The State of Linguistics in Higher Education

Annual Report 2020

Eighth Edition

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The Linguistic Society of America

Acknowledgements

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Introduction

For many years, the Linguistic Society of America (LSA) has maintained a Directory of Linguistics Departments and Programs, which has included 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.

There was a significant decrease in the number of reporting institutions from 2018 to 2019, from 102 to 47. This decreased number persisted in 2020, when the number of reporting institutions was 43. Due to this decline, the reported statistical information in the 2020 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 2020 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 now available. Salary data has also been included from the 2019-20 Faculty in Higher Education Survey conducted by the College and University Professional Association for Human Resources (CUPA-HR). The report also contains 2017 data from the 2019 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. However, it is refreshing to note that in 2020, the LSA did see an increase in the number of members who chose to provide their demographic information as part of their member profiles; this may be due to a concerted effort put forth by the LSA in 2020 to encourage members to fill out their profile information to 100%

completion. Charts summarizing statistically relevant data from the LSA membership profiles are included in this report.

The LSA 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, for which the rate is more stable. The LSA data shows a decline in Master's degrees for 2019. A possible reason for this is that many linguists begin working in industries or areas of government after receiving their Bachelor's degree. It is interesting to note that in 2020, the number of Bachelor's degrees awarded by institutions which only have Bachelor's programs in linguistics decreased significantly, while Bachelor's degrees granted from institutions which run both undergraduate and PhD programs in linguistics increased significantly.

Overview of Trends in Linguistics

The most common career outcome for linguistics PhDs is a position at an institution of 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 26.6% 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[1] jobs, but still fall slightly below men in the number of full professor positions, with reporting departments showing an average of 2.27 male full professors to an average of 2.21 female full professors. This is an improvement over 2019's disparity of an average of 2.9 male professors for every 2.27 female full professors.

The number of doctoral students was growing over the 15-year period between 2001 and 2015[2]; in the 2011-2015 period, 1377 doctoral degrees in linguistics were awarded. However, the five-year period between 2016 and 2020 appears to be trending downward a bit; in the first four years of this span, only 938 doctorates in linguistics were conferred, and if 2020's numbers are similar to the past few years, the five-year period from 2016-2020 will definitely confirm a downtrend from the previous period.

More linguistics doctoral degrees are awarded to women, who represent over half of graduate students in linguistics. This trend has remained consistent over the past eight 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); however, the long-term trends for men are relatively flat, while the trends for women being awarded doctorates in linguistics is increasing over time. 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) Two or more races,

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[1] "tenure-track" is used throughout the report to refer to those linguists with the title of Assistant, Associate or Full Professor.
[2] The most recent year for which a five-year time span is available.

4) Black or African American, 5) Other or unknown race or ethnicity, 6) American Indian or Alaska Native, and 7) Native Hawaiian or Other Pacific Islander (see Figure 20A).

According to the American Academy of Arts and Sciences' HDS-3 report, released in 2020, "linguistics departments employed 1,850 full- and part-time faculty members in fall 2017, with an average of 13.8 faculty members per department (a statistically significant increase from 2012). Almost three-quarters of these faculty were either tenured or on the tenure track, and 16% were employed part-time." The report also indicated that linguistics departments' faculty numbers were 54% women in fall 2017. Their tenured faculty members were 48% women, 48% of tenure-track faculty were women, and 70% of non-tenure track faculty were women.

Although there is still a sizable number of LSA members who prefer not to disclose their ethnicity, that percentage does appear to be decreasing over time. For example, in 2013, 87% of active LSA members preferred not to disclose their ethnicity on their personal profiles. In 2020, however, that percentage has dropped significantly, to 41%. This is due to the LSA's concerted efforts to gather as much demographic information as possible.

Data Sources

LSA Directory

Data found in this report come from a variety of sources. Information about departments and programs is self-reported in the LSA's online Directory, found at www.linguisticsociety.org/programs. Since the upgraded directory was redesigned in 2013, 245 out of 255 departments/programs provided updates to 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 2020 (43 departments, or 17% of all registered departments). A little more than half of those responding offer the PhD as their highest degree (23 of the 43 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 (28 departments for job type, 26 for current students, 13 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 10 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 2019 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 2021 and did not include those members and departments that updated their information after that date. Most of the charts included in this report are for Regular Members who have completed their linguistics education. Data for Student Members (n=1050) 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.[3]

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 Linguistics in Higher Education Committee, and then updated in 2020 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) has now been released to the public, and readers can 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 College and University Professional Association for Human Resources (CUPA-HR) provides some information about academic salaries in linguistics fields, in the context of looking at the contribution of salaries to both tenure-line positions and non-tenure line/research positions. The reports can be accessed at https://www.higheredjobs.com/salary/salaryDisplay.cfm?SurveyID=56 for tenured and tenure-track faculty in linguistics and at

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[3] 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 2020 is largely consistent in regards to LSA membership trends.

https://www.higheredjobs.com/salary/salaryDisplay.cfm?SurveyID=57 for non-tenure teaching and research faculty.

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
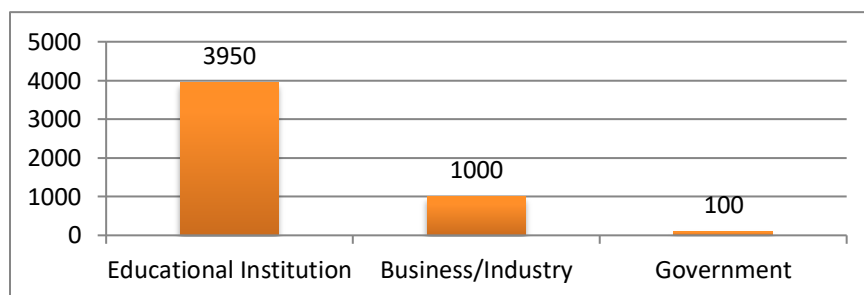Source: NSF Survey of Doctorate Recipients (2018)

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)
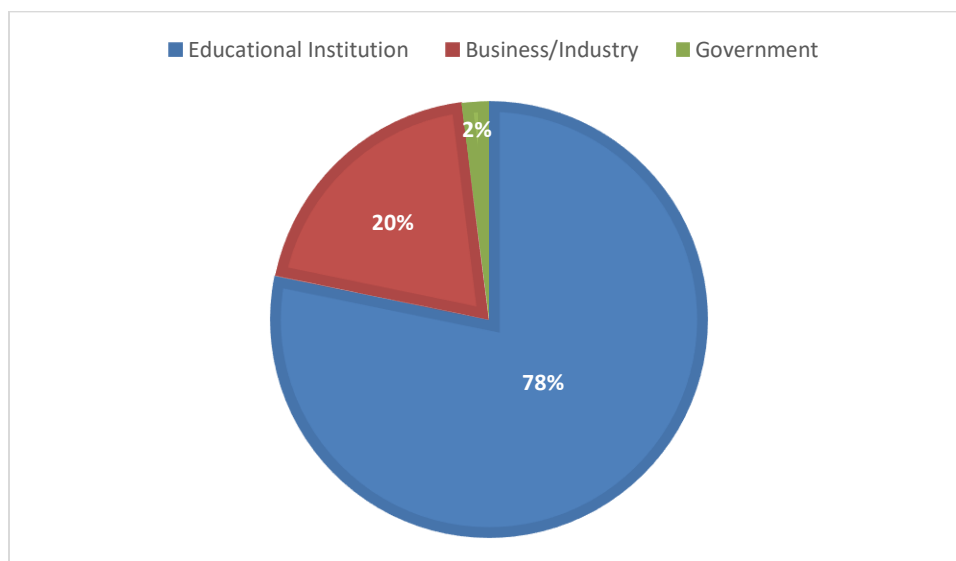
For current LSA members completing a profile in the membership database, the dominance of careers in Higher Education is more pronounced. The figures (2A and 2B) detail members' self-reporting of their employment sector in the LSA Members Database as of January 2021. Figure 3A shows non-student employment data between 2013 and early 2021, 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 to 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 2021 (N=2255)

| LSA Members Employment Sector	Count of Employer Type
4-Year College / University	1310
Business / Industry	56
Government	34
Junior College/2-Year College/Technical Inst.	19
K-12 School	27
Non-Profit Organization	41
Other	30
Self-Employed	27
Unreported	711
Grand Total	**2255**

