**An Analysis of Job Listings on rhetmap.org for Junior Scholars:
Academic Years Spanning 2013-2014, 2014-2015, and 2015-2016**

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Since 2012, rhetmap.org has maintained and mapped job posting information within the field of Composition and Rhetoric (C/R) and (Technical and Business Writing)[1] TBW by using data from both the C/R category of the Modern Language Association (MLA) Job Information List (JIL) and individual job postings exclusive to rhetmap.org. We have reviewed and analyzed the job market maps for the period spanning the 2013-2014 academic year through the 2015-2016 academic year in an effort to provide an understanding concerning the three year trajectory of the necessary qualifications and job duties/expectations for posted positions in the United States of America most suited to new-to-the-market junior scholars completing their doctoral degrees.

Review of Literature

Several scholars have undertaken research centered on the academic job market within the C/R field. We include here a brief review of the most pertinent publications in order to provide a basis for our own study that follows.

Caroline Dadas (2013) interviews 57 people in order to better understand the current C/R job market, considering those on the job market or hiring from the job market between the years of 2001-2002 through 2011-2012 (68-9). Her article "Reaching the Profession: The Locations of the Rhetoric and Composition Job Market" considers the shifting locations that job market practices exist within, including phone interviews, video interviews, job wiki, and the MLA convention (72). Her suggestions for the future include critical examination concerning the timing and structure of job searches (84), awareness of how practices can be discriminatory (85), and preparation for the variety of current job market locations (86).

Carrie Leverenz has long researched the C/R job market. Her presentation "Tell It Like It Is - But How Is It?" at the 2015 CCCC's conference examines the first year out of a three-year survey concerning C/R PhDs on the job market (2). This initial year observes postings derived from JIL 2013-21014 job listings in order to assess the job market for C/R jobs specifically. In this assessment, Leverenz conducted keyword searches, such as "composition," "digital," and "administration" (3), and discovered four possible explanations for the current job market: a lack

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[1] In 2012, just C/R was mapped. Since 2013-2014, both C/R and TBW have been mapped.

of tenure-track positions, a gap in PhD training, a potential need for administrative training, or a reconsideration concerning teaching loads (7).

Jennifer Sano-Franchini's article, "'It's Like Writing Yourself into a Codependent Relationship with Someone Who Doesn't Even Want You!' Emotional Labor, Intimacy, and the Academic Job Market in Rhetoric and Composition," appeared in the September 2016 issue of *College Composition and Communication*. Through a series of 48 interviews, Sano-Franchini explores the emotional response and effect of the academic job search for the years 2010-2015. While her work overlaps ours in time period, her focus is "most interested in engaging the spaces between individuals and institutions by, for instance, asking such questions as, How do candidates manage the emotional demands of 'showing interest,' 'demonstrating passion,' and showing that they will be a 'good colleague,' 'good departmental citizen,' and 'good fit' on the job search?" (100).

Rhetmap.org's job market maps begin with the 2012-2013 academic year. We have excluded this year from our analysis due to the overwhelmingly large number of inaccessible postings; however, for additional analysis of that year, see LaVecchia, Morris, Sarr, and Ridolfo's "A Report on the 2012–13 Composition and Rhetoric Category of the MLA Job Information List." We have also excluded the 2016-2017 academic year's postings, as they are incomplete at the time of this writing. Included within our report are the listings associated with the job market maps for the 2013-2014, 2014-2015, and 2015-2016 academic years. We have reviewed the available Interfolio listings for specific information pertaining to the job duties and expectations of the posted positions, as well as education and experience requirements for applicants. These listings provide a range of information, with not all information within every listing. We have made every attempt to include as many listings as possible in our analysis; however, we have excluded all dead links, as well as those links which only link to a departmental website.

