The State of Linguistics in Higher Education
Annual Report 2017
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Acknowledgements

Table of Contents

Introduction

For many years, the Linguistic Society of America (LSA) has maintained a Directory of Linguistics Departments and Programs, which has included primarily academic institutions located in the United States and Canada. The print Directory was a well-regarded resource for tracking basic information such as 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 2017 Report, there was a small decrease in the number of reporting institutions from 2016. However, this is likely due to the 2016 survey work of the Committee on the Status of Women in Linguistics, which collected new data on gender demographics at participating institutions. The list of participating institutions for the 2017 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) 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, with new data expected in mid-2018. 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. This year, the LSA also has preliminary data from a survey of LGBTQ+ linguists conducted as part of the organization procedures for an up-and-coming Special Interest Group on LGBTQ+ Issues in Linguistics which provides data on gender expression, sexuality, and transgender identity in the linguistics community.

The long-term goal of the LSA has been 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. This year, the LSA is proud to present the first of its longitudinal charts for the first five years of the Annual Report, 2013-2017, alongside the 2017 statistics. The LSA also welcomes the opportunity to report on trends affecting linguists beyond academia, including 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. LSA data on the number of degrees awarded by reporting institutions (Figure 15B) shows an increase in the number of awarded Bachelor's degrees between 2013 and 2017 but doesn't see that trend replicated in the number of awarded Master's degrees and PhDs. The assumption is that many linguists begin working in industries or areas of government after receiving their Bachelor's.

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-track[1] 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 Bachelor's has increased at a slower rate.

Most linguistics undergraduate degrees are awarded to women. Women represent over half of graduate students in linguistics, a number which has been increasing over the last 50 years, while women comprise 57 percent of the undergraduate population, surpassing the amount of male undergraduate recipients. Beginning in 2015 the number of female PhD awardees dropped while men increased, according to the NSF Survey of Earned Doctorates (see Figure 17). However, the LSA's departmental data for 2017 shows the opposite pattern, with an increase in PhD production for women and level for men (see Figure 18). More linguistics degrees, including Bachelor's, Master's, and PhDs, are awarded to White or Caucasian recipients than any other ethnicity. White degree awardees are followed by 1) Hispanic or Latino, 2) Asian, 3) Other or unknown race or ethnicity, 4) Two or more races, 5) Black or African American, 6) American Indian or Alaska Native, and 7) Native Hawaiian or Other Pacific Islander (see Figure 18A)

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, 248 out of 250 departments/programs provided updates to their profiles. The Directory was also updated in 2016 to include new fields with postal addresses so

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

members may search programs by state or country. 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 2017 (100 departments, or under half of all registered departments). Almost half of those responding offer the PhD as their highest degree (105 of the 250 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 (77 departments for job types, 70 for current students, 43 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 (250 programs). Data on ethnicity of faculty and student populations is collected via the Directory, but only 20 institutions provided such data. 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 2017 and did not include those members and departments that updated their information in 2018. Most of the charts included in this report are for Regular Members who have completed their linguistics education. Data for Student Members (n=1228) 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=11,975). 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.[2]

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 in 2015. 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.

LGBTQ+ Special Interest Group Survey

As part of the initial organization of a Special Interest Group (SIG) on LGBTQ+ Issues in Linguistics, Tyler Kibbey, Dr. Gregory Ward, and Dr. Lal Zimman developed a survey to both gauge interest in the SIG as well as collect data on gender, sexuality, and transgender identity among linguists. The data presented here allows for a more nuanced approximation of LGBTQ+ identity in Linguistics.

Government-Sponsored Surveys

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[2] The 2014 data from the LSA Membership Database was collected incorrectly during early 2015, so longitudinal chart data may not be accurate for that year. Although the original data cannot be replicated, the trend between 2013 and 2017 is largely consistent in regards to LSA membership trends.

The data reported in several non-LSA tables detailing trends in linguistics over time come from three sources that survey samples of respondents. 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 2014, the 2015 data is anticipated to be released in December 2018.

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 2016 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."

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/visualizing-change-annual-report-economic-status-profession-2016-17.

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 size with which to make a reliable estimate.

Figure 1A: Career Outcomes for Linguistics PhDs by Gender as of 2013
Source: NSF Survey of Doctoral Recipients (2013)

|	Female	Male
K-14	400	200
Higher Ed	1,700	1,300
Business/Industry	600	400
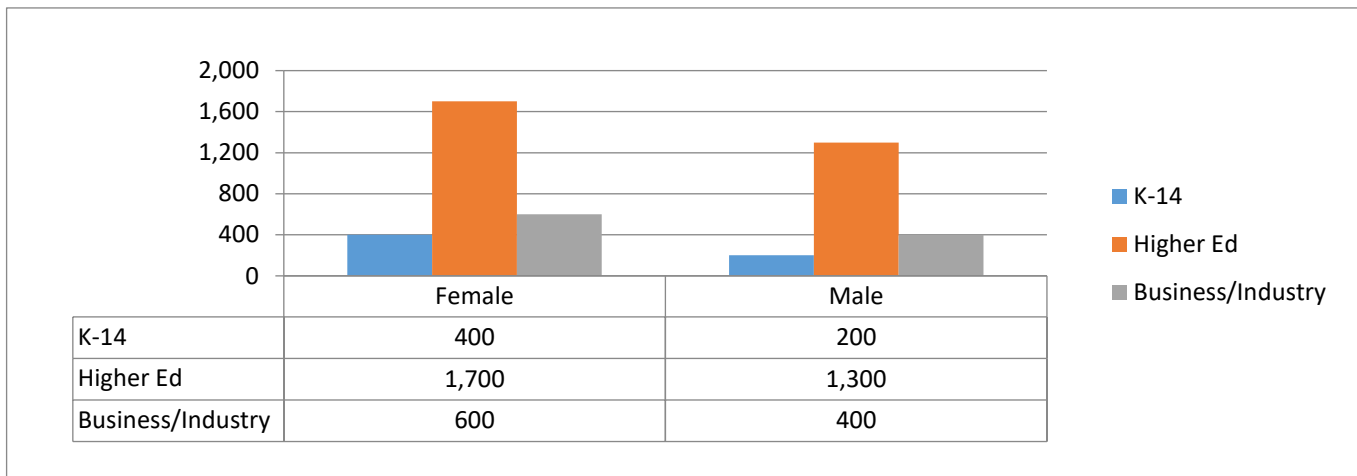
In the most recent reported survey, conducted in 2013, the approximate breakdown of career outcomes for Other Social Sciences, which includes Linguistics PhDs, and is cross-tabulated by gender, is shown above in Figure 1A. The data reported in Figure 1A are assumed to be approximately representative of degree holders in Other Social Science areas.

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)
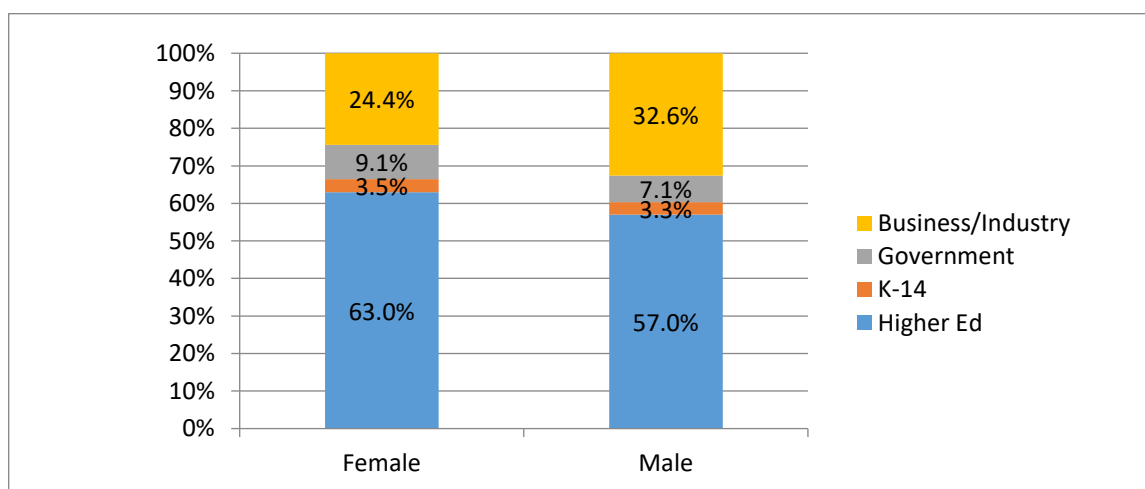
For unexpired LSA members completing a profile in the membership database, the dominance of careers in Higher Education is more pronounced. The figures (2A and 2B) detail members' self-reporting of their employment sector in the LSA Members Database as of December, 2017. Figure 3A shows non-student employment data between 2013 and 2017, and figure 3B compares the number of non-student members employed by a four year college or university during that same time.

Figure 2A: Number of Non-Student Members by Employment Sector
Source: LSA Member Database, December 2017 (N=2198)

LSA Members Employment Sector	Count of Employer Type
4-Year College / University	1010
Business / Industry	47
Government	27
Junior College/2-Year College/Technical Inst.	20
K-12 School	13
Non-Profit Organization	36
Other	13
Self-Employed	11
Unreported	1021
Grand Total	**2198**

Figure 2B: Percent of Total LSA Non-Student Members by Employment Sector
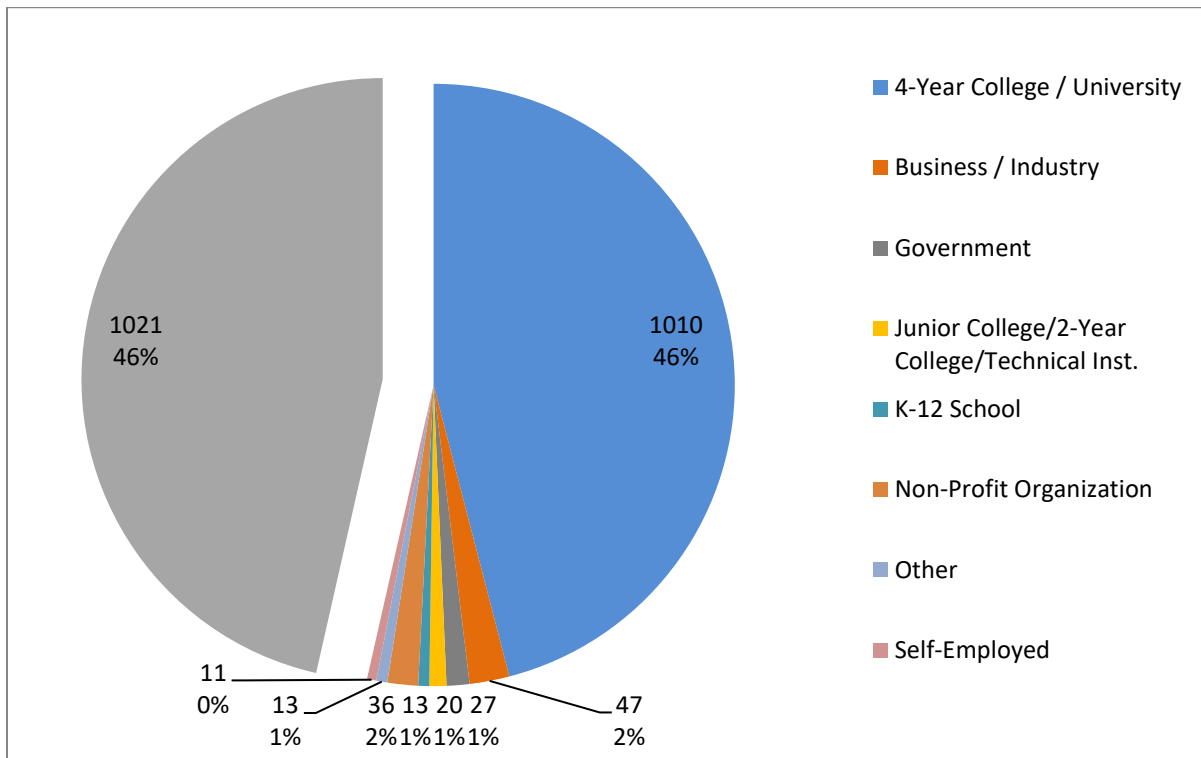Source: LSA Member Database, December 2017 (N=2198)