Figure 2B: Percent of Total LSA Non-Student Members by Employment Sector
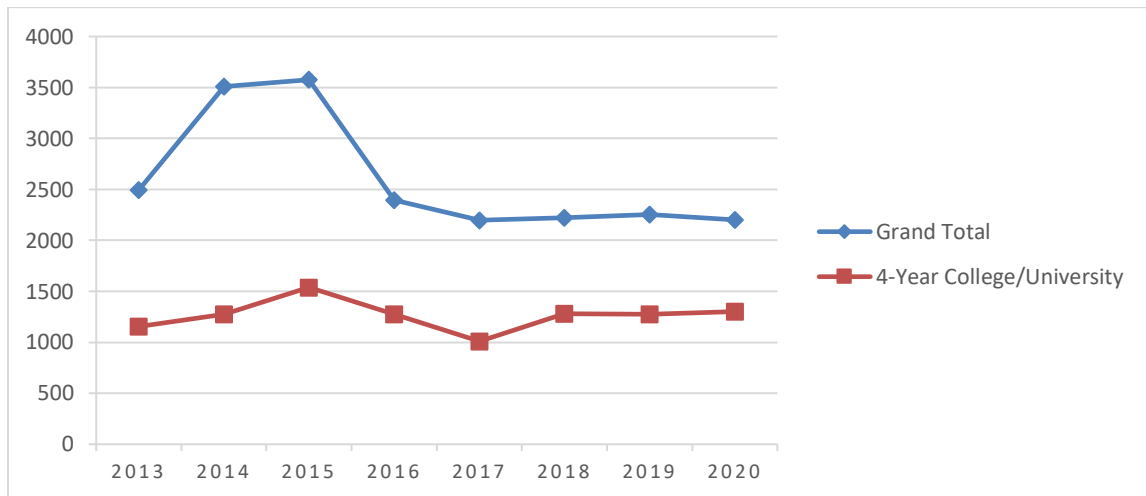Source: LSA Member Database, January 2021 (N=2255)
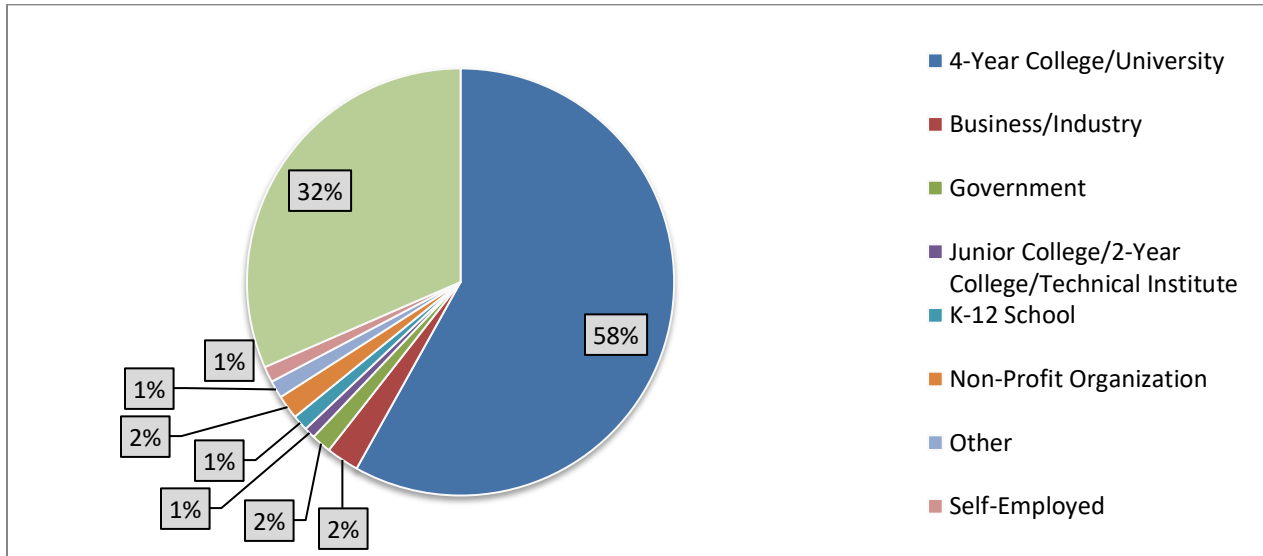
Figure 3A: Number of Non-Student Members by Employment Sector (Excluding 4-Year College/ University Data), 2013-2020
Source: LSA Member Database
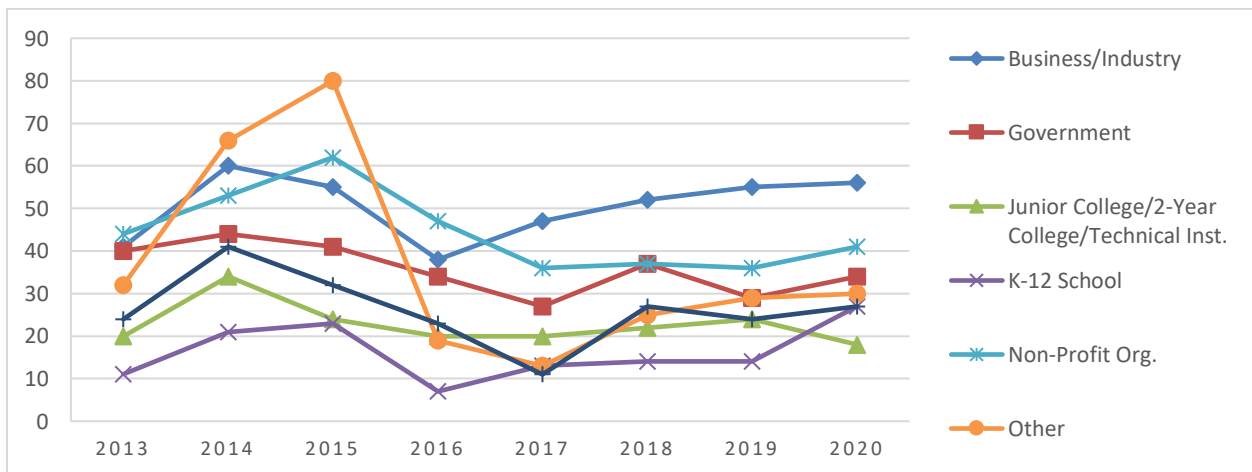
Figure 3B: Number of Non-Student Members Employed by a 4-Year College or University Compared to Total of Non-Student Members, 2013-2020
Source: LSA Member Database

Job Types

For all departments that reported employees by academic job title, more employees fell into the tenure-track categories (870, 39.5%) than the other categories. This shows a 3.3% increase from 2019. 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 2020 (N=870), there was a 273.5% increase in number from data reported in 2013 (N=380). However, it is possible that this represents an increase in reporting institutions. Other positions, including adjunct faculty, postdoctoral fellows, self-employed members and lecturers, represented 16% of the job titles in 2020; this is a 3% increase from 2019's numbers.
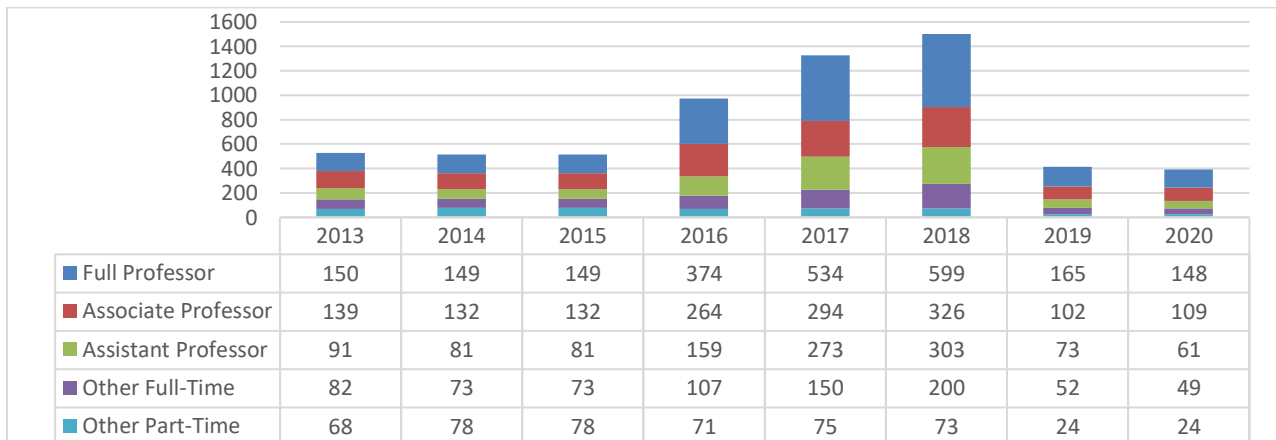
Figure 4A: Job Titles by Percentage, 2020
Source: LSA Directory of Linguistics Departments and Programs
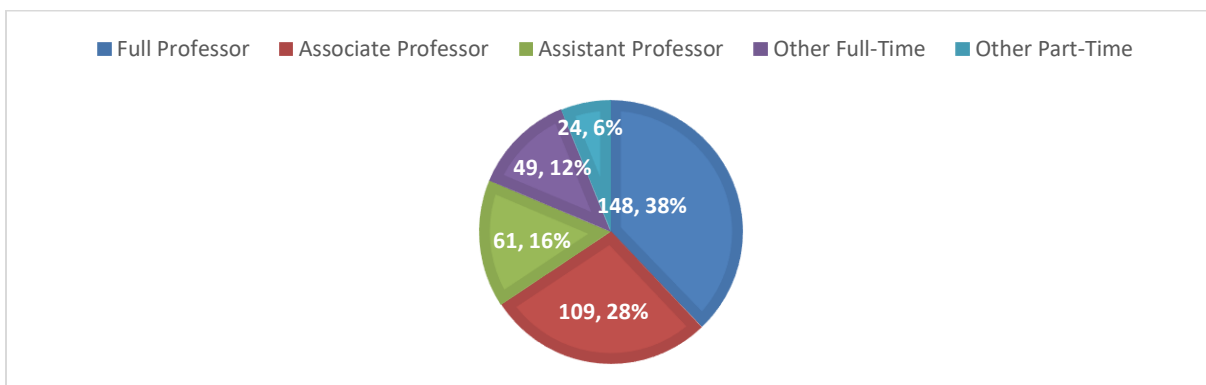
Figure 4B: Job Titles by Percentage, 2013-2020
Source: LSA Directory of Linguistics Departments and Programs

	2013	2014	2015	2016	2017	2018	2019	2020
Full Professor	150	149	149	374	534	599	165	148
Associate Professor	139	132	132	264	294	326	102	109
Assistant Professor	91	81	81	159	273	303	73	61
Other Full-Time	82	73	73	107	150	200	52	49
Other Part-Time	68	78	78	71	75	73	24	24

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 Part-Time positions per department. Other Full-Time positions dropped significantly between 2018 and 2020, from an average of 3.6 faculty members per reporting department to an average of 0.545. The eight-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.

Figure 5A: Average Number of Types of Positions for Reporting Departments, 2020
Source: LSA Directory of Linguistics Departments and Programs, January 2021
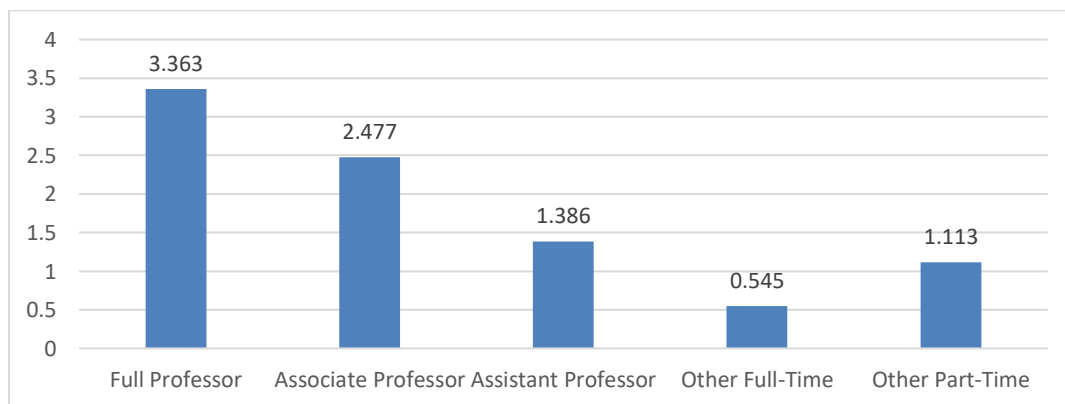
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* Due to drop in reporting institutions based on the LSA departmental directory, longitudinal comparison to previous reported years will not be valid.

