

The State of Linguistics in Higher Education
Annual Report 2016
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Acknowledgements

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Introduction

For many years, the Linguistic Society of America (LSA) has maintained a Directory of Linguistics Departments and Programs, which has included those academic institutions located in the United States and Canada. The print Directory was a well-regarded resource for tracking basic information like: language and sub-field specializations, student enrollment, number and type of degrees conferred, number and rank of faculty positions, and related demographic data for students and faculty. As the Directory evolved into an online resource, it became more difficult to produce an Annual Report with comprehensive information for all of the North American institutions because fewer departments and programs provided data to the LSA. A primary objective of the 2012 LSA website redesign was to develop a much more robust Directory of Linguistics Departments and Programs. This redesigned Directory would serve a number of potential audiences: prospective graduate students, prospective faculty, and administrators seeking benchmarking data. With this overhaul complete, the LSA then embarked on extensive outreach efforts to enlist the participation of “departmental contacts” in order to update the listings for individual institutions.

For the 2016 Report, there was an increase in the number of departments reporting on faculty and gender over 2015, but a decrease in the total number of institutions providing any data. The increase in gender information provided is likely to stem from the data collection efforts conducted by the LSA’s Committee on the Status of Women in Linguistics (COSWL). The list of total participating institutions for the 2016 Report is located in the Appendix.

The LSA has also monitored and/or participated in a number of national (U.S.) surveys that track the status of linguistics in higher education. The National Science Foundation (NSF) conducts and reports data from two relevant surveys: The Survey of Earned Doctorates (SED) and the Survey of Doctoral Recipients. The federal Department of Education conducts and reports data from an annual survey of ~4,200 post-secondary institutions. The most recent available data from all three of these surveys are included in this report. In addition to these federal data initiatives, the American Academy of Arts & Sciences conducted a Humanities Departmental Survey (HDS), with financial and in-kind support from the LSA, in 2007-8 and 2012-13. The 2012-13 HDS was published in 2014 and select elements of data covering the field of linguistics in higher education appear in this report. The report also contains 2014 data from the 2017 NSF report on Women, Minorities, and Persons with Disabilities in Science and Engineering. In addition to the data collection and monitoring activities outlined above, the LSA maintains a member database with individual profiles that include demographic information, professional affiliations, and linguistic sub-specialties. Although most LSA members do *not* choose to provide demographic information, most *do* choose to provide professional and/or scholarly affiliations. Charts summarizing statistically relevant data from the LSA membership profiles are included in this report.

The long-term goal of the LSA is to compile data from all of the relevant sources mentioned above and incorporate them into longitudinal charts showing change over time in the academic linguistics community. The LSA welcomes the opportunity to report on trends affecting linguists beyond academia, to include those working in industry and government. Obtaining data for these populations is much more difficult, given the lack of systems in place for tracking these individuals and the lack of financial resources for creating such complex systems.

Overview of Trends in Linguistics

The most common career outcome for linguistics PhDs is a position in higher education. There are, however, a significant number of linguists pursuing careers in industry and K-14 education after obtaining their doctorates.

Within higher education, departments report that most members of their faculty are full professors, but the non-professorial category is growing, particularly for women in other full-time positions. Additionally, women are almost on parity with men for tenure-track¹ jobs, but still fall below men in the number of full professor positions.

The field of linguistics is growing most rapidly for undergraduates, with an increase of approximately 120 more students awarded BA degrees annually for the past 14 years, although in recent years, the number of awarded Bachelors has increased at a slower rate.

Most linguistics undergraduate degrees are awarded to women. Although women represent over half of graduate students in linguistics, a number which has been increasing over the last 50 years, women comprise 57 percent of the undergraduate population, surpassing the amount of male undergraduate recipients. For the first time in 2015 the number of female PhD awardees dropped while males increased, according to the NSF Survey of Earned Doctorates (see Figure 13). Males show an increase in the number of awarded PhDs, while females continue to outnumber males in both graduate and undergraduate majors (see Figure 14).²

More linguistics degrees, including Bachelors, Masters, and PhDs, are awarded to White or Caucasian recipients than any other ethnicity. White degree awardees are followed by Hispanic or Latino, Asian, Other or unknown race or ethnicity, Two or more races, Black or African American, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander.

The top five specializations for graduate students in linguistics are: Syntax, Phonology, Semantics, Phonetics and Language Acquisition. Applied Linguistics fell from 2nd to 6th most popular specialization. Compared to 2015 data, Computational Linguistics saw a surge in the number of programs that selected this specialization in the directory. General Linguistics was among the most popular specializations in previous years; however, in an update of the program directory, General Linguistics was omitted as an option.

Data Sources

LSA Directory

Data found in this report come from a variety of sources. Information about departments and programs is self-reported in the LSA's online Directory, found at www.linguisticsociety.org/programs. Since the upgraded directory was redesigned in 2013, 239 out of 246 departments/programs provided updates to

¹ "tenure track" is used throughout the report to refer to those linguists with the title of Assistant, Associate or Full Professor.

² *Source:* U.S. Department of Education, Institute of Education Sciences, National Center for Education Statistics, Integrated Postsecondary Data System; accessed via the National Science Foundation's online integrated science and engineering resources data system, [WebCASPAR](http://www.nces.ed.gov/ipeds/data/ipeds_datacenter/ipeds_datacenter.asp).

their profiles. The Directory was also updated in 2016 to include new fields with postal addresses so members may search programs by state or country.³ Calculations of numbers of job titles, students, degrees awarded, and average salaries are only from departments that have registered and submitted data about their students or faculty to the online directory in 2016 (91 departments, or under half of all registered departments). Almost half of those responding offer the PhD as their highest degree (104 of the 211 registered departments that reported that information). Since not all departments submitted data in every area, each graph in the following report is a representation of the departments that have reported data in that realm (76 departments for job types, 74 for current students, 37 for degrees awarded, and 7 for salaries). The graph on graduate specializations was compiled from only those programs for which their specializations are reported on their directory page (246 programs).⁴ Data on ethnicity of faculty and student populations is collected via the Directory, but only fifteen institutions provided such data.⁵ Given the paucity of data, this report does not include any charts on ethnicity of faculty or students using data derived from the Directory; however, ethnicity information is included from the 2017 report Women, Minorities, and Persons with Disabilities in Science and Engineering from the NSF.

LSA Membership Database

The data reported in tables about individual linguists comes from the LSA membership database. The data was exported in December of 2016 and did not include those members and departments that updated their information in 2017. Most of the charts included in this report are for Regular Members who have completed their linguistics education. Data for Student Members (n=1245) are handled separately (within the tables on ethnicity, citizenship, and year in school). The charts do not include data for lapsed regular and/or student members (n=11,182). This distinction is drawn primarily because there is little discernible difference demographically, and the lapsed members are less likely to have provided any profile data.

COSWL Departmental Survey

The LSA's Committee on the Status of Women in Linguistics (COSWL), spearheaded by Dr. Kristen Syrett, collected data on gender from 50 institutions. These data included the number of full-time tenure-stream faculty, faculty positions, non-tenure track faculty, post-doctoral fellows, undergraduate and graduate students currently enrolled, and visiting scholars. The data represented in this report greatly reflects the efforts of COSWL in obtaining accurate information about gender in linguistics departments.

Government-Sponsored Surveys

The data reported in tables detailing trends in linguistics over time come from three sources that survey samples of respondents.

³ When the data included in the "old" LSA directory were migrated to the "new" upgraded directory in 2012, no changes were made by the LSA staff. The old directory included listings for 240 departments, while the current directory has 246. Of those, twelve are based outside of North America, and one is a federal agency without any academic program. In addition, 9 institutions listed two linguistics departments/programs. The total number of institutions with linguistics departments/programs is therefore 224.

⁴ Again, some listings were never updated and include older data (pre-2012).

⁵ University of Kentucky; University of Texas at Arlington; University of Iowa; University of Maryland; University of Mississippi; University of Texas at Austin; Wayne State University; University of California, Davis; University of Michigan, University of Washington, Johns Hopkins University, Ohio State University, Massachusetts Institute of Technology, Cornell University, University of South Carolina

Data from the Survey of Earned Doctorates (SED) is collected annually from questionnaires submitted from individuals receiving doctorates in the past year. Respondents represent approximately 420 institutions.

Information from the longitudinal Survey of Doctoral Recipients (SDR) is collected biennially from a sample of doctoral recipients over a career-long time span. Reported data are weighted using the SED sample. The Linguistics data from the SDR is aggregated into the minor category of Other Social Sciences. While the data from the SED reflects the survey results from the year 2013, the 2015 data is anticipated to be released in April 2017.

Data from the Integrated Postsecondary Data System (IPEDS) is collected from tallies provided by an annual survey of approximately 4200 institutions. The IPEDS survey is conducted by the U.S. Department of Education. The IPEDS-derived charts in this report were first created in 2011 by the LSA's Linguistics in Higher Education Committee, and then updated in 2015 to reflect more current data.

