

The background of the cover features a complex, abstract pattern of overlapping blue and orange geometric shapes, creating a sense of depth and movement. The central text is set against a solid dark blue background.

2020

STATISTICAL REPORT

TRENDS AND KEY
INDICATORS IN
LIBRARY AND
INFORMATION SCIENCE
EDUCATION



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ABOUT THIS REPORT

The 2020 ALISE Statistical Report represents a melding of two previous systems: a proprietary online database management system used to collect and report this year's data combined with a narrative summary of key indicators in this year's data and trends the data exhibit over time. 2012 was the last year in which a narrative summary was included as part of the annual statistical report. Likewise, we return to involving several ALISE members and staff from member institutions who volunteered their time and talents to create the narrative and most of the tables and figures presented herein.

After a three-year hiatus in which no data were collected and no report was produced, design of the proprietary database system used to collect the data that undergirds the current Statistical Report was performed in 2015 by University of Alabama Management Information Systems students under the direction of Dr. Dan Albertson, then at the University of Alabama School of Library and Information Studies. Starting in 2015, the data collection survey has been organized and presented online using a series of separate web forms structured according to the primary sections of the earlier reports. Each section has its own web form or set of forms. The accompanying report also evolved from printed annual volumes to downloadable versions, which until 2015 remained reflective of the preceding print-only versions. Beginning in 2015, the ALISE Statistical Report was presented in an enhanced digital format, providing a variety of positive implications for data access, manipulation, use, and processing, but lacking any narrative summary of the dataset's key indicators or analysis of the trends over time.

As of 2015, the annual reports are accessible entirely in structured spreadsheets, where all report data are presented in a series of Microsoft Excel Workbooks. Each workbook file contains the entire tabulated contents of its major section, with individual tables in individual sheet tabs within each Microsoft Excel Workbook. The tables in every workbook are ordered according to the contents of previously published report volumes. Each workbook – pertaining to each major section – has a root or entry sheet table of contents. The table of contents includes links that, when clicked, navigate to and open the sheet being referenced by the link. Each sheet contains a link that will bring the user back to the table of contents. This allows seamless navigation from table to table using an organized list of hyperlinks, as opposed to scrolling or searching through pages of a PDF or bound version of the report.

Having a spreadsheet format for the report has provided users with direct access to the data in digital – and plain text – form. This functionality addresses limitations identified in previous print versions of the report, such as default (alphabetical) ordering of data. Although future enhancements to the digital system were envisioned by the team at the University of Alabama, none of these got off the ground. In fall 2017, the existing system was transferred to the Darden College of Education at Old Dominion University. Dr. Shana Pribesh and Karthik Navuluri have overseen the data collection surveys and compiled the reports for 2018, 2019, and 2020.

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REGIONS

Listed below are the schools of library and information science that contributed their data to the 2020 statistical report upon which this narrative summary is based. The US and Canadian schools are divided into geographic regions as follows. UK-based University College London is the sole overseas contributor.

Northeast: Albany, Buffalo, Catholic, Clarion, Drexel, Maryland, Pittsburgh, Pratt, Queens, Rhode Island, Rutgers, St. John's, Simmons, Southern Connecticut, Syracuse

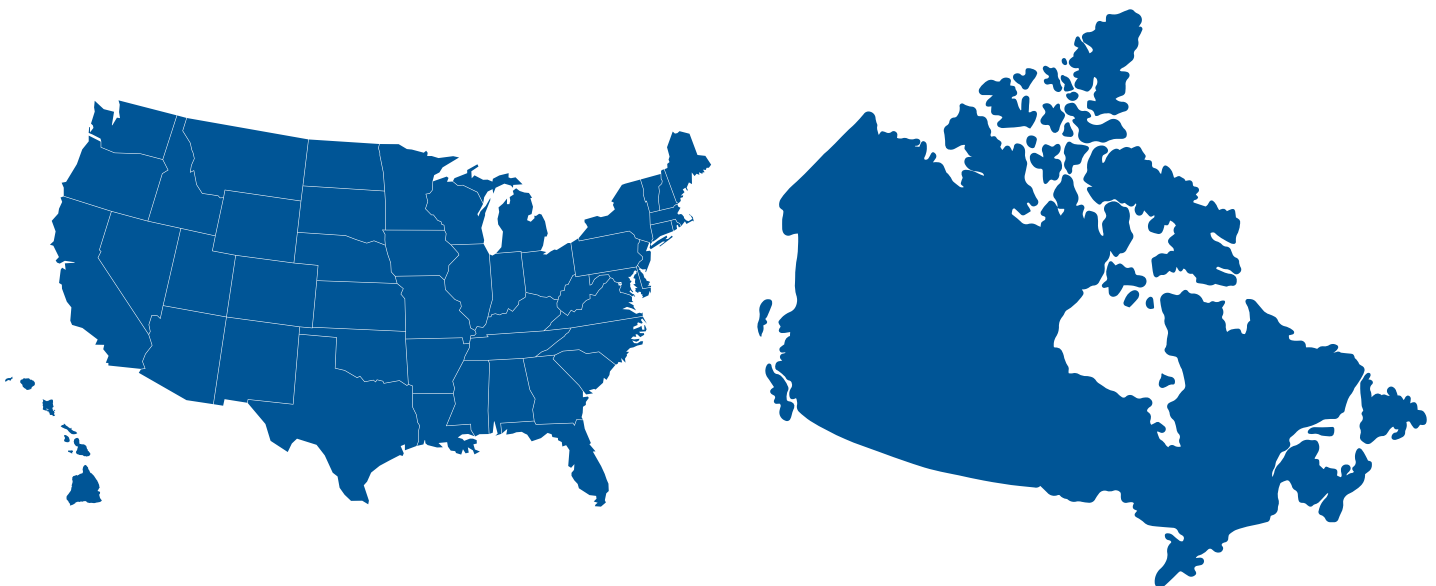
Southeast: Alabama, East Carolina, Florida State, Kentucky, Louisiana State, North Carolina Central, North Carolina – Chapel Hill, North Carolina – Greensboro, Puerto Rico, South Carolina, South Florida, Southern Mississippi, Tennessee, Valdosta

Midwest: Dominican, Emporia, Illinois, Indiana, Iowa, IUPUI, Kent State, Missouri, St. Catherine, Wayne State, Wisconsin – Madison, Wisconsin – Milwaukee

Southwest: Arizona, North Texas, Oklahoma, Texas - Austin, Texas Woman's

West: Denver, Hawaii, San Jose, Southern California, Washington

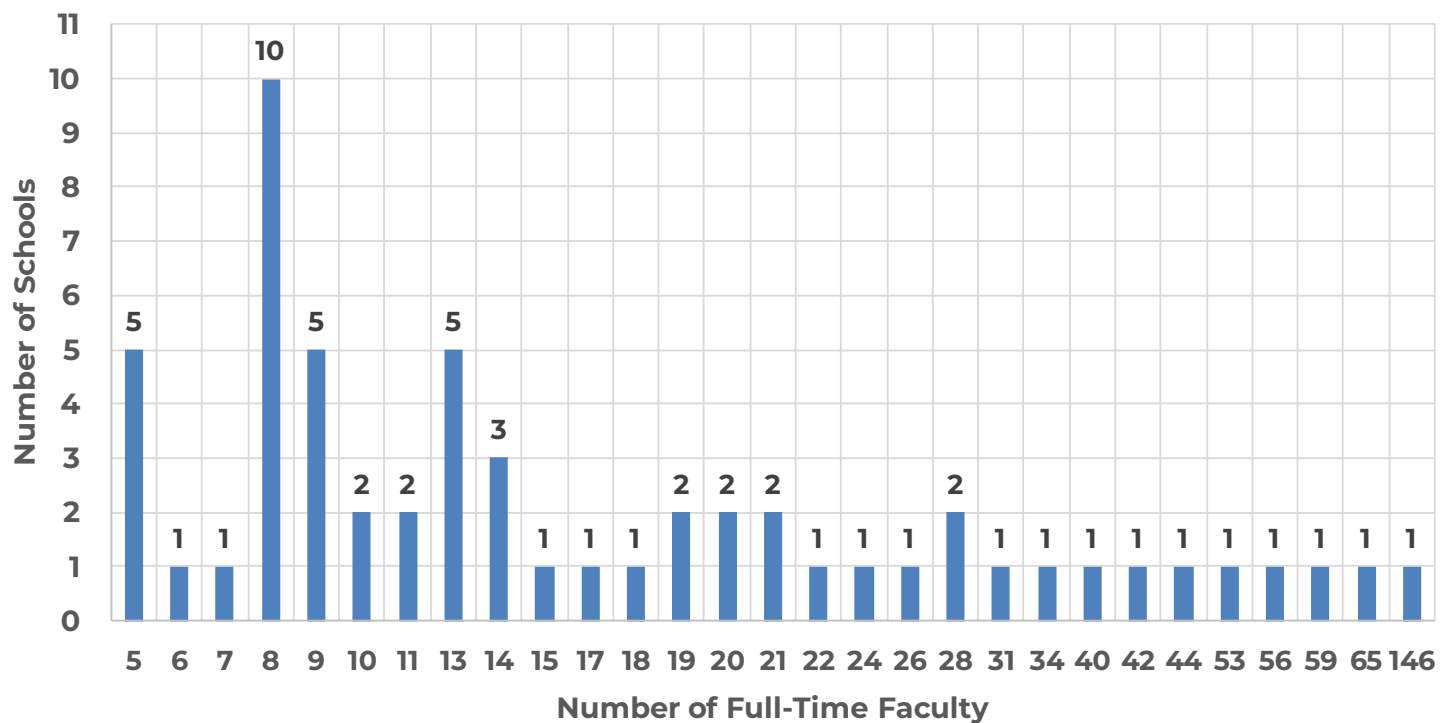
Canada: Alberta, British Columbia, Dalhousie, McGill, Montréal, Toronto, Western Ontario



CURRENT YEAR DATA



Figure I-1: Range in number of full-time faculty, January 1, 2020



Schools of Library and Information Science employed 953 full-time faculty as of January 1, 2020. Figure I-1 shows the range in size of full-time faculty per school.



The majority of programs employ 13 faculty members or less.

FACULTY SALARIES

Figure I-2: Mean salary, faculty, academic year appointments, 2018-19

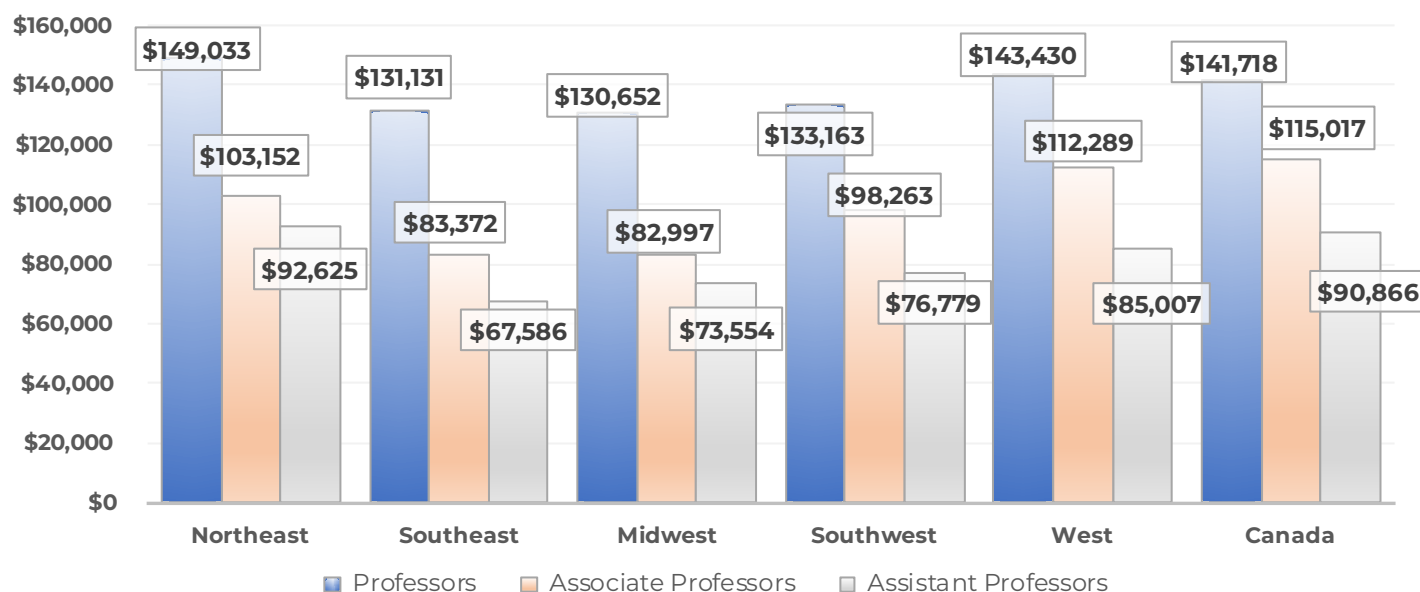


Figure I-2 displays the reported current year mean salaries for tenure stream faculty across the various regions. The salary differences between assistant professors and full professors is most pronounced in the Southeast (\$63,545) and least pronounced in Canada (\$50,852).

