The State of Linguistics in Higher Education

Annual Report 2014

Issued March 2015

Second Edition

Linguistic Society of America

Acknowledgements

This second 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 James Heckathorn and Lauren Friedman, with assistance from Dan Foley at the National Science Foundation, Robert Townsend at the American Academy of Arts & Sciences, and Michal Temkin Martinez, Chair of the LSA Committee on Linguistics in Higher Education. 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 profile.

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 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 of these surveys are included in this report. In addition to these federal data initiatives, the American Academy of Arts & Sciences conducted a Humanities Departmental Survey (HDS), with financial and in-kind support from the LSA, in 2007-8 and 2012-13. Data from the first survey is *not* included in this report because the first HDS is outdated. The 2012-13 HDS was published in 2014 and select pieces of data covering the field of linguistics in higher education appear in this report.

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 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 and part-time positions. Additionally, women are almost on parity with men for tenure-track 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 13 years.
- Most linguistics undergraduate degrees are awarded to women. Although women represent just over half of graduate students in linguistics, a number which has been increasing over the last 50 years, women comprise almost 65 percent of the undergraduate population.
- The top five specializations for graduate students in linguistics are: Syntax, Applied Linguistics, Phonology, Semantics, and Historical Linguistics.

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, 164 out of 252 departments/programs have registered as official contacts, with 103 of those updating their information in 2014.[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 in 2014 (58 departments, or about 35 percent of all registered departments). The majority of those responding offer the PhD as their highest degree (51 of the 95 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 (44 departments for job types, 41 for current students, 41 for degrees awarded, and 6 for salaries). The graph on graduate specializations was compiled from only those programs that had updated their specializations on their directory page in 2014 (68 programs).[2] Data on ethnicity of faculty and student populations is collected via the Directory, but only eight institutions provided such data.[3] Given the paucity of data, this report does not include any charts on ethnicity of faculty or students using data 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, while the current directory has 252. Of those, ten are based outside of North America, and two are federal agencies without any academic programs. In addition, 13 institutions listed two linguistics departments/programs, and three listed three linguistics departments/programs. The total number of institutions with linguistics departments/programs is therefore 224.

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

[3] Johns Hopkins University; Reed College; Temple University; University of Mary Washington; University of Michigan; University of South Carolina; University of Texas at Arlington; and Yale University.

The data reported in tables about individual linguists comes from the LSA membership database. The data was exported in early January of 2015 and did not include those members and departments that updated their information in 2015. Most of the charts included in this report are for Regular Members who have completed their linguistics education. Data for Student Members (n= 1338) 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=9520). 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.

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. Data from the Integrated Postsecondary Data System (IPEDS) is collected from tallies provided by an annual survey of approximately 4200 institutions. These charts of federal data were first created in 2011 by the LSA's Linguistics in Higher Education Committee, and updated in 2013 and 2014 to reflect more current data. Graphs updated in 2013, as well as additional information, can be found online at http://www.linguisticsociety.org/resource/status-linguistics-2013. Finally, data from the Humanities Departmental Survey (HDS-2) was reviewed for linguistics departments responding in 2012-13 and compared with both the responses of other humanities disciplines and the data reported by departments and programs included in the LSA Directory. In cases where the data diverged significantly, that information is included in this report.

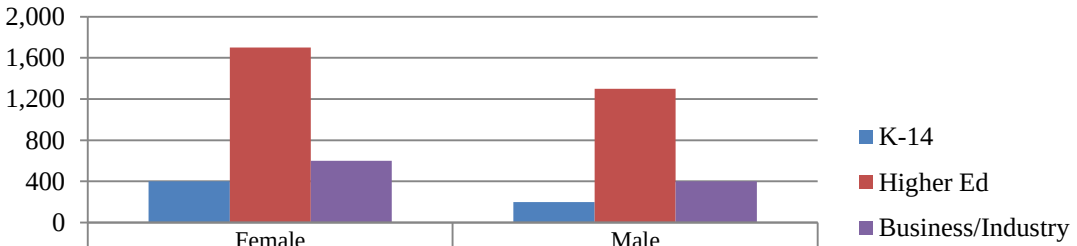
For average salaries, comparative numbers come from the American Association of University Professors Annual Report, which can be found online at the Chronicle of Higher Education: http://chronicle.com/article/2013-14-AAUP-Faculty-Salary/145679.

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 2013 survey, the approximate breakdown of career outcomes for linguistics PhDs, divided by gender, is shown below in Figure 1.

