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NATIONAL
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ANALYSIS OF FACULTY TEACHING
POSITIONS ADVERTISED 2005-2010



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www.natcom.org | Dan Fogarty, National Office

ANALYSIS OF FACULTY TEACHING POSITIONS ADVERTISED

January, 2005 – December, 2010

Summary

In this report advertised communication faculty positions in both the National Communication Association (NCA) and Association for Education in Journalism and Mass Communication (AEJMC) publications between January 2005 and December 2010 are analyzed. In total academic institutions advertised 3,328 positions, an average of 555 positions per year. This report extends a 2002-2004 analysis of faculty positions conducted by Dr. Bill Eadie of San Diego State University.

Introduction

The current review contains four different categories: teaching specialties offered, rank of position, type of institution, and geographic location, and compared data in these categories with the total number of communication doctorates granted. Findings are reported in the following order:

1. Job postings per year
2. Teaching specializations advertised
3. Academic ranks
4. Institution type
5. Geographic location
6. Teaching specializations at doctoral programs in communication
7. Analysis and Conclusion

According to the 2009 Survey of Earned Doctorates (SED) conducted by the National Science Foundation (NSF) between 2005 and 2009, 5,574 doctorates were awarded in communication (X=1,115 degrees per year). The SED includes the disciplines of communication, journalism, and mass communication. As an example, the breakdown of degrees awarded for 2009 (1,257 doctoral degrees) includes:

Field of Study	# of Doctoral Degrees
Speech and rhetorical studies	138
Communications	626
Communication theory	38
Communication research	129
Mass communication & media studies	206
Communication, general	120

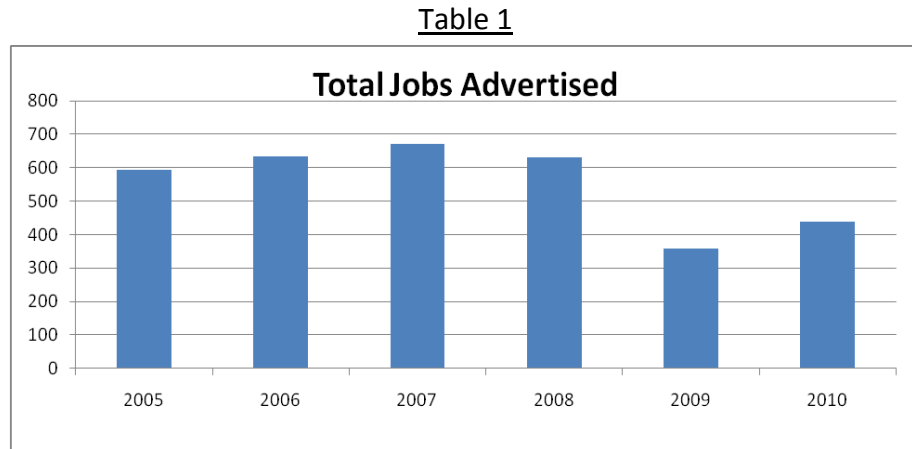
Also in 2009, only 358 jobs were posted in NCA and AEJMC publications. That is a surplus of 899 new potential communication faculty with a doctoral degree.

Job Postings Per Year

The total number of jobs advertised over the six year period of time is found in Table 1. Readers will note the drop in advertised communication faculty positions in 2009 and 2010. The number of jobs advertised dropped from 632 in 2008 to 358 in 2009, which is a 43 percent decrease in job

postings. It is important to note that the job postings were to both paid and free newsletters. As such, given the economy, academic institutions may have reduced their advertising budgets and publicized their open faculty positions

elsewhere. Nonetheless, there is a steep decline in job postings in 2009 and 2010.



Teaching Specializations Advertised

As in the Eadie project, a goal of this study was to uncover the teaching specializations most in demand over the six year time period. In Table 2 we provide the teaching specialty requested, the number of positions advertised in that specialty and the percentage of those advertisements. The specialty with the highest percentage is *communication* at 18 percent and that is followed by *public relations* (7 percent), *organizational communication* (6.5 percent), and *journalism* (5.8 percent). The list includes over 42 teaching specializations.