Figure 3A: Number of Non-Student Members by Employment Sector (Excluding 4-Year College/ University Data), 2013-2017
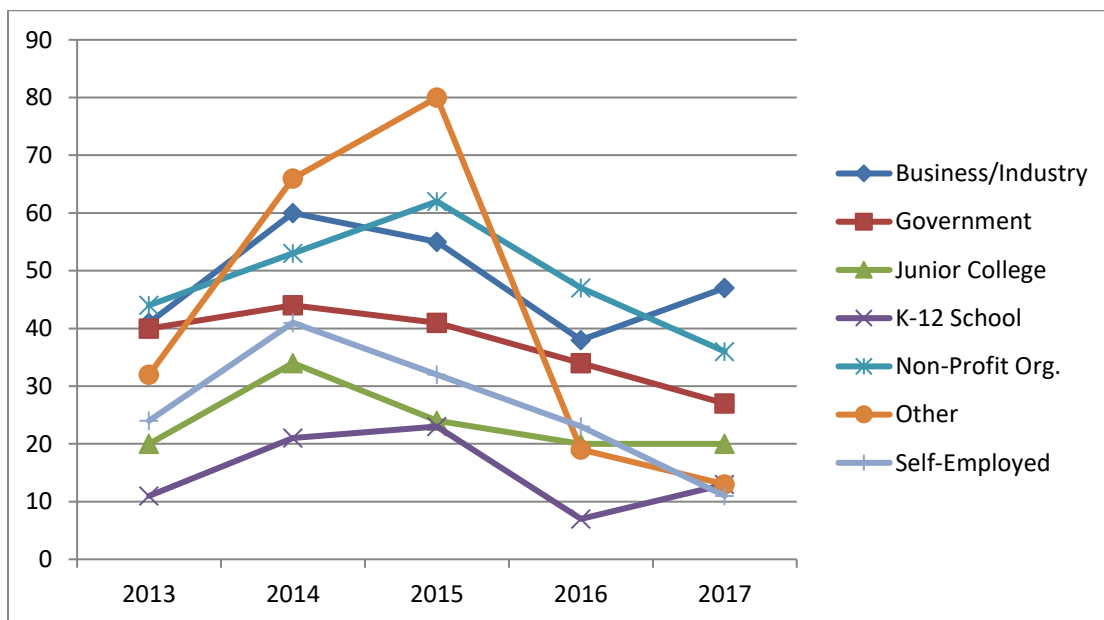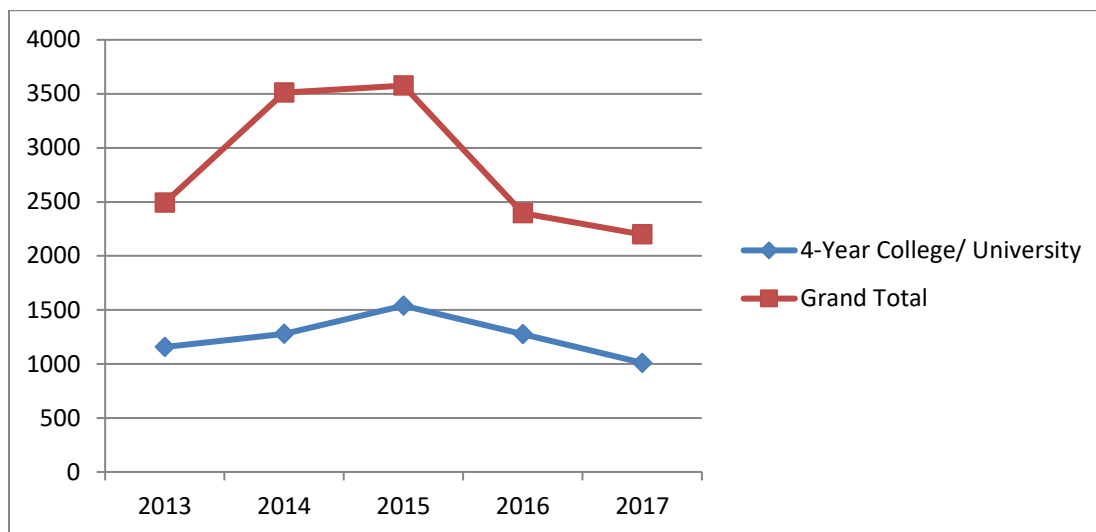Source: LSA Member Database

Figure 3B: Number of Non-Student Members Employed by a 4-Year College or University Compared to Total of Non-Student Members, 2013-2017
Source: LSA Member Database

Job Types

For all departments that reported employees by academic job title, more employees fell into the Full Professor and Associate Professor categories (828, 62%) than the other categories. This shows a dramatic increase in raw numbers but a slight decrease in percentage from data reported in 2016, most likely generated by the more detailed reporting on job types from participating departments. The raw numbers below in Figure 4A show data from all reported departments. Figure 4B shows longitudinal data from 2013-2017 about overall percentage of job titles. For the total number of tenure track positions for data reported in 2017 (N=1101), there was a 189.7% increase in number from data reported in 2013 (N=380). However, this likely represents an increase in reporting institutions.

Figure 4A: Job Titles by Percentage, 2017
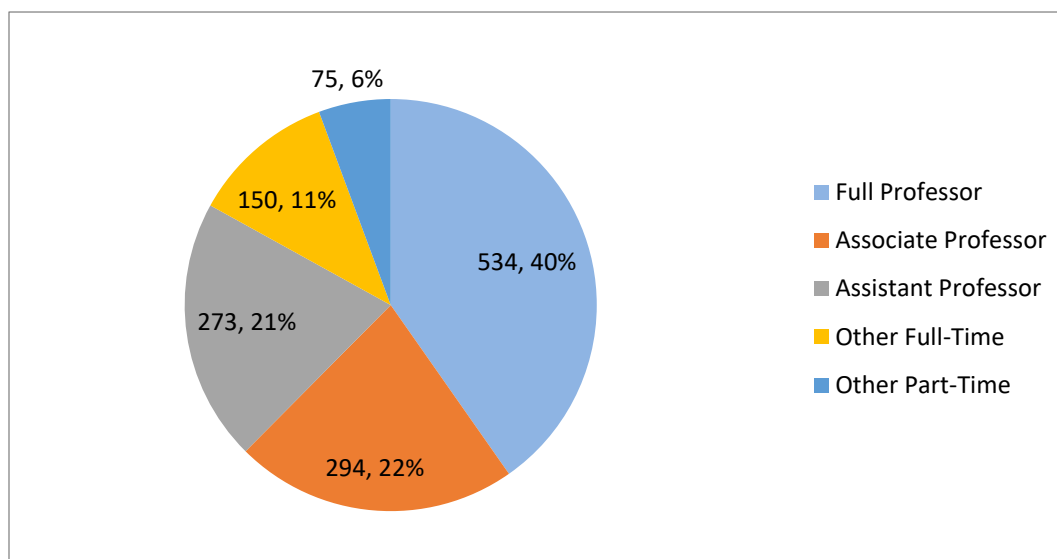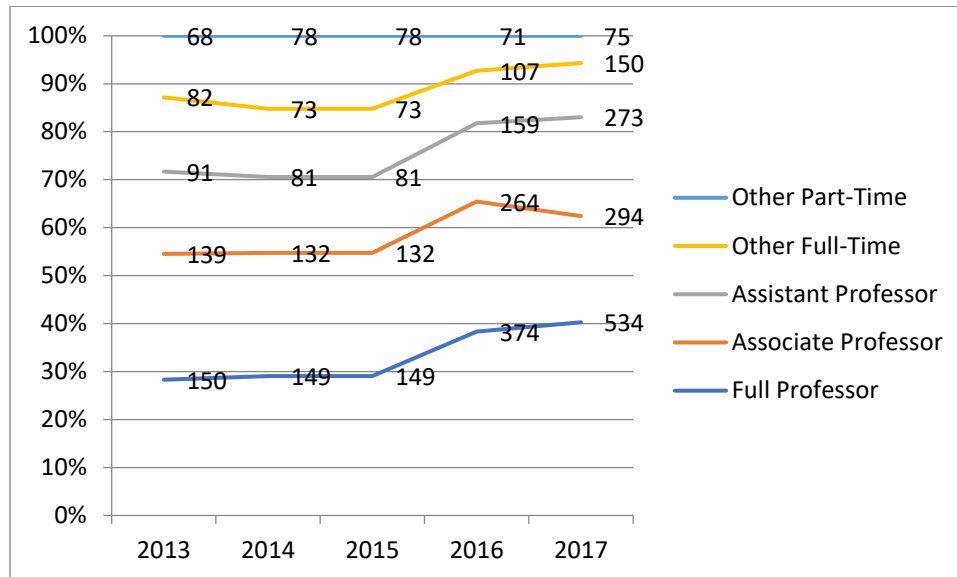Source: LSA Directory of Linguistics Departments and Programs

Figure 4B: Job Titles by Percentage, 2013-2017
Source: LSA Directory of Linguistics Departments and Programs

The average number for each category type in data from reporting institutions (see figure 5A) indicates a similar trend to what is presented in Figures 4A and 4B. Full Professors and Associate Professors on average make up a larger part of reporting departments, with Assistant Professors averaging only slightly more than Other Full-Time positions per department. The five year data for averages by position for reporting departments is presented in Figure 5B, below. The large dip in averages by department in 2015 and 2016 is due to changes in the total number of reporting departments and data collection.

Figure 5A: Average Number of Types of Positions for Reporting Departments, 2017
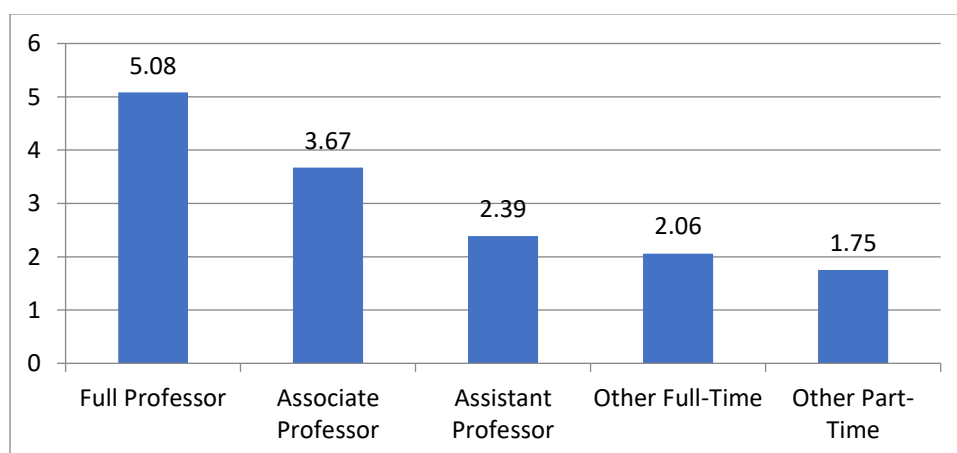Source: LSA Directory of Linguistics Departments and Programs

Figure 5B: Average Number of Types of Positions for Reporting Departments, 2013-2017
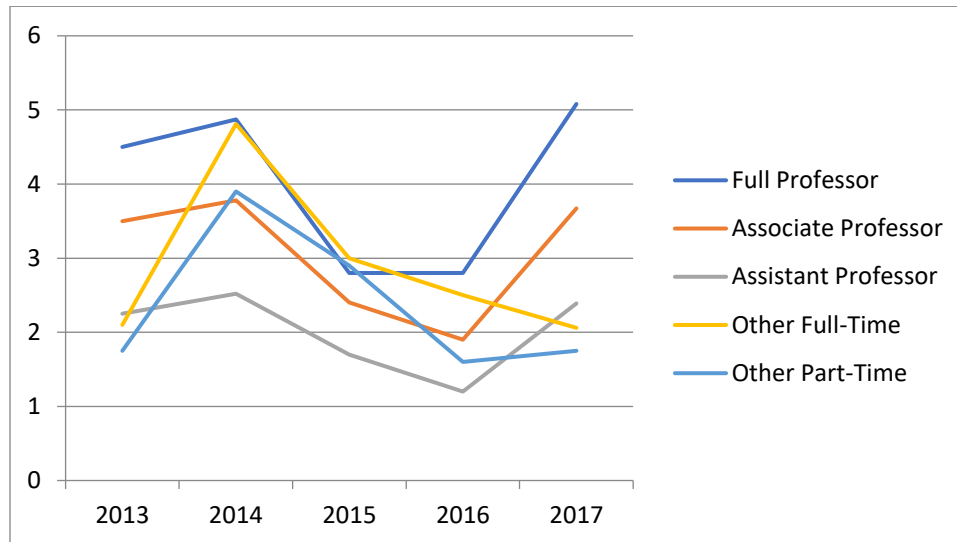Source: LSA Directory of Linguistics Departments and Programs

Figure 6A 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 4A is observed in Figure 6A, with Full Professors having the highest number of job titles. Adjunct Faculty, Lecturer/Instructor, and Not Applicable positions show a sizeable quantity, comparable to Other full-time and part-time faculty.

Figure 6A: Frequencies of Non-Student Members by Job Titles and by Tenure, 2017
Source: LSA Member Database, December 2017 (N=2198)

LSA Members	Count
Full Professor	534
Assistant Professor	273
Associate Professor	294
Adjunct Faculty	35
Lecturer / Instructor	128
Not Applicable	324
Post-Doctoral Fellow	62
Unreported	548
Grand Total	**2198**

LSA Members with Tenure	Count
No	456
Yes (either currently or prior to retirement)	778
Unreported	964
Grand Total	**2198**

Figure 6B, below, shows LSA members by job title according to data collected between 2013 and 2017. Most numbers for 2017 remain relatively consistent with prior data. This is reflective of the total number of positions per category as reported in departmental data. The number of non-student members with tenure currently or prior to retirement has also remained consistent, with only a 12.6% increase since 2013 (see figure 6C).