Figure 1: Career Outcomes for Linguistics PhDs by Gender as of 2013

Data source: NSF Survey of Doctoral Recipients 2013



	Female	Male
K-14	400	200
Higher Ed	1,700	1,300
Business/Industry	600	400

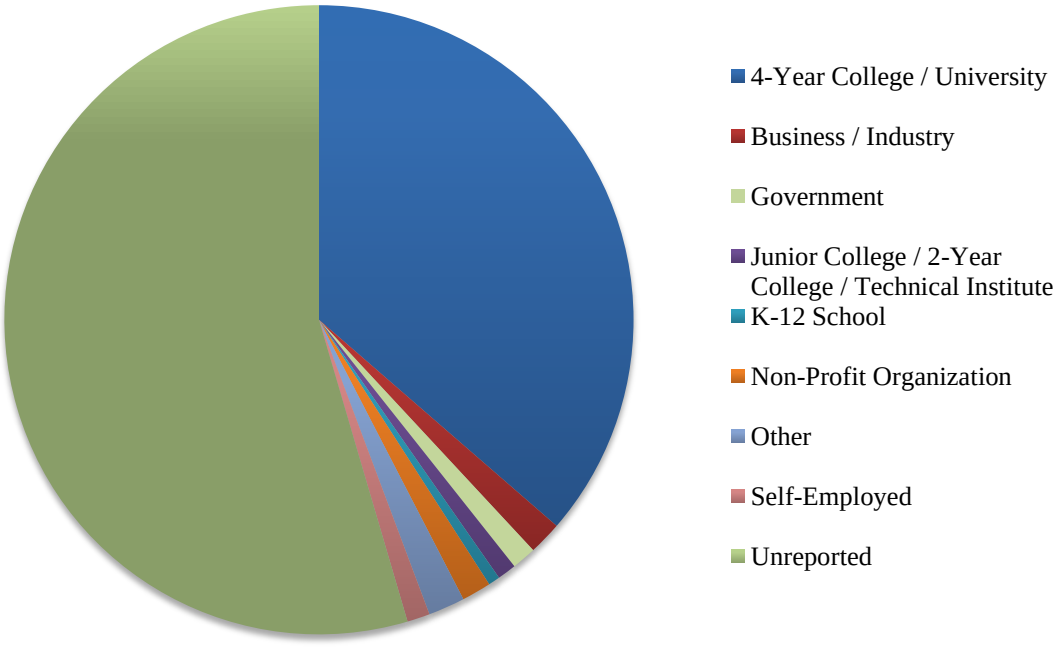
For PhD's in linguistics, the most common degree outcome is a career in Higher Education, followed by Business/Industry and K-14. Note that this is from survey data that approximates the total based upon a small sample of respondents. Also note that data on jobs in government was not included in 2013 due to the confidentiality of that information.

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

Figure 2A: Number of unexpired LSA Members by Employment Sector

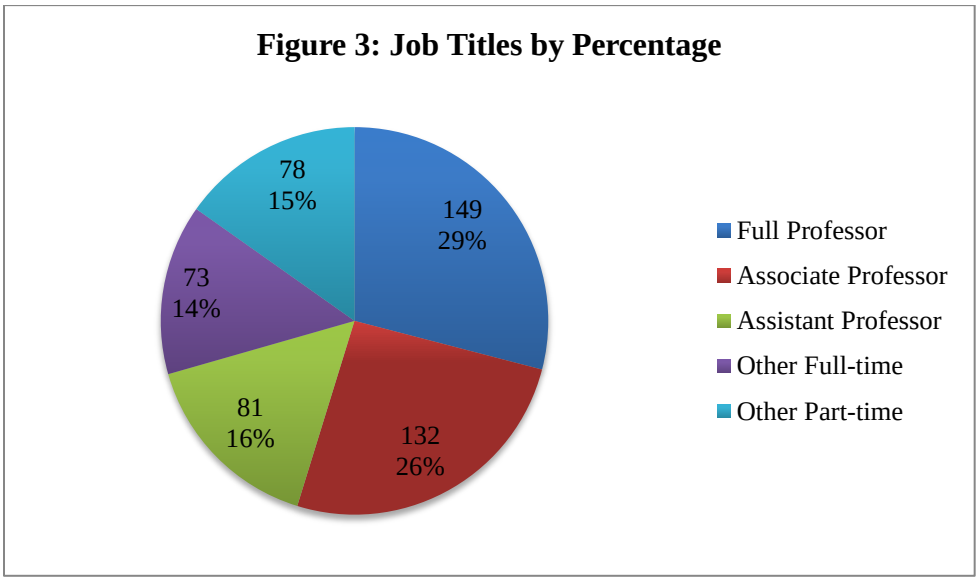
LSA Members Employment Sector	Count of Employer Type
4-Year College / University	1277
Business / Industry	60
Government	44
Junior College/2-Year College/Technical Inst.	34
K-12 School	21
Non-Profit Organization	53
Other	66
Self-Employed	41
Unreported	1915
Grand Total	**3511**