CANADA
least pronounced
salary differences

SOUTHEAST
most pronounced
salary differences

FACULTY ETHNICITY AND RACE ■

Table I-1: Current year ethnicity and race of professors, associates, assistants

Rank	Hispanic of Any Race	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or Pacific Islander	White	Two or More Races	International	Race or Ethnicity Unknown	Total
Assistant Professors	8	2	27	20	1	126	4	6	31	225
Associate Professors	6	0	60	14	2	154	2	3	70	311
Deans and Directors	1	0	10	1	0	31	0	0	6	49
Instructors	2	0	8	4	0	62	1	1	2	80
Lecturers	0	1	4	1	1	75	0	1	10	93
Professors	6	1	31	8	1	116	1	1	30	195
Total	23	4	140	48	5	564	8	12	149	953
Percent of Total	2	0	15	5	1	59	1	1	16	100

As shown in Table I-1 there were 953 full-time faculty in all programs as of January 1, 2020. Of these faculty, 564 (59%) were white, 140 (15%) were Asian, 149 (16%) were of unknown race or ethnicity, 48 (5%) were Black or African American, 23 (2%) were Hispanic of any race. Native Hawaiian or Pacific Islander, international, and two or more races accounted for one percent each. American Indian or Alaskan accounted for 4 faculty total (less than 1%).



953

FULL-TIME FACULTY IN ALL PROGRAMS
IN 2020

Table I-2: 2020 Comparative breakdown by ethnicity and race of LIS faculty to census estimates and all faculty

	US Census*	All Faculty**	LIS Faculty	Difference (Census to LIS)	Difference (All to LIS)
Hispanic of any race	18.5%	5.0%	2.4%	16.1%	2.6%
American Indian or Alaskan	1.3%	0.4%	0.4%	0.9%	0
Asian	5.9%	10.2%	14.6%	-8.7%	-4.4%
Black or African American	13.4%	5.5%	5.0%	8.4%	0.5%
Native Hawaiian or Pacific Islander	0.2%	0.1%	0.5%	-0.3%	-0.4%
White	60.1%	68.8%	59.2%	0.9%	9.6%
Two or More Races	2.8%	1.0%	0.8%	2.0%	0.2%

*Source: U.S. Census Bureau, Quick Facts Population Estimates, as of July 1, 2019 www.census.gov/quickfacts/fact/table/US/PST045219

**Source: U.S. Department of Education, Integrated Postsecondary Education Data System, Fall 2018

Table I-2 details the most recent racial and ethnic breakdown of the entire US population and compares these percentage breakdowns to the percentage of LIS faculty and the percentage of all higher education faculty in the same racial and ethnic categories. Only one racial/ethnic group, Asians, are over-represented in both all faculty and LIS faculty when compared to the US population. Although the overall number of LIS faculty who identify as Native Hawaiian or Pacific Islander is small, the percentage of LIS faculty is five times greater than the percentage of these faculty overall.



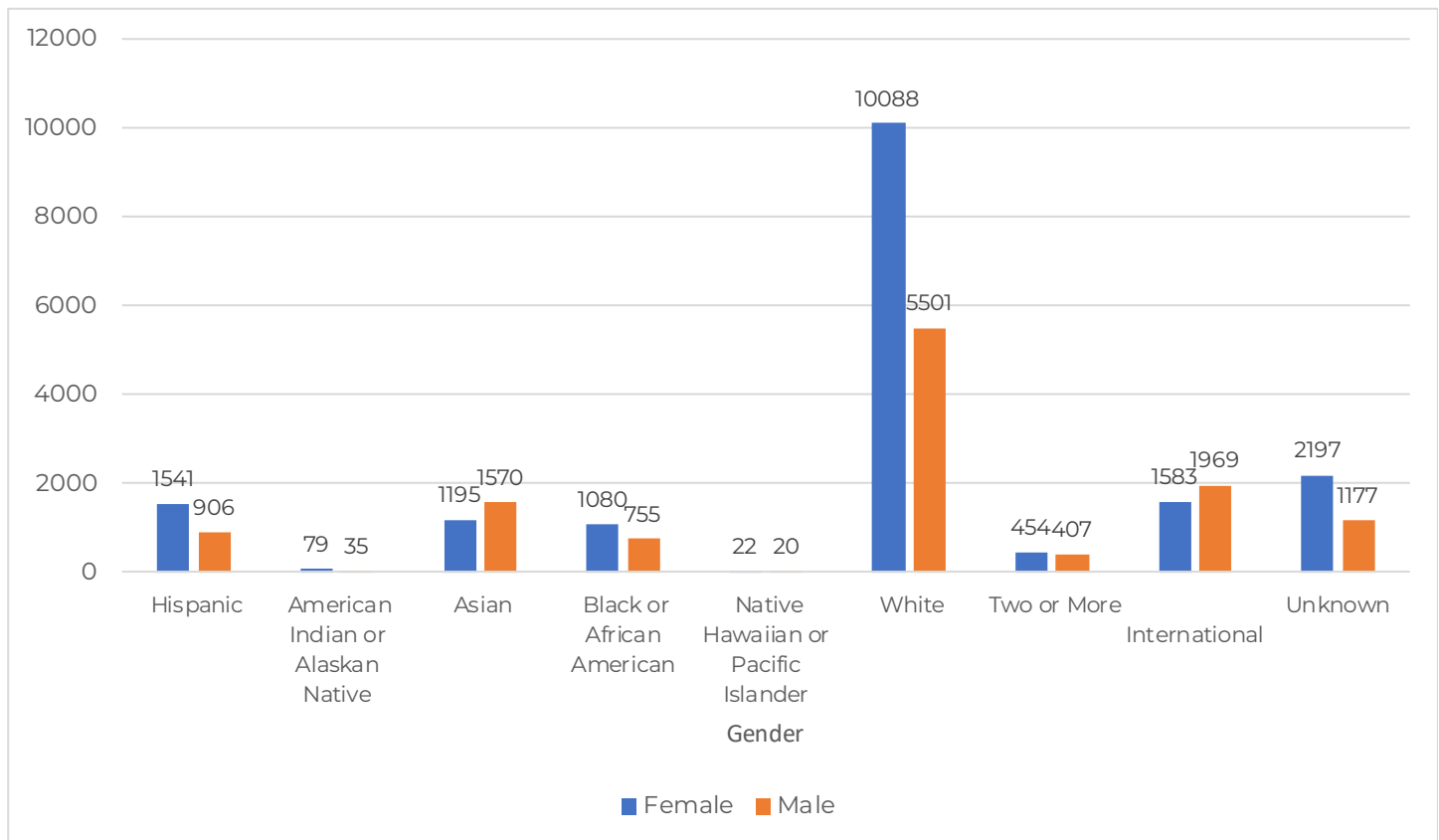
Figure I-3: Current year total enrollment by gender, ethnicity and race

Figure I -3 shows the total enrollment by gender, ethnicity, and race in fall 2019. Overall in fall 2019 there were 30,579 students enrolled in 56 schools of library and information science. Of these, 18,239 were female and 12,340 were male. White females comprise 33 percent of the total student population; white males comprise 18 percent of the total. There are more Asian males (five percent) than Asian females (four percent). Black or African Americans comprise six percent overall: four percent (females) and two percent (males). Female Hispanics of any race comprise five percent of the total number of students with male Hispanics of any race comprising three percent. American Indians or Alaskan Natives and Native Hawaiian or Pacific Islanders of both genders comprise less than one-half percent of the total number of students. Of the students reported as two or more races, 1.5 percent are female and 1.3 percent are male. Six percent of males and five percent of females are international students. Seven percent of the female students and four percent of the males are of unknown race or ethnicity.

ALA-ACCREDITED MASTER'S DEGREE ENROLLMENT ■

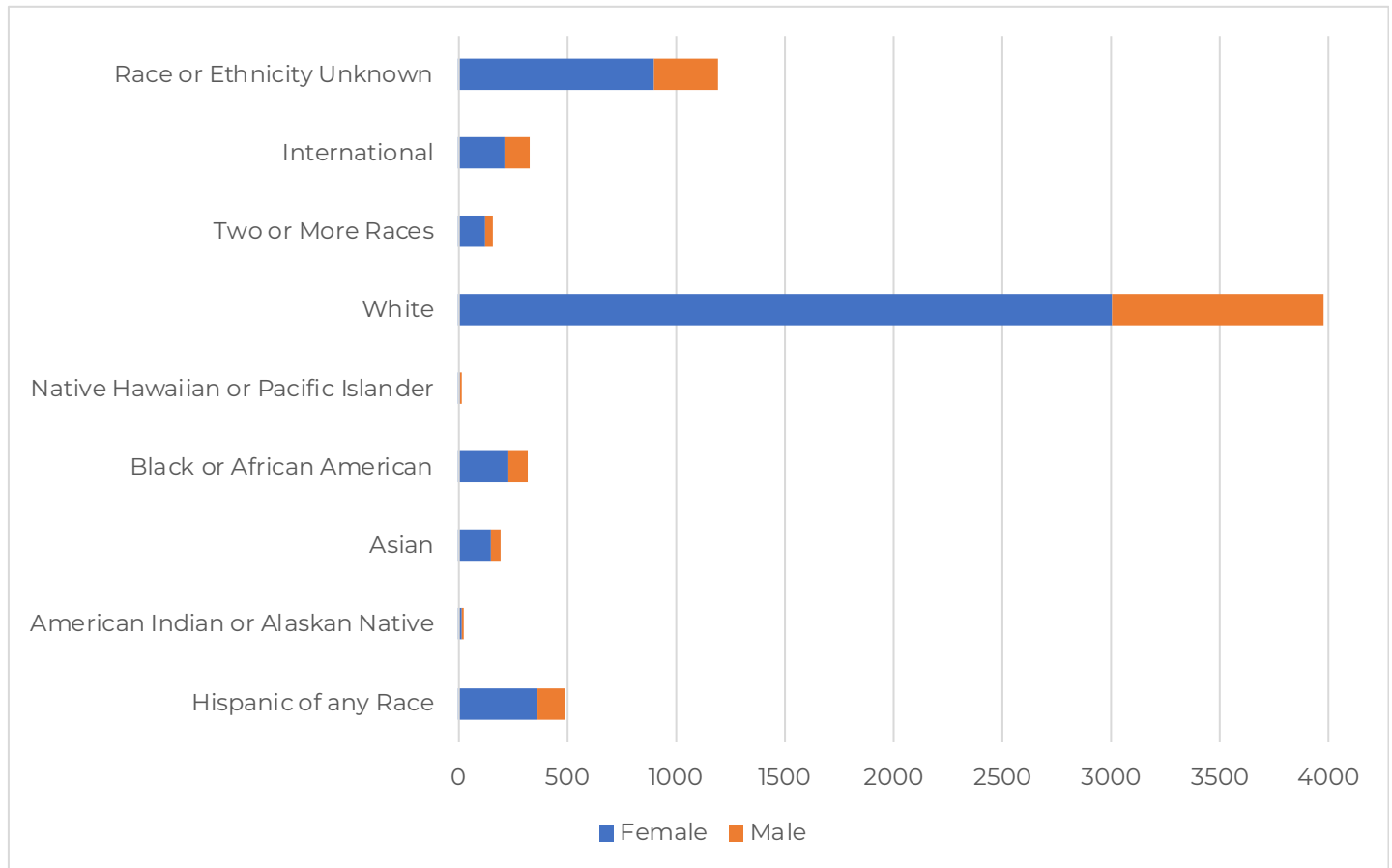
Table I-3: Current year ALA-Accredited master's degree enrollment by gender, ethnicity and race

	Gender	Hispanic of any Race	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or Pacific Islander	White	Two or More Races	International	Race or Ethnicity Unknown	Total
Total	Female	1200	60	411	624	14	8062	271	449	1635	12726
Total	Male	307	15	112	116	3	1701	68	215	487	3024
Total	Subtotal	1507	75	523	740	17	9763	339	664	2122	15750
Mean	Female	21.8	1.1	7.5	11.3	0.3	146.6	4.9	8.2	29.7	231.4
Mean	Male	5.6	0.3	2	2.1	0.1	30.9	1.2	3.9	8.9	55
Mean	Subtotal	27.4	1.4	9.5	13.5	0.3	177.5	6.2	12.1	38.6	286.4

This table identifies the intersections of race, ethnicity, and gender for students who are enrolled in ALA-accredited master's degree programs. A total of 12,726 women and 3,024 men were enrolled in these programs during Fall 2019, meaning that about four out of every five students were women. Of students who identified with a racial or ethnic group, White students comprised 62.0 percent of enrollments, followed by Latinx students who made up 9.6 percent, Black or African Americans (4.7 percent), Asians (3.3 percent), students who were of more than one race or ethnicity (2.2 percent), American Indians or Alaska Natives (0.5 percent), and Native Hawaiians or other Pacific Islanders (0.1 percent). Collectively, U.S. students of color made up 3.9 percent of enrollments. With only a few exceptions, women greatly outnumbered men within racial and ethnic groups. The ratio of women to men enrolled ranged from 2:1 for international students to over 5:1 for Black or African American students.

Overall, the 57 schools with ALA-accredited master's programs that reported saw an average enrollment gain of nearly 11 students when comparing fall 2019 to the previous term. Thirty-two programs encountered gains, ranging from 3 to 141 students, averaging 38.5 more students enrolled over the previous year. Twenty-one programs however encountered losses, ranging from 2 to 222 students, averaging 29.4 fewer students. Four programs reported no changes to their enrollments. Comparisons were not available for one school.

