field as Ph.D.	41.5%	58.7%	42.6%	60.0%	43.4%
M.A. Earned	85.9%	87.3%	86.2%	81.1%	87.5%

Source: *2017 Survey of Earned Doctorates*, Tables 62, 68, and 70. Available at https://ncses.nsf.gov/pubs/nsf19301/data.

GRADUATE STUDENT DIVERSITY

The CGS/GRE report also provides information on first-time graduate enrollment and graduate degrees awarded in Communication and Journalism (this field is comprised of the following foci: advertising, communication and media studies, communication technologies, journalism, mass communication, public relations, publishing, radio/television/digital communication, and speech communication).

The CGS/GRE report found that the total number of Master's degrees awarded in Communication and Journalism during the 2016-2017 academic year was 6,901, a 6.8 percent increase from 2015-2016. Most of these graduates were female; 4,806 respondents identified as female, an increase of 8.5 percent over the previous year. Though fewer respondents identified as male (2,058), the number of males graduating did increase from 2015-2016 to 2016-2017, by 3.8 percent.

According to the CGS/GRE survey, 562 Communication and Journalism doctoral degrees were conferred during 2016-2017, a 1.3 percent decrease from 2015-2016. While the number of female Ph.D. graduates increased by 9.6 percent, to 363, there was a 17.3 percent decrease in male Ph.D. graduates, with only 193 graduates identifying as male.

Graduate Degrees Awarded by Degree Level and Gender, with Percent Change 2015–2016 to 2016–2017.

Master's Degrees Awarded   Doctoral Degrees Awarded

2,058 (3.8%)

4,806 (8.5%)

193 (-17.3%)

363 (9.6%)

■ Male
■ Female
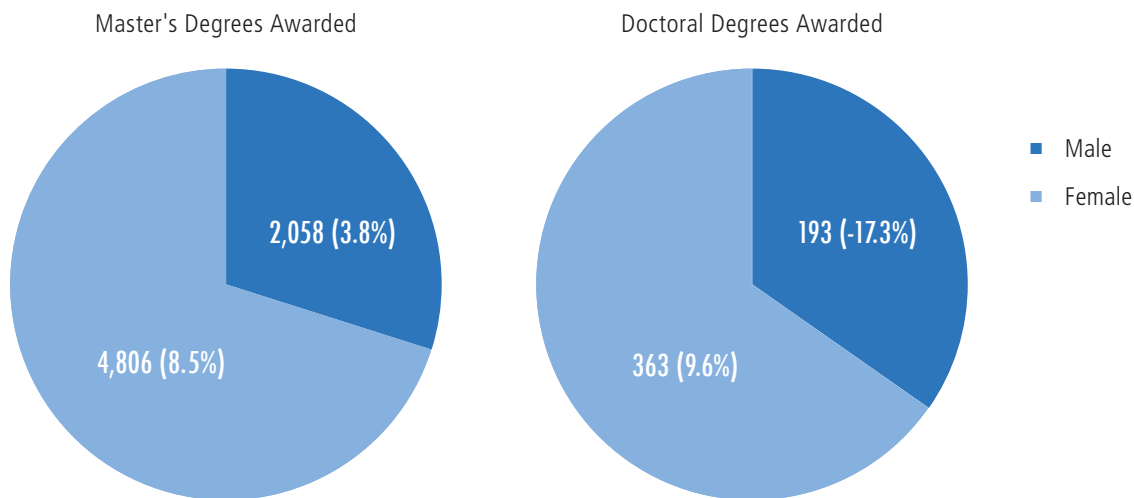
Note: As not all institutions reported degree data, details do not sum to totals.
Source: Council of Graduate Schools, Graduate Enrollment and Degrees Report by Fine Field 2007 to 2017.

First–time and total graduate enrollment is broken down by citizenship, race/ethnicity, and gender. Of note is a 31 percent decrease in first–time graduate enrollment by American Indian/Alaska Natives. Also of importance is a 9.1 percent increase in total first–time enrollment by Hispanics/Latinos and a 9 percent increase in African American first–time enrollment. Total American Indian/Alaska Native graduate enrollment also decreased by 7.9 percent. However, there were 7.9 percent more Hispanic/Latino graduate enrollees, and 7.7 percent more Asian/Native Hawai'ian/Other Pacific Islanders enrolled in graduate school.

First-Time and Total Graduate Enrollment, by Citizenship, Race/Ethnicity, and Gender

	First-Time Graduate Enrollment	Percent Change 2016–2017	Total Graduate Enrollment	Percent Change 2016–2017
TOTAL	6,454	2.0%	19,388	1.3%
Citizenship and Race Ethnicity				
U.S. Citizens and Permanent Residents	5,251	2.0%	15,922	2.4%
Hispanic/Latino	651	9.1%	1,736	7.9%
Non-Hispanic				
American Indian/Alaska Native	21	-31.0%	71	-7.9%
Asian/Native Hawai'ian/Other Pacific Islander	233	7.9%	688	7.7%
African American	794	9.0%	2,256	4.0%
White	3,150	-1.1%	9,834	0.9%
Citizenship/Race/Ethnicity Unknown	206	-10.2%	772	-6.5%
Temporary Residents	1,198	6.6%	3,454	-0.6%
Gender				
Male	2,050	2.7%	6,604	5.7%
Female	4,404	1.7%	12,784	-0.9%

Note: Not all institutions reported on all items; therefore, details may not sum to totals.
Source: Council of Graduate Schools, Graduate Enrollment and Degrees Report by Fine Field: 2007 to 2017.

The *SED* provides a closer look at the citizenship, race and ethnicity of students earning doctoral degrees. According to the *SED*, of the 626 Communication doctorates awarded in 2017, 19.3 percent were received by "Temporary Visa holders," which suggests that nearly one in five Communication doctoral recipients is an international student. Of the remaining 463 doctoral graduates who were not temporary Visa holders and who responded to questions about race/ethnicity, 71.2 percent identified as "White," 9.9 percent as "Black or African American," 5.6 percent as "Hispanic/Latino," 6.3 percent as "Asian," and 3 percent as being of "more than one race." The remaining 4 percent reported being of "Other" race or did not answer questions on race/ethnicity.

Communication Doctorate Recipients by Race/Ethnicty, 2017

Note: Chart depicts Communication doctorates awarded to permanent residents.
Source: *2017 Survey of Earned Doctorates*, Table 22. Available at **https://ncses.nsf.gov/pubs/nsf19301/data**.
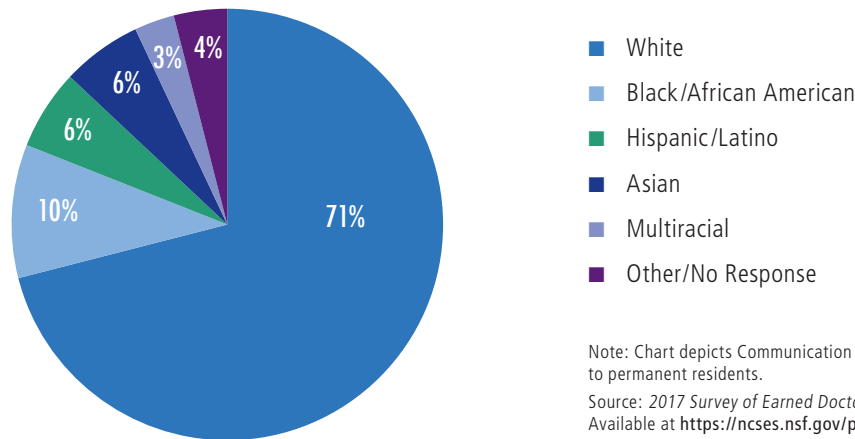
FACULTY EMPLOYMENT OUTLOOK

NCA conducts an annual analysis of Communication job advertisements. The total number of advertised academic Communication positions increased each year between 2009 and 2017, before decreasing slightly during the 2017–18 academic year. The 2018–2019 academic year saw an increase from the previous year, with 808 job advertisements posted. Since 2009, the number of advertised positions available specifically for Communication graduates has more than doubled.

Number of Advertisements for Academic Positions in Communication
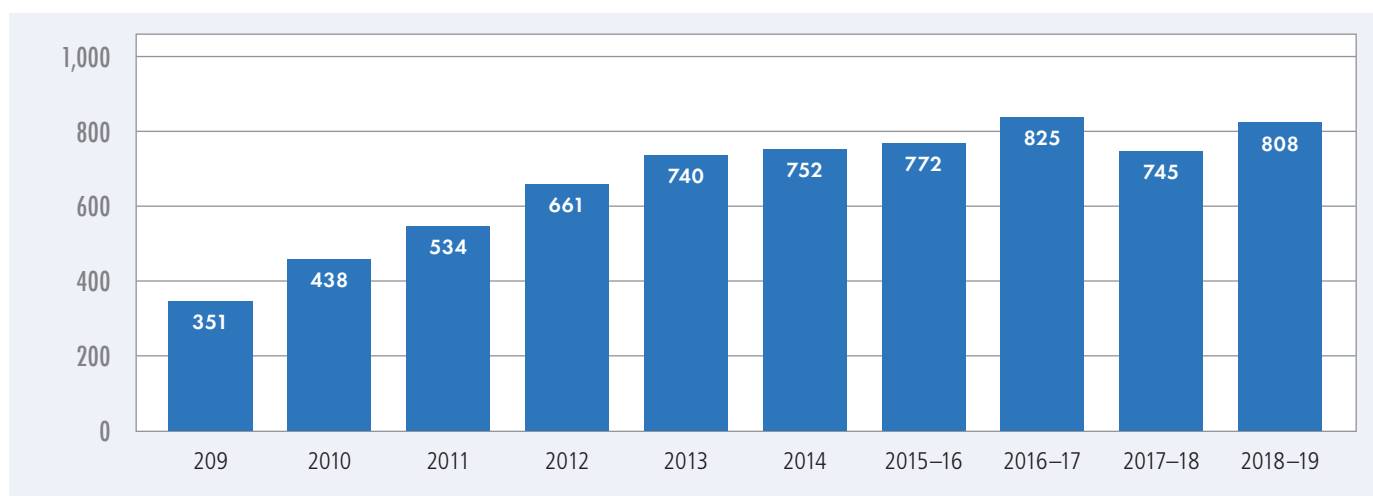
Note: NCA began to capture job data by academic year in 2015-2016, thereby explaining the change to data beginning that year.
Source: *2017-2018 Academic Job Listings in Communication Report*.
Available at **https://www.natcom.org/reports-discipline/2018-2019-academic-job-listings-communication-report**.

The chart below compares the number of Communication job postings with the numbers of postings reported by similar disciplines. Not all disciplines have released current job data; therefore, these data reflect what is currently available from other learned societies.