Figure 6B: Frequencies of Reporting Non-student Members by Job Titles, 2013-2017
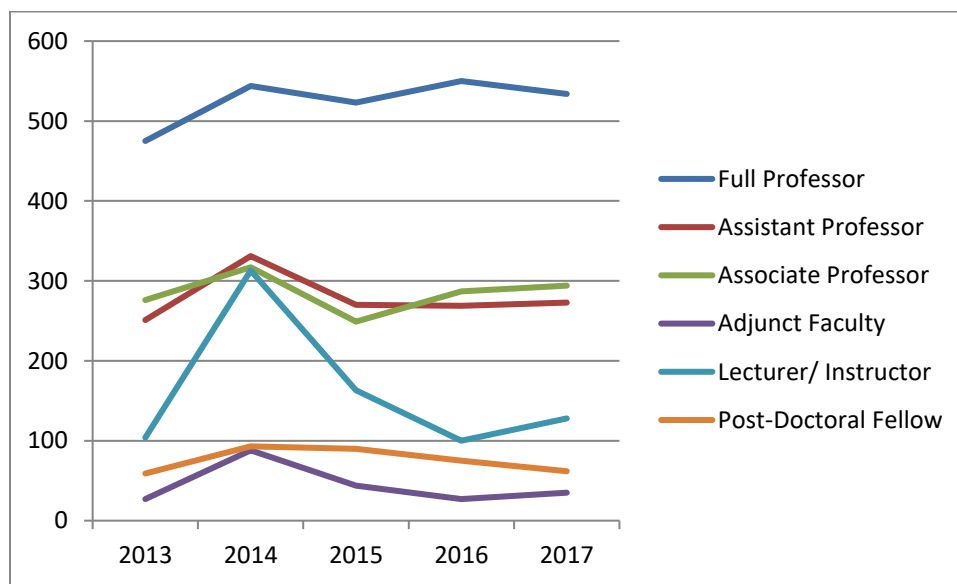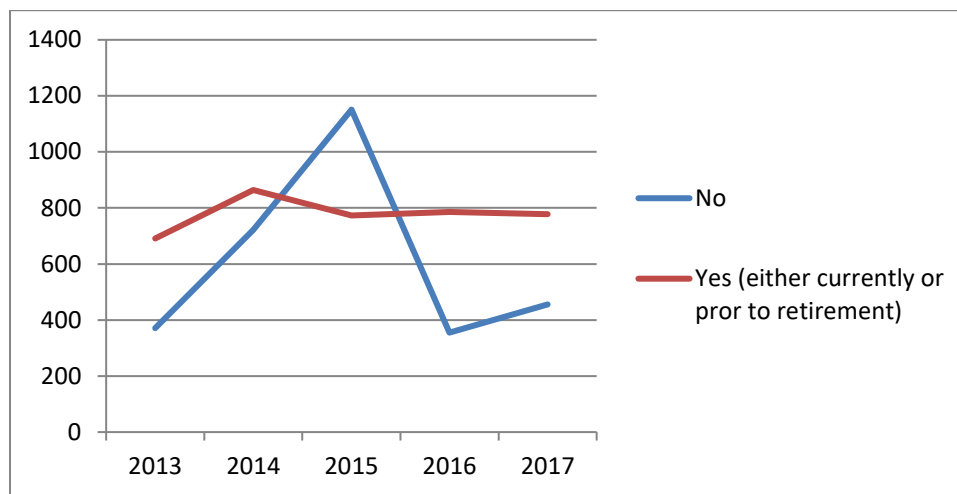Source: LSA Member Database

Figure 6C: Frequencies of Reporting Non-Student Members by Tenure, 2013-2017
Source: LSA Member Database

Reported data from COSWL provides a gendered portrait on the full-time tenure-stream faculty. In Figure 7, 50 participating departments report that men comprised 14% more full-time tenure-stream positions than women.

Figure 7: Frequencies and Percentages of Full-Time Tenure Track Faculty by Gender
Source: COSWL Survey of Selected Departments, October 2016 (N=603)
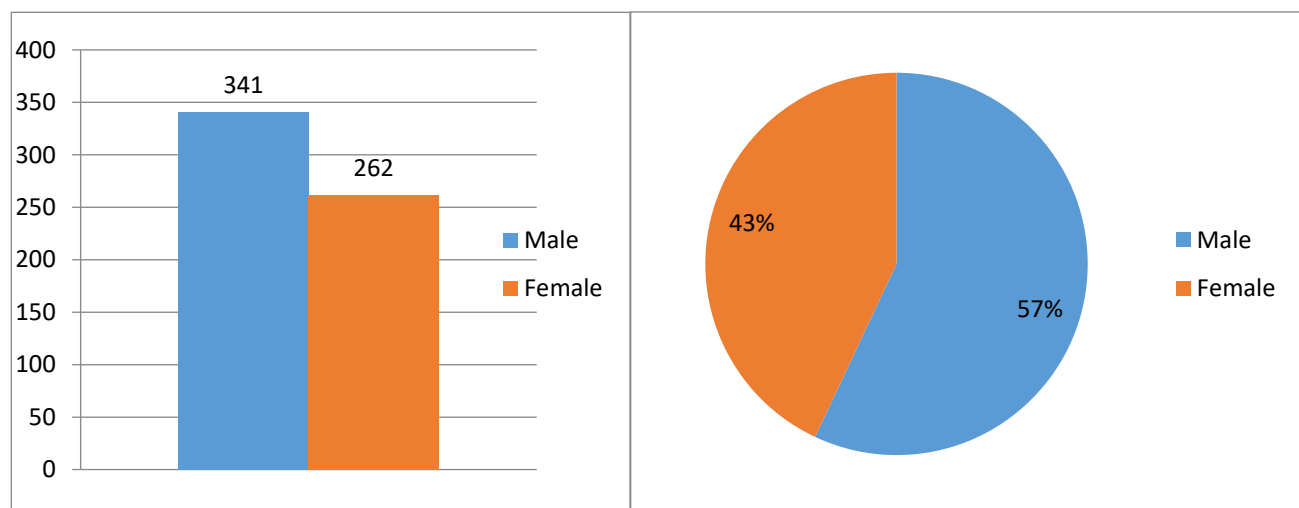
Job Type by Gender

For registered LSA departments in the online Directory, the gender breakdown for job types is charted below in Figure 8.

Figure 8: Averages for Types of Positions per Department by Gender, 2017
Source: LSA Directory of Linguistics Departments and Programs, December 2017

Note that Figure 8 shows nearly twice as many women in the "Other Full Time" position than men in those categories; however, men still outnumber women, on average, in the "Full Professo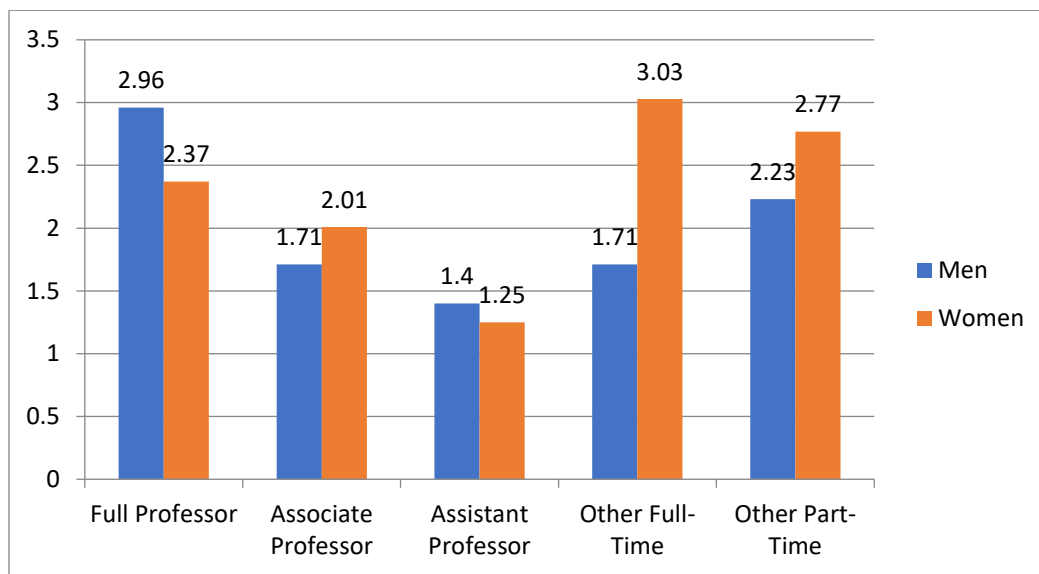r" category. There are also on average more women in "Other Part-Time" and "Associate Professor" positions for 2017. However, women have never in the past five years averaged more "Full Professor" positions than men in the Directory data (see figure 10). This is despite the fact that from 2013 to 2017 women have always averaged higher than men in total number of positions (see figure 11).

The two pie charts in Figure 9 below show the comparison of job titles in percentage by gender.

Figure 9: Percentage of Gender for Each Job Type
Source: LSA Directory of Linguistics Departments and Programs, December 2017

Men

Women

Legend:
- Full Professor
- Associate Professor
- Assistant Professor
- Other Full-Time
- Other Part-Time
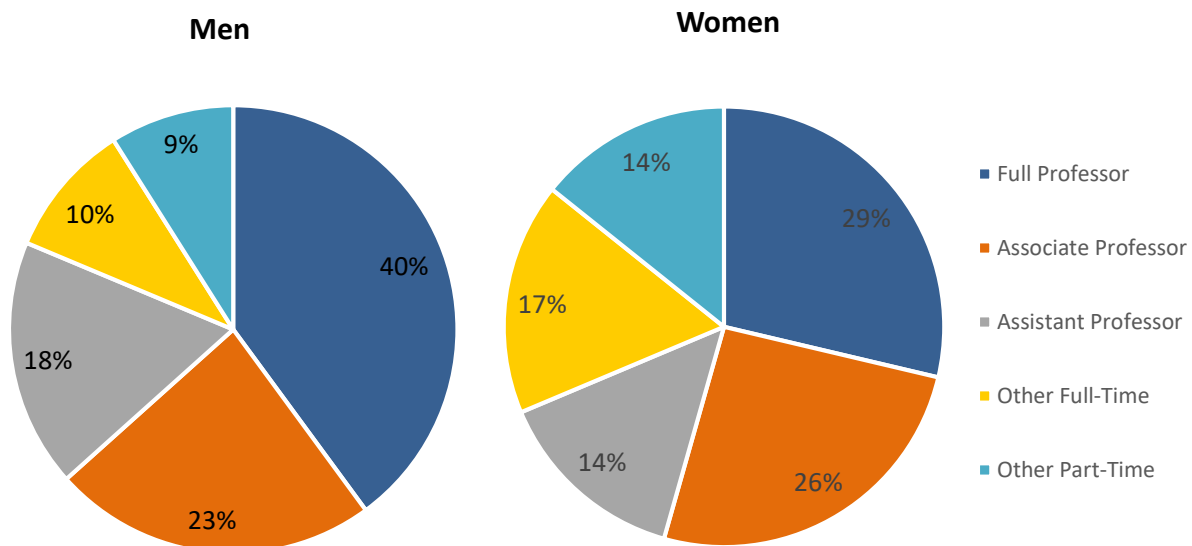
There were 77 departments that reported on employment this year (down from 91 departments in 2016, which resulted from the COSWL survey that year). Of those reporting, there were 218 male full professors and 173 female full professors for a total of 391 full professors at 77 departments. This was an increase of 17 full professors compared to last year's data despite the drop in reporting departments. By percentage, 29% of women at reporting departments hold the position of full professor, while 40% of men at reporting departments hold the position of full professor. Although both groups saw a decline from data reported in 2016 (33% for women and 44% from men), this disparity has remained fairly consistent over the past five years, as seen in Figure 10, below.

Figure 10: Average Number of Full Professors per Department by Gender, 2013-2017
Source: LSA Directory of Linguistics Departments and Programs
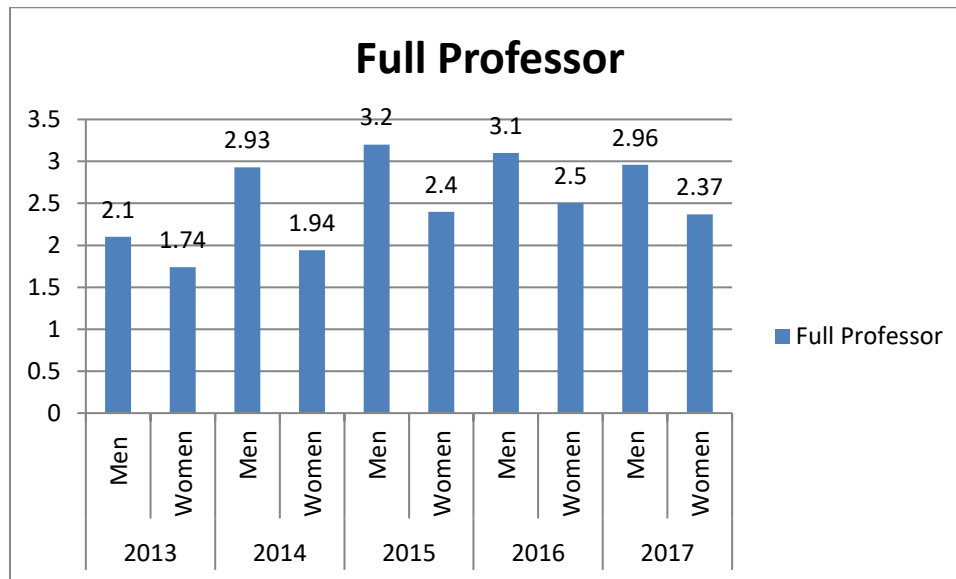
Full Professor

Since the LSA began collecting data in 2013, men have averaged a higher number of full professor positions per department each year. Data from 2015-2016 suggests that the difference in number of female full professors per department remains fairly stable at around 2.4, but male full professors during that same time show a slight, negative trend.

Figure 11 shows a breakdown of the average types of position per department by gender from 2013-2017. Overall, women make up the majority of departmental employees for each year, while simultaneously averaging a lower number of tenure track positions compared to men.