Figure I-4: ALA-accredited degrees by gender, race and ethnicity, 2018-19



In the 2018-2019 academic year, programs awarded a total of 6686 master's degrees accredited by ALA. Of these, 5002 were awarded to females and 1684 to males. White students accounted for sixty percent of the total ALA-accredited master's degrees awarded. Students of unknown race or ethnicity were awarded eighteen percent of the total degrees. Seven percent of the total were awarded to Hispanic students of any race. Degrees awarded to Black or African American students or to international students comprised five percent of the total each. Three percent were awarded to Asian students. Students who identify with two or more races were awarded two percent of the total degrees awarded. Less than one percent of the degrees awarded went to American Indian or Alaskan Native students (0.3%) and to Native Hawaiian or Pacific Island students (0.1%).

6,686

TOTAL ALA-ACCREDITED MASTER'S DEGREES AWARDED IN 2018-19

Table I-4: Comparative breakdown by ethnicity and race of ALA-accredited master's enrollment to census estimates

	US Census*	ALA-Accredited Enrollment		ALA-Accredited Degrees	
		Percent	Difference	Percent	Difference
Hispanic of any race	18.5%	9.6%	8.9%	7.3%	11.2%
American Indian or Alaskan	1.3%	0.5%	0.8%	0.3%	1.0%
Asian	5.9%	3.3%	2.6%	2.9%	3.0%
Black or African American	13.4%	4.7%	8.7%	4.8%	8.6%
Native Hawaiian or Pacific Islander	0.2%	0.1%	1.9%	0.1%	0.9%
White	60.1%	62.0%	14.3%	59.5%	16.8%
Two or More Races	2.8%	2.2%	0.6%	2.3%	0.5%
International		4.2%		4.8%	
Unknown		13.5%		17.8%	
Total	102.2%	100.1%		99.8%	

* Source: US Census Quickfacts July 1, 2019 www.census.gov/quickfacts/fact/table/US/PST045219

Table I-4 compares the current racial/ethnic makeup of the US population to the racial/ethnic percentage enrollments and degrees award in ALA-Accredited programs. While a significant proportion of both students and graduates are not accounted for in the census estimates because they are either international or their race/ethnicity is unknown, this table does point out some notable comparisons.

White students and graduates of ALA-Accredited programs in 2018-19 most closely mirror their respective percentages in the US population. The reported number of White students is the only racial/ethnic category to outpace their proportion of the population as a whole. For the other racial/ethnic categories, their representation in ALA-accredited program statistics notably lags their proportion of the population as a whole.

Hispanics account for 18.5% of the current US population yet only comprise 9.6% of the ALA-accredited degree enrollments and 7.3% of ALA-accredited degrees awarded. The disparity between enrollments and degrees awarded is 2.3%.

Black or African American students account for 13.4% of the US population yet comprise 4.7% of enrollments and 4.8% of graduates.

Asians comprise 5.9% of the US population yet make up 3.3% of ALA-accredited enrollments and 2.9% of degrees awarded.

Persons who identify as two or more races comprise 2.8% of the US population and comprise 2.2% of the ALA-accredited enrollments.

The enrollment and graduation of Native Hawaiian or Pacific Islander students is the same (.1%) yet is 1/20th of their representation in the population overall. American Indians or Alaskans comprise 1.3% of the US population yet make up only 0.5% of ALA-accredited enrollments and 0.3% of current graduates.

Figure I-5: Doctoral enrollment by ethnicity and race, Fall 2019

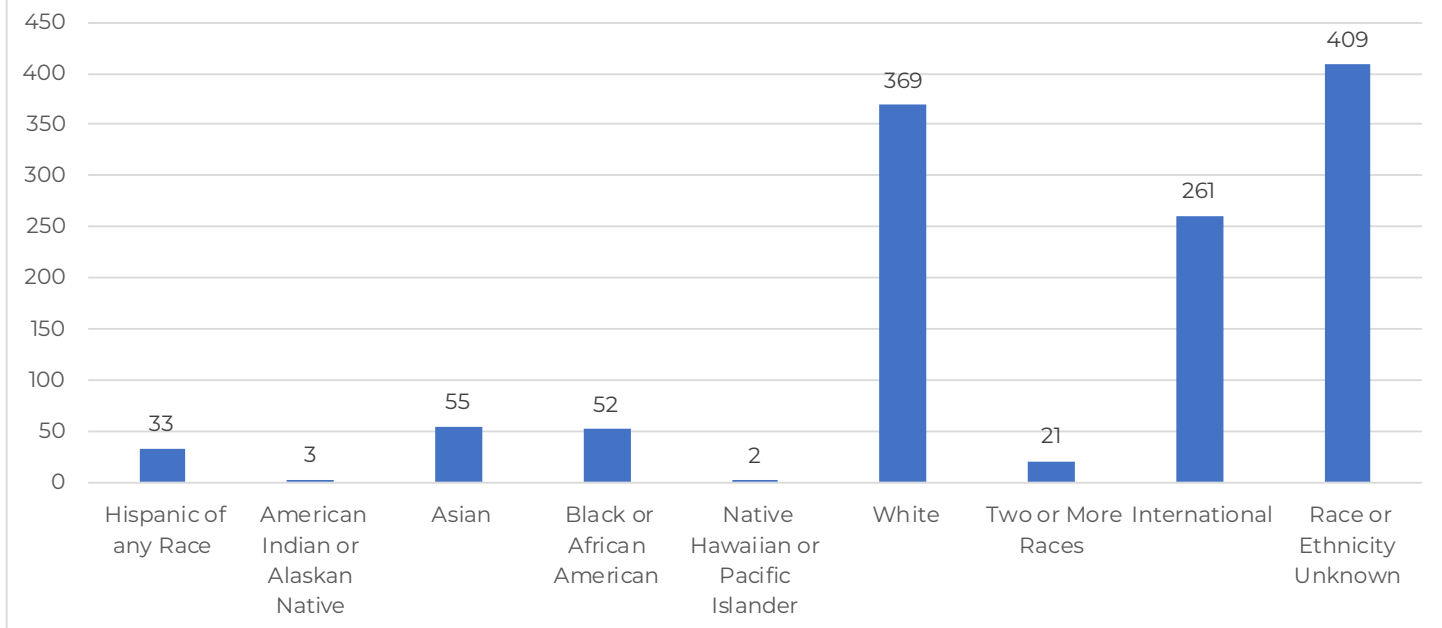
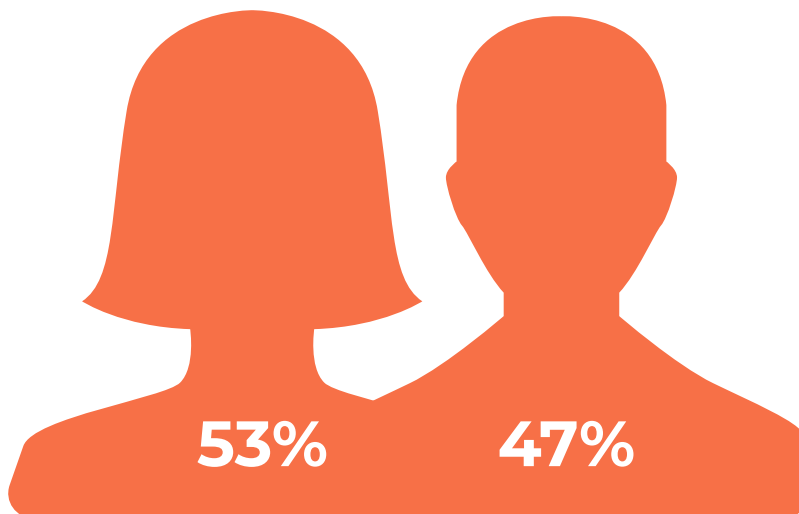


Figure I-5 displays doctoral enrollment by ethnicity and race for fall 2019. The Race or Ethnicity Unknown category accounted for 34.43 percent of doctoral degrees. Students in the White category accounted for 31.06 percent of doctoral enrollment. The third most common category was International, with 21.97 percent. Both Asian and Black or African American counted for more than 4% each.



Doctoral enrollment by gender for Fall 2019 is based on 31 schools' reports. Female (n=626) had a slightly higher proportion (53%) than male doctoral students (n=562, 47%).

Figure 1-6: Regional Distribution of Percentage of Income by Source, 2018-19

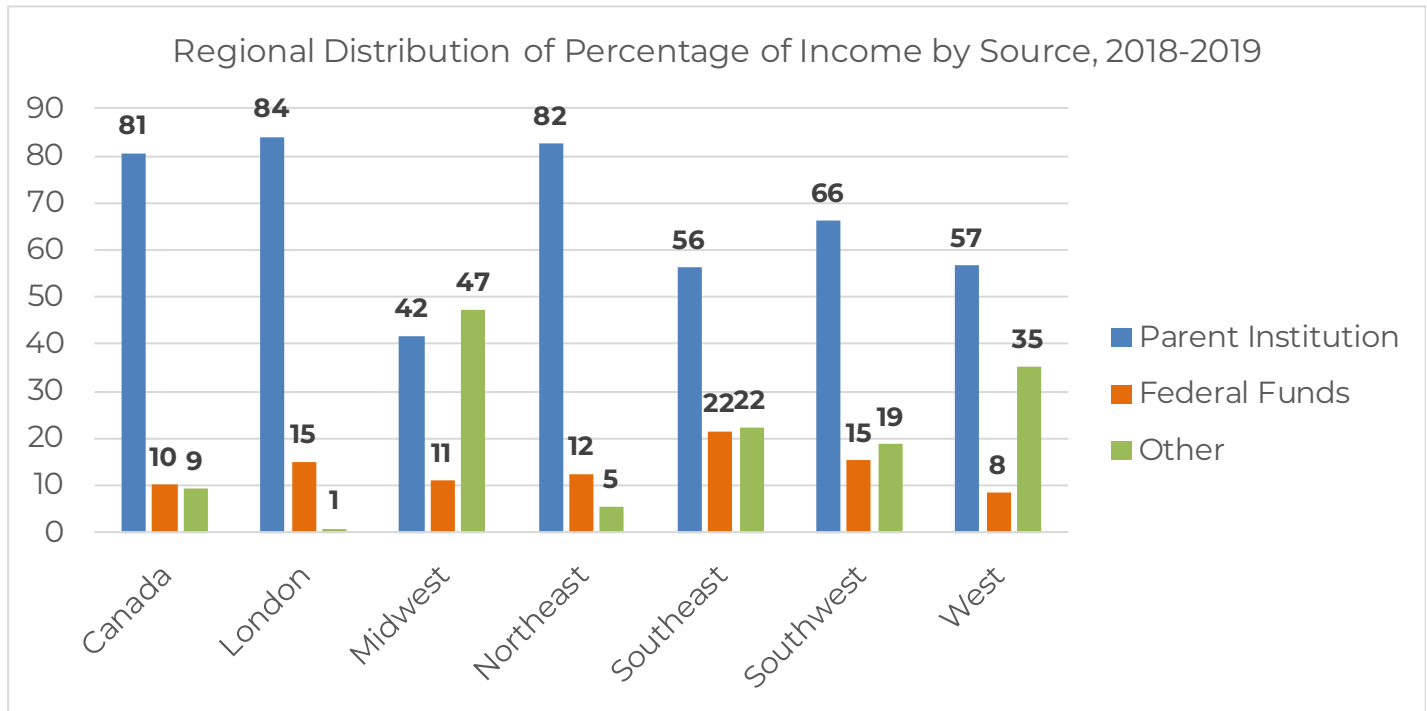


Figure I-6 depicts the regional distribution of income from parent institutions, federal funds, and other sources. Canadian and Northeast schools have highest percentage of support from parent institutions, while Midwest schools have lowest percentage of parent institutions' support and highest percentage of "other" sources.

Parent Institution Support

HIGHEST:
Canadian
and
Northeast
schools

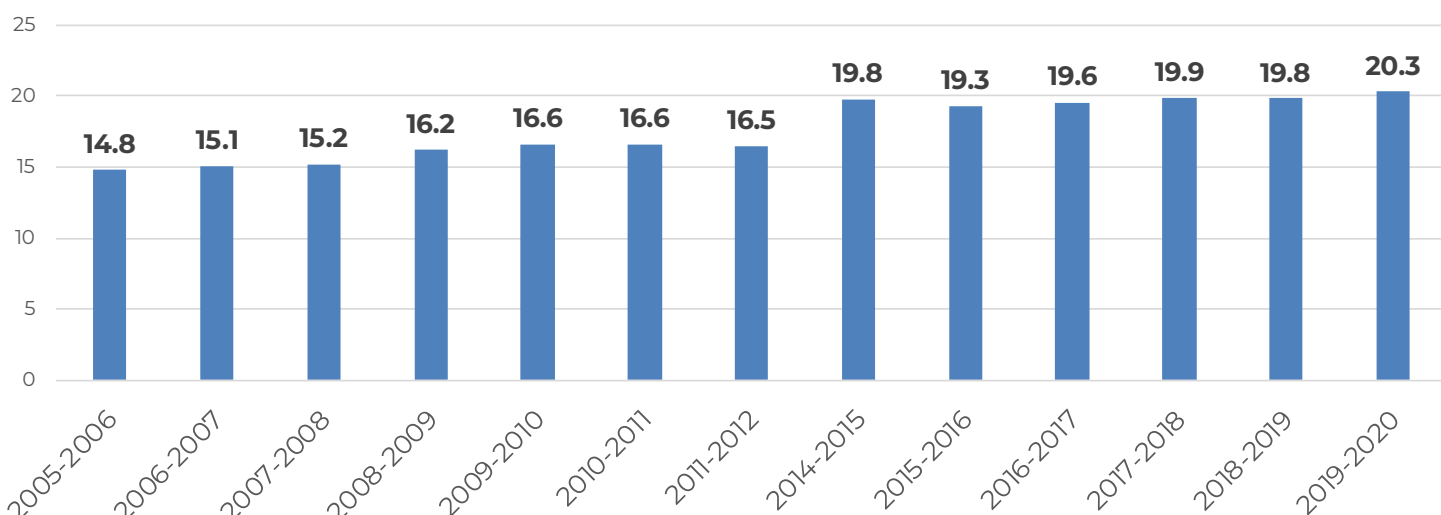


LOWEST:
Midwest
schools

TRENDS



Figure II-1: Mean numbers full time faculty in ALA-accredited programs



* Note: no data were collected in 2013 and 2014.