Data from the 2017 Report on Women, Minorities, and Persons with Disabilities in Science and Engineering is provided by surveys conducted by the National Center for Science and Engineering Statistics (NCSES) at the NSF. NCSES has a "central role in the collection, interpretation, analysis, and dissemination of objective data on the science and engineering enterprise." Graphs updated in 2015, as well as additional information, can be found online at <http://www.linguisticsociety.org/resource/state-linguistics-higher-education-annual-report>.

Professional Societies

Data relevant to Linguistics was collected by the American Academy of Arts Sciences in its Humanities Departmental Survey (HDS-2) conducted in 2012-13. This data set was compared with the responses from other humanities disciplines as well as data reported by departments and programs in the LSA Directory. In cases where the data diverged significantly, the discrepancies are noted in this report.

For salary data, the American Association of University Professors Annual Report provides some general information about academic salaries mostly in the context of looking at the contribution of salaries to the overall cost of higher education. The information is not specific to Linguistics, however. The report can be accessed at <https://www.aaup.org/report/higher-education-crossroads-annual-report-economic-status-profession-2015-16>.

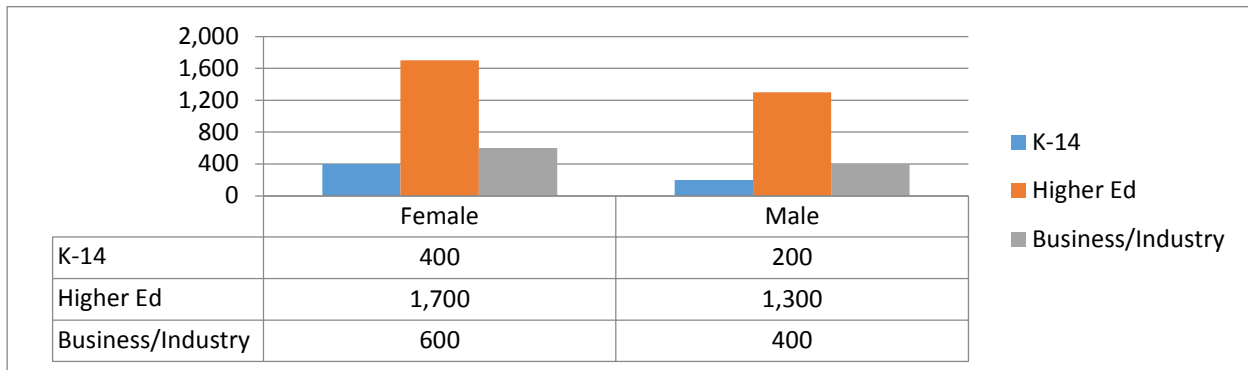
Employment

Although the LSA does not keep counts of non-member career outcomes for PhD linguists in the U.S., the NSF through its Survey of Doctoral Recipients and its Survey of Earned Doctorates can estimate the career outcomes of various disciplines. For PhD's in linguistics, the most common career outcome is a position in Higher Education, followed by Business/Industry and K-14. Note that these estimates are from survey data that approximate these totals based upon a small subsample of all respondents with PhDs in science, engineering and health fields. Consequently, the number of linguistics PhDs with jobs in government was not included in 2013 due to insufficient sample with which to make a reliable estimate.

In the most recent reported survey, conducted in 2013, the approximate breakdown of career outcomes for Other Social Sciences, which includes Linguistics PhDs, and cross-tabulated by gender, is shown below in Figure 1A. The data reported in Figure 1A are assumed to be approximately representative of degree holders in Other Social Science areas.

FIGURE 1A: CAREER OUTCOMES FOR LINGUISTICS PHDs BY GENDER AS OF 2013

Source: NSF Survey of Doctoral Recipients (2013)⁶

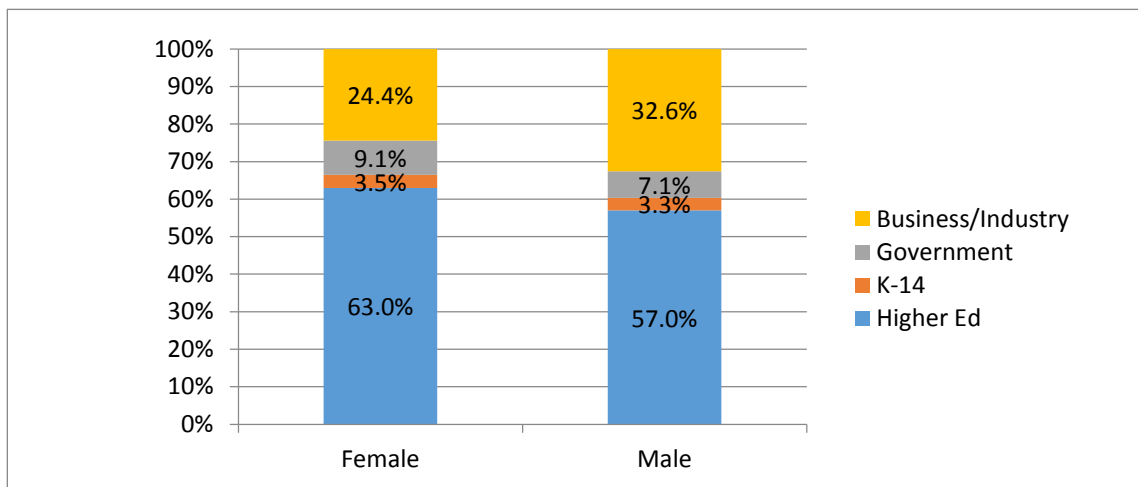


The data in Figure 1B for this report are reported as percentages, rather than as counts. Presenting the data as counts is a rough approximation since the raw values cannot be reliably extracted from the aggregate numbers of the Other Social Sciences field category.

FIGURE 1B: CAREER OUTCOMES FOR OTHER SOCIAL SCIENCE PHD'S BY GENDER (AS OF 2013)

BY PERCENTAGE OF CAREER SECTOR

Source: NSF Survey of Doctoral Recipients, 2013



For unexpired LSA members completing a profile in the membership database, the dominance of academics is more pronounced. The figures (2A and 2B) detail members' self-reporting of their employment sector in the LSA Members Database as of December, 2016.

⁶ SDR data for 2015 is anticipated to release in April 2017.

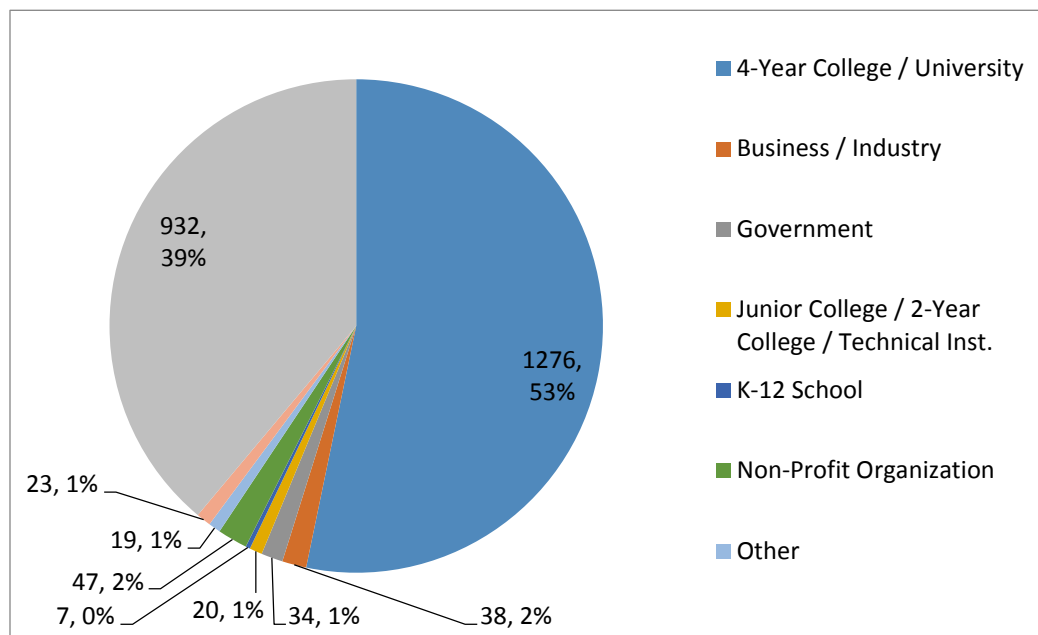
FIGURE 2A: NUMBER OF NON-STUDENT LSA MEMBERS BY EMPLOYMENT SECTOR

Source: LSA Member Database, December 2016 (N=2396)

