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ABSTRACT

This publication is the first of quarterly bulletins to be published by the Association of Departments and Administrators in Speech Communication (ADASC). Featured articles in this issue concern: non-academic careers for communications majors; the current employment situation facing those with both undergraduate and graduate degrees in speech; and the report of a 1971 conference on the possibilities of developing a Doctor of Arts program in speech communication. A list of the charter members of ADSC appears in this issue. There is also a bibliography of current materials, which will be a continuing feature. (RN)

BULLETIN

of the

Association of Departments & Administrators in
SPEECH COMMUNICATION



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Issue #1

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October, 1972

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REPORT FROM THE PRESIDENT

The Association of Departments and Administrators in Speech Communication—less than a year old—has begun to exert an influence in our discipline through providing a forum in which administrators can share common problems and evaluate potential solutions. Since the initial call for membership in the late spring of this year, 102 departments have joined the organization with the membership reflecting the diversity of higher education itself. The roll includes representatives of the major graduate departments as well as departments with only the skeleton of a speech communication program, four-year colleges as well as community colleges, the “multi-versities” as well as the liberal arts college, public as well as private institutions.

That diversity was clearly reflected in the roster for the first ADASC seminar held in Chicago concurrently with the SCA Summer Conference. Participants held administrative positions in central administration, college and department administra-

tion; in two-year, four-year, and graduate institutions; in public and private schools; in colleges located in the East, South, Midwest, and West. Yet as discussions developed during the conference, it became clear that these administrators did have common problems where the diversity of background would assist in the development of potential solutions.

The seminar focused upon the dual influences of faculty organization and accountability in the work of the departmental administrator. Formal presentations on higher education and unionization, accountability and speech communication programs, the evaluation of faculty and programs stimulated lively discussions.

Perhaps the most significant accomplishment of the conference was the establishment of task forces to review the role that ADASC should take in the development of solutions to specific problems faced by the departmental administrator. Task forces were developed in personnel evaluation, program evaluation, consultancy services, and faculty exchanges with each one preparing recommendations for the

association's consideration at its annual business meeting in Chicago.

The inaugural publication of this newsletter marks another service available to the administrator. The newsletter provides a means of exchanging information and viewpoints between administrators. All administrators of speech communication programs are encouraged to use the newsletter to present problems and potential solutions to their colleagues for consideration and discussion. The newsletter will regularly feature information on current developments in research and instructional support from government and private sources, placement patterns, program developments, and news items. Robert Hall, the staff coordinator for the Association will also act as editor of the newsletter.

Interest has been shown in the development of

further services which will be discussed at the annual business meeting to be held concurrently with the SCA convention during December in Chicago. Some of these services are already being discussed in the task force groups which are formulating specific proposals for consultancy services in program development and evaluation, faculty exchange programs between dissimilar institutions, and similar projects.

The first year has been concerned predominantly with the development of the Association's administrative structure and programs. Yet in the midst of the developmental work, some clear benefits are already accruing to the membership. The Association holds real promise of providing the members with information and viewpoints which can assist in the development of stronger speech communication programs.

A NOTE TO READERS AND WRITERS

When the ADASC was officially constituted and the announcement of the birth of this new organization sent forth, the following statement concerning the *Quarterly Bulletin* was included:

The Association will publish a bulletin featuring articles of special interest to administrators, position papers on general policies, reports on current projects related to the speech communication departments, and continuing columns on membership, research and funding, and placement and personnel matters.

The quality level of any journal is a joint product of the readership, the manuscripts submitted, and the editorial staff. The success of a journal is shared by all. The *Quarterly Bulletin* needs manuscripts representing the interests and concerns of administrators. The Editor encourages the active participation in this venture by all persons concerned with the well-being of the profession. Manuscripts on administrative policies, on innovative programs, on research projects, on personnel matters, and on topics related to the reasons for this Association are welcomed. All materials should be submitted to:

Robert N. Hall
ADASC/SCA National Office
Statler Hilton Hotel
New York, NY 10001.

NON-ACADEMIC CAREERS FOR SPEECH COMMUNICATION MAJORS

Introduction

Over the last several years there has been a marked decline in academic job opportunities in practically all disciplines and at all levels—university, high school, and grammar school. The impact of the recession on education budgets, along with a continued high interest by young people in academic careers, are two opposing forces that have brought about a dramatic change in the supply and demand for teachers.

Recognizing this problem and forecasting a continuation of this situation over at least the next five years, the Speech Communication Association appointed an *ad hoc* committee to take a look at career opportunities for speech majors outside of the traditional academic career paths. This committee was made up mainly of individuals who were speech majors in college, but who had followed careers in business and government. The observations brought out in the following report are drawn primarily from discussions with faculty at various universities and the business and government experience of the committee.

Qualifications of a Speech Communication Major for Non-Academic Employment

Since there are broad differences in the various interest areas of speech majors, (rhetoric, drama, radio/T.V., public address, etc.) and also degree level (B.A. to Ph.D.) it seemed most practical to focus on general knowledge or special skills and aptitudes that could be expected of an individual majoring in Speech Communication.

It is assumed that the individual who has selected a communication major is receiving a fairly broad educational background in the liberal arts at the undergraduate level, and is generally aware of the major social forces of our time. This individual should be well above average in his or her ability to communicate effectively in both oral and written media. This communication ability should include a greater awareness and sensitivity to the recipient of the message—whether it is one individual in an interview or an entire audience in a public speech or drama presentation. To the degree that these assumptions about Speech Communication majors are true, we could expect a broadly educated individual with an added special skill in both the theory and practice of communication.

