

# The State of Linguistics in Higher Education

## Annual Report 2019

*Seventh Edition*

*Issued March 2020*





## Acknowledgements

This seventh edition of the *Annual Report* was prepared by a team of LSA student interns and staff, working from the original report prepared by Lauren Friedman and edited by Alyson Reed, LSA Executive Director. The data found in this edition were compiled by Chanika Dorsey, with assistance from Robert Townsend at the American Academy of Arts & Sciences, Kelly Kang, Joan Maling, and David Foley at the National Science Foundation, and Jonathan Gordon at RTI International. The LSA also wishes to thank the scores of linguistics departments and programs that updated information for their respective institutions, and the thousands of LSA members who have provided complete information via their membership profiles.



## Table of Contents

<b>Introduction</b>	<b>4</b>
<b>Overview of Trends in Linguistics</b>	<b>5</b>
<b>Data Sources</b>	<b>5</b>
<b>LSA Directory</b>	<b>5</b>
<b>LSA Membership Database</b>	<b>6</b>
<b>Government-Sponsored Surveys</b>	<b>7</b>
<b>Professional Societies</b>	<b>7</b>
<b>Employment</b>	<b>7</b>
<b>Job Types</b>	<b>10</b>
<b>Job Type by Gender</b>	<b>14</b>
<b>Salaries</b>	<b>17</b>
<b>Degree Production in Linguistics</b>	<b>19</b>
<b>Number of Degrees Awarded by Gender</b>	<b>24</b>
<b>Student Enrollment and Financial Support</b>	<b>25</b>
<b>Degrees by Ethnicity</b>	<b>28</b>
<b>Graduate Student Teaching</b>	<b>30</b>
<b>Program Specializations</b>	<b>31</b>
<b>Appendix</b>	<b>32</b>

## 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 subfield 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 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 multiple 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 2019 Report, there was a significant decrease in the number of reporting institutions from 2018 from 102 to 47. Due to this decline, the reported statistical information in the 2019 report, based on the LSA departmental directory, may not be an accurate representation of the linguistics population affiliated with academic departments and programs. The list of participating institutions for the 2019 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 Doctorate Recipients (SDR). The federal Department of Education conducts and reports data from an annual survey, which is called the Integrated Postsecondary Education Data System (IPEDS), from over 7,500 post-secondary institutions. The most recent available data from all three of these surveys, towards the end of 2019 as well as at the beginning of 2020, 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 (HDS) and 2012-13 (HDS-2). The 2012-13 HDS-2 was published in 2014, and select elements of data covering the field of linguistics in higher education appear in this report. The 2017-2018 HDS-3 is forthcoming. 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 has been to compile data from all 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 longitudinal charts for the first six years of the Annual Report, 2013-2018, alongside the 2019 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 all three types of degrees between 2013 and 2018, however for 2019 there is only an increase in the number of awarded Bachelor's degrees and PhDs, for which the rate is more stable. The LSA data shows a decline in Master's degrees for 2019. The assumption is that many linguists begin working in industries or areas of government after receiving their Bachelor's degree.

## Overview of Trends in Linguistics

The most common career outcome for linguistics PhDs is a position at an institution for higher education. There are, however, a significant number of linguists who work in industry or business careers. A small proportion of linguists pursue a career with the government after they graduate with their PhD.

Within higher education, departments report that 40% of their faculty are full professors, but the non-professorial category is growing, particularly for women in other part-time positions. Additionally, women are almost on parity with men for tenure-track<sup>1</sup> jobs, but still fall below men in the number of full professor positions, with reporting departments showing an average of 2.9 male full professors to an average of 2.27 female full professors.

The number of doctorate students is growing. Between 2011 and 2015<sup>2</sup>, 1377 doctoral degrees in linguistics were awarded, and in the first year alone of the next 5-year span between 2016 and 2020, nearly half of that number of doctorates have already been conferred with 635 linguistics students receiving PhDs from 2016-2017.

Most linguistics doctoral degrees are awarded to women, who represent over half of graduate students in linguistics. This trend has remained consistent over the past six years. Overall, the number of linguistics PhDs rose in 2018 for both men and women according to the NSF Survey of Earned Doctorates (see Figure 17). 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 20A).

## 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](http://www.linguisticsociety.org/programs). Since the upgraded directory was redesigned in 2013, 205 out of 250 departments/programs provided updates to

---

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

<sup>2</sup> The most recent year for which a five-year time span is available.

their profiles. The Directory was also updated in 2016 to include new fields with postal addresses so users 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 2019 (47 departments, or under a fourth of all registered departments). Only a fourth of those responding offer the PhD as their highest degree (12 of the 47 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 (34 departments for job type, 30 for current students, 19 for degrees awarded, and 4 for salaries). The graph on graduate specializations was compiled from only those programs who reported their specializations on their departmental page. Data on ethnicity of faculty and student populations is collected via the Directory, but only 9 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 January of 2020 and did not include those members and departments that updated their information later in 2019. Most of the charts included in this report are for Regular Members who have completed their linguistics education. Data for Student Members (n=1044) 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=12,029). 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.<sup>3</sup>

### Government-Sponsored Surveys

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 Doctorate Recipients (SDR) is collected biennially from a sample of doctoral recipients over a career-long time span. Reported data are weighted using the Survey of Earned Doctorates (SED) sample. The Linguistics data from the SDR is aggregated into the minor category of Other Social Sciences. The data from the SED reflect the survey results from the year 2017, which were released in December 2019.

Data from the Integrated Postsecondary Education Data System (IPEDS) is collected from tallies provided by an annual survey of approximately 7,500 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

---

<sup>3</sup> 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 2019 is largely consistent in regards to LSA membership trends.



Linguistics in Higher Education Committee, and then updated in 2020 with the help of Jonathan Gordon 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

The LSA has included data related to Linguistics from the American Academy of Arts Sciences in previous editions of the annual report. The Humanities Departmental Survey (HDS-3) is expected later this Spring (2020) and readers can expect to see data related to how linguistics compares with other fields in humanities. Some of the areas where linguistics differs substantially are the average number of linguistics graduate students per department as compared to other humanities disciplines.

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/annual-report-economic-status-profession-2018-19>.

## 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 Doctorate Recipients and its Survey of Earned Doctorates, can estimate the career outcomes of various disciplines. In the most recent reported survey, conducted in 2018, the most common career outcome for Linguistics PhDs is a position in an Educational Institution, followed by Business/Industry and Government. 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.

**Figure 1A: Career Outcomes for Linguistics PhDs as of 2018**

Source: NSF Survey of Doctorate Recipients (2018)

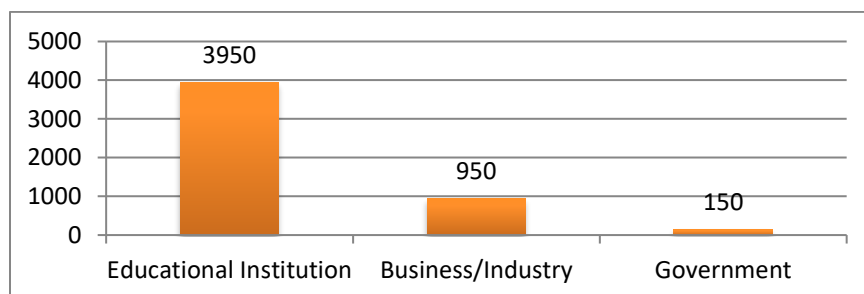
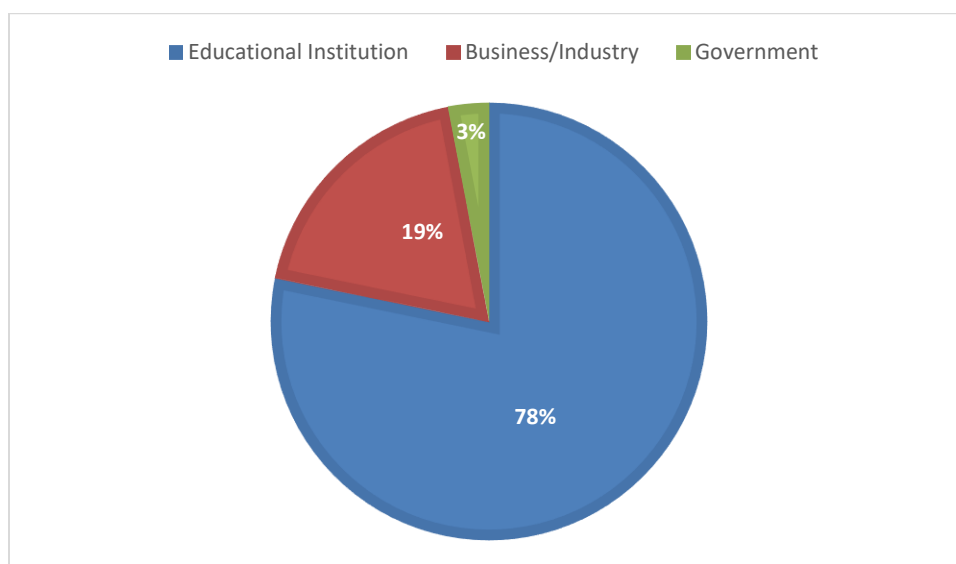


Figure 1A. The data reported in Figure 1A are assumed to be approximately representative for doctorate degree holders in Linguistics (n=5050).

The data in Figure 1B shows that a small percentage of Linguistics PhDs work in government, that less than one fourth work in business/industry and that the majority work in an educational institution as of 2018.

**Figure 1B: Career Outcomes for Linguistics PhDs as of 2018 by Percentage of Career Sector**

Source: NSF Survey of Doctorate Recipients (2018)



For current 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 January 2020. Figure 3A shows non-student employment data between 2013 and early 2020, and Figure 3B compares the number of non-student members employed by a four-year college or university during that same time. It is important note that for the years of 2014 and 2015, the data shown in Figure 3B reflects all members and does not exclude student members.