LSA Members Employment Sector	Count of Employer Type
4-Year College / University	1276
Business / Industry	38
Government	34
Junior College/2-Year College/Technical Inst.	20
K-12 School	7
Non-Profit Organization	47
Other	19
Self-Employed	23
Unreported	932
Grand Total	2396

FIGURE 2B: PERCENT OF TOTAL NON-STUDENT LSA MEMBERS BY EMPLOYMENT SECTOR

Source: LSA Member Database (N=2396)

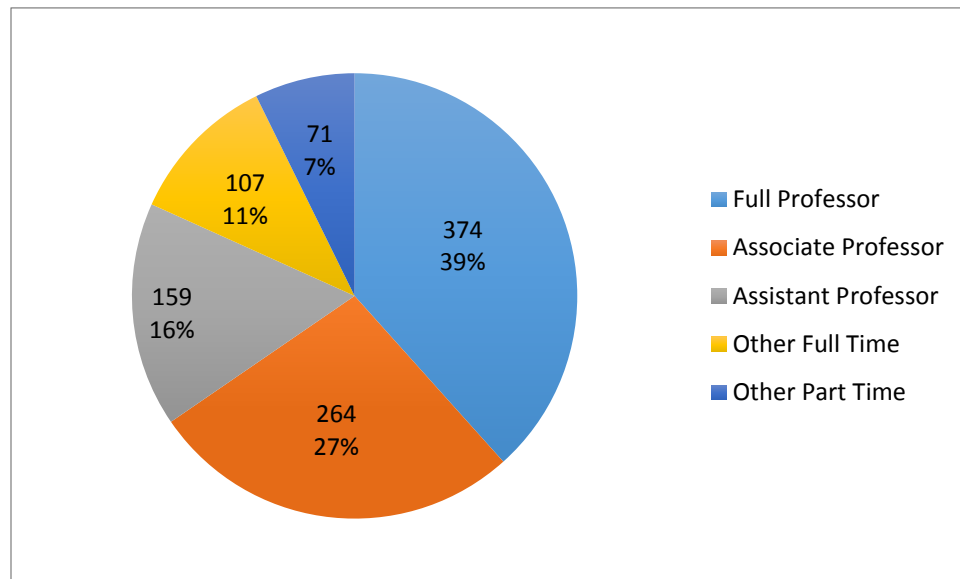


Job Types

For all departments that reported employees by academic job title, more employees fell into the Full Professor and Associate Professor categories (638, 66%) than the other categories. This shows a dramatic increase from 2015, most likely generated by the more detailed reporting on job types from participating departments. The raw numbers below in Figure 3 show data from all reported departments.

FIGURE 3: JOB TITLES BY PERCENTAGE

Source: LSA Member Database, December 2016 (N=975)



However, for departments that reported positions in each category type,⁷ there are, on average, more full time non-tenure track faculty positions than associate or assistant professor positions. Figure 4 shows that while full professor positions still remain the highest number of average job titles per department, the average of Other full time and part time positions are also comparable to the number of tenure-track faculty positions. This suggests that the number of Other positions are on the rise from 2015.

⁷ The total of employees in each job title is divided by the number of departments (83) reporting employees in each of the five categories. This number is 91 % of all departments providing departmental contacts.

FIGURE 4: AVERAGE NUMBERS OF TYPES OF POSITIONS FOR REPORTING DEPARTMENTS

Source: LSA Member Database, December 2016 (N = 91)

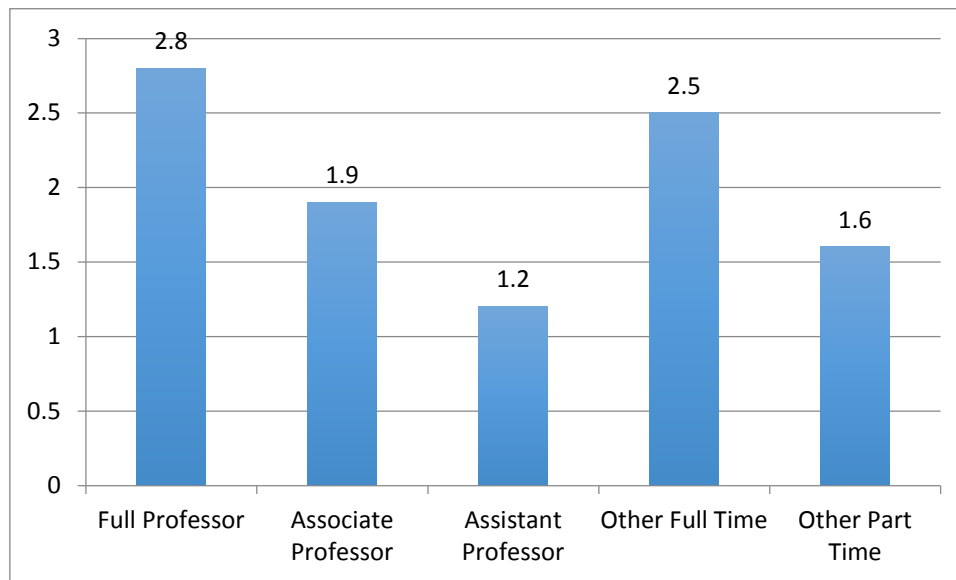


Figure 5A showcases the LSA Members who have listed their job title in the membership database, so the pattern cannot directly be compared. However, the pattern in tenure-track positions from Figure 3 is observed in Figure 5A, with Full Professors leading the highest number of job titles. Adjunct Faculty, Lecturer/Instructor, and Not Applicable positions show a sizeable quantity, comparable to Other full- and part-time faculty.

FIGURE 5A: FREQUENCIES OF NON-STUDENT LSA MEMBERS BY JOB TITLES AND BY TENURE

Source: LSA Member Database, December 2016 (N = 2396)

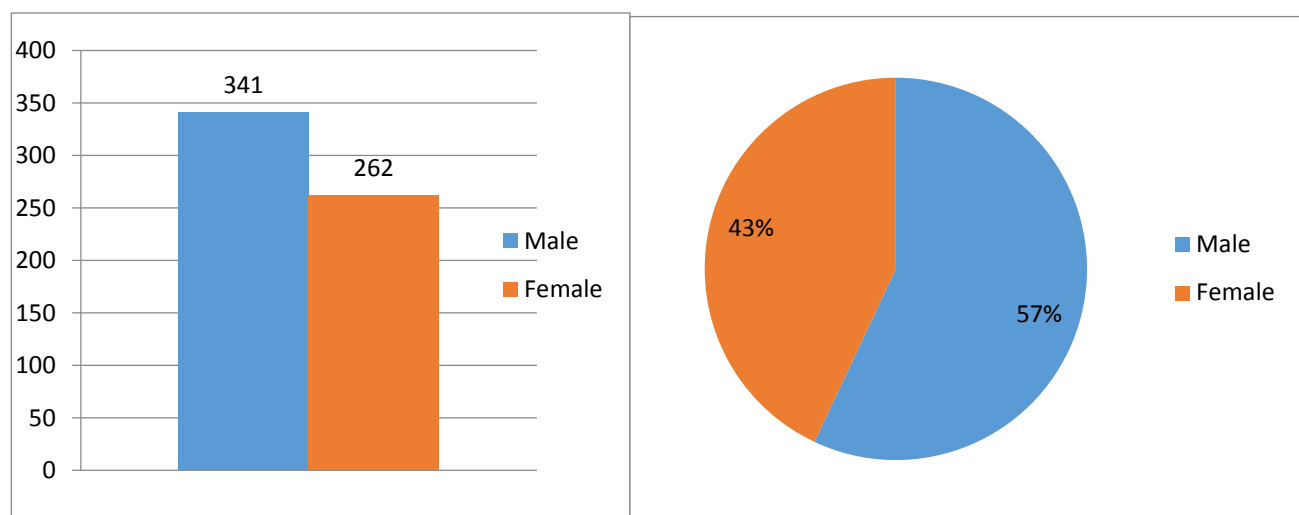
LSA Members	Count
Full Professor	550
Assistant Professor	269
Associate Professor	287
Adjunct Faculty	27
Lecturer / Instructor	100
Not Applicable	94
Post-Doctoral Fellow	75
Unreported	994
Grand Total	2396

LSA Members with Tenure	Count
No	355
Yes (either currently or prior to retirement)	786
Unreported	1255
Grand Total	2396

Reported data from COSWL provides a gendered portrait on the full-time tenure-stream faculty. In Figure 5B, 50 participating departments report that males comprised 14% more full-time tenure-stream positions than females.

