



Occupation Report

English Language and Literature Teachers, Postsecondary

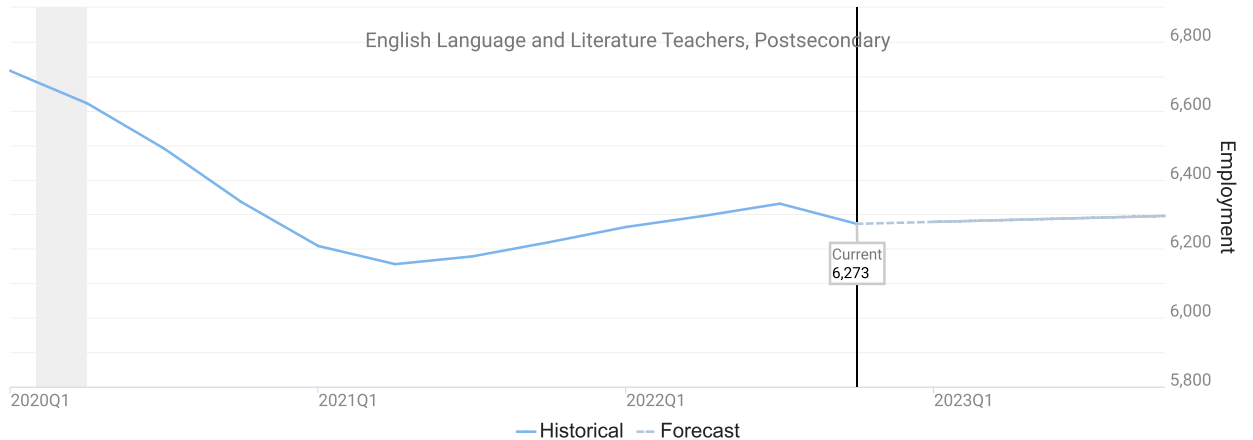
California



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Occupation Snapshot

6-Digit Occupation	Empl	Avg Mean Wages	LQ	3-Year Empl Change	Annual Demand	Forecast Ann Growth
English Language and Literature Teachers, Postsecondary	6,273	\$140,500	0.90	-456	549	0.4%



- 💡 “Annual Demand” is the projected need for new entrants into an occupation. New entrants are needed due to expected growth and to replace workers who left the occupation due to factors such as retirement or switching careers.
- 💡 “Forecast Ann Growth” is the expected change in jobs due to national, long-term trend projections (per the BLS) as well as local factors such as industry mix and population growth (as computed and modeled by Chmura).

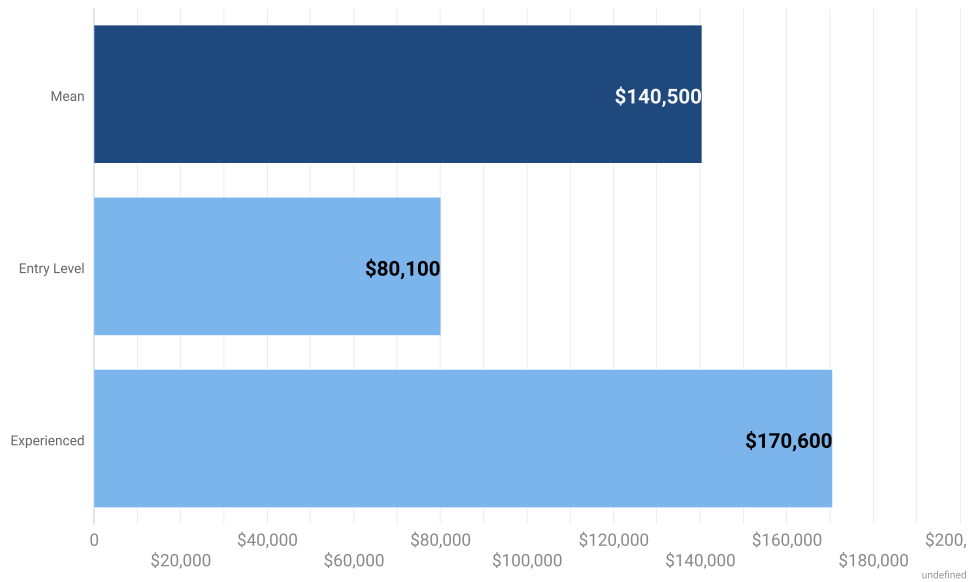
Employment by Industry

Industry Title	% of Occ Empl	Empl	10-Year Separations	10-Year Empl Growth	10-Year Total Demand
Colleges, Universities, and Professional Schools	50.2%	3,150	2,710	255	2,966
Junior Colleges	49.4%	3,098	2,554	-28	2,526
All Others	0.4%	24	22	6	28



 The industry distribution indicates the industries in which workers in the occupation(s) are primarily found.

