This descriptive study of college-level journalism teachers in the United States shows that the teachers are primarily male, young to middle aged, and distributed fairly evenly within the various academic ranks. There is a heavy midwestern emphasis in their current employment and in their academic training. The doctorate is now the modal degree in the field, although emphasis continues to be placed on the professional experience of the teacher, with newspaper experience the norm. Teaching specialties tend to follow professional lines, but there is an apparent interest in such teaching specialties as mass communication and society, theory and methodology, and history. (Author)
Introduction

This report seeks to describe some of the salient characteristics of college and university journalism teachers in the United States.

Data for the report were obtained from information submitted by members of the Association for Education in Journalism for the directory of that organization published in the spring 1975 issue of Journalism Educator. On the directory forms, AEJ members were asked to give name, birthdate, degrees and years degrees were obtained, universities granting degrees, current position or rank, employing institution, media experience, teaching specialties, address and phone number.

These data were coded and transferred to IBM cards for computer analysis.

Of the 1,139 members submitting directory information, 969 were classified as currently active teachers and were included in the study. These teachers represented 315 institutions in 48 states and Washington, D.C. (There were no respondents from Wyoming or Alaska.)

This study cannot be considered comprehensive since not all journalism teachers are members of AEJ and not all AEJ members submitted directory data. Nevertheless, the study does cover a large group of active and involved professionals in higher education in journalism in the United States. And in a field lacking in dependable information, the findings, even with their deficiencies, take on some significance.
The dominance of the Midwest in journalism education is shown in Table 3 which reveals that 28.2 per cent of those surveyed teach at institutions in the East North Central states of Ohio, Indiana, Illinois, Michigan and Wisconsin. An additional 12.4 per cent teach in the West North Central states of Minnesota, Iowa, Missouri, North and South Dakota and Kansas, and 11.5 per cent teach in the West South Central states of Oklahoma, Texas, Louisiana and Arkansas.

Other regions with substantial numbers of journalism teachers are the South Atlantic States and the Pacific states of Washington, Oregon and California. (Alaska and Hawaii, also in the Pacific region, have been less heavily involved in journalism education at the college level.)

New England, with its long tradition of private colleges and universities, supplied only 2.3 per cent of the teachers surveyed, and the East South Central and Mountain regions were relatively low contributors with 5.7 and 5.5 per cent, respectively. The heavily populated Middle Atlantic states of New York, New Jersey and Pennsylvania produced 9.0 per cent of the teachers studied.

Although the allegation that the East dominates American journalism may have a measure of truth to it, it is apparent that the Midwest dominates journalism education, at least in terms of employment of college journalism teachers.

Institutions Granting Most Degrees

Further evidence of midwestern dominance in college and university journalism education is given by Table 4 which lists in rank order the 20 universities awarding the most "final degrees" to journalism teachers. The 20 schools accounted for nearly two-thirds of all final degrees held by the teachers surveyed.

Of the 20 schools, nine were in the East North Central region; three were in the West North Central; three were in the Middle Atlantic; three the Pacific, and two the West South Central.

By and large, the midwestern schools were early in providing graduate education in journalism; this was especially true of the doctoral programs in journalism and communication. It is not surprising, therefore, that the leading producers of terminal degrees for journalism teachers are the midwestern schools.

With the spread of graduate programs to schools in other regions, the midwestern dominance will no doubt slowly decline.

Sex, Race and Nationality

That journalism teaching at the college level is mainly a male profession in the United States is shown in Table 2 where 88.8 per cent of the teachers studied were male. The drive to hire more female teachers in recent years has increased their number, undoubtedly, but there are as yet few women journalism teachers in the "national pool" depicted by this study.

Since undergraduate classes are now nearing or exceeding a 50-50 ratio of women to men in many schools, however, administration may expect that more qualified female teachers will be coming onto the job market in the decade ahead.

Although questions on race and nationality were not included in the directory forms, an informal analysis revealed that 27 respondents had Spanish or Oriental surnames and an estimated 8 were black. Minority teachers in journalism higher education, as estimated from these data, amount to no more than 4-5 per cent of the total. The drive to attract minority students and teachers to journalism education obviously has a long way to go.
consider teaching careers on journalism faculties.

many doctoral-level students in such "overproduced" areas as

degree. As the master's, with only 5.3 per cent (mainly the
teaching assistants included in the study) listing the bachelor's
degree as the terminal degree, in many other areas of the
university.