Methodology

For purposes of this analysis, we looked at college-level teaching positions in the United States of America as reflected in the job market maps hosted on rhetmap.org. As such, this report considers the listings found within Composition and Rhetoric (C/R) category of the Modern Language Association (MLA) Job Information List (JIL) in addition to those jobs listed exclusively on rhetmap.org. Our report is tailored most closely to the needs of new-to-the-market junior scholars who recently completed, or are nearing completion of, their doctoral degrees. For accessibility reasons, we have excluded postings at the main campus of R1 Institutions (yet included satellite campuses for these institutions)[2], as well as postings for

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[2] As a note, we approached this analysis from the perspective of doctoral students in an English program rather than a designated program in C/R. Given this understanding, in combination with the idea that it is less likely, although not impossible, for brand new PhDs to land positions in R1 institutions right out of school, we excluded R1 institutions from our data set. This decision should not be taken as an indication that R1 positions are impossible, or even improbable, given the right applicant for the right position. We simply

advanced and upper-level faculty, senior scholars, department coordinators, directors, and chair positions; however, we included those positions that allow for an advancement to a directorship within 1-3 years. We have examined the Interfolio listings for each associated geocoded entry on rhetmap.org for definitive criteria within the following three categories: *Expectations*, including jobs duties and course load; *Qualifications*, including C/R focus for doctoral degree, and background in digital technologies; and, *Longevity/Specialization*, including tenurability and additional subject area(s) preferred or required. Where the Interfolio listing indicates multiple positions available and indicates the specific number of positions available, we have added this to the tally in our analysis and have indicated this in our findings. If, however, the listing does not specify the precise number, we have made no alterations to the final figures.

Findings

As our report is tailored to the needs of new-to-the-market junior scholars (excluding more senior positions and R1 institutions), we found the following numbers of positions available within the United States of America as listed on rhetmap.org:

2013-2014
There are 320 geocoded job listings in the [2013-2014 rhetmap.org job market map](#) (also attached as Appendix 1). Twelve of these listings are for multiple available positions, some of which specify a total number of positions available while others do not. These designations add at least 18 available positions for a total of 338. Once these listings have been culled according to our criteria--to include job listings in the United States of America but excluding positions requiring advanced status so as to be less accessible for new-to-the market scholars just completing their PhDs--we were left with 190 accessible positions for our analysis (Appendix 2), which represents 56.21% of total listings for this academic year. Our data for 2013-2014 can be found attached as Appendix 3.

2014-2015
There are 328 geocoded job listings in the [2014-2015 rhetmap.org job market map](#) (also attached as Appendix 4). There are 16 listings for multiple available positions, for which we have added 22 to the available positions for a total of 350. Again, these listings have been culled according to our criteria and 185 accessible positions remained for our analysis (Appendix 5), which represents 52.86% of the total listings for this academic year. Our data for 2013-2014 can be found attached as Appendix 6.

2015-2016
There are 276 geocoded job listings in the [2015-2016 rhetmap.org job market map](#) (also attached as Appendix 7). There are 21 listings for multiple available positions, for which we have added 22 to the available positions for a total of 298. This number represents a fairly

chose to focus on the positions that we would consider most accessible to the widest range of junior scholars.

significant (14.86%) reduction in total jobs listed; however, once these listings were culled according to our criteria, the remaining 168 positions (Appendix 8) actually represent only a 9.19% reduction in available positions.These 168 positions comprise 56.38% of total listings for this academic year. Our data for 2013-2014 can be found attached as Appendix 9.
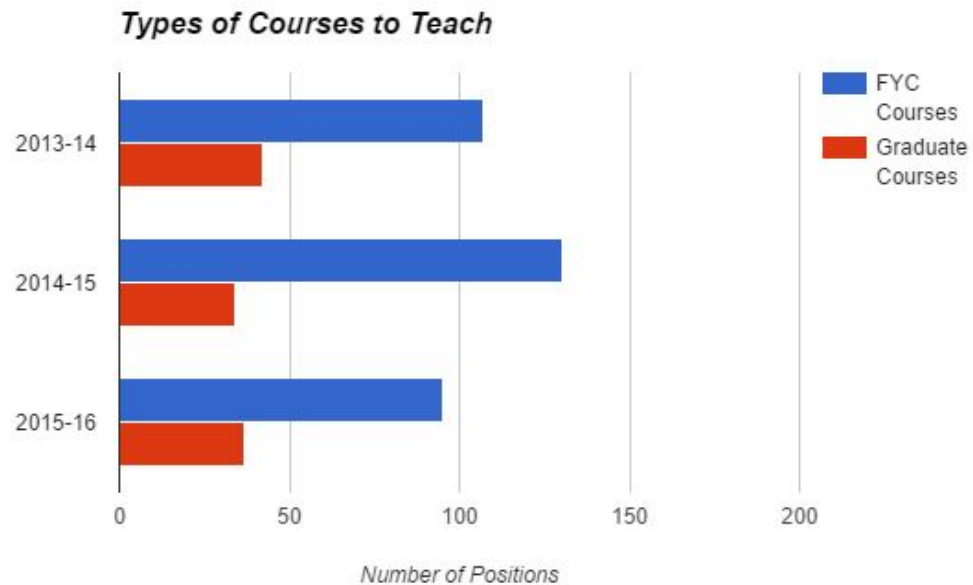
Expectations

