

ANALYSIS OF FACULTY TEACHING POSITIONS ADVERTISED

In

National Communication Association
and
Association for Education in Journalism and Mass Communication
Publications

JULY, 2002 – NOVEMBER, 2004

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Introduction

Between July of 2002 and November of 2004, academic institutions advertised a total of **1379** open faculty positions in communication, an **average of 591.9** positions per year. The goal of this report is to provide an analysis of the types of teaching specialties that were offered, at what levels and in what kinds of institutions. Position listings were obtained from NCA's and AEJMC's newsletters and web sites. The work was done by Dr. Bill Eadie of San Diego State University.

The data generated in this study of the job market need to be compared with data about the number of doctoral degrees granted in communication-related fields. The Doctoral Data Project completed by the National Opinion Research Center at the University of Chicago (see <http://www.norc.uchicago.edu/issues/sed-2003.pdf>) reported that 566 doctoral degrees had been awarded in 2002-2003. The Project reported 566 doctorates in communication as follows:

Speech and Rhetorical Studies	151
Communications research	63
Mass communications	161
Communications theory	42
Communications, general	89
Communications, other	<u>60</u>
Total	566

Unfortunately, the breadth of individual degrees included under these titles is not clear. Rhetorical studies might include dissertations in “English” or “Writing” as well as communication.

A slightly older report on degrees awarded in communication comes from the **National Center for Education Statistics**. It reported that for the 2001-2002 academic year (the most recent data available), **only 374 doctoral degrees** were awarded in communication in the US. In either case, the supply of new faculty with a doctoral degree does not match the demand in the marketplace.

The information below reports the results of the analysis in four parts, beginning with a look at the teaching specializations called for in the advertisements:

Teaching Specializations

An important goal of the study was to uncover what teaching specialties were most in demand in the communication field. Table I reports the data.

Table I
Teaching Specializations Advertised in NCA and AEJMC Publications
July 2002 – November 2004

Teaching Specialty	Number of Positions Advertised	Percentage of All Positions Advertised
Advertising	59	4.3%
Applied Communication	23	1.7%
Basic Course	20	1.5%
Broadcast Journalism	27	1.9%
Chair/Director	45	3.3%
Communication	149	10.8%
Comm Tech/New Media	34	2.5%
Critical/Cultural Studies	16	1.1%
Dean	10	0.7%
Digital Media	23	1.7%
Electronic Media	27	1.9%
Forensics	33	2.4%
Generalist	71	5.1%
Health Communication	26	1.9%
Intercultural/International Communication	32	2.3%
Interpersonal Communication	30	2.2%
Journalism	84	6.1%
Mass Communication	44	3.2%
Media Production	52	3.8%
Media Studies	45	3.3%
Organizational Communication	93	6.7%
Public Relations	112	8.1%

Rhetoric	72	5.2%
Strategic Communication	18	1.3%
Writing	17	1.2%

As a group, **teaching specialties not listed above** constituted **22.07%** of all positions. Among these were specialties such as *political communication* (5 positions), *race and ethnicity studies* (4), *radio studies* (2) and singularly defined positions such as *audience research* and *science communication*.

Three groups of positions were in highest demand. First, broadly defined positions such as *Communication*, *Journalism* and *Generalist* positions represented 22.0% (304) of all faculty openings. Specialties generally associated with the study of “media” constitute 16.5% (229) of all positions advertised. These include *Broadcast Journalism*, *Digital Media*, *Electronic Media*, *Mass Communication* and *Media Production*. Finally, combining *Organizational Communication* and *Public Relations* covered 14.8% (205) of the offerings.

Academic Ranks

The study also examined the ranks at which the positions were offered. The data in Table II reflects some duplication of positions (e.g. a chair position advertised at the associate or full rank).

Table II
Academic Ranks for Teaching Positions
Advertised in NCA and AEJMC Publications
July 2002 – November 2004

Rank Offered	Positions Advertised	Percentage of All Positions Advertised
Instructor/Lecturer	36	2.6%
Assistant Professor	890	64.5%
Assistant or Associate Professor	205	14.8%
Associate Professor	11	0.8%
Associate/Full/Chair/Director	85	6.2%
Rank open or not specified	158	11.5%

The largest percentage of open-rank positions (20/84 or 23.8%) was in journalism.

Not surprisingly, the bulk of positions were offered at the assistant professor level. One small surprise did emerge. Six 6 postdoctoral positions (less than 0.1%) were advertised, a new development for the communication discipline.

Institution Type

The analysis also looked at the number of positions advertised by type of institution, as seen in Table III.

Table III
Institution Type Represented in Advertisements
for
Communication and Journalism Positions
July 2002 – November 2004:

Institutional Type	Positions Advertised	Percentage of All Positions Advertised
Doctoral Universities	653	47.4%
Comprehensive Universities	515	37.3%
Undergraduate Colleges	157	11.4%
Non-U.S. Schools	46	3.3%

Schools were classified by the Carnegie system. Doctoral Universities included those with a Ph.D. in communication and those without a doctoral degree in communication. Clearly, the bulk of the positions were to be found at schools with graduate programs.

The NCA and AEJMC publications contained too few advertisements for openings at community colleges to provide a good sample. As a rule, community college positions do not tend to be posted with the professional associations but are found in the *Chronicle* or via campus websites or HR postings.

Open Positions at Doctoral Programs in Communication

Finally, an analysis was made of communication or journalism positions advertised for schools with doctoral programs in communication.

Table IV
Teaching Specializations Advertised in Departments Granting a Doctoral Degree in
Communication
July 2002 – November 2004

Teaching Specialty	Number of Positions Advertised	Percentage of All Positions Advertised in Specialty
Advertising	14	24%
Applied Communication	2	9%
Basic Course	6	30%
B/C Journalism	6	22%
Chair/Director	14	31%
Communication	22	15%
Comm Tech/New Media	13	38%
Critical/Cultural Studies	6	38%
Dean	4	40%
Digital Media	8	35%
Electronic Media	5	19%
Forensics	3	9%
Generalist	0	0%
Health Communication	17	65%
Intercultural/international Communication	9	28%
Interpersonal Communication	11	37%
Journalism	17	20%
Mass Communication	10	23%
Media Production	4	8%
Media Studies	6	13%
Organizational Communication	22	24%
Public Relations	16	14%
Rhetoric	22	31%
Strategic Communication	7	39%
Writing	3	18%

From these data, we can see that doctoral programs in communication or journalism offered nearly two-thirds of all positions in health communication. They also offered more than one-third of all positions in Communication Technology/New Media, Critical/Cultural Studies, Digital Media, Interpersonal Communication and Strategic

Communication. A substantial number of dean positions were offered by doctoral granting institutions.

Doctoral-granting departments were less likely to advertise for generalists, media production, forensics, applied communication, media studies, public relations, generic communication positions, or writing positions. Also, doctoral-granting departments were much more likely to develop unique labels for their positions (e.g., urban journalism, critical race studies, media convergence).

Some factoids:

- Undergraduate institutions and smaller comprehensive universities tended to advertise for generalists or for generic communication positions. Programs at doctoral-granting universities almost never advertised for a generalist.
- Forensics positions were advertised primarily by undergraduate and comprehensive universities.
- Health communication positions and positions in telecommunications were advertised primarily by programs at doctoral-granting institutions.

Doctoral universities were more likely to advertise positions at senior (Associate or Full Professor) rank than were comprehensive or undergraduate universities.