Number of Job Postings in Communication and Similar Disciplines, 2015–16 to 2017–18

Discipline	2015–16	2016–17	2017–18	2018–19
Sociology	776	815	762	745
English	823	725		
Philosophy	739	737	736	
History	529	529	548	
Political Science	1,260	1,141	1,292	
Communication	772	825	745	808

■ 2015–16   ■ 2016–17   ■ 2017–18   ■ 2018–19
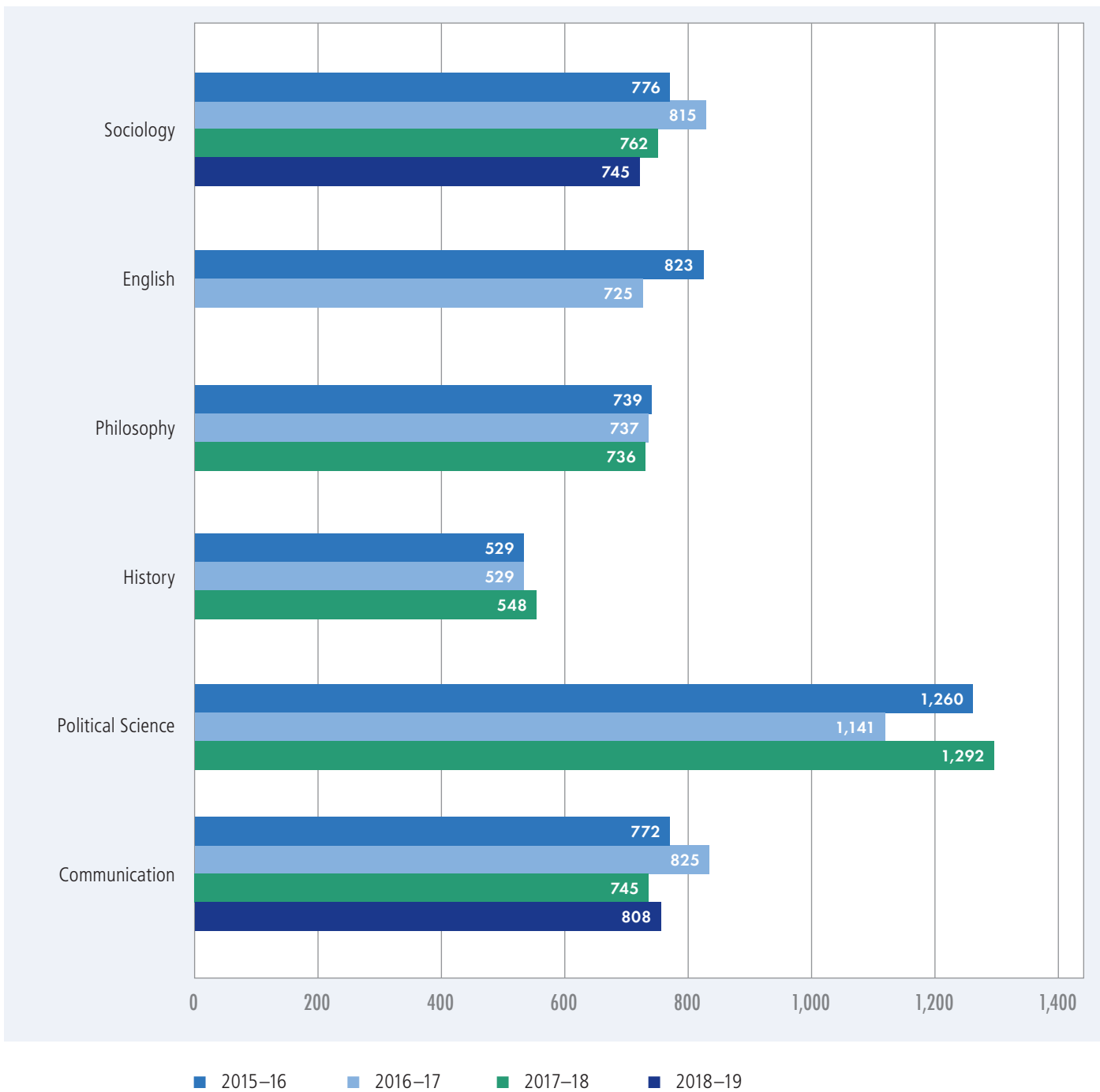
Note: Both philosophy and sociology job numbers reflect data collected per calendar year rather than academic year.
Sources: American Historical Association, Modern Language Association, American Philosophical Association, and American Political Science Association.

The *SED* also collects information on doctoral recipient's post–graduation plans. Of the 626 new Communication doctorates in 2017, 7.5 percent (47) reported "definite post–graduation study;" of that number, 95.7 percent reported receiving either a postdoctoral fellowship or a postdoctoral research associateship. Another 49.8 percent (312) of the Communication doctorates reported "definite employment" as their postgraduate plans, an increase of 5 percent since 2016. Of those reporting definite employment, 88.8 percent reported employment in academe (an increase from 80.7 percent in 2016) and 6.7 percent reported employment in business or industry (steady with 2016 figures). More than 25 percent (159) of respondents reported that they were "seeking employment or study" at the time they answered the *SED*, a decrease of 3 percent from 2016. Another 2.8 percent (18) reported "other" as their post–graduate plans, a slight decrease from 2016.

Postgraduation Plans Reported by Recent Communication Doctorates, by Gender
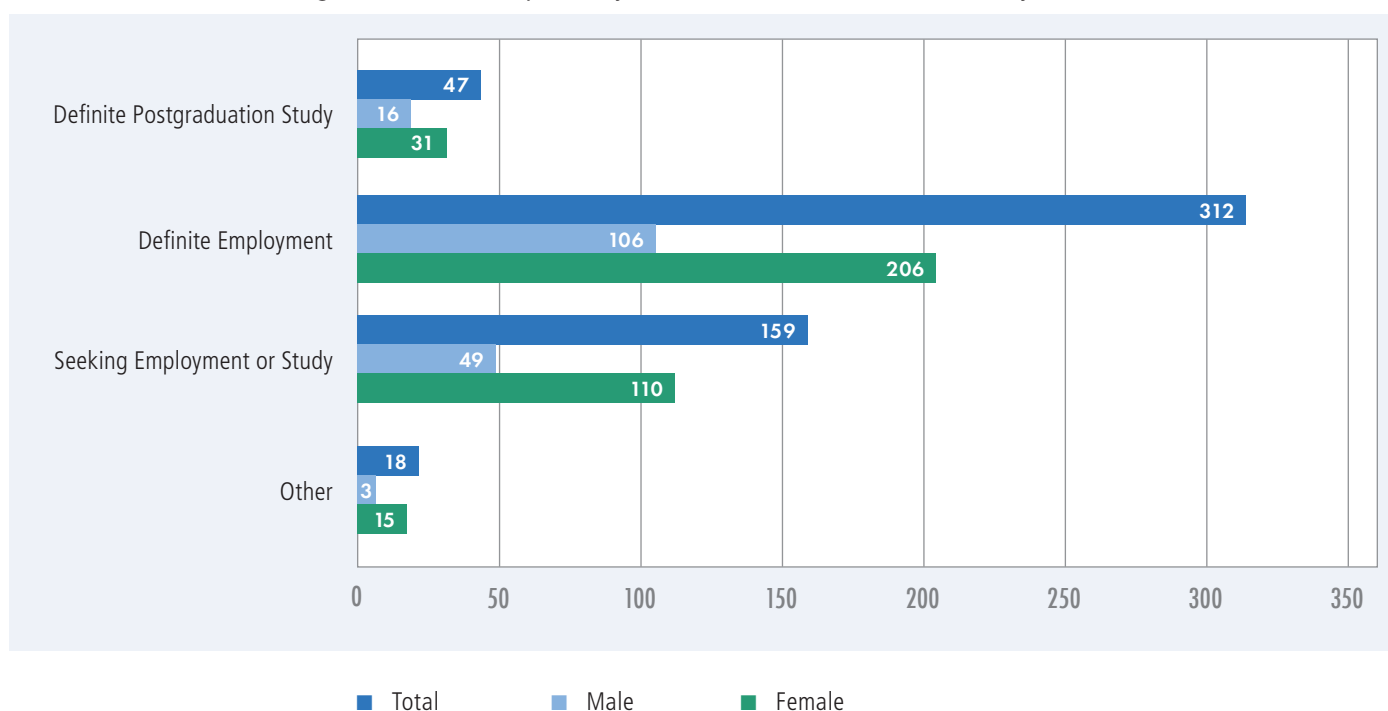
Note: "Other" Includes respondents who indicated that they did not plan to work or study, respondents who indicated some other type of post-graduation plans, and respondents who indicated definite plans for another full-time degree program.
Source: *2017 Survey of Earned Doctorates*, Table 71. Available at https://ncses.nsf.gov/pubs/nsf19301/data.

Of those with definitive post–graduation study plans, 95.7 percent indicated receipt of a postdoctoral fellowship or research associateship. Of these respondents, nearly 94 percent of male respondents indicated receiving a postdoc fellowship or research associateship, while nearly 97 percent of female respondents reported having secured such positions.

Those indicating definite employment were classified as having one of five types of employment: academic, government, industry/business, nonprofit organization, or other/unknown ("other/unknown" is composed mainly of elementary/secondary schools). In these categories, positions were defined as either research and development (R&D), teaching, professional services, management/administration, or other. The primary work function of most doctoral recipients is teaching, with 68 percent of males and 72.5 percent of females reporting teaching as their primary work–related activity.

Primary Employment Activity of Doctoral Recipients, 2017

- Teaching
- Research and Development
- Management/Administration
- Professional Services
- Other

71% · 19% · 7% · 2% · 1%

Source: *2017 Survey of Earned Doctorates*, Table 71.
Available at https://ncses.nsf.gov/pubs/nsf19301/data.
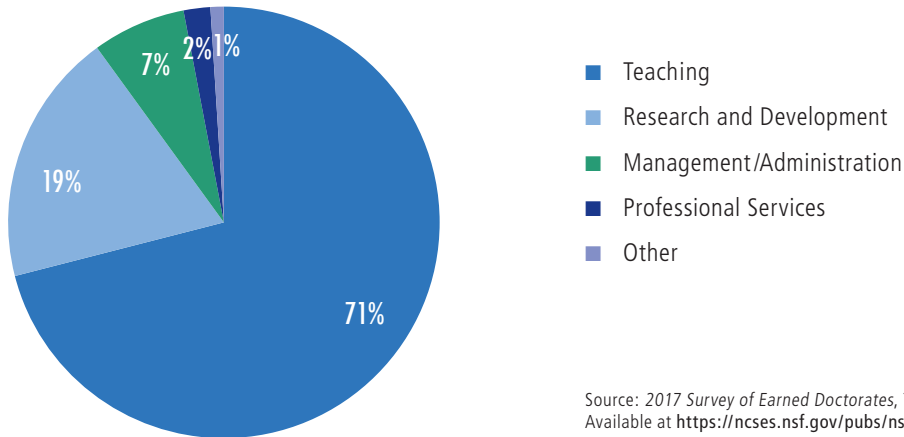
In 2017, 92.5 percent of Communication doctorates reported definite post-graduation plans, with most planning to stay in the United States and a plurality intending to locate within the Pacific and insular regions. Many male graduates planned to locate to the Pacific and insular regions (22 percent), while many female graduates planned to locate to either the Pacific and insular regions (16.9 percent) or Mid-Atlantic region (16 percent). The planned post-graduation locations of Communication doctorates are found in the chart below.