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

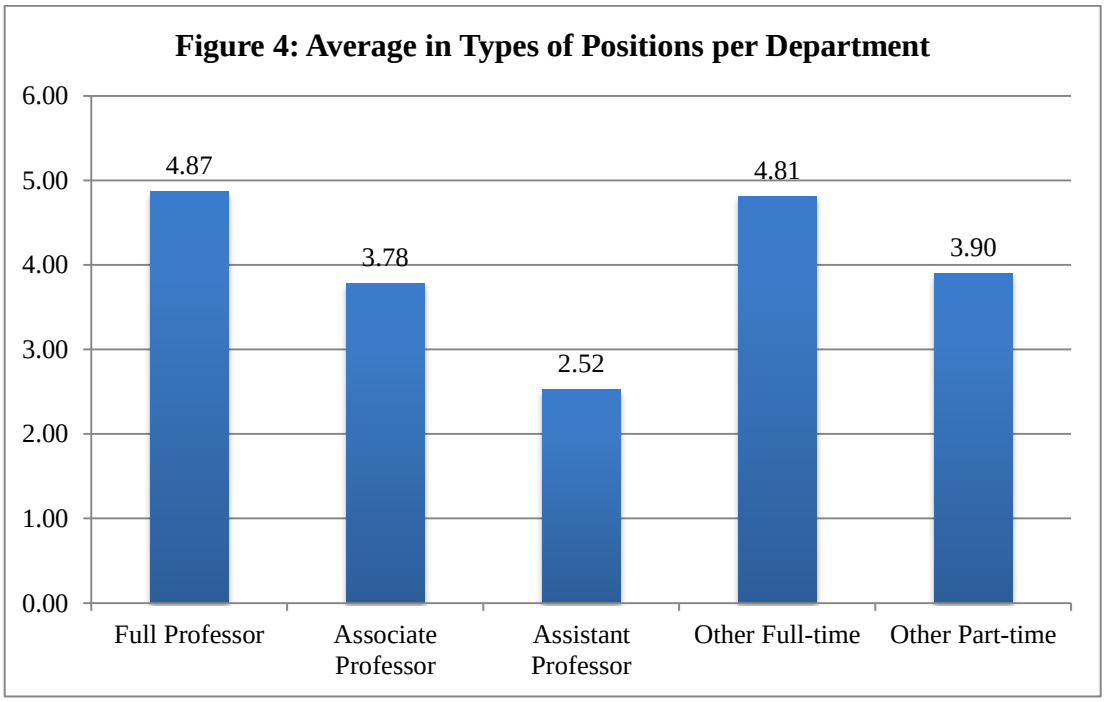


Job Types

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 full-time.



[4] Each job title is divided by the departments that reported them, 46. This is 38% of all departments with departmental contacts.

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

Figure 5: LSA Member Job Titles and Tenure

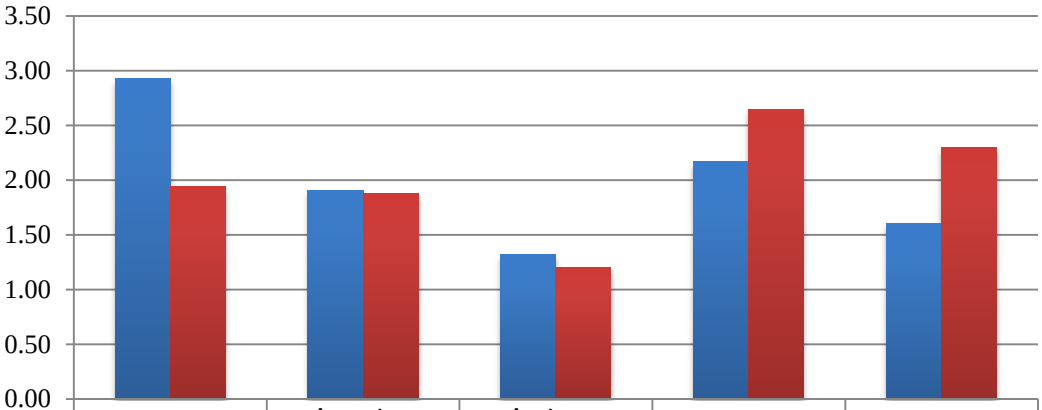
LSA Members	Count of Academic Rank
Full Professor	544
Assistant Professor	331
Associate Professor	317
Adjunct Faculty	88
Lecturer / Instructor	313
Not Applicable	657
Post-Doctoral Fellow	93
Unreported	3290
Grand Total	**5633**

LSA Members with Tenure	Count of Tenure
No	722
Yes (either currently or prior to retirement)	864
Unreported	4047
Grand Total	**5633**