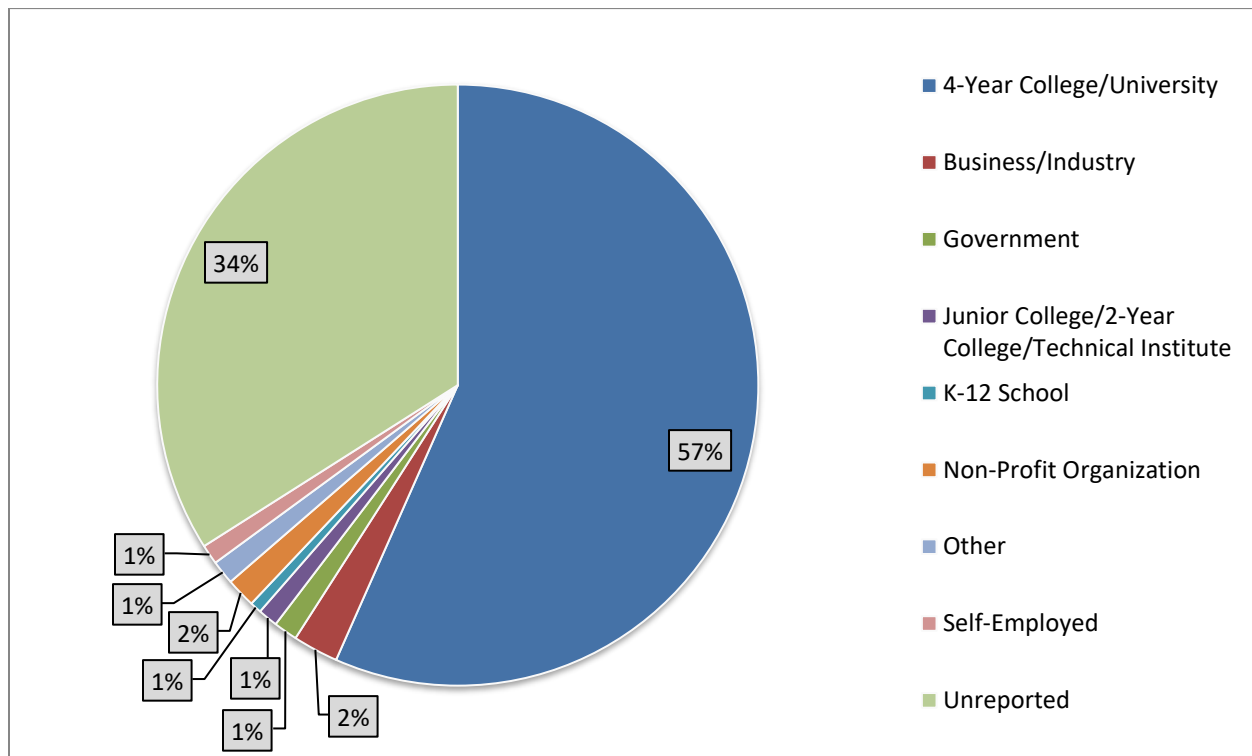
**Figure 2A: Number of Non-Student Members by Employment Sector**

Source: LSA Member Database, January 2020 (N=2253)

LSA Members Employment Sector	Count of Employer Type
4-Year College / University	1276
Business / Industry	55
Government	29
Junior College/2-Year College/Technical Inst.	24
K-12 School	14
Non-Profit Organization	36
Other	29
Self-Employed	24
Unreported	766
<b>Grand Total</b>	<b>2253</b>

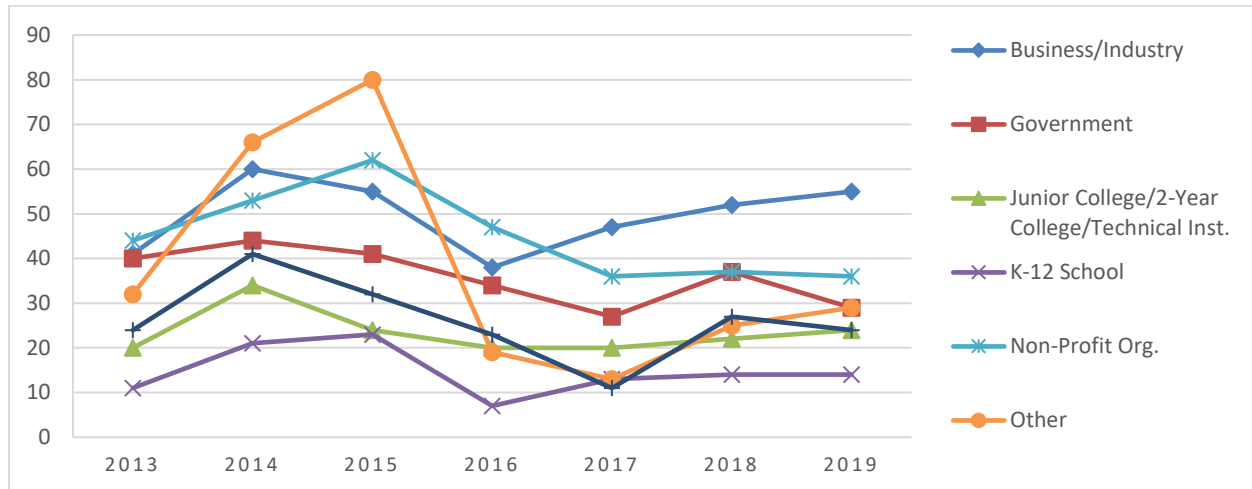
**Figure 2B: Percent of Total LSA Non-Student Members by Employment Sector**

Source: LSA Member Database, January 2020 (N=2253)



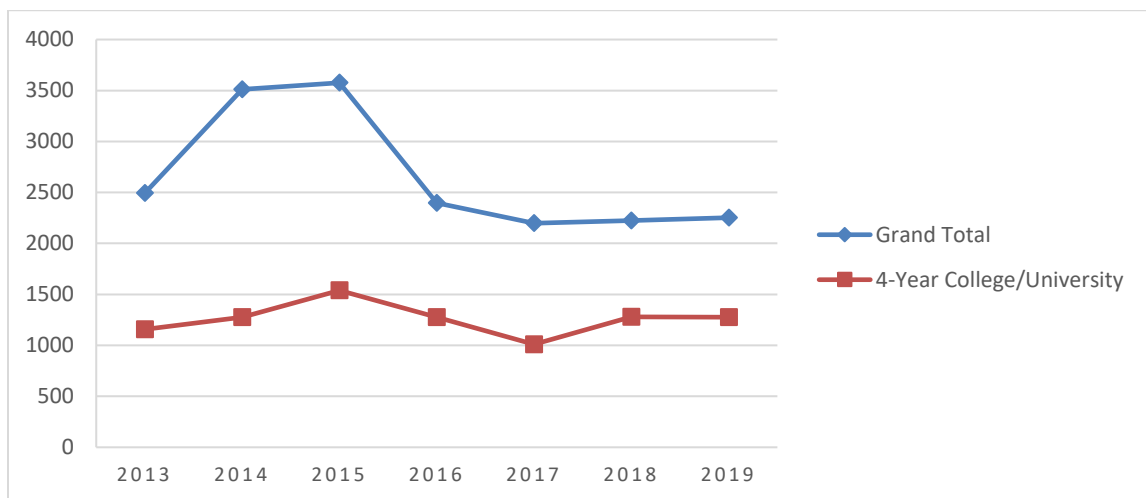
**Figure 3A: Number of Non-Student Members by Employment Sector (Excluding 4-Year College/University Data), 2013-2019**

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, 2013-2019**

Source: LSA Member Database

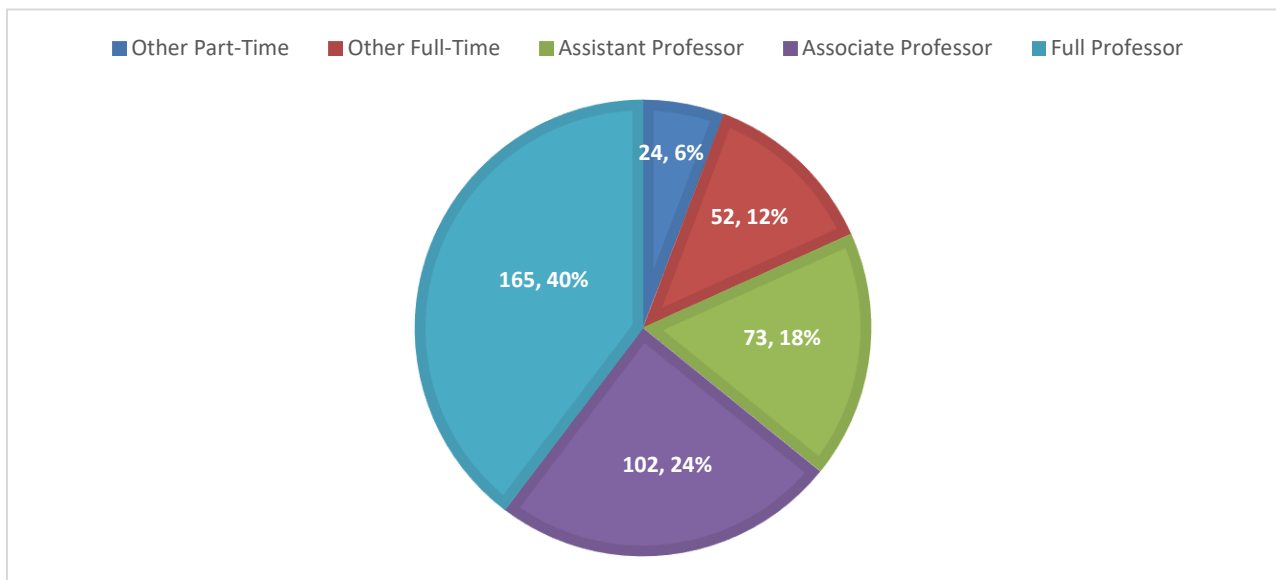


## Job Types

For all departments that reported employees by academic job title, more employees fell into the tenure-track categories (816, 69.9%) than the other categories. This shows a 13% decrease from 2018. The raw numbers below in Figure 4A show data from all reported departments. Figure 4B\* shows longitudinal changes in job titles from 2013-2019. For the total number of tenure track positions for data reported in 2019 (N=816), there was a 206.3% increase in number from data reported in 2013 (N=380). However, this likely represents an increase in reporting institutions. Other positions, including adjunct faculty, postdoctoral fellows, self-employed members and lecturers, represented only 13% of the job titles.