Postgraduation Location Plans, Communication Doctorates, 2017
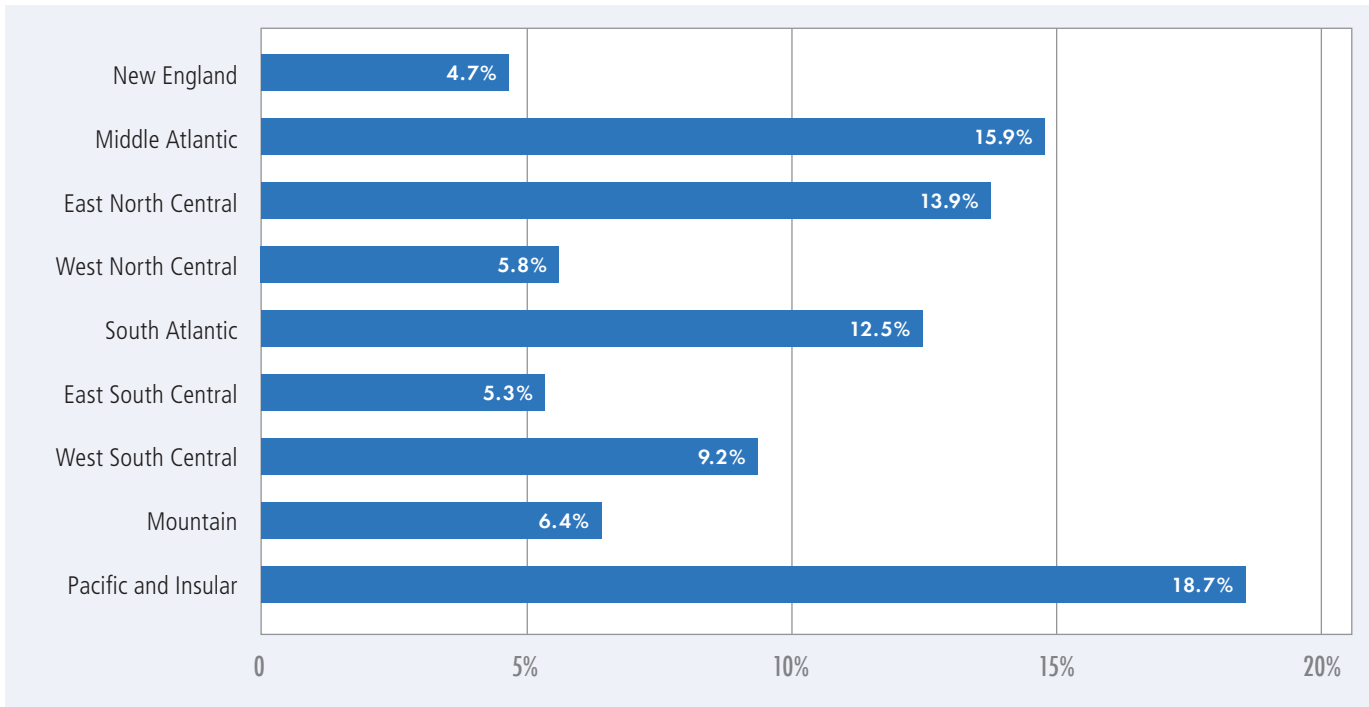
Region	Percent
New England	4.7%
Middle Atlantic	15.9%
East North Central	13.9%
West North Central	5.8%
South Atlantic	12.5%
East South Central	5.3%
West South Central	9.2%
Mountain	6.4%
Pacific and Insular	18.7%

Source: *2017 Survey of Earned Doctorates*, Table 71. Available at https://ncses.nsf.gov/pubs/nsf19301/data.

COMMUNICATION

Scholarship

T his section reports on several factors related to Communication scholarship, including the numbers of articles published by NCA's 11 journals, the diversity of authors, editors, and editorial board members involved with NCA journals, the most cited and most viewed NCA journal articles, journal metrics for both NCA and select non-NCA Communication journals, and information on funding for Communication research.

NCA PUBLICATIONS

In 2018, NCA published 47 issues of its 11 journals, containing 273 articles written by 533 individual scholars. The following table displays the number of articles, authors, and issues published in each journal:

Journal	2018 Number of Articles	2018 Number of Authors	Number of Issues
Communication and Critical/Cultural Studies	14	21	4
Communication Education	19	55	4
Communication Monographs	24	62	4
Communication Teacher	31	47	4
Critical Studies in Media Communication	31	43	5
First Amendment Studies	6	11	2
Journal of Applied Communication Research	38	77	6
Journal of International and Intercultural Communication	19	45	6
Quarterly Journal of Speech	16	17	4
Review of Communication	22	30	4
Text and Performance Quarterly	11	15	4
TOTAL	231	393	47

Note: The total number of articles does not include book reviews, forum articles, or discussion sections. The total number of authors is not a sum of the authors in each journal. Scholars who published in multiple journals were counted only once toward the total. Scholars who published book reviews or discussion essays are included in all author counts.

TOP DOWNLOADED AND CITED ARTICLES FROM NCA JOURNALS

The most viewed and most cited articles as of 2018 from each of NCA's 11 journals are listed in the following table. The number of views an article receives is measured by NCA's publisher, Taylor & Francis, while the number of citations is measured by CrossRef.

NCA JOURNAL	MOST VIEWED	MOST CITED
Communication and Critical/Cultural Studies	Carol A. Stabile (2009) "Sweetheart, This Ain't Gender Studies": Sexism and Superheroes, 6:1, 86-92, DOI: 10.1080/14791420802663686	Henry A. Giroux (2004) Cultural studies, public pedagogy, and the responsibility of intellectuals, 1:1, 59-79, DOI: 10.1080/1479142042000180926
Communication Education	Jeffrey H. Kuznekoff & Scott Titsworth (2013) The Impact of Mobile Phone Usage on Student Learning, 62:3, 233-252, DOI: 10.1080/03634523.2013.767917	Joseph P. Mazer, Richard E. Murphy, & Cheri J. Simonds (2007) I'll See You On "Facebook": The Effects of Computer-Mediated Teacher Self-Disclosure on Student Motivation, Affective Learning, and Classroom Climate, 56:1, 1-17, DOI: 10.1080/03634520601009710
Communication Monographs	Andrew F. Hayes (2009) Beyond Baron and Kenny: Statistical Mediation Analysis in the New Millennium, 76:4, 408-420, DOI: 10.1080/03637750903310360	Andrew F. Hayes (2009) Beyond Baron and Kenny: Statistical Mediation Analysis in the New Millennium, 76:4, 408-420, DOI: 10.1080/03637750903310360
Communication Teacher	Shaughan A. Keaton & Graham D. Bodie (2011) Explaining Social Constructivism, 25:4, 192-196, DOI: 10.1080/17404622.2011.601725	Katherine J. Denker (2013) Student Response Systems and Facilitating the Large Lecture Basic Communication Course: Assessing Engagement and Learning, 27:1, 50-69, DOI: 10.1080/17404622.2012.730622
Critical Studies in Media Communication	Ragan Fox (2013) "You are Not Allowed to Talk about Production": Narratization on (and off) the Set of CBS's *Big Brother*, 30:3, 189-208, DOI: 10.1080/15295036.2012.755051	Stuart Hall (1985) Signification, Representation, Ideology: Althusser and the Post-Structuralist Debates, 2:2, 91-114, DOI: 10.1080/15295038509360070
First Amendment Studies	Susan Sarapin & Pamela Morris (2014) When "Like"-Minded People Click: Facebook Interaction Conventions, the Meaning of "Speech" Online, and Bland v. Roberts, 48:2, 131-157, DOI: 10.1080/21689725.2014.962557	a.k.a. Craig R. Scott (2004) Benefits and Drawbacks of Anonymous Online Communication: Legal Challenges and Communicative Recommendations, 41:1, 127-141, DOI: 10.1080/08997225.2004.10556309
Journal of Applied Communication Research	Robin Patric Clair, Nadia E. Brown, Debbie S. Dougherty, Hannah K. Delemeester, Patricia Geist-Martin, William I. Gorden, Tyler Sorg, & Paaige K. Turner (2019) #MeToo, Sexual Harassment: An Article, a Forum, and a Dream for the Future, 47:2, 111-129, DOI: 10.1080/00909882.2019.1567142	W. James Potter & Deborah Levine-Donnerstein (1999) Rethinking Validity and Reliability in Content Analysis, 27:3, 258-284, DOI: 10.1080/00909889909365539

NCA JOURNAL	MOST VIEWED	MOST CITED
Journal of International and Intercultural Communication	Stephen M. Croucher (2011) Social Networking and Cultural Adaptation: A Theoretical Model, 4:4, 259-264, DOI: 10.1080/17513057.2011.598046	Elisabeth Gareis (2012) Intercultural Friendship: Effects of Home and Host Region, 5:4, 309-328, DOI: 10.1080/17513057.2012.691525
Quarterly Journal of Speech	Randall L. Bytwerk (2005) The Argument for Genocide in Nazi Propaganda, 91:1, 37-62, DOI: 10.1080/00335630500157516	Carolyn R. Miller (1984) Genre as Social Action, 70:2, 151-167, DOI: 10.1080/00335638409383686
Review of Communication	Michaela D. E. Meyer & Megan H. L. Tucker (2007) Textual Poaching and Beyond: Fan Communities and Fandoms in the Age of the Internet, 7:1, 103-116, DOI: 10.1080/15358590701211357	Dan Schill (2012) The Visual Image and the Political Image: A Review of Visual Communication Research in the Field of Political Communication, 12:2, 118-142, DOI: 10.1080/15358593.2011.653504
Text and Performance Quarterly	Kristin M. Langellier (1999) Personal Narrative, Performance, Performativity: Two or Three Things I Know for Sure, 19:2, 125-144, DOI: 10.1080/10462939909366255	Dwight Conquergood (1985) Performing as a Moral Act: Ethical Dimensions of the Ethnography of Performance, 5:2, 1-13, DOI: 10.1080/10462938509391578