Job Type by Gender

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

Figure 6: Average in Types of Positions per Department, by Gender



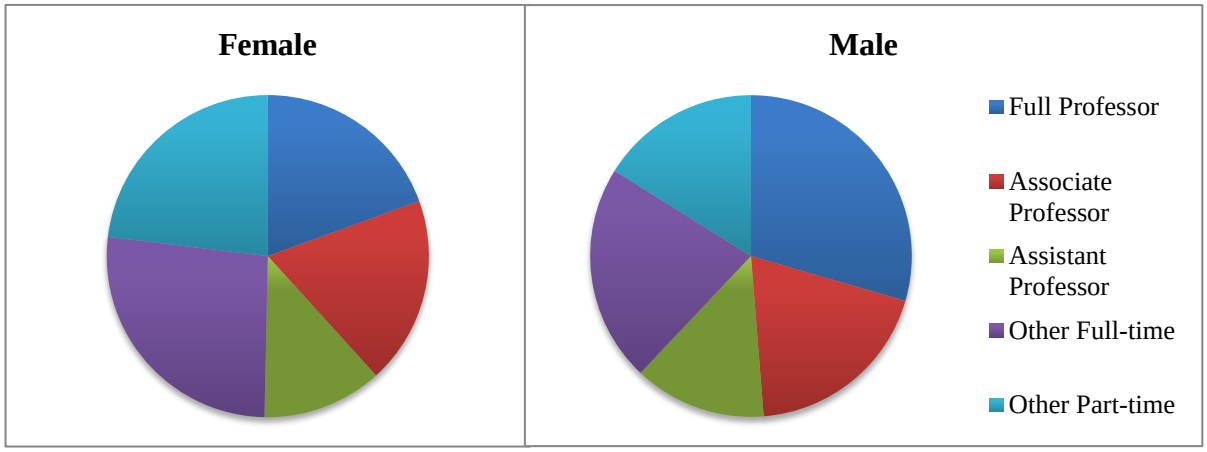
	Full Professor	Associate Professor	Assistant Professor	Other Full-time	Other Part-time
Male	2.93	1.91	1.32	2.17	1.60
Female	1.94	1.88	1.20	2.65	2.30

Note that in Figure 6, there are nearly twice as many female and "other part-time" employees as male while "other full-time" has less gender discrepancy. Also, the gender divide is greater in the "full professor" category than in either 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.

In addition, many of the findings of the HDS-2 survey are consistent with these findings: 45% of full professors are reported as female, vs. 40% in the LSA's data. The other full-time (75% vs. 55%) and other part-time (68% vs. 62%) categories show similar discrepancies. However, the HDS-2 showed more women in

tenure-track positions than the LSA directory (55% vs. 48%).

Figure 7: Percentage of Gender for Each Job Type

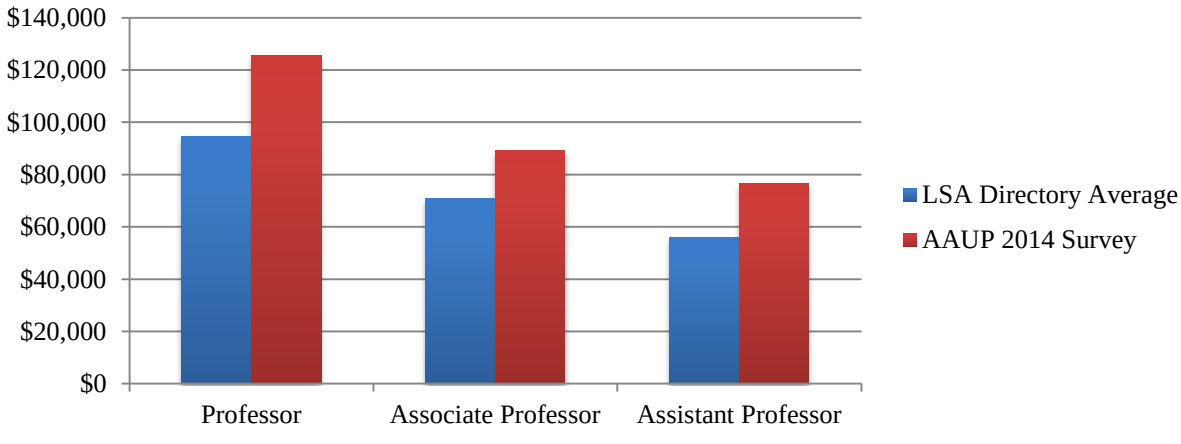


In this representation, women on average tend to be divided equally between non-professorial and professorial jobs, while men have far fewer non-professorial positions and more full professor and associate professor jobs.

Salaries[5]

Although there is not much data about salaries for different professorial appointments, data for the 12 programs that reported salaries was compared to an average of seven of those universities from the 2014 AAUP Survey.

Figure 8: Salary for Job Titles from Two Sources



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.

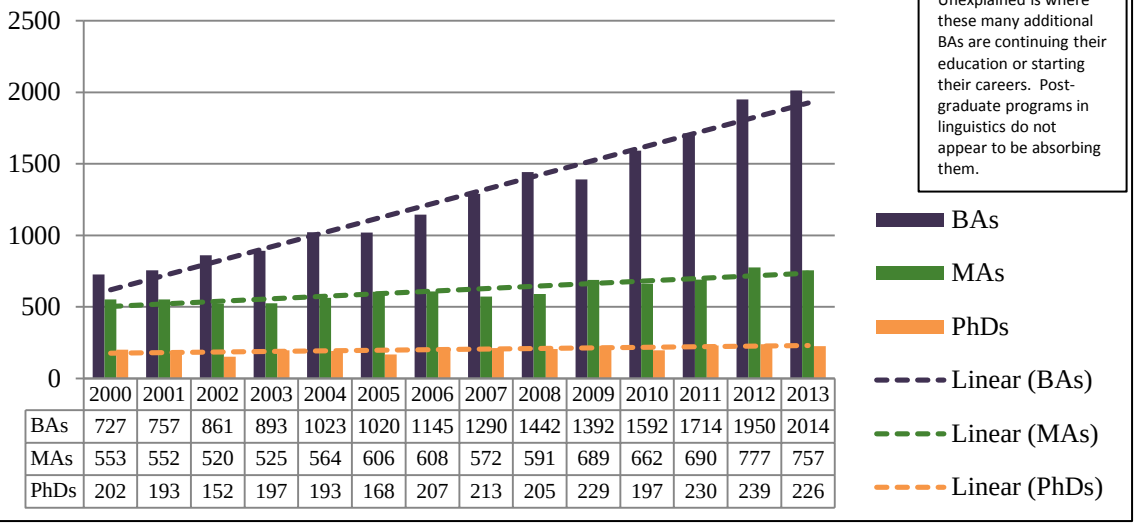
[5] All LSA professor salaries are averaged from 12 departments that have submitted data. Data from the American Association of University Professors Annual Report (http://aaup.org/reports-publications/2013-14salarysurvey) can be found online at the Chronicle of Higher Education: http://chronicle.com/article/2013-14-AAUP-Faculty-Salary/145679.