Figure 5B: Average Number of Types of Positions for Reporting Departments, 2013-2020
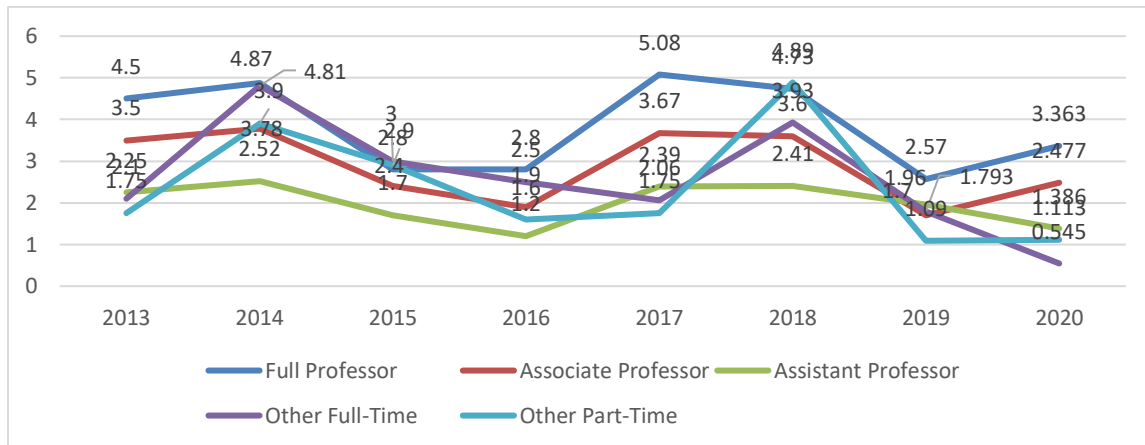Source: LSA Directory of Linguistics Departments and Programs, January 2021

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.

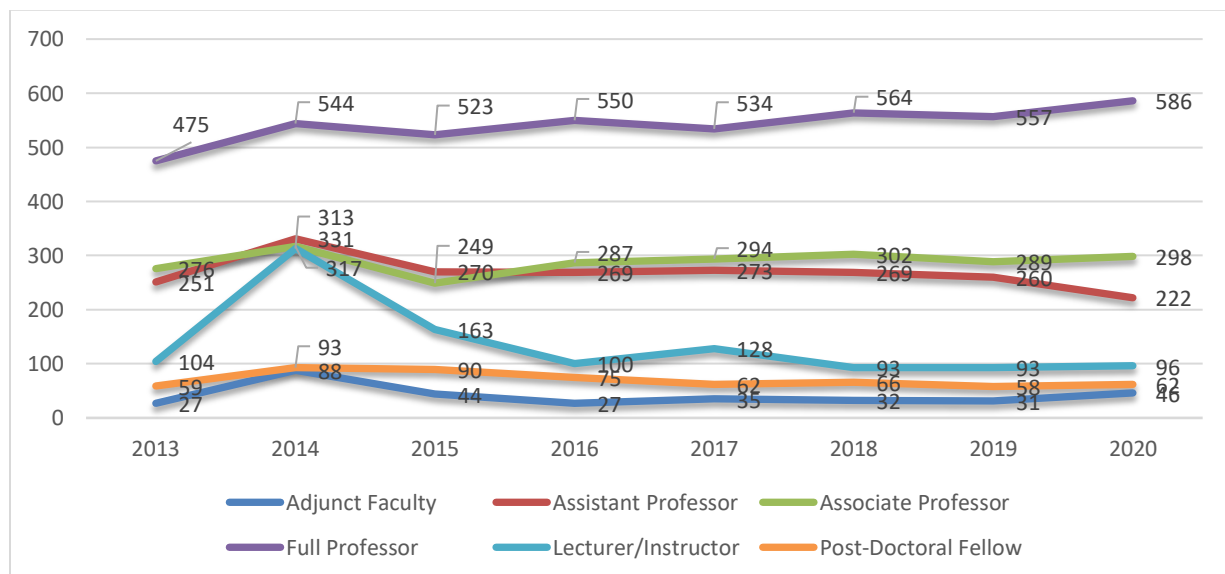*Figure 6A: Frequencies of Non-Student Members by Job Titles and by Tenure, 2020*
Source: LSA Member Database, January 2021 (N=2201)

LSA Members	Count
Full Professor	586
Assistant Professor	222
Associate Professor	298
Adjunct Faculty	46
Lecturer / Instructor	96
Not Applicable	150
Post-Doctoral Fellow	62
Unreported	741
Grand Total	**2201**

| LSA Members with Tenure	Count
No	396
Yes (either currently or prior to retirement)	870
Unreported	935
Grand Total	**2201**

Figure 6B, below, shows LSA members by job title according to data collected between 2013 and 2020. Most numbers for 2020 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 25.9% 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, 2013-2020
Source: LSA Member Database, January 2021

Figure 6C: Frequencies of Reporting Non-Student Members by Tenure, 2013-2020
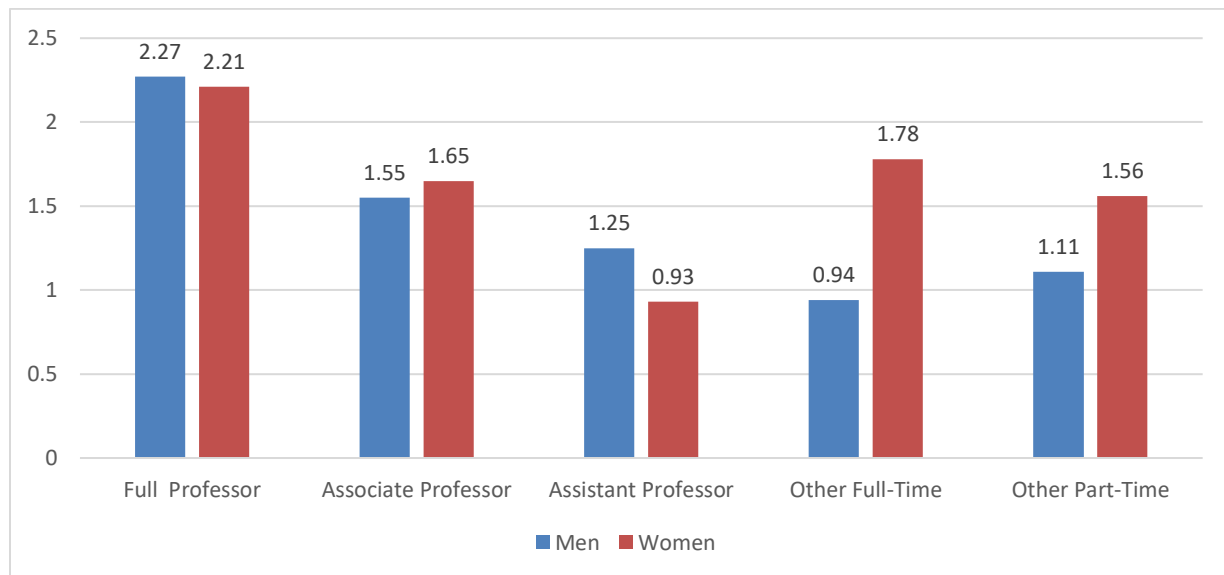Source: LSA Member Database, January 2021
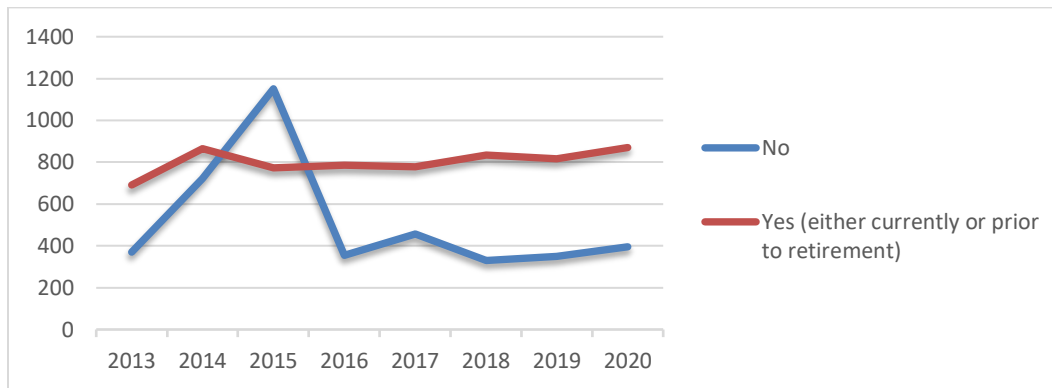
Job Type by Gender

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, 2020
Source: LSA Directory of Linguistics Departments and Programs, January 2021

Note that Figure 8 shows nearly twice as many women in the "Other Full Time" position than men in that category. However, men only very narrowly outnumber women, on average, in the "Full Professor"
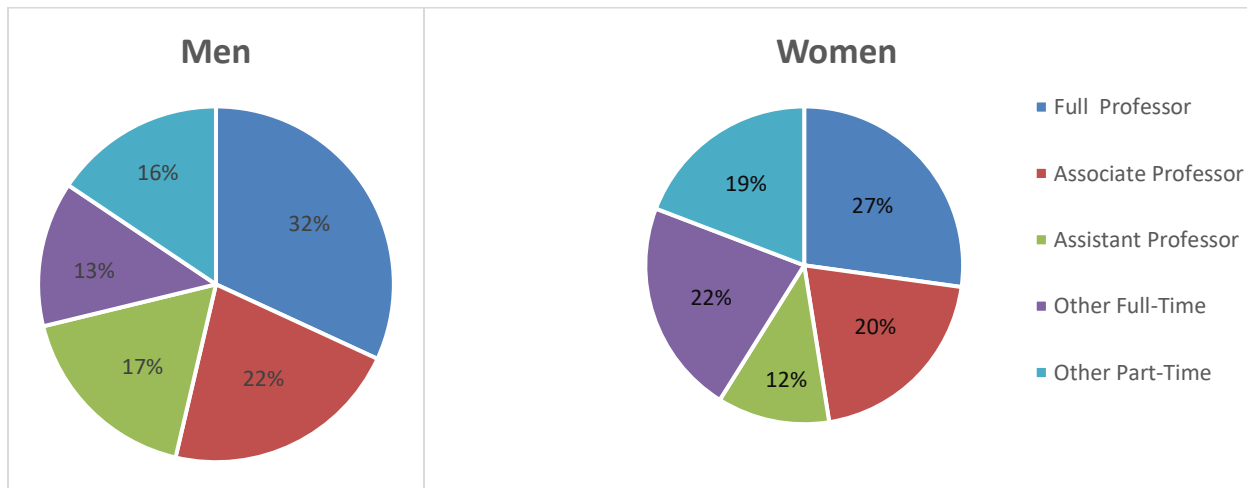
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[*] Due to drop in reporting institutions based on the LSA departmental directory, longitudinal comparison to previous reported years will not be valid.

category; that gap is closing. There are also on average more women in "Other Part-Time" and "Associate Professor" positions for 2020. Women have never in the past eight years averaged more "Full Professor" positions than men in the Directory data (see figure 10). This is true even though from 2013 to 2020 women have always averaged higher than men in total number of positions (see Figure 11). It is worth noting that the average number of "Full Professor", "Associate Professor", and "Other Full-time" positions fell from 2019 to 2020, for both men and women, and the "Other Part-Time" positions average went up. It is possible that this could be due to the job market changing during the Covid-19 pandemic.