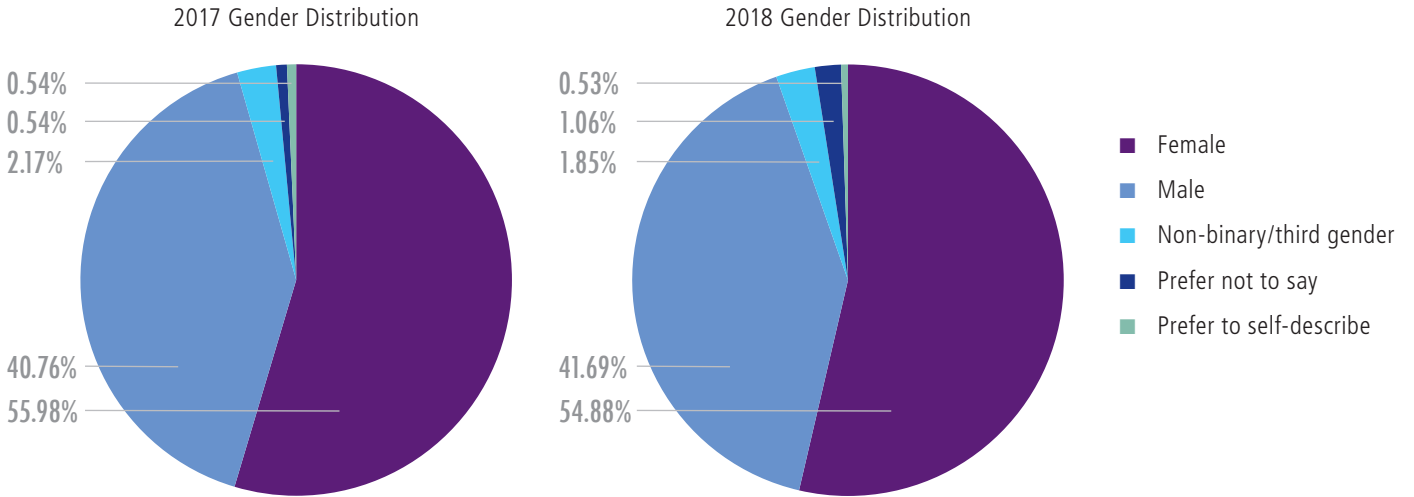## NCA JOURNALS AUTHORS AND EDITORS SURVEY

In both 2017 and 2018, NCA surveyed its journals' editors and authors. This survey was developed as an effort to more accurately assess the diversity of NCA's journal editors, editorial staff, and authors. In 2017, authors and editors comprised the population of the survey, and 524 individuals were invited to take part in the survey. Of those 524 authors and editors, 186 participated in the survey, for a response rate of 35.5 percent. In 2018, authors, editors, and editorial board members were included in the survey population, and 1,152 individuals received invitations to participate in the survey. Of those invited, 381 participated, for a response rate of 33 percent.

Respondents to the 2017 survey were mostly authors of NCA journal articles (77.4 percent). Another 2.15 percent had served as an NCA journal editor in the past year, and 1.61 percent had both served as an editor and published in an NCA journal in the prior year. Most respondents to the 2018 survey were on the editorial board of an NCA journal. Another 36.75 percent indicated they had published in an NCA journal in the previous year, while 24.67 percent reported being both an editor/editorial board member and author in the past year. Only 4.2 percent indicated being an editor only.

The results of both the 2017 and 2018 surveys are as follows.

GENDER IDENTIFICATION

Responses to both surveys were completed mostly by individuals who identified as female or male. However, there were individuals who identified as non–binary/third gender, preferred not to reveal their gender, or opted to self–describe their gender. Those choosing to self-describe gender defined their gender as genderfluid, genderqueer, or by an indication of pronoun preference.

2017 Gender Distribution

0.54%
0.54%
2.17%

40.76%
55.98%

2018 Gender Distribution

0.53%
1.06%
1.85%

41.69%
54.88%

- ■ Female
- ■ Male
- ■ Non-binary/third gender
- ■ Prefer not to say
- ■ Prefer to self-describe

LGBTQ+ IDENTIFICATION

Participants were asked about their LGBTQ+ identification as well. The number reporting membership in the LGBTQ+ community increased slightly from 2017 to 2018.

2017 LGBTQ+ Identification

18.52%

81.18%

2018 LGBTQ+ Identification

20.74%

79.26%

- ■ Identifies as LGBTQ+
- ■ Does not identify as LGBTQ+
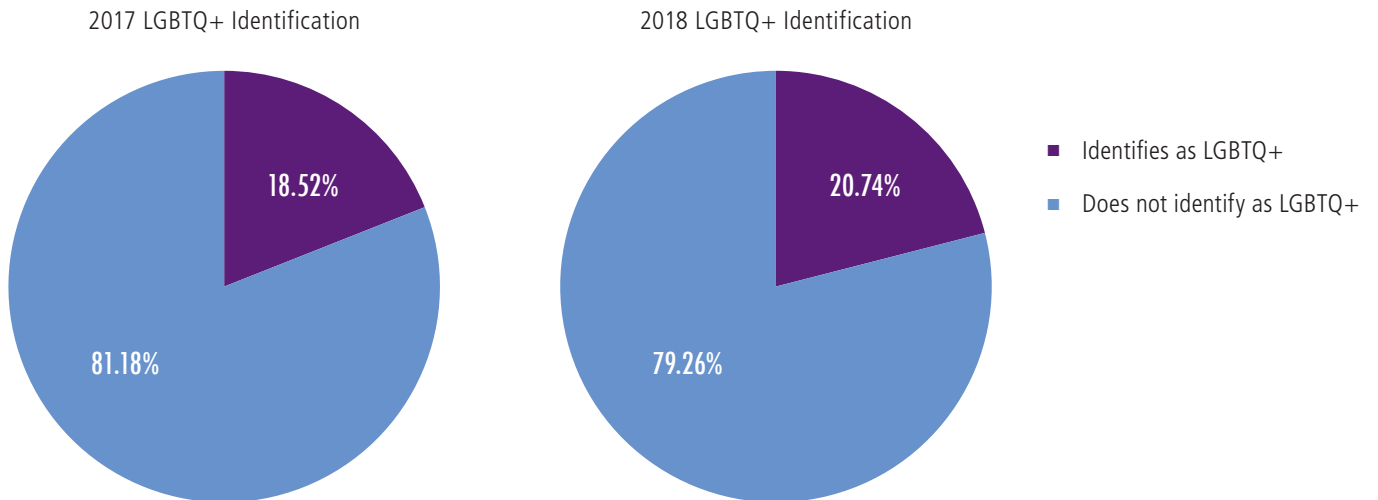
RACIAL AND ETHNICAL IDENTIFICATION

Respondents were also asked to identify their race. This survey relied on the race and ethnicity classifications provided by the U.S. Census Bureau. The Census Bureau's classifications can be found here: **https://www.census.gov/topics/population/race/about.html**. Options included:
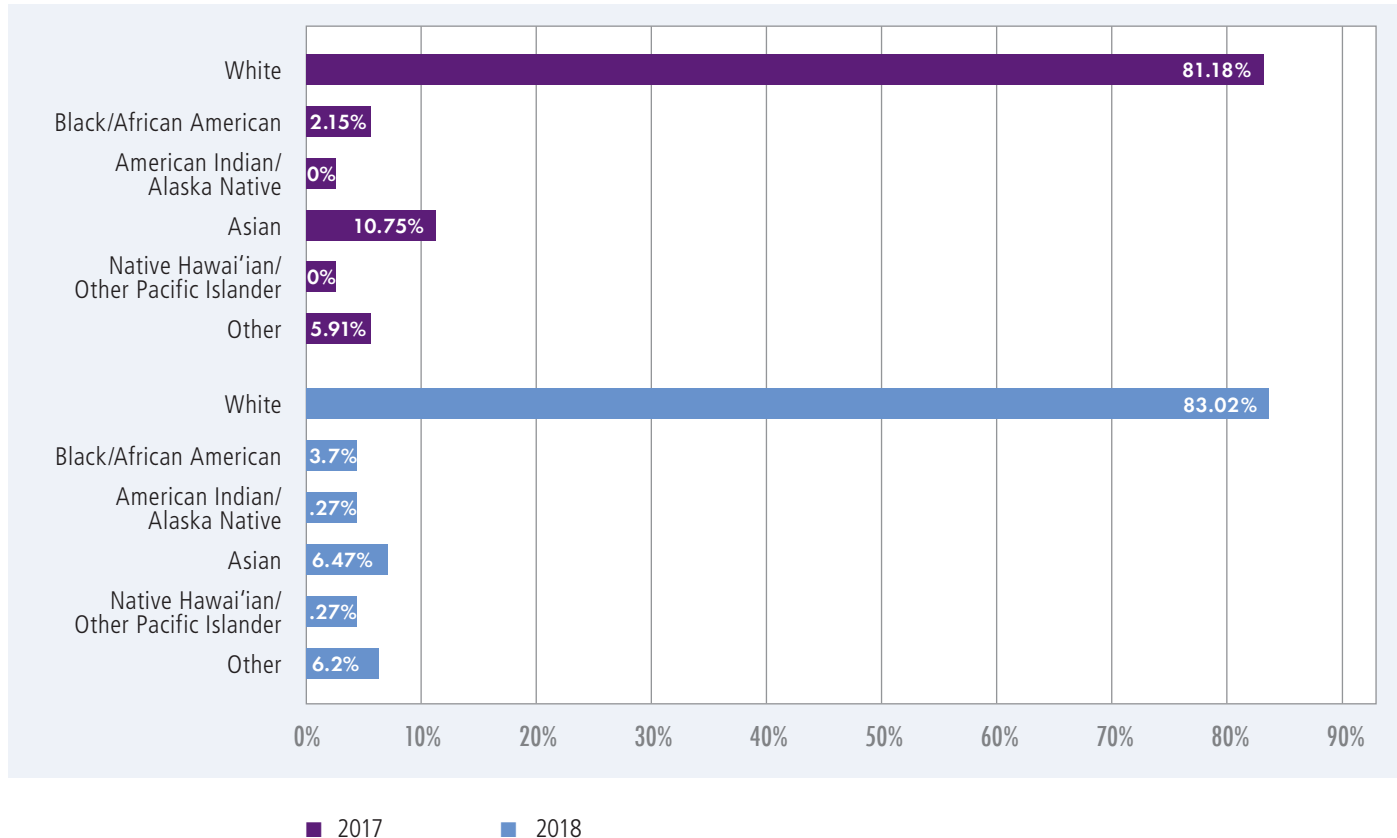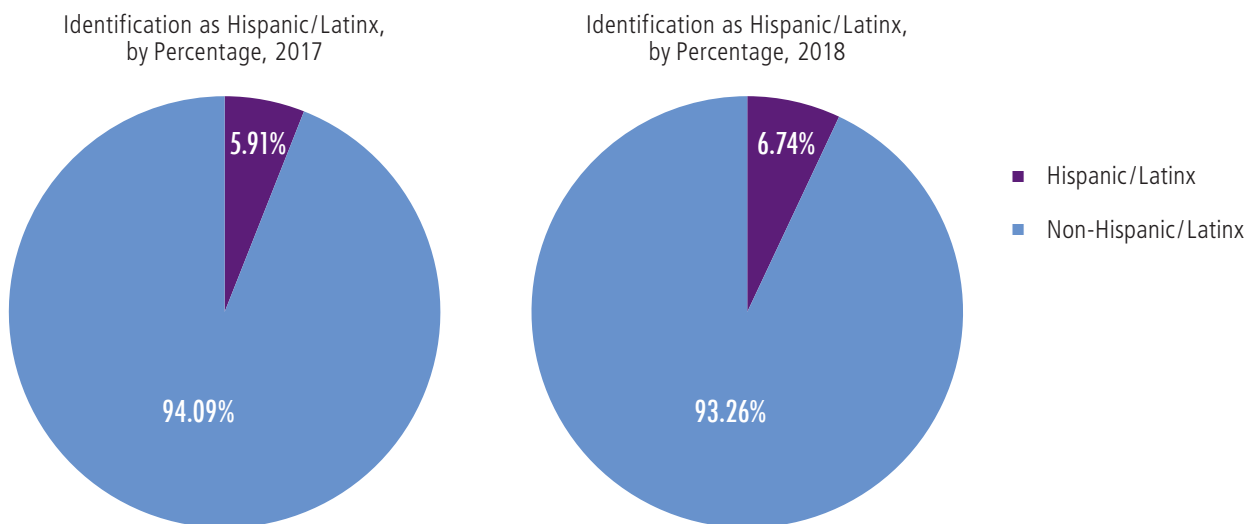
a) *White*: A person having origins in any of the original peoples of Europe, the Middle East, or North Africa;

