

The State of Linguistics in Higher Education

Annual Report 2013



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Linguistic Society of America

Table of Contents

I.	Introduction	3
II.	Overview of Trends in Linguistics	4
III.	Data Sources	4
IV.	Employment	5
	a. Job Types	7
V.	Salaries	9
VI.	Degree Production in Linguistics	10
	a. Degrees Awarded by Highest Degree Offered	11
	b. Number of Degrees Awarded by Gender	12
VII.	Student Enrollment and Financial Support	12
VII.	Ethnicity, Gender, and Citizenship	13
IX.	Program Specializations	14
X.	Appendix	16
	a. Item 1: North American Institutions Providing Any Data on Students or Faculty	16

Introduction

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

The LSA has also monitored and/or participated in a number of national (U.S.) surveys that track the status of linguistics in higher education. The National Science Foundation (NSF) conducts and reports data from two relevant surveys: The Survey of Earned Doctorates (SED) and the Survey of Doctoral Recipients. The federal Department of Education conducts and reports data from an annual survey of 4,200 post-secondary institutions. The most recent available data from all three surveys are included in this report. In addition to these federal data initiatives, the American Academy of Arts & Sciences conducted a Humanities Departmental Survey (HDS), with financial and in-kind support from the LSA in 2007-8 and 2012-13. Data from those two surveys are *not* included in this report because the first HDS is outdated, and data from the second HDS has not yet been released. Once the 2012-13 HDS is made available, the LSA will provide direct web links to the data pertaining to the field of linguistics.

In addition to the data collection and monitoring activities outlined above, the LSA also maintains a member database with individual profiles that include demographic information, professional affiliations, and linguistic sub-specialties. Although most LSA members do not choose to provide demographic information, most do choose to provide professional and/or scholarly affiliations. Charts summarizing statistically relevant data from the LSA membership profiles are included in this report.

The long-term goal of the LSA is to produce an “Annual Report on the State of Linguistics in Higher Education” which will include data from all of the relevant sources mentioned above. These data will be compiled into longitudinal charts showing change over time in the academic linguistics community. The LSA welcomes the opportunity to report on trends affecting linguists beyond academia, to include those working in industry and government. Obtaining data for these populations is much more difficult, given the lack of systems in place for tracking these individuals and the lack of financial resources for creating such complex systems.

Overview of Trends in Linguistics

- The most common career outcome for linguistics PhDs is in higher education. There are, however, a significant number of linguists pursuing careers in government, 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 jobs, but still fall below in the number of full professors.
- The field of linguistics is growing most rapidly for undergraduates, with an increase of approximately 200 more students pursuing BA degrees annually.
- Most undergraduate degrees awarded are to women. Although women represent just fewer than 60 percent of graduate students in linguistics, a number which has been increasing over the last 50 years, women comprise almost 70 percent of the undergraduate population.
- Although there are programs where the highest degree offered is a BA, the MA programs award the highest number of BA degrees.
- The top three specializations for graduate students are: Syntax, Applied Linguistics, and Phonology.

Data Sources

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, 122 out of 240 departments/programs have registered as official contacts.¹ 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 (51 departments, or about 42 percent of registered departments). The majority of those responding offer the PhD as their highest degree (59 of 109 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 (39 departments for job types, 34 for current students, 27 for degrees awarded, and five for salaries). The graph on graduate specializations was compiled from only those departments that had specializations on their directory page (195 of 240)². Data on ethnicity of faculty and student populations is collected via the Directory, but only five institutions provided such data.³ Given the paucity of data, this report does not include any charts on ethnicity of faculty or students derived from the Directory.

¹ When the data included in the “old” LSA directory were migrated to the “new” upgraded directory in 2012, no changes were made by the LSA staff. The old directory included listings for 240 departments. Of those, four are based outside of North America, and two are federal agencies without any academic programs. In addition, 16 institutions listed two linguistics departments/programs, and four listed three linguistics departments/programs. The total number of institutions with linguistics departments/programs is therefore 190.

² Again, some listings were never updated and include older data (pre-2012).

³ Johns Hopkins University; Reed College; Temple University; University of Michigan; University of Texas at Arlington; and Wayne State University

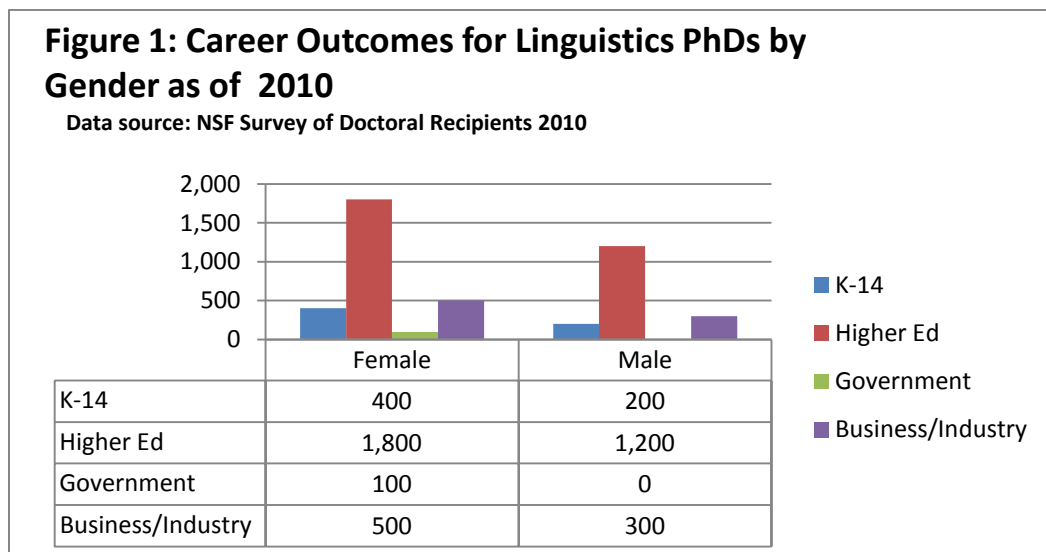
The data reported in tables about individual linguists comes from the LSA membership database. The data were exported in December 2013. Most of the charts included in this report are for Regular Members who have completed their linguistics education. Data for Student Members (n= 1578) are handled separately (within a single table on ethnicity and citizenship). The charts do not include data for **lapsed** regular and/or student members (n=7961), primarily because there is little discernible difference demographically, and the lapsed members are less likely to have provided any profile data.