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

Figure 9: Percentage of Gender for Each Job Type
Source: LSA Directory of Linguistics Departments and Programs, January 2021

There were, overall, 44 departments[*] that reported on employment this year. Of those reporting, there were 75 male full professors and 73 female full professors for a total of 148 full professors at 33 departments. This was a decrease of 17 full professors from last year's data, which may possibly be due to complications in the job market due to the Covid-19 pandemic. By percentage, 27% of women at reporting departments hold the position of full professor (as compared to 2019's 28%), while 32% of men at reporting departments do (as compared to 2019's 35%).

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

Figure 10: Average Number of Full Professors per Department by Gender, 2013-2020
Source: LSA Directory of Linguistics Departments and Programs, January 2021
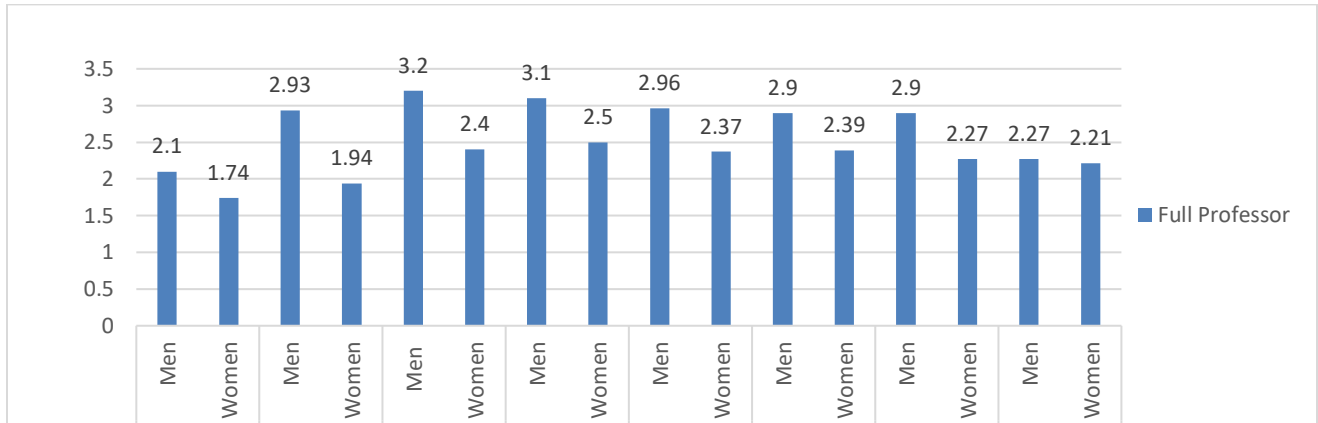
Since the LSA began collecting data in 2013, men have averaged a higher number of full professor positions per department each year. Data from 2020 suggests that the difference in average number of female full professors per department has shown a slight decline from 2019's 2.27 to 2020's 2.21, but the number of male full professors during that same time shows a sharper decline, from 2.9 in 2019 to 2.27 in 2020. This has served to narrow the gap between the average number of men versus women in full professor positions.

Figure 11[*] shows a breakdown of the average types of position per department by gender from 2013-2020. Overall, for each year, more 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, 2013-2020
Source: LSA Directory of Linguistics Departments and Programs, January 2021

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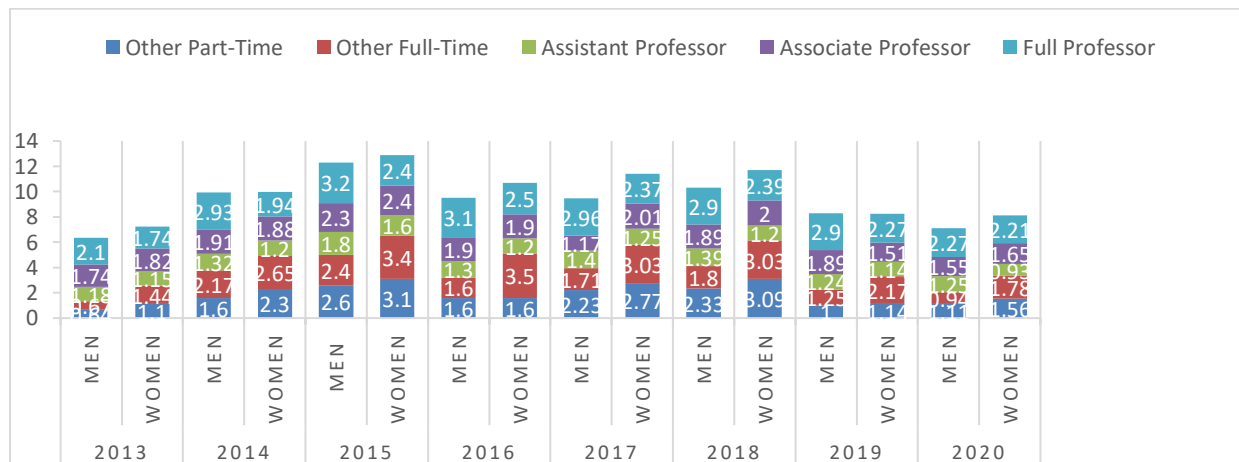
[*] Due to drop in reporting institutions based on the LSA departmental directory, longitudinal comparison to previous reported years will not be valid.

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 2020 was compared to the salaries reported by universities included in the 2019-2020 CUPA-HR Survey (see figure 12A). The data collected from participating departments was also compared in a six-year span: 2015 (9 reported programs), 2016 (7 reported programs), 2017 (7 reported departments), 2018 (10 reported departments), 2019 (4 reported departments), and 2020 (4 reported departments).

Figure 12A: Salary for Job Titles
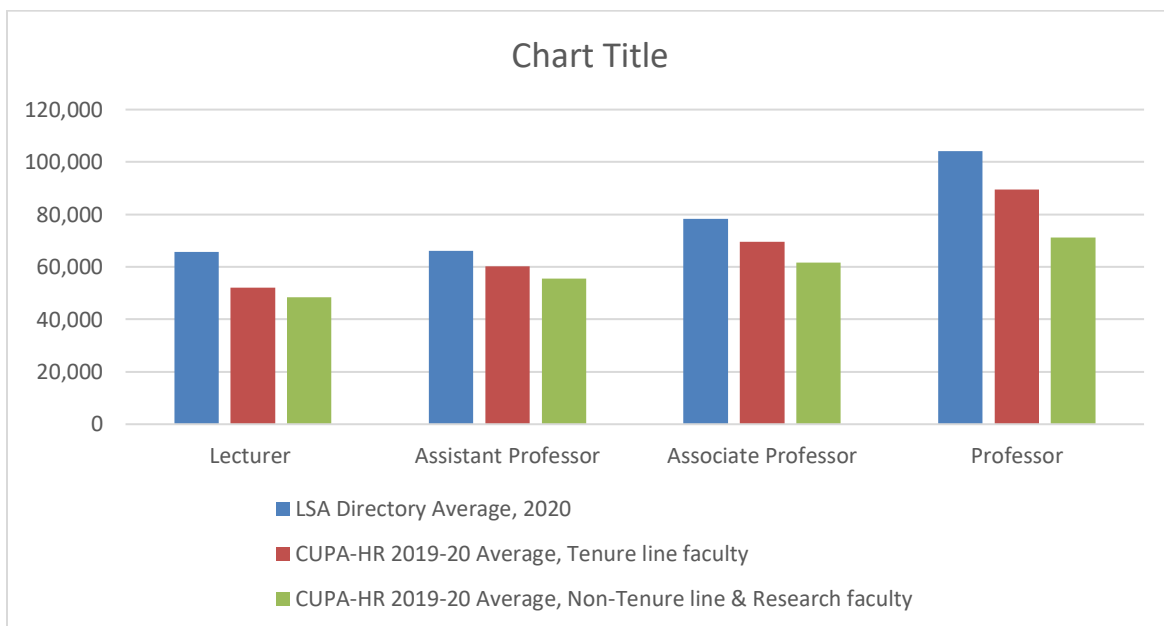Sources: LSA Directory of Linguistics Departments and Programs, January 2021, & CUPA-HR Survey 2019-20

Figure 12a shows an average of salary information per job title in the LSA directory for 2020 compared to the CUPA-HR averages for both tenure-line faculty and non-tenure line/research faculty. The data reported in the LSA directory[*] in 2020 averages somewhat higher than reported averages from the CUPA-HR survey. In previous years, the LSA Annual Report utilized salary data from the AAUP survey reporting, which provides salary data from all academic fields on average; the CUPA-HR survey information, however, provides more targeted salary data regarding foreign languages, literatures, and linguistics and therefore provides a better comparison against the LSA reported figures.

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

Figure 12B: Salary for Job Titles, 2014-2020
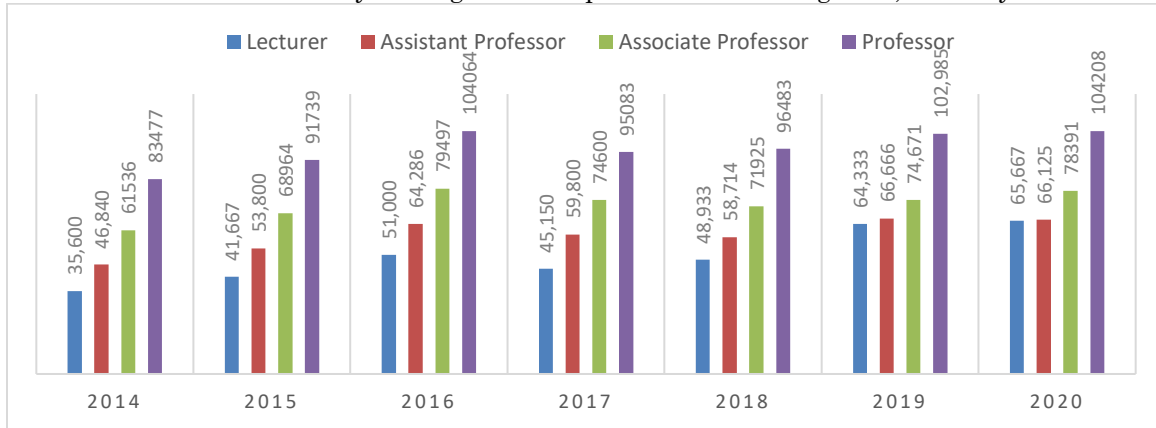Source: LSA Directory of Linguistics Departments and Programs, January 2021

Figure 12B shows the change in salary data over the past seven years from departmental reported information. The reported salaries for full professor, associate professor, and lecturer show a modest positive change in 2020, but they show a slight decrease for assistant professors. Nonetheless, there are few participating departments reporting information; for the 2020 data, there were only 4 reporting departments. This suggests that the information being reported here may not be fully representative of the full group of institutions involved with the LSA.