b) *Black or African American*: A person having origins in any of the Black racial groups of Africa;

c) *American Indian or Alaska Native*: A person having origins in any of the original peoples of North and South America [including Central America] and who maintains tribal affiliation or community attachment;

d) *Asian*: A person having origins in any of the original peoples of the Far East, Southeast Asia, or the Indian subcontinent including, for example, Cambodia, China, India, Japan, Korea, Malaysia, Pakistan, the Philippine Islands, Thailand, and Vietnam;

e) *Native Hawai'ian or Other Pacific Islander*: A person having origins in any of the original peoples of Hawai'i, Guam, Samoa, or other Pacific Islands;

f) *Other*: Participants were prompted to specify this response.

Most participants identified as White. Only one individual each identified as American Indian/Alaska Native or Native Hawai'ian/Other Pacific Islander. Those choosing to specify their race described themselves as biracial, Chicana, Middle Eastern, Arab, AfroLatinx, Hispanic, and with international/national distinctions of Caucasian/White (e.g., Irish, Italian).

Racial Identification, 2017 and 2018

2017:
- White: 81.18%
- Black/African American: 2.15%
- American Indian/Alaska Native: 0%
- Asian: 10.75%
- Native Hawai'ian/Other Pacific Islander: 0%
- Other: 5.91%

2018:
- White: 83.02%
- Black/African American: 3.7%
- American Indian/Alaska Native: .27%
- Asian: 6.47%
- Native Hawai'ian/Other Pacific Islander: .27%
- Other: 6.2%

■ 2017   ■ 2018

Respondents were also asked whether they identified as Hispanic or Latinx. While the majority did not identify as Hispanic or Latinx, there was a small increase from 2017 to 2018 in the number of individuals who identified with this group.

Identification as Hispanic/Latinx,
by Percentage, 2017

5.91%

94.09%

Identification as Hispanic/Latinx,
by Percentage, 2018

6.74%

93.26%

■ Hispanic/Latinx

■ Non-Hispanic/Latinx

SCHOLARSHIP RELATED TO DIVERSITY

NCA also completed an analysis of journal articles published in 2018. This analysis identified the numbers of articles where a topic of diversity, equity, and inclusion was important to, or the primary focus of, the article. Topics included: race, ethnicity, sexual orientation, gender, religion, disability, political affiliation, and socio-economic status. For this analysis, 231 research articles were examined (book reviews, discussion articles, and forum articles were excluded). The following table highlights the number of articles found in each journal addressing a specific topic of diversity, equity, and inclusion. In parentheses is the percentage of articles found in each journal that addressed that topic.

Number of Articles (and Percentage of Total) Addressing Topic of Diversity, by Journal, 2018

	Race	Ethnicity	Sexual Orientation	Gender	Religion	Disability	Political Affiliation	Socio-Economic Status	None
CCCS	5 (35.7%)	1 (7.14%)	1 (7.14%)	3 (21.4%)	1 (7.14%)	0	0	0	4 (28.6%)
CE	1 (5.2%)	1 (5.2%)	1 (5.2%)	1 (5.2%)	1 (5.2%)	1 (5.2%)	1 (5.2%)	1 (5.2%)	18 (94.7%)
CM	2 (8.3%)	5 (20.8%)	0	2 (8.3%)	0	0	0	2 (8.3%)	17 (70.8%)
CT	5 (16.1%)	3 (9.6%)	2 (6.4%)	4 (12.9%)	2 (6.4%)	2 (6.4%)	2 (6.4%)	2 (6.4%)	25 (80.6%)
CSMC	5 (16.1%)	12 (38.7%)	4 (12.9%)	11 (35.5%)	3 (9.7%)	0	1 (3.2%)	2 (6.5%)	7 (22.6%)
FAS	0	0	0	0	0	0	0	1 (16.7%)	5 (83.3%)
JACR	2 (5.3%)	3 (7.9%)	0	5 (13.2%)	1 (2.6%)	3 (7.9%)	0	2 (5.3%)	19 (50%)
JIIC	2 (10.5%)	13 (68.4%)	2 (10.5%)	3 (15.8%)	2 (10.5%)	1 (5.3%)	0	0	3 (15.8%)
QJS	4 (25%)	3 (18.75%)	0	4 (25%)	1 (6.25%)	1 (6.25%)	1 (6.25%)	0	6 (37.5%)
ROC	2 (9.1%)	1 (4.5%)	0	2 (9.1%)	0	0	1 (4.5%)	0	17 (77.3%)
TPQ	0	4 (36.4%)	3 (27.2%)	2 (18.2%)	1 (9.1%)	0	0	0	5 (45.5%)
TOTALS	28 (12.1%)	46 (19.9%)	13 (5.6%)	37 (16%)	12 (5.19%)	8 (3.5%)	6 (2.6%)	10 (4.3%)	126 (54.5%)

Note: These articles do not include book reviews, forum articles, or discussion sections; only peer-reviewed research articles were included.

COMMUNICATION JOURNALS

NCA regularly reports on journal metrics for its 11 journals. In 2019, NCA compiled these data for myriad Communication or Communication-related journals. These metrics include a journal's JCR impact factor, Cite Score, SCImago/SJR score, Google Scholar ranking, *SNIP* weighting, and Cabell's "difficulty of acceptance" scores.

- *JCR*: The number of citations made in the current year to articles published in a journal included in JCR from the previous two years, divided by the total number of citable articles from the previous two years. The 2018 impact factor of a journal would be calculated as follows: A = the number of times articles published in 2016 and 2017 were cited by indexed journals during 2018; B = the total number of "citable items" published by that journal in 2008 and 2009; 2010 impact factor = A/B; JCR available by subscription.

- *CiteScore*: The number of citations made in the current year to articles in the previous three years of the journal, divided by the total number of articles in the previous three years of the journal. Journals are also reported according to their "highest percentile" in their appropriate grouping.

- *SCImago/SJR*: This metric does not consider all citations of equal weight; the prestige of the citing journal is taken into account. Journals are also reported in their appropriate quartile.

- *Google Scholar*: This is a ranking of 20 Communication journals according to citations to the journal in the Google Scholar database.

- *SNIP: SNIP* weights citations based on the number of citations in a field. If there are fewer total citations in a research field, then citations are worth more in that field. In other words, *SNIP* is a corrective metric to account for differences in citation potential in different fields.

- *Cabell's*: The Cabell's Whitelist offers "a curated list of over 11,000 academic journals spanning 18 disciplines [to guide] researchers and institutions in getting the most impact out of their research." Scores reported here are the "Difficulty of acceptance" score, reported as a percentage, and an Altmetric score of the journal's circulation/dissemination via social media.

These metrics for select Communication and Communication-related journals are presented in the following table. Please note that a more complete list of journals and their metrics is available on the NCA website at **www.natcom.org/metrics-for-journals**.

Journal Name	Sponsor/ Publisher	Editor	Peer-Reviewed	2019 Vol#	JCR*	Cite Score*	SCImago/ SJR*	Google Scholar*	SNIP*	Cabell's DA*
Annals of the International Communication Association	ICA/T&F	David Ewoldson, Michigan State University	Y	43	N/A	N/A	N/A	N/A		N/A
Communication & Critical/Cultural Studies	NCA/T&F	Greg Dickinson, Colorado State University	Y	16	0.953; 69/88 (Comm)	0.86; 118/890 (Cul Stu); 86%	0.635; Q1-Comm	N/A	0.752	N/A
Communication, Culture, & Critique	ICA/ Oxford UP	Sarah Benet-Weiser, USC & Laurie Ouelette, University of Minnesota	Y	12	0.653; 81/88 (Comm)	1.15; 78/890 (Cul St); 91%	0.267; Q3-Comm	N/A	1.127	N/A
Communication Education	NCA/T&F	Deanna Dannels, North Carolina State University	Y	68	N/A	1.4; 89/702 (Lang); 87%	1.001; Q1-Comm	N/A	1.377	52%/18

Journal Name	Sponsor/ Publisher	Editor	Peer-Reviewed	2019 Vol#	JCR*	Cite Score*	SCImago/ SJR*	Google Scholar*	SNIP*	Cabell's DA*
Communication Monographs	NCA/T&F	Tamara Afifi, UCSB	Y	86	2.365; 18/88 (Comm)	2.82; 21/702 (Lang); 97%	1.280; Q1-Comm	N/A	1.472	90%/28
Communication Quarterly	ECA/T&F	Chris Morse, Bryant University	Y	67	N/A	1.52; 80/312 (Comm); 74%	0.813; Q1-Comm	N/A	0.995	70%/15
Communication Reports	WSCA/ T&F	Tara McManus, University of Nevada, Las Vegas	Y	32	N/A	0.85; 156/702 (Lang); 77%	0.384; Q2-Comm	N/A	0.572	87%/13
Communication Research	Sage	Silvia Knobloch-Westerwick, Ohio State University & Jennifer Gibbs, UCSB	Y	46	3.087; 11/88 (Comm)	3.3; 13/743 (Lang); 98%	1.816; Q1-Comm	#8	1.964	98%/42
Communication Research Reports	ECA/T&F	Nicholas Bowman, Texas Tech University	Y	36	N/A	0.87; 135/312 (Comm); 56%	0.415; Q2-Comm	N/A	0.483	64%/12
Communication Studies	CSCA/ T&F	Patric Spence, University of Central Florida	Y	70	N/A	1.22; 107/312 (Comm); 65%	0.565; Q2-Comm	N/A	0.927	82%/14
Communication Teacher	NCA/T&F	Deanna Fassett, San Jose State University	Y	33	N/A	0.32; 215/312 (Comm); 30%	0.21; Q3-Comm	N/A	0.411	45%/9
Communication Theory	ICA/ Oxford UP	Karin Gwinn Wilkins, University of Texas	Y	29	3.395; 8/88 (Comm)	4.66; 4/743 (Lang); 99%	2.859; Q1-Comm	#15	3.275	88%/44
Critical Studies in Media Communication	NCA/T&F	Rob Brookey, Ball State University	Y	36	1.267; 50/88 (Comm)	1.66; 71/312 (Comm); 77%	0.521; Q2-Comm	N/A	1.247	95%/20
Environmental Communication	IECA/T&F	Matthew Nisbet, Northeastern University	Y	13	2.469; 17/88 (Comm)	2.8; , 15/71 (Envir); 79%	1.151; Q1-Environ Sci	N/A	1.316	N/A
Feminist Media Studies	T&F	Cynthia Carter, Cardiff University & , Isabel Molina-Guzman, University of Illinois	Y	19	2.042; 27/88 (Comm)	1.87; 4/434 (Arts); 99%	0.888; Q1-Comm	N/A	1.355	83%/15