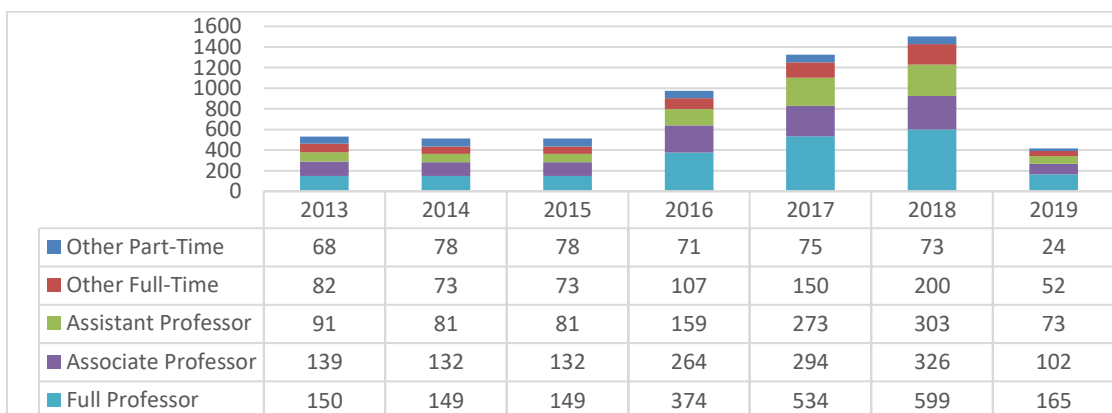
**Figure 4A: Job Titles by Percentage, 2019**

Source: LSA Directory of Linguistics Departments and Programs



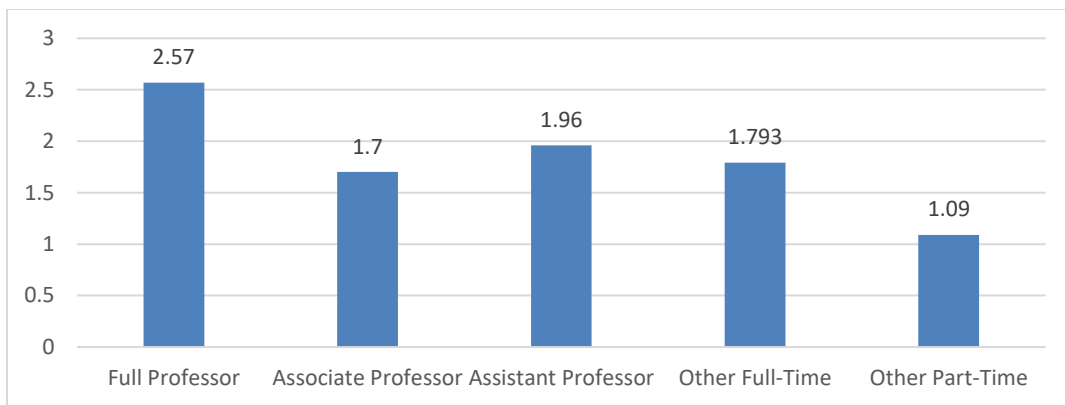
**Figure 4B: Job Titles by Percentage, 2013-2019**

Source: LSA Directory of Linguistics Departments and Programs

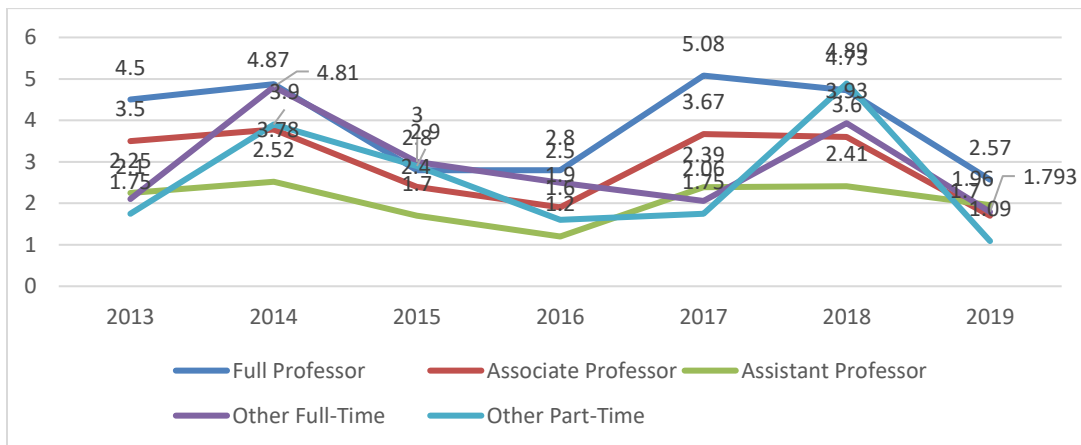


The average number for each category type in data from reporting institutions (see figure 5A) indicates a similar trend to what is presented in Figures 4A and 4B\*. Full Professors and Associate Professors on average make up a larger part of reporting departments, with Assistant Professors averaging 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, 2019**  
Source: LSA Directory of Linguistics Departments and Programs, January 2020



**Figure 5B: Average Number of Types of Positions for Reporting Departments, 2013-2019**  
Source: LSA Directory of Linguistics Departments and Programs, January 2020



\* Due to drop in reporting institutions based on the LSA departmental directory, longitudinal comparison to previous reported years will not be valid.

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, 2019**

Source: LSA Member Database, January 2020 (N=2253)

<b>LSA Members</b>	<b>Count</b>
Full Professor	557
Assistant Professor	260
Associate Professor	289
Adjunct Faculty	31
Lecturer / Instructor	93
Not Applicable	143
Post-Doctoral Fellow	58
Unreported	822
<b>Grand Total</b>	<b>2253</b>

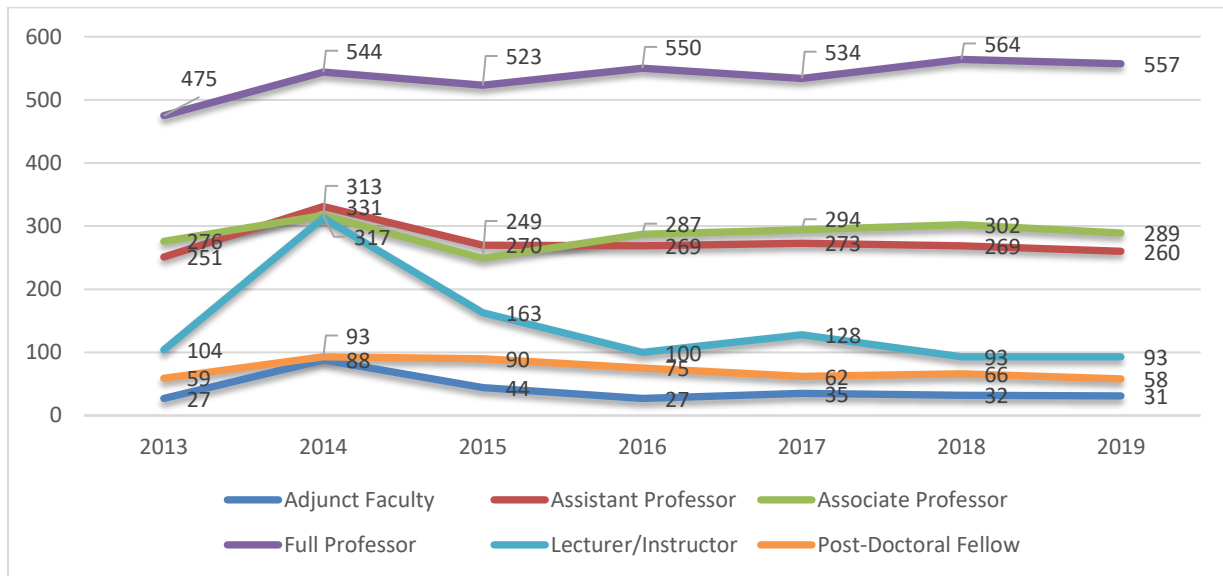
  

<b>LSA Members with Tenure</b>	<b>Count</b>
No	350
Yes (either currently or prior to retirement)	816
Unreported	1087
<b>Grand Total</b>	<b>2253</b>

Figure 6B, below, shows LSA members by job title according to data collected between 2013 and 2019. Most numbers for 2019 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 grown steadily over the years, with a 20.55% increase since 2013 (see figure 6C). Figure 6C also shows an anomalous rise in the number of non-tenured, non-student members in 2015. There might have been an error in the way the data was exported in 2015. Furthermore, the fact that the number of LSA members with tenure is increasing may not reflect the number of tenured linguistics professors outside of the LSA member directory. It is possible that the tenured faculty who contribute to the LSA are more involved in the organization than non-tenured faculty and therefore represent a larger percentage of the membership.

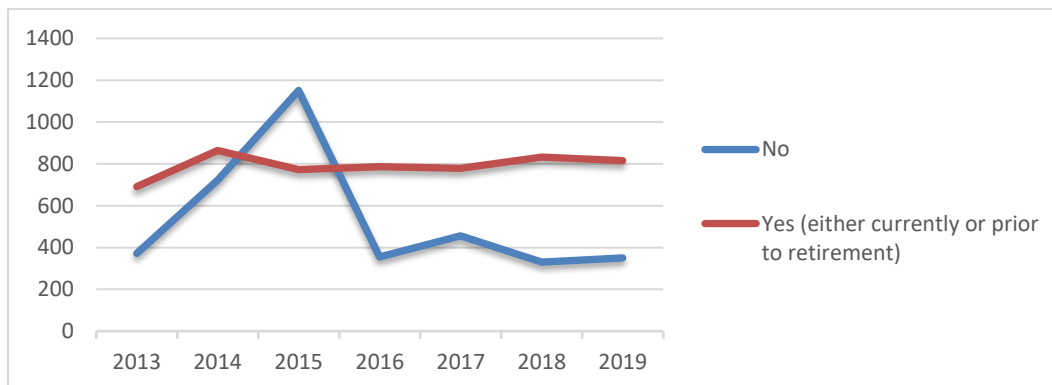
**Figure 6B: Frequencies of Reporting Non-student Members by Job Titles, 2013-2019**

Source: LSA Member Database, January 2020/February 2019



**Figure 6C: Frequencies of Reporting Non-Student Members by Tenure, 2013-2019**

Source: LSA Member Database

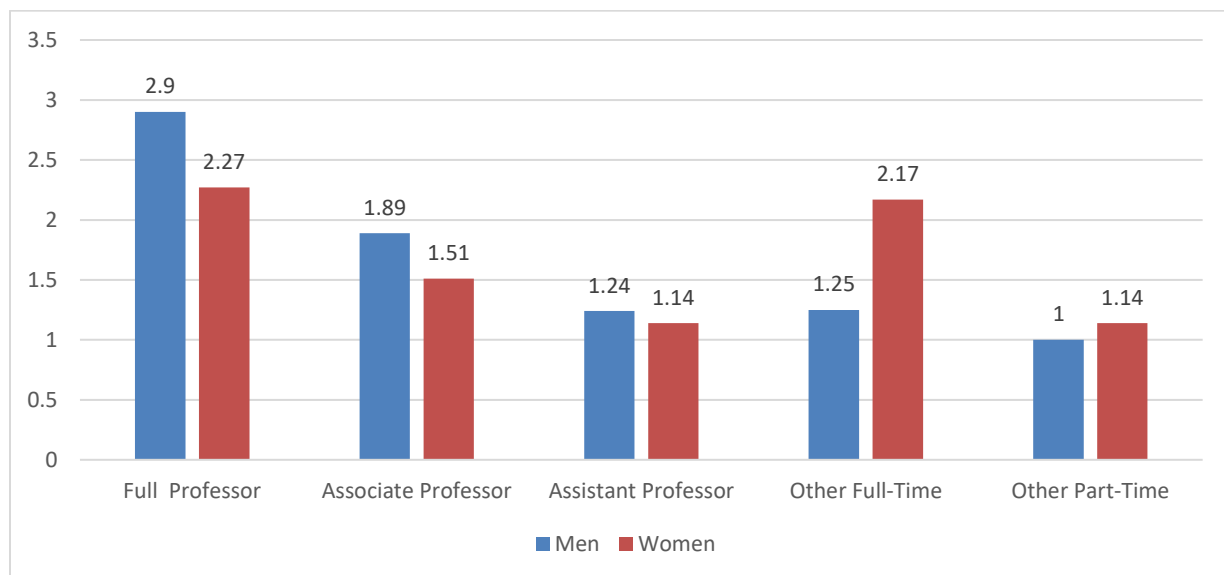


## Job Type by Gender

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, 2019**

Source: LSA Directory of Linguistics Departments and Programs, January 2020



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 Professor” category. There are also on average more women in “Other Part-Time” and “Associate Professor” positions for 2019. 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 true even though from 2013 to 2019 women have always averaged higher than men in total number of positions (see Figure 11).