Table 2

Teaching Specialty	# of Positions Advertised	% of all Positions Advertised
Advertising	90	2.7%
Applied Communication	23	0.7%
Basic Course	46	1.4%
Broadcast Journalism	54	1.6%
Chair/Director	162	4.9%
Comm Tech/New Media	94	2.8%
Communication	598	18.0%

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Communication Education	2	0.1%
Communication Other	21	0.6%
Communication Tech/New Media	8	0.2%
Corporate/Business Communication	14	0.4%
Critical/Cultural Studies	25	0.8%
Dean	60	1.8%
Digital Media	68	2.0%
Electronic Media	30	0.9%
Environmental Communication	5	0.2%
Forensics	64	1.9%
Generalist	181	5.4%
Health Communication	96	2.9%
Intercultural/International Communication	75	2.3%
Interpersonal/Group Communication	154	4.6%
Journalism	194	5.8%
Language & Social Interaction	22	0.7%
Marketing	15	0.5%
Mass Communication	150	4.5%
Media Other	10	0.3%
Media Production	70	2.1%
Media Studies	168	5.0%
Organizational Communication	217	6.5%
Persuasion & Social Influence	4	0.1%
Political Communication	28	0.8%
Public Address	2	0.1%
Public Relations	233	7.0%
Public Speaking	50	1.5%
Research Methods	50	1.5%
Rhetoric	167	5.0%
Risk/Crisis Communication	4	0.1%
Sport Communication	4	0.1%
Strategic Communication	27	0.8%
Visual Communication	26	0.8%
Writing	17	0.5%

Seven of the 42 teaching specializations make up over 50 percent of all positions available and they include: *communication, public relations, organizational communication, journalism, media studies, generalist, and rhetoric*. These numbers are relatively consistent with the Eadie study. Since 2004 areas that increased in demand include: *chair/director, mass communication, interpersonal/group communication and health communication*. *Advertising* is an area that decreased in open faculty positions since 2004 from 4.3 percent to 2.7 percent.

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Two areas equaling less than 1 percent of the combined specialties are *media other* and *communication other*. *Communication other* includes: *communication law and policy, agricultural communication, community communication, oral communication, communication pedagogy*, and more. *Media other* includes specialties like: *media and culture, media and public affairs, media economics, media effects, media law and ethics*, and more.

Academic Ranks

In Table 3 the rank of the position offered is reported, the number of times it is advertised and the percentage of all the positions advertised. In this study we classified the positions based on the first rank advertised. For example, some positions would be listed as *chair* and *full professor* or *professor*. In that instance the rank offered is listed as *chair*.

Table 3

Rank Offered	Positions Advertised	% of all Positions Advertised
Instructor/Lecturer	345	10.69%
Assistant Professor	1670	51.73%
Assistant or Associate	373	11.56%
Associate	28	0.87%
Associate/Full	46	1.43%
Full Professor	16	0.50%
Dean/Associate Dean	61	1.89%
Director/Assistant Director	9	0.28%
Rank not Specified, Tenure Track	161	4.99%
Rank Open or not specified	201	6.23%
Adjunct	42	1.30%
Visiting	162	5.02%
Online Instructor	4	0.12%
Chair	110	3.41%

Over fifty percent (51.73 percent) of the jobs advertised were at the rank of assistant professor. The rank of visiting professor (5 percent) appeared in 162 advertisements over the six years studied (20 positions advertised in 2005 and 32 positions advertised in 2010). Since the 2004 study the number of advertised positions for instructor/lecturer rank increased (from 2.6 percent to 10.69 percent), while the number of assistant or associate positions decreased slightly (from 14.8 percent to 11.56 percent).

Institution Type

Table 4

Institution Type	Total # of ads	% of all ads
Doctoral Universities	1533	46.06%
Comprehensive Universities	1256	37.74%
Undergraduate Colleges	410	12.32%
Associate's Colleges	88	2.64%
Non-U.S. Schools	41	1.23%

This analysis included four types of institution classification by the Carnegie system, as well as the classification of public or private. Tables 4 and 5 show the number of ads and the total percentage of all ads categorized by the Carnegie classification.