Journal Name	Sponsor/ Publisher	Editor	Peer-Reviewed	2019 Vol#	JCR*	Cite Score*	SCImago/ SJR*	Google Scholar*	SNIP*	Cabell's DA*
First Amendment Studies	NCA/T&F	Kevin Johnson, CSU-Long Beach	Y	52	N/A	0.93; 178/609 (Law); 70%	0.256; Q3-Comm	N/A	0.284	N/A
Health Communication	T&F	Teresa Thompson, University of Dayton	Y	34	1.846; 36/88 (Comm)	2.25; 43/312 (Comm); 86%	1.036; Q1-Comm	N/A	1.118	73%/27
Howard Journal of Communications	T&F	Chuka Onwumechili, Howard University	Y	30	N/A	0.45; 186/312 (Comm); 40%	0.219; Q3-Comm	N/A	0.508	63%/12
Human Communication Research	ICA/ Oxford UP	Eun-Ju Lee, Seoul National University	Y	45	3.534; 6/88 (Comm)	3.88; 10/743 (Lang); 98%	2.307; Q1-Comm	N/A	1.847	92%/40
Journal of Applied Communication Research	NCA/T&F	Debbie Dougherty, University of Missouri	Y	47	1.033; 63/88 (Comm)	1.6; 74/702 (Lang); 89%	0.559; Q2-Comm	N/A	0.977	68%/20
Journal of Broadcasting & Electronic Media	T&F	Carolyn Lin, University of Connecticut	Y	63	1.917; 34/88 (Comm)	3.0; 21/312 (Comm); 93%	1.631; Q1-Comm	#18	1.651	93%/32
Journal of Communication	ICA/ Oxford UP	R. Lance Holbert, Temple University	Y	69	3.753; 5/88 (Comm)	4.49; 5/743 (Lang); 99%	2.670; Q1-Comm	#2	2.381	94%/41
Journal of Communication Pedagogy	CSCA/ online	Deanna Sellnow, University of Central Florida	Y	2	N/A	N/A	N/A	N/A	N/A	N/A
Journal of Computer-Mediated Communication	ICA/ Oxford UP	Rich Ling, Nanyang Technical University, Singapore	Y	24	4.896; 1/88 (Comm)	7.41; 22/569 (Comp Sci); 96%	3.311; Q1-Comp Sci	#3	3.018	100% /71
Journal of Family Communication	T&F	Jeffrey Child, Kent State University	Y	19	N/A	1.78; 62/312 (Comm); 79%	0.763; Q1-Comm	N/A	1.066	83%/13
Journal of Health Communication	T&F	Scott Ratzan, Harvard University	Y	24	1.773; 37/88 (Comm)	2.37; 37/312 (Comm); 88%	1.007; Q1-Comm	N/A	1.082	25%/41

Journal Name	Sponsor/ Publisher	Editor	Peer-Reviewed	2019 Vol#	JCR*	Cite Score*	SCImago/ SJR*	Google Scholar*	SNIP*	Cabell's DA*
Journal of International & Intercultural Communication	NCA/T&F	Todd Sandel, University of Macau	Y	12	N/A	1.3; 59/890 (Cul St); 93%	0.586; Q2-Comm	N/A	1.265	N/A
Journal of Public Relations Research	AEJMC Div./T&F	Bey-Ling Sha, San Diego State University	Y	31	2.125; 25/88 (Comm)	2.21; 161/1111 (Soc); 85%	1.304; Q1-Pub Admin	N/A	1.333	97%/32
Journal of Social & Personal Relationships	Sage	Geoff MacDonald, University of Toronto (Can.)	Y	36	1.678; 38/88 (Comm)	1.86; 200/1111 (Soc); 82%	0.879; Q1-Comm	N/A	1.173	77%/27
Journalism & Mass Communication Quarterly	AEJMC/ Sage	Louisa Ha, Bowling Green State University	Y	96	2.030; 28/88 (Comm)	2.74; 28/312 (Comm); 91%	1.320; Q1-Comm	#19	1.611	91%/17
Management Communication Quarterly	Sage	Rebecca Meisenbach, University of Missouri	Y	33	1.193; 56/88 (Comm)	1.49; 81/312 (Comm); 74%	0.699; Q1-Comm	N/A	0.787	89%/30
Mass Communication & Society	T&F	Fuyuan Shen, Penn State University	Y	22	2.189; 24/88 (Comm)	2.36; 39/312 (Comm); 87%	1.534; Q1-Comm	N/A	1.436	92%/28
Media, Culture, & Society	Sage	Five editors	Y	41	1.866; 35/88 (Comm)	2.12; 45/312 (Comm); 85%	1.149; Q1-Comm	#14	1.63	87%/26
New Media & Society	Sage	Steve Jones, University of Illinois-Chicago	Y	21	4.800; 2/88 (Comm)	5.49; 2/312 (Comm); 99%	2.855; Q1-Comm	#1	2.835	N/A
Philosophy & Rhetoric	PSU Press	Erik Doxtader, University of South Carolina	Y	52	N/A	0.62; 131/547 (Phil); 76%	0.397; Q1-Phil	N/A	1.195	N/A
Political Communication	T&F	Claes de Vreese, University of Amsterdam	Y	36	4.339; 3/88 (Comm)	3.82; 43/1111 (Soc); 96%	2.825; Q1-Comm	N/A	1.925	89%/36
Public Relations Review	Elsevier	Maureen Taylor, University of Tennessee	Y	45	1.616; 40/88 (Comm)	2.34; 40/312 (Comm); 87%	1.001; Q1-Comm	#5	1.23	80%/39

Journal Name	Sponsor/Publisher	Editor	Peer-Reviewed	2019 Vol#	JCR*	Cite Score*	SCImago/ SJR*	Google Scholar*	SNIP*	Cabell's DA*
Qualitative Research Reports in Communication	ECA/T&F	Kristen Majocha, University of Pittsburgh-Johnstown	Y	20	N/A	0.55; 174/312 (Comm); 44%	0.204; Q3-Comm	N/A	0.477	N/A
Quarterly Journal of Speech	NCA/T&F	Mary Stuckey, Penn State University	Y	105	0.758; 75/88 (Comm)	1.1; 115/702 (Lang); 83%	0.823; Q1-Comm	N/A	1.134	90%/8
Review of Communication	NCA/T&F	Ramsey Eric Ramsey, Arizona State University	Y	19	N/A	1.0; 126/312 (Comm); 59%	0.416; Q2-Comm	N/A	1.056	N/A
Rhetoric Society Quarterly	RSA/T&F	Susan Jarratt, UC-Irvine	Y	49	0.956; 68/88 (Comm)	1.04; 144/743 (Lang); 80%	0.816; Q1-Comm	N/A	1.48	N/A
Southern Communication Journal	SSCA/T&F	Jennifer Samp, University of Georgia	Y	84	N/A	0.8; 144/312 (Comm); 54%	0.460; Q2-Comm	N/A	0.739	45%/8
Television & New Media	Sage	Diane Negra, University College Dublin (Ire.) & Jonathan Corpus Ong, University of Massachusetts	Y	20	1.245; 51/88 (Comm)	1.64; 8/434 (Arts); 98%	1.077; Q1-Cul Stud	N/A	1.54	N/A
Text and Performance Quarterly	NCA/T&F	Craig Gingrich-Philbrook, Southern Illinois University	Y	39	N/A	0.34; 65/736 (Lit); 90%	0.151; Q3-Comm	N/A	0.417	N/A
Western Journal of Communication	WSCA/ T&F	Robert Rowland, University of Kansas	Y	83	N/A	1.09; 118/702 (Lang); 83%	0.487; Q2-Comm	N/A	0.922	60%/12
Women's Studies in Communication	T&F	Kristen Hoerl, University of Nebraska	Y	42	N/A	1.14; 46/129 (Gender); 64%	0.500; Q2-Comm	N/A	0.86	N/A

RESEARCH FUNDING IN COMMUNICATION

The Higher Education Research and Development Survey (HERD) is the primary source of information on research and development (R&D) expenditures at U.S. colleges and universities. The survey is an annual census of institutions that expended at least $150,000 in separately budgeted R&D in the fiscal year and collects information on R&D expenditures by field of research and source of funds. The *2019 College and University Rankings for Federal Social and Behavioral Science R&D* is comprised of data collected by HERD for fiscal year 2017. The top 10 colleges and universities in Federal Social and Behavioral Science R&D are included in the following table.

Academic Institution	Federal R&D FY 2017
University of North Carolina at Chapel Hill	$126,694,000
University of Michigan, Ann Arbor	$117,218,000
University of Minnesota, Twin Cities	$44,272,000
University of Maryland, College Park	$42,681,000
Pennsylvania State University, University Park and Hershey Medical Center	$37,794,000
University of Washington, Seattle	$36,061,000
University of Pennsylvania	$32,888,000
New York University	$32,384,000
University of Southern California	$31,958,000
University of South Florida, Tampa	$31,580,000