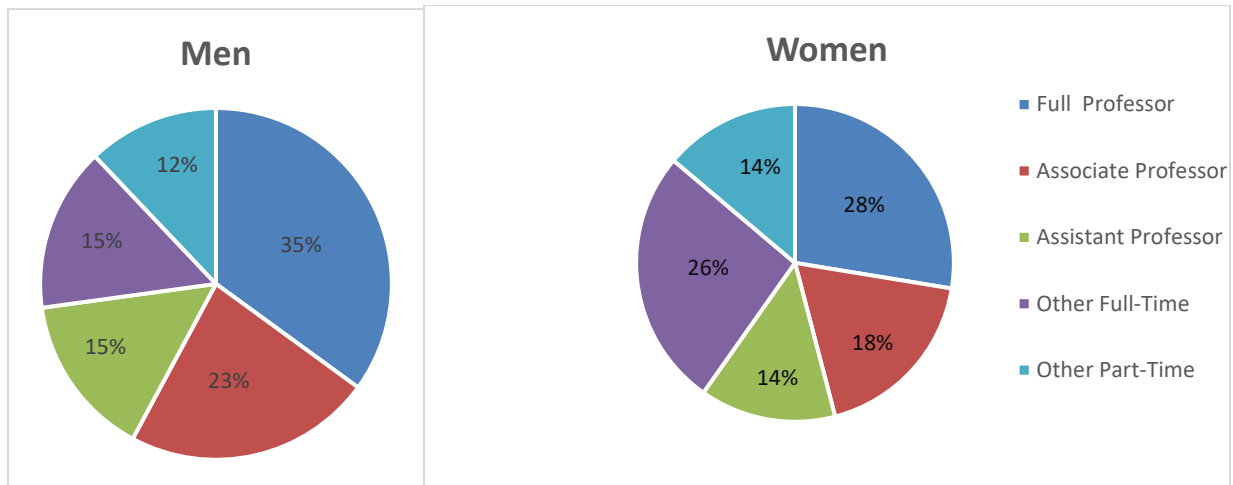
The two pie charts in Figure 9 below show the comparison of job titles in percentage by gender.

\* Due to drop in reporting institutions based on the LSA departmental directory, longitudinal comparison to previous reported years will not be valid.



**Figure 9: Percentage of Gender for Each Job Type**

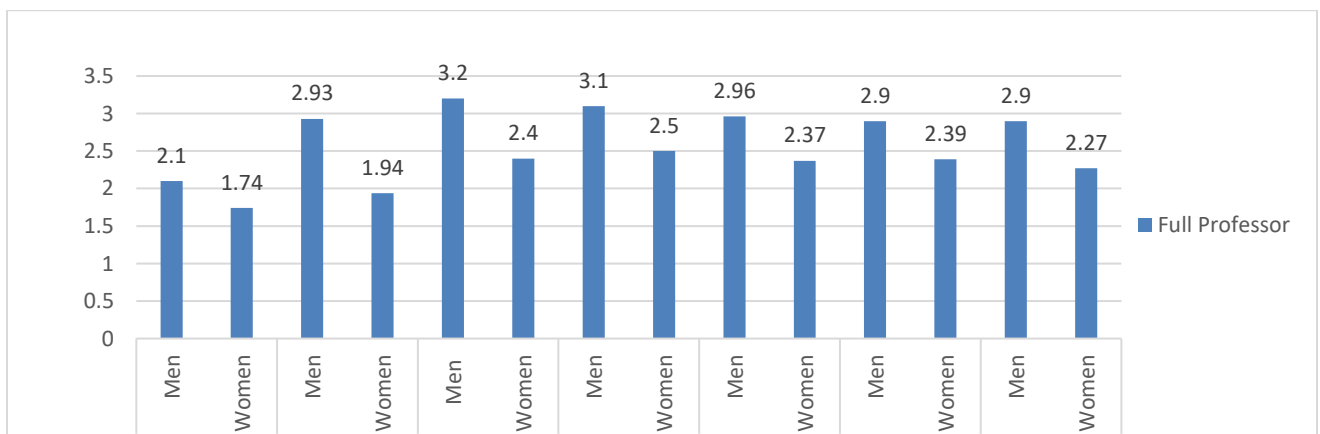
Source: LSA Directory of Linguistics Departments and Programs, January 2020



There were, overall, 47 departments\* that reported on employment this year. Of those reporting, there were 90 male full professors and 75 female full professors for a total of 165 full professors at 34 departments. This was a decrease of 223 full professors from last year's data, which may be due to the significant drop in reporting departments for 2019. By percentage, 28% of women at reporting departments hold the position of full professor, while 35% of men at reporting departments do. Although both groups saw a decline from data reported in 2018 (21% for women and 28% from men), this disparity has remained consistent over the past five years, as seen in Figure 10, below.

**Figure 10: Average Number of Full Professors per Department by Gender, 2013-2019**

Source: LSA Directory of Linguistics Departments and Programs



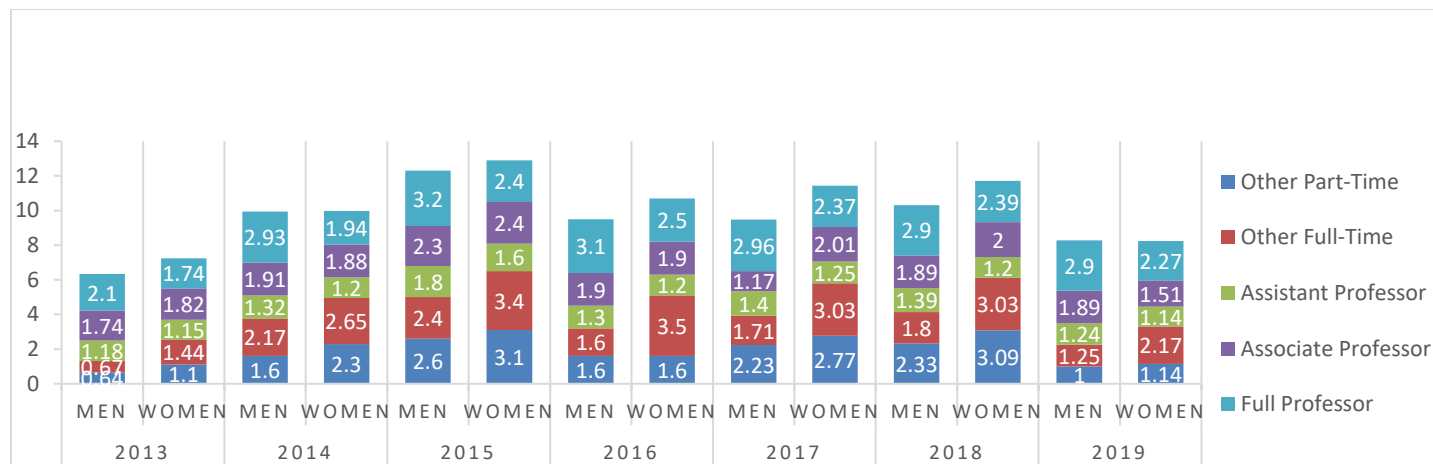
\* Due to drop in reporting institutions based on the LSA departmental directory, longitudinal comparison to previous reported years will not be valid.

Since the LSA began collecting data in 2013, men have averaged a higher number of full professor positions per department each year. Data from 2015-2018 suggests that the difference in number of female full professors per department has shown a slight decline at 2.38, and the number of male full professors during that same time shows a decline .

Figure 11\* shows a breakdown of the average types of position per department by gender from 2013-2019. Overall, for each year, most departmental employees are women, but the average number of tenure-track positions for women is lower than for men.

**Figure 11: Averages of Types of Position per Department by Gender, 2013-2019**

Source: LSA Directory of Linguistics Departments and Programs



## 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 2019 was compared to the salaries reported by universities included in the 2018-2019 AAUP Survey (see figure 12A). The data collected from participating departments was also compared in a five-year span: 2015 (9 reported programs), 2016 (7 reported programs), 2017 (7 reported departments), 2018 (10 reported departments), and 2019 (4 reported departments).

\* Due to drop in reporting institutions based on the LSA departmental directory, longitudinal comparison to previous reported years will not be valid.