 “10-Year Empl Growth” may show industries with positive as well as negative growth; this would indicate that the occupation(s) being examined are expected to expand within some industries while contracting in others.

Wages

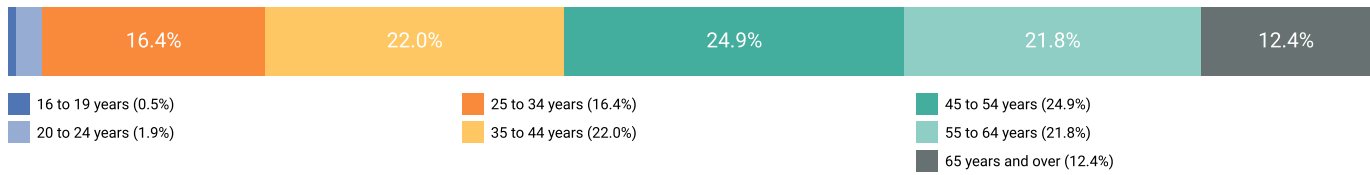


Occupation	Mean	Median	Entry Level	Experienced
English Language and Literature Teachers, Postsecondary	\$140,500	\$128,500	\$80,100	\$170,600

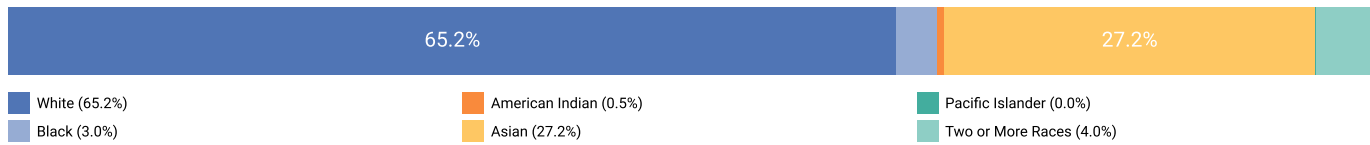
-  Occupation wages here utilize BLS OEWS data, imputed and brought forward by Chmura.
-  When this report is run for an occupation group, the table above displays up to the top ten detailed occupations which have the highest average wages within the occupation group.