For the *Expectations* category, we examined the Interfolio listings for indications regarding the expected teaching load and what level of courses an applicant would be expected to teach. We specifically looked for indications of whether teaching First Year Composition (FYC) was a required component of the position and whether the opportunity to teach at the Graduate level was indicated. This information is reflected in the data and table below.

> For the 2013-2014 year, we found that, of the listings that included information regarding courses taught, 56.32%, or 107 positions, required teaching First Year Composition. For this same period, 22.11%, or 42 positions, included the opportunity for teaching at the Graduate level.

> For the 2014-2015 year, we found that, of the listings that included information regarding courses taught, 70.03%, or 130 positions, required teaching First Year Composition. For this same period 18.38%, or 34 positions, included the opportunity for teaching at the Graduate level.

> For the 2015-2016 year, we found that, of the listings that included information regarding courses taught, 56.55%, or 95 positions, require teaching First Year Composition. For this same period 22.02%, or 37 positions, included the opportunity for teaching at the Graduate level.

Types of Courses to Teach

We also examined teaching load information for the listed positions in order to determine how many courses are expected of each listed position. The following graphs show the course teaching load data for each academic year.

For the 2013-2014 year, the course loads were designated as follows: 4 positions, 2.10%, had a 5/5 load; 49 positions, 25.79%, had a 4/4 load; 31 positions, 16.32%, had a 3/3 load; 7 positions, 3.68%, had a 2/2 load; 3 positions, 1.58%, had a 4/3 load; 2 positions, 1.05%, had a 3/2 load; and 94 positions, 49.47%, either did not designate a teaching load in the Interfolio listing or indicated another method of determining load (i.e. "Full Time" or "Research Supportive").

Course Load: 2013-2014
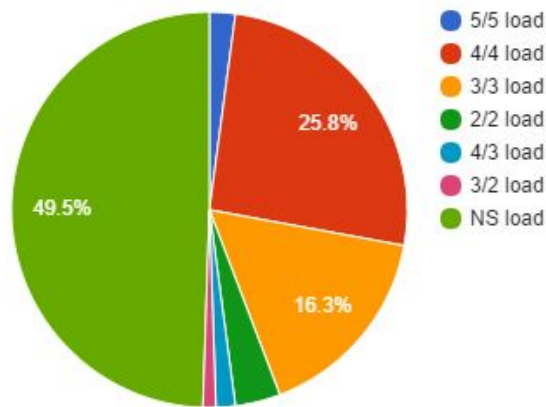
For the 2014-2015 year, the course loads were designated as follows: 4 positions, 2.16%, had a 5/5 load; 56 positions, 30.27%, had a 4/4 load; 31 positions, 16.76%, had a 3/3 load; 5 positions, 2.70%, had a 2/2 load; 6 positions, 3.24%, had a 4/3 load; 3 positions, 1.62%, had a 3/2 load; and 80 positions, 43.24%, either did not designate a teaching load in the Interfolio listing or indicated another method of determining load (i.e. "Full Time" or "Research Supportive."