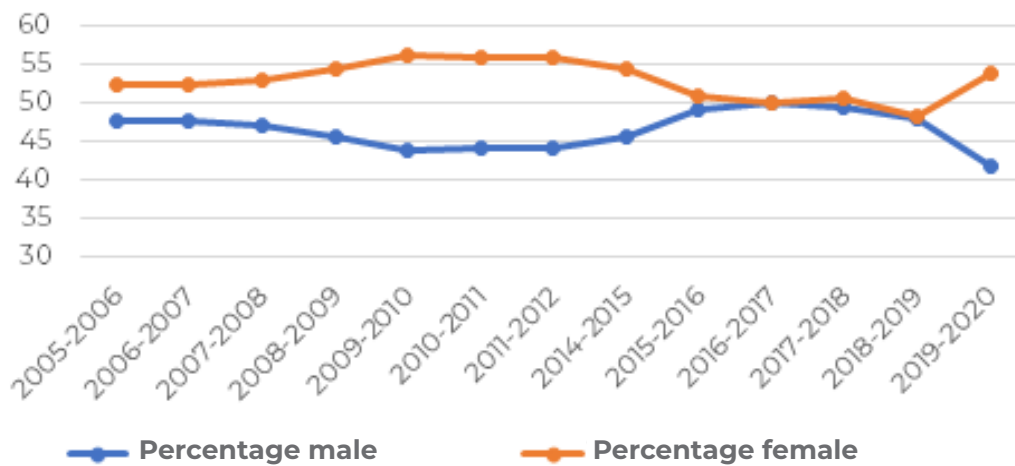
Figure II-1 shows trends in the mean number of full-time library and information science faculty members in schools with American Library Association-accredited master's programs beginning with academic year 2005-2006 and ending with academic year 2019-2020. As displayed in Figure II-1, the average number of faculty per school has grown by 5.5 (37%) over the past fifteen years.

Table II-1: New assistant professor hires (tenure track), 2016-2020

Year	Total Number	Mean		
		Male	Female	All
2016	47	\$83,574 (26)	\$78,035 (21)	\$80,805
2017	39	\$80,065 (20)	\$82,312 (19)	\$81,189
2018	43	\$94,799 (30)	\$85,679 (13)	\$90,239
2019	28	\$85,418 (15)	\$83,832 (13)	\$84,625
2020	23	\$68,996 (11)	\$70,114 (12)	\$69,555

Table II-1 reports the new assistant professor (tenure track) hires for the past five years. The table shows the number hired overall and by gender as well as the average salaries for males, females, and all hires. Over this time period, the number of annual tenure track hires has decreased by half and the average starting salary has decreased by 14%.

Figure II-2: 15 year percentage of male and female full-time faculty



The 45/55% ratio of male to female faculty persisted from 2010 to 2015, when the gap closed to a nearly 50/50 ratio for several years. In the past year that gap has returned and widened to a 42/54 % ratio. As shown in Figure II-2, the mean number of faculty has grown from 14.8 in 2005 to 20.3 in 2019, for an overall gain of 37 percent.

Figure II-3: 15 year percentage of faculty with tenure

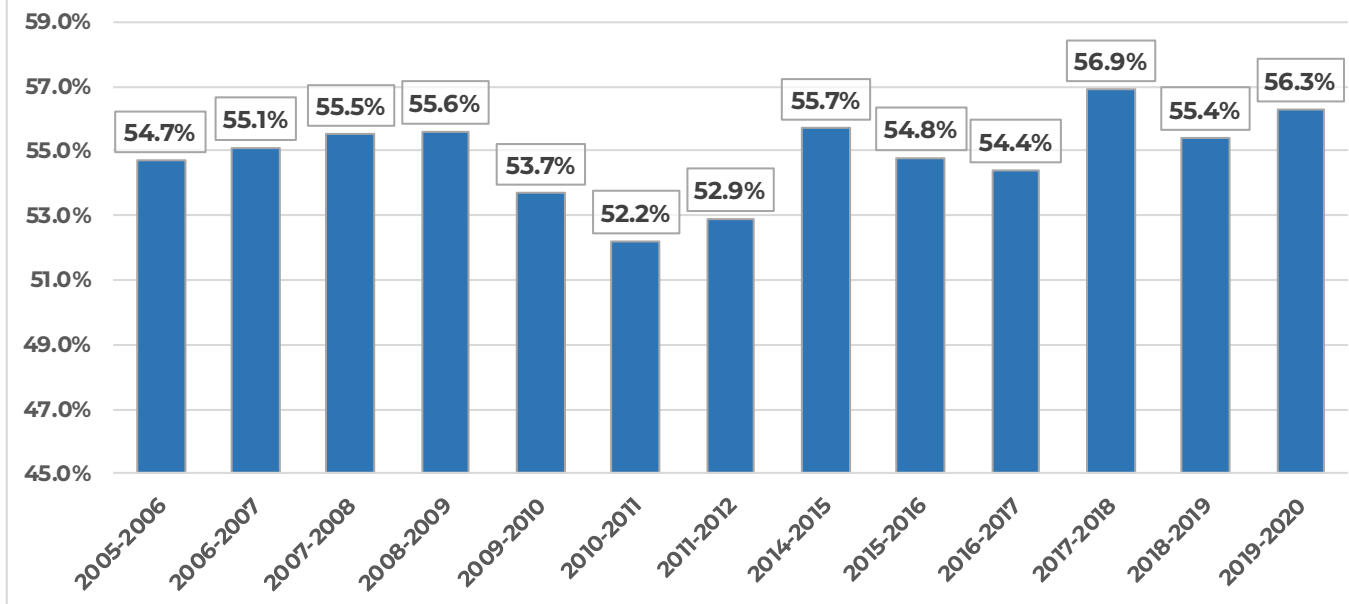


Figure II-3 shows the percentage of faculty with tenure over a 15-year time span. As the figure shows, the percentage of tenured faculty has varied within a narrow range. In 2005, 54.7 percent of faculty were tenured and in 2019, 56.3 percent of faculty were tenured. The percentage of tenured faculty reached its low point in 2010 (52.2 percent) and its high point in 2017 (56.9 percent).

Table II-2: Number of faculty in each year from the various race and ethnic categories, 2015-2020

Year	Hispanic of Any Race	American Indian or Alaskan Native	Asian	Black or African American	Native Hawaiian or Pacific Islander	Two or More Races	International	Race or Ethnicity Unknown	White	Total
2014	21	2	120	42	2	6	24	122	620	959
2015	31	1	157	52	5	8	41	102	767	1164
2016	37	4	156	51	3	9	58	112	745	1175
2017	32	4	148	48	3	12	28	139	640	1054
2018	38	5	152	55	3	9	27	137	674	1100
2019	23	4	140	48	5	8	12	149	564	953

Table II-2 shows the number of faculty in each year who represent the various racial and ethnic categories. After whites, a significantly greater number of LIS faculty identify as Asian than for any other racial/ethnic group. The number of Hispanic faculty peaked in 2017 (n=37) but have since dropped back to near the same level as 2014. International faculty also peaked in 2017. Faculty representing the other races and ethnicities stayed relatively constant over the six years of reporting.

Table II-3: Faculty travel support over the last five years

	2015	2016	2017	2018	2019
Mean/Faculty	\$2,913	\$3,434	\$3,413	\$3,320	\$3,254
Mean Total Budget	\$48,985	\$56,837	\$58,688	\$65,664	\$51,463

In 2019, schools reported an average of \$3254 per faculty for travel, ranging from a low of \$900 to a high of \$10,000 and a median of \$3000 per faculty for travel. Overall, schools reported faculty travel budgets averaging \$51,463, ranging from a low overall faculty travel budget of \$1930 to a high of \$337,500 with a median of \$27,000.

Table II-3 details the reported mean spent per faculty member for travel in the most recent five year period. Mean support for faculty travel has remained relatively consistent - within a \$500 range over this time period, starting at \$2913 in 2015, peaking at \$3434 in 2016, and ending at \$3254 in 2019. The table also shows the overall average faculty travel budgets reported by schools in the 2015-2019 time period. Overall faculty travel budgets started at \$48,985 in 2015, peaked at \$65,664 in 2018 before dropping back to \$51,463 in 2019.

Table II-4: Full time faculty teaching off campus over the last five years

	Face-to-Face	Asynchronous Online	Synchronous Online	Hybrid
2015	30%	54%	54%	47%
2016	52%	56%	52%	69%
2017	48%	58%	54%	74%
2018	40%	52%	55%	63%
2019	30%	48%	54%	75%

Table II-4 shows the percentage of courses taught away from the home campus that were delivered by full-time faculty. The various categories “away from home campus” include face-to-face, asynchronous online, synchronous online, and hybrid (combination of online and face-to-face). The table shows that full-time faculty generally teach face-to-face away from the home campus in lesser percentages than they do in the other modalities. Full-time faculty generally teach about half of the online courses and teach more than half of the hybrid courses.

Table II-5: Percentage of required and elective courses taught by adjuncts, 2015-2019

	Required	Electives	Total
2015	21%	38%	31%
2016	24%	36%	32%
2017	24%	34%	30%
2018	26%	39%	34%
2019	29%	40%	36%

Table II-5 shows the growth of adjunct teaching over the past five years. In 2015, adjuncts taught 21 percent of the required courses, 38 percent of the elective courses, and 31 percent of the total overall courses. By 2019, the percentage of courses taught by adjuncts had increased by 38 percent to account for 29 percent of the required courses. The growth of adjuncts teaching electives, higher percentages overall, increased five percent (from 38 to 40 percent) over the five-year period. And the percentage of all courses taught by adjuncts increased 16 percent over the five years from 31 percent to 36 percent of the total.

PROGRAM ENROLLMENT ■

Figure II-4: Fall enrollment ALA-accredited master's programs: 1979-2019

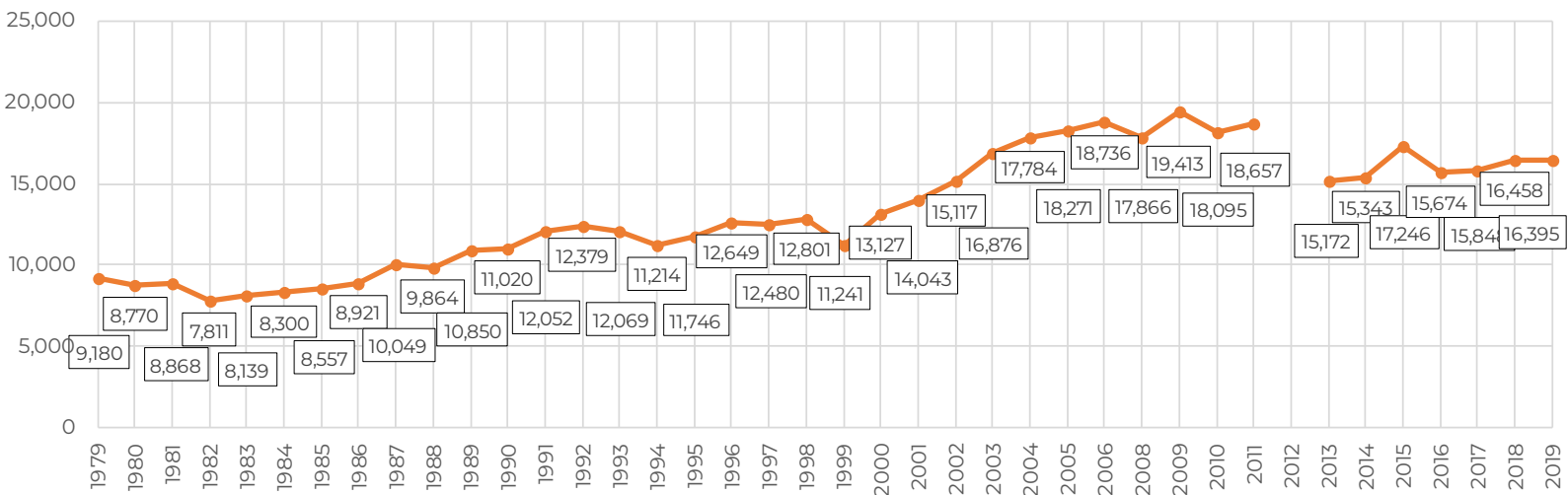


Figure II-4 presents historical trends in ALA-Accredited Master's degree enrollments over the course of a 40-year period, from fall 1979-2019. This period has seen an overall 78.6 percent increase in enrollment. However, enrollment has been unable to match the record of 19,413 students set in 2009. Despite sharp declines in the early 2010's, overall enrollment began trending upward after 2013. No data was available for fall 2012.