Occupation Demographics

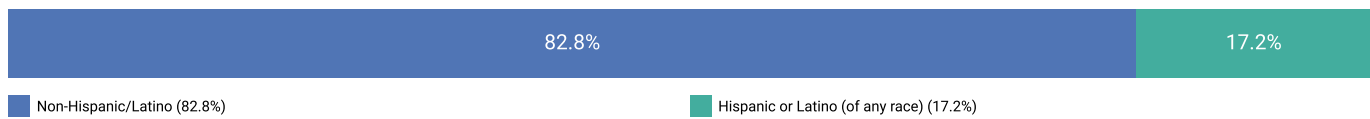
Age



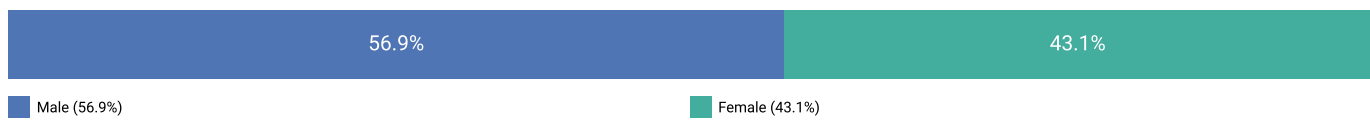
Race



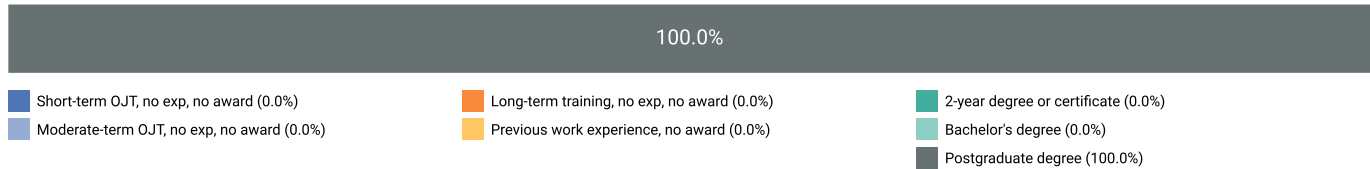
Ethnicity



Gender

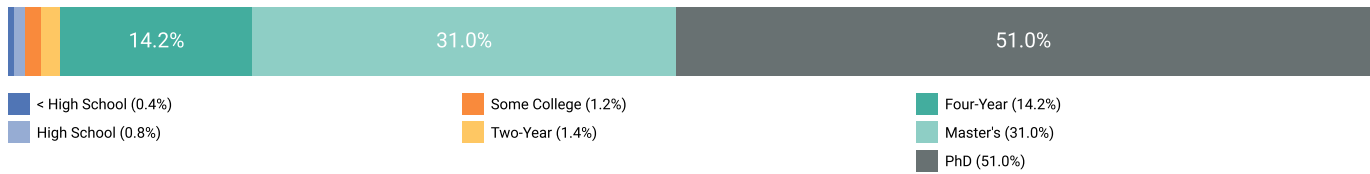


Education and Training Requirements



Education Profile

Educational Attainment



Occupation	Typical Entry-Level Education	Previous Work Experience	Typical On-the-Job Training
English Language and Literature Teachers, Postsecondary	Doctoral or professional degree	None	None


 The stacked bar chart here illustrates the estimated mix of educational attainment of the workers in this occupation(s) in aggregate.

 The table indicates typical education and training requirements rather than the mix of attainment of workers in such positions.

Postsecondary Programs Linked to English Language and Literature Teachers, Postsecondary

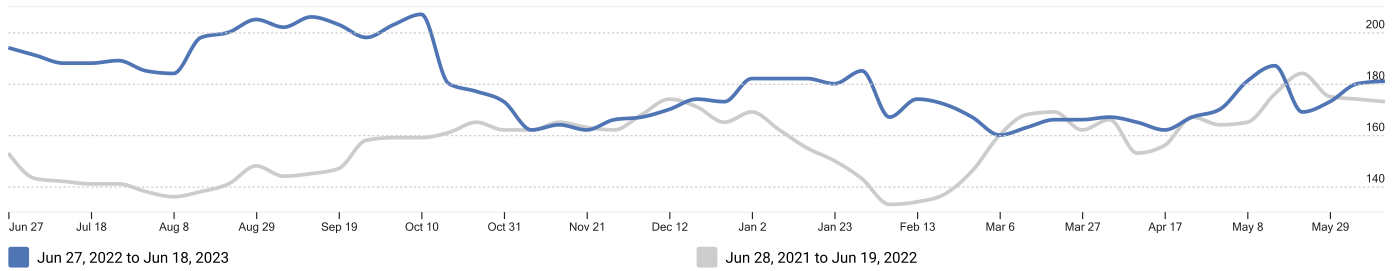
Program	Awards
California State University-Long Beach	
English Language and Literature, General	284
California State University-Northridge	
English Language and Literature, General	204
San Francisco State University	
English Language and Literature, General	205
University of California-Berkeley	
Comparative Literature	35
English Language and Literature, General	254
University of California-Davis	
English Language and Literature, General	206
University of California-Los Angeles	
American Literature (United States)	36
English Language and Literature, General	312
University of California-Santa Barbara	
Comparative Literature	34
University of California-Santa Cruz	
Comparative Literature	154

 The number of graduates from postsecondary programs in the region identifies the pipeline of future workers as well as the training capacity to support industry demand.

 Among postsecondary programs at schools located in California, the sampling above identifies those most linked to English Language and Literature Teachers, Postsecondary. For a complete list see JobsEQ®, <http://www.chmuraecon.com/jobseq>

RTI (Job Postings)

Active Job Ads by Date



Online job ads are a timely indicator of local demand. Occupation assignments shown below are made by Chmura based upon analysis of job titles and job descriptions. Top employers and listed job requirements are shown on the following pages.