Course Load: 2014-2013
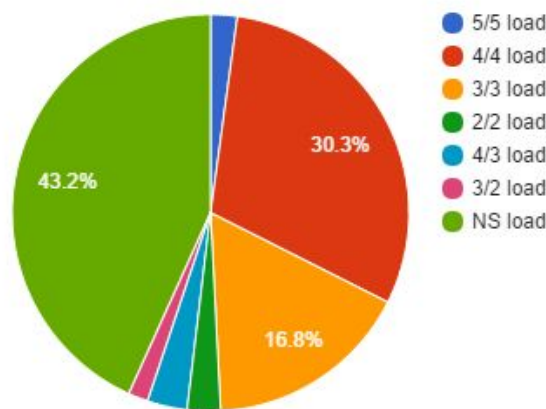
For the 2015-2016 year, the course loads were designated as follows: 3 positions, 1.79%, had a 5/5 load; 42 positions, 25%, had a 4/4 load; 23 positions, 13.69%, had a 3/3 load; 7 positions, 4.17%, had a 2/2 load; 3 positions, 1.79%, had a 5/4 load; 4 positions, 2.38%, had a 4/3 load; 1 position, 0.59%, had a 3/2 load; and 85 positions,

50.60%, either did not designate a teaching load in the Interfolio listing or indicated another method of determining load (i.e. "Full Time" or "Research Supportive."


Course Load: 2015-16
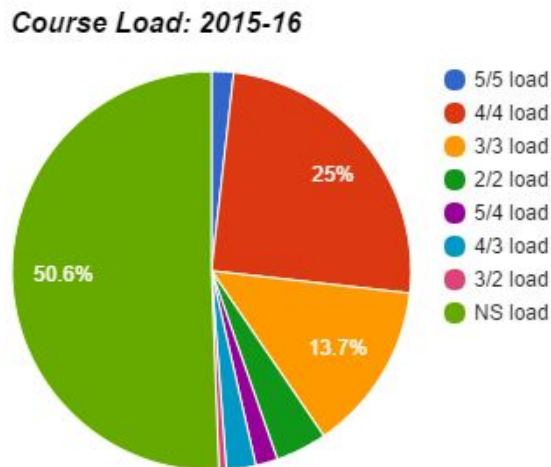
Qualifications

The *Qualifications* category consists of a determination whether a designated C/R doctorate, or a doctorate with a C/R concentration, is a requirement for the position. In addition, we examined whether a specific background in digital technologies and new media was requested.

Of the listings examined for the 2013-2014 time period, 67 either required or preferred a C/R concentration. This amounts to 35.26% of our total. 75 listings, or 39.47%, specifically requested experience and fluency with digital technologies.

Of the listings examined for the 2014-2015 time period, 73 either required or preferred a C/R concentration. This amounts to 39.46% of our total. 60 listings, or 32.43%, specifically requested experience and fluency with digital technologies.

Of the listings examined for the 2015-2016 time period, 56 either required or preferred a C/R concentration. This amounts to 33.33% of our total. Interestingly, only 38 listings, or 22.62%, specifically requested experience and fluency with digital technologies during this time period.