Source: 2019 College and University Rankings for Federal Social and Behavioral Science S&D. Available at https://www.cossa.org/resources/sbs-r-d-rankings/.
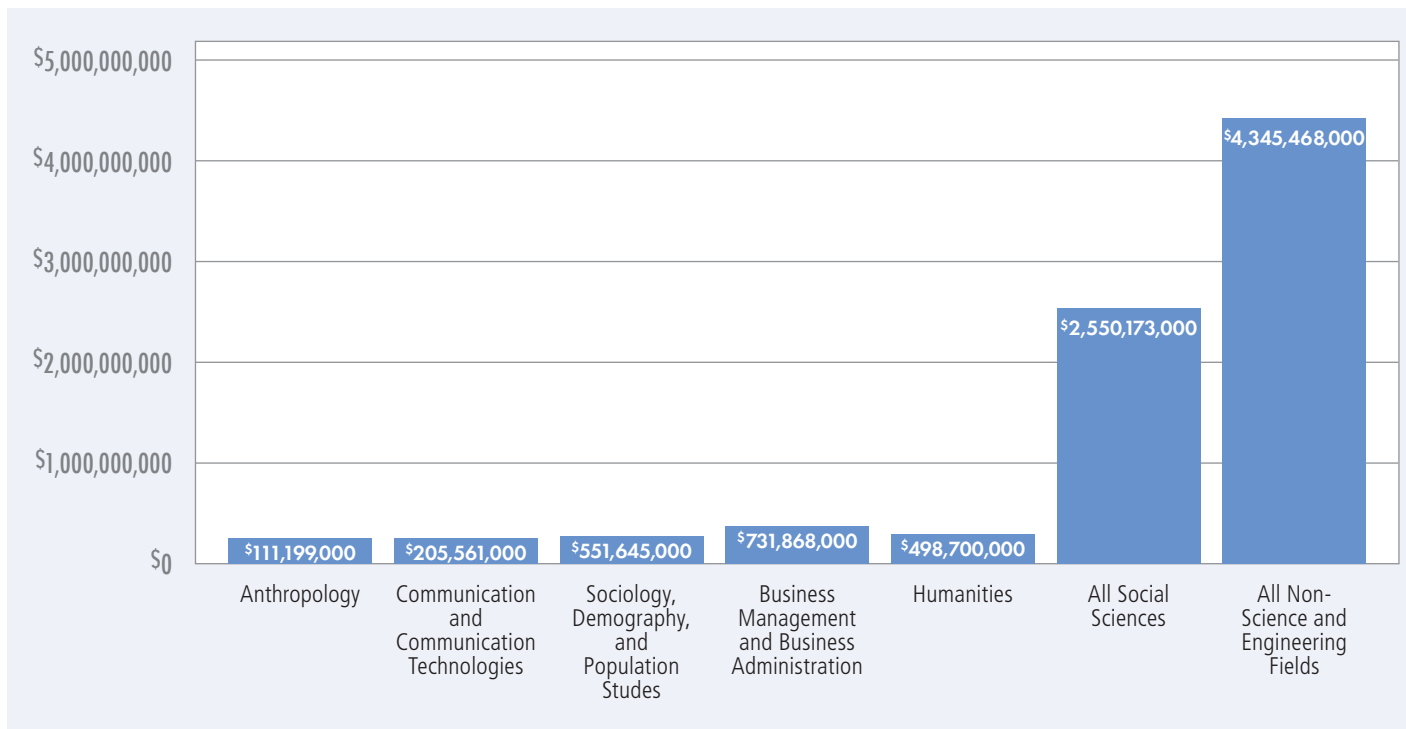
Expenditures in Communication and Communication Technologies are also included in the HERD survey report. This field was renamed from Communication, Journalism, and Library Science in 2016 and includes Communication and Media Studies, Communication Technologies, Journalism, and Radio, Television, and Digital Communication. Between 2010 and 2017, R&D funding for these fields increased by 57.65 percent. The top 10 U.S. universities for Higher Education R&D funding in "Communication and Communication Technologies" for 2017 are included in the following table.

Academic Institution	2017 R&D Expenditures
University of Utah	$29,639,000
Georgia State University	$11,567,000
University of Washington, Seattle	$11,272,000
University of Pennsylvania	$8,989,000
University of South Florida, Tampa	$8,087,000
University of Texas, Austin	$7,306,000
Washington State University	$7,234,000
Georgia Institute of Technology	$6,099,000
University of Southern California	$5,936,000
Northwestern University	$5,574,000

Source: https://ncsesdata.nsf.gov/herd/2017/html/herd2017_dst_57.html.

The chart below details differences in total higher education R&D expenditures in Communication and selected disciplines, including all social science disciplines (comprised of Anthropology, Political Science and Government, Sociology, Demography, and Population Studies, and non-classified social sciences) and all non-science and engineering disciplines (comprised of Business Management and Business Administration, Communication and Communication Technologies, Education, Humanities, Law, Social Work, Visual and Performing Arts, and other).

2017 R&D Expenditures for Communication and Communication Technologies and Selected Disciplines

Sources: https://ncsesdata.nsf.gov/herd/2017/html/herd2017_dst_57.html and https://ncsesdata.nsf.gov/herd/2017/html/herd2017_dst_52.html.

The HERD survey also reports on the sources of funding received for Communication and Communication Technologies research. As the chart on the opposite page indicates, most Communication and Communication Technologies research funding originates from the federal government, non-profit organizations, and institutional funds. Between 2012 and 2017, federal government funding for all Communication disciplinary research totaled over $299 million, while non-profit organizations provided more than $131 million, and institutions provided more than $481 million. Funding was obtained from state and local governments, businesses, and a variety of other sources as well.
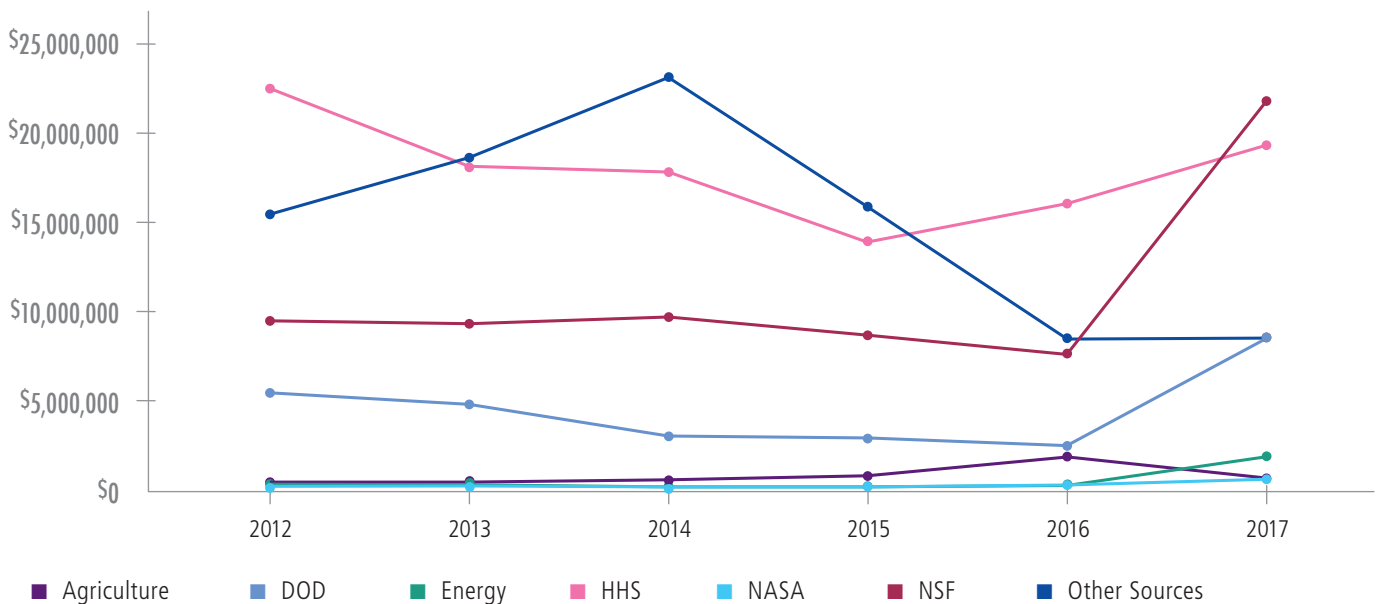
Funding Sources for Communication and Communication Technologies, 2012–2017

Source: https://ncsesdata.nsf.gov/ids/herd.
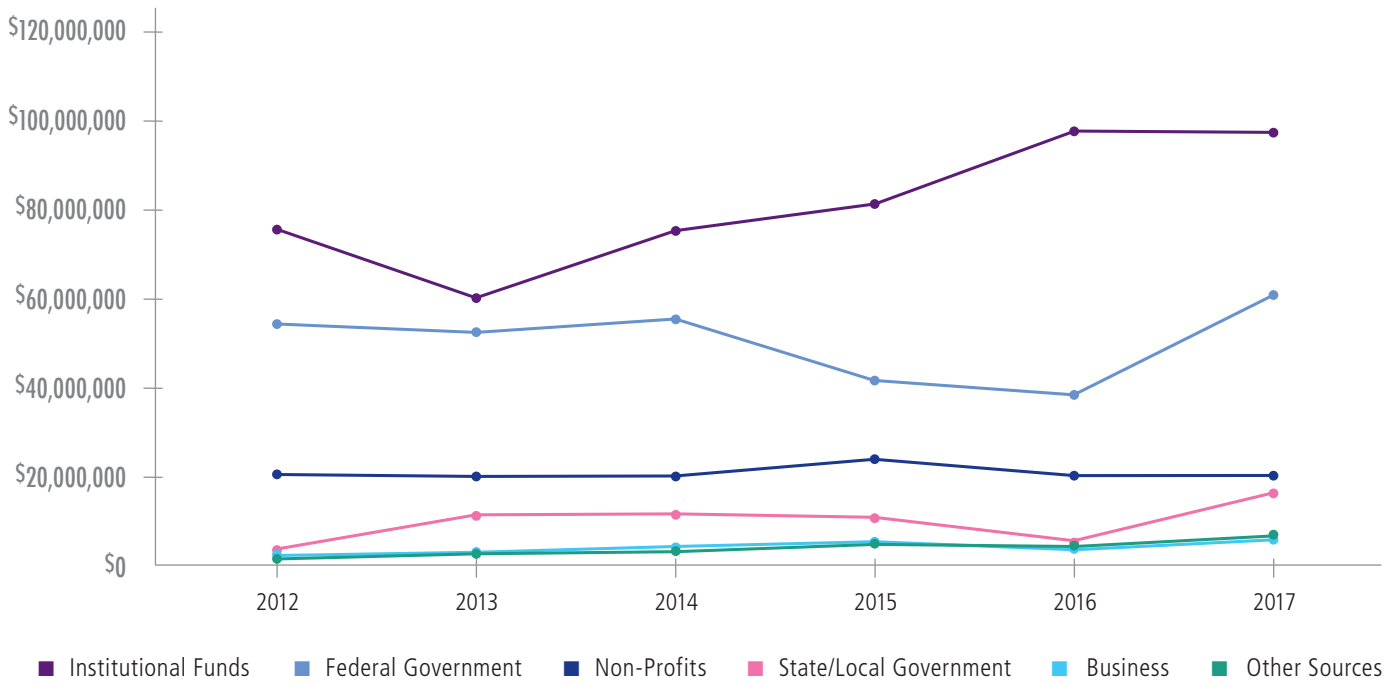
Over the past five years, the majority of federal funding in Communication fields came from the Department of Health and Human Services, the National Science Foundation, and a conglomeration of other government departments. Between 2012 and 2017, the Department of Health and Human Services provided more than $100 million in Communication research funding, while NSF contributed more than $66 million. The chart below details the federal Communication and Communication Technologies research funding levels of several government departments including the Departments of Agriculture, Defense, Energy, and Health and Human Services, the National Science Foundation, and the National Aeronautics and Space Administration.

Federal Funding Sources for Communication and Communications Technologies, 2012–2017

Source: https://ncsesdata.nsf.gov/ids/herd.