78.6%

INCREASE IN ENROLLMENT
1979-2019



19,413

RECORD ENROLLMENT
2009

Figure II-5: 15 years of ALA-accredited program enrollment and total enrollment

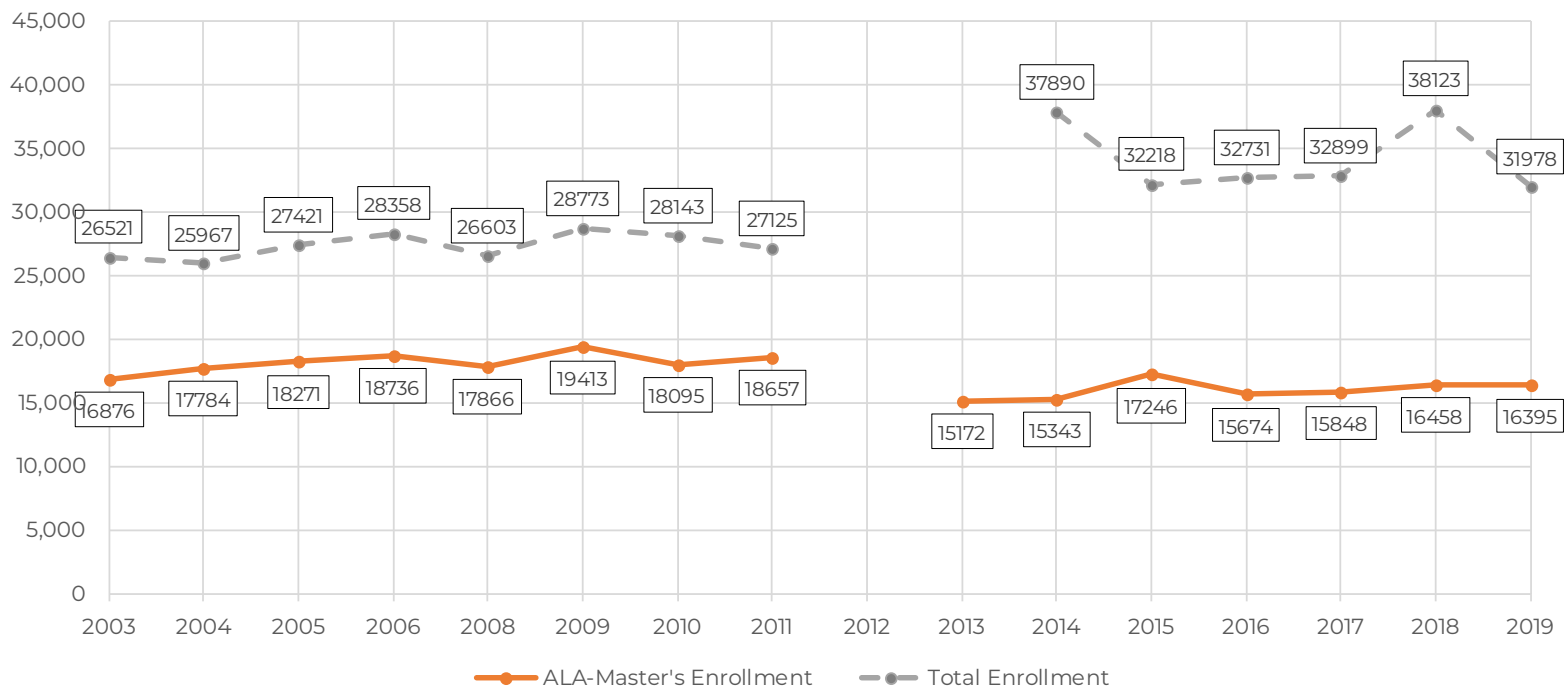


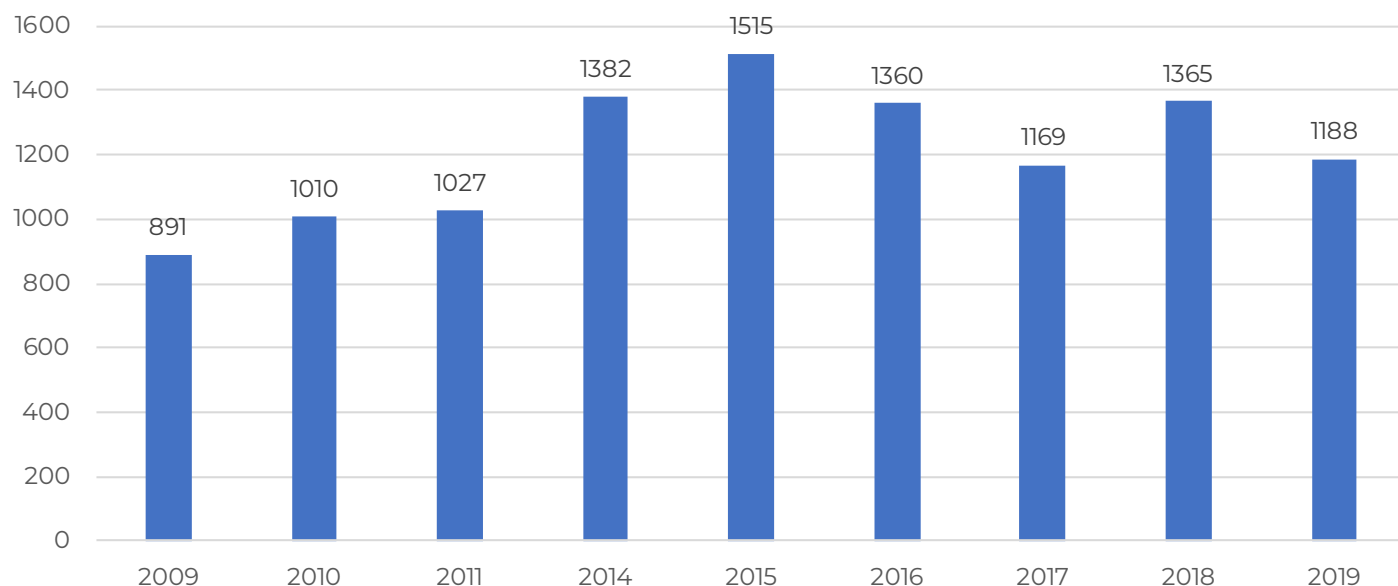
Figure II-5 compares the enrollment trends of schools with ALA-Accredited Master's programs with their overall enrollment over a 15-year period. During the period of 2003-2019, the overall enrollment increased by about 21 percent, while enrollment in ALA-accredited master's programs decreased by about 3 percent. However, this decline corrected itself starting in 2013 and has generally increased each year. The proportion of ALA-accredited master's students that are represented in programs has sharply declined from 68.8 percent in 2013 to 51.3 percent in 2019. This illustrates that the enrollment in non-ALA-accredited master's program has outpaced their ALA-accredited counterparts. This can partially be explained by the changes to the fiscal landscape in U.S. higher education during this period, forever altering how many colleges and universities operated. Understanding these trends, it appears that ALA-accredited master's programs across the country have maintained modest yet steady enrollment growth in ALA-accredited programs overall, despite the unprecedented changes to higher education in the country.



**ENROLLMENT IN NON-ALA-ACCREDITED
MASTER'S PROGRAM HAS OUTPACED THEIR
ALA-ACCREDITED COUNTERPARTS.**



Figure II-6: 10 year doctoral student enrollment



Doctoral student enrollment totals for the most recent ten years (2009-2019) for which data are available are shown in Figure II-6 (data are not available for 2012, 2013, and 2018). The low for the ten years was 891 doctoral students in fall 2009; the high was 1,515 students in fall 2015. Doctoral student enrollments were high (more than 1350) between 2014 and 2016, dropped by nearly 200 in Fall 2017, rising in Fall 2018, then decreased by 177 in Fall 2019.

Figure II-7: 10 year enrollment in bachelor's programs

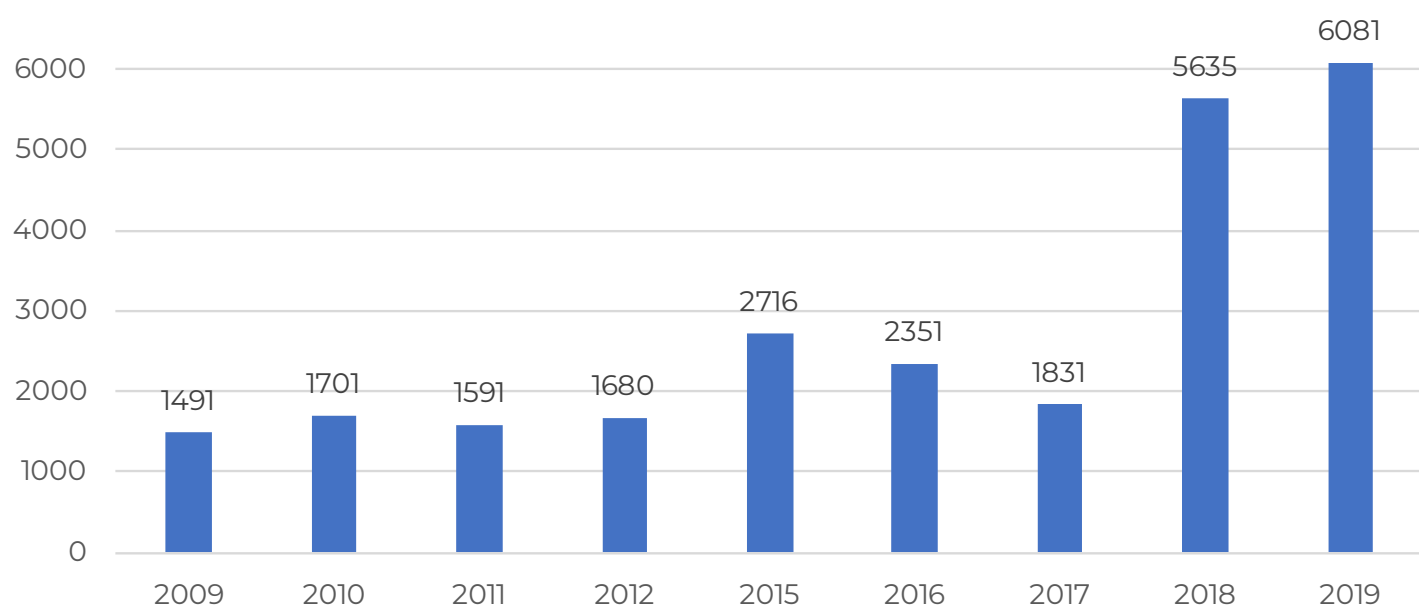


Figure II-7 shows the enrollment in bachelor's programs offered by library and information science schools over the past ten years. In 2009, schools reported bachelor's enrollments totalling 1491. This number grew to 6081 in 2019, for an overall growth in ten years of 308 percent.

Figure II-8: 10 Years ALA-accredited master's degrees awarded

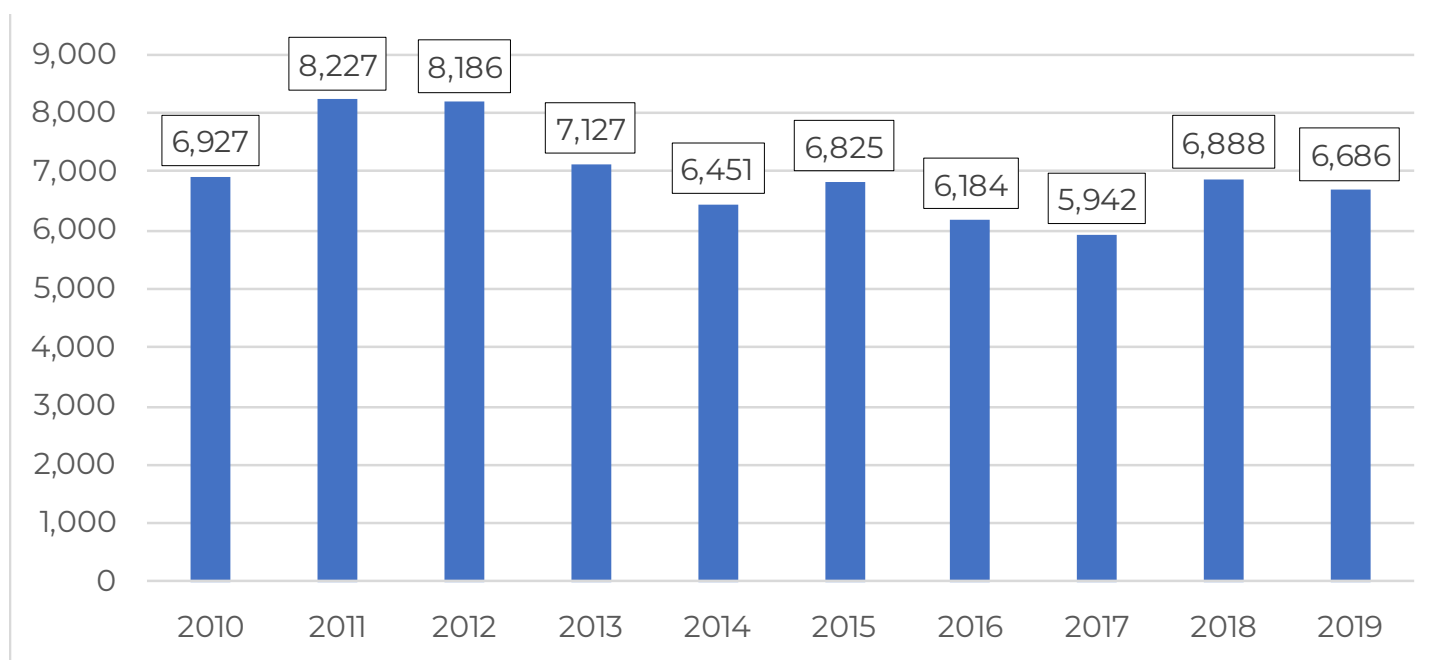
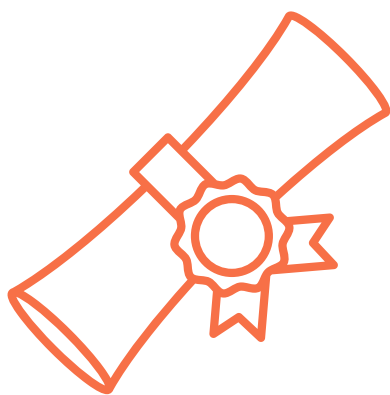