The data reported in the tables about trends in linguistics over time come from three sources, which extrapolate samples of surveyed recipients. Data from the Survey of Earned Doctorates (SED) is collected annually from a query of those receiving doctorates in the past year, representing 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 from the sample. Finally, data from the Integrated Postsecondary Data System (IPEDS) is collected from tallies provided by an annual survey of approximately 4200 institutions. These graphs were first created in 2011 by the LSA’s Linguistics in Higher Education Committee, and updated in 2013 to reflect more current data. Graphs and more information can be found online at <http://www.linguisticsociety.org/resource/status-linguistics-2013>.

For average salaries, comparative numbers come from the U.S. Bureau of Labor Statistics, Occupational Employment Statistics (2010), and from the American Association of University Professors Annual Report, which can be found online at the Chronicle of Higher Education: <http://chronicle.com/article/2013-aaup-survey-table/138291>.

Employment

Although the LSA does not keep counts of non-member career outcomes for PhD linguists in the U.S., the NSF conducts a biennial survey to determine the career outcomes of various disciplines. In the most recent 2010 survey, the approximate breakdown of career outcomes for linguistics PhDs, divided by gender, is shown below in Figure 1.



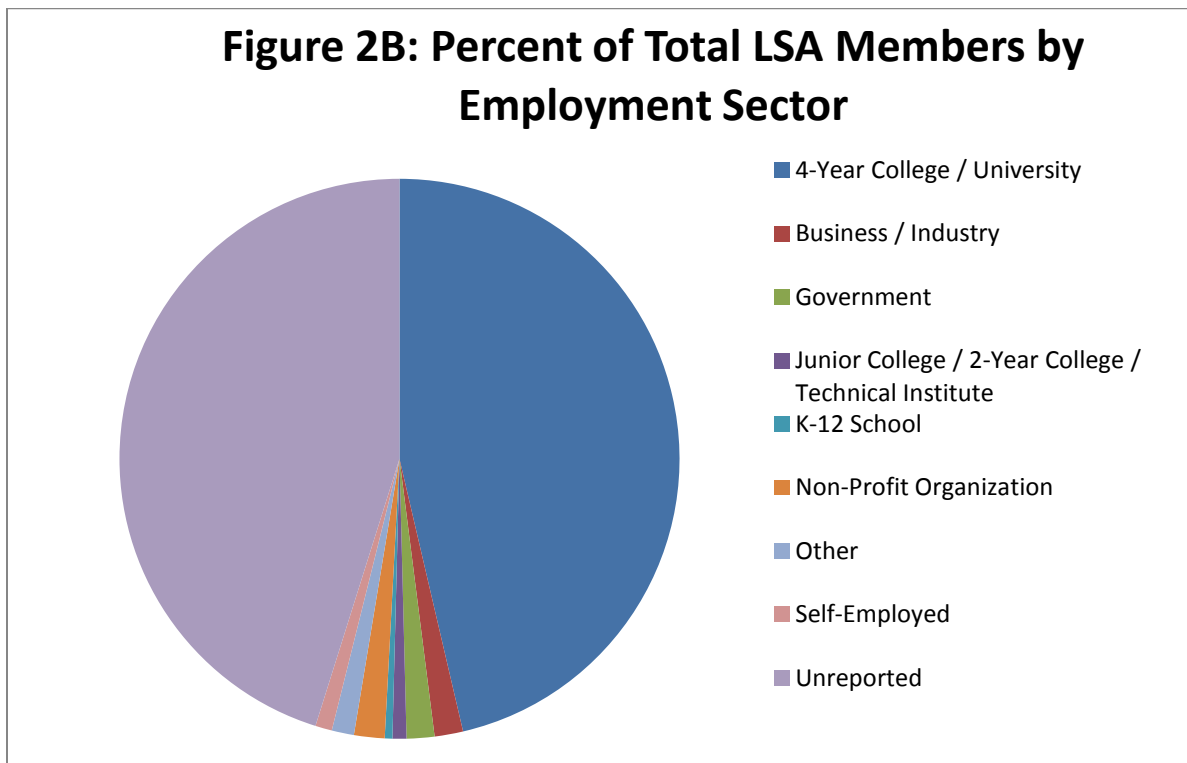
For PhD's in linguistics, the most common degree outcome is Higher Education, followed by Business/Industry and K-14. Note that this is from survey data that approximates the total based upon a small sample of respondents.