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 1967-2019**
Source: ED Integrated Postsecondary Education System (IPEDS)
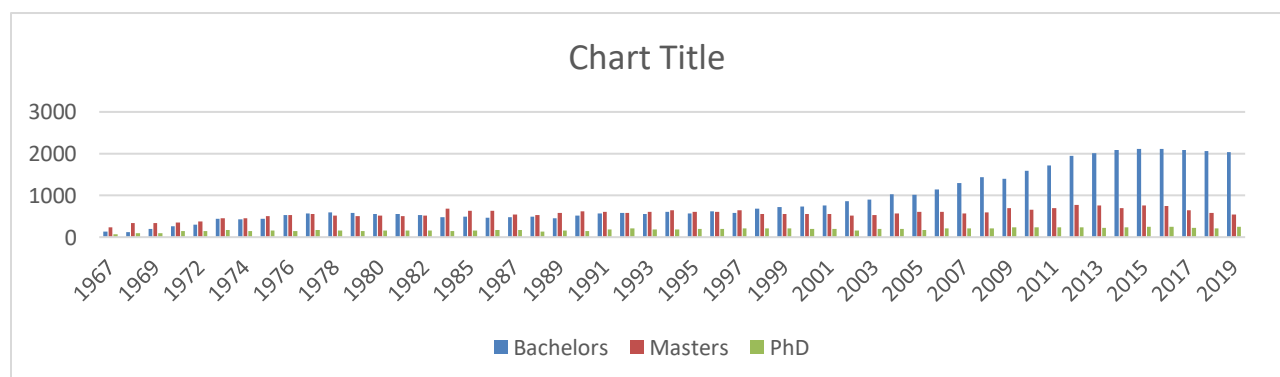
Similar to Figure 13, Figure 14A shows that the trend in doctorate awardees in Linguistics in the last ten years has shown relatively positive growth. The graph shows an increase in Linguistics Doctorates from 1997-2015, and the trend stabilized through 2019.

Figure 14A: Total Linguistics Doctorates Awarded: Across 5-Year Spans 1960-2015
Source: Survey of Earned Doctorates, 2015
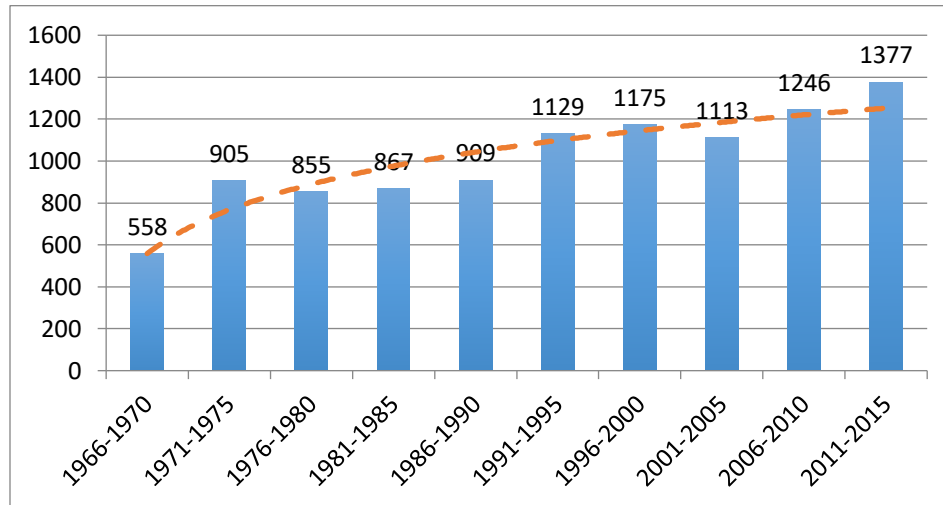
In Figure 14B, the number of institutions awarding doctorates in Linguistics shows a steady increase from the 1960s, a flattening in the late 1970s, and then a steady increase beginning in the late 90's. However, the graph itself shows a lot of fluctuation over approximately five-year periods. In 2015, there was a steep drop-off rate in the number of institutions that granted doctorates. The data for 2016-2019 shows that so far 938 linguistics doctorates were awarded, which indicates that the five-year period from 2016-2020 will trend lower than the previous ten-year span of time (2006-2015). The most recent Survey of Earned Doctorates, issued for 2016-2020, no longer appears to publicly provide this specific information for the field of linguistics, so it is not possible to update this report with further information on this subject further at this time.

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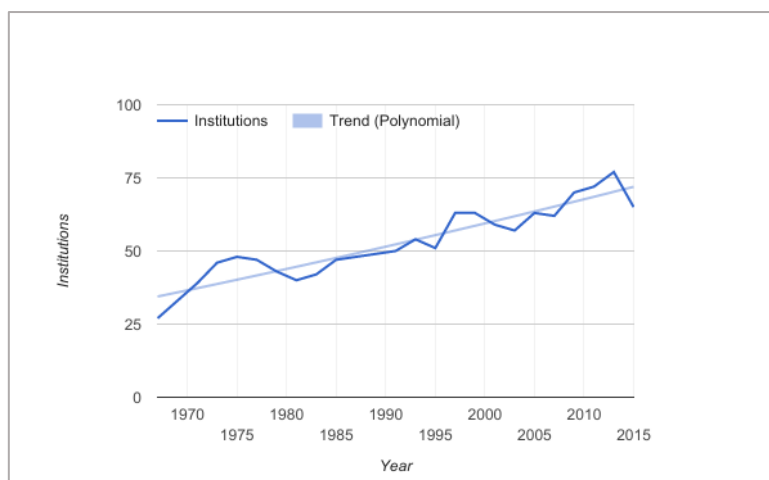Source: Survey of Earned Doctorates

Figure 15A shows the number of degrees awarded in 2020, 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. In 2020, the conferral of Bachelor's degrees shifted from Bachelor's-granting institutions to PhD-granting institutions, which shows that there is growth of Bachelor's degrees in linguistics at institutions which are promoting graduate studies in this field. However, it is possible that this may be attributed to the reporting rates of participating programs. Out of 5 institutions that listed Bachelor's as the highest degree offered by their program, 1 reported on how many degrees they awarded in 2020, and out of 17 institutions that listed PhD's as the highest degree offered by their program, 8 reported on how many degrees they awarded in 2020. Bachelor's degrees continue to be the most awarded among the three categorizations of degree-awarding institutions.

Figure 15A: Number of Degrees Awarded by Highest Degree Offered
Source: LSA Directory of Linguistics Departments and Programs, 2020
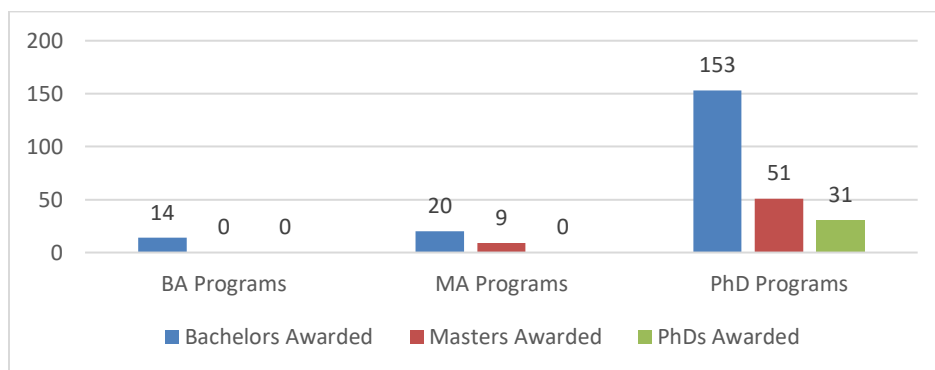
Figure 15B* shows that 2020 saw a decrease in the number of Bachelor's degrees awarded by institutions with Bachelor's as their highest degree offered and that the number of Bachelor's degrees awarded by PhD and Master's degree granting institutions has grown since 2016. The number of PhDs and Master's degrees awarded over this time has shown a smaller rate of growth.

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* 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 2021

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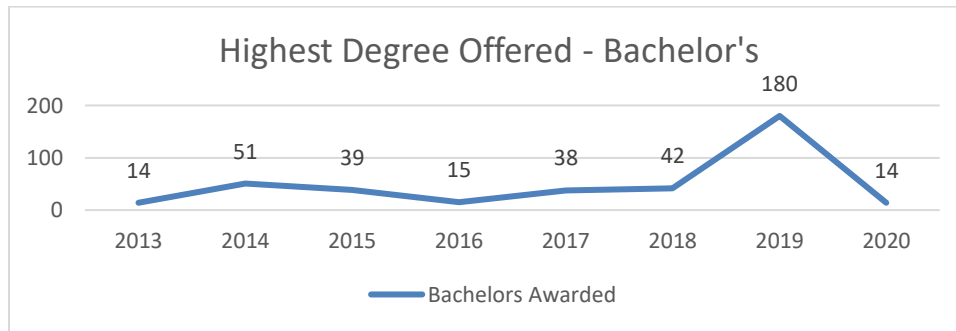
Figure 15B-2: Average Number of Degrees Awarded by Highest Degree Offered by Program