Figure II-8 provides an overview of the ALA-accredited master's degrees awarded to students over the past 10 years. In total, reporting schools awarded over 69,000 ALA-accredited master's degrees during this time. Completion trends however remained turbulent, peaking at 8,227 degrees in 2011 and reaching a low of 5,942 in 2017, with an overall downward trend in degrees awarded during this 10-year period. Academic year 2019 also saw about a 3 percent decrease in degrees awarded over the prior year.



Over 69,000

ALA-ACCREDITED MASTER'S DEGREES
AWARDED OVER THE PAST 10 YEARS

Figure II-9: Total degrees awarded, 2009-2019

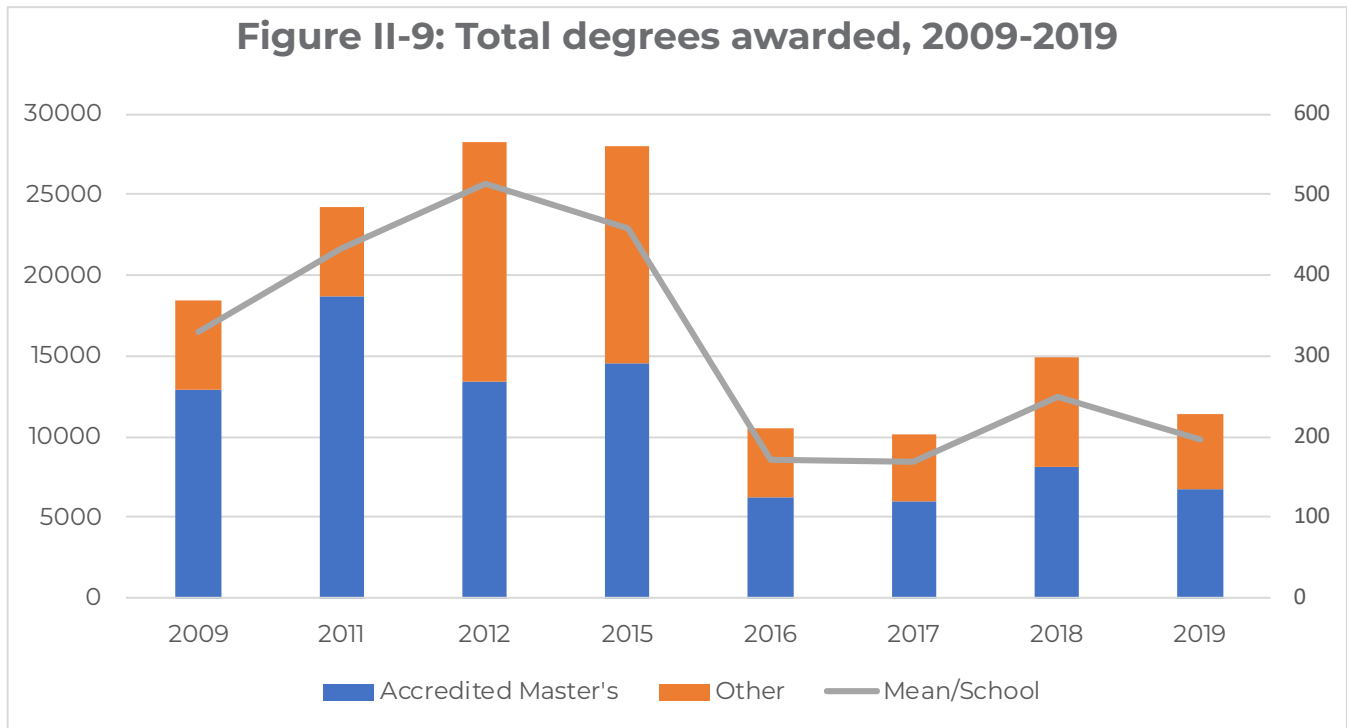


Figure II-9 shows the total degrees awarded over the past ten years. The blue bars signify the total accredited master's degrees awarded and the orange bars show the additional degrees awarded. In 2009, a total of 18,402 degrees were awarded. Of those, 12,956 were accredited master's degrees. The total degrees awarded peaked in 2012, with a total of 28,499 total degrees of which 14,856 were accredited master's degrees. In 2019, schools awarded a total of 11,420 degrees, including 6,686 accredited master's degrees.

Since the number of schools reporting statistics varies slightly from year to year, the grey line indicates the mean number of graduates per school. The mean number of graduates per school was 329 in 2009, rose to a high of 514 in 2012, and stood at 197 degrees per school in 2019.



329

MEAN GRADUATES
2009



514

MEAN GRADUATES
2012



197

MEAN GRADUATES
2019

PER SCHOOL

Figure II-10: 10 year doctoral degrees awarded

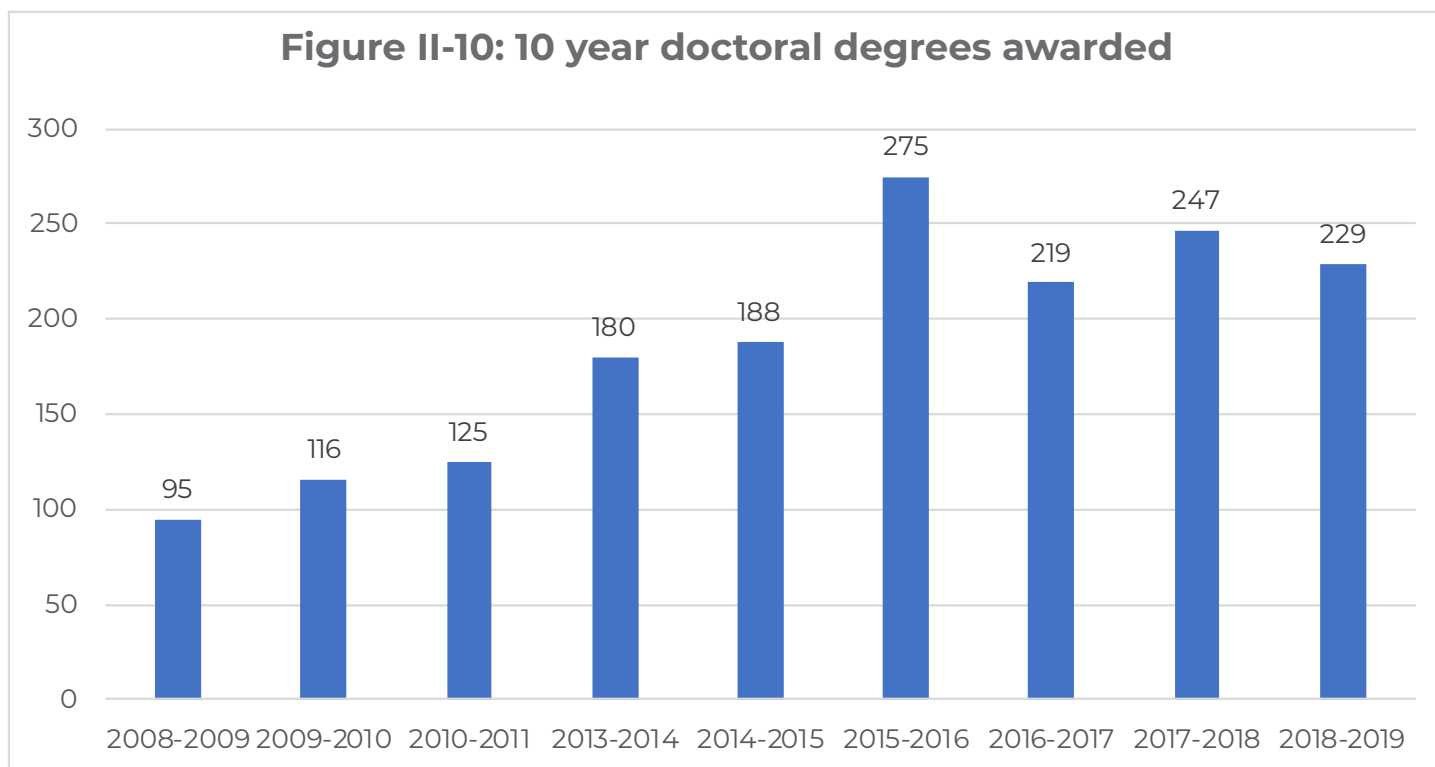
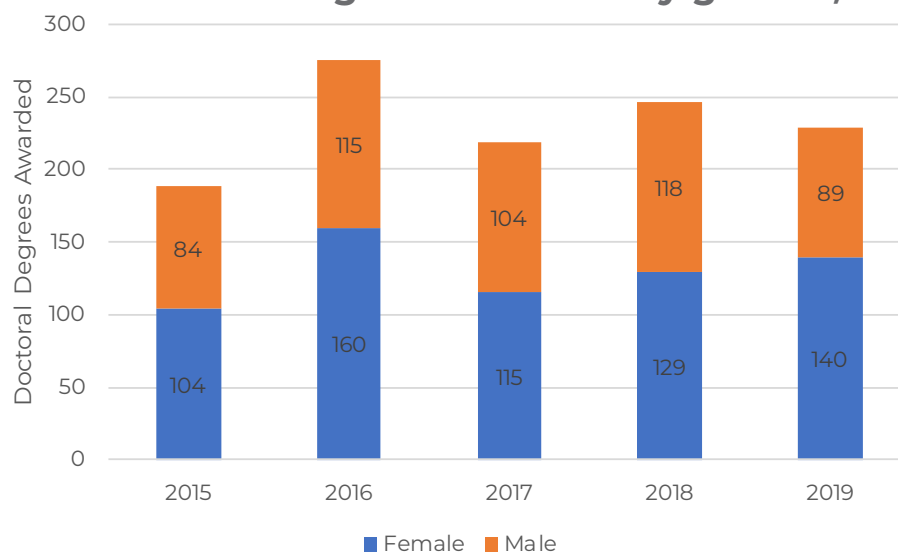


Figure II-10 details the doctoral degrees awarded over the past ten years. In 2019, of the 229 doctoral degrees awarded, 32 % (n=73) were awarded to White students, 32 % (n=74) were of unknown race/ethnicity, and 23% (n=52) were International. Fourteen doctoral degrees were awarded to Black students, 6 to Asian students, 4 to Hispanic students, 5 to students who identify as two or more races, and 1 to a student who identifies as American Indian or Alaskan Native.

Doctoral degree awarded by gender for AY2018-2019 is based on 29 schools' reports. Female (n=140) had a much higher proportion (61%) than male doctoral graduates (n=89, 39%). As shown in Figure II-11, female doctoral graduates have outpaced male doctoral graduates in each of the past five years.