Qualifications
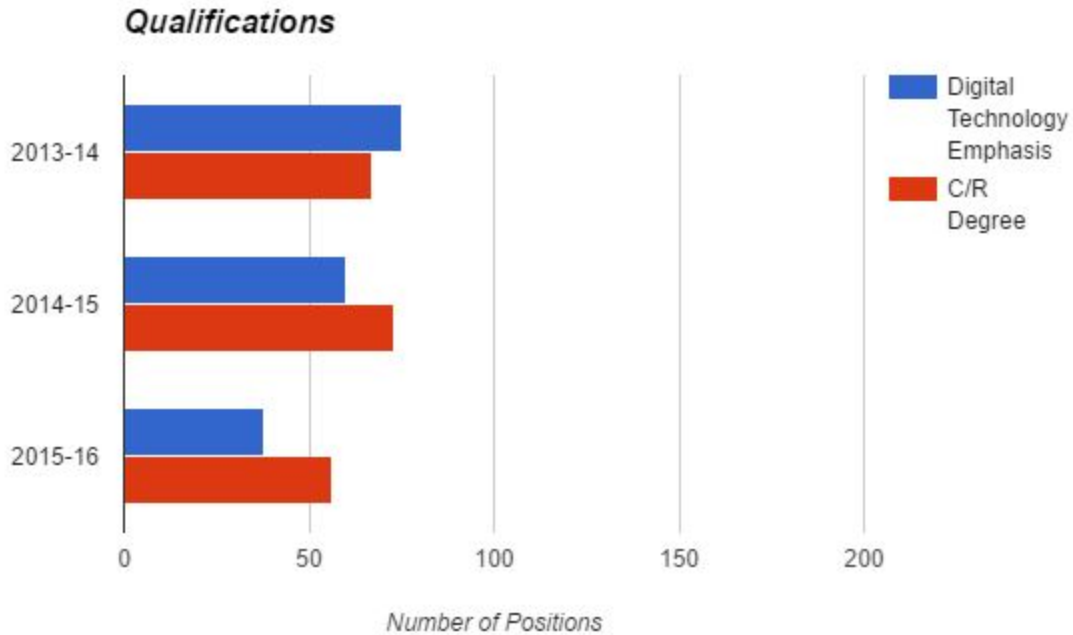
Longevity/Specialization

Finally, the *Longevity/Specialization* category looks to the permanence of the positions, i.e. whether it is classified at tenure track, and whether an additional subject area(s) is preferred or required, if any. These findings are presented below, aggregated by academic year.

In terms of tenurability for the 2013-2014 period, 118 of the accessible positions are Tenure Track, which is 62.11% of our total jobs for this academic year.

In terms of tenurability for the 2014-2015 period, 110 of the accessible positions are Tenure Track, which is 59.46% of our total jobs for this academic year.

In terms of tenurability for the 2015-2016 period, 109 of the accessible positions are Tenure Track, which is 64.88% of our total jobs for this academic year.

Tenurability
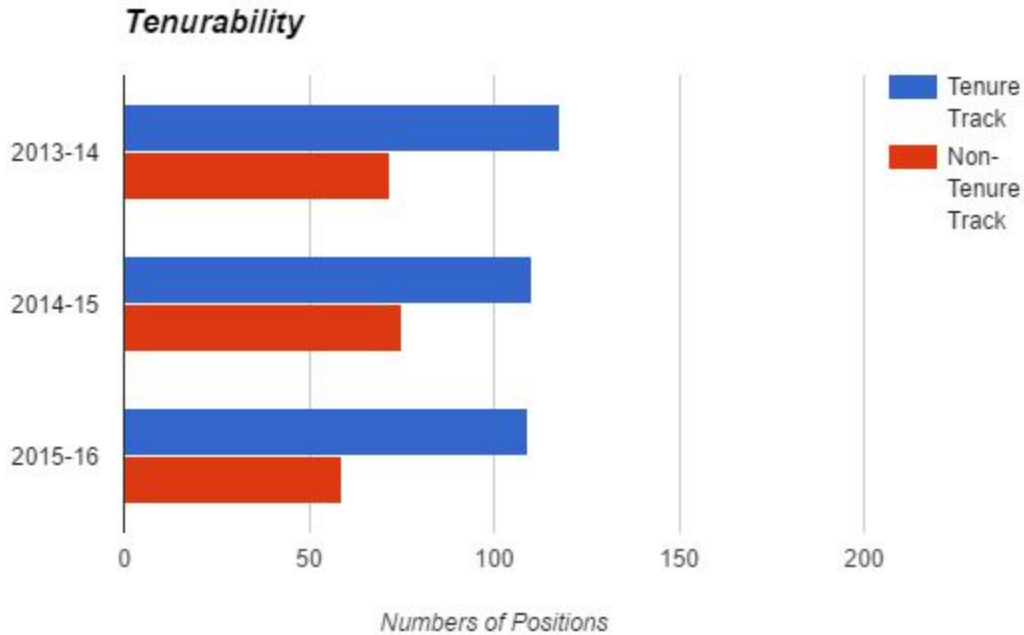
Considering the jobs posted on rhetmap.org for 2013-14, 38 positions, 20%, listed an additional specialization or subject area. The following positions were included: British literature, world literature, generalist, creative writing, American cultural studies, linguistics, new media, science/technical writing, journalism, African American literature, environmental writing, business writing, children's/YA literature, film studies, multi-language learners, gender studies, medieval literature, social justice, mestiz@ literature, and course development.