Figure 11: Averages of Types of Position per Department by Gender, 2013-2017
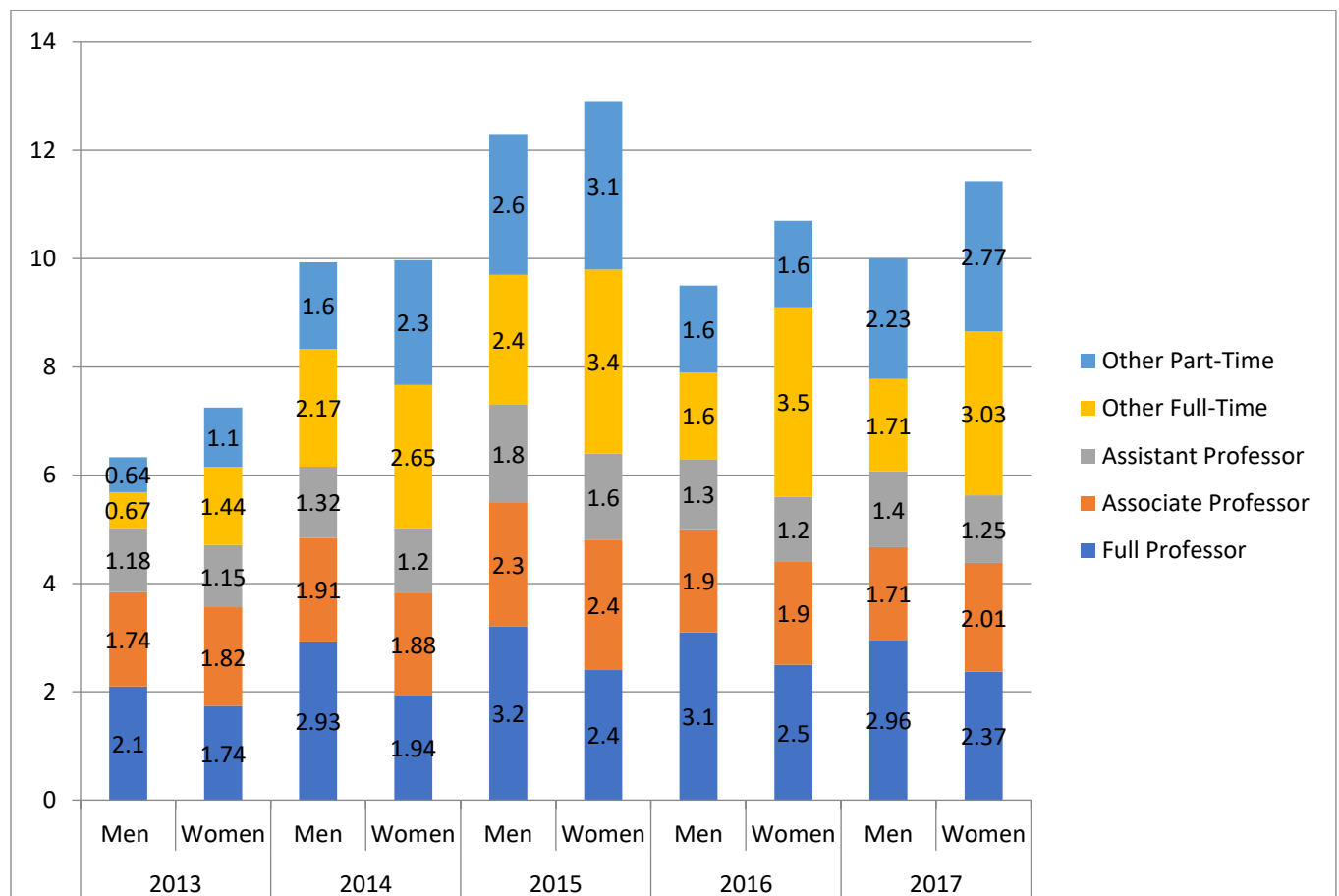Source: LSA Directory of Linguistics Departments and Programs

Figure 12A: Salary for Job Titles

Salaries

Although there is not much data available about salaries for different professorial appointments, data for the programs that reported salaries to the LSA in 2017 was compared to the salaries reported by universities included in the 2015 – 2016 AAUP Survey (see figure 12A). The data collected from participating departments was also compared in a four-year span: 2014 (5 reported programs), 2015 (9 reported programs), 2016 (7 reported programs), and 2017 (7 reported departments).

Figure 12A: Salary for Job Titles

Sources: LSA Directory of Linguistics Departments and Programs, December 2017, & AAUP Survey
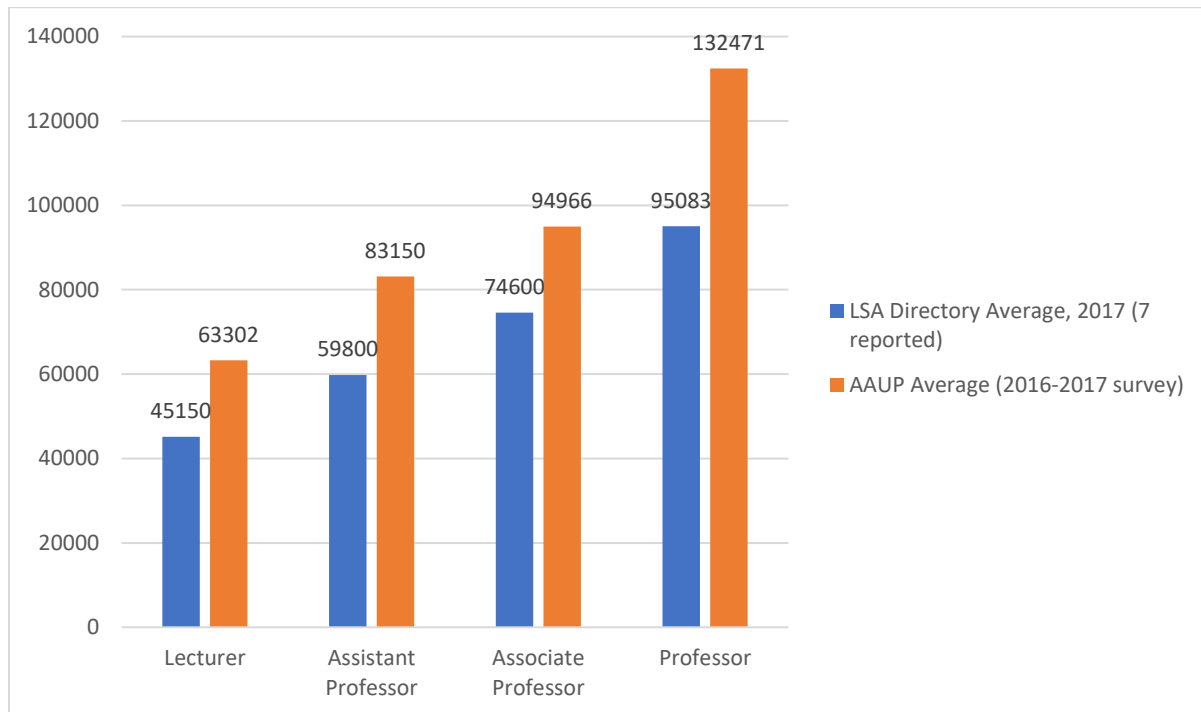
Figure 12a shows an average of salary information per job title in the LSA directory for 2017 compared to the AAUP average. The data reported in the LSA directory in 2017 averages considerably lower than reported averages from the AAUP survey. Generally, linguists' salaries as reported in the LSA Directory 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. The difference between the LSA directory data and the AAUP survey is particularly pronounced in comparison with data from last year (see figure 12B) in part because the averages of provided salary data in the LSA directory have gone down as well.

Figure 12B: Salary for Job Titles, 2014-2017
Source: LSA Directory of Linguistics Departments and Programs

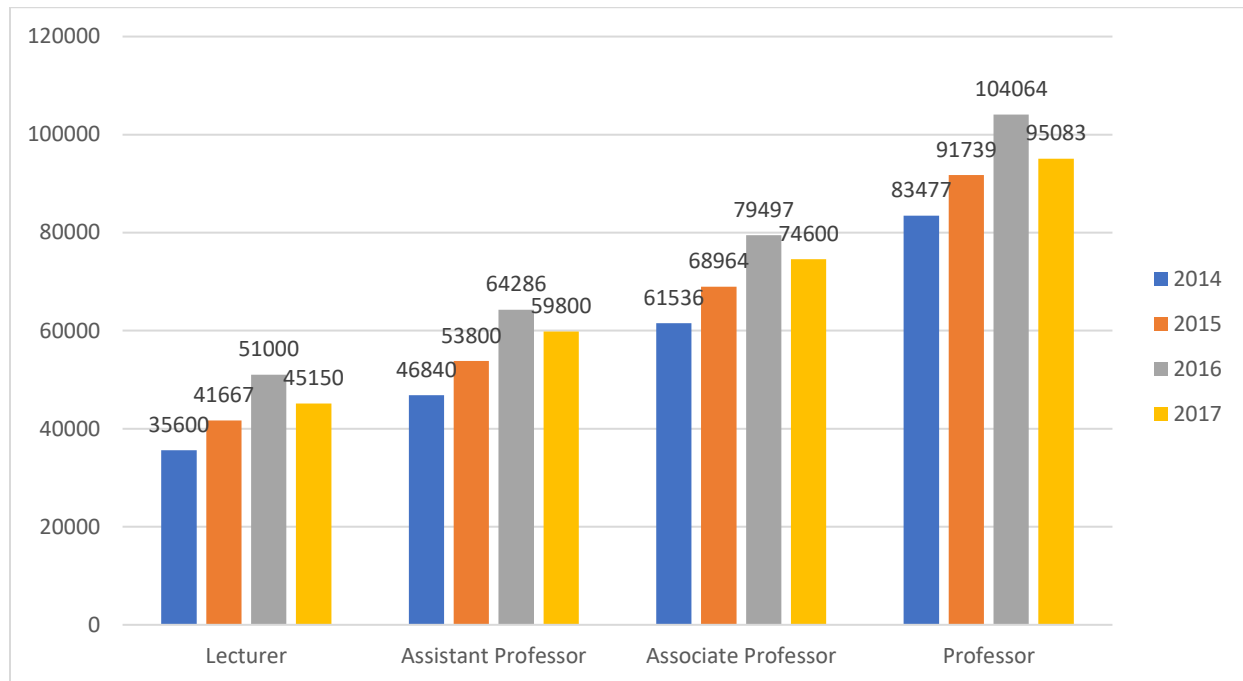Figure 12B shows the change in salary data over the past three years from departmental reported information. The reported salaries show a positive change with each position up until 2017; however, there are few participating departments reporting information and in particular for 2016 and 2017 data, 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 13.

Figure 13: Trends in Growth in Linguistic Degrees 2000-2015
Source: ED Integrated Postsecondary Education System (IPEDS)

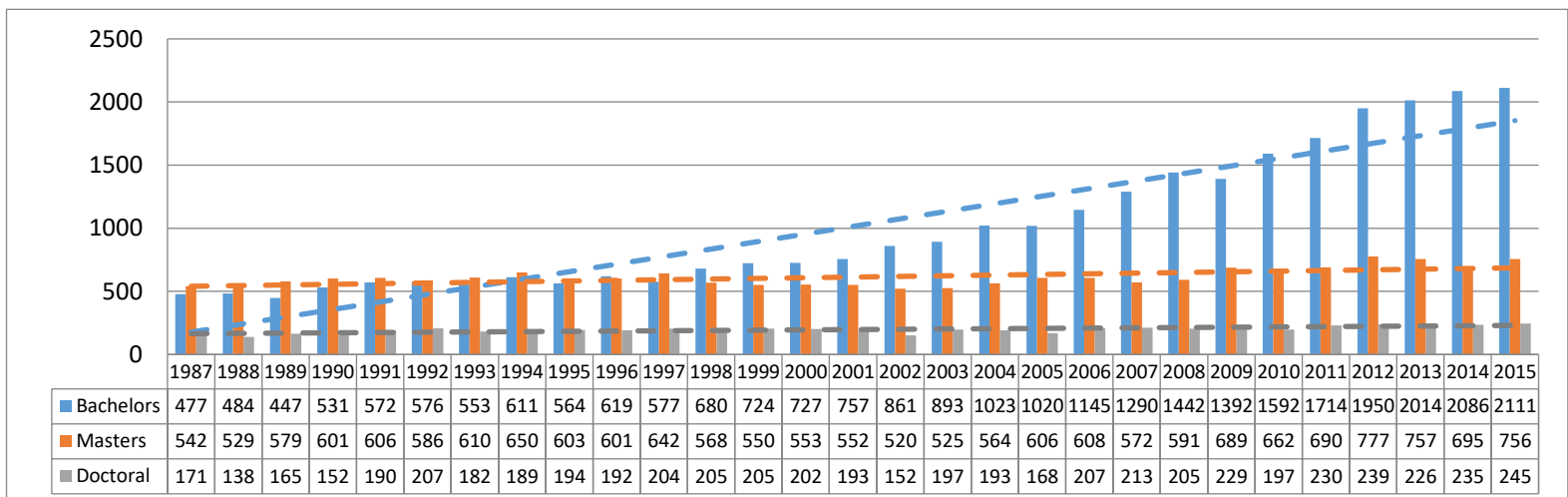|	1987	1988	1989	1990	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013	2014	2015
Bachelors	477	484	447	531	572	576	553	611	564	619	577	680	724	727	757	861	893	1023	1020	1145	1290	1442	1392	1592	1714	1950	2014	2086	2111
Masters	542	529	579	601	606	586	610	650	603	601	642	568	550	553	552	520	525	564	606	608	572	591	689	662	690	777	757	695	756
Doctoral	171	138	165	152	190	207	182	189	194	192	204	205	205	202	193	152	197	193	168	207	213	205	229	197	230	239	226	235	245

Figure 14A: Total Linguistics Doctorates Awarded: Across 5-Year Spans 1960-2015
Source: Survey of Earned Doctorates, 2015
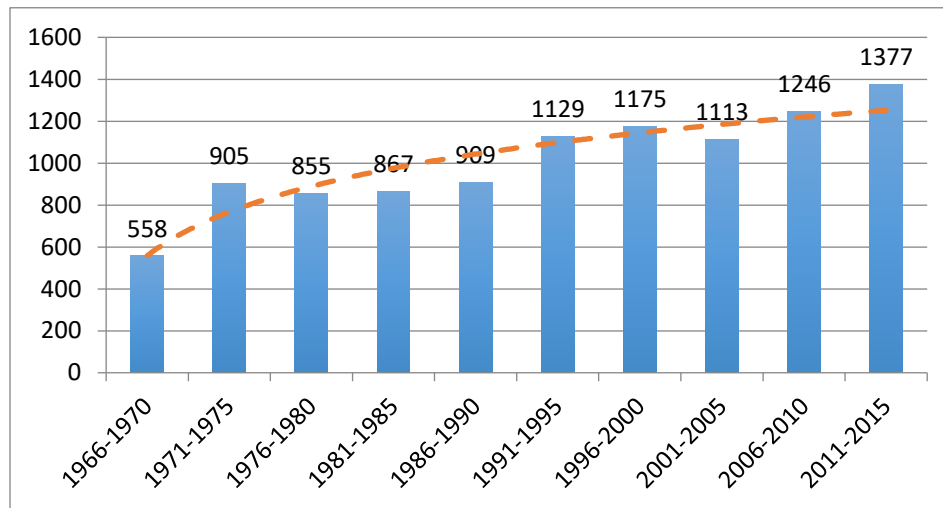
In Figure 14B, the number of institutions awarding doctorates in Linguistics shows a steady increase from the 1960s, a flattening in the late 1970s, and then a steady increase beginning in the late 90's. However, the graph itself shows a lot of fluctuation over approximately five year periods. In 2015, there was a steep drop-off rate in the number of institutions that granted Doctorates. Compared to 2013 (n=65), the number of institutions that reported awarding doctorate degree increased to 77 in 2015, according to the SED.