Occupations

SOC	Occupation	Active Job Ads
25- 1123.00	English Language and Literature Teachers, Postsecondary	735

Locations

Location	Active Job Ads	
Los Angeles, California	33	
University of California Los Angeles	20	
Davis, California	18	
University of Southern California (USC)	17	
University of California San Diego	13	
Berkeley, California	12	
San Diego, California	11	
Santa Clara, California	11	
University of California Irvine (UCI)	11	
90007	10	

Employers

Employer Name	Active Job Ads	
Los Angeles, California	37	
University of California, Davis	19	
DeVry University	15	
University of Southern California	13	
Irvine, California	12	
University of California Berkeley	12	
Santa Clara University	11	
Davis, California	10	
Ohlone Community College District	10	
University of California, Santa Barbara	10	

Hard Skills

Skill Name	Active Job Ads	
Teaching/Training, School	263	
English	218	
Creative Writing	150	
Bilingual	74	
Microsoft Office	28	
Tutoring	28	
Spanish	25	
Microsoft Excel	18	
Technical Writing	18	
Mathematics	16	

Job Titles

Job Title	Active Job Ads	
English Instructor	21	
Part Time (30 hours) Associate Banker CA	11	
English (University Park Campus)	8	
Adjunct English Instructor	5	
Adjunct Faculty Pool - English	5	
Adjunct Faculty Pool - English as a Second Language (ESL)	5	
Assistant Professor of English	5	
ENGLISH LANGUAGE ACQUISITION (ELAC): Adjunct / Substitute Instructor POOL(college credit)	5	
English	5	
K TO 12 EDUCATOR 1 (Upward Bound English Instructor)	5	

Education Levels

Minimum Education Level	Active Job Ads	
Bachelor's degree	239	
Master's degree	148	
Doctoral or professional degree	56	
Associate's degree	19	
Unspecified/other	273	

Programs

Program Name	Active Job Ads	
English	170	
Linguistics	112	
Education	106	
Literature	96	
Speech	54	
Composition	44	
Journalism	25	
Applied Linguistics	17	
Fine Arts	17	
Creative Writing	14	

Top Skill and Certification Gaps

Top 10 Skill Gaps in California

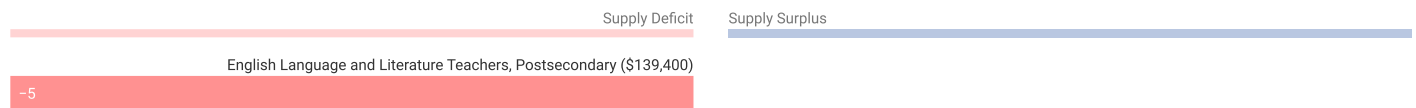
Name	Candidates	Openings	Gap
Creative Writing	67	135	-69
Teaching/Training, School	194	232	-38
Bilingual	29	63	-34
Keyboarding/Typing	6	17	-11
Technical Writing	12	22	-10
Spanish	19	23	-4
Mathematics	16	20	-4
Chinese	1	4	-3
Mandarin	1	4	-3
Career Development/Professional Development	3	6	-3



Top 10 Certification Gaps in California

Name	Candidates	Openings	Gap
First Aid Certification	1	0	1
Certification in Cardiopulmonary Resuscitation (CPR)	1	0	1
Teaching English as a Foreign Language (TEFL)	3	1	3