For LSA members completing a profile in the membership database, the patterns are similar:

Figure 2A: Number of LSA Members by Employment Sector

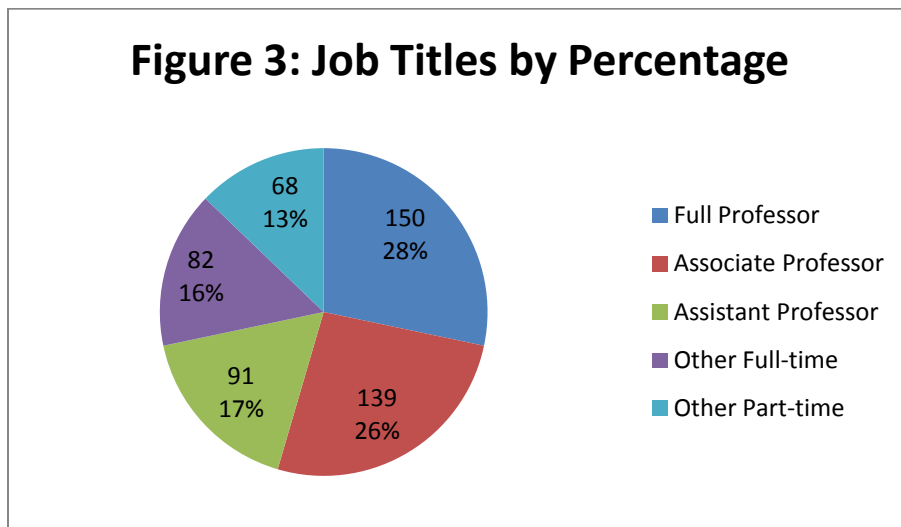
LSA Members Employment Sector	Count of Employer Type
4-Year College / University	1156
Business / Industry	41
Government	40
Junior College/2-Year College/Technical Inst.	20
K-12 School	11
Non-Profit Organization	44
Other	32
Self-Employed	24
Unreported	1126
Grand Total	2494

Figure 2B: Percent of Total LSA Members by Employment Sector

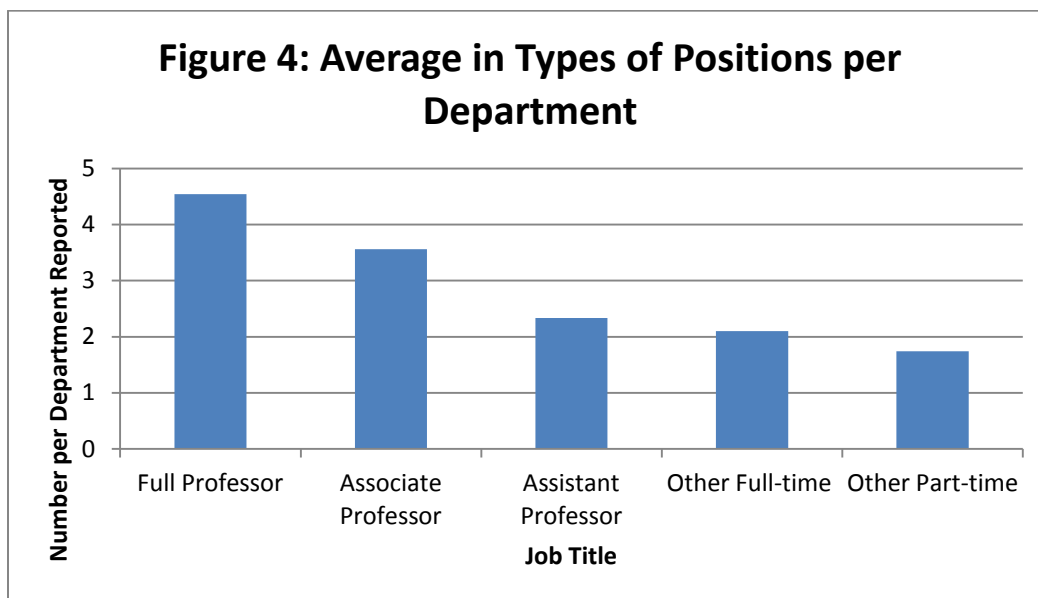


Job Types

For all departments that reported employees, there are more Full Professors and Associate Professors reported than any other job title. The raw numbers below in Figure 3 show data from all reported departments.



However, for departments that reported each position type,⁴ there are more employees in the “other” category - particularly part-time.



⁴ Each job title is divided by the departments that reported them, 39. This is 32% of all departments with departmental contacts.