Figure 14B: Number of Institutions Awarding Doctorates in Linguistics by Year
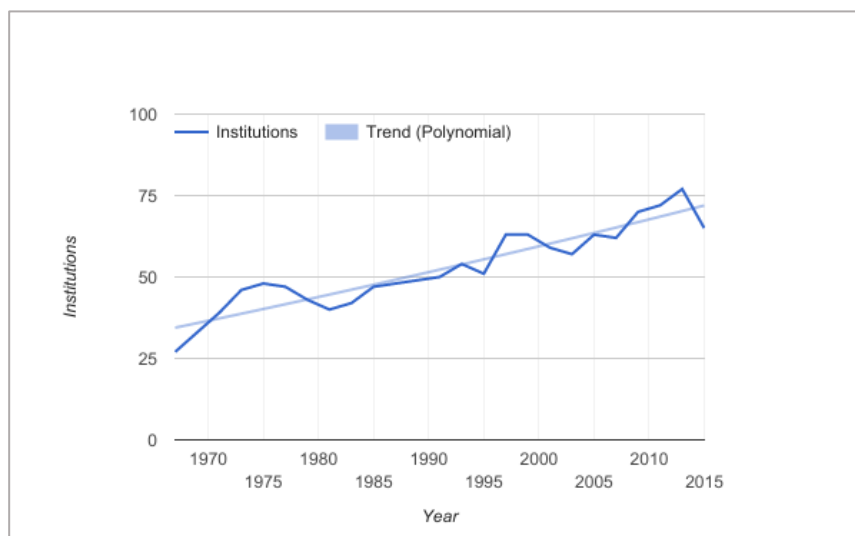Source: Survey of Earned Doctorates

Figure 15A shows the average number of degrees awarded, sorted by the highest degree offered at registered Directory departments and programs. In 2017, there were twice as many awarded Bachelor's

on average from Bachelor's-granting institutions than in 2016, but 2017 data is more consistent with data available in 2015. This may be attributed to the reporting rates of participating programs. Out of 12 programs in the directory that listed Bachelor's as the highest degree offered by their program, only three institutions reported how many degrees were awarded in 2016. Comparatively in 2017, out of 16 institutions that listed Bachelor's as the highest degree offered by their program, seven reported on how many degrees they awarded in 2017. The number of degrees awarded by institutions that listed Master's and PhD as their highest degrees is comparable to years past. Bachelor's degrees are the most awarded among the three categorizations of degree-awarding institutions.

Figure 15A: Average Number of Degrees Awarded by Highest Degree Offered by Program
Source: LSA Directory of Linguistics Departments and Programs, 2017
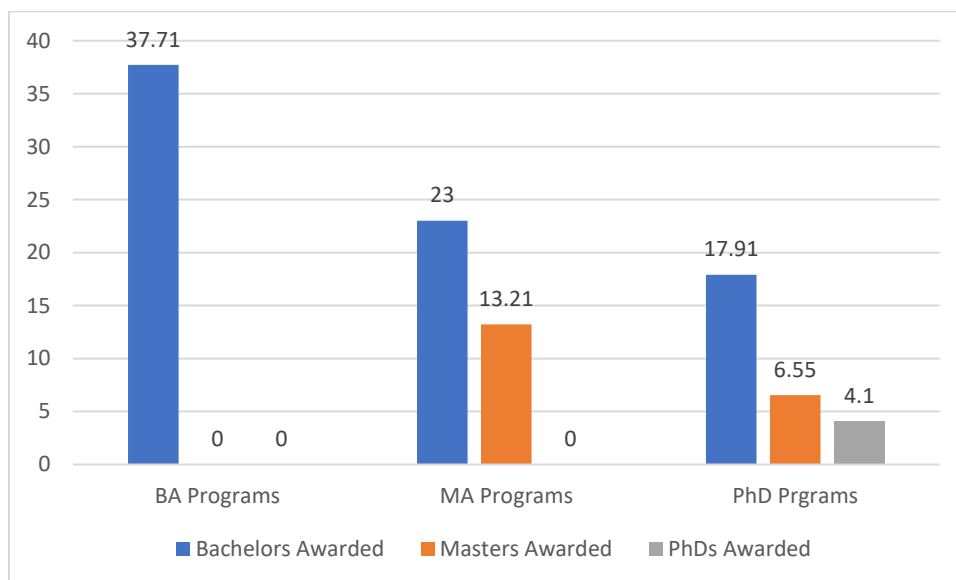
Figure 15B, shows that while 2017 saw an increase in the number of Bachelor's degrees awarded by institutions with Bachelor's as their highest degree offered, the number of Bachelor's degrees awarded by PHD and Master's Degree granting institutions has been steadily declining since 2014. The number of awarded PhDs and Master's Degrees awarded over this time has remained consistent.

Figure 15B: Average Number of Degrees Awarded by Highest Degree Offered by Program, 2013-2017
Source: LSA Directory of Departments and Programs

BA Programs chart:
- Bachelors Awarded: 2013: 13.6, 2014: 51.25, 2015: 38.77, 2016: 15, 2017: 37.71

MA Programs chart:
- Bachelors Awarded: 26.25, 36.25, 32.5, 31, 23
- Masters Awarded: 14.25, 13, 12.7, 11, 13.21

PhD Prgrams chart:
- Bachelors Awarded: 18.6, 28.5, 26.2, 27, 17.91
- Masters Awarded: 7.25, 8.91, 9.8, 7, 6.55
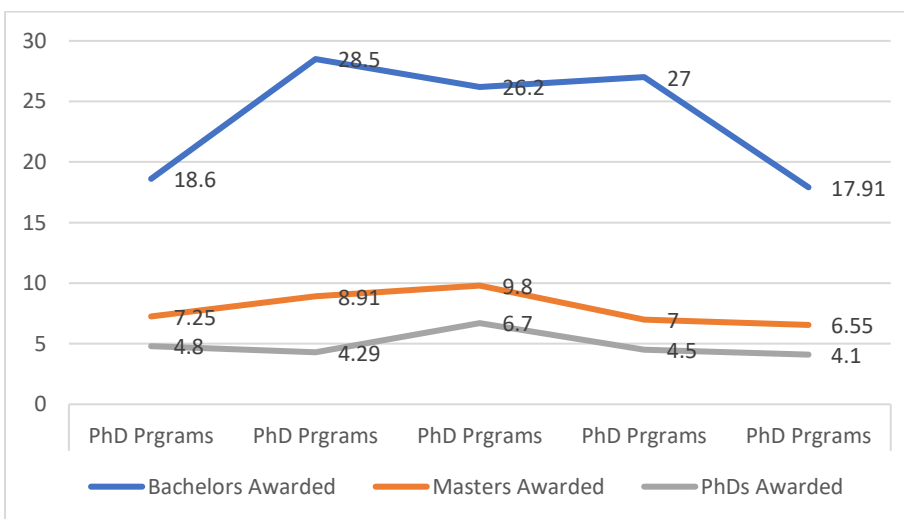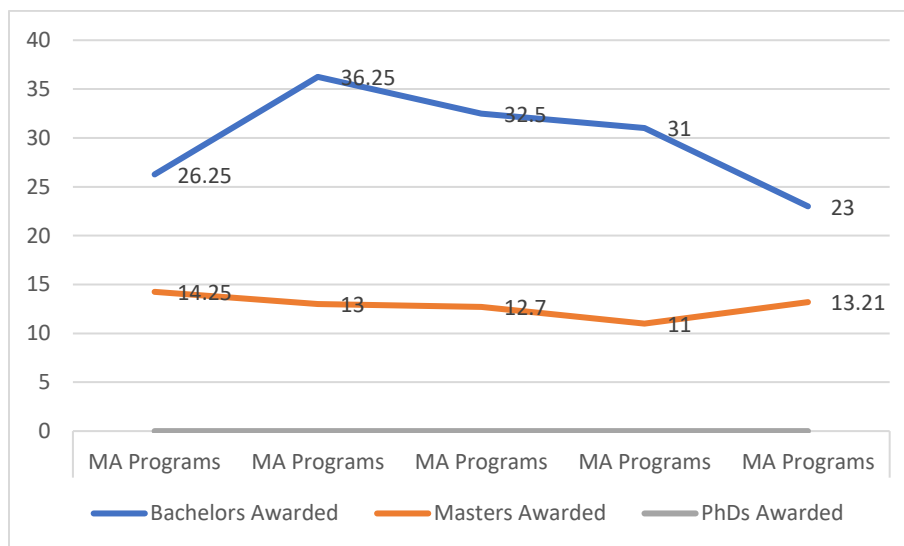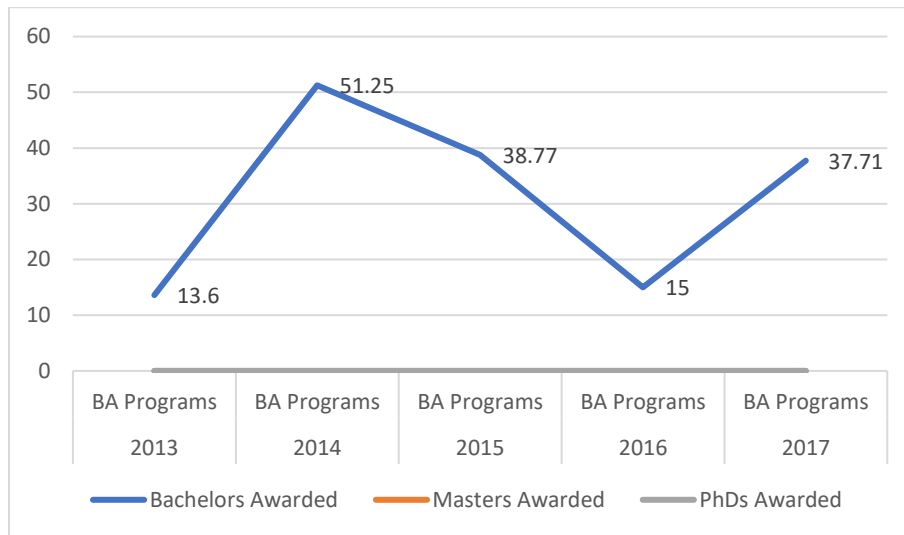- PhDs Awarded: 4.8, 4.29, 6.7, 4.5, 4.1

Figure 16A shows LSA members' self-reported education status. For LSA regular non-student members who reported their highest degree earned, 72% hold PhDs. Ninety percent 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 in later years in their educational trajectory. Figure 16B shows that although there was an increase in reported PhDs in 2014, the percentage of LSA members in each education group has remained consistent over the past four years.

Figure 16A: 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		193	7%	Grad - Year 1	87	17%
MA / MS / MEd		359	16%	Grad – Year 2	105	20%
Other		38	2%	Grad - Year 3	55	11%
PhD		1642	74%	Grad - Year 4	74	14%
Unreported		1094	N/A	Grad - Year 5	70	14%
Grand Total			3326	Grad - Year 6+	87	17%
Total Reported			2232	Undergrad	34	7%
				Unreported	616	N/A
				Grand Total	1128	
				Total Reported	512	

Figure 16B: LSA Reporting Member Education Status, 2013-2017
Source: LSA Member Database
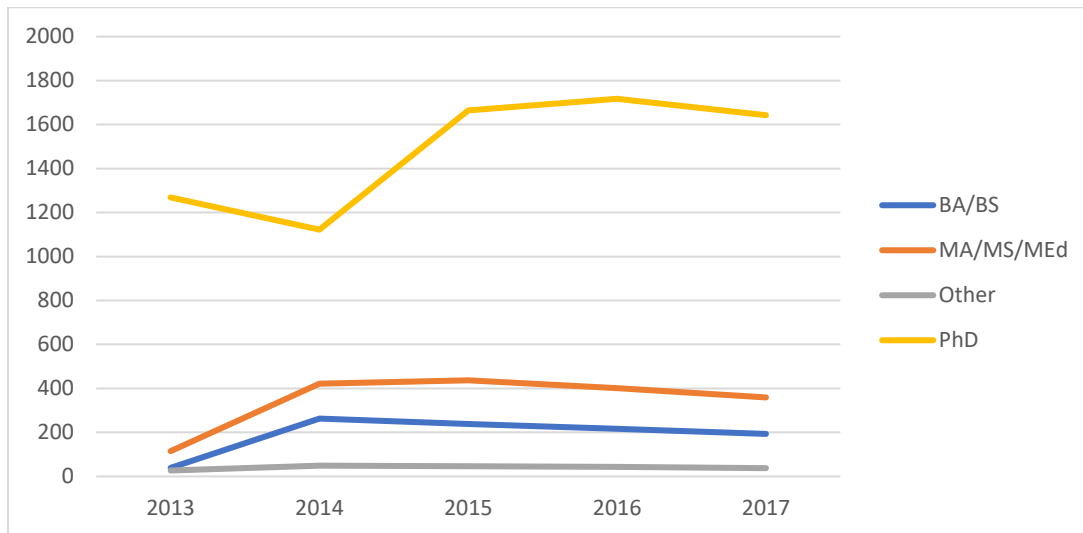
Number of Degrees Awarded by Gender

Beginning in the mid-1980s, 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 17. While men still comprise the highest number of doctorate awardees, it may be that linguistics is becoming a less female-dominated field with time.