Table 5

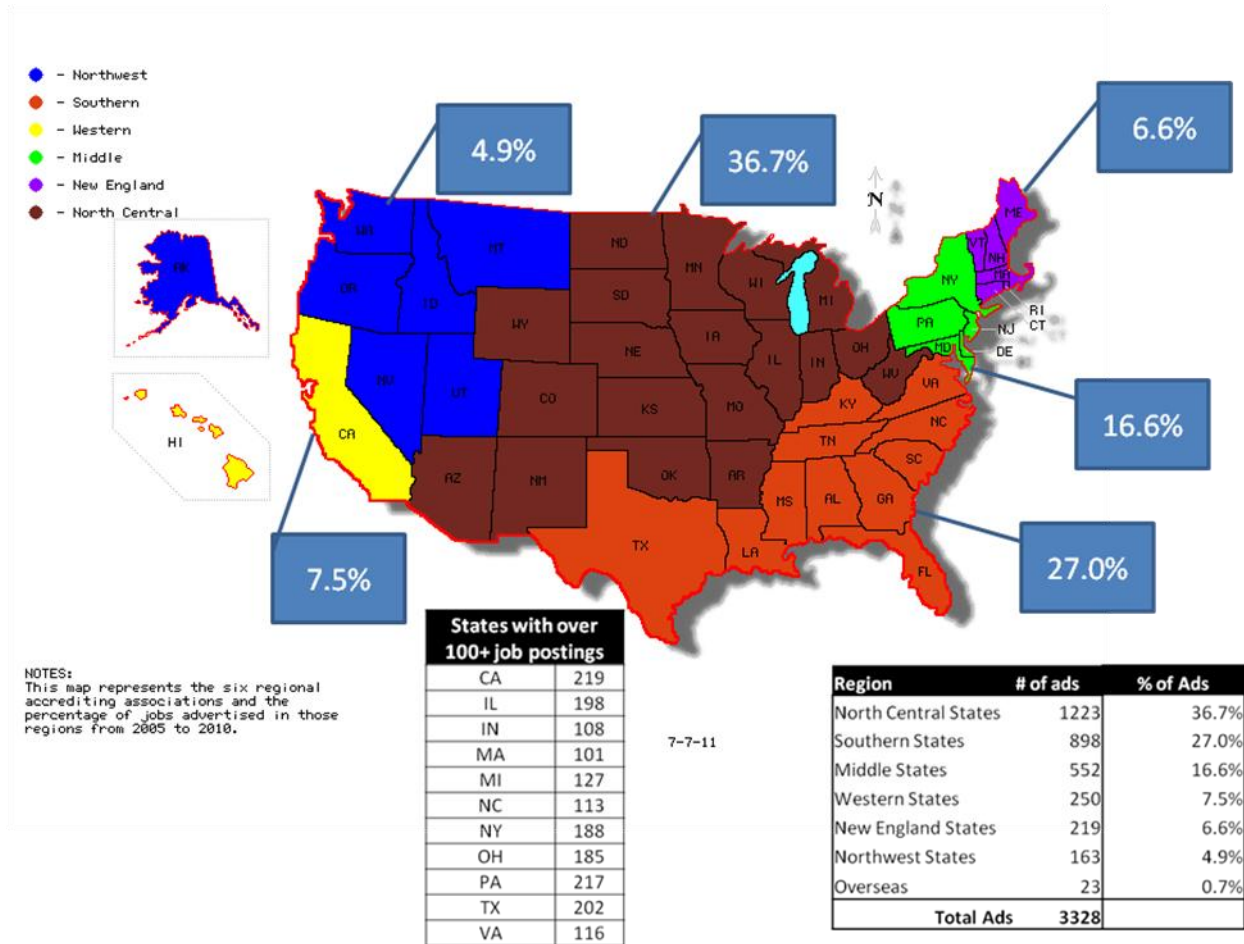
Public or Private Institution	Total # of Ads	% of all ads
Public	2249	67.6%
Private (not for profit)	1034	31.1%
Non-U.S.	42	1.3%
Private (for profit)	3	0.1%

In comparison to the 2002-2004 study, the distribution of advertisements based on institution type remains consistent. The majority of ads are posted by doctoral granting institutions (46.06 percent) and public institutions (67.6 percent). According to this analysis public universities and doctoral universities have more jobs available for communication faculty than other academic institution types.

Geographic Location

We also considered the geographic location of the job advertisements. The map below (Table 6) represents the six regional accrediting associations and the percentage of jobs advertised in those regions from 2005 to 2010. The majority of jobs were advertised in the North Central Association of Colleges and Schools (North Central Region) at 36.7 percent. The regions with the lowest number of jobs advertised are the New England Association of Schools and Colleges (New England States) at 6.6 percent and Northwest Commission of Colleges and Universities (Northwest States) at 4.9 percent. Since the North Central region includes the greatest number of states, along with some of the earliest departments of communication in the country, they hold the greatest number of jobs advertised. The regions with the greatest job demand include the North Central and Southern Association of Colleges and Schools (Southern States) at 64 percent.