FIGURE 5B: FREQUENCIES AND PERCENTAGES OF FULL-TIME TENURE STREAM FACULTY, BY GENDER

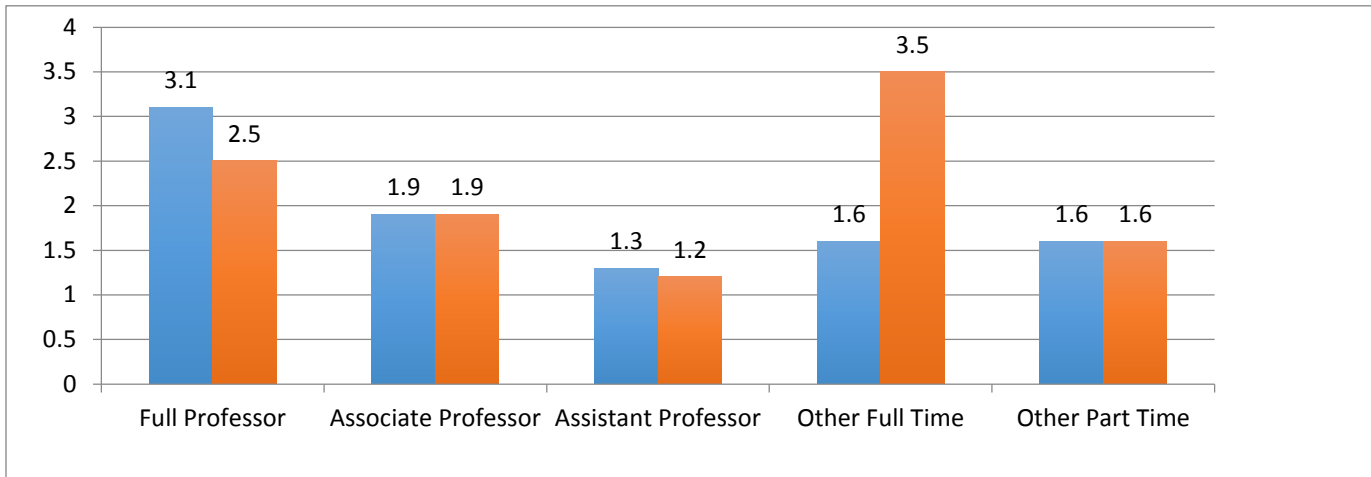
Source: COSWL Survey of Selected Departments, October 2016 (N=603)



Job Type by Gender

For registered LSA departments in the online Directory, the gender breakdown for job types is charted below in Figure 6.

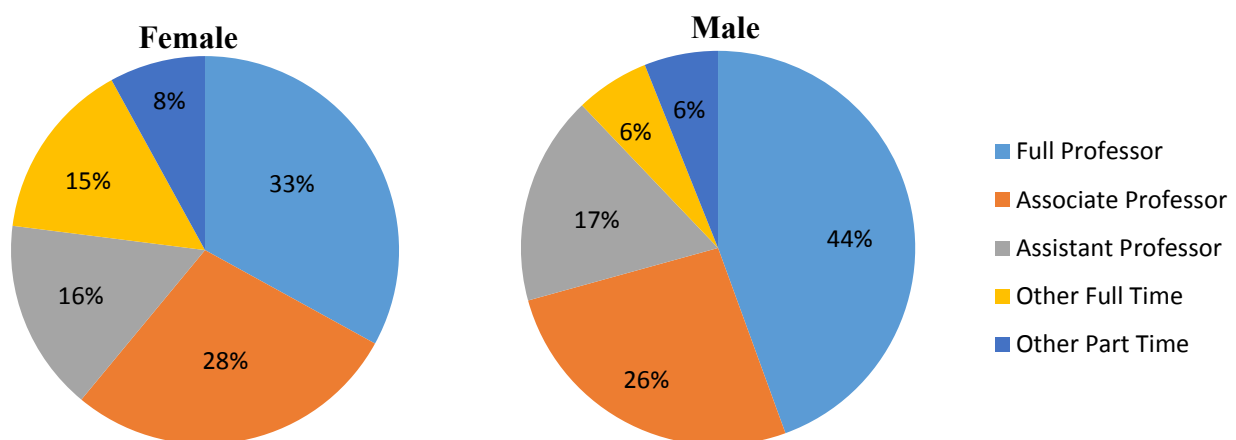
FIGURE 6: AVERAGES FOR TYPES OF POSITIONS PER DEPARTMENT, BY GENDER
 Source: COSWL Survey of Selected Departments, October 2016 (N=91)



Note that Figure 6 shows twice as many females in the “Other Full Time” position than males in those categories; however, males still outnumber females, on average, in the “Full Professor” category. Meanwhile, the Associate Professor, Assistant Professor, and other Part Time categories show more gender parity. The increase in gender disparity in the “Other Full Time” positions from 2015 is likely to be a result of COSWL-solicited data compared to self-reported information from the prior year.

The two pie charts in Figure 7 below show the comparison of job titles by gender.

FIGURE 7: PERCENTAGE OF GENDER FOR EACH JOB TYPE
 Source: COSWL Survey of Selected Departments, October 2016 (N=91)



There are 91 departments that reported at least one full professor position. Of those reporting, there are 212 male full professors and 162 female full professors for a total of 374 full professors at 91

departments. This was an increase of 27 full professors compared to last year's data. By percentage, 33% of all full professors at these departments are female, and 44% are male. These findings are lower than the findings of the HDS-2 survey: 45% of full professors are reported as female vs. 33% in the LSA data (based on the information of the 91 reporting departments). The lower percentage of female full professors could be attributed to the high number of female Other-full time faculty. However, the HDS-2 showed fewer women in tenure-track positions than the LSA directory (55% vs. 77%).

Salaries⁸

Although there is not much data available about salaries for different professorial appointments, data for the programs that reported salaries to the LSA in 2016 was compared to the salaries reported by universities included in the 2015 – 2016 AAUP Survey. (See Figure 8A). The data collected from participating departments was also compared in a three-year span: 2014 (5 reported programs), 2015 (9 reported programs), and 2016 (7 reported programs) in Figure 8B.

FIGURE 8A: SALARY FOR JOB TITLES

Sources: LSA Member Database (December 2016) & AAUP Survey

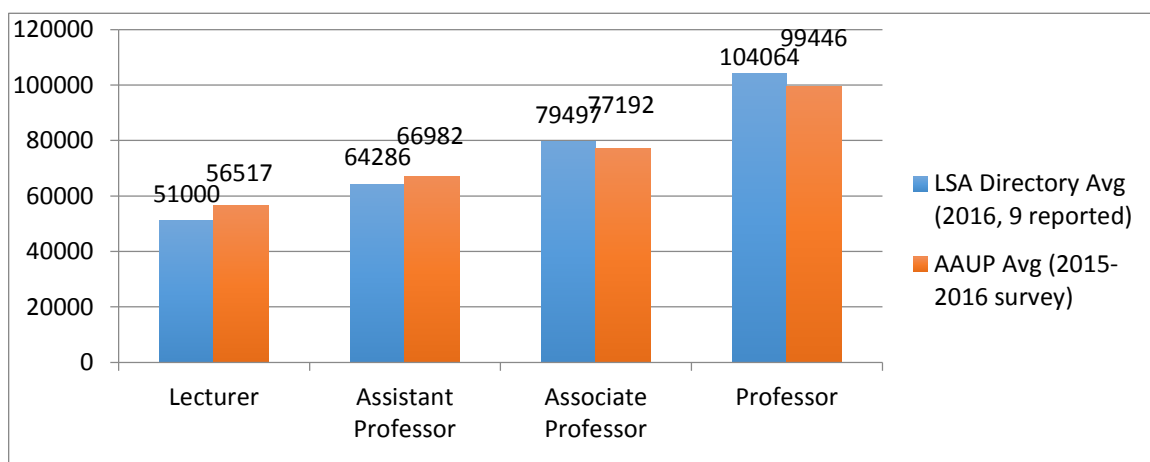


Figure 8a shows an average of salary information per job title in the LSA directory for 2016 compared to the AAUP average. There is an increase in salaries for Lecturer and Assistant Professor positions compared to the appointments in the AAUP data, however, the salaries for Associate Professors and full Professors in Linguistics are lower than the AAUP average for the corresponding job positions. Generally, linguists' salaries as reported in the LSA Directory are representative of salaries for all professorial appointments as in the AAUP survey, but the small amount of data reported in the directory does not allow for any reliable generalizations.

⁸ All LSA professor salaries compare an average of salaries in the directory over a three year span (from 2014 to 2016). Data from the American Association of University Professors Annual Report (<https://www.aaup.org/report/higher-education-crossroads-annual-report-economic-status-profession-2015-16>) can be found online at the Chronicle of Higher Education: <http://data.chronicle.com/faculty-salaries/>.