Source: LSA Directory of Departments and Programs, January 2021

Highest Degree Offered - Master's

Figure 15B-3: Average Number of Degrees Awarded by Highest Degree Offered by Program
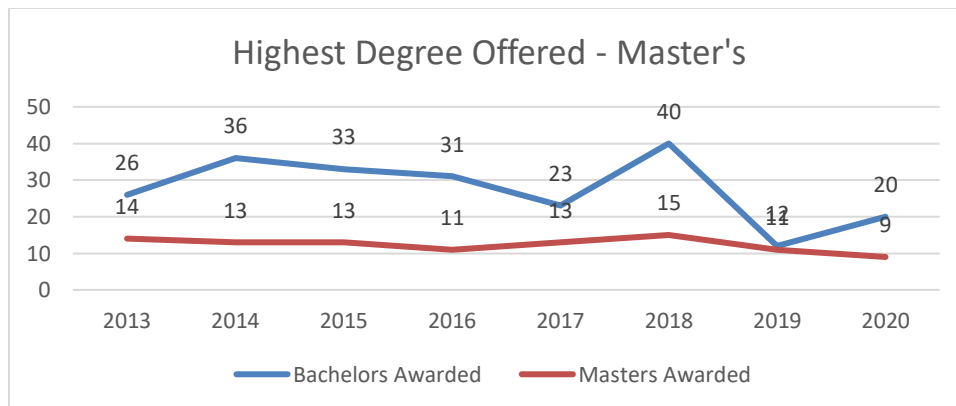
Source: LSA Directory of Departments and Programs, January 2021
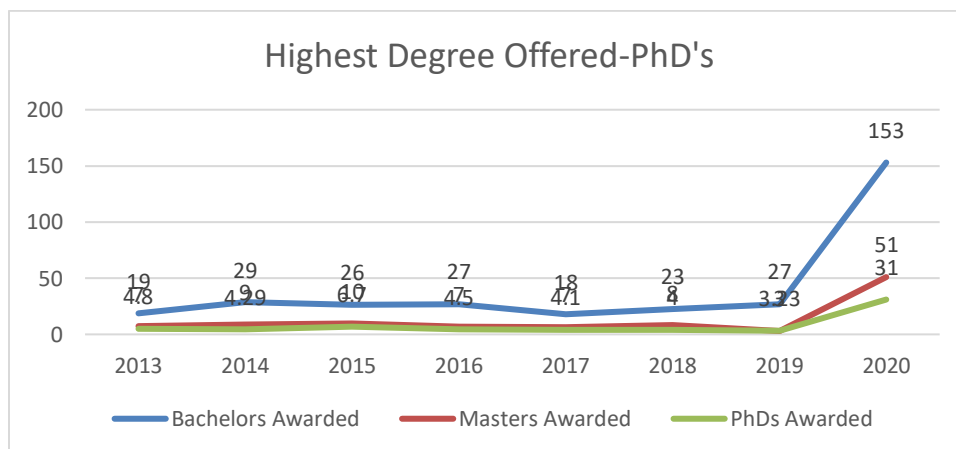

Highest Degree Offered-PhD's

Figure 16A shows LSA members' self-reported education status. For LSA regular non-student members who reported their highest degree earned, 87.5% hold PhDs. Eighty-seven 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 three 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 2015, the number of LSA members in each education group has remained consistent over the past five years, from 2015-2019. In 2020, the number of reported PhD's decreased somewhat; this could possibly be because of the Covid-19 pandemic, which may have caused some students to delay their PhD defenses and/or graduations.

Figure 16A: LSA Member Education Status
Source: LSA Member Database, January 2021

Highest Degree (All Members)	Count	Percentage of Reported Members	LSA Student Members	Count of Year in Program	Percentage of Reported Members
BA / BS	49	3.01%	Grad - Year 1	146	23.66%
MA / MS / MEd	126	7.75%	Grad – Year 2	121	19.61%
Other	28	1.72%	Grad - Year 3	96	15.56%
PhD	1423	87.5%	Grad - Year 4	70	11.35%
Unreported	580	N/A	Grad - Year 5	52	8.43%
Grand Total	2206		Grad - Year 6+	52	8.43%
			Undergrad	80	12.97%
Total Reported	1626		Unreported	433	N/A
			Grand Total	1050	
			Total Reported	617	

Figure 16B: LSA Reporting Member Education Status, 2013-2020
Source: LSA Member Database, January 2021
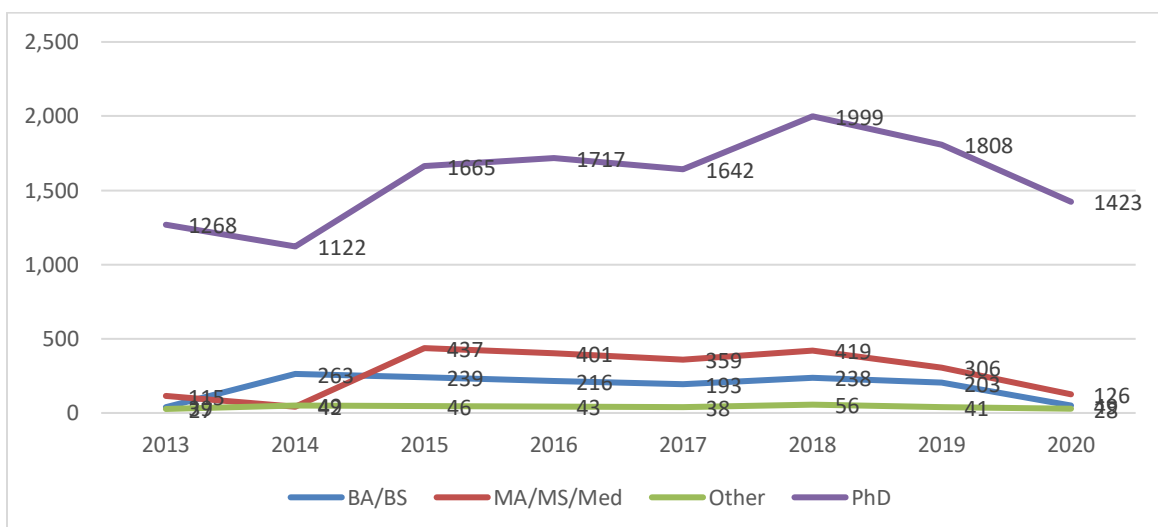
Number of Degrees Awarded by Gender

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 4 women to 3 men, data from 2019 suggests that the number of doctorates earned by women has increased (n=142, up 23 from 2017), and doctorates earned by men are also increasing (n = 103, up 14 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: 1966-2019 by Gender
Source: NSF Survey of Earned Doctorates, 1966-2019
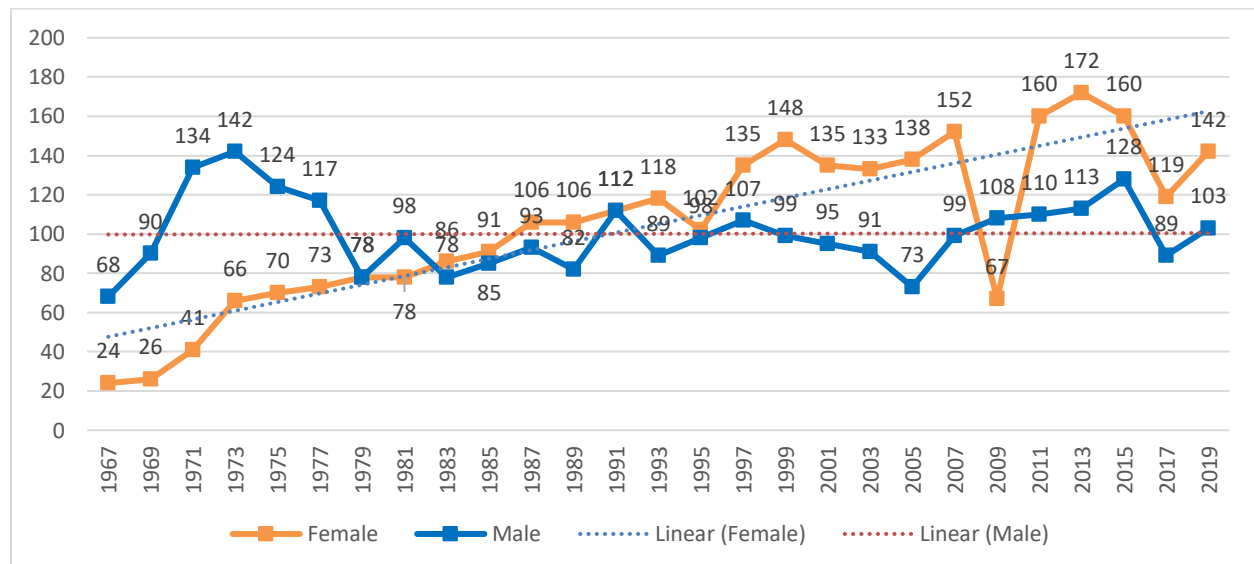
Student Enrollment and Financial Support

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 to 66.88 from 49.64 in 2018, but then it declined again in 2020 to 48.57. The average number of graduate women showed a decline from 21.78 in 2018 to 16.86 in 2019, but this average is on the increase again in 2020 to 19.5. The average for undergraduate men showed a slight decrease from 26.38 in 2018 to 24.07 in 2019, but in 2020 it sharply declined to 18. The average for graduate men also declined from 15.18 in 2018 to 13.71 in 2019, and 2020's average is remaining steady at 13.59. Figure 18B*shows relatively consistent averages for men and women in undergraduate and graduate

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

programs from 2013 to 2020, with some fluctuation between 2018 and 2020. Figure 18B also shows that there are 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 2021
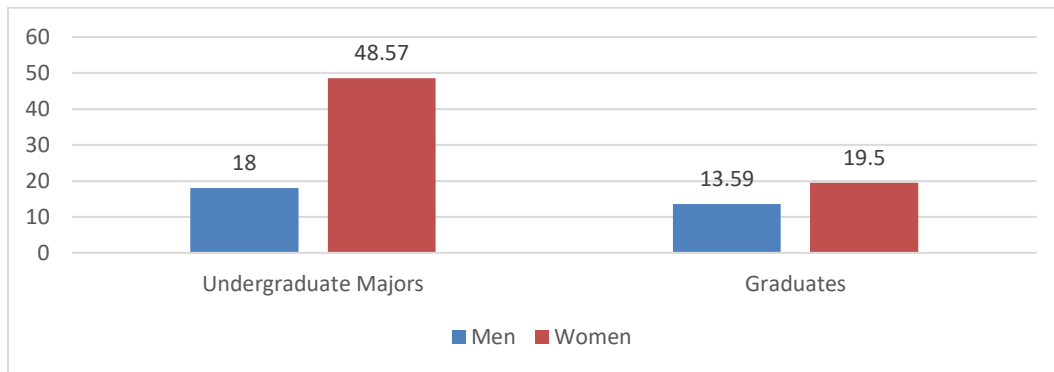
Figure 18B: Average Number of Students by Program and Divided by Gender, 2013-2020
Source: LSA Directory of Departments and Programs, January 2021

Women chart (Undergraduate/Graduate):