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:Trends in Growth of Linguistic Degrees 2000-2013

Data source: ED Integrated Postsecondary Education data System (IPEDS). Note: Numbers for PhDs from IPEDS do not match those from SED (in other charts).

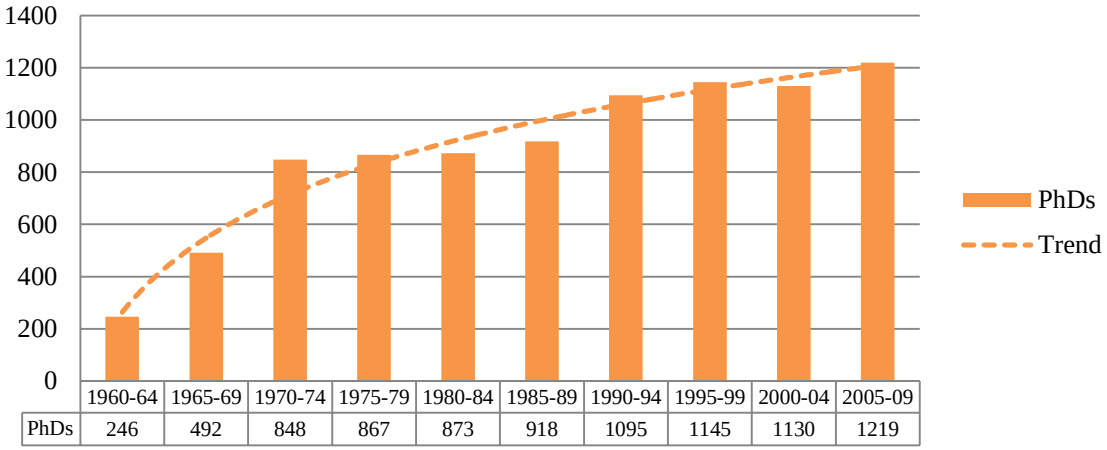


	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
BAs	727	757	861	893	1023	1020	1145	1290	1442	1392	1592	1714	1950	2014
MAs	553	552	520	525	564	606	608	572	591	689	662	690	777	757
PhDs	202	193	152	197	193	168	207	213	205	229	197	230	239	226

The growth in the numbers of earned BA degrees in linguistics is outpacing the growth in MA and PhD degrees. Unexplained is where these many additional BAs are continuing their education or starting their careers. Post-graduate programs in linguistics do not appear to be absorbing them.

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: Linguistics Doctorates Awarded in 5-year Spans 1960-2009

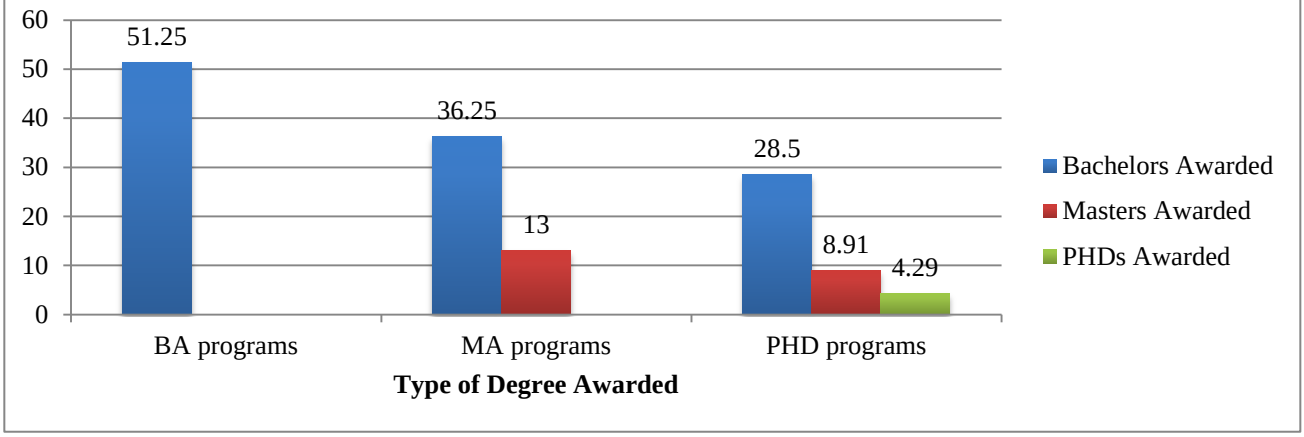


	1960-64	1965-69	1970-74	1975-79	1980-84	1985-89	1990-94	1995-99	2000-04	2005-09
PhDs	246	492	848	867	873	918	1095	1145	1130	1219