**Figure 12A: Salary for Job Titles**

Sources: LSA Directory of Linguistics Departments and Programs, January 2020, & AAUP Survey

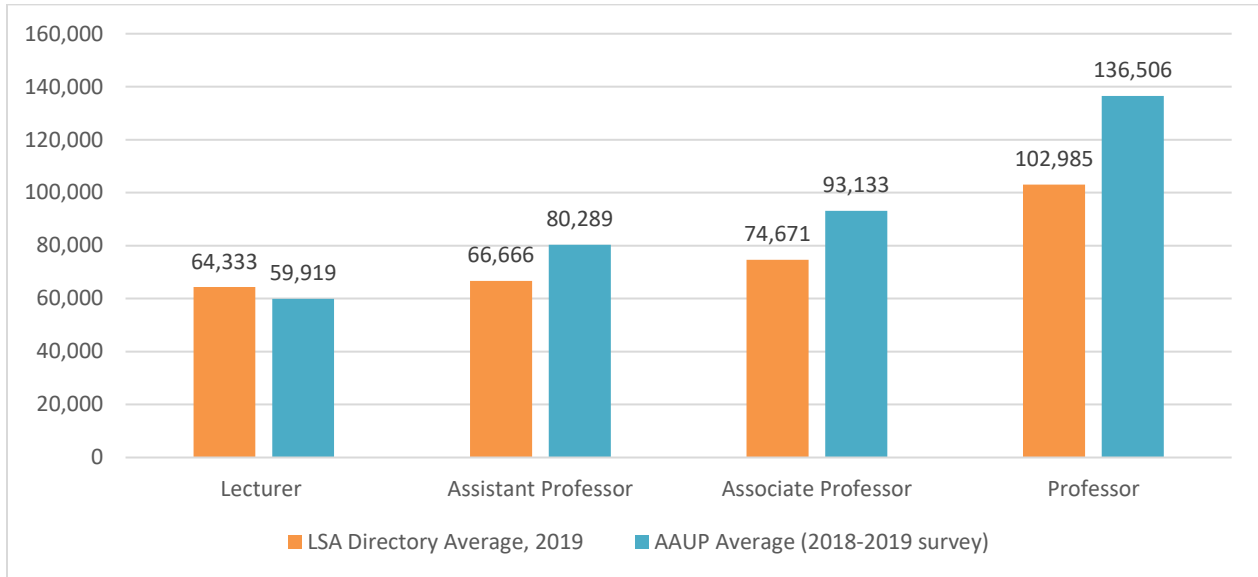
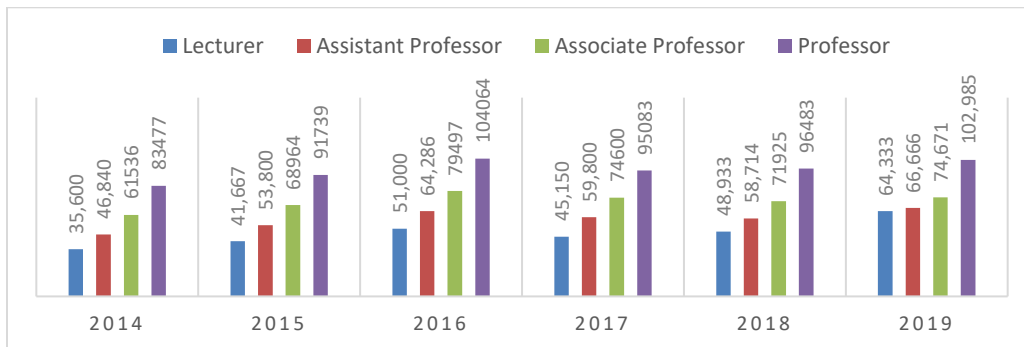


Figure 12a shows an average of salary information per job title in the LSA directory for 2019 compared to the AAUP average. The data reported in the LSA directory\* in 2019 averages somewhat lower than reported averages from the AAUP survey. Generally, linguists' salaries as reported in the LSA Directory 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 less pronounced in comparison with data from last year (see figure 12B).

**Figure 12B: Salary for Job Titles, 2014-2019**

Source: LSA Directory of Linguistics Departments and Programs, January 2020



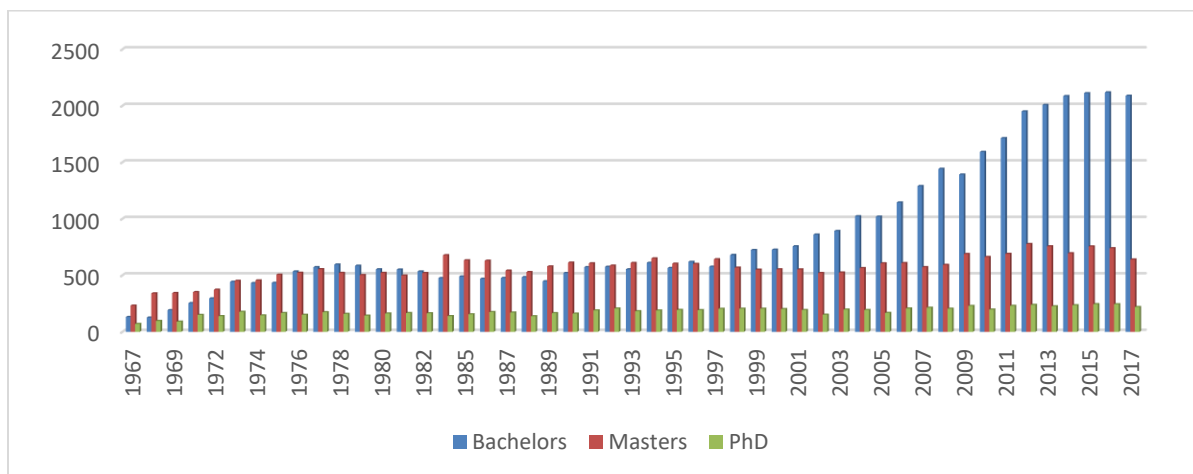
\* Due to drop in reporting institutions based on the LSA departmental directory, longitudinal comparison to previous reported years will not be valid.

Figure 12B shows the change in salary data over the past three years from departmental reported information. The reported salaries for full professor and lecturer show a positive change in 2018, and they show a decrease for both associate and assistant professors. Nonetheless, there are few participating departments reporting information, and for the 2019 data, there were only 14 reporting departments.

## 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. Bachelor's degrees, starting at the turn of the century show a steady increase. However, in recent years, this trend has begun to plateau. Bachelor's degree is the most common type of degree awarded for linguistics students according to the IPEDS data.

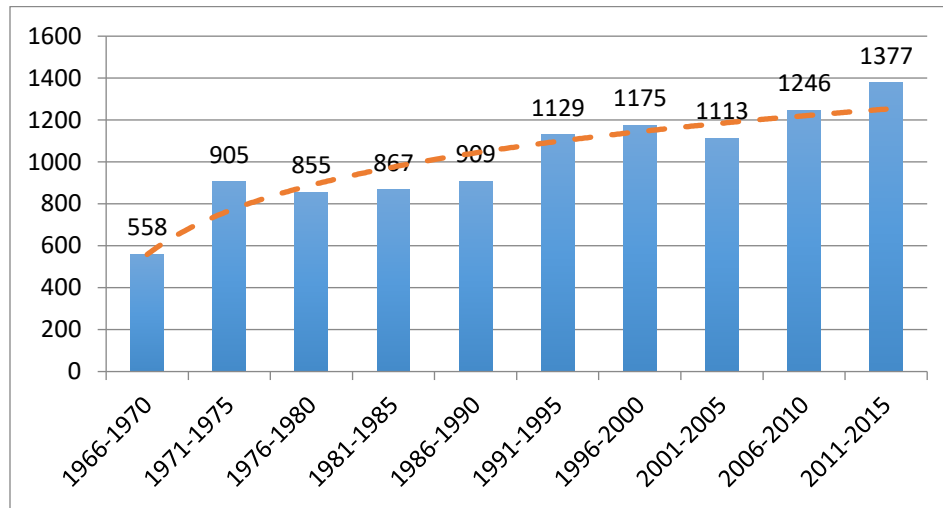
**Figure 13: Trends in Growth in Linguistic Degrees 1967-2017**  
Source: ED Integrated Postsecondary Education System (IPEDS)



Similar to Figure 13, Figure 14A shows that the trend in doctorate awardees in Linguistics in the last ten years has shown positive growth. The graph shows an increase in Linguistics Doctorates from 2011-2015, and the trend stabilized through 2017.

**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. The data for 2016-2017 shows that so far 635 linguistics doctorates were awarded, which hints that the number of awarded linguistics doctorates is on the rise.

**Figure 14B: Number of Institutions Awarding Doctorates in Linguistics by Year**

Source: Survey of Earned Doctorates

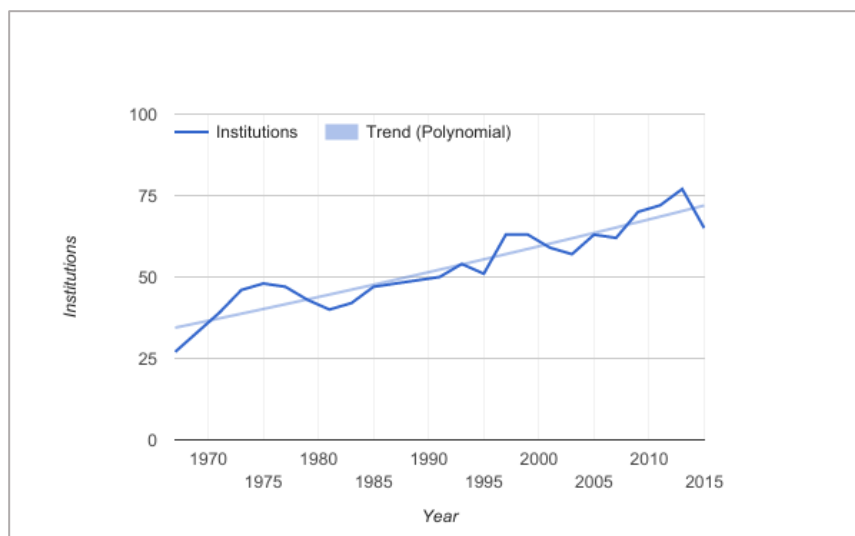


Figure 15A shows the average number of degrees awarded, sorted by the highest degree offered at registered Directory departments and programs. In 2017, there were twice as many awarded Bachelor’s on average from Bachelor’s-granting institutions as in 2016, and in 2019, the average continued to grow by 55.4% from 2018, which shows that the conferral of Bachelor’s degrees in linguistics is on the rise. However, this may be attributed to the reporting rates of participating programs. Out of 9 institutions that listed Bachelor’s as the highest degree offered by their program, six reported on how many degrees they awarded in 2019. 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**  
 Source: LSA Directory of Linguistics Departments and Programs, 2019

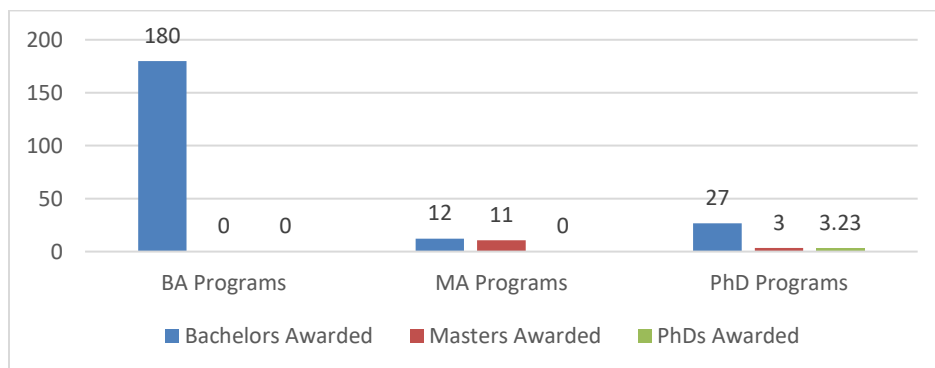
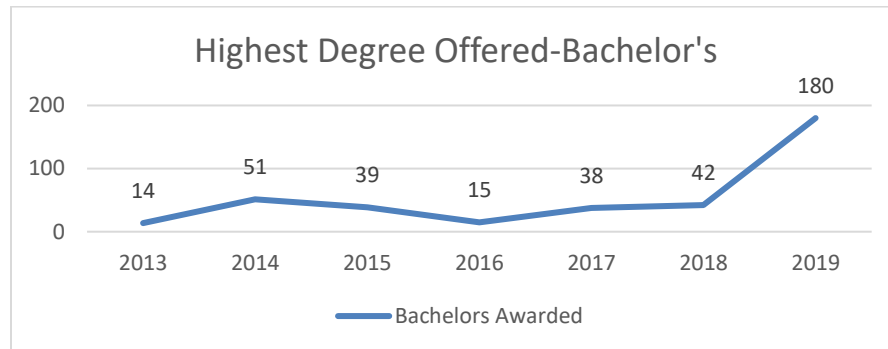


Figure 15B\*, shows that 2019 saw an increase in the number of Bachelor’s degrees awarded by institutions with Bachelor’s as their highest degree offered and that the number of Bachelor’s degrees awarded by PhD and Master’s degree granting institutions has grown since 2016. The number of PhDs and Master’s degrees awarded over this time has shown a decline.