When comparing research funding across similar humanities and social science disciplines, the Communication and Communication Technologies field receives consistently less funding than fields such as Sociology and Economics. As is the case with Communication and Communication Technologies, in 2017 Economics and Sociology were largely funded by the federal government, institutions, and non-profit organizations.

Funding for Communication and Communication Technologies in Comparison to Other Similar Disciplines
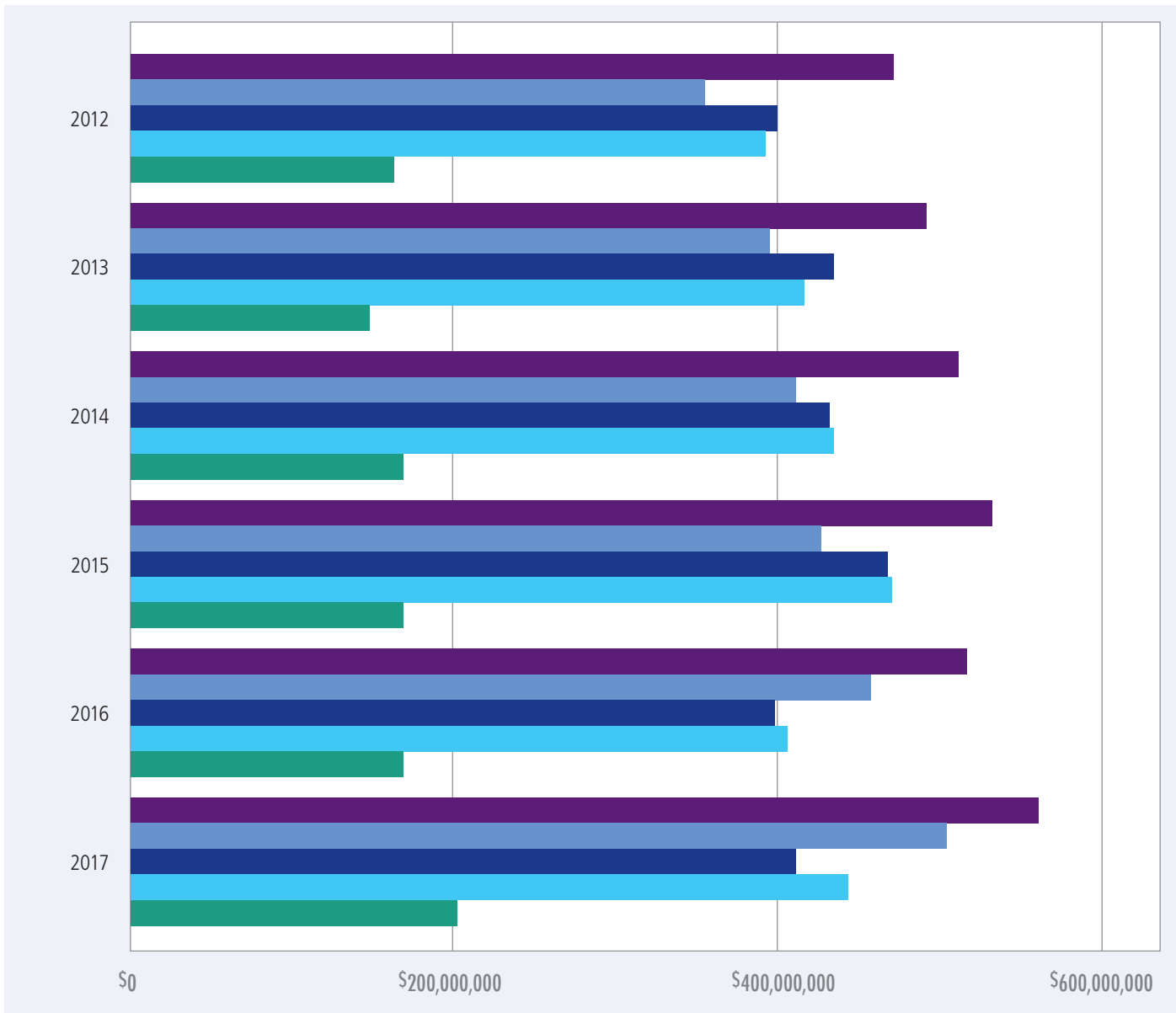
- Sociology, Demography, and Population Studies
- Humanities
- Political Science and Government
- Communication and Communication Technologies
- Economics

Source: https://ncsesdata.nsf.gov/ids/herd.

Assistant Professor in Public Relations and Health Communication, *Purdue University*

Brian Lamb School of Communication Tenure Track Assistant Professor in Public Relations and Health Communication

DATE AVAILABLE: August 2020

PRINCIPAL DUTIES: Purdue University's Brian Lamb School of Communication is seeking a public relations scholar, with research interests in health communication, for an academic year appointment at the Assistant Professor level. The successful candidate will publish scholarship in health and PR and teach both undergraduate and graduate courses in public relations.

QUALIFICATIONS: The candidate must have a Ph.D. in Public Relations, Communication, or a related field, with expertise in health communication. This position requires strong oral and written communication skills and a proven ability to publish high-quality, peer-reviewed research. Salary will be commensurate with training and experience. The ideal candidate would have a research program connected to health, previous grant-related experience, and the potential to obtain external research funding. This ideal candidate would be able to teach courses in PR at the graduate and undergraduate levels, as well as courses supporting the Lamb School's new undergraduate concentration in health communication, while also advising graduate students. Possibilities exist for collaboration across campus with partners such as the new Department of Public Health and the Regenstreif Center for Healthcare Engineering. The ability to teach a large persuasion class is desirable.

We seek a colleague who is able to teach courses that are part of the College's Cornerstone Integrated Liberal Arts first-year curriculum (College of Liberal Arts' Integrated Cornerstone).

APPLICATION PROCEDURE: Candidates should submit application materials electronically via **https://careers.purdue.edu/. The job requisition ID number (Req ID) for this position is 7322.** Access this position by selecting the "MORE OPTIONS" list under the "SEARCH BY KEYWORD" box. Enter the requisition ID number in the "REQ ID" search field and click on "SEARCH JOBS."

Applications **must** include: 1) Curriculum vitae, 2) Cover letter, 3) Representative publication, 4) Statement about teaching and evidence of teaching effectiveness (no more than four pages), and 5) contact information for three references.

Purdue University's Brian Lamb School of Communication is committed to advancing diversity in all areas of faculty effort including discovery, instruction, and engagement. Candidates should address at least one of these areas in their cover letter, indicating their past experiences, current interests or activities, and/or future goals to promote a climate that values diversity and inclusion.

Screening of applicants will begin **October 15, 2019**, and will continue until the position is filled. A background check is required for employment in this position. Questions regarding the application process can be directed to Alli Loy (loy2@purdue.edu; 765.494.3336). Questions regarding the position can be directed to Dr. Josh Boyd, Search Committee Chair (boyd@purdue.edu; 765.494.3333).

Purdue University is an EOE/AA employer. All individuals, including minorities, women, individuals with disabilities, and veterans are encouraged to apply.

This institution chooses not to disclose its domestic partner benefits policy.

This institution chooses not to disclose its spousal benefits policy.

Assistant Professor of Practice in Public Relations, *Purdue University*

DATE AVAILABLE: August 2020

PRINCIPAL DUTIES: Purdue University's Brian Lamb School of Communication is seeking a public relations practitioner for an academic year appointment at the Assistant Professor of Practice level. The primary responsibility for this position will be teaching and working with undergraduate students in the Lamb School's largest concentration, Public Relations and Strategic Communication. The successful candidate will also mentor graduate students pursuing non-academic careers and cultivate relationships with industry to benefit students.

QUALIFICATIONS: The candidate must have a master's degree or Ph.D. in Public Relations, Communication, or a related field. This position requires significant professional experience in public relations and the ability to teach and mentor students. Salary will be commensurate with training and experience. The candidate might also teach graduate courses on campus or online.

We seek a colleague who is able to teach courses that are part of the College's Cornerstone Integrated Liberal Arts first-year curriculum (College of Liberal Arts' Integrated Cornerstone).

APPLICATION PROCESS: Candidates should submit application materials electronically via **https://careers.purdue.edu/. The job requisition ID number (Req ID) for this position is 7321.** Access this position by selecting the "MORE OPTIONS" list under the "SEARCH BY KEYWORD" box. Enter the requisition ID number in the "REQ ID" search field and click on "SEARCH JOBS."

Applications **must** include: 1) Curriculum vitae or resume, 2) Cover letter, 3) Sample(s) of professional work in public relations, 4) Statement about teaching and evidence of teaching effectiveness (no more than four pages), and 5) contact information for three references.

Purdue University's Brian Lamb School of Communication is committed to advancing diversity in all areas of faculty effort including discovery, instruction, and engagement. Candidates should address at least one of these areas in their cover letter, indicating their past experiences, current interests or activities, and/or future goals to promote a climate that values diversity and inclusion.

Screening of applicants will begin **October 15, 2019**, and will continue until the position is filled. A background check is required for employment in this position. Questions regarding the application process can be directed to Alli Loy (loy2@purdue.edu; 765.494.3336). Questions regarding the position can be directed to Dr. Josh Boyd, Search Committee Chair (boyd@purdue.edu; 765.494.3333).

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Assistant Professor Communication & Media Studies, *University of Wisconsin-Parkside*

The University of Wisconsin-Parkside's Communication Department seeks to hire a Media Generalist for the position of Assistant Professor of Communication to start in August 2020. The position requires teaching undergraduate and graduate courses in any one or more of the following areas: Media Studies, Mass Media, Digital Media Production, Social Media, and New Media.

The ideal candidate will teach lower and upper-level Communication courses in: media studies, global media, and social media, beginning in August 2020. Our department prioritizes issues of social justice and diversity, service learning, and online teaching, and expects the candidate to contribute to those emphases. The primary responsibility of the position is teaching undergraduate students.

Individuals from diverse backgrounds are encouraged to apply.

UW-Parkside is a regional comprehensive university committed to accessibility, academic excellence, student success, diversity, and community engagement. The university is located between Chicago and Milwaukee and enrolls approximately 5,000 students.

Applications received by November 12, 2019 are ensured full consideration. For complete position description and instructions on how to apply, please go to **https://www.uwp.edu/explore/employment/index.cfm?page=1** and click on "Faculty-Assistant Professor of Communication & Media Studies."

To apply, please submit the following documents: a cover letter; curriculum vitae; copies of unofficial graduate transcripts; syllabus from a course taught; statement of teaching and research philosophy; teaching evaluations; and sample of scholarship. (Additional materials may be requested.)

If you have any questions about your application call or email: Joe Lambin 262.595.2331, cahjobs@uwp.edu or, Adrienne Viramontes, Search Chair, at: viramont@uwp.edu.

This institution chooses not to disclose its domestic partner benefits policy.

This institution chooses not to disclose its spousal benefits policy.

NATIONAL
COMMUNICATION
ASSOCIATION

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Washington, DC 20036