Figure 17: Earned Doctorates in Linguistics: 1966-2015 by Gender
Source: NSF Survey of Earned Doctorates, 1966-2015
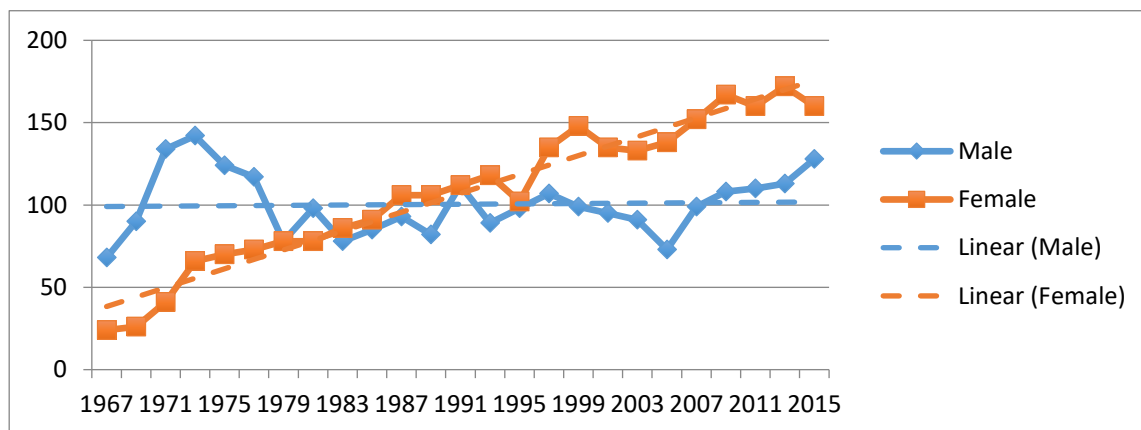
Student Enrollment and Financial Support

Figure 18A below shows the average number of current undergraduate and graduate students per program reported in the LSA Directory. The average for undergraduate women by program saw a decrease in 2017 from 56 in 2016, but graduate women saw an increase from 19 in 2016. The averages for men in both undergraduate and graduate programs saw a marginal increase (from 27 and 15 respectively). Figure 18B shows consistent averages for men and women in undergraduate and graduate programs from 2013 to 2017, but there is a notable increase in the average number of undergraduate men per department over the last five years.

Figure 18A: Average Number of Students by Program and Divided by Gender
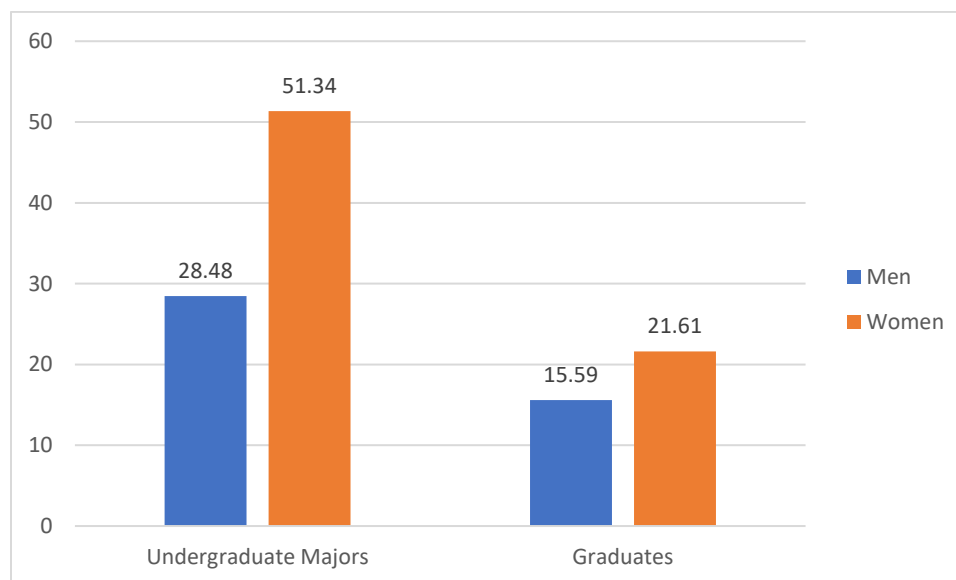Source: LSA Directory of Departments and Programs, 2017

Figure 18B: Average Number of Students by Program and Divided by Gender, 2013-2017
Source: LSA Member Directory

Men 2013: Undergraduate Majors 22.6, Graduates 16
Men 2014: Undergraduate Majors 25.52, Graduates 14.88
Men 2015: Undergraduate Majors 27.7, Graduates 16.7
Men 2016: Undergraduate Majors 27, Graduates 15
Men 2017: Undergraduate Majors 28.48, Graduates 15.59

Women: Undergraduate Majors 49.3, Graduates 21.4
Women: Undergraduate Majors 45.79, Graduates 17.62
Women: Undergraduate Majors 45.6, Graduates 21
Women: Undergraduate Majors 56, Graduates 19
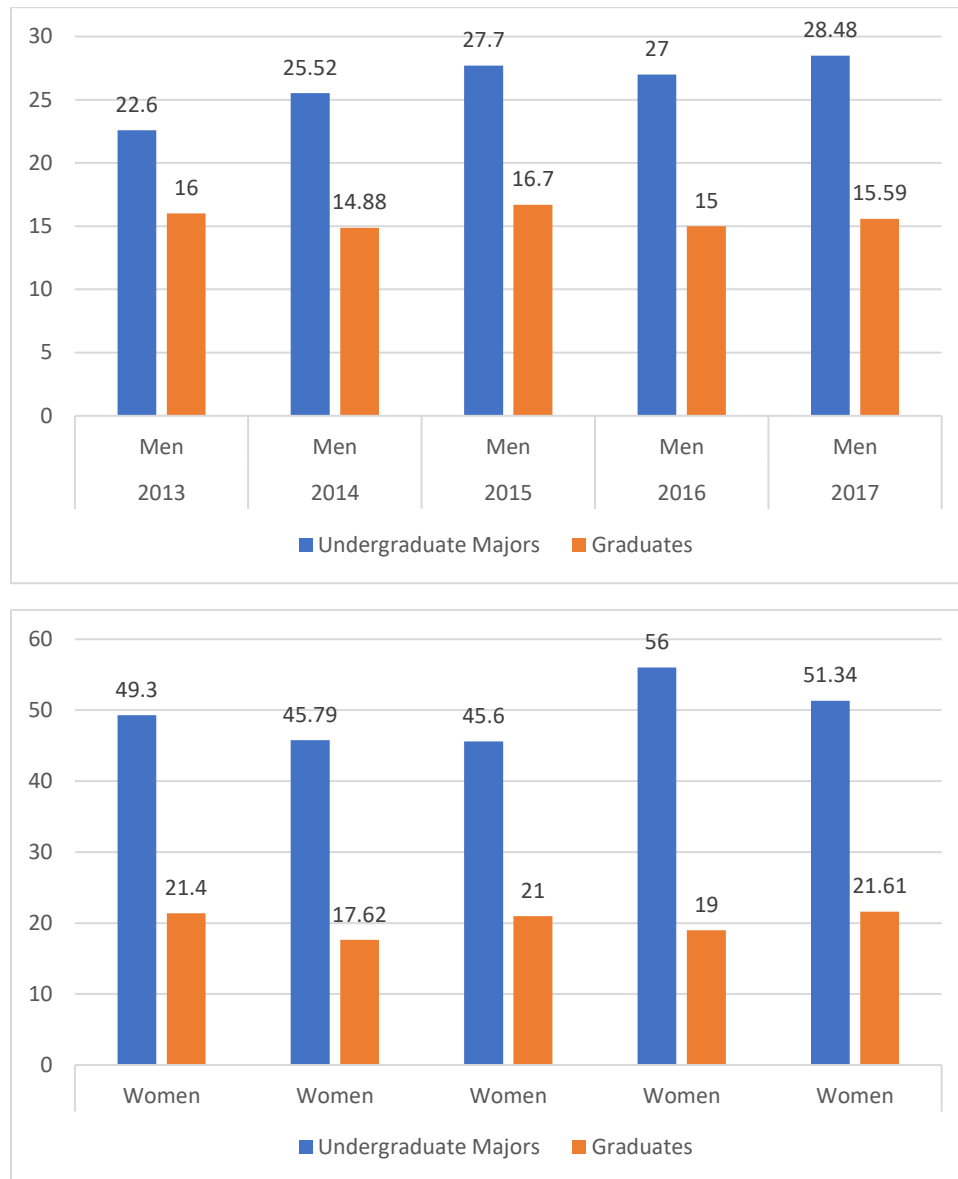Women: Undergraduate Majors 51.34, Graduates 21.61

Figure 19A shows the averages for number of total graduate students per department compared against the total number of supported graduate students per department. The average number of graduate students saw an 8.8% increase from an average of 34 in 2016, but the average number of supported graduate students fell by 4.5% from 23 in 2016. However, Figure 19B shows a positive trend overall for the past five years of data collection.

Figure 19A: Average Number of Graduate Students
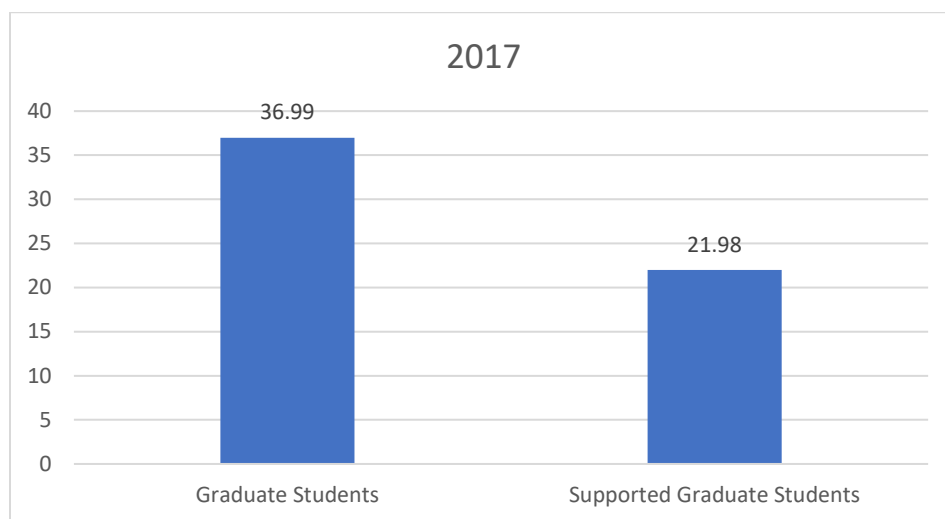Source: LSA Member Database, 2017

2017

Figure 19B: Average Number of Graduate Students, 2013-2017
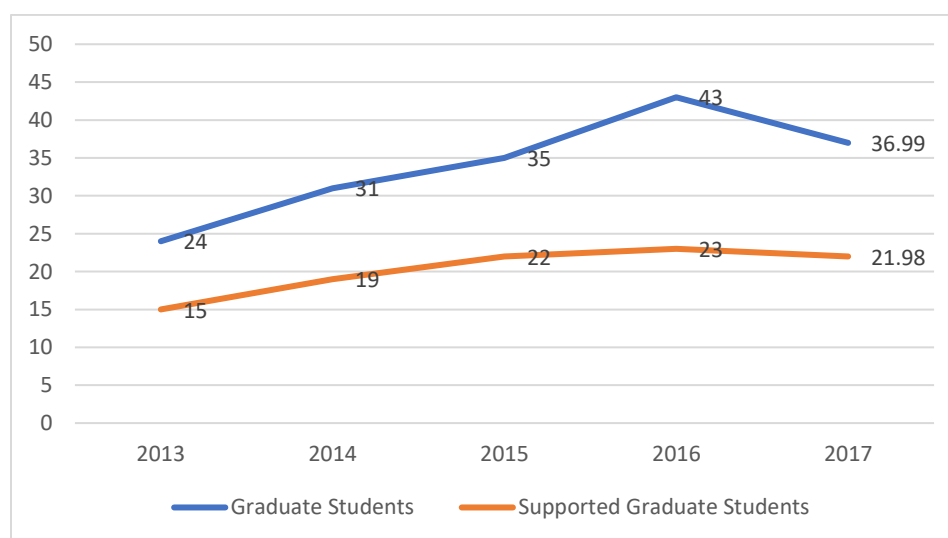Source: LSA Member Database

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 20A.