Table 6



Teaching Specializations at Doctoral Programs in Communication

The last area of analysis includes the number of open positions advertised solely at doctoral programs in communication. In Table 7 jobs posted at doctoral programs are listed by teaching specialty, the number of positions advertised, the percentage of all positions advertised, and the percentage of the positions advertised in that specialty area.

Table 7

Teaching Specialty	# of Positions Advertised	% of all Positions Advertised	% of all Positions Advertised in Specialty
Advertising	13	1.9%	14.4%
Applied Communication	3	0.4%	13.0%
Basic Course	9	1.3%	19.6%
Broadcast Journalism	8	1.2%	14.8%

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Chair/Director	33	4.9%	20.4%
Comm Tech/New Media	31	3.1%	33.0%
Communication	86	12.7%	14.4%
Communication Education	2	0.0%	100.0%
Communication Other	9	1.3%	42.9%
Communication Tech/New Media	0	0.0%	0.0%
Corporate/Business Communication	7	1.0%	50.0%
Critical/Cultural Studies	13	1.9%	52.0%
Dean	18	2.7%	30.0%
Digital media	10	1.5%	14.7%
Electronic Media	3	0.4%	10.0%
Environmental Communication	3	0.4%	60.0%
Forensics	4	0.6%	6.3%
Generalist	21	3.1%	11.6%
Health Communication	45	6.7%	46.9%
intercultural/International	23	3.4%	30.7%
Interpersonal Communication	32	4.7%	20.8%
Journalism	33	4.9%	17.0%
Language & Social Interaction	12	1.8%	54.5%
Marketing	3	0.4%	20.0%
Mass Communication	18	2.7%	12.0%
Media Other	10	1.0%	100.0%
Media Production	11	1.6%	15.7%
Media Studies	36	5.3%	21.4%
Organizational Communication	52	7.7%	24.0%
Persuasion & Social Influence	2	0.3%	50.0%
Political Communication	13	1.9%	46.4%
Public Address	1	0.1%	50.0%
Public Relations	26	3.9%	11.2%
Public Speaking	9	1.3%	18.0%
Research Methods	10	1.5%	20.0%
Rhetoric	44	6.5%	26.3%
Risk/Crisis Communication	4	0.6%	100.0%
Sports Communication	1	0.1%	25.0%
Strategic Communication	8	1.2%	29.6%
Visual Communication	7	1.0%	26.9%
Writing	2	0.3%	11.8%

Doctoral programs in communication, journalism or mass communication are more likely to advertise (50 percent or more) for *communication education, critical/cultural studies, environmental communication, language and social interaction, media other, and risk/crisis*

communication than other institution types. Doctoral granting institutions were less likely (15 percent or less) to advertise for teaching positions in: *advertising, applied communication, broadcast journalism, communication (in general), digital media, electronic media, forensics, generalist, mass communication, public relations, and writing.*

Analysis & Conclusion

This analysis provided background information about the number of open communication faculty positions, the teaching specialties in high demand, and more detailed information about the academic institutions advertising. The job postings remain consistent to Eadie's study of 2002-2004 for 2005-2008. However, the decline in available communication faculty positions in 2009 and 2010 poses a serious challenge to those graduating with doctoral degrees in *communication, mass communication, and communications.*

It is important to note the specialties in highest demand. The information provided in this study can help a doctoral candidate focus their specialty on what is in demand. Also, a doctoral degree holder could use this data to focus their search in areas that have the highest percentage of jobs and institutions that offer the most jobs (see tables 4, 5, and 6).

One area this study did not have much available data for was community colleges and institutions granting an associate's degree. Only 88 associate degree granting institutions advertised in the NCA and AEJMC publications. Searching through *The Chronicle* and *Inside Higher Education* would likely provide more information about community college employment trends.

Overall, monitoring this data will help prepare a graduate student and current faculty for the job market in communication faculty positions.

References

National Communication Association (2005). *Analysis of faculty teaching positions*. Washington DC: William Eadie.