Darrell T. Piersol

It is the opinion of our committee that in general, the recruiting representatives of the government as well as those of business and various social agencies are not well informed about the type and quality of education received by Speech Communication majors and tend to consider these individuals over-specialized for their employment needs. They look at them as "professional speakers or actors" but not as broadly educated individuals who as a bonus, bring with them to the job, highly developed awareness and skill in the communication area. The university Speech Communication departments and professional societies established to advance the goals of communication scholarship should conduct a well-thought-out campaign to give the public greater understanding of the talents that a Speech Communication major can bring to an employer. Since there is no doubt that many such majors will not find a position in their chosen specialty, it is extremely important that the curriculums of Speech Communication departments be reviewed for their relevance to other employment areas. In counseling speech majors, it should be the responsibility of the faculty to point out the broad implications and usefulness of the knowledge or skill being developed for a number of different career paths. Although this is certainly happening with varying degrees of effectiveness by the Speech Communication departments today, this appears to be a *must* for the future in view of the prospective academic employment market.

Possible Non-Academic Career Paths

Speech communication majors can be found in all walks of life including university administrators, government leaders, business executives, and in many areas of professional endeavor. Special emphasis on speech communication training has long been considered a key ingredient in the pre-professional education of lawyers and teachers. In teaching, this knowledge and skill is of utmost importance regardless of the academic discipline. It would not be practical, in line with the purpose of this report, to comment on all possible career paths for communication educated individuals. Rather, the report wishes to point out some occupations where speech training

has appeared to be particularly valuable, based on the knowledge and experience of our committee.

Business, Industry, and Government

There are relatively few positions in this area where a Speech Communication major immediately qualifies an individual for a specific job assignment. However, this could also be said for most academic disciplines, including Business Administration. It would appear that, unless an individual is highly specialized (for example, in such academic disciplines as Accounting or the various fields of Engineering), the education of most university graduates must be heavily supplemented with actual job experience and on-the-job training in the particular government department or industrial function before an individual can make a significant contribution to the organization. Keeping this thought in mind, a background in Speech Communication appears to have relevance for the following types of jobs:

Personnel: Although there are formal curriculums for this area in a number of business schools, we find in actual practice that the personnel function generally includes people from all academic disciplines. All positions in the areas of recruiting, management and employee training, manpower planning, organization development, salary and benefits administration, industrial relations, etc., demand a high level of oral and written communication ability. Since all new employees in this functional area must learn the unique policies of their particular business along with the knowledge of their chosen personnel specialty area, it would seem logical to assume that Speech Communication majors with proven communication ability possess an added plus that will be useful to the employer. The broad liberal arts background of speech majors should be a help rather than disadvantage since specific job content must be learned by all new hires through job experience—regardless of academic background.

Although individuals with a degree in Business Administration may have an added edge in more easily obtaining a job in the personnel function because of studying a curriculum that gives them added familiarity with the business process, there is no reason why Speech Communication majors should not be able to quickly adapt to the requirements of this function and build a successful career.

Many individuals with a communication background are now in the personnel field and have learned through experience the requirements of the various personnel areas. Their communication background has been a real asset in meeting the demands of this function which requires special sensitivity and awareness in working with people.

Public Relations and Communications: This broad field covers the areas of community relations/

public relations, internal communications (publications), advertising, press relations, etc. Although there are almost as many different job titles as there are jobs, they have in common a general focus on communication with employees or the general public. Although there are some positions (limited in number) at the Ph.D. level which are aimed at various types of communication research, there are no specific academic backgrounds demanded for most of the jobs. However, general skill in written and oral communication are required, and many times journalistic experience is especially desired and sought after for some of the key positions.

The Public Relations department generally has responsibility for writing or assisting executives to prepare speeches to be given both inside and out of the company. Most graduates with Speech Communication majors should be able to compete quite well for "entry level" jobs and then learn the philosophy of their organization and specialized job knowledge through actual experience. They should possess the aptitude and have the basic skills to be able to progress well in these job areas. However, their first assignments will usually call primarily on their general communication theory background and writing ability rather than speaking skill. An exception to this point are those individuals hired by organizations in the "speakers bureau" of the Public or Community Relations departments. These individuals usually possess advanced degrees and are hired to speak for the organization on various topics of special interest to their employers and the general public.

Marketing: This area would appear to require the special talents of the Speech Communication major and be a natural fit for individuals with this form of training. In fact, many individuals trained in speech have made successful careers in selling and sales management. However, even more important than the formal communication training for success in this field is a keen motivation to sell. The sales career demands a careful study of the products, thorough analysis of customer needs, and a self-renewing type of spirit that can keep an individual meeting the public in a positive manner when selling is difficult.

High caliber sales personnel in all types of organizations are always in demand, and their earnings are in direct relation to their productivity. Maintaining productivity calls for the basic philosophy of an entrepreneur and also for good communication skills. There is plenty of room in this field for individuals who can enjoy the special dedication and challenge that is the essence of a marketing job.

General Administration: There are a number of other possible assignments for Speech Communication majors in addition to the areas previously discussed. These jobs could be in functions such as purchasing, office administration, planning, and other types of administrative assignments. As individuals gained experience in these functions, they would move up to supervisory and managerial positions. As

with the other areas such as personnel, public relations, and marketing, the Speech Communication background would be a valuable tool and asset for a career in any type of job requiring general administrative talent.

Specialized Career Areas: Thus far we have discussed broad general job areas for Speech Communication majors. There are, of course, specific areas where specialized speech training is nearly always directly required. Although some of these areas appear to be almost too obvious to be missed, it doesn't seem right not to comment on them briefly. They are as follows:

Radio and Television: Speech Communication majors that specialized in this area would have a head start in this field because of their academic course work and actual experience provided by many universities in their campus' radio and T.V. stations. However, they would still require extensive on-the-job training and as in any other area would be given entry level jobs until they had proven themselves in announcing, acting, or general program directing.

Professional Theater: Although college training is a big help, it is still difficult to "break in" to the limited number of jobs. Even after an entry is made, a great amount of practical experience in acting, directing, and the whole appreciation and knowledge of the professional theater is required. The combined growth of community theater groups around the nation and a renewed interest in summer theater appears to hold promise for Speech Communication majors specializing in this area.