\* Due to drop in reporting institutions based on the LSA departmental directory, longitudinal comparison to previous reported years will not be valid.

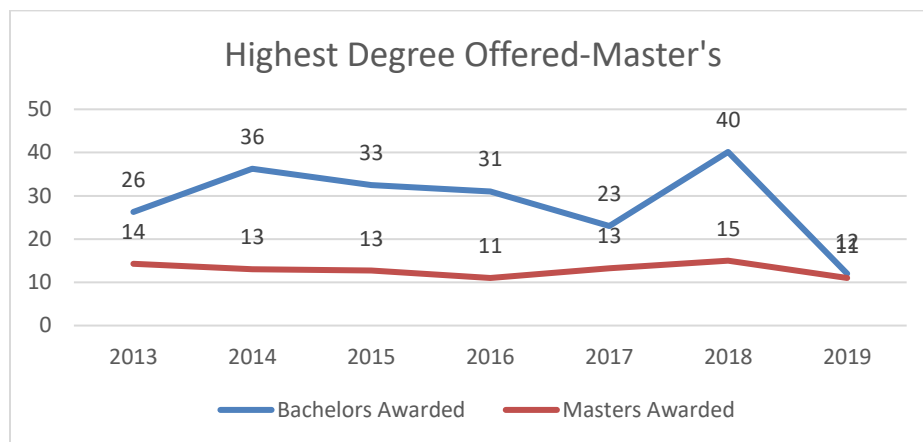
**Figure 15B-1: Average Number of Degrees Awarded by Highest Degree Offered by Program**

Source: LSA Directory of Departments and Programs, January 2020



**Figure 15B-2: Average Number of Degrees Awarded by Highest Degree Offered by Program**

Source: LSA Directory of Departments and Programs, January 2020



**Figure 15B-3: Average Number of Degrees Awarded by Highest Degree Offered by Program**

Source: LSA Directory of Departments and Programs, January 2020

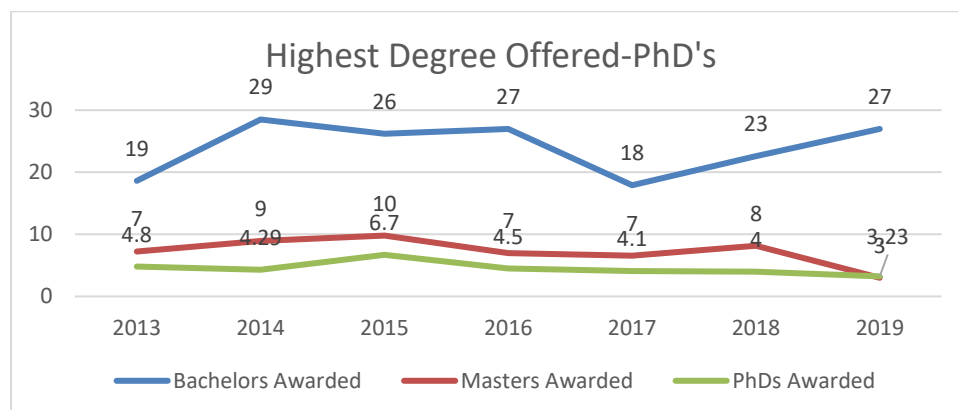




Figure 16A shows LSA members' self-reported education status. For LSA regular non-student members who reported their highest degree earned, 76.68% hold PhDs. Eighty-six percent of all LSA student members who reported their education status are currently pursuing a graduate degree (MA or PhD). Among graduate 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 number of LSA members in each education group has remained consistent over the past five years.

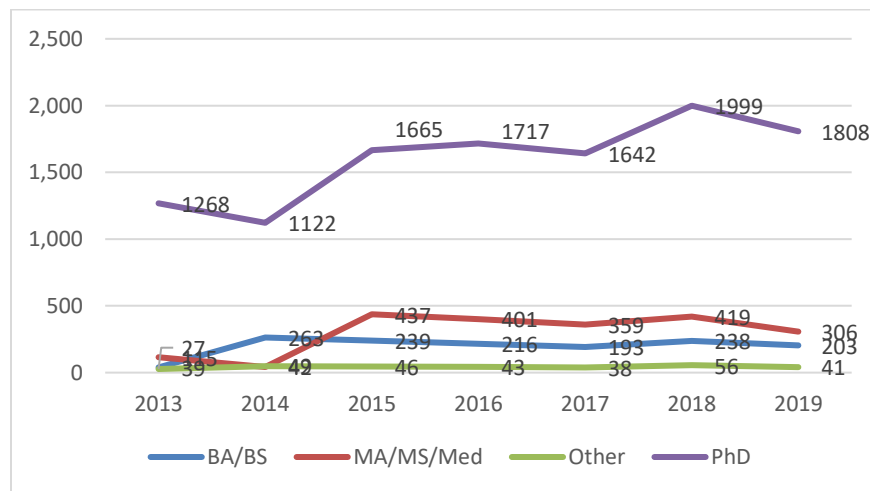
**Figure 16A: LSA Member Education Status**

Source: LSA Member Database, January 2020

Highest Degree (All Members)	Count	Percentage of Reported Members	LSA Student Members	Count of Year in Program	Percentage of Reported Members
BA / BS	203	8.6%	Grad - Year 1	135	25.91%
MA / MS / MEd	306	12.97%	Grad - Year 2	106	20.34%
Other	41	1.74%	Grad - Year 3	75	14.39%
PhD	1808	76.68%	Grad - Year 4	55	10.55%
Unreported	939	N/A	Grad - Year 5	35	6.71%
<b>Grand Total</b>	<b>32973618</b>		Grad - Year 6+	44	8.44%
			Undergrad	71	13.63%
<b>Total Reported</b>	<b>23582547</b>		Unreported	523	N/A
			<b>Grand Total</b>	<b>1044</b>	
			<b>Total Reported</b>	<b>521</b>	

**Figure 16B: LSA Reporting Member Education Status, 2013-2019**

Source: LSA Member Database

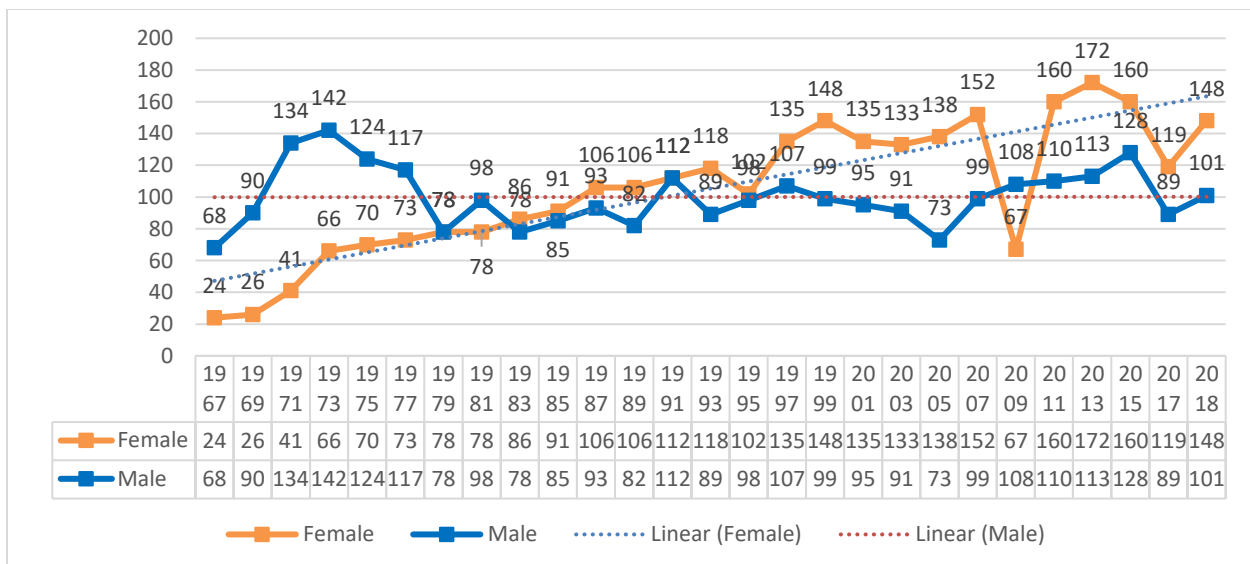


## Number of Degrees Awarded by Gender

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 women to 4 men, data from 2018 suggests that the number of doctorates earned by women has increased (n=148, up 29 from 2017), and doctorates earned by men are also increasing (n = 101, up 12 from 2017), as shown in Figure 17. While men still comprise the highest number of doctorate awardees, linguistics seems to remain a female-dominated field. Interestingly, there was a sharp decline in earned linguistics doctorates by women in 2009. It is possible that the financial crisis, which was recent at the time, influenced female doctoral candidates' decision to stay in their PhD programs. After the sharp decrease in 2009, the number of female doctoral students returned to its former rate of growth.