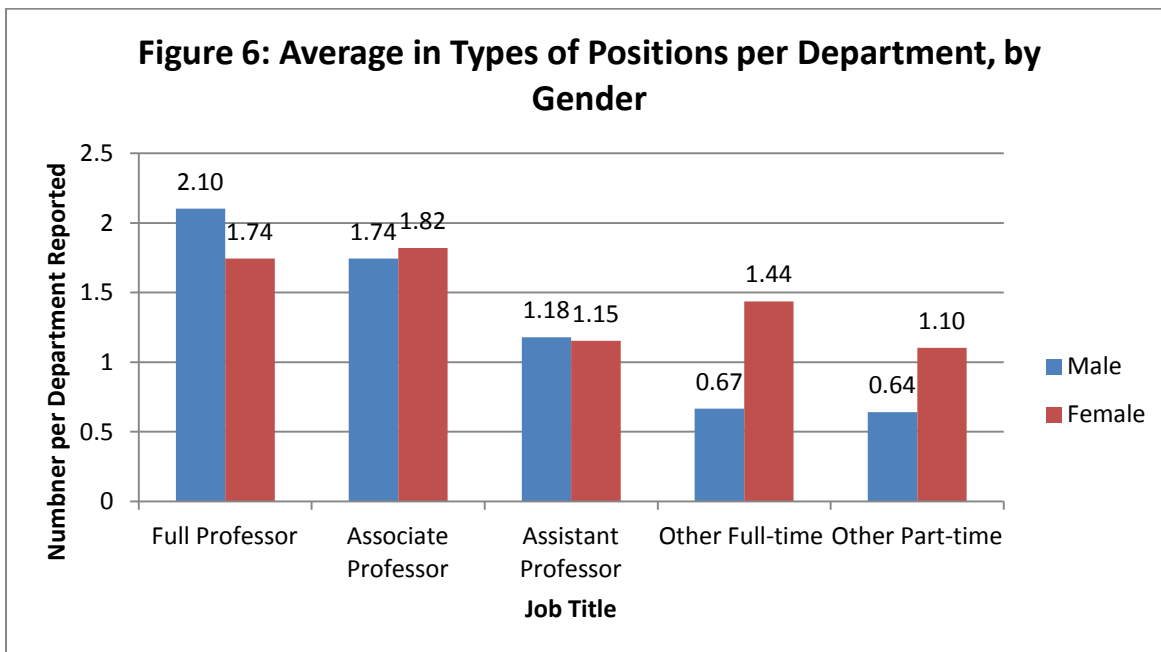
For LSA members completing a profile in the membership database, the patterns are similar:

Figure 5: LSA Member Job Titles and Tenure

LSA Members	Count of Academic Rank	LSA Members with Tenure	Count of Tenure
Adjunct Faculty	27	No	371
Assistant Professor	251	Yes (either currently or prior to retirement)	691
Associate Professor	276	Unreported	1432
Full Professor	475	Grand Total	2494
Lecturer / Instructor	104		
Not Applicable	74		
Post-Doctoral Fellow	59		
Unreported	1228		
Grand Total	2494		

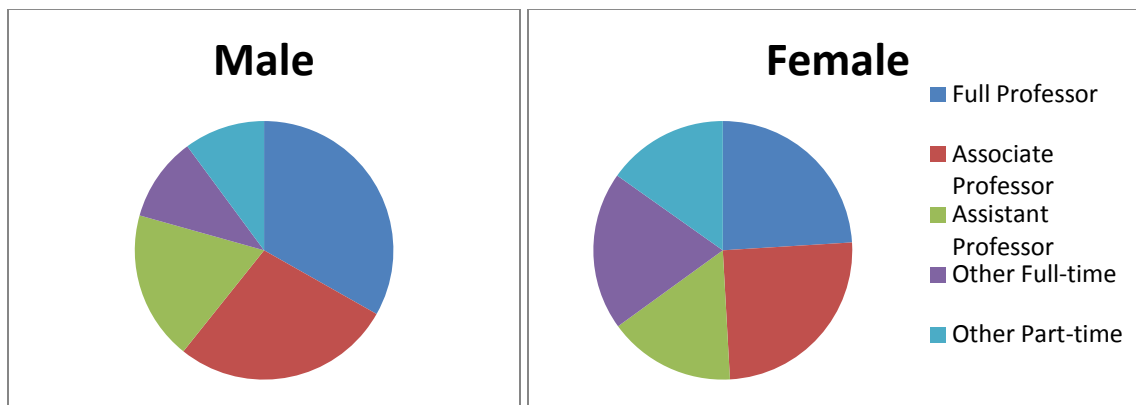
Job type by gender³

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



Note that in Figure 6, there are twice as many female “other full-time” employees as male and almost twice as many in the “other part-time” category. Also, the gender divide is greater in the “full professor” category than either in the “associate professor” or “assistant professor” categories (consistent with [other findings](#)). The following graphs in Figure 7 show the comparison of job titles by gender.

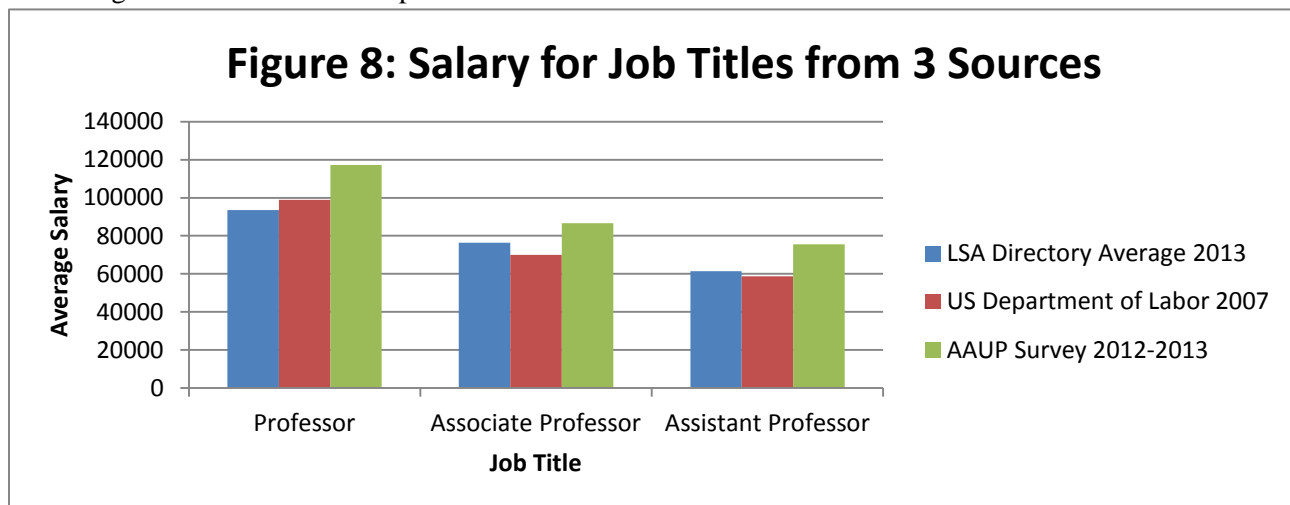
Figure 7: Job Title by Gender



In this representation, women on average tend to have almost equal amounts of each job type, while men have far fewer non-professorial positions and more full professor and associate professor jobs.