Speech Science and Speech Correction: This area of specialization has long provided careers for its majors outside of the academic field in hospitals, clinics, private practice, and in many technical assignments for business and government. New state and federal laws which focus on health and safety standards will open up new careers in audiology where there should be a great demand for trained individuals to develop and administer hearing testing programs for industry. The need for trained inspectors for the state and federal bureaus should also provide an expanding career path for individuals interested in this type of career.

New Areas for Further Development: The rapidly expanding service industries should be an area considered by speech majors. There should be interesting career openings in social work, community service agencies, Red Cross, etc. We should expect more and more demand for people who can work in recreational facilities with both children and adults. There is certainly a need for well-trained people in the geriatric recreational areas—a need which has not yet been clearly identified.

Various trade and professional associations depend for their existence on maintaining close relationships with their members and in presenting their views to the public. The pharmaceutical, medical, mental hygiene and other health oriented organizations have formed speaker bureaus to adequately present their viewpoint to the public. We can expect this type of career opportunity to grow in the years ahead, with many other trade and professional associations in the market for people with well-developed communication skills.

Summary

We have briefly touched on some of the areas where a committee has observed career opportunities for Speech Communication majors. There are undoubtedly many positions that have been omitted, because a Speech Communication background is valuable training for a large number of possible careers.

Although we have not discussed a Speech Communication background as a prerequisite for leadership and management, it is certainly the type of training that should be helpful in moving an individual up the management ladder. Speech training has taught a rigorous method of reflective thinking, analysis, and organization of ideas. The Speech Communication major should have gained insight through a broad education into social and economic trends and be able to perceive cause-effect relationships. In addition, the special behavioral emphasis on persuasion and motivation learned in speech courses should help enable a major in this field to lead a group effectively.

In support of the importance of communication training for managers and executives is a study conducted by the Continuing Education Department of the Pennsylvania State University. This study of the educational needs perceived by 3,620 managers and supervisors in Pennsylvania business and industry reached the following conclusions which should be of interest to academicians and employers:

"Communication in the Organization is indicated as the most needed subject for top management and those supervised by middle management."

"Effective speaking and Effective Written Communication both rank within the first six most needed subjects for top management and middle management and those supervised by top management and middle management."¹

As many managers and executives progress in their careers, they become more and more aware of the vital role of communication in effective leader-

ship. We can only speculate that a great number probably did not foresee this potential need in college and were not motivated to acquire the necessary training at the university or even early in their business or government careers. Actual experience in managing through the years rearranged their priorities about what type of training was needed.

Speech Communication departments have an important role in preparing their majors for a number of possible non-academic careers and in serving the needs of majors in other academic disciplines who need a solid supporting background in communication. The speech faculty should gain experience in working with the Continuing Education

divisions of their universities in order to serve the expanding adult needs of their communities. In the future a continuing growth in demand for communication training in the adult community of the region or state may well be an area that is just beginning to be recognized as a possible alternative or supplemental career path for interested academicians in Speech Communication departments.

¹Dubin, Samuel S., Alderman, Everett, and Marlow, H. Leroy, "Highlights of a Study on Managerial and Supervisory Educational Needs of Business and Industry in Pennsylvania," Continuing Education Department, Pennsylvania State University.

FACING EMPLOYMENT PROBLEMS

One of the most important problems facing the field of speech, or the communication arts and sciences, today is employment—not only on the academic level from elementary and secondary schools through the community colleges and the four-year institutions, but also in business and industry.

The problem became critical in most of the disciplines by 1967. English has had an over-supply of persons within their field for years. Most of the other disciplines faced the problem more recently. It really was not until two years ago, however, that the speech profession became fully aware that it was beginning to have a problem. Now that we have joined the other professions, it is probably apropos to say that the problem is universal.

Many articles which are appearing in the newspapers, slick-cover magazines, and academic journals are indicative of the problem. Citing some of the titles which have appeared in the *New York Times*, the *Chronicle of Higher Education*, and *Time* magazine give some indication of what the public is reading about employment problem in the academe. One article of interest appeared recently in the *New York Times*: "New Breed of Drifters—the PhD." Its message to the reader was that if he was unemployed and having trouble finding a job, he should count his blessings because he might have a doctorate degree and be much worse off than he is. Other titles were: "PhD's—Who Needs Them?"; "Jobs are Scarce in Academe and It's Now a Buyer's Market"; "PhD—the Degree That Has Become a Glut on the Market"; "Graduates Find It Takes Hard Digging to Get Jobs"; "There Are More PhD's, Fewer Faculty Openings"; "PhD Surplus Seen Benefiting Unions;" and one most recently: "Teacher Training Curbed As Job Market Tightens." The list of titles goes on, but these few make the point.

All of these articles, however, give rise to a question: is there really a glut of PhD's on the market and is the market really as tight as these articles and the declarations of the Placement Service directors would indicate? Bryce Crawford, Dean of the Graduate School of the University of Minnesota, believes that the situation is not nearly as dire as the reports indicate. He believes that prospective teachers will, if they really want, be able to find a job, but that they are not going to be able to be as selective as they used to be. There was a time, not very long ago, when a young person coming out of college with a BA, an MA, or a PhD, could say to himself,

Robert N. Hall

"I'm only going to take a job at. . . ." and he could pick a school and begin working to get that job. He might succeed. That period has long since passed, and so, instead of saying, "I am only going to teach at the University of Iowa," a person seeking employment may have to take a position at Central Arizona College. What Dean Bryce is saying is that if a person really want a job, it can be found; it, however, may not be the *exact* position the person desired. You probably are aware that many people like to work where it is a little bit warmer; the Great Plains might not be a area for people looking for jobs, but there are jobs there if one is willing to go to that area.

Helen Bain, the immediate past president of the NEA, insists that there is not an over-supply of teachers, there is an under-supply of money. In reality, it is probably a combination of both. There is some hard data to demonstrate that a problem really does exist. That data is presented in Reports 1, 2, and 3 found within this article.