**Figure 17: Earned Doctorates in Linguistics: 1966-2018 by Gender**

Source: NSF Survey of Earned Doctorates, 1966-2018



## Student Enrollment and Financial Support

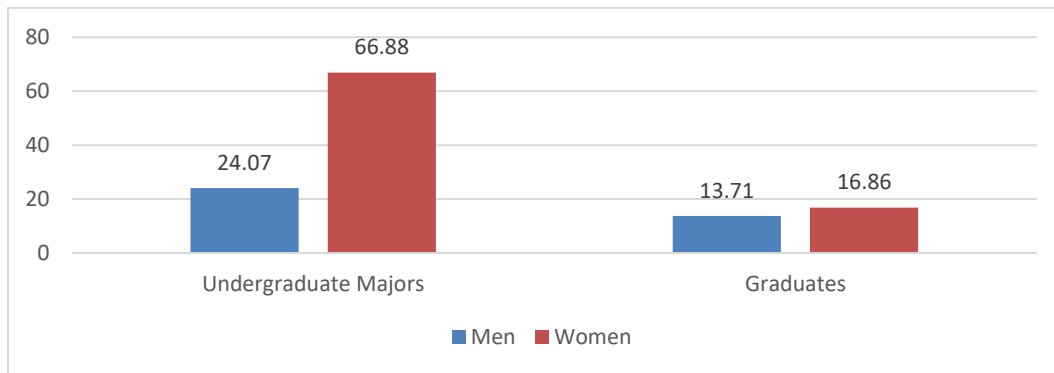
Figure 18A below shows the average number of current undergraduate and graduate students per program reported in the LSA Directory. The average for undergraduate women by program saw an increase in 2019 from 49.64 in 2018, but the average number of graduate women showed a decline from 21.78. The average for undergraduate men showed a slight decrease from 26.38 in 2018, and the average for graduate men also declined. Figure 18B\* shows consistent averages for men and women in undergraduate and graduate programs from 2013 to 2019. Figure 18B also shows that there are

\* Due to drop in reporting institutions based on the LSA departmental directory, longitudinal comparison to previous reported years will not be valid.

consistently more female than male students of linguistics in both graduate and undergraduate programs

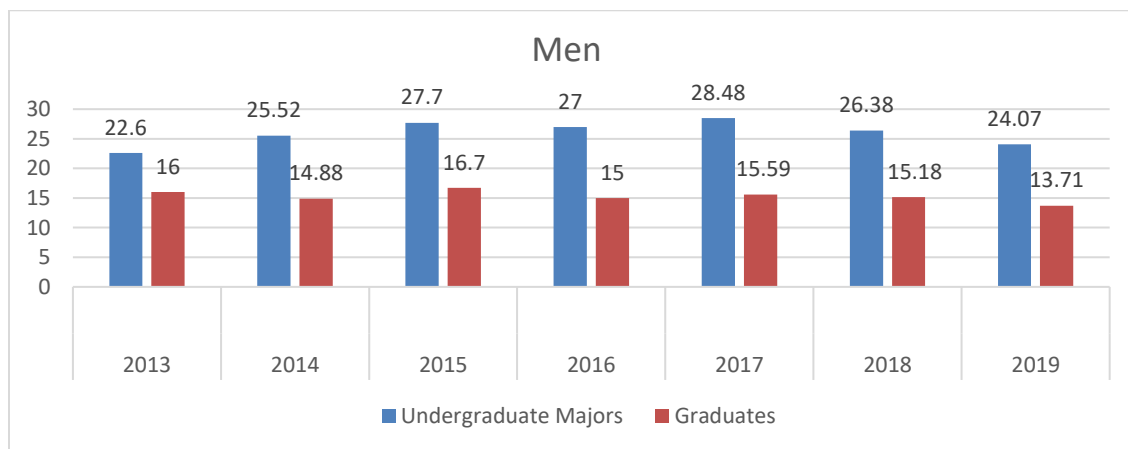
**Figure 18A: Average Number of Students by Program and Divided by Gender**

Source: LSA Directory of Departments and Programs, January 2020



**Figure 18B: Average Number of Students by Program and Divided by Gender, 2013-2019**

Source: LSA Directory of Departments and Programs, January 2020



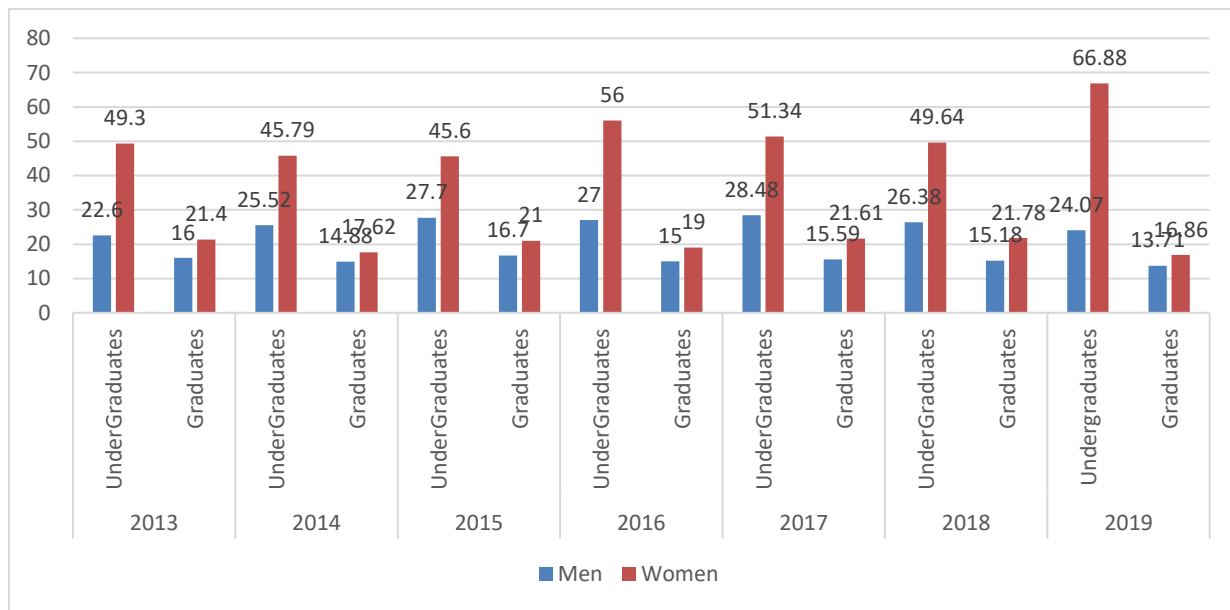
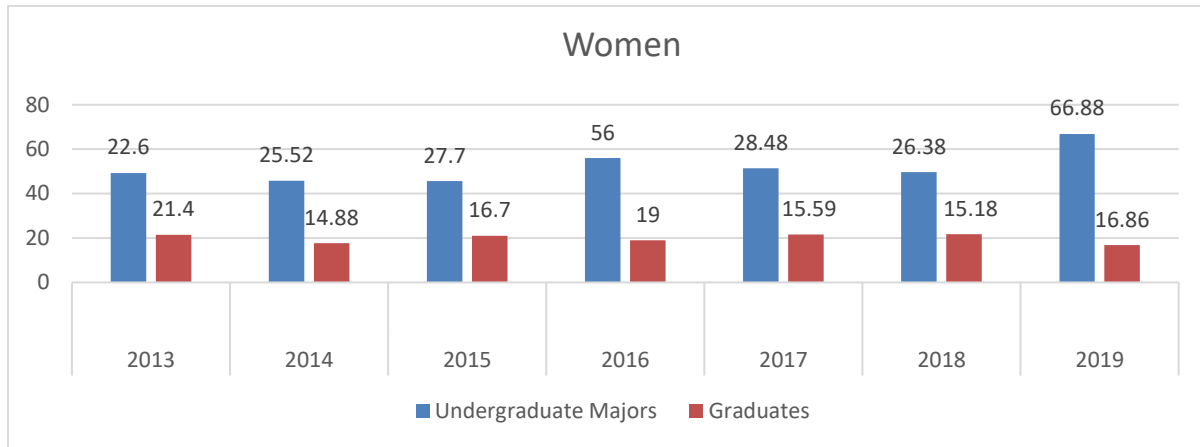


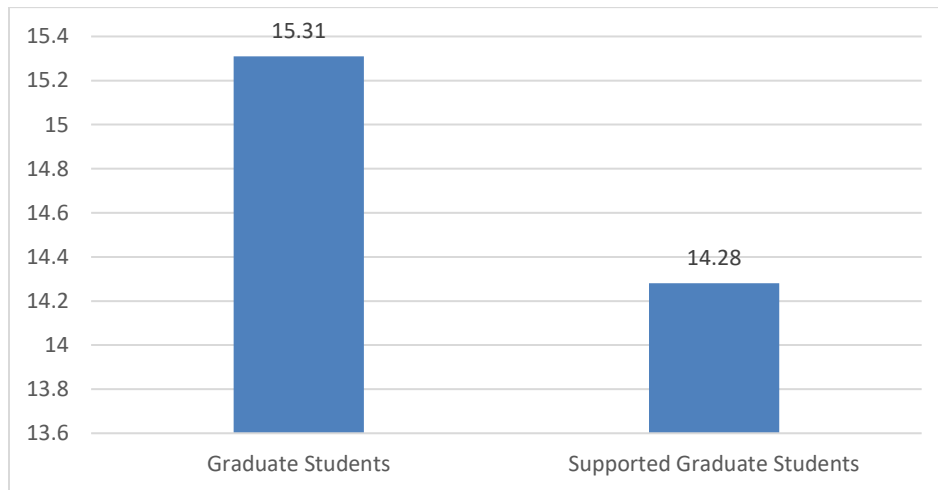
Figure 19A shows the averages for number of total graduate students per department compared against the total number of supported graduate students per department. The average number of graduate students saw a 43% decrease from an average of 34.24 in 2018, and the average number of supported graduate students fell by 10% from 15.81 in 2018. Figure 19B\* suggests a developing downward trend in the number of supported graduate students for the past six years of data collection. It is important to note that of the 29 institutions that reported the number of graduate students and/or the number of

\* Due to drop in reporting institutions based on the LSA departmental directory, longitudinal comparison to previous reported years will not be valid.

supported graduate students, only 20 reported both data points. For this reason, Figure 19A is based only on those 20 reporting departments.