Salaries⁵

Although there is not much data about salaries for different professorial appointments, data for the five programs that reported salaries was compared to an average of the same four universities from the 2013 AAUP Survey and the average from the 2010 US Department of Labor statistics.



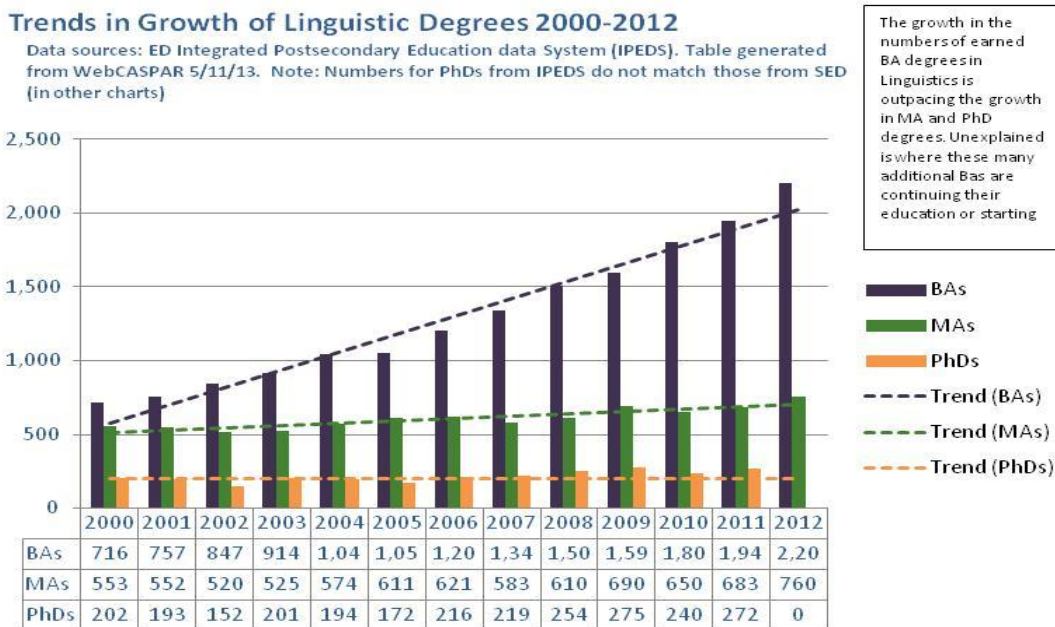
Generally, linguists' salaries in the directory are representative of salaries for all professorial appointments, but the small amount of data reported in the directory does not allow for any statistically valid conclusions.

⁵ All LSA professor salaries are averaged from 5 departments that submitted data. Data on lecturers comes from only 2 sources and was therefore not included. Data from the US Department of Labor of *Teachers-Postsecondary: Earnings* from 2010, was published at <http://www.bls.gov/ooh/Education-Training-and-Library/Postsecondary-teachers.htm#tab-5>. Data from the American Association of University Professors Annual Report (<http://www.aaup.org/report/heres-news-annual-report-economic-status-profession-2012-13>) can be found online at the Chronicle of Higher Education: <http://chronicle.com/article/2013-aaup-survey-table/138291>

Degree Production in Linguistics

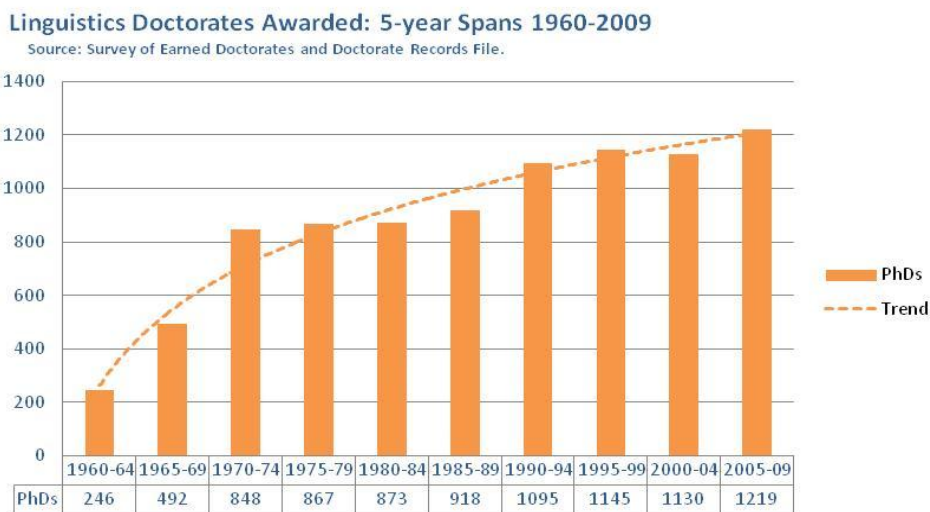
More students are pursuing and completing degrees in linguistics. In the last decade or so, this has been particularly true for undergraduate degree production, as shown in Figure 9.