In report #1, SCA Placement Service Convention Listings, one year is not included. That year is 1966 when ATA and SCA held their last joint convention. That convention was held in Chicago where over 800 positions were listed. At that meeting there were 1400 people looking for employment. But that is not nearly as dire as it sounds when you consider that those were only convention listings. But what has happened in the following five years is indicative of what is happening to the market. From 800 convention listings in 1966, the number decreased in 1967 to 553, in 1968 to 461, in 1969 to 368, in 1970 to 342, and in 1971 to 184 listings. This constitutes a drop of over 600 in the course of six years. That is significant.

More indicative of the total situation, however, are the SCA Placement Service Bulletin listings. (See Reports #2 and #3.) During the 1966-1967 Placement year (September 1 through August 31,) there were 1409 listings, including graduate assistantships. In the year that ended on August 31, 1972, there were 509 listings, a drop of almost sixty-five percent in a six-year period. Currently the SCA Placement Service Bulletin listings are approximately forty percent behind the same period last year. Some people will look at these figures and assume they indicate a decrease in the utilization of the SCA Placement

Report #1

SCA PLACEMENT SERVICE
CONVENTION LISTINGS

	Los Angeles Dec 27-30 1967	Chicago Dec 27-30 1968	New York Dec 27-30 1969	New Orleans Dec 27-30 1970	San Francisco Dec 27-30 1971
Types of Positions:					
Audiology & Pathology	52	29	25	21	8
Communication Theory	9	27	25	25	10
Graduate Assistantships	37	31	28	33	28
Elementary & Secondary	2	-	-	-	-
Oral Interpretation	16	14	13	18	7
Other	11	26	15	8	4
Rhetoric & Public Address	31	24	21	26	2
Debate	39	31	35	22	8
Fundamentals	116	91	49	53	24
Radio-TV-Film	33	44	42	39	29
Speech Education	7	19	17	5	7
Speech Science	8	11	4	11	4
Theatre	<u>192</u>	<u>115</u>	<u>94</u>	<u>81</u>	<u>53</u>
Total	553	461	368	342	184

SCA-REGIONAL PLACEMENT SERVICE
CONVENTION LISTINGS

	Seattle Nov 20-22 1967	Salt Lake Nov 24-27 1968	San Diego Nov 24-26 1969	Portland Nov 23-25 1970	Fresno Nov 22-24 1971
WESTERN STATES					
Types of Positions:					
Audiology & Pathology	5	4	2	1	-
Communication Theory	2	5	4	3	1
Graduate Assistantships	2	1	3	-	3
Other	1	-	-	-	-
Rhetoric & Public Address	5	5	3	3	1
Debate	5	6	5	1	2
Fundamentals	6	8	8	4	1
Radio-TV-Film	2	1	1	-	1
Speech Education	2	6	2	-	-
Theatre	5	6	7	2	2
Interpretation	-	<u>2</u>	<u>2</u>	-	<u>1</u>
Total	<u>35</u>	<u>44</u>	<u>37</u>	<u>14</u>	<u>12</u>
CENTRAL STATES					
	Chicago Apr 5-6 1968	St. Louis Apr 18-19 1969	Chicago Apr 10-11 1970	Cleveland Apr 16-17 1971	Chicago Apr 7-8 1972
Types of Positions:					
Audiology & Pathology	7	2	5	1	1
Communication Theory	-	-	10	7	10
Graduate Assistantships	3	5	1	0	1
Oral Interpretation	1	5	3	2	5
Other	1	-	11	4	0
Rhetoric & Public Address	6	5	7	5	3
Debate	5	5	2	7	14
Fundamentals	10	15	11	19	7
Radio-TV-Film	2	7	13	4	10
Speech Education	5	1	4	1	2
Theatre	<u>2</u>	<u>17</u>	<u>24</u>	<u>15</u>	<u>13</u>
Total	42	62	91	65	66

SOUTHERN STATES	Memphis Apr 11-13 1968	Memphis Apr 6-9 1969	Winston-Salem Apr 8-10 1970	New Orleans Apr 7-9 1971	San Antonio Apr 5-7 1972
Types of Positions:					
Audiology & Pathology		4	4	4	1
Communication Theory		1	-		1
Graduate Assistantships		2	2	4	4
Oral Interpretation	Convention Canceled	2	2	2	1
Other		-	1	2	2
Rhetoric & Public Address		-	7	5	4
Debate		4	8	7	5
Fundamentals		1	-	5	2
Radio TV-Film		3	4		6
Speech Education		-	1	1	0
Theatre		-	-	-	-
Total		<u>6</u> 23	<u>9</u> 38	<u>10</u> 40	<u>3</u> 29

Service. There may be some validity to such an assumption. But in actuality, the job market is no longer here. If that fact is recognized, it is much easier to face the realities of life in the academic world.

Now let us look at the figures for persons utilizing the Placement Service. In 1966 there was a monthly average of 1200 people in the Placement Service. This year the average each month was 1526. The figures speak for themselves.

The speech profession is not alone, however. Other organizations have equally critical problems. The American Historical Association recently did a survey to determine the number of positions that might be available and the number of doctoral candidates that might be available to fill them. The survey revealed there were going to be 500 positions in the fall of 1971, and that for those 500 positions they would graduate 390 PhD's. What they turned up was 500 positions, but 881 PhD's. The Modern Language Association has been doing a projection each year and they have missed each year.

In the academic world, the over-supply in our field seems to be in two areas. There appears to be an over-supply of people qualified in rhetoric and public address. For every position listed in the SCA Bulletin, there are anywhere from two to four applicants with the doctorate who are qualified and could be employed. In theatre there seems to be an over-supply—in directing, in acting, in theatre history, in theatre literature, in drama or dramatic literature—at a significant ratio. There appears to be no immediate problem for persons trained in radio-television or for persons in interpretation. There is no basic problem in speech science, particularly in psycholinguistics which seems to be an upcoming area; and there appear to be adequate positions in speech education, those persons trained to train teachers.