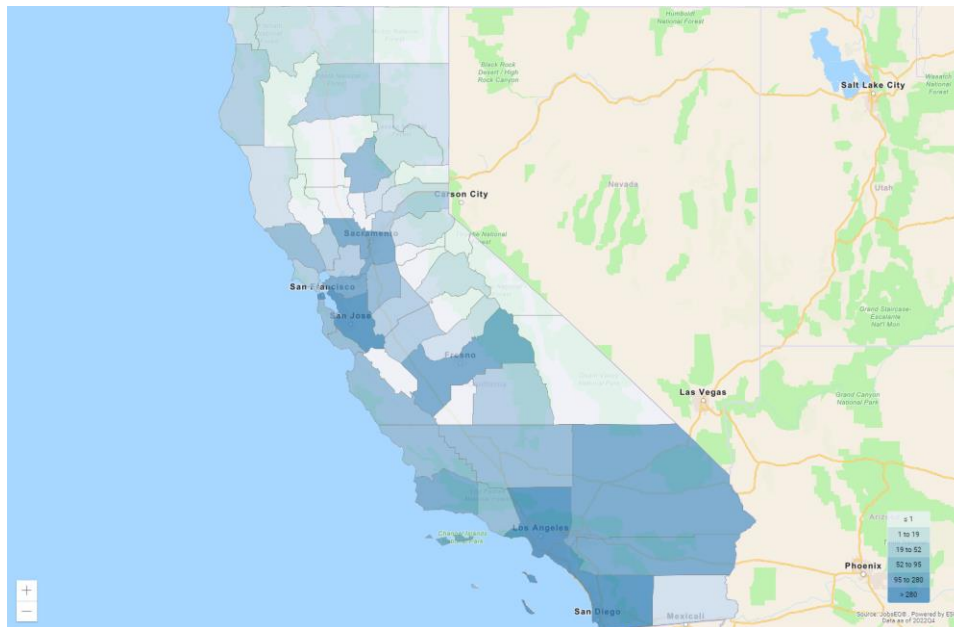
 Skill and certifications gaps can help inform employee development programs, as well as provide a comparison of the needs of regional employers to the supply.

Occupation Gaps



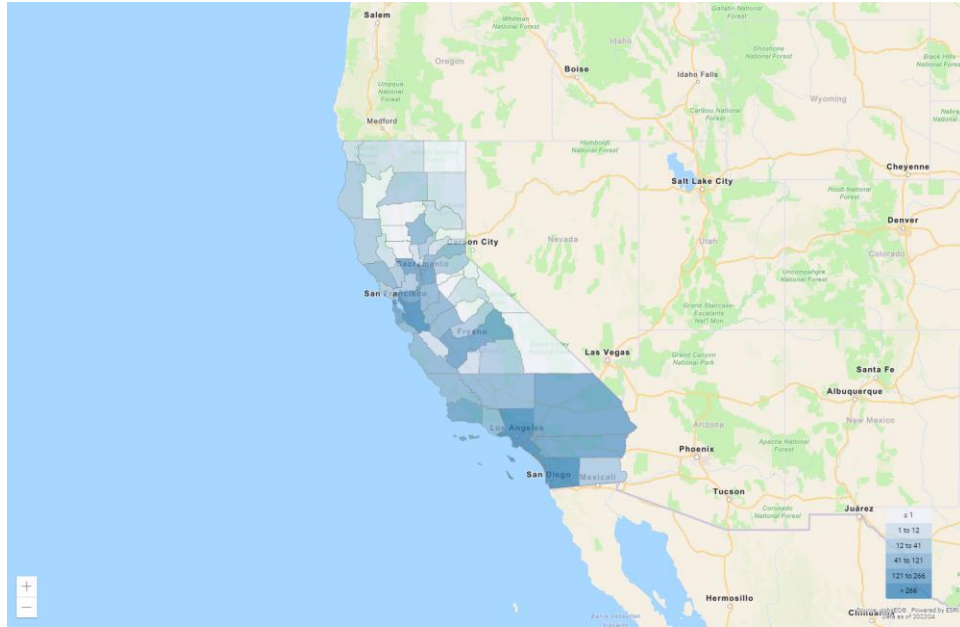
-  The above are the potential average annual gaps over 10 years. Many variables go into this analysis, but at its core it is based on a forecast comparing occupation demand growth to the local population growth and the projected educational attainment of those residents. When an area, for example, has an occupation expected to grow quickly but the educational requirement for the occupation does not match well with the educational attainment of its residents, there is a high potential for an occupation shortfall in the region. Alternatively, slow-growing or contracting occupations often represent potential supply surpluses.
-  The potential supply shortfall is an underlying force that the market needs to resolve one way or another, such as by employers recruiting from further distances for these occupations, wages going up to attract more candidates, and/or increased demand and wages enticing more local residents to get training for these occupations. While this an important analysis for determining local occupation needs, the occupation gap should be considered along with other regional data including growth and separation forecasts, unemployment rates, wage trends, and award and skill gap analyses.