Figure 9: Growth by Degree



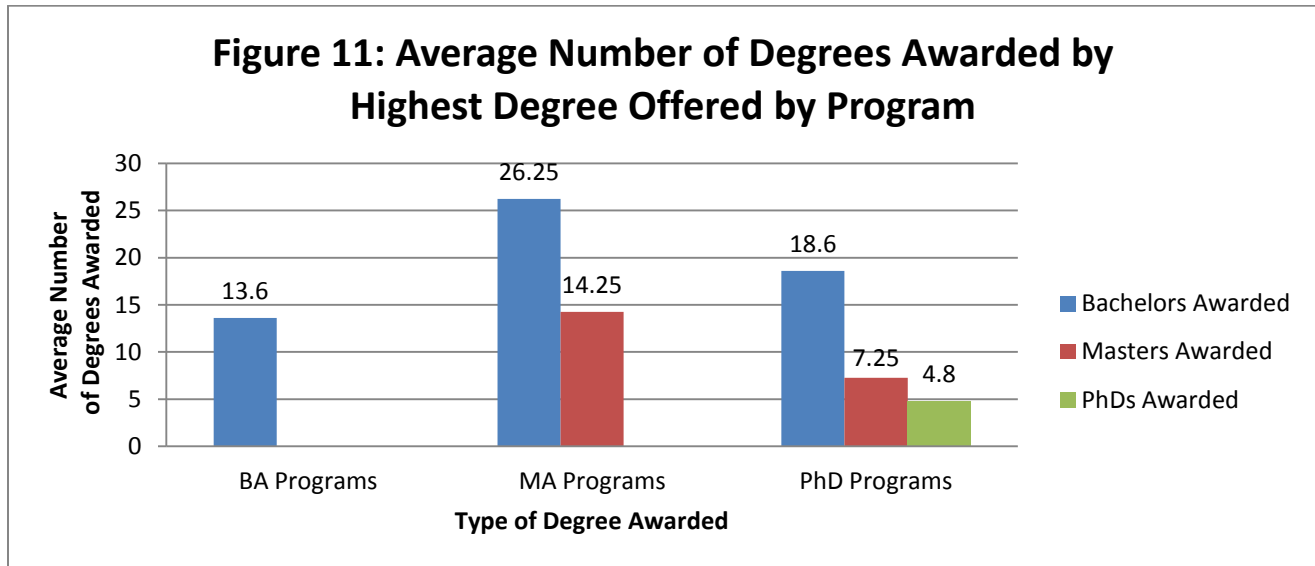
Data available for PhDs awarded over the last 50 years shows that this is also true for graduate programs. Note in Figure 10 that the trend in the last ten years has slowed quite a bit, but is still positive overall.

Figure 10: Doctorates Awarded



Degrees Awarded by Highest Degree Offered

This graph gives the average number of degrees awarded by the highest degree offered by that registered Directory department/program.



MA degree-granting departments award more BAs than either PhD- or BA-granting departments. Programs that only grant BAs award fewer BAs than programs that grant higher degrees.

The average number of PhDs granted per year by those reporting in the Directory is just under five. Programs that offer up to an MA grant two times as many MA degrees as departments that offer PhDs.

For LSA **regular**, non-student members reporting their highest degree earned, more than 80 percent hold PhDs. More than 90 percent of LSA regular members reporting a disciplinary field for their highest degree earned received it in linguistics. The majority of LSA student members reporting their status are currently pursuing a PhD.

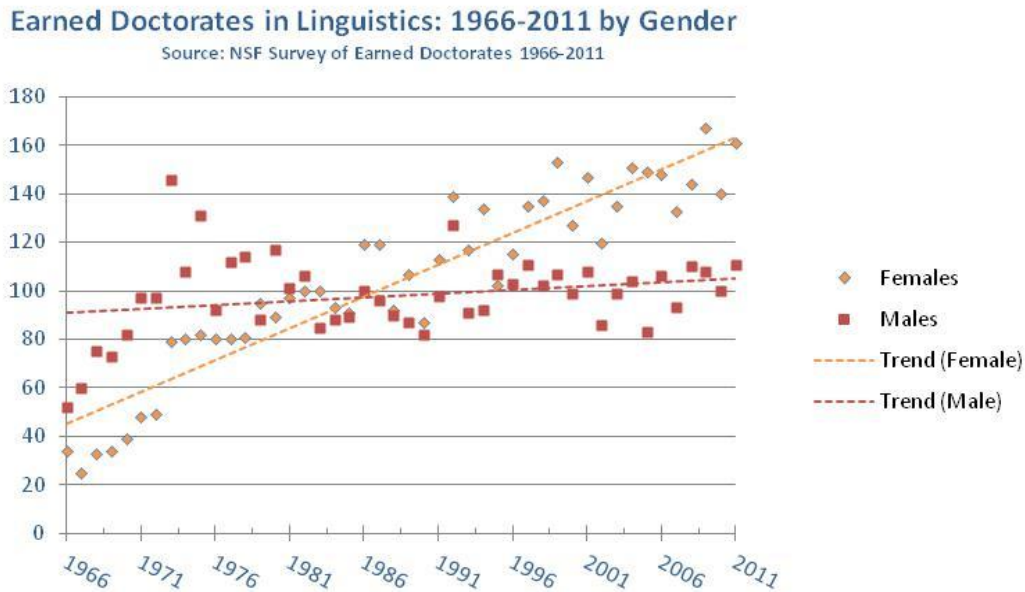
Figure 12: LSA Member Student Status

Highest Degree	Count	LSA Student Members	Count of Year in Program
BA / BS	39	Grad - Year 1	192
MA / MS / MEd	115	Grad - Year 2	170
Other	27	Grad - Year 3	122
PhD	1268	Grad - Year 4	91
Unreported	1045	Grad - Year 5	87
Grand Total	2494	Grad - Year 6+	74
		Undergrad	137
		Unreported	704
		Grand Total	1577