Student advisors and department heads ought to

encourage their students to major in those areas where there is the greatest possibility for employment. One of those areas is in technical theatre. Apparently, everybody wants to direct; everybody wants to teach acting; or they want to teach dramatic literature, but nobody wants to do the dirty work—the building of sets. Certainly a theatre faculty ought to counsel their students concerning current employment problems. In addition, there is a need for certified persons in speech pathology and audiology. Part of that shortage is a result of stringent certification requirements that makes it very difficult to get ASHA certification. So, the job market becomes tighter. Now, film is being recognized as a new and separate discipline. As that discipline receives greater academic recognition, the need for qualified teachers will increase. And, persons trained in the behavioral sciences have an advantage over persons trained in rhetoric, public address, and some areas of theatre. On the whole, the academic marketplace is not very cheerful, unless a person is qualified in technical theatre, pathology and audiology, film, and the behavioral sciences.

In business and industry the employment situation is no better. Many people write to the SCA and ask "what can I do with a BA in Speech besides teach, since that isn't what I want to do." The answer is that they can do almost anything. A speech major is eminently qualified for business and industry as long as a specific specialty is not required. If an employer needs someone trained in business management, obviously a speech major may not be qualified. Or, if an employer wants a person trained in science or in engineering, obviously a speech major is not going to get that position. But, if a person with a general liberal arts background is needed, a speech major is just as qualified as any other major that comes out of any college or university in this country. College advisors ought

Report #2
SCA PLACEMENT SERVICE BULLETIN DATA
 1971-1972
 Total Listings 509

I. Listings Per State

<u>7</u> Alabama
<u>2</u> Alaska
<u>6</u> Arizona
<u>4</u> Arkansas
<u>32</u> California
<u>7</u> Colorado
<u>6</u> Connecticut
<u>2</u> Delaware
<u>4</u> District of Columbia
<u>18</u> Florida
<u>7</u> Georgia
<u>1</u> Hawaii
<u>6</u> Idaho
<u>40</u> Illinois
<u>9</u> Indiana
<u>7</u> Iowa
<u>8</u> Kansas
<u>12</u> Kentucky

<u>9</u> Louisiana
<u>5</u> Maine
<u>18</u> Maryland
<u>7</u> Massachusetts
<u>9</u> Michigan
<u>19</u> Minnesota
<u>7</u> Mississippi
<u>26</u> Missouri
<u>---</u> Montana
<u>5</u> Nebraska
<u>1</u> Nevada
<u>4</u> New Hampshire
<u>15</u> New Jersey
<u>---</u> New Mexico
<u>32</u> New York
<u>4</u> North Carolina
<u>4</u> North Dakota

<u>34</u> Ohio
<u>1</u> Oklahoma
<u>4</u> Oregon
<u>24</u> Pennsylvania
<u>1</u> Rhode Island
<u>5</u> South Carolina
<u>5</u> South Dakota
<u>9</u> Tennessee
<u>22</u> Texas
<u>1</u> Utah
<u>3</u> Vermont
<u>5</u> Virginia
<u>8</u> Washington
<u>12</u> West Virginia
<u>29</u> Wisconsin
<u>1</u> Wyoming
<u>8</u> Canada
<u>---</u> Europe

2. Type of Institution

<u>469</u> College or University
<u>26</u> Junior College
<u>2</u> Secondary School
<u>2</u> Elementary School
<u>10</u> Other

3. Type of Employment

<u>435</u> Regular
<u>34</u> Temporary
<u>9</u> Summer
<u>31</u> Graduate Assistantship

4. Degree Desired

<u>34</u> BA-BS-BFA
<u>213</u> MA-MS-MFA
<u>246</u> PhD-EdD
<u>16</u> None

5. Rank Offered

<u>23</u> None
<u>193</u> Instructor
<u>214</u> Assistant Professor
<u>35</u> Associate Professor
<u>8</u> Professor
<u>5</u> Lecturer
<u>31</u> Graduate Assistantship

6. Salary Offered

<u>15</u> \$1000+
<u>22</u> \$2000+
<u>6</u> \$3000+
<u>1</u> \$4000+
<u>2</u> \$5000+
<u>5</u> \$6000+
<u>33</u> \$7000+
<u>126</u> \$8000+
<u>85</u> \$9000+
<u>96</u> \$10,000+
<u>54</u> \$11,000+
<u>24</u> \$12,000+
<u>7</u> \$13,000+
<u>7</u> \$14,000+
<u>10</u> \$15,000+
<u>5</u> \$16,000+
<u>2</u> \$17,000+
<u>9</u> Up

7. Type of Position

<u>11</u> Administrative
<u>25</u> Chairmanship
<u>412</u> Instructional
<u>20</u> Clinical
<u>31</u> Graduate Assistantship
<u>10</u> Other

8. Primary Teaching Assignment

<u>16</u> Rhetoric & Public Address
<u>32</u> Debate
<u>103</u> Fundamentals
<u>32</u> Theatre
<u>17</u> Acting
<u>14</u> Directing
<u>13</u> History
<u>78</u> Technical
<u>38</u> Communication Theory
<u>15</u> Oral Interpretation
<u>67</u> Radio-TV-Film
<u>19</u> Pathology & Audiology
<u>13</u> Speech Education
<u>9</u> Speech Science
<u>31</u> Graduate Assistantship
<u>12</u> Other

to explain that to students. Speech majors are qualified to work for the Bell Telephone System, IBM, Standard Oil, or most other firms. Virtually any commercial company will hire a speech major if there is a position open for a liberal arts oriented person.