FIGURE 8B: SALARY FOR JOB TITLES (2014-2016)
 Source: LSA Member Database, 2014-2016

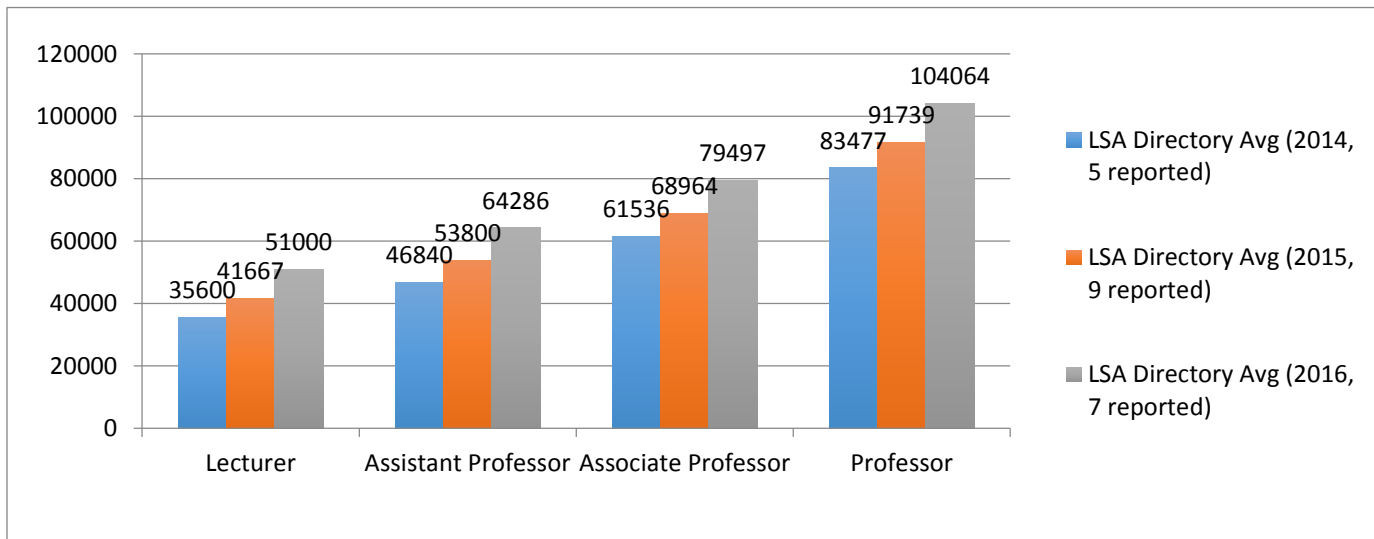
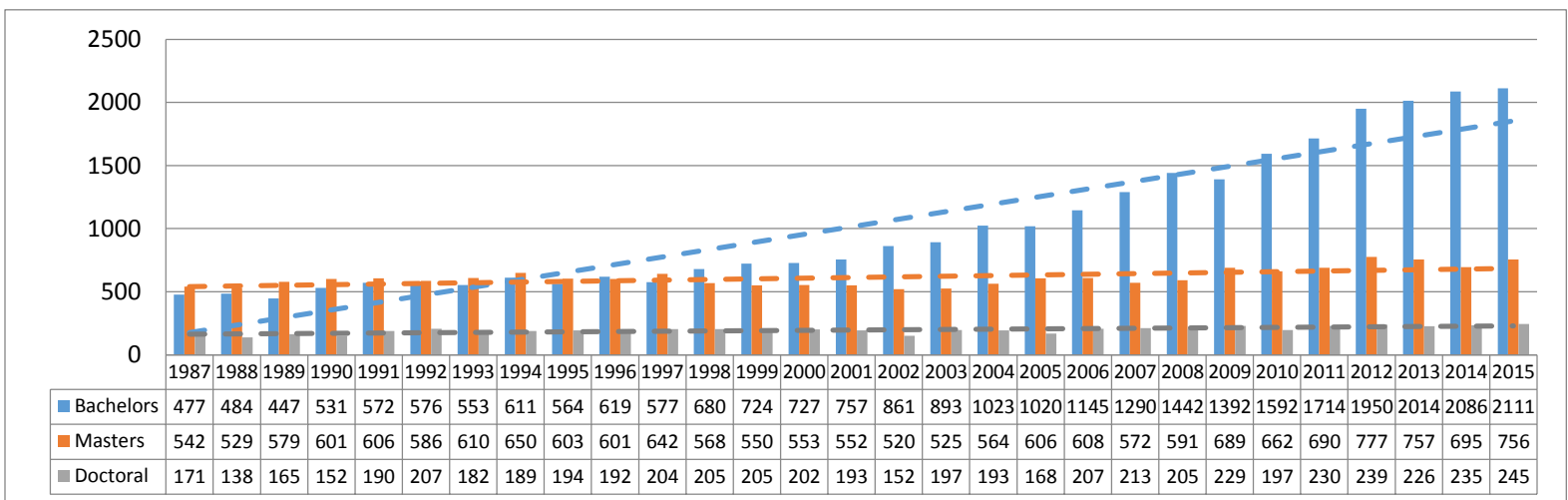


Figure 8b shows the change in salary data over the past three years from departmental reported information. The reported salaries show a positive change with each position; however, there are few participating departments reporting information and in particular for 2016 data, there was a decrease in the number of departments reporting salary data from 2015.

Degree Production in Linguistics

More students are pursuing and completing degrees in linguistics. In the last decade or so, this has been particularly true for undergraduate degree production, but the rate of production among those degrees has slowed down in recent years, as shown below in Figure 9.

FIGURE 9: TRENDS IN GROWTH OF LINGUISTIC DEGREES 2000-2015
 Source: ED Integrated Postsecondary Education Data System (IPEDS).⁹

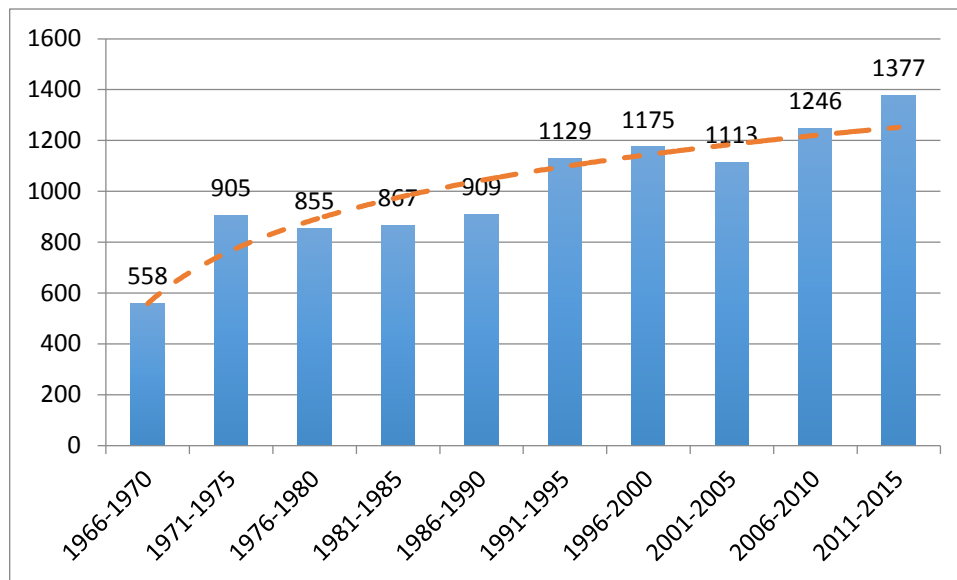


Similar to Figure 9, Figure 10A shows that the trend in doctorate awardees in Linguistics in the last ten years has slowed quite a bit, but is still positive overall. The graph shows an increase in Linguistics Doctorates in the past five years.

Data available for PhDs awarded over the last 50 years shows that this is also true for graduate programs. Note in Figure 10A that the trend in the last ten years has slowed quite a bit, but is still positive overall.

FIGURE 10A: TOTAL LINGUISTICS DOCTORATES AWARDED: ACROSS 5-YEAR SPANS 1960-2015

Source: Survey of Earned Doctorates, 2015



In Figure 10B, the number of institutions awarding doctorates in Linguistics shows a steady increase from the 60's, a flattening in the late 70's, and then a steady increase beginning in the late 90's. However, the graph itself shows a lot of fluctuation over approximately 5 year periods. 2015 saw a steep drop-off rate in the number of institutions that grant Doctorates. Compared to 2013 (n=65), there were 12 fewer institutions that reported awarding doctorate degrees than in 2015 (n=77), according to the SED.