Figure 20A: Students by Ethnicity in Linguistics (2015)

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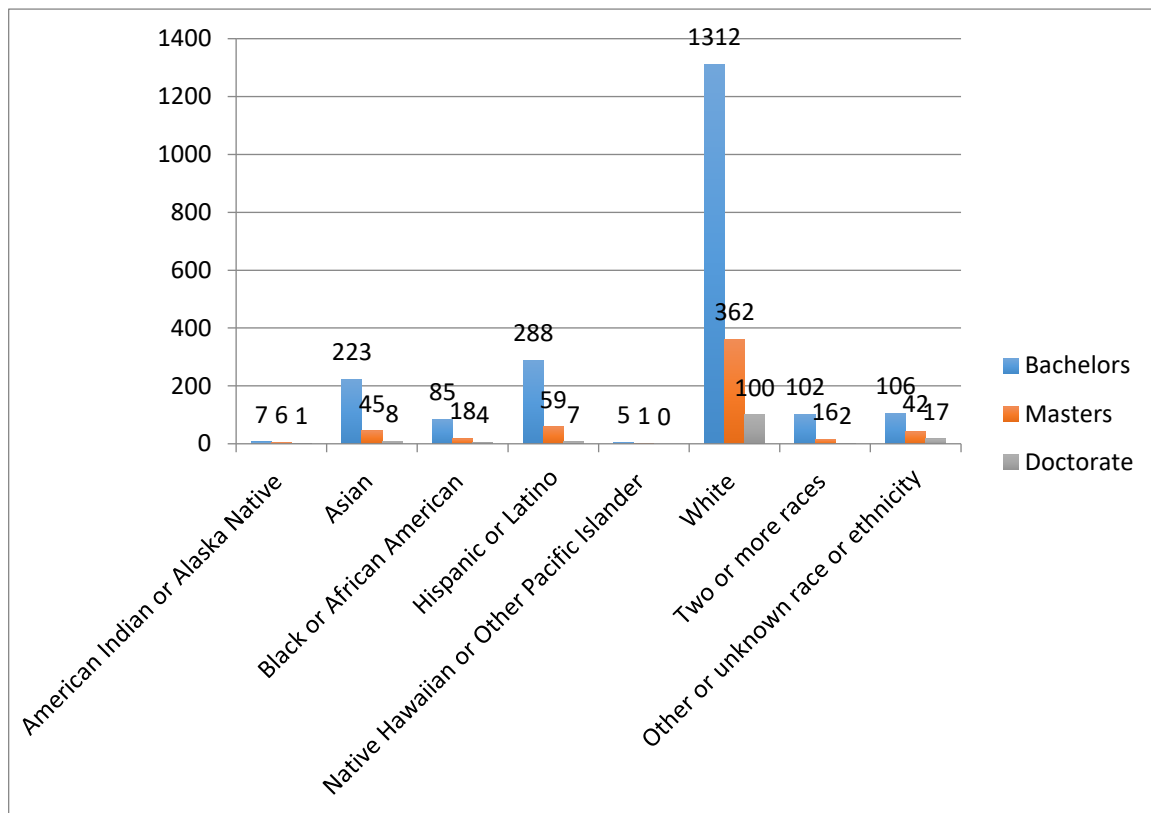

Figure 20A showcases Awardees in degree production in Linguistics in 2015. More degree awardees listed their ethnicity as White than any other ethnicity, regardless of type of degree, followed by Hispanic or Latino, Asian, Other or unknown race or ethnicity, Two or more races, Black or African American, American Indian or Alaska Native and Native Hawaiian or Other Pacific Islander.

For LSA members in Figure 20B, about 55% chose not to report their ethnicity (slightly down from 58% being unreported in 2016). The self-reported member data reflects similar counts of White/Caucasians as the most prominent self-identified ethnicity, with Asian American being the second largest self-identified ethnicity. In comparison, the NSF data features more Mixed/Other, Hispanic or Latino, Black or African American, and Native Hawaiian or Other Pacific Islander awardees than the ethnic self-identification reflected in the LSA member database. One possible explanation for the difference in ethnicity statistics between LSA membership and NSF survey data is that the NSF data reflects student diversity in Linguistics as of 2015, while the LSA has seen a decline in student membership.

Figure 20B: Ethnic Self-Identification of LSA Members

Source: LSA Member Database, 2017

Ethnicity	Count
American Indian or Alaska Native	18

Asian American	292
Black or African American	47
Native Hawaiian/Other/ Pacific Islander	2
Hispanic or Latino	79
Mixed/Other	82
White/Caucasian	993
Unreported	1813
Grand Total	**3326**

In Figure 21, the ethnic self-identification of LSA members is reported for the last five years. It is not entirely possible to faithfully represent trends however because the LSA's data collection for ethnicity has changed over time. A few notable changes to data collection are that the LSA did not collect self-identified ethnicity data for "Native Hawaiian/Other Pacific Islander" members prior to 2014. Also in 2014, the LSA stopped collecting self-identified ethnicity data on members who identified as multiple ethnicities. In conjunction with the increase in number of reporting members beginning in 2015, this possibly explains the sudden jump in the "Mixed/Other" category: from 11 in 2013 to 72 in 2015. Furthermore, the jump in all categories between 2013 and 2014 is likely due to an increase in reporting members overall.

As of February 2018, the LSA now also collects data on members who self-identify as "Asian American." Data from this category will be included in future Annual Reports.

Figure 21: Ethnic Self-Identification of LSA Members, 2013-2017
Source: LSA Member Database

Ethnic Self-Identification of LSA Members					
	2013	**2014**	**2015**	**2016**	**2017**
American Indian or Alaska Native	3	29	59	10	18
American Indian or Alaska Native, White/Caucasian	1	no data	no data	no data	no data
Asian	71	568	290	320	292
Black or African American	9	114	48	49	47
Native Hawaiian/Other Pacific Islander	no data	12	0	1	2
Hispanic or Latino	13	184	76	90	79
Hispanic or Latino, Mixed/Other, White/Caucasian	1	no data	no data	no data	no data
Hispanic or Latino, White/Caucasian	2	no data	no data	no data	no data
Mixed/Other	11	134	72	71	82
White/Caucasian	217	1232	900	1005	993
Unreported	2166 (87%)	3155 (58%)	2131 (60%)	2094 (58%)	1813 (55%)
Grand Total	**2494**	**5430**	**3576**	**3640**	**3326**

Sexuality and Gender Identity

Figure 22A below shows the self-identification of sexuality from the LGBTQ+ Special Interest Group survey which was distributed to LSA members. A sizeable 28% of respondents identified as Straight, while the largest group overall was "Gay/Lesbian" which represented 32% of the data. The percentage of identities represented here is very likely inflated due to the nature of the survey, where LGBTQ+ individuals would be much more likely to participate in an LGBTQ+ SIG survey. Figure 22B shows the state of the LGBTQ+ community by sexuality according to 2017 data from the LGBTQ+ SIG survey.

Figure 22A: Sexuality Self-Identification of Linguists (N=198)
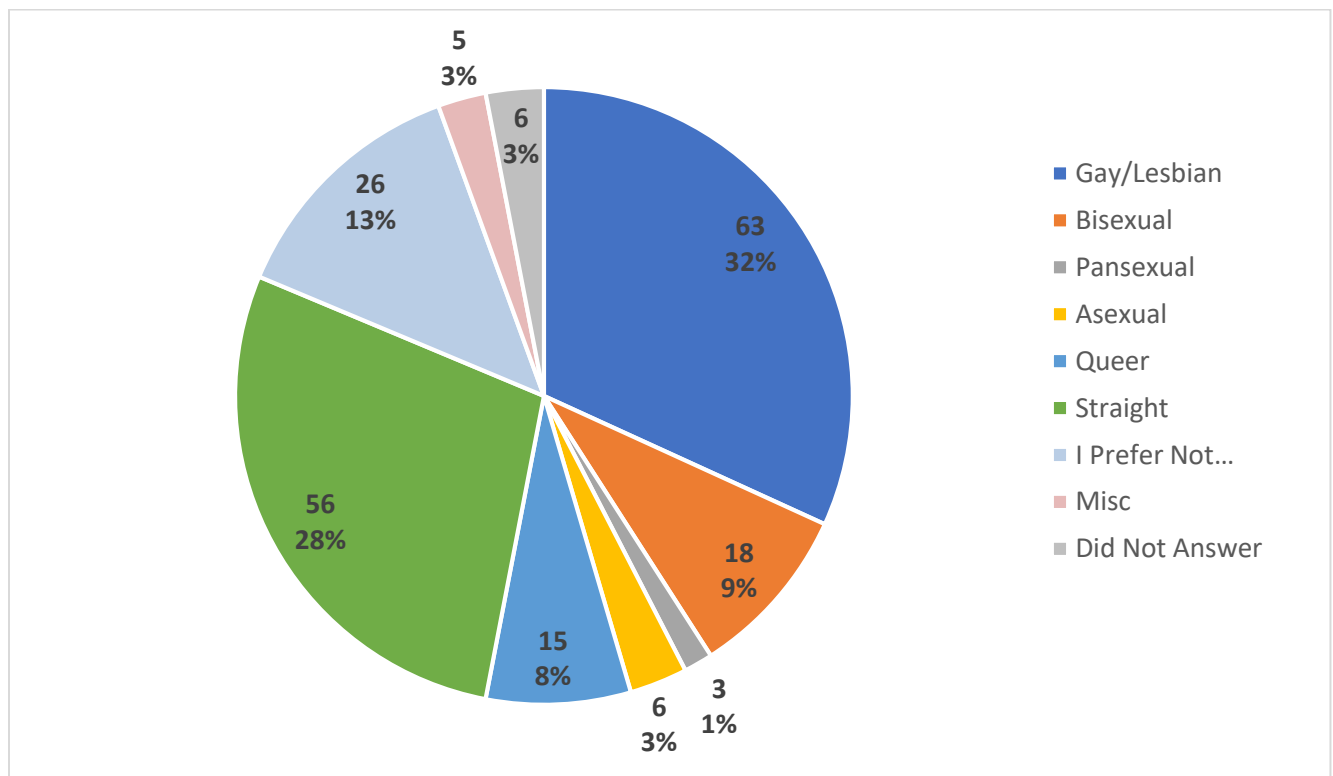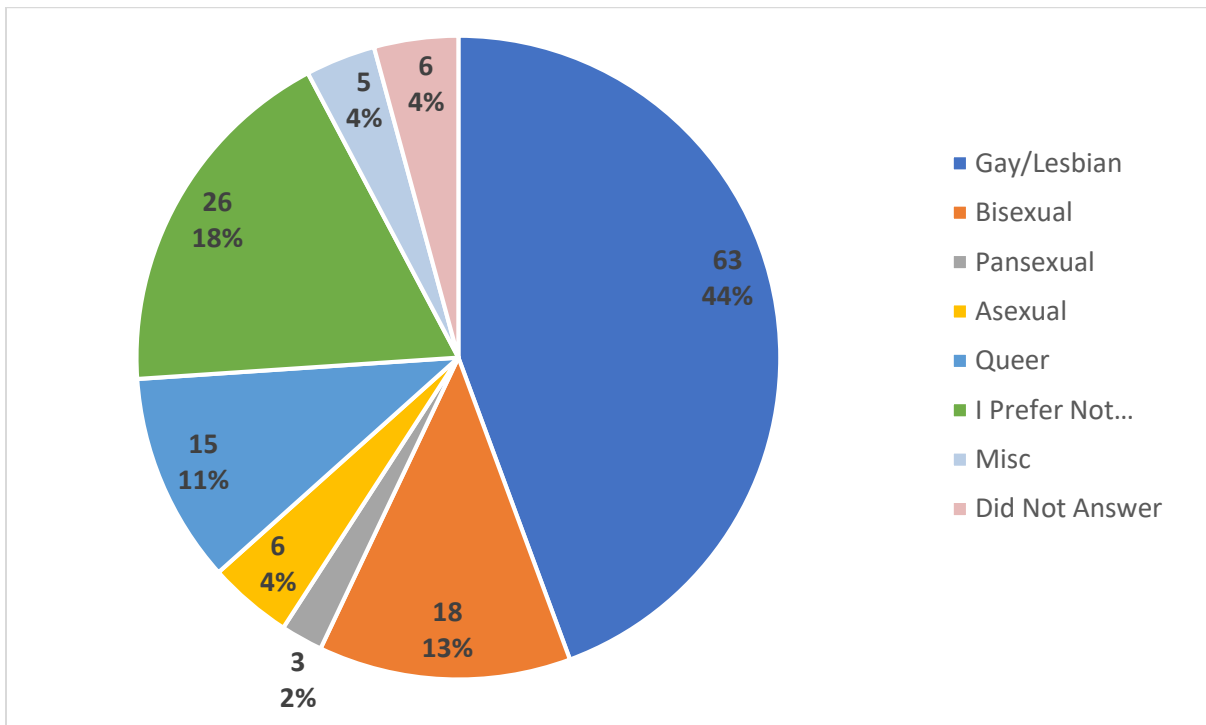Source: LGBTQ+ Special Interest Group Survey, 2017

Figure 22B: Sexuality Self-Identification of Linguists, excluding "Straight" Respondents (N=142)
Source: LGBTQ+ Special Interest Group Survey, 2017

For sexuality data, there were a total of 14 categories represented across 192 respondents who self-identified: gay, lesbian, homosexual, bisexual, pansexual, asexual, queer, straight, greysexual, demisexual, gay man/straight women, nonbinary, "mostly irrelevant," and "I Prefer not to answer."

Figure 23 shows the number of respondents who self-identified as transgender. Out of 192 respondents, 176 did not identify as transgender, 7 did identify as transgender, and 9 preferred not to answer.