Data from this study indicate, however, that the doctorate is
now the modal degree, with 48.9 per cent of the teachers listing
it. (See Table 5.) An additional 44.8 per cent list their final
degree as the master's, with only 5.3 per cent (mainly the
Teaching Asst. 47
Other* 57

Table 5. Highest Degree Held by Journalism Teachers Listed in
1975 AEJ Directory

<table>
<thead>
<tr>
<th>Degree</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>469</td>
<td>48.9%</td>
</tr>
<tr>
<td>Master's</td>
<td>430</td>
<td>44.8%</td>
</tr>
<tr>
<td>Bachelor's</td>
<td>51</td>
<td>5.3%</td>
</tr>
<tr>
<td>No degree listed</td>
<td>10</td>
<td>1.0%</td>
</tr>
<tr>
<td>Total</td>
<td>960</td>
<td>100.0%</td>
</tr>
</tbody>
</table>

Highest Degrees Held

Serving a professional field as it does, journalism education
long has emphasized professional experience of its
teachers, many of whom have not earned the doctorate, the
traditional "terminal degree" in many other areas of the
university.

Data from this study indicate, however, that the doctorate is
now the modal degree, with 48.9 per cent of the teachers listing
it. (See Table 5.) An additional 44.8 per cent list their final
degree as the master's, with only 5.3 per cent (mainly the
Teaching Asst. 47
Other* 57

Table 6. Academic Rank of Journalism Teachers Listed in 1975
AEJ Directory

<table>
<thead>
<tr>
<th>Rank</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor</td>
<td>271</td>
<td>28.3%</td>
</tr>
<tr>
<td>Assoc. Professor</td>
<td>224</td>
<td>23.3%</td>
</tr>
<tr>
<td>Asst. Professor</td>
<td>256</td>
<td>26.7%</td>
</tr>
<tr>
<td>Instructor</td>
<td>79</td>
<td>8.2%</td>
</tr>
<tr>
<td>Lecturer</td>
<td>26</td>
<td>2.7%</td>
</tr>
<tr>
<td>Teaching Asst.</td>
<td>47</td>
<td>4.9%</td>
</tr>
<tr>
<td>Other*</td>
<td>57</td>
<td>5.9%</td>
</tr>
</tbody>
</table>

*Other includes teachers who did not indicate their rank or who
gave only titles such as Dept. Head, Dean, Chairman, etc.

Media Experience of Teachers

Figure 1 depicts graphically the media experience mentioned
by journalism teachers in their 1975 AEJ directory listings.
AEJ members had 15 words each in which to describe their
professional experience and the words were no doubt chosen
carefully. It is interesting, therefore, that nearly three-fourths
of the teachers mentioned having newspaper experience. The
next closest category was magazines with 21.6 per cent men-
tioning experience in the area. The traditional dominance of
print journalism and particularly newspaper journalism in the
journalism schools and departments is clearly depicted here.

Figure 2 shows a similar dominance of newspapers in the
teaching specialties mentioned by college journalism teachers
in their directory entries. A "newspaper" teaching specialty
was mentioned by 60.2 per cent of those studied. Other frequent-
cited specialties were mass communication and society,
teaching and methodology, and history. Listings taper down from
these specialties to such fields as graphic arts (22.7 per cent),
secondary school journalism (5.9 per cent) and minorities and
communication (2.1 per cent). The coding categories used were
the "divisions" or "interest groups" of AEJ and an important
category, law and ethics, was inadvertently omitted. It may be
of note that eight of the 13 teaching specialties are occupational-
ally related, dealing with newspapers, magazines, public
relations, etc. But it is perhaps of equal interest — and a trend
to watch — that such "theoretical" specialties as mass
communication and society, theory and methodology, and history
are among the more popular specialties mentioned.
Figure 1. Distribution of Teachers by Media Experience.

Government, 10.8% (102)
Advertising, 11.5% (110)
Television, 14.8% (142)
Radio, 19.3% (185)
Public Relations, 19.8% (190)
Magazine, 21.6% (207)
Newspaper, 74.3% (713)

N 960  Multiple responses permitted.

Figure 2. Distribution of Teachers by Teaching Specialties.

Minorities and Communication, 2.1% (20)
Sec. School Journalism, 5.9% (57)
Graphic Arts, 7.7% (74)
Photojournalism, 9.7% (93)
Advertising, 13.6% (131)
Radio-TV, 14.1% (135)
International Communication, 14.3% (137)
Public Relations, 14.6% (140)
Magazine, 18.5% (178)
History, 20.2% (194)
Theory and Methodology, 33.4% (321)
Mass Comm. & Society, 47.9% (460)
Newspaper, 60.2% (578)

N 960  Multiple responses permitted.

Summary and Conclusion

This descriptive study of college level journalism teachers in the United States shows that the teachers are in the main male, young to middle-aged, and distributed fairly evenly in the various academic ranks. There is a heavy midwestern emphasis in their current employment and in their academic training. The doctorate is now the modal degree in the field, although emphasis continues to be placed on the professional experience of the teacher with newspaper experience the norm. Teaching specialties tend to follow professional lines, but there is an apparent interest in such teaching specialties as mass communication and society, theory and methodology and history.