One thing which we may do wrong in the training of the undergraduate is to force the student to specialize at the bachelor's level. Business and industry favors generalization over specialization. Some employers in business and industry feel that if the speech major comes to them with a background

Report #3

Listings By Duty Assignment

	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72
Instructional Positions	1,186	750	755	682	531	412
Administrative	30	27	32	55	42	36
Clinical	47	108	70	55	34	20
Graduate Assistantships	50	44	48	52	43	31
Non-Academic	96	36	31	12	12	10
Total <i>Bulletin</i> Listings	1,409	965	936	856	662	509
Monthly Average of persons active in Placement	1,225	1,100	1,240	1,325	1,400	1,526

Listings By Generalized Teaching Areas

	1966-67	1967-68	1968-69	1969-70	1970-71	1971-72
Rhetoric	196	136	72	61	34	16
Debate	164	66	81	75	55	32
Fundamentals	284	176	213	184	133	103
Theatre	185	109	114	115	74	76
Technical	162	126	137	115	82	78
Communication	66	31	41	54	41	38
Interpretation	67	28	26	18	23	15
Radio-TV-Film	84	66	91	89	74	67
Pathology	47	109	70	59	34	19
Speech Ed	20	45	23	21	11	13
Speech Science	84	35	15	12	21	9

in speech, with some training in journalism and film, that person is going to be an asset to them. In the winter of 1971, some graduate students at the University of Iowa completed a survey on job opportunities in business and industry. The students polled 100 companies to determine if those companies would hire persons specializing in communication theory. In essence the companies said "no," since such persons are too over-specialized. Their need was for a more generalized approach in undergraduate training.

Business also felt that persons graduating in speech did not have enough practical experience. There are few, if any, departments in this country which allow their students the practical experience of not only getting a degree but also of going out into business and working while they get that degree. That type of training program would be an asset to students who do not want to teach. If there are companies in your college community, try to arrange a work-study program with those companies. The non-teaching majors will benefit from such an arrangement—and so will the profession.

In addition to the above it might be prudent to consider a cut back of majors within departments. It is grossly unfair to bring a student into any profession, not just ours, but any profession, and tell them that there is a job for them in the field once they graduate. Until the job market eases, one

thing that can be done is to begin cutting back enrollments all along the line. Open enrollment is a wonderful ideal. However, it has serious consequences considering today's economic chaos. It would be wise, too, to improve and strengthen speech programs, to make them more applicable to a community relationship which needs to be established between persons in communications and the world outside.

Part of the problem of the university financial situation stems from the town and gown relationship. The problem is spreading to the legislatures. There were too many riots, too many burned buildings, too many other problems on the campuses. As a result, budgets were and are being cut. And speech, always that frill academic course, is being cut hardest of all. The demise of the program at the University of California at Los Angeles is indicative of the problem. The speech department at Pepperdine University in Los Angeles is being phased out. The speech department at Cornell University was phased out and that was one of the oldest and most respected departments in the country. We can assist in saving ourselves through community-related activities and through a reordering of programs to better suit the needs of the twentieth-century student.

Another recommendation is that there be absolutely *no* new programs of any kind instituted until

the profession can determine if or how it can find employment for the over-supply of qualified persons in the profession. This does not mean there should be no new area programs. But it does mean there is no justification for another masters program under any conditions. It does mean there is no need for any new doctoral programs. There is a movement by some departments to institute a Doctor of Arts degree in speech communication. Now, the question is: If we cannot place the PhD's we are producing, how are we going to place a DA? The profes-

sion has done very little in the area of speech training of the pre-adolescence child or in speech for the disadvantaged. These are really new areas of existing specialties. We should begin to emphasize them and to train students to work in them.

There probably will be little improvement in the job market for five to ten years. It is important, therefore, that the profession face that possibility and begin to take action to improve the situation. The future is not totally bleak, but it is not too grand either.

THE DOCTOR OF ARTS IN SPEECH COMMUNICATION

The University of Michigan Conference on the Doctor of Arts in Speech Communication Arts was held in Ann Arbor, Michigan, December 6-7, 1971, with some fifty teachers and administrators from speech, English, journalism, education, and general humanities attending. Delegates represented thirty-five graduate institutions, four-year colleges, and community colleges. The conference was the first nation-wide discussion of the Doctor of Arts for the speech arts and sciences; it was sponsored by the Horace H. Rackham School of Graduate Studies (under a Carnegie Corporation grant), in cooperation with the Department of Speech and the University Extension Service.

The most general paradigm of a "Doctor of Arts" includes the following features: 1) three or four years of post-baccalaureate graduate work; 2) a series of core and supplementary courses, which provide the student background in his disciplines, teaching, and educational institutions, as well as an interdisciplinary approach to learning his fields; 3) an emphasis upon general preparation vis-a-vis specialism; 4) a teaching internship, often coupled with an externship (i.e., controlled teaching at another institution as part of the learning experience); and 5) a dissertation which stresses interpretation and utilization of research findings rather than "original" research.

The conference dealt with the D.A., then, on two levels. On one hand, through formal addresses and a series of general sessions, the D.A. in toto was examined; on the other, a series of work sessions which broke delegates into task forces concentrated upon specific features of the possible D.A. in the Speech Communication Arts.

To aid in a general assessment of the D.A., four speakers highlighted the two days. Prof. Timothy G. Davies, Director, Division of Humanities, Miami-Dade Junior College, began the conference discussing "The Two-Year College, Curriculum, and Communication Arts"; he saw the need for a new, more flexible teacher in speech communication, one who was prepared for new in- and out-of-classroom teaching experiences in his field as well as in interdisciplinary settings. Prof. Arthur Collins, Department of English and Comparative Literature, and Director of D.A. Programs, SUNY (Albany), delivered the address "A Degree of Reform: The Doctor of Arts," centering on the ills inherent to research-oriented PhD preparation. Dr. Robert N. Hall, Associate Executive Secretary, and Director of the Placement Service, SCA, surveyed "The Job

Bruce E. Gronbeck

Market and the D.A. Holder." Projecting from placement records of the past five years, Hall pictured a shrinking job market, one in which M.A.'s and Ph.D.'s would be competing for jobs the D.A. was designed for; he urged a reforming of the Ph.D. rather than experimentation with a new doctoral degree at this time. Finally, Prof. Douglas Elninger, Department of Speech, University of Iowa, evaluated the conference, pointing to trends in the field as a whole which might preclude wide appeal for the D.A.