FIGURE 10B: NUMBER OF INSTITUTIONS AWARDED DOCTORATES IN LINGUISTICS BY YEAR

Source: Survey of Earned Doctorates, Table generated December, 2016

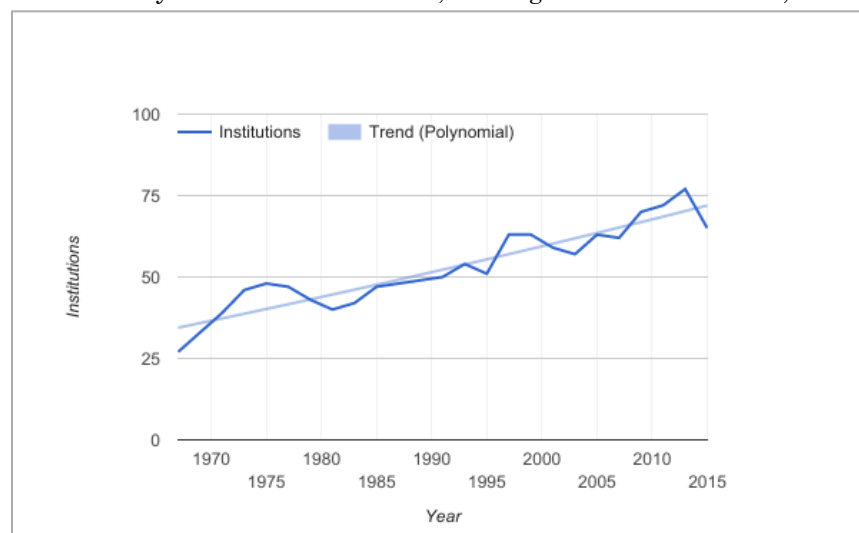


Figure 11 shows the average number of degrees awarded, sorted by the highest degree offered at registered Directory departments and programs. In 2016, there were half as many awarded Bachelors, on average from Bachelors-granting institutions than in years prior. This may be attributed to the reporting rates of participating programs. Out of 12 programs in the directory that listed Bachelors as the highest degree offered by their program, only three institutions reported how many degrees were awarded in 2016. The number of degrees awarded by institutions that listed Masters and PhD as their highest degrees is comparable to years past. Bachelors degrees are the most awarded among the three categorizations of degree-awarding institutions.

FIGURE 11: AVERAGE NUMBER OF DEGREES AWARDED BY HIGHEST DEGREE OFFERED BY PROGRAM

Source: LSA Member Database, December 2016

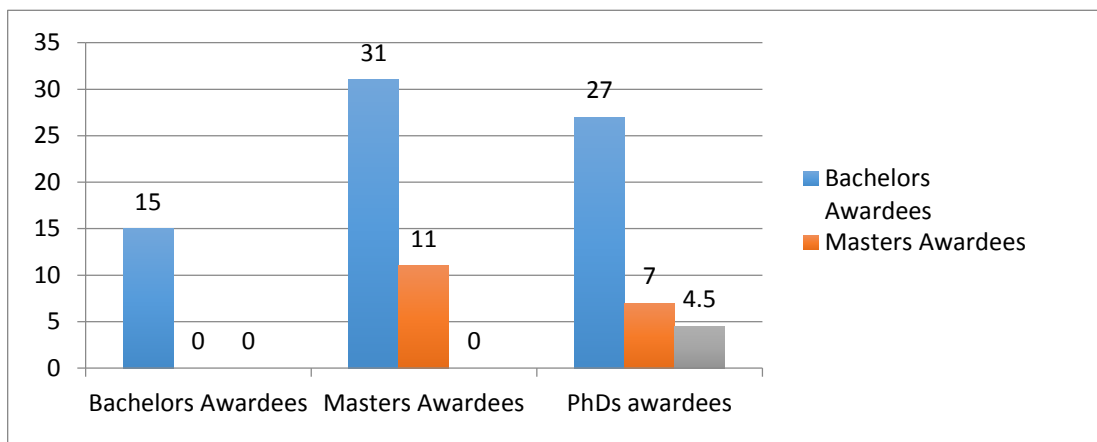


FIGURE 12: LSA MEMBER EDUCATION STATUS

Source: LSA Member Database

Highest Degree (All Members)	Count	Percentage of Reported Members	LSA Student Members	Count of Year in Program	Percentage of Reported Members
BA / BS	216	9%	Grad - Year 1	111	26%
MA / MS / MEd	401	17%	Grad - Year 2	94	22%
Other	43	2%	Grad - Year 3	61	14%
PhD	1717	72%	Grad - Year 4	56	13%
Unreported	1263	N/A	Grad - Year 5	41	9%
Grand Total		3640	Grad - Year 6+	39	9%
Total Reported		2377	Undergrad	30	7%
			Unreported	817	N/A

					Grand Total	1249	
					Total Reported	432	

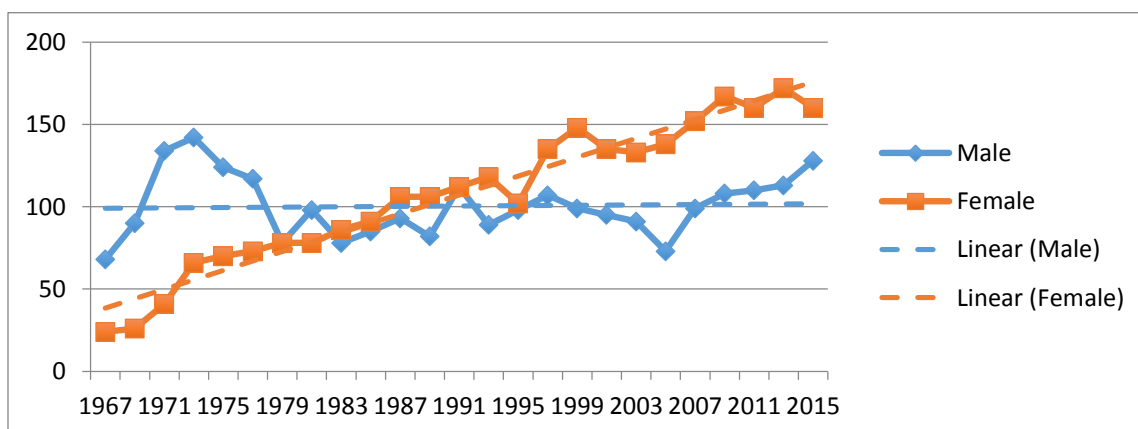
Figure 12 shows LSA members' self-reported education status. For LSA regular non-student members who reported their highest degree earned, 72% hold PhDs. 90% of all LSA student members who reported their education status are currently pursuing a graduate degree (MA or PhD). Among graduate student members of the LSA, more are in their first two years of graduate-level education than later years in their educational trajectory.

Number of Degrees Awarded by Gender

Beginning in the mid 1980's, women began to outpace men in earned doctorates. While in the past, women were earning doctorates at a ratio of 6 to 4 to men, data from 2015 suggests that the number of doctorates earned by women has decreased (n=160, down 12 from 2013), whereas doctorates earned by men are increasing (up 15 from 2013), as shown in Figure 13. While females still comprise the highest number of doctorate awardees, it may be that linguistics is becoming a less female-dominated field with time.

FIGURE 13: EARNED DOCTORATES IN LINGUISTICS: 1966-2015 BY GENDER

Source: NSF Survey of Earned Doctorates, 1966-2015

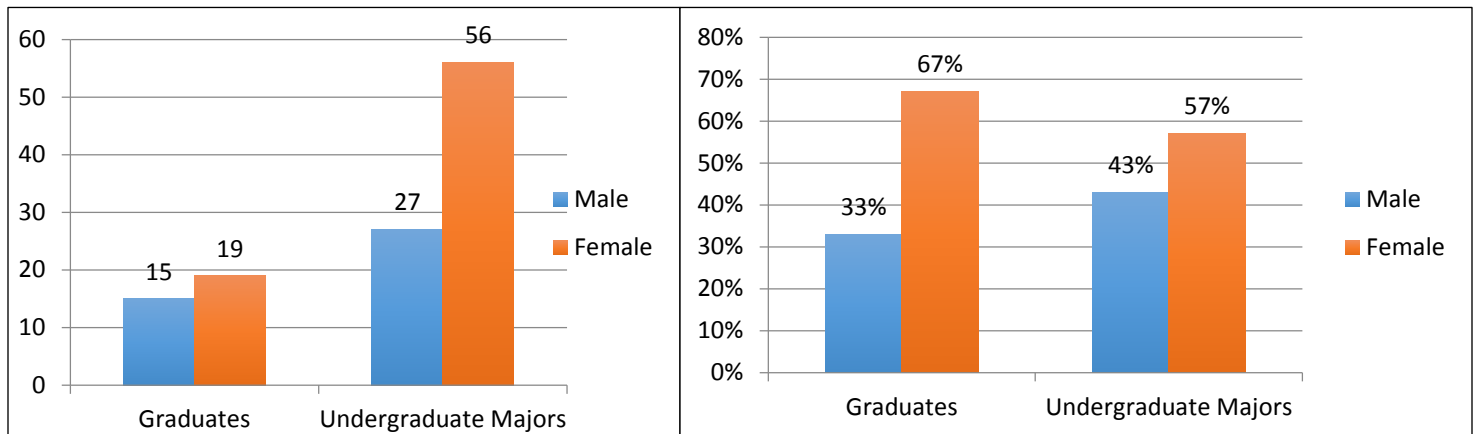


Student Enrollment and Financial Support

The graph below shows the average number of current undergraduate and graduate students per program reported in the LSA Directory. The number of graduate students by gender appears to be approximately commensurate percentage-wise to the doctorates earned from NSF data and current graduate students from HDS-2 (60% female in the NSF survey, 56% average for females in the LSA Directory, 53% female in the HDS-2 survey).