Degrees Awarded by Highest Degree Offered

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

Figure 11: Average Number of Degrees Awarded by Highest Degree Offered by Program



Programs that only grant Bachelor's degrees award more BAs than programs that grant higher degrees. In fact, Master's-granting programs award almost the same number of degrees total as Bachelor's-only programs (49.25 vs. 51.25).

The average number of PhDs granted per year by those programs reporting in the Directory is just under five.

For LSA **regular**, non-student members reporting their highest degree earned, 85 percent hold PhDs. More than 80 percent of LSA regular members reporting a disciplinary field for their highest degree earned received it in linguistics. Just under 40% of all LSA student members are currently pursuing a graduate degree (Master's or PhD).

Figure 12: LSA Member Education Status

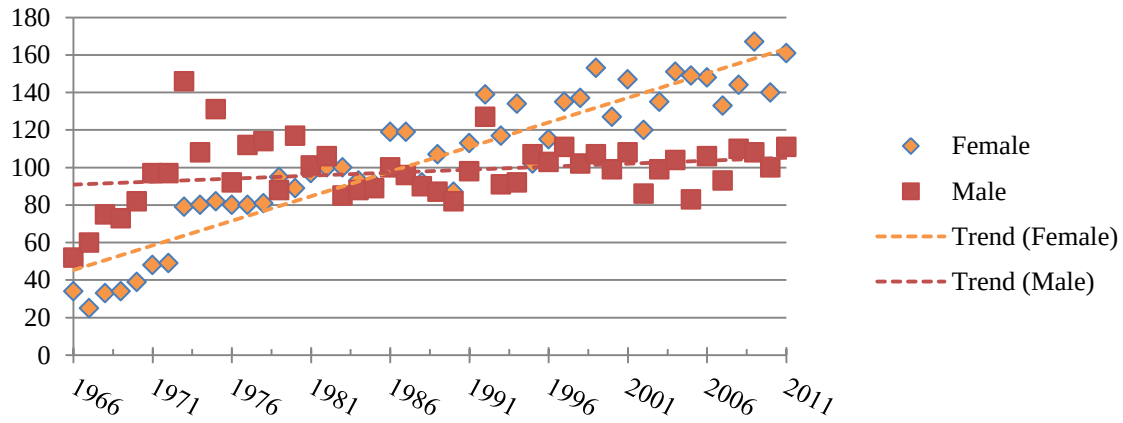
Highest Degree (All Members)	Count
BA / BS	263
MA / MS / MEd	422
Other	49
PhD	1122
Unreported	1078
Grand Total	**2934**

LSA Student Members	Count of Year in Program
Grad - Year 1	116
Grad - Year 2	118
Grad - Year 3	93
Grad - Year 4	62
Grad - Year 5	66
Grad - Year 6+	49
Undergrad	91
Unreported	735
Grand Total	**1455**

Number of Degrees Awarded by Gender

Over the last 45 years, the number of females awarded linguistics PhDs has overwhelmingly outpaced 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.

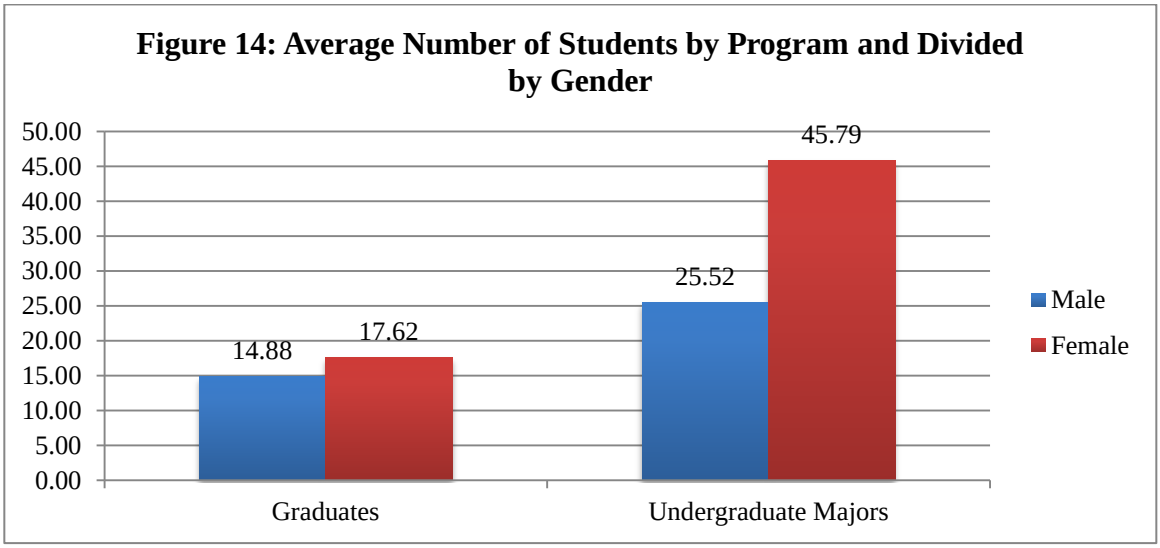
Figure 13: Earned Doctorates in Linguistics: 1966-2011 by Gender
Source: NSF Survey of Earned Doctorates 1966-2011