Considering the jobs posted on rhetmap.org for 2014-15, 48 positions, 25.95%, listed an additional specialization or subject area. The following positions were included: British literature, postcolonial literature, world literature, ESL/TESOL, transnational literature, generalist, critical theory, creative writing, American literature, linguistics, digital and new media, science/technical writing, video game studies, and journalism.

Considering the jobs posted on rhetmap.org for 2015-16, 38 positions, 22.62%, listed an additional specialization or subject area. The following positions were included: creative writing, 20th century literature, course development, ethnic rhetoric, ESL/TESOL, Shakespearean studies, journalism, Renaissance literature, multilingual composition, British literature, early American literature, generalist, 19th century literature, intercultural rhetoric, world literature, business writing, postcolonial literature, and African American literature.

Discussion/Conclusion

Through our analysis, we determined that the most common/influential requirements and information were the following: whether a position was tenure track, whether a position required a C/R degree or emphasis, and whether the listing emphasized digital technology as part of the applicant's pedagogy or overall expectations. As the chart below notes, we found that tenure track positions consistently outnumbered non-tenure track positions, and, while the chart does appear to show a downward projection for tenure track positions, the percentage available actually increased from 2013-2014 to 2015-2016. The preference for a C/R focused degree appears to remain steady, although there remains a significant need for additional areas of specialization within these job listings. Finally, the reference to digital technology within the examined listings appears to be dropping significantly year over year; however, this drop may in actuality indicate an assumption for digital fluency and pedagogy from applicants in this field.
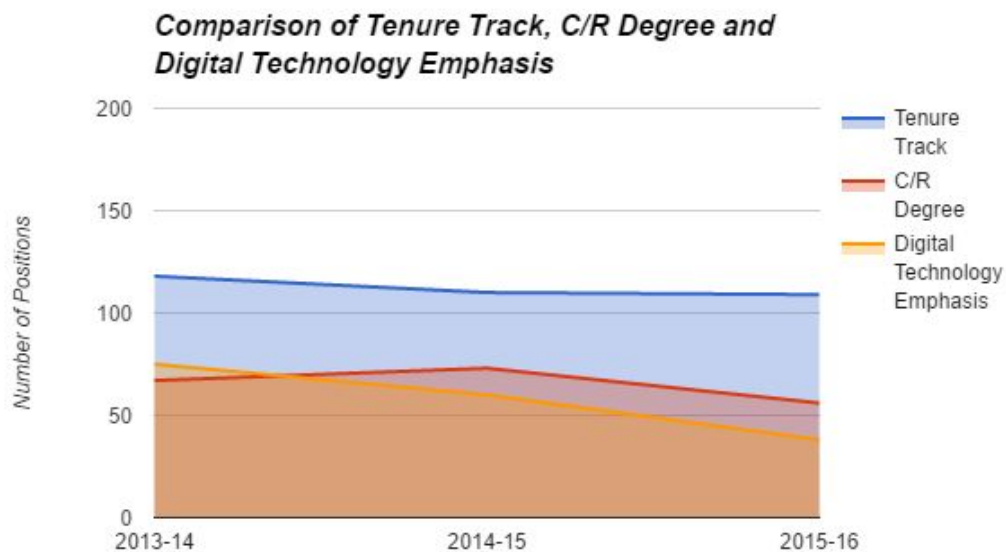
With that said, the listings we identified as most accessible to new-to-the-market PhDs comprised 52-56% of the total job listings during the three year time period that we examined. Though we have therefore excluded 44-48% of the job listings from our considerations, this decision should not be taken as an indication that new-to-market applicants should not apply for the remainder of the positions if they so choose. Our intention was to identify the trajectory of the requested skills and expectations to assist junior scholars who may be coming on the market in the near future with identifying which skills sets are most likely to be required of them. Based on our findings, when it comes to tenure track positions most accessible to junior scholars, the need for a C/R focused degree does not seem to be increasing. Rather, it is the combination of skills in both composition and literature, which should be supported by a strong background in digital technologies and teaching pedagogies, that will allow new-to-the-market scholars to be most successful in navigating the job market.
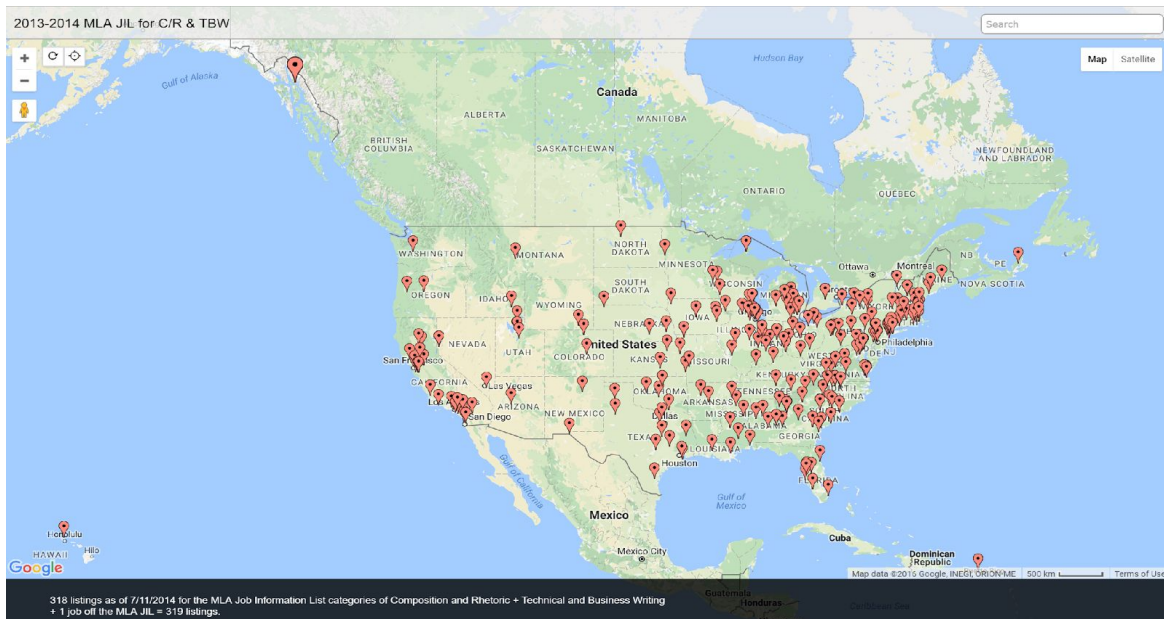
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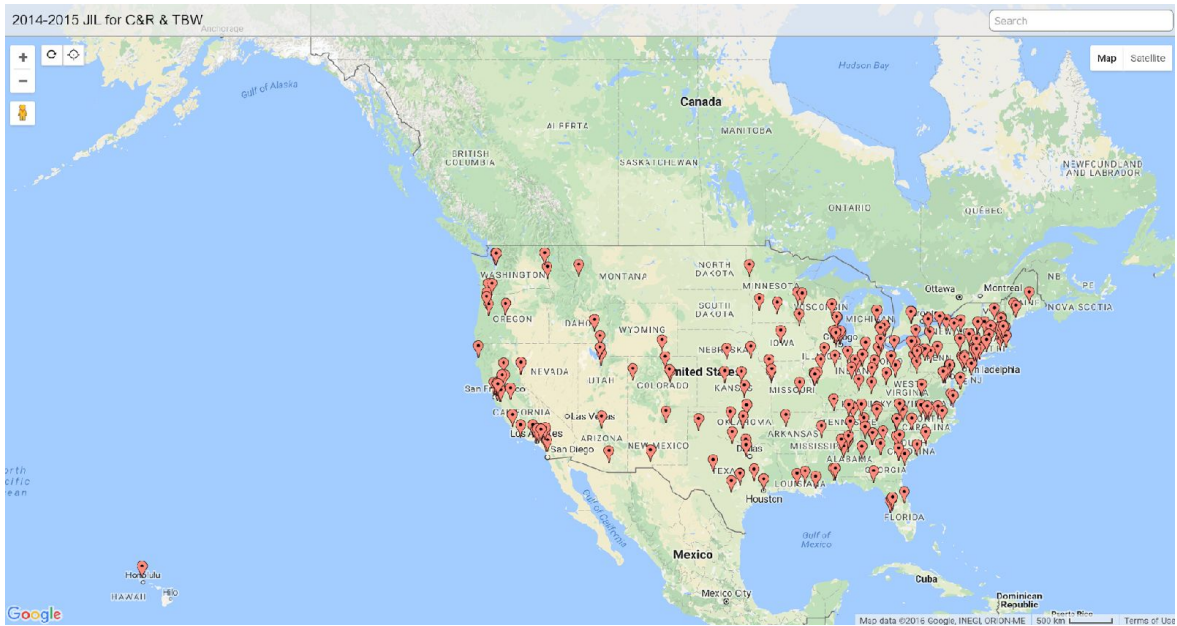
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APPENDICES