Number of Degrees Awarded by Gender

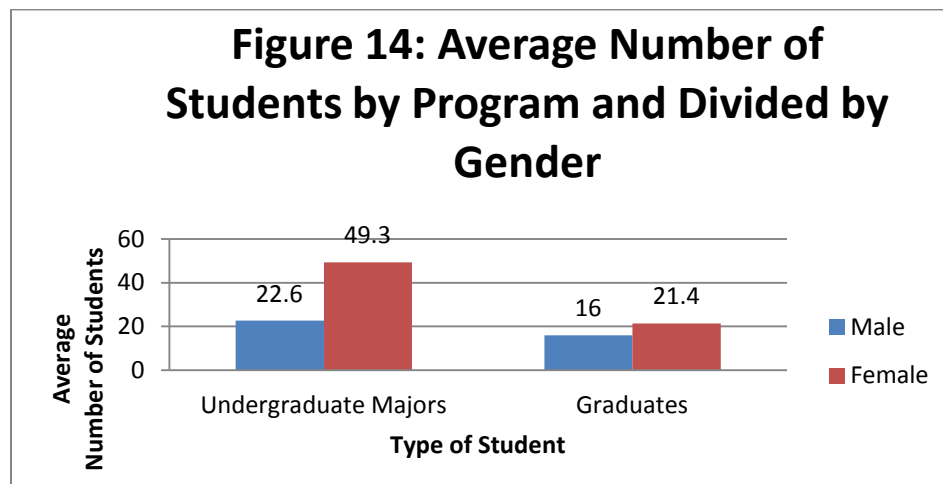
Over the last 45 years, the number of females awarded linguistics PhDs overwhelmingly outpaces that of males. However, it was only about the mid-1980s when women matched men in number of PhDs earned, as illustrated below in Figure 13.

Figure 13: Doctorates Awarded by Gender



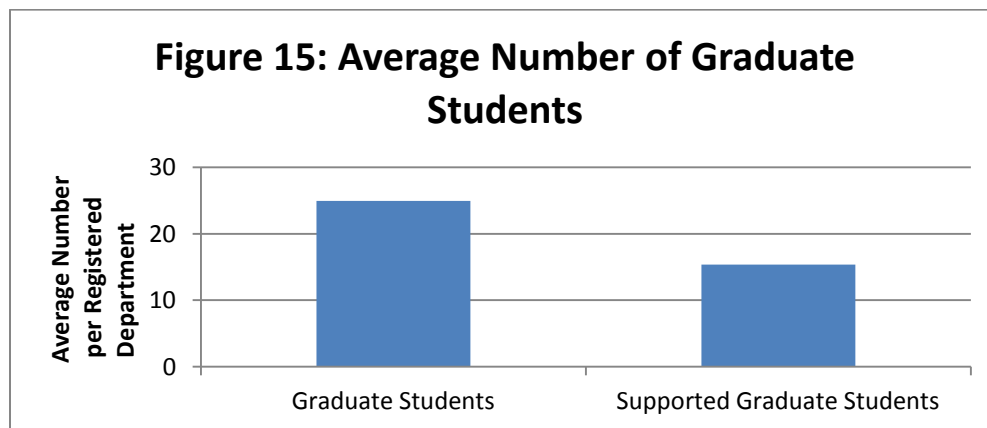
Student Enrollment and Financial Support

The graph below shows the average number of current undergraduate and graduate students per program reported in the LSA Directory. The number of graduate students appears to be approximately equal percentage-wise to the doctorates earned from NSF (61% female in the NSF survey, 57% female in the LSA Directory).



There appears to be a much larger difference in gender for undergraduate students; female students are twice as numerous as male students, with about 34 percent more female students. Therefore, although there are more female graduate students than male, this represents a much more marked decrease in the number of female undergraduates that pursue graduate studies.

Also, of departments that reported support for graduate students, they supported on average 56% of the students they enrolled (21 departments). The average number of students supported is 15.4, which is lower than the average number of female and male graduate students per department. The number of graduate student supported in registered LSA departments appears below.



Ethnicity, Gender and Citizenship

The population of ethnic minorities with advanced degrees in linguistics is so low in the U.S. that none of the federal agencies report data for these groups. For LSA members, an overwhelming majority choose not to report their **ethnicity**.

Figure 16: Ethnic Self Identification of LSA Members

Ethnicity	Count
American Indian or Alaska Native	3
American Indian or Alaska Native, White/Caucasian	1
Asian	71
Black or African American	9
Hispanic or Latino	13
Hispanic or Latino, Mixed/Other, White/Caucasian	1
Hispanic or Latino, White/Caucasian	2
Mixed/Other	11
White/Caucasian	217
Unreported	2166
Grand Total	2494

Most regular members of the LSA reporting their status are U.S. citizens (n=1204) versus citizens of other nations (n=720). Almost 60 percent (n=1353) of those reporting their **gender** are male, while approximately 40 percent (n=910) are female. For student members of the LSA, the numbers are reversed: of those reporting their **gender**, 58 percent (n=808) are women and 42 percent (n=593) are men.