The core of the conference, however, was not the speakers but the discussions. Delegates were divided into six work groups, each of which was expected to make a series of recommendations to a general session. These work groups centered on the following topics: 1) "Core Curricula in Speech D.A. Programs"; 2) "Non-Speech Supplementary Courses in Speech D.A. Programs"; 3) "Generalist and Specialist Curricula in the Speech D.A."; 4) "The Job Market for the Speech D.A. Holder"; 5) "Internships/Externships in Speech D.A. Programs," and 6) "Educational vs. Pre-Professional Directions for the D.A." Delegates met in these groups Monday afternoon and early Tuesday, making recommendations at a late morning session. The following are the recommendations—and most were qualified and further explained—from those work groups. The overlap among the groups is to be expected.

Core Curricula

This group, chaired by E. S. Strother of Ball State, found the concept "Core curricula" difficult to define, for it can be thought of in three ways: a) a group of courses which cover the basic principles of the several speech arts and sciences; b) a cadre of courses which include the basic principles of learning, college structures and problems, and teaching skills; and c) a program of courses and other professional experiences which meets an individual student's particular needs as he prepares to become a teaching professional. Indeed, "core" may be a concept better replaced by the idea of "competency" or "proficiency."

1. A college teacher ought to come out of his graduate studies with essentially four "proficiencies":
 - a. *Subject-matter proficiency:*

The teacher should reflect a kind of prepara-

tion which generates self-confidence, self-interest in his subject, and student-confidence in him.

- b. *Instructional or pedagogical competency:*
The student should have had a number of courses or teaching experiences which prepare him to teach in a variety of environments and teaching modes.
 - c. *Research proficiency:*
At the very least, the doctoral-level candidate must be able to interpret and codify research findings.
 - d. *Writing proficiency:*
He must be able to help his colleagues through summarizing ideas and research.
2. Not everything, however, that a prospective teacher does in graduate work should be so rigid as to lock him into a two-year or a four-year school for his entire professional life. The D.A. must prepare him for writing, teaching, administering, etc.; he must have all of the tools for a sound professional life.

Non-Speech Supplementary Courses

Anita Taylor of Florissant Valley Community College (St. Louis) chaired this group. They recommended that several assumptions about the D.A. ought to be kept in mind when discussing non-speech supplementary courses: the distinctive feature of the degree is its emphasis upon undergraduate teaching (an aim of our discipline which must be as respected as graduate teaching or research); the degree ought to emphasize breadth rather than depth of subject matter, and hence may require more of its candidates than a Ph.D.; it does emphasize research, but the interpretative and synthesizing processes rather than the discovering process. Perhaps the most distinctive feature of the D.A., however, is the series of methodological and material experiences which make it a truly interdisciplinary program; all candidates ought to have a series of experiences, which may or may not come from within a speech department, which may or may not take the form of "courses" as such:

1. All D.A. candidates ought to have a background in the psychology of learning.
2. All ought to be exposed to the philosophy of and issues facing higher education at all levels.
3. All should study systematically the contexts in which communication takes place, e.g., studies in mass communication, group dynamics, political systems, labor-management disagreement, etc.
4. Finally, all ought to have a series of experiences which relate to the principal area of academic concern:
 - a. The theatre student ought to have considerable experience in aesthetics, philosophy, and dramatic literature;

b. The rhetoric-public address candidate ought to have a full background in history, psychology, sociology, psycholinguistics, etc.;

- c. Similar sequences ought to be worked out for other areas.
5. In general, then, supplementary courses are more than mere cognates on a D.A.; they in fact create a fully interdisciplinary program.

Generalist and Specialist Curricula

Chaired by John Moncur of the University of Michigan, this group noted the difficulty of defining "generalist" and "specialist"; one can describe a kind of movement from "general" considerations on the lower levels of education to more "specific" methods, ideas, and problems on the upper levels, but only in a comparative manner. The precise definitions of "generalist" and "specialist" perhaps have to be approached through a) the needs of institutions having jobs, and b) the configuration of the discipline offering the D.A. (e.g., a "generalist" in English could be "narrower" than a "specialist" in speech). Given these considerations:

1. The "generalist" is not one who knows something about all areas (theatre, oral interpretation, radio-TV-film, rhetoric-public address, pathology, etc.) but rather, one who knows one of these areas well, with interdisciplinary courses aiding him to realize a kind of generality, and perhaps with some preparation in another area of speech communication. It is the interdisciplinary journey into cognate areas which makes the D.A. distinctive.
2. Flexibility is essential to the D.A. The Ph.D. is a comparatively highly structured experience at many institutions, but the D.A. can open up programs for a wider variety of career goals. Indeed, the goals could be uniquely those of an individual student; with counselling, the D.A. could meet highly individualized goals.
3. Perhaps inter-departmental D.A. programs will produce the greatest flexibility; departmental insularness, however, will have to be destroyed.
4. A series of additional observations were made by the group:
 - a. The D.A. ought to be on a parity with the Ph.D.; in a good school with a good program and good students, it will.
 - b. The degree ought not be filled with teaching methods courses, for given the concerns of our discipline (speech-making, group discussion, interpersonal communication, etc.), we are fulfilling many functions of methods courses in our regular curriculum.
 - c. The consumer of doctoral-level students will determine whether the degree is successful, and as of now, it certainly seems that the undergraduate market is the easiest to attract with the D.A.