Appendix 1.

Appendix 2.

2013 Listings Found Here
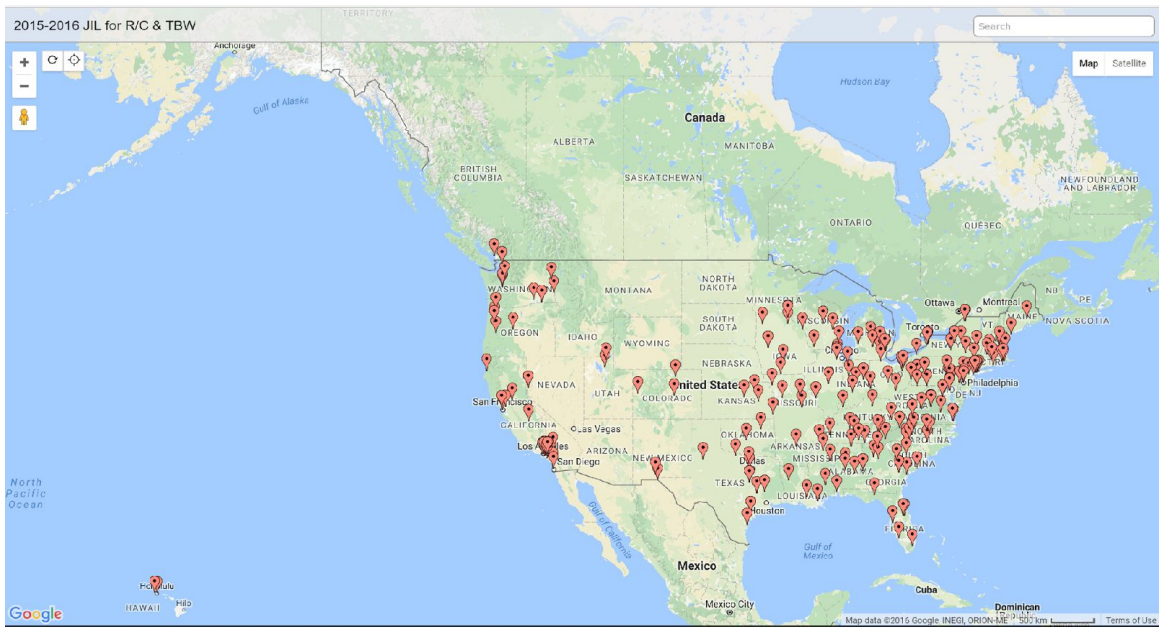
Appendix 3.

2013 Data Found Here

Appendix 4.

Appendix 5

[2014 Listings Found Here](#)

Appendix 6.

[2014 Data Found Here](#)

Appendix 7.

Appendix 8.

2015 Listings Found Here

Appendix 9.

2015 Data Found Here