Figure II-11: Doctoral degrees awarded by gender, 2015-2019



CURRICULUM CHANGES

Figure II-12: Curriculum changes under consideration, 2015-19

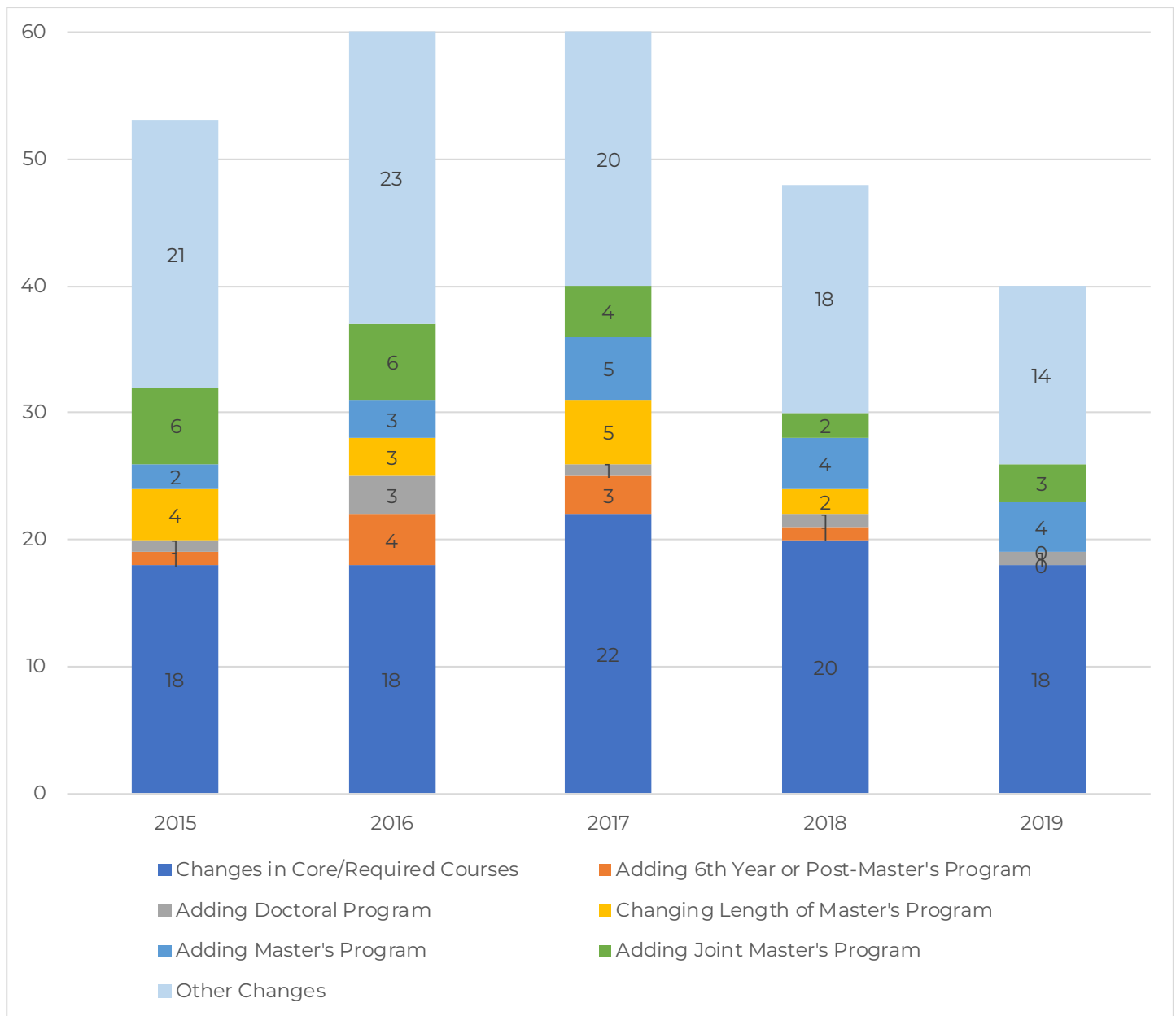
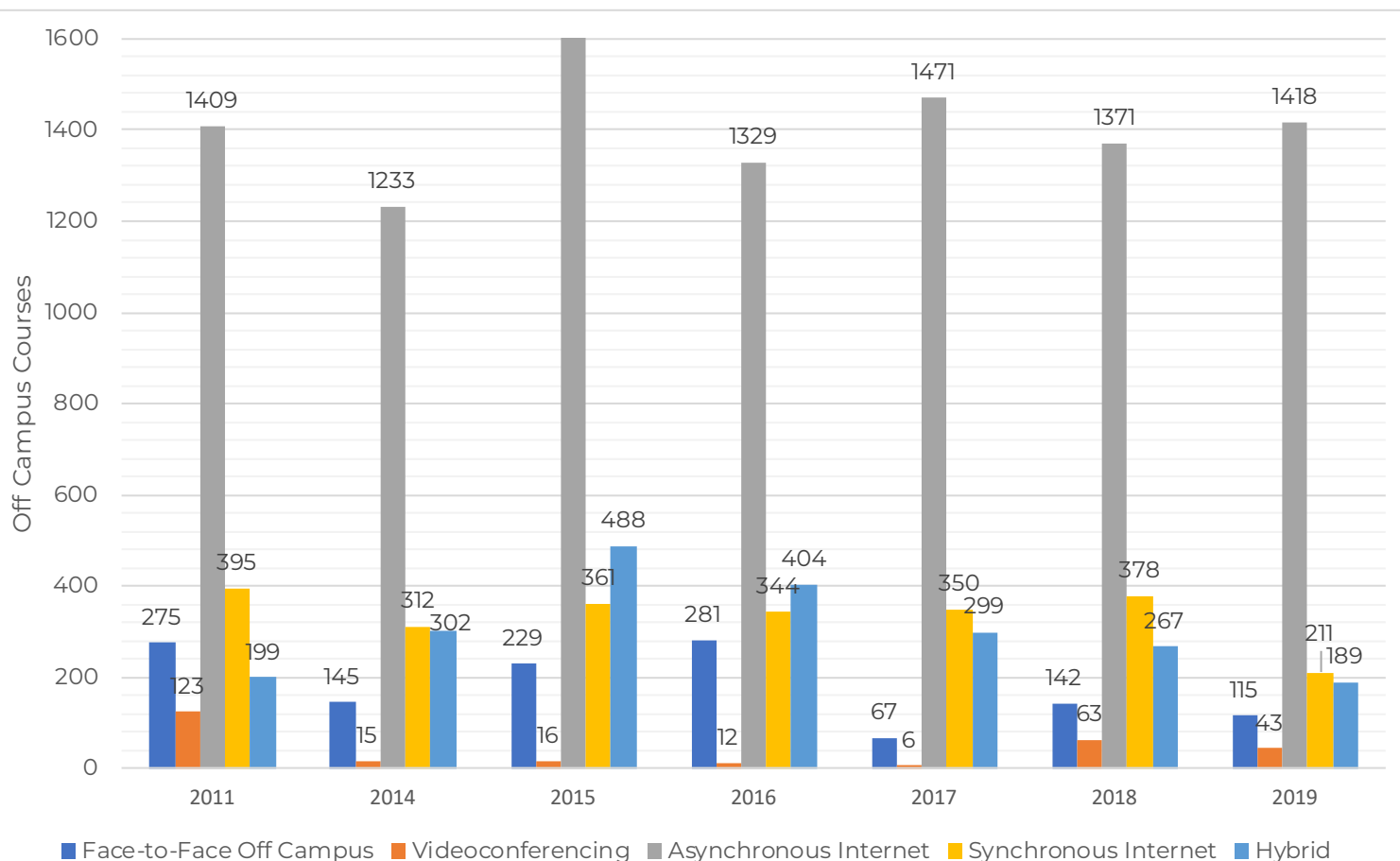


Figure II-12 shows the curriculum changes under consideration by schools between 2015 and 2019. The numbers within the columns are the categorical changes reported. Overall, potential curriculum changes started at 53 in 2015, peaked at 60 in 2016 and 2017, then dropped back to 48 in 2018 and 40 in 2019. The greatest portion of proposed curriculum changes during the five-year period concern changes to core or required courses. After accounting for the variations in numbers of schools reporting (n=61 in 2015; n=58 in 2019), the average number of changes per school dropped a total of 21 percent, indicating the dynamism in curricula has decreased.

OFF CAMPUS OFFERINGS ■

Figure II-13: Total number of course offerings off campus by mode of delivery



The ALISE statistics report questionnaire first requested data on mode of delivery for off campus courses in academic year 1999-2000. In that year, 76 percent of reporting schools identified 552 off-campus course sections. In 2019, 55 percent of reporting schools (n=32) indicated they offered 1976 course sections off campus.

Figure II-13 shows the delivery mode breakdown of off-campus sections in recent years, starting with the last year that a narrative report was prepared (2012) through to the present. Although asynchronous online delivery has maintained its dominance over the years, it has remained relatively steady. The other reported modes of delivery have all decreased during the same period, with hybrid delivery showing the least decrease overall.

TUITION ■

Tables II-6 and II-7 display the reported full degree charges for residents (in state or in province) and nonresidents (out-of-state or out-of-province) in US and Canadian schools from 2015 through 2019. While the data generally show incremental tuition increases from year to year, that is not always the case. These anomalies are likely due to slight variations year-to-year in the numbers of US schools reporting and/or overall data entry or calculation errors.

Also detailed are the percentage changes in tuition over the five year span. Note, for instance, the percentage increase for the ALA-accredited master's degree. US resident tuition increased 51 percent over the 2015 to 2019 period while non-resident tuition only increased twenty percent. Tuition increases for Canadian schools in most categories increased by a lesser degree than their US counterparts. Increases in US doctoral tuition noticeably outpaced the other degree categories whereas the doctoral nonresident tuition for Canadian schools shows a decline of 25 percent over the five-year reporting period.

Table II-6: US mean tuition, in and out of state, 2015-2020

US: Mean in-state tuition full degree

	% Change over 5 Years	2015	2016	2017	2018	2019
Bachelor's	16%	\$50,038	\$56,719	\$51,717	\$78,283	\$58,090
ALA-Accredited Master's	51%	\$24,421	\$26,606	\$24,563	\$28,674	\$36,935
Non-Accredited Master's IS	21%	\$27,644	\$31,767	\$31,698	\$34,028	\$33,362
Other Master's (Non Accredited)	16%	\$24,535	\$27,681	\$34,642	\$26,834	\$28,358
Post-Master's Certificate	46%	\$13,011	\$14,506	\$15,113	\$15,918	\$19,034
Doctoral	61%	\$28,950	\$39,136	\$41,750	\$43,503	\$46,683

US: Mean out-of-state tuition full degree

	% Change over 5 Years	2015	2016	2017	2018	2019
Bachelor's	31%	\$83,637	\$96,048	\$95,646	\$104,816	\$109,188
ALA-Accredited Master's	20%	\$38,710	\$42,754	\$40,541	\$44,646	\$46,549
Non-Accredited Master's IS	20%	\$40,714	\$42,509	\$41,977	\$45,896	\$48,842
Other Master's (Non Accredited)	9%	\$36,014	\$49,561	\$47,638	\$41,777	\$39,189
Post-Master's Certificate	38%	\$19,761	\$21,915	\$39,620	\$24,219	\$27,353
Doctoral	66%	\$48,990	\$64,151	\$68,602	\$73,427	\$81,127

Table II-7: Canada mean tuition, in and out of province, 2015-2020

Canada: Mean in-province tuition full degree

	% Change over 5 Years	2015	2016	2017	2018	2019
Bachelor's	7%	\$1,147	\$1,164	\$1,196	\$1,228	\$1,228
ALA-Accredited Master's	34%	\$8,900	\$8,742	\$11,177	\$12,233	\$11,891
Other Master's (Non Accredited)	20%	\$15,528	\$12,371	\$19,100	\$19,579	\$18,692
Doctoral	16%	\$10,742	\$5,414	\$13,341	\$13,489	\$12,478

Canada: Mean out-of-province tuition full degree

	% Change over 5 Years	2015	2016	2017	2018	2019
Bachelor's	9%	\$3,515	\$3,614	\$3,701	\$3,816	\$3,816
ALA-Accredited Master's	41%	\$14,611	\$17,913	\$10,486	\$19,596	\$20,598
Other Master's (Non Accredited)	9%	\$18,304	\$17,666	\$20,522	\$20,922	\$19,952
Doctoral	-25%	\$17,716	\$11,834	\$14,268	\$14,231	\$13,234