Student Enrollment and Financial Support

The graph below shows the average number of current undergraduate and graduate students per program reported in the LSA Directory. The number of graduate students by gender appears to be approximately equal percentage-wise to the doctorates earned from NSF and current graduate students from HDS-2 (60% female in the NSF survey, 54% female in the LSA Directory, 53% female in the HDS-2 survey).

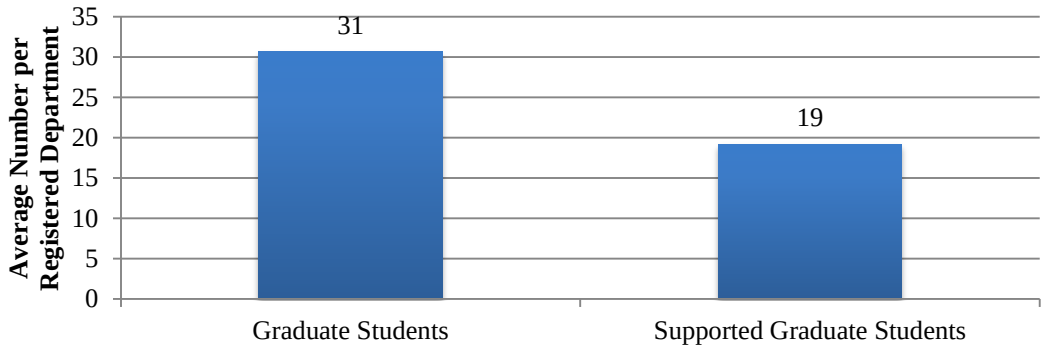
Figure 14: Average Number of Students by Program and Divided by Gender



There appears to be a much larger difference in gender for undergraduate students; female students are twice as numerous as male students, with about 28 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 (37 departments), they supported on average 57% of the students they enrolled. The average number of students supported is 19, which is lower than the average number of female and male graduate students per department. The number of graduate students supported in registered LSA departments appears below.

Figure 15: Average Number of Graduate Students per Department



Ethnicity 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 chose not to report their **ethnicity**.

Figure 16: Ethic Self Identification of LSA Members

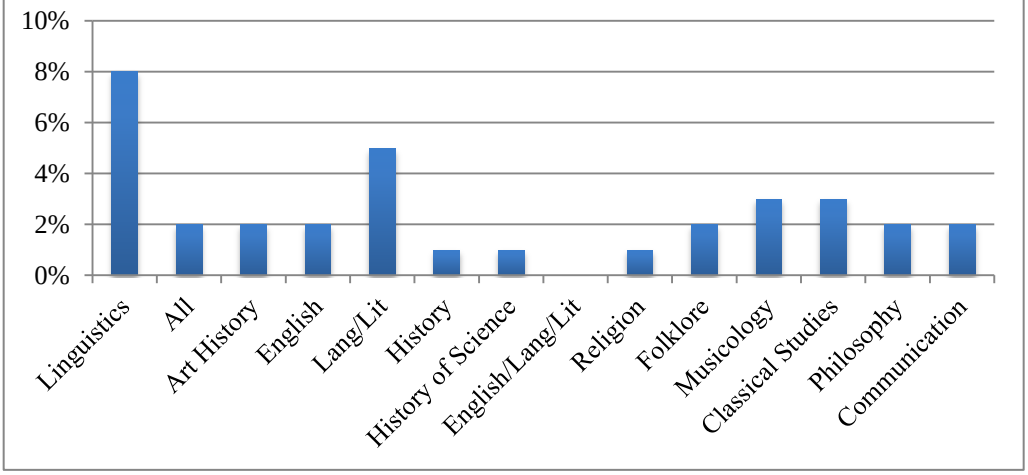
Ethnicity	Count
American Indian or Alaska Native	29
Asian	568
Black or African American	114
Native Hawaiian/Other Pacific Islander	12
Hispanic or Latino	184
Mixed/Other	134
White/Caucasian	1232
Unreported	3155
Grand Total	**5430**

Most regular members of the LSA reporting their **citizenship** are U.S. citizens (n=2298) versus citizens of other nations (n=1706).