FIGURE 14: AVERAGE NUMBER AND PERCENTAGE OF STUDENTS BY PROGRAM AND DIVIDED BY GENDER

Source: LSA Member Database, December 2016

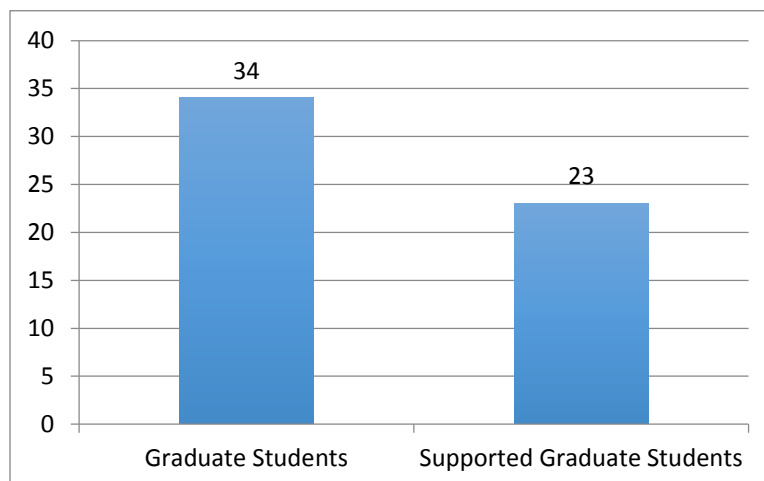


There appears to be a much larger difference in gender for undergraduate students; female students are twice as numerous as male students, with about 34 percent more female students.

Of the 30 departments that reported support for graduate students, on average, 82% of the students they enrolled received funding (n=35 students). This reflects an increase of 19% more supported graduate students over the year prior. The average number of students supported is about 23, which is lower than the average number of graduate students per department. The number of graduate students supported in registered LSA departments appears below.

FIGURE 15: AVERAGE NUMBER OF GRADUATE STUDENTS

Source: LSA Member Database, December 2016



Ethnicity and Citizenship

The population of ethnic minorities with advanced degrees in linguistics is so low in the U.S. that few federal agencies report data for these groups. For this report, 2015 data from the 2017 Women, Minorities, and Persons with Disabilities in Science and Engineering from the NSF was included in Figure 16a on the next page.

FIGURE 16A: STUDENTS BY ETHNICITY IN LINGUISTICS (2014)

Source: NSF 2017 Women, Minorities, and Persons with Disabilities in Science and Engineering

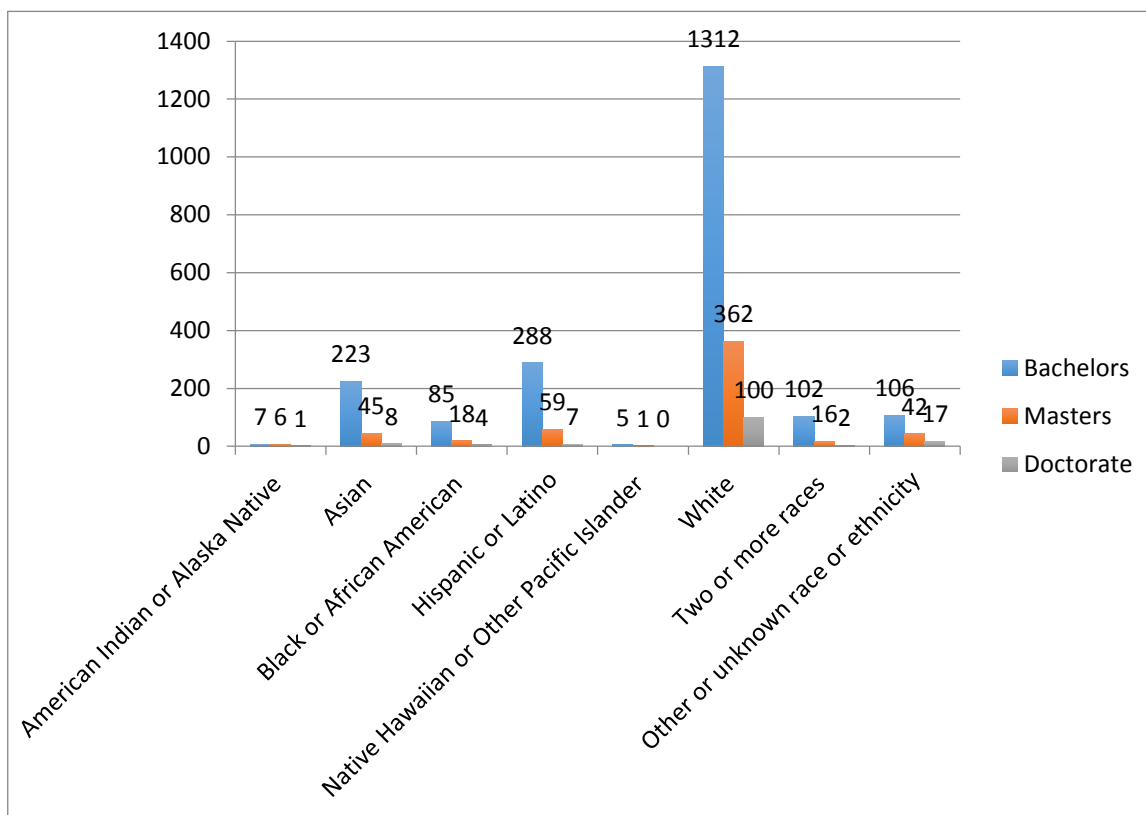


Figure 16a showcases Awardees in degree production in Linguistics in 2014. More degree awardees listed their ethnicity as White than any other ethnicity, regardless of type of degree, followed by Hispanic or Latino, Asian, Other or unknown race or ethnicity, Two or more races, Black or African American, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander.

For LSA members in Figure 16b, about 58% chose not to report their ethnicity. The self-reported member data reflects similar counts of White/Caucasians as the most prominent self-identified ethnicity, but lists more Asian members than Hispanic or Latino members. The NSF data also features more Mixed/Other, Black or African American, and Native Hawaiian or Other Pacific Islander awardees than the ethnic self-identification reflected in the LSA member database. One noticeable difference is the number of American Indian or Alaska Native identification among LSA members in the directory is four times as many members as there are degree awardees. An explanation for this disparity could be that LSA membership does not necessarily reflect an awarded degree in linguistics. Another possible cause for the surge in American Indian or Alaskan Natives could be that in 2016, the Institute on Collaborative Language Research (CoLang) was held in Fairbanks, Alaska, which would justify more participation in LSA membership activities from American Indians or Alaskan Natives.

FIGURE 16B: ETHNIC SELF IDENTIFICATION OF LSA MEMBERS

Source: LSA Member Database, December 2016

Ethnicity	Count
American Indian or Alaska Native	10
Asian	320
Black or African American	49
Native Hawaiian/Other Pacific Islander	1
Hispanic or Latino	90
Mixed/Other	71
White/Caucasian	1005
Unreported	2094
Grand Total	3640