Internships/Externships

Joseph Wright of Vanderbilt University chaired this group, which concentrated on "externships" as the distinctive feature of most D.A. proposals. The group recommended:

1. The externship--wherein a student actually would teach at another (host) institution as part of his doctoral training--is highly desirable. The internship--working as a teaching assistant at the parent school--may be valuable, but the externship provides the more solid teaching experience.
2. The externship ought to be available not only in two-year colleges but also in four-year programs and some graduate institutions.
3. The parent school must place externs carefully, fitting student needs and goals to school offerings, yet making sure that the host school does not harbor the externs.
4. The parent school and host school ought to make together decisions on the work to be done by externs; then, however, the ties between the parent and extern ought to be broken.
 - a. The student (extern) ought to be evaluated as any other junior faculty member.
 - b. The focus should be on "cooperation" among student, parent, and host, rather than on "supervision."
 - c. A safety valve, releasing the extern, ought to be provided for.
5. The externship experience ideally should include one full year at a single school, if a variety of teaching experiences can be provided; otherwise, a full year experience at two different schools should be available.
6. No recommendation can be made as to size of teaching load.
7. In concluding the teaching experience, the parent school should receive a) student evaluations, b) a written evaluation of the host school, c) course outlines and self-evaluations, d) full discussion between representatives of host and parent schools, e) an oral self-evaluation from the student himself, and f) perhaps an oral evaluation of the host school by the extern.
8. The externship report should not constitute a thesis.
9. The externship should take place after approximately 75% of the student's course work has been completed. This should give the student an M.A. background, and will help if salary designations have to be made.
10. No recommendation on salaries can be made although the student should not be expected to pay for this portion of his education.

The Job Market

Donald Zacharias of the University of Texas chaired this group, which felt frustrated by the lack

of data available on the job market. It noted, too, that its recommendations might be biased by the fact that most group members come from larger, research institutions. After such disclaimers, the group recommended:

1. A primary need is for hard information on hiring practices and educational demands for doctoral-level candidates. No reliable projections can be made without such difficult-to-acquire data.
2. The outlook for the D.A. is generally negative, given the state of the economy and the number of Ph.D.'s currently on the market.
3. There may be a potential market, however, for D.A.'s:
 - a. The high school market may be strong, given the number of teachers wanting to return to school as part of their school's incentive plans.
 - b. The two-year college represents the greatest market.
 - c. The liberal arts college (and some state colleges) might rank second.
 - d. Graduate institutions probably only will hire a few D.A.'s, principally to train other D.A.'s.
4. The D.A.'s commitment to teaching is sound, but nothing guarantees that any degree will produce a good teacher; indeed, a good teacher is a good teacher, and he probably will be hired whatever his degree.
5. There are too many different graduate degrees at this time, and hence the D.A. might find itself competing as another potentially second-class degree.
6. The question of promotion must be faced: Will the D.A. compete successfully on the basis of his teaching for promotions under the present structure?

Educational vs. Pre-Professional

J. O. Barnhill of Brown University led this group, which like others ran into definitional problems. Because teachers certainly are "professionals", the term "pre-professionals" may be inappropriate; perhaps a term such as "applied communication theorist-practitioner" would be more descriptive of the second option.

1. The D.A. should be broad enough to circumscribe pre-professional concerns; it should be equal to or better than the Ph.D.; and it should be different from the Ph.D., with a number of options for the specialist or generalist--and certainly not only the teacher.
2. The D.A. might prove most valuable to a person in theatre production and design, community theatre, T.V. and radio, business, and/or speech science.
3. The requirements for a pre-professional D.A., while flexible, ought to see that: a) creative

capabilities of candidates are identified as early as possible; b) some sixty-five hours of course work is completed; c) some form of specialization, preferably in at least two skills areas, is urged; and d) counselling is provided for the student.

4. Business ought to be polled to obtain data concerning the D.A.'s usefulness in industrial and professional businesses.
5. The D.A. should not be warped with too much emphasis solely on teaching.

These, then, were the general recommendations of the work groups. One must keep in mind, of course, that the delegates worked under tremendous informational and temporal pressures; many were not acquainted with the mechanics of most D.A. proposals before coming, did not have a specific model to work from, and yet had to deliberate and offer recommendations in less than twenty-four hours.

Even given such problems, however, the conference was successful. The interaction produced more than a modicum of specific recommendations,

and did generate the kind of thought which will prove valuable to the delegates upon their return to home regions and schools. With the Doctor of Arts in Speech being considered at Washington State, Washington, Michigan, Mississippi, LSU (New Orleans), Bowling Green State, Northern Illinois, Ball State, New Mexico, Texas, Northern Colorado, and perhaps other institutions, it is important that the concept receive general examination by people from a broad range of institutions, geographical regions, backgrounds, and programs. The University of Michigan conference was a step in that direction.

An attempt will be made to prepare a fuller description of the conference at a later date, likewise, the University of Michigan Inventory of Attitudes Toward the Doctor of Arts in Speech Communication will be tabulated and will be available for general examination. Further information on the conference, the work packets prepared for the conference, and the questionnaire survey may be had by writing to Bruce E. Gronbeck, Department of Speech, University of Michigan, Ann Arbor, Michigan 48104.

A BIBLIOGRAPHY FOR ADMINISTRATORS

The following bibliography of books, pamphlets, and articles is by no means intended to be complete or authoritative. It is, rather, a short compilation of items that should be of interest to administrators.

The editor encourages all readers of this journal to contribute to this section. The bibliography will be a continuing feature and it can only be as useful as the entries received.

If any of these items are not available in your library, the editor can supply an address and the purchase price for most of the entries.

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COMING IN FUTURE ISSUES

Issue #2, scheduled for publication in December, will be devoted to reporting the events of the ADASC Summer Seminar. Included in that issue will be reports on:

"Current Trends in Speech Communication: A Report on What Is Happening in Graduate, Undergraduate, and Community College Programs."

"Higher Education and Unionization: Collective Bargaining, Faculty Organization, and the Departmental Administrator."

"Accountability in Speech Communication Programs: Cost Accountability, Academic Accountability, Public Accountability, and Professional Accountability."

"Implications of Faculty Organization and Accountability: Evaluation of Faculty, Evaluation of Academic Programs, and ADASC and the Evaluation Process."

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Faculty Salary Surveys

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