Graduate Student Teaching

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

Figure 17: Percent of undergraduates taught by department grad students



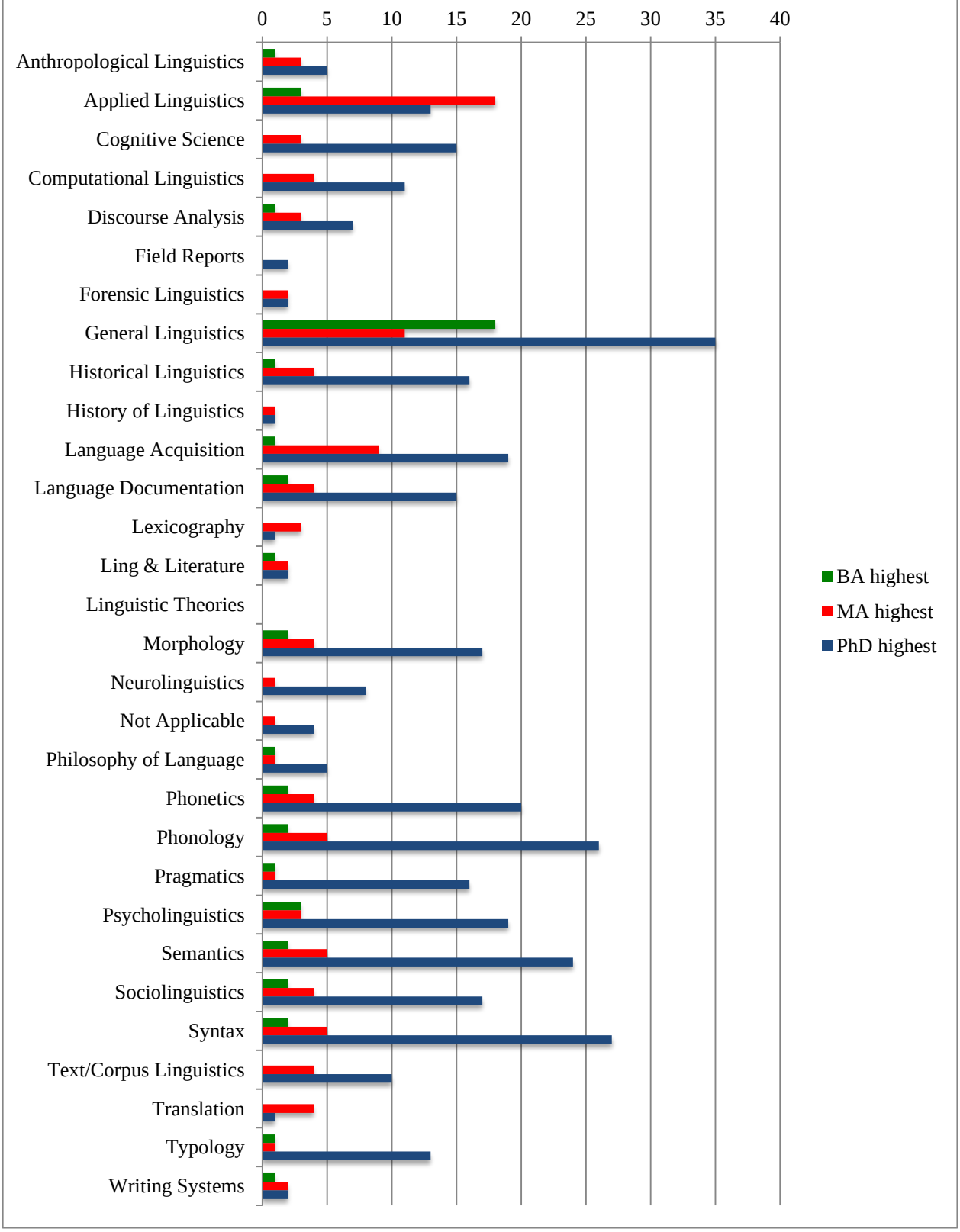
Program Specializations

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 18, next page).

Figure 18: Number of Departments with Specializations



Appendix

North American Institutions Providing Any Data on Students or Faculty (n= 59)

Arizona State University
Ball State
Biola University
Boise State University
Boston University
Brigham Young University
California State University, Fresno
California State University, Long Beach
Carleton College
Cedarville University
Central Connecticut State University
First Nations University of Canada
Graduate Institute of Applied Linguistics
Indiana State University
Johns Hopkins University
McMaster University
Miami University
New York University
Northeastern University
Northern Arizona University
Northern Illinois University
Northwestern University
Ohio State University
Pomona College
Portland State University
Reed College
Southern Illinois University Carbondale
Southern Illinois University Edwardsville
Stanford University
Temple University
Texas Tech University
Trinity Western University
Tulane University
University at Buffalo, The State University of New York
University of Alabama
University of California, Berkeley
University of California, Davis
University of California, Merced
University of Connecticut
University of Georgia
University of Iowa
University of Kansas
University of Mary Washington
University of Maryland
University of Michigan
University of Michigan – Flint
University of Minnesota
University of Montana
University of New Hampshire
University of North Carolina at Chapel Hill
University of Oklahoma
University of Papua New Guinea
University of South Carolina
University of Southern Maine
University of Szeged
University of Texas at Arlington
University of Washington
Washington University, St. Louis
Yale University