Figure 23: Number of Respondents who self-Identified as Transgender (N=192)
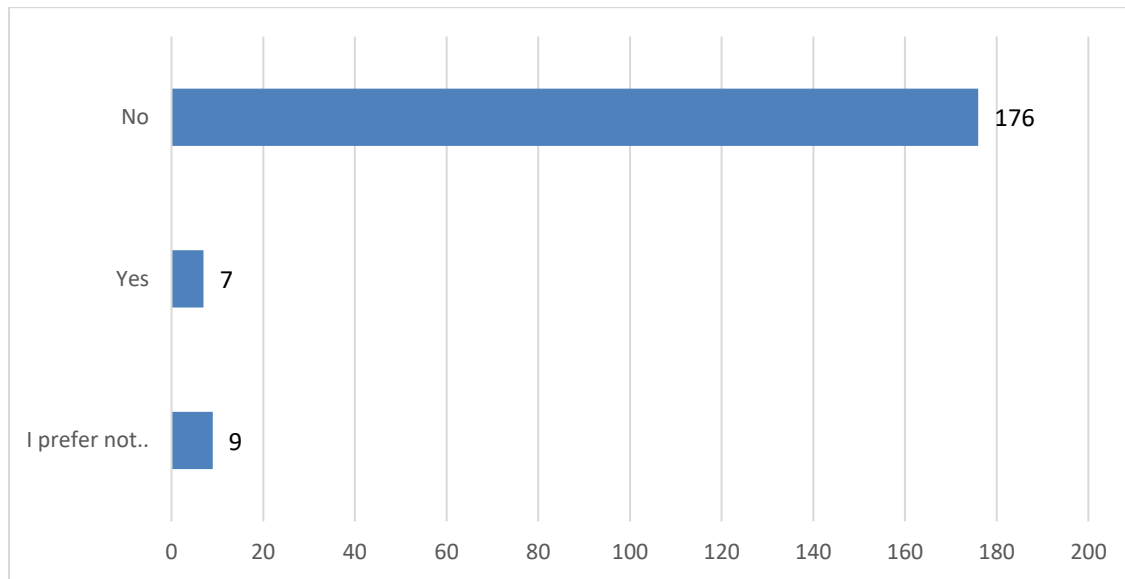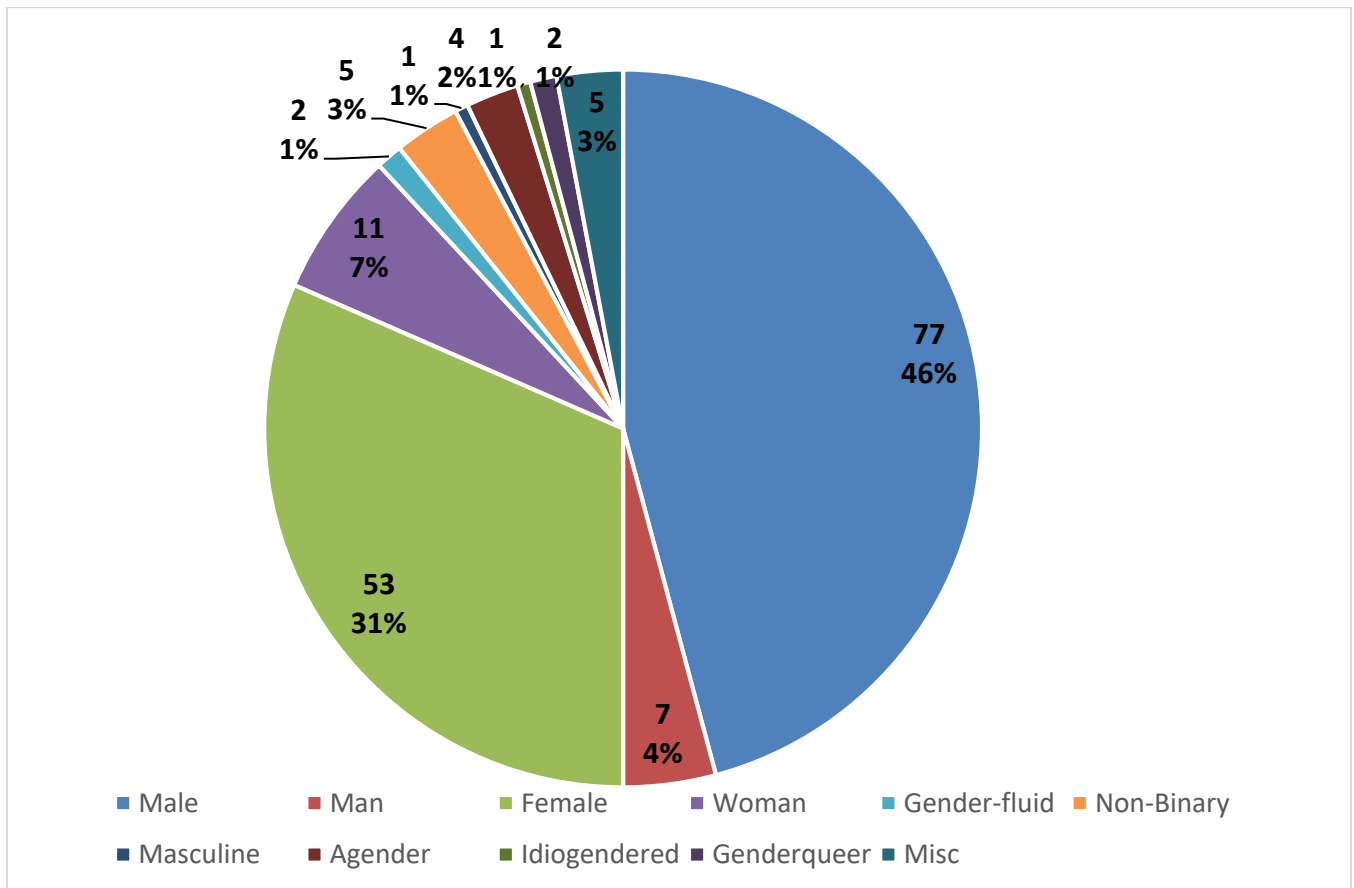Source: LGBTQ+ Special Interest Group Survey, 2017

Figure 24 below shows the gender self-identification of respondents to the LGBTQ+ Special Interest Group survey, which demonstrates much more gender diversity than currently seen in data from the LSA membership database. People who identified as "Male" or "Man" made up 50% of respondents, while those who identified as "Female" or "Woman" made up only 38%. The remaining 12% of the data was composed of individual's self-identifying in one of seven ways: gender-fluid, gender-queer, non-binary, agender, idiogendered, and "masculine of center."

Figure 24: Gender Self-Identification (N=193)
Source: LGBTQ+ Special Interest Group Survey, 2017

Pie chart with slices labeled:

- 77 / 46% — Male
- 7 / 4% — Man
- 53 / 31% — Female
- 11 / 7% — Woman
- 2 / 1% — Gender-fluid
- 5 / 3% — Non-Binary
- 1 / 1% — Masculine
- 4 / 2% — Agender
- 1 / 1% — Idiogendered
- 2 / 1% — Genderqueer
- 5 / 3% — Misc

Legend: ■ Male ■ Man ■ Female ■ Woman ■ Gender-fluid ■ Non-Binary
■ Masculine ■ Agender ■ Idiogendered ■ Genderqueer ■ Misc

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 25: Percent of Undergraduates Taught by Department Grad Students
Source: Humanities Departmental Survey, 2014
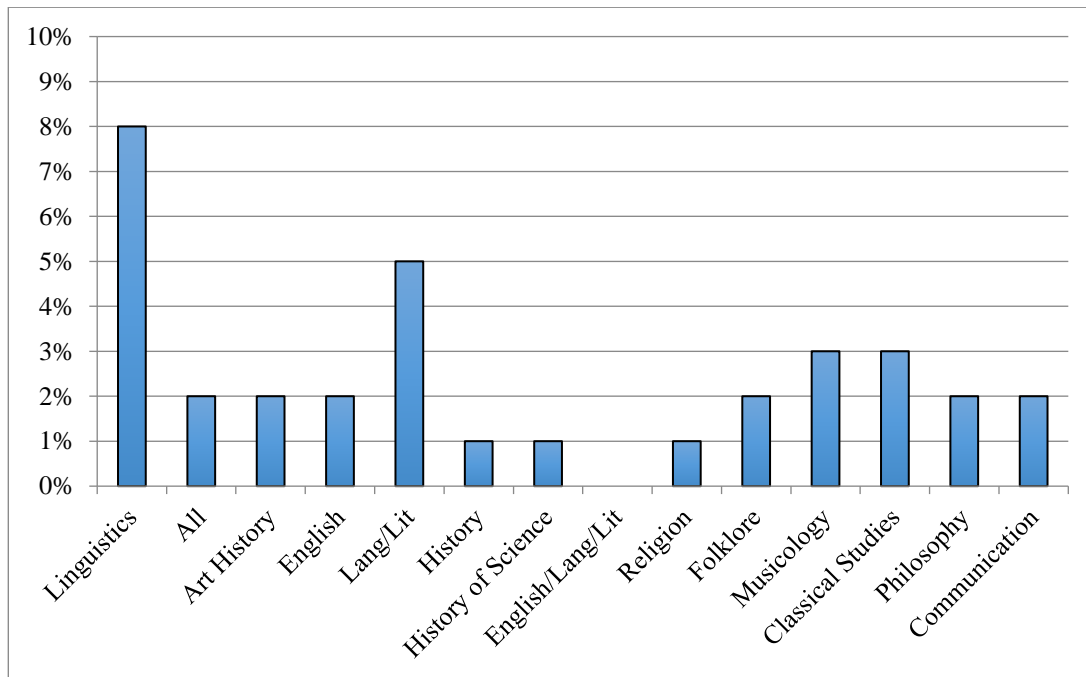
Program Specialization

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 formally registered in the directory 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.

Figure 26: Number of Departments with Specializations
Source: LSA Directory of Linguistics Departments and Programs, 2017
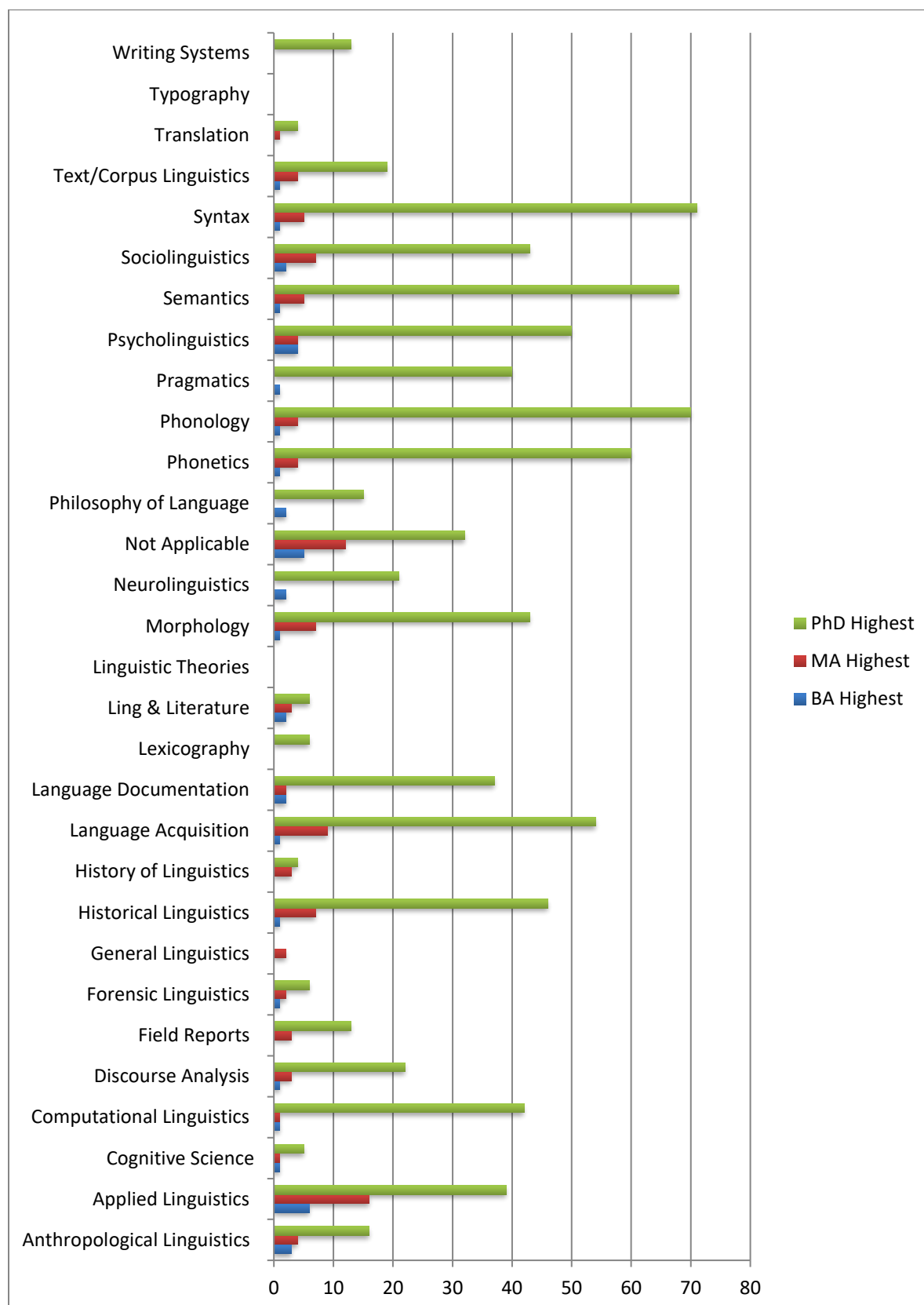
Appendix

North American Institutions Providing Any Data on Students or Faculty in 2017 (n=101)

Arizona State University

Biola University

Boston College

Boston University

Brigham Young University

Brock University

California State University, Fresno

California State University, Long Beach

California State University, Northridge

Carleton College

City University of New York

College of William and Mary

Cornell University

East Carolina University

Emory University

First Nations University of Canada

Gallaudet University

Georgetown University

Graduate Institute of Applied Linguistics

Harvard University

Hawaii Pacific University

Hunter College, The City University of New York

Indiana State University

Indiana University

Iowa State University

Kyoto Prefectural University

La Trobe University

McGill University

McMaster University

Miami University

Michigan State University

Montclair State University

New York University

Northeastern Illinois University

Northeastern University

Northern Illinois University

Northwestern University

Oakland University

Pomona College

Portland State University

Princeton University

Purdue University

Queens College, City University of New York

Reed College

Rutgers University

San Francisco State University

Simon Fraser University

Southern Illinois University Edwardsville

Stanford University

State University of New York at Albany

Teachers College Columbia University

Temple University

Texas Tech University

Texas Tech University

Trinity Western University

Tulane University

University at Buffalo, The State University of New York

University of Alaska Fairbanks

University of Arizona

University of British Columbia

University of Calgary

University of California, Berkeley

University of California, Irvine

University of California, Merced

University of California, San Diego

University of California, Santa Barbara

University of California, Santa Cruz

University of Central Arkansas

University of Chicago

University of Coimbra

University of Colorado at Boulder

University of Connecticut

University of Delaware

University of Florida

University of Georgia

University of Hawai'i at Mānoa

University of Illinois at Chicago

University of Illinois at Urbana-Champaign

University of Kansas

University of Manitoba

University of Mary Washington

University of Maryland

University of New Hampshire

University of New Mexico

University of North Carolina at Chapel Hill

University of North Dakota

University of Oregon

University of Pittsburgh

University of Rochester

University of Szeged

University of Tennessee, Knoxville

University of Texas at Austin

University of Toronto

University of Utah

University of Virginia

University of Washington

University of Wisconsin-Madison

Washington University, St. Louis

Wayne State University

Wellesley College

Yale University