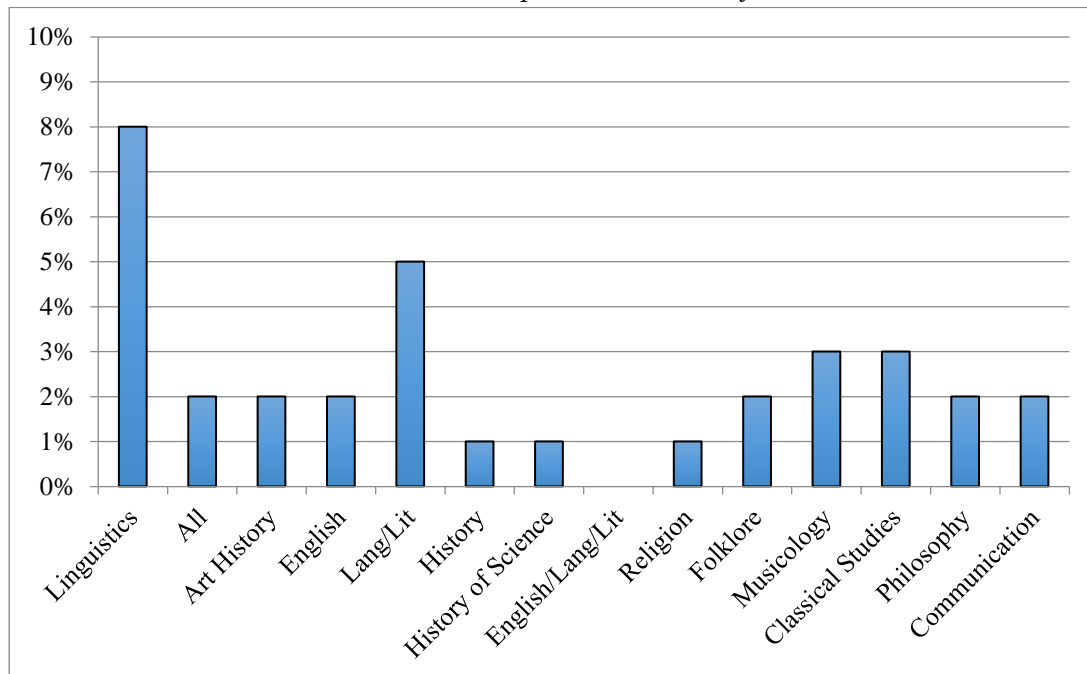
Most members of the LSA reporting their citizenship are U.S. citizens (n=1812) versus citizens of other nations (n=1020).

Graduate Student Teaching

The HDS-2 asked a number of questions to the institutions surveyed, dividing the responses by academic field. Although the data for linguistics fell within the range of other fields in most areas, linguistics undergraduates are more likely than undergraduates in other fields to be taught by graduate students. In fact, this is almost twice as likely as the next field, Languages and Literature.

FIGURE 17: PERCENT OF UNDERGRADUATES TAUGHT BY DEPARTMENT GRAD STUDENTS

Source: Humanities Departmental Survey (2014)



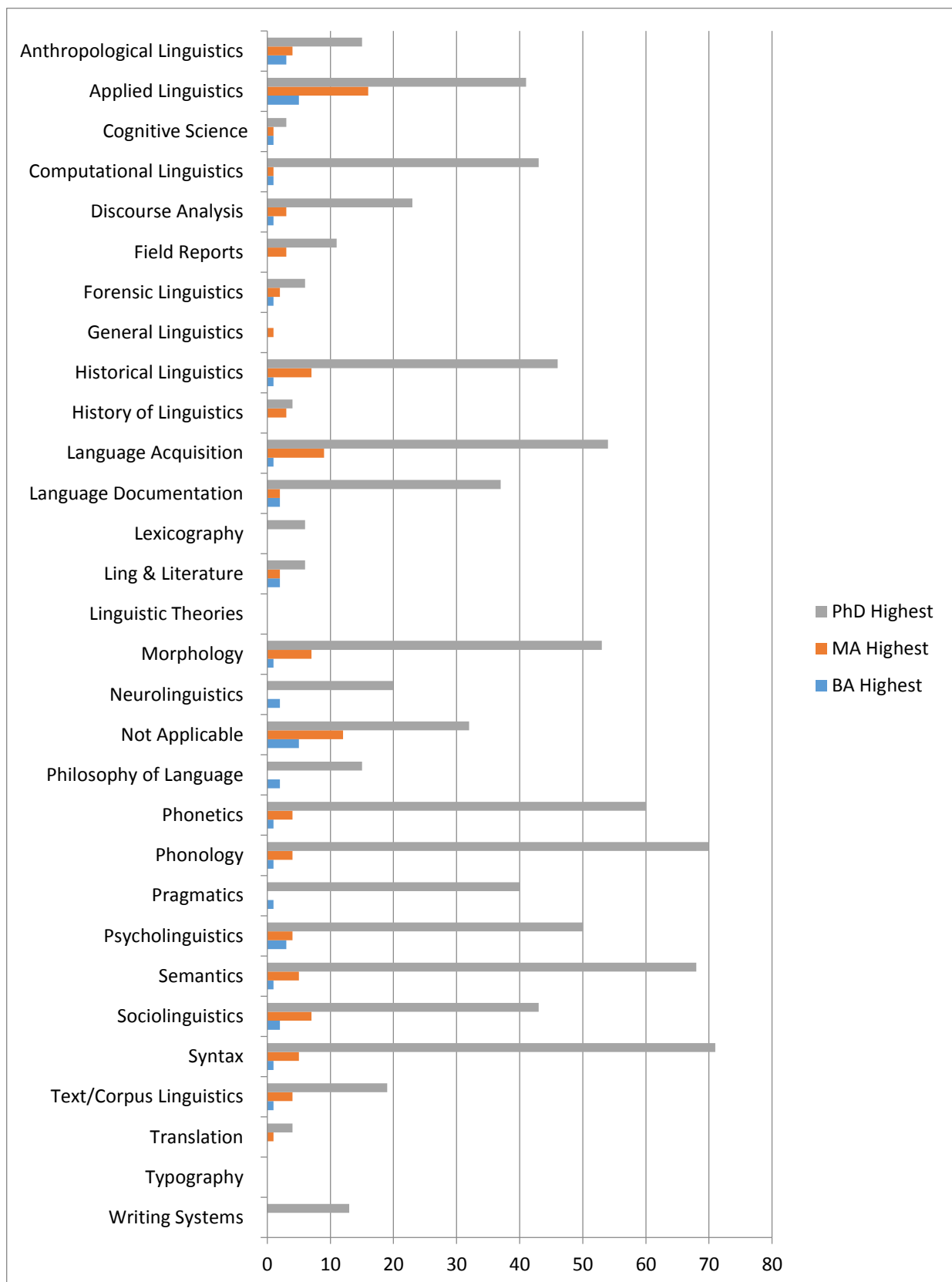
Program Specializations

Although most departments did not report data on students, faculty, or salary, the majority entered graduate specializations offered by their department. Since this data is less prone to change over time, data was taken from all departments, regardless of whether they registered or not. Note that the possible specializations were determined without the ability to edit, so departments could not report a number of other specializations, such as Romance or Hispanic Linguistics. Additionally, in the departmental directory update in 2016, General Linguistics was removed as a specialization.

The top three specializations for all LSA registered programs overall were Syntax, Phonology, Semantics, Phonetics, and Language Acquisition. Programs that offered a Bachelors as the highest degree selected Applied Linguistics, Not Applicable, and Anthropological Linguistics as the most common specializations, while programs offering a Masters degree selected Applied Linguistics, Not Applicable, and Language Acquisition. PhD-granting programs selected Syntax, Semantics, Phonetics as the highest three specializations (see Figure 18, next page).

FIGURE 18: NUMBER OF DEPARTMENTS WITH SPECIALIZATIONS

Source: LSA Member Database, December 2016



Appendix

North American Institutions Providing Any Data on Students or Faculty in 2016 (n=91)

Arizona State University	Simon Fraser University
Ball State University	Southern Illinois University Carbondale
Boise State University	Stanford University
Boston College	State University of New York at Albany
Boston University	State University of New York at Stony Brook
Case Western Reserve University	University at Buffalo, The State University of New York
Cedarville University	University of Arizona
Central Connecticut State University	University of British Columbia
City University of New York	University of British Columbia
College of William and Mary	University of Calgary
Cornell University	University of California, Berkeley
Emory University	University of California, Davis
Gallaudet University	University of California, Irvine
Graduate Institute of Applied Linguistics	University of California, Los Angeles
Harvard University	University of California, San Diego
Hawai'i at Mānoa	University of California, Santa Barbara
Indiana University	University of California, Santa Cruz
Johns Hopkins University	University of Central Arkansas
Kyoto Prefectural University	University of Colorado at Boulder
Louisiana State University	University of Connecticut
L'Université du Québec à Montréal	University of Delaware
Luther College	University of Georgia
Massachusetts Institute of Technology	University of Illinois at Urbana-Champaign
McGill University	University of Iowa
Michigan State University	University of Kansas
New York University	University of Kentucky
North Carolina State University	University of London
Northern Arizona University	University of Maryland
Northern Illinois University	University of Maryland, Baltimore County
Northwestern University	University of Massachusetts at Amherst
Oberlin College	University of Massachusetts at Boston
Occidental College	University of Michigan
Ohio State University	University of Michigan - Flint
Ohio State University	University of Mississippi
Ohio University	University of Montana
Portland State University	University of New Hampshire
Purdue University	University of New Mexico
Rutgers University	University of North Carolina at Chapel Hill
San Diego State University	

University of North Texas
University of Oregon
University of Pennsylvania
University of South Carolina
University of Tennessee
University of Texas at Arlington
University of Texas at Austin

University of Toronto
University of Utah
University of Washington
University of Wisconsin-Madison
University of Wisconsin-Milwaukee
Wayne State University