Year	Undergraduate	Graduate
2013	49.3	21.4
2014	45.79	17.62
2015	45.6	21
2016	56	19
2017	51.34	21.61
2018	49.64	21.78
2019	66.88	16.86
2020	48.57	19.5

Men/Women chart:

Year	Men UnderGraduates	Women UnderGraduates	Men Graduates	Women Graduates
2013	22.6	49.3	16	21.4
2014	25.52	45.79	14.88	17.62
2015	27.7	45.6	16.7	21
2016	27	56	15	19
2017	28.48	51.34	15.59	21.61
2018	26.38	49.64	15.18	21.78
2019	24.07	66.88	13.71	16.86
2020	18	48.57	13.59	19.5

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 45% decrease from an average of 34.24 in 2018 to 15.31 in 2019, and then it increased by 180% again in 2020 to an average of 42.83 per department. The average number of supported graduate students remained relatively constant from 2018 to 2019, and then it increased by 51% from an average of 14.28 in 2019 to 21.59 in 2020. Figure 19B[*] suggests a possible developing downward trend in the number of supported graduate students for the past six years of data collection from 2014-2019, but it may be recovering somewhat as of 2020, or at least stabilizing. It is important to note that of the 26 institutions that reported the number of graduate students and the 24 institutions that
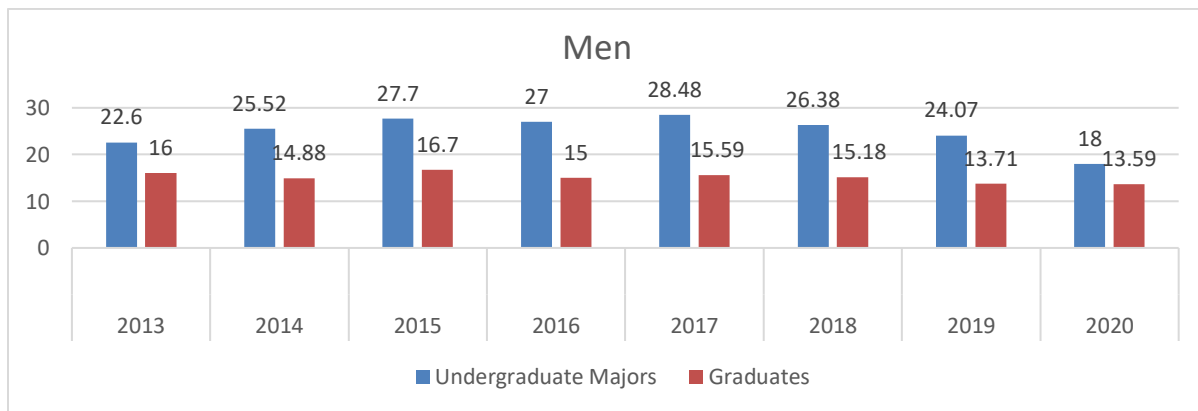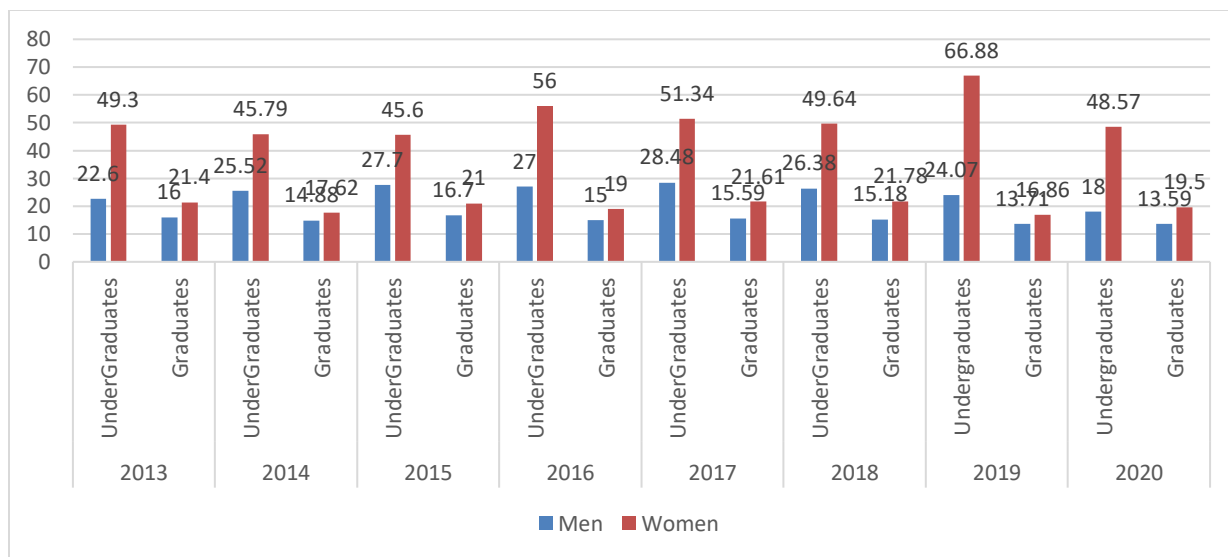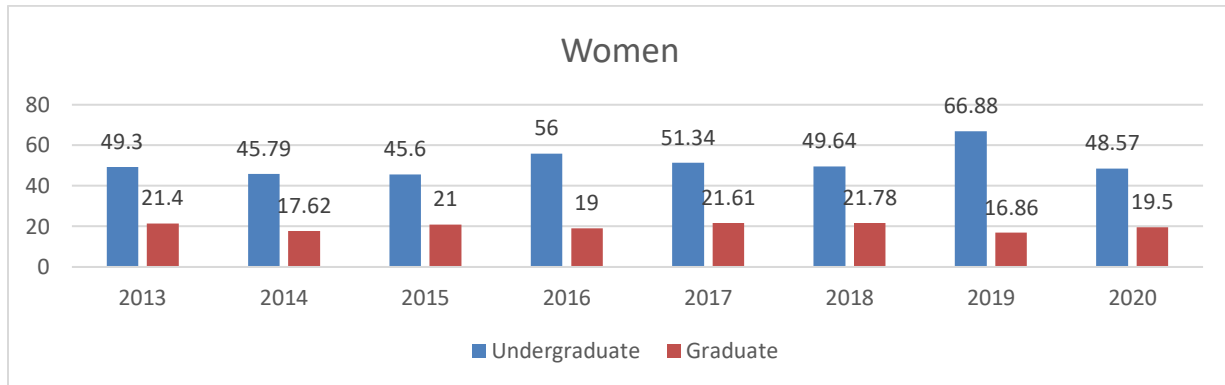
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[*] Due to drop in reporting institutions based on the LSA departmental directory, longitudinal comparison to previous reported years will not be valid.

reported the number of supported graduate students, only 17 reported both data points. For this reason, Figure 19A is based only on those 17 reporting departments.

Figure 19A: Average Number of Graduate Students per Department
Source: LSA Directory of Departments and Programs, January 2021
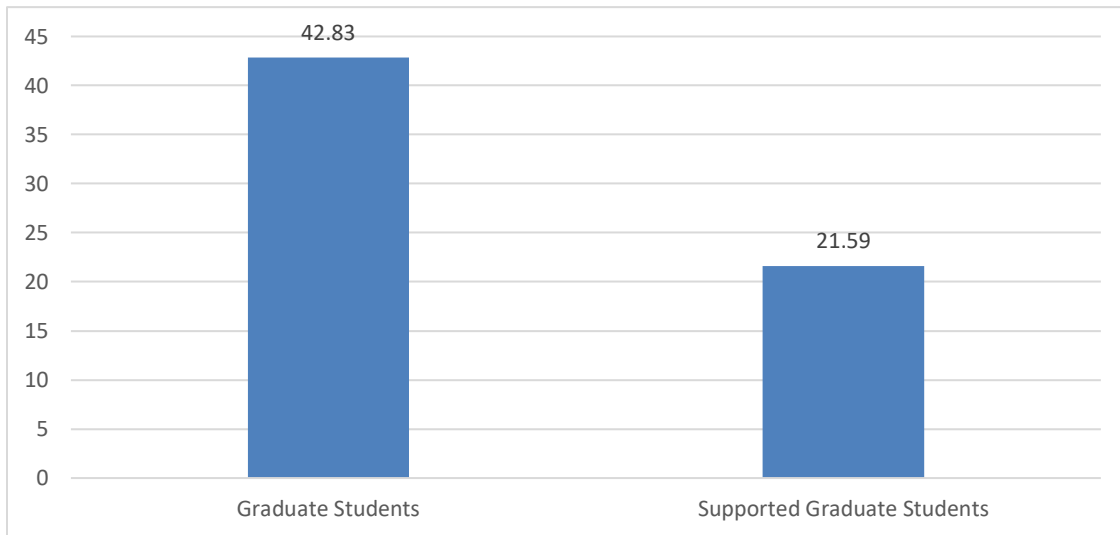
Figure 19B: Average Number of Graduate Students per Department, 2013-2020
Source: LSA Directory of Departments and Programs, January 2021
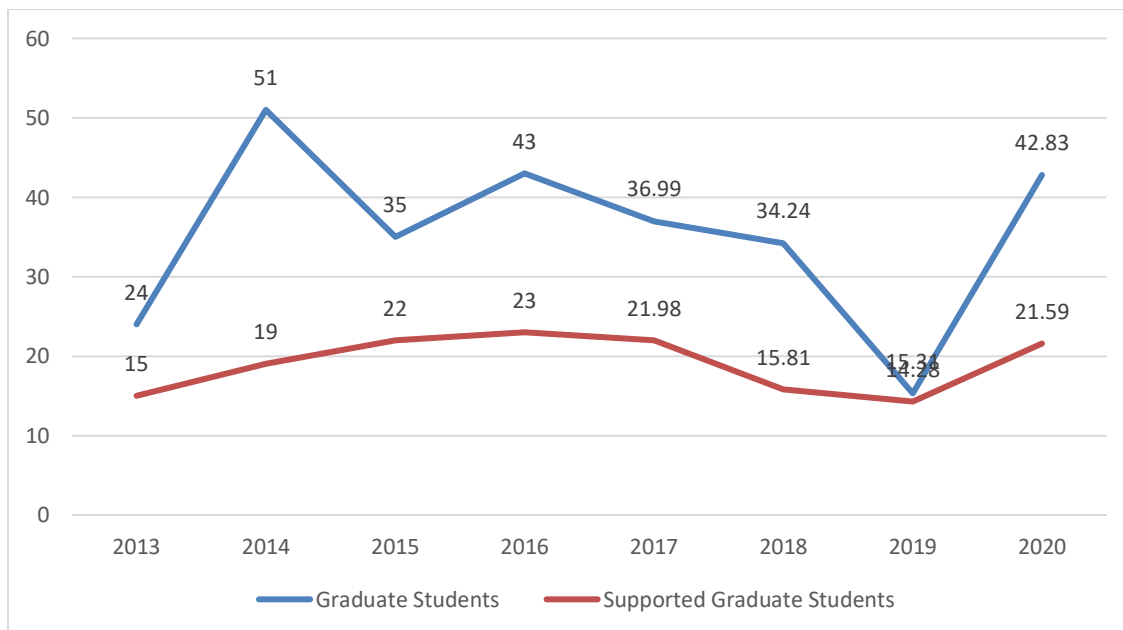
Degrees by Ethnicity