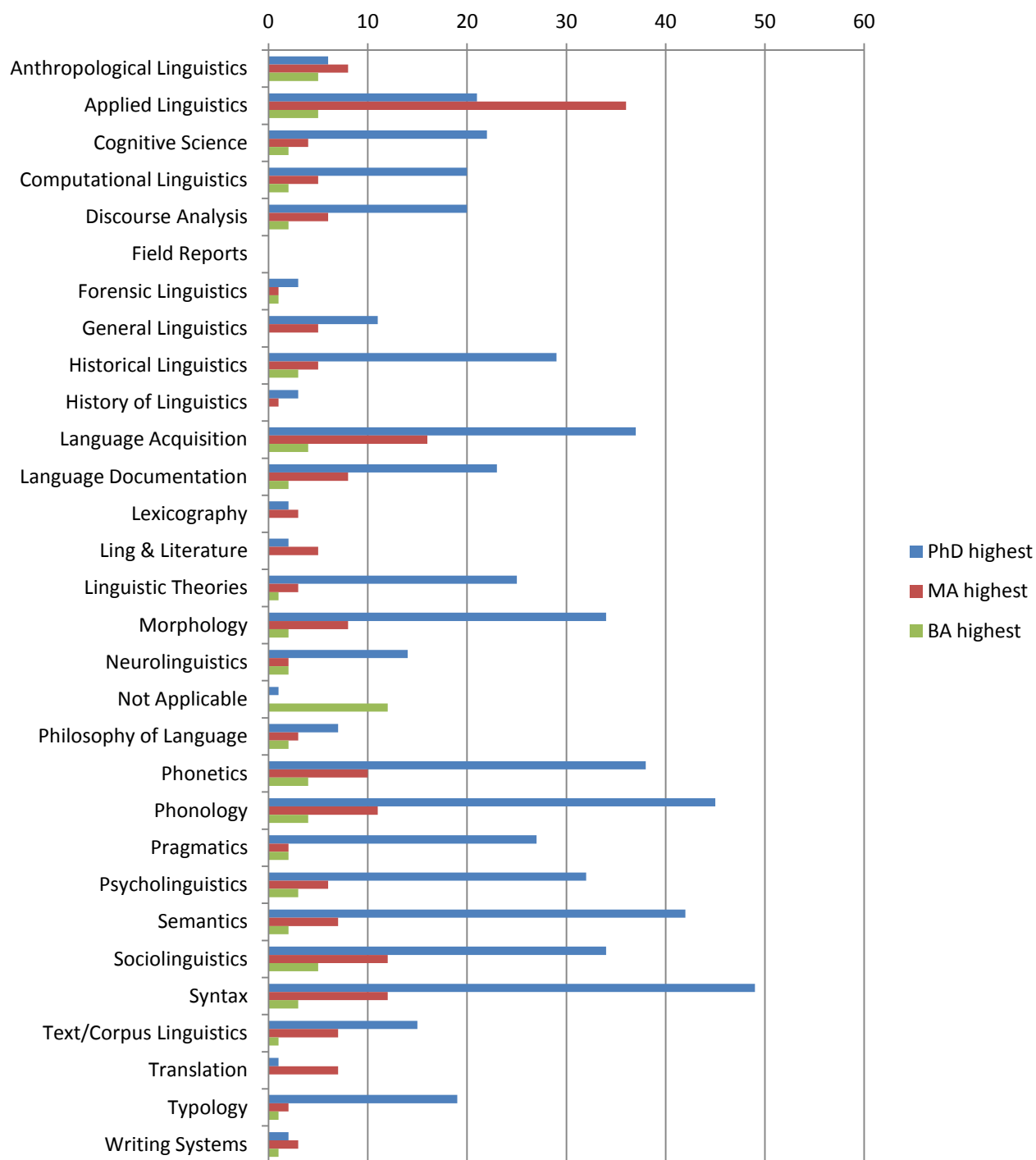
Program Specializations

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

For the General Linguistics category, this is the automatic category given when a department registered, so all departments where General Linguistics was the only category noted were excluded.

The top three specializations for all programs are Applied Linguistics, Phonology, and Syntax. The top three for PhD programs are Phonology, Semantics, and Syntax, while the top specialization for MA programs is Applied Linguistic (see Figure 17, next page).

Figure 17: Number of Departments with Specializations



*Appendix***Item 1: North American Institutions Providing Any Data on Students or Faculty (n= 51)**

Biola University	University of California, Santa Barbara
Boise State University	University of Colorado at Boulder
Boston University	University of Connecticut
Brigham Young University	University of Florida
California State University, Northridge	University of Georgia
Carleton College	University of Illinois at Urbana-Champaign
College of William and Mary	University of Kentucky
Georgetown University	University of Maryland
Johns Hopkins University	University of Massachusetts at Amherst
McGill University	University of Michigan
Michigan State University	University of Michigan-Flint
Montclair State University	University of Minnesota
North Carolina State University	University of Montana
Northern Illinois University	University of North Carolina at Chapel Hill
Ohio State University	University of Oregon
Pomona College	University of Ottawa
Portland State University	University of Pittsburgh
Reed College	University of Tennessee
Southern Illinois University Carbondale	University of Texas at Arlington
Southern Illinois University Edwardsville	University of Utah
Stanford University	University of Virginia
Teachers College Columbia University	University of Washington
Temple University	University of Wisconsin-Madison
Tulane University	Wayne State University
University of Calgary	Yale University
University of California, Berkeley	