Geographic Distribution



Top Counties by Place of Work for English Language and Literature Teachers, Postsecondary, 2022Q4

Region	Employment
Los Angeles County, California	1,838
San Diego County, California	665
Orange County, California	552
Santa Clara County, California	434
San Francisco County, California	306
Alameda County, California	280
San Bernardino County, California	209
Riverside County, California	205
Sacramento County, California	175
Fresno County, California	167



Top Counties by Place of Residence for English Language and Literature Teachers, Postsecondary, 2022Q4

Region	Employment
Los Angeles County, California	1,749
San Diego County, California	655
Orange County, California	569
Santa Clara County, California	427
Alameda County, California	289
San Francisco County, California	266
San Bernardino County, California	242
Riverside County, California	232
Yolo County, California	157
Fresno County, California	153

💡 “Place of work” employment is based upon the location of employers for these workers. “Place of residence” data refers to the home locations of the workforce, which is typically the preferred data set to use when calculating labor availability within a drive-time or radius of a potential worksite.

California Regional Map



Data Notes

- Occupation employment by default indicates employment by place of work. Occupation employment is as of 2022Q4 and is based on industry employment and local staffing patterns calculated by Chmura and utilizing BLS OEWS data. Employment forecasts are modeled by Chmura and are consistent with BLS national-level 10-year forecasts. Wages by occupation are as of 2022Q4, utilizing BLS OEWS data, imputed and brought forward by Chmura. Entry-level and experienced wages are derived from these source data, computed by Chmura.
- Industry employment is as of 2022Q4 and is based upon BLS QCEW data, imputed by Chmura where necessary, and supplemented by additional sources including Census ZBP data.
- Education and training requirements are from the BLS. Educational attainment mix and other occupation demographics data are modeled by Chmura for 2022Q4 using regional occupation employment from JobsEQ, ZCTA-level demographics data from the Census Bureau, and national occupation-demographics patterns from the BLS.
- Postsecondary awards are per the NCES and are for the 2020-2021 academic year. Any programs shown are linked with the occupation(s) being analyzed via the program-occupation crosswalk, which may not be comprehensive. Any programs shown reflect only data reported to the NCES; reporting is required of all Title IV schools. Training providers that do not report data to the NCES are not reflected.
- Job ads data are online job posts from the Real-Time Intelligence (RTI) data set, produced wholly by Chmura and gleaned from over 40,000 websites. Data reflect ads active during the last twelve month period ending 06/28/2023 and advertised for any Zip Code Tabulation Area in or intersecting with the region for which this report was produced. Historical ad volume is revised as additional data are made available and processed. Since many extraneous factors can affect short-term volume of online job postings, time-series data can be volatile and should be used with caution. All ad counts represent deduplicated figures.
- For skill and certification gaps, openings and candidates are based upon regional occupation demand (growth plus separations) and the percent of skill demand and supply. Skill demand mix data are per a one-year sample of RTI data; skill supply data are estimated using a five-year sample of resumes data; both data sets compiled as of August 2021. Data may be based, at least in part, on data from broader geographies; see the Skill Gaps analytic export for more details.
- Occupation gaps are modeled by Chmura, indicating long-term potential supply and demand mismatches in a region due, in part, to job demand and labor pool dynamics, including educational attainment and projected growth.
- Occupation employment by place of residence is as of 2022Q4 and modeled by Chmura based upon occupation employment by place of work and commuting patterns. Commuting patterns are derived from source data from the Census Bureau, occupation-specific commuting tendencies, and updated to reflect more recent population and employment estimates.
- Figures may not sum due to rounding.

FAQ

What is (LQ) location quotient?

Location quotient is a measurement of concentration in comparison to the nation. An LQ of 1.00 indicates a region has the same concentration of an industry (or occupation) as the nation. An LQ of 2.00 would mean the region has twice the expected employment compared to the nation and an LQ of 0.50 would mean the region has half the expected employment in comparison to the nation.

What is annual demand?

Annual demand is a of the sum of the annual projected growth demand and separation demand. Separation demand is the number of jobs required due to separations—labor force exits (including retirements) and turnover resulting from workers moving from one occupation into another. Note that separation demand does not include all turnover—it does not include when workers stay in the same occupation but switch employers. Growth demand is the increase or decrease of jobs expected due to expansion or contraction of the overall number of jobs.