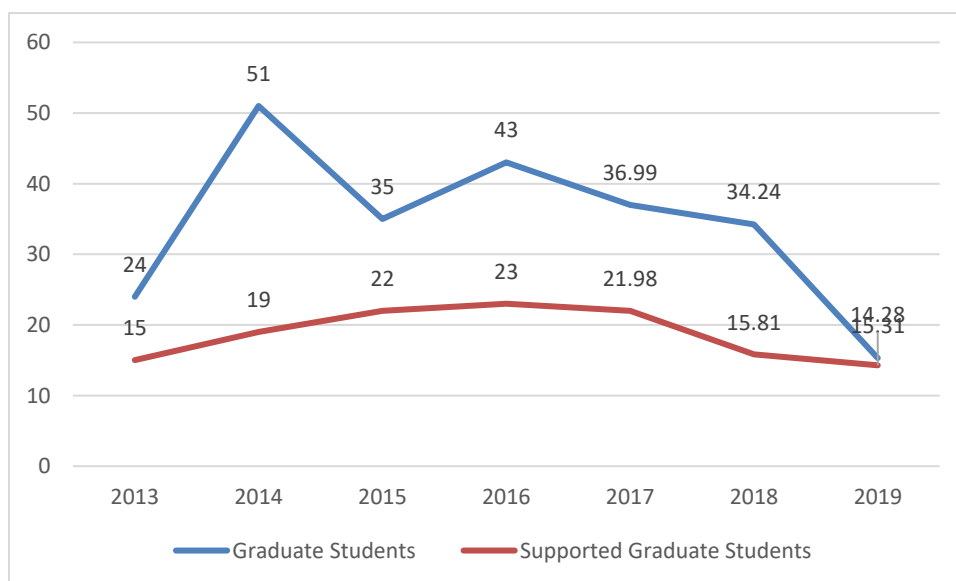
**Figure 19A: Average Number of Graduate Students**

Source: LSA Directory of Departments and Programs, January 2020



**Figure 19B: Average Number of Graduate Students, 2013-2019**

Source: LSA Directory of Departments and Programs, January 2020



## Degrees by Ethnicity

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, 2017 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 (2017)**

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

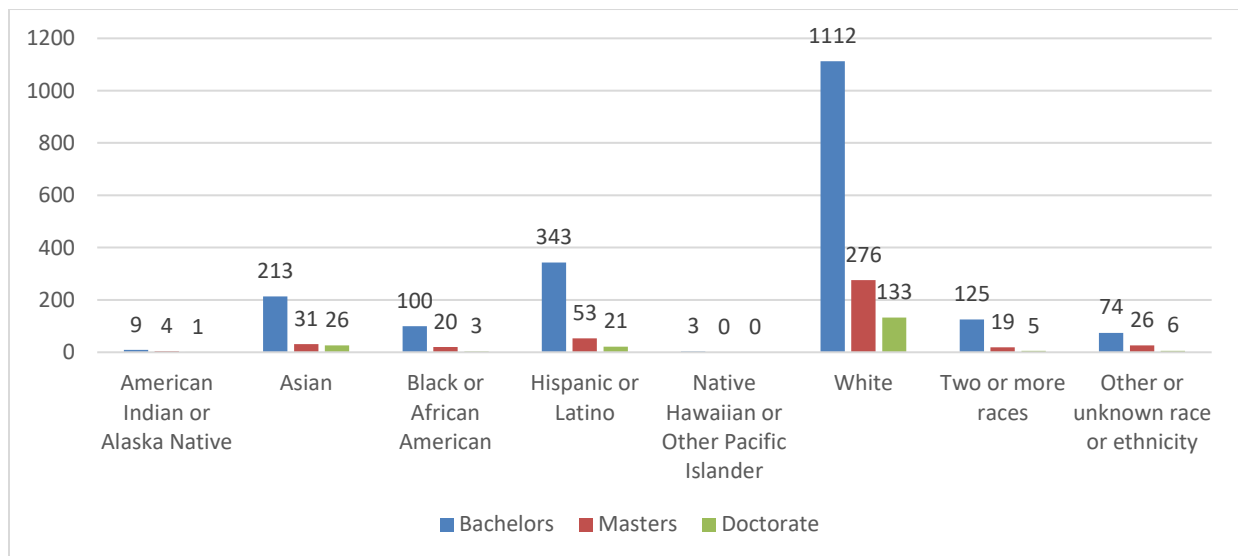


Figure 20A showcases Awardees in degree production in Linguistics in 2017. More degree awardees listed their ethnicity as White than any other ethnicity, regardless of type of degree, followed by Hispanic or Latino, Asian, Black or African American, Two or more races, Other or unknown race or ethnicity, American Indian or Alaska Native, and Native Hawaiian or Other Pacific Islander.

For LSA members in Figure 20B, about 45% chose not to report their ethnicity (slightly down from 50% being unreported in 2018). 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 explanation for the difference in ethnicity statistics between LSA membership and NSF survey data is that there is a possibility that the 45% of members who do not report their ethnicity might reflect the diversity of the NSF report.

**Figure 20B: Ethnic Self-Identification of LSA Members**

Source: LSA Member Database, January 2020

<b>Ethnicity</b>	<b>Count</b>
American Indian or Alaska Native	15
Asian or Asian American	354
Black or African American	71
Native Hawaiian/Other Pacific Islander	2
Hispanic or Latino	87
Mixed/Other	157
White/Caucasian	1124
Unreported	1487
<b>Grand Total</b>	<b>3297</b>

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 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, 2013-2019**

Source: LSA Member Database

Ethnic Self-Identification of LSA Members							
	2013	2014	2015	2016	2017	2018	2019
American Indian or Alaska Native	3	29	59	10	18	31	15
American Indian or Alaska Native, White/Caucasian	1	no data	no data	no data	no data	no data	no data
Asian or Asian American	71	568	290	320	292	381	354
Black or African American	9	114	48	49	47	76	71
Native Hawaiian/Pacific Islander	no data	12	0	1	2	3	2
Hispanic or Latino	13	184	76	90	79	122	87
Hispanic or Latino, Mixed/Other, White/Caucasian	1	no data	no data	no data	no data	no data	no data
Hispanic or Latino, White/Caucasian	2	no data	no data	no data	no data	no data	no data
Mixed/Other	11	134	72	71	82	155	157
White/Caucasian	217	1232	900	1005	993	1266	1124
Unreported	2166 (87%)	3155 (58%)	2131 (60%)	2094 (58%)	1813 (55%)	1584 (44%)	1487
<b>Grand Total</b>	<b>2494</b>	<b>5430</b>	<b>3576</b>	<b>3640</b>	<b>3326</b>	<b>3618</b>	<b>3297</b>

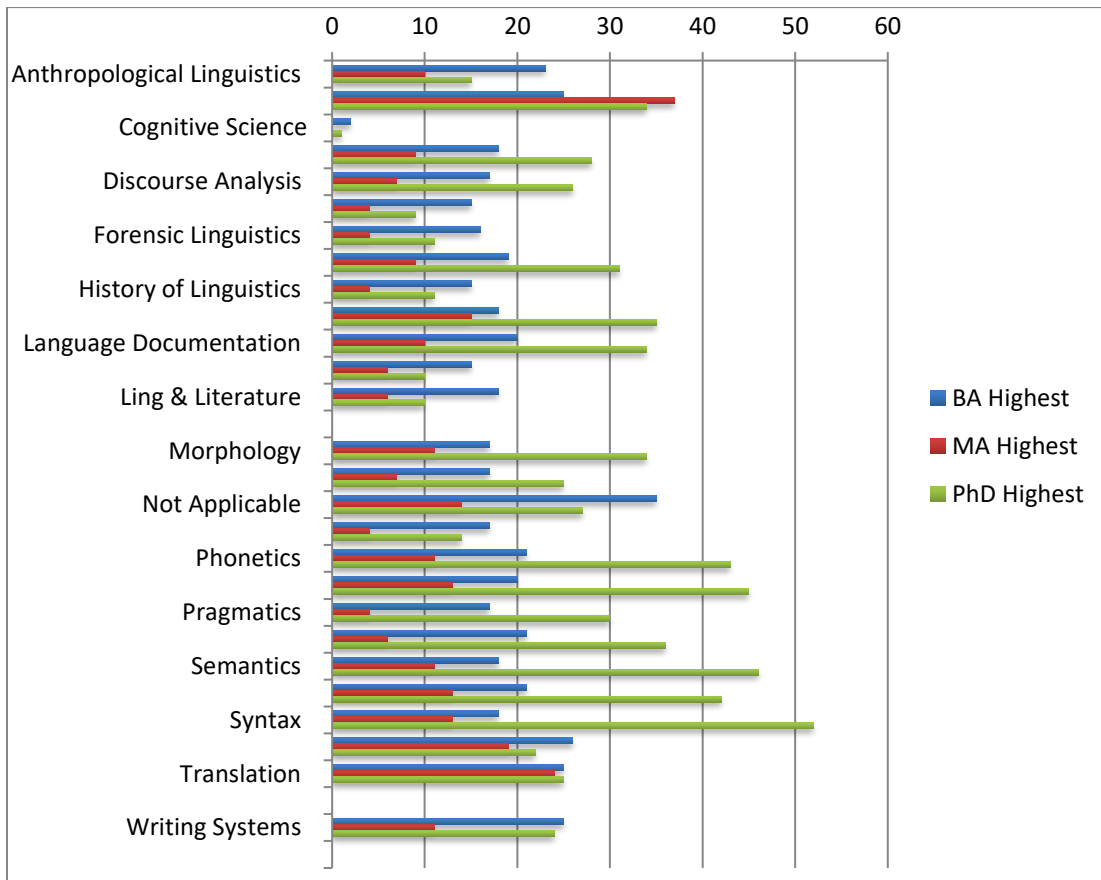
## Program Specializations

Although most departments did not report data on students, faculty, or salary, the majority entered graduate specializations offered by their department. Data was collected from the 187 departments who reported their highest degree offered. 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.

It appears that programs that offer a PhD as the highest degree have the most variety in their possible program specializations. The most popular program specializations are in syntax, semantics, phonology, phonetics and sociolinguistics.

**Figure 22: Number of Departments with Specializations**

Source: LSA Directory of Linguistics Departments and Programs, January 2020



## Appendix

### North American Institutions Providing Any Data on Students or Faculty in 2019 (n=47)

Arcadia University	University of California, Irvine
Boston University	University of California, San Diego
Dallas International University	University of California, Santa Cruz
Emory University	University of Chicago
Gallaudet University	University of Delaware
Hope College	University of Illinois at Chicago
Luther College	University of Kentucky
Massachusetts Institute of Technology	University of Louisville
Michigan State University	University of Maryland
Montclair State University	University of Maryland, Baltimore County
Northeastern University	University of North Carolina at Chapel Hill
Oberlin College	University of North Dakota
Ohio State University	University of Richmond
Ohio University	University of Rochester
Oklahoma State University	University of South Carolina
Pomona College	University of Texas at Arlington
Portland State University	University of Texas at Austin
San Diego State University	University of Toronto
Stanford University	University of Utah
State University of New York at Oswego	University of Wisconsin-Madison
Texas Tech University	Yale University
Truman State University	
University of Arizona	