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, 2019 data from the 2019 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 (2019)
Source: NSF 2019 Women, Minorities, and Persons with Disabilities in Science and Engineering
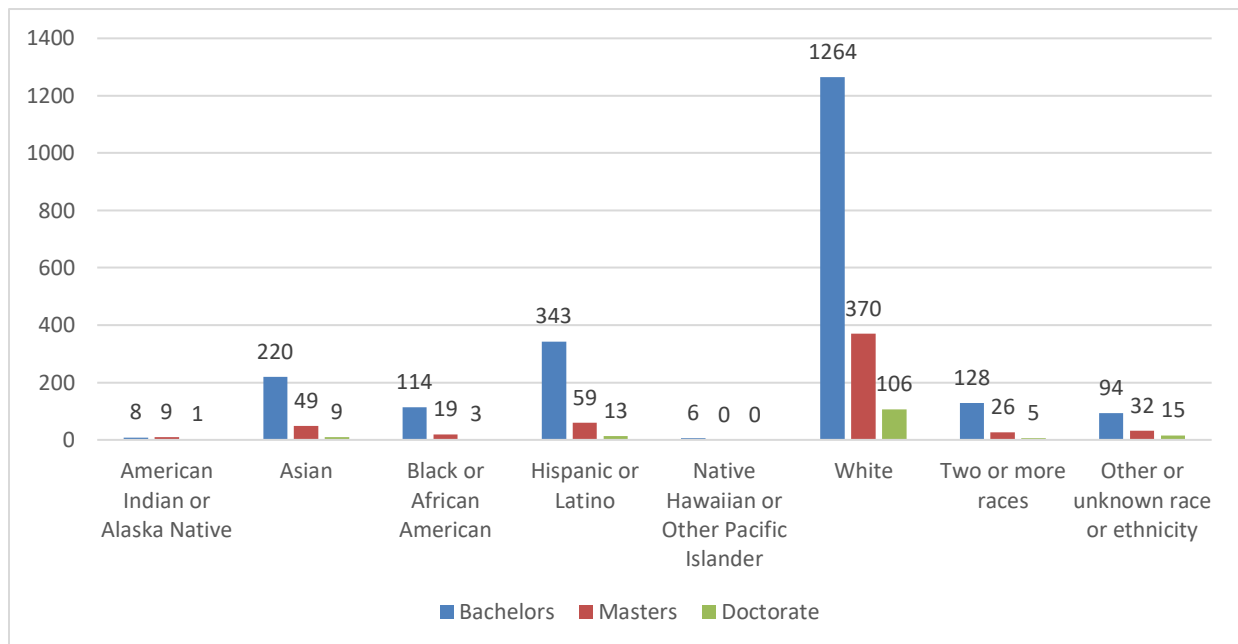

Figure 20A showcases Awardees in degree production in Linguistics in 2019. Please note that the information provided in the NSF 2019 Women, Minorities, and Persons with Disabilities in Science and Engineering report provides data collected from 2006-2016, which is the same data provided for students by ethnicity in linguistics which was provided in the 2017 reporting. More degree awardees listed their ethnicity as White than any other ethnicity, regardless of type of degree, followed by Hispanic or Latino, Asian, Two or more races, Black or African American, 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 41% chose not to report their ethnicity in 2020 (slightly down from 45% being unreported in 2019). 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 41% 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 2021

Ethnicity	Count
American Indian or Alaska Native	20
Asian or Asian American	365
Black or African American	78
Native Hawaiian/Other Pacific Islander	3
Hispanic or Latino	78
Mixed/Other	178
White/Caucasian	1242
Unreported	1344
Grand Total	3308

In Figure 21, the ethnic self-identification of LSA members is reported for the last eight 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.

Although there is still a sizable number of LSA members who prefer not to disclose their ethnicity, that percentage does appear to be decreasing over time. For example, in 2013, 87% of active LSA members preferred not to disclose their ethnicity on their personal profiles. In 2020, however, that percentage has dropped significantly, to 41%.

Figure 21: Ethnic Self-Identification of LSA Members, 2013-2020

Source: LSA Member Database

| Ethnic Self-Identification of LSA Members								
	2013	2014	2015	2016	2017	2018	2019	2020
American Indian or Alaska Native	3	29	59	10	18	31	15	20
American Indian or Alaska Native, White/Caucasian	1	no data	no data	no data	no data	no data	no data	no data
Asian or Asian American	71	568	290	320	292	381	354	365
Black or African American	9	114	48	49	47	76	71	78
Native Hawaiian/Pacific Islander	no data	12	0	1	2	3	2	3
Hispanic or Latino	13	184	76	90	79	122	87	78
Hispanic or Latino, Mixed/Other, White/Caucasian	1	no data	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	no data
Mixed/Other	11	134	72	71	82	155	157	178
White/Caucasian	217	1232	900	1005	993	1266	1124	1242
Unreported	2166 (87%)	3155 (58%)	2131 (60%)	2094 (58%)	1813 (55%)	1584 (44%)	1487 (45%)	1344 (41%)
Grand Total	2494	5430	3576	3640	3326	3618	3297	3308

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 180 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, psycholinguistics, language acquisition, and sociolinguistics.

Figure 22: Number of Departments with Specializations
Source: LSA Directory of Linguistics Departments and Programs, January 2021
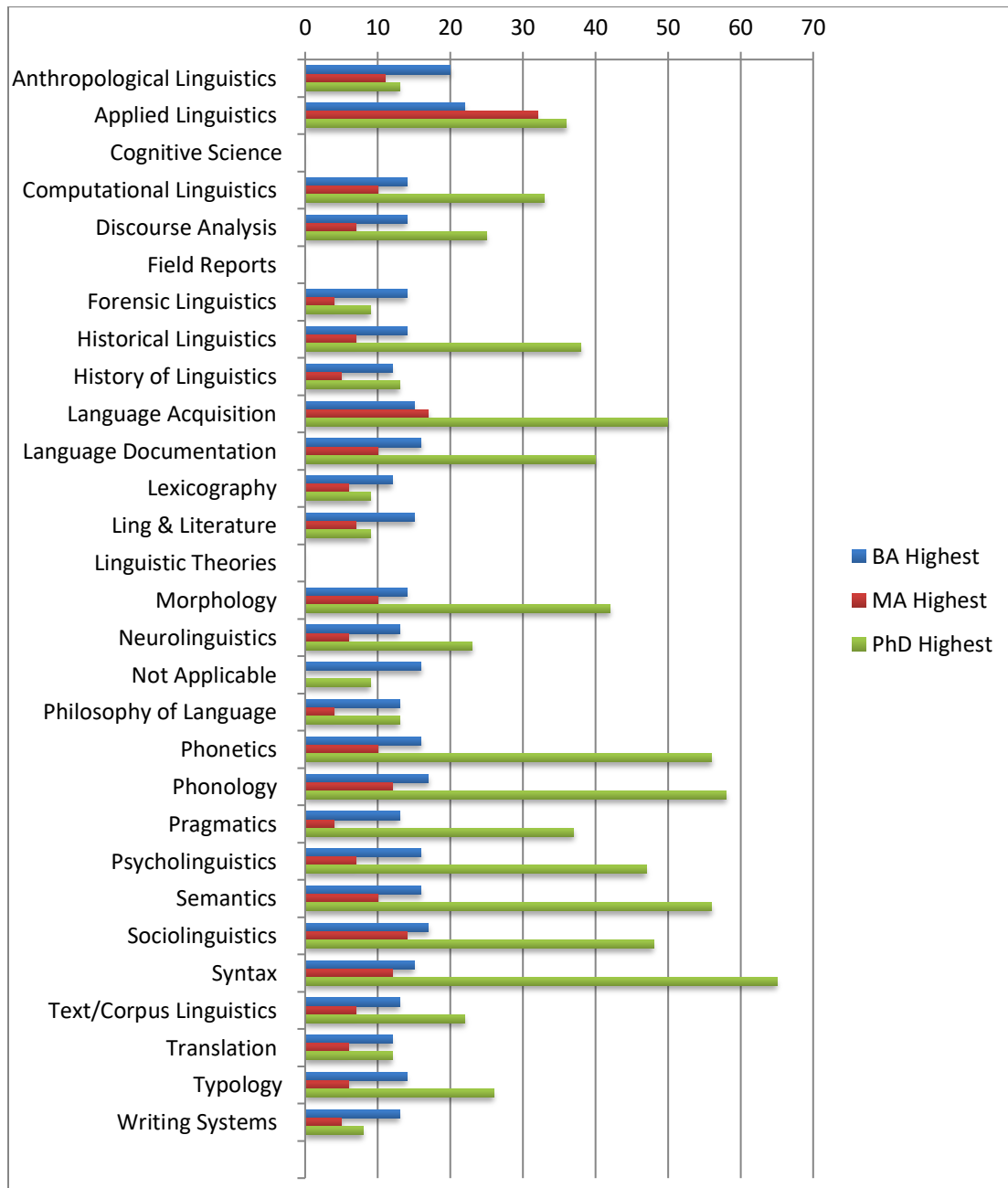
Appendix

North American Institutions Providing Any Data on Students or Faculty in 2020 (n=43)

Boston University
California State University, Long Beach
Carleton College
Carleton University
College of William and Mary
Dallas International University
George Mason University
Massachusetts Institute of Technology
Miami University
Michigan State University
Northeastern University
Northwestern University
Oberlin College
Ohio University
Oklahoma State University
Old Dominion University
Princeton University
Queen Mary, University of London
Rice University
Simon Fraser University
Stanford University
State University of New York at Buffalo

University of California, Irvine
University of California, San Diego
University of Central Arkansas
University of Chicago
University of Florida
University of Illinois at Chicago
University of Mary Washington
University of Michigan
University of Minnesota
University of Montana
University of New Mexico
University of North Carolina at Chapel Hill
University of Oklahoma
University of Oregon
University of South Carolina
University of Texas at Austin
University of Toronto
University of Utah
University of Virginia
Western Washington University
Yale University