Figure II-14: Total income, 2005-2006 to 2019-2020

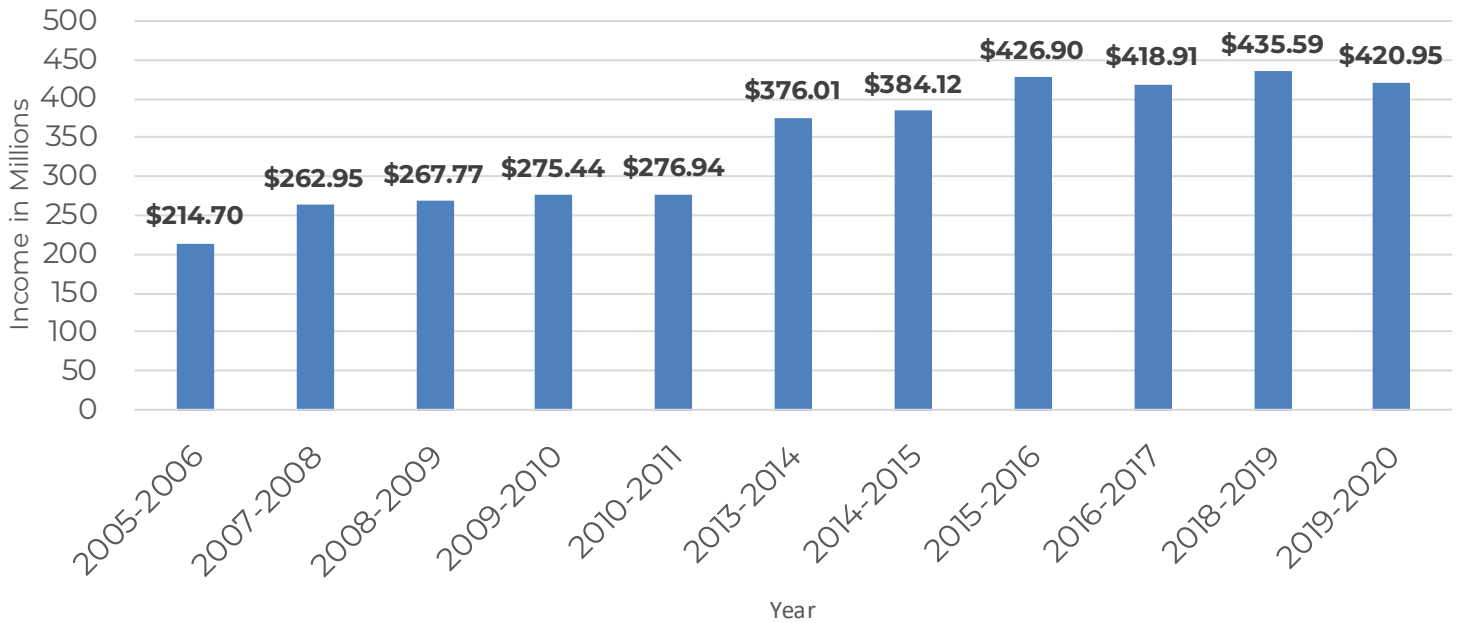


Figure II-15: Percentage of funding by source, 2005-2006 to 2019-2020

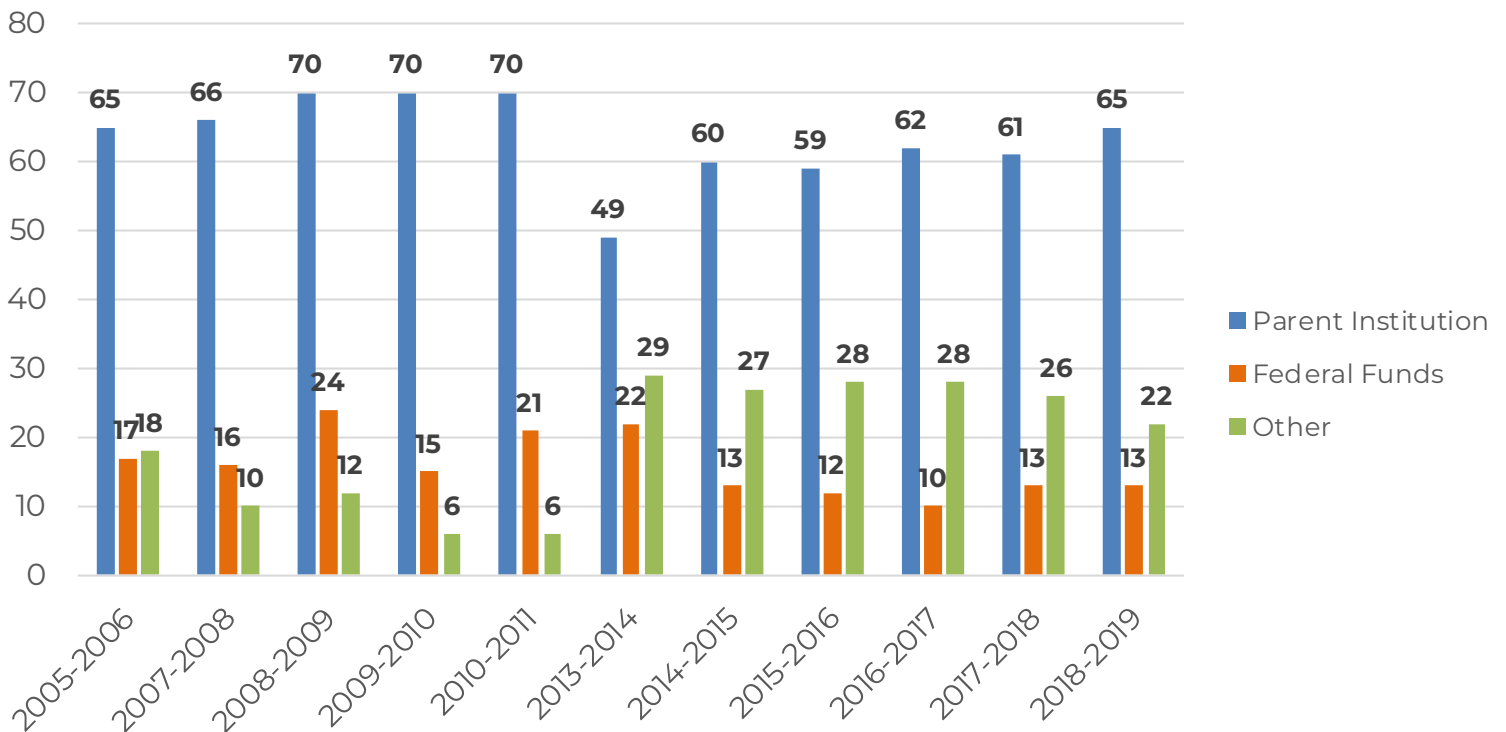
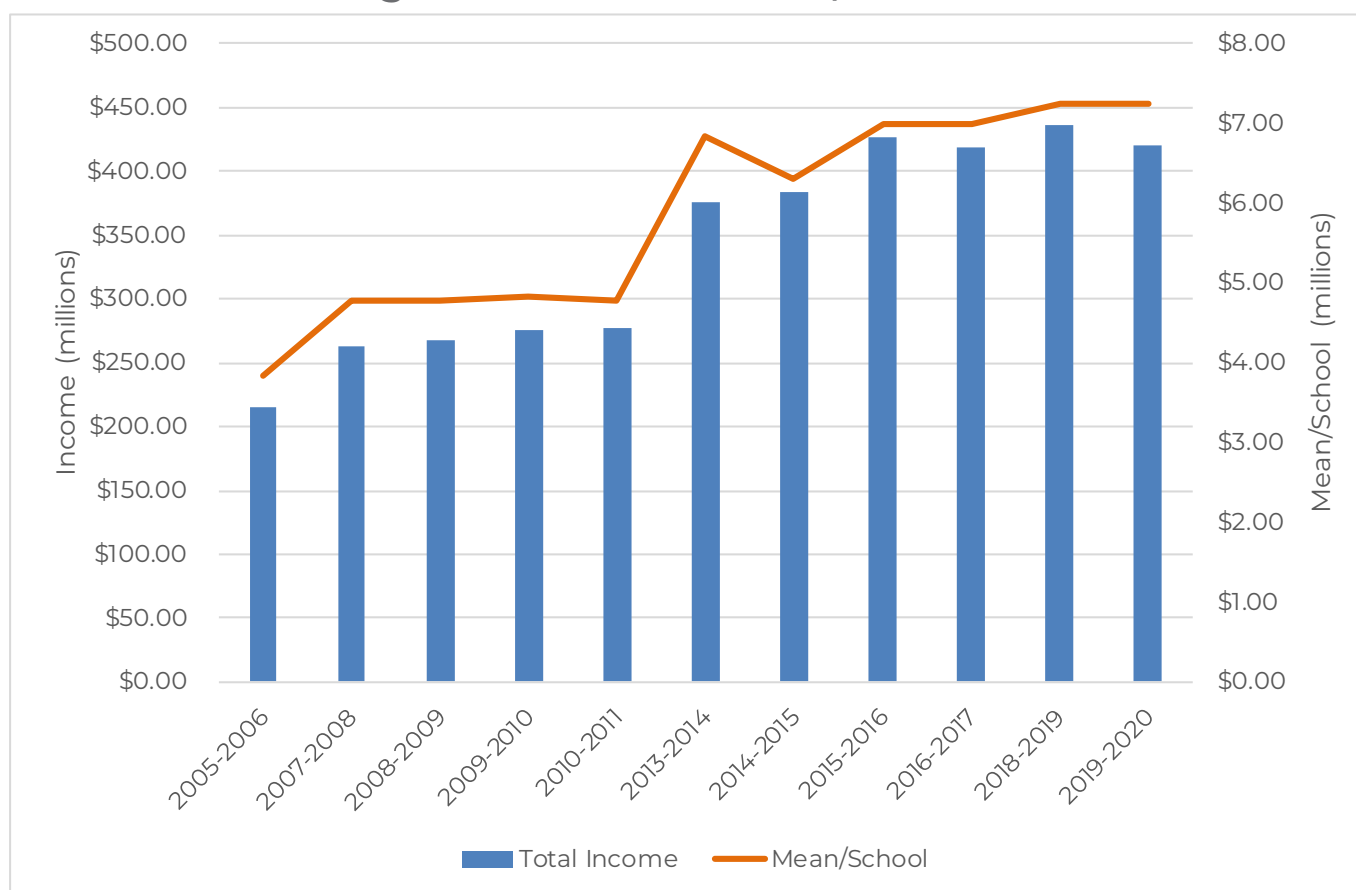


Figure II-16: Total income, 2005-2020



The number of reporting schools varied from 55 to 61 over the time period. Figure II-16 displays this information graphically. As the secondary axis in the figure shows, the total income and the mean income per school track very closely to one another. Over this time period, total income for all reporting schools increased 96 percent and the mean income per school increased 90 percent. Inflation over the same time period was 31 percent.

Figure II-16 shows the overall total income and the mean income per school for the fifteen year period 2005-2020. Total income over the time period increased from \$214,700,000 to \$420,950,000. The mean income per school increased from \$3,830,000 in 2005 to \$7,260,000 in 2019.



96%

**INCREASE IN TOTAL INCOME
OVER 15 YEARS**

2020 DATASET



2020 DATASET

The datasets that accompany this narrative summary are available for download from the Member Center on the [ALISE website](https://alise.org) (alise.org). The datasets, in Excel spreadsheet format, include the following tables:

Faculty

Mean Faculty Size, 2005-2006 to 2019-2020

Variation in the Number of Full-Time Faculty, Including Deans and Directors, Per School, January 1, 2020
--

Male-Female Ratio of Full-Time Faculty, 2005-2006 to 2019-2020
--

Titles of Heads of Schools, January 1, 2020

Disciplines of the Doctorates Held by Heads of Schools January 1, 2020
--

Age Categories of Heads of Schools, January 1, 2020

Age Categories of Heads of Schools by Gender, January 1, 2020

Mean Salaries of Deans and Directors with Fiscal Year Appointments, 2019-2020

Mean Salaries of Deans and Directors with Academic Year Appointments, 2019-2020

Year of Appointment of the Heads of Schools with Regular and Interim Appointments, January 1, 2020
--

Faculty Holding Administrative Titles, 2019-2020
--

Ratio of New Faculty Appointments Exclusive of Deans and Directors to Total Faculty, 2005-2006 to 2019-2020

Rank and Gender of New Faculty Exclusive of Deans and Directors, 2019-2020 Academic and Fiscal Year Appointments
--

Doctoral Disciplines of New Assistant Professors, 2019-2020

Age Categories of New Assistant Professors
--

New Assistant Professors - Academic Year Appointments, 2019-2020
--

New Assistant Professors - Fiscal Year Appointments, 2019-2020
--

Distribution of Salaries of New Assistant Professors with Academic Year Appointments, 2019-2020

Distribution of Salaries of New Assistant Professors with Fiscal Year Appointments, 2019-2020

Faculty Salaries, 2019-2020

Mean Salary for Faculty by Region, 2019-2020
--

Mean Salaries of Schools of Library and Information Science in the US Compared to Mean Salaries of Schools of Library and Information Science in Canada, 2019-2020

Changes in Mean Salaries for Faculty, Between 2015-2016 and 2019-2020

Percentage of Salary Improvement by Rank 2019-2020

Male and Female Salaries, January 1, 2020

Ethnicity and Race of Full-Time Faculty, January 1, 2020

Age Categories of Full-Time Faculty, January 1, 2020

Faculty Promotions, 2019-2020

Number of Years as Full-Time Faculty Member in The Respective Schools of the Individuals Promoted, 2019-2020

Percentage of Full-Time Faculty with Earned Doctorates by Gender, 2005-2006 to 2019-2020

Earned Doctorates Outside Library and Information Sciences Held by Full-Time Faculty, January 1, 2020

Percentage of Faculty Having Doctorates, January 1, 2020

Percentage of Faculty Tenured, 2005-2006 to 2019-2020

Percentage of Faculty Tenured, January 1, 2020

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Part-Time Faculty, Fall 2019

Average Percentage of and Basis for Salary Improvement for Full-Time Faculty, 2019-2020

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Unfilled, Funded, Full-Time Faculty Positions, Fall 2019

Full-Time Faculty Positions Lost, 2019-2020

New Full-Time Faculty Positions Created and Funded, 2019-2020

Percentage Value in Relationship to Faculty Salaries of Benefits, 2008-2009 to 2019-2020

Support for Faculty Travel, 2019-2020

Faculty Sabbaticals or Study Leaves, 2019-2020

FTE Support Staff, Fall 2015 ,Fall 2016, Fall 2017, Fall 2018 and Fall 2019

Support Staff, Fall 2019

Use of Students as FTE Part-Time Staff, Fall 2019

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Enrollment (FTE) by Program and Gender, Fall 2019
Enrollment (Number) by School, Fall 2019
Enrollment (FTE) by School, Fall 2019
Enrollment (Number) by Program and Gender, Bachelor's, Fall 2019
Enrollment (FTE) by Program and Gender, Bachelor's, Fall 2019
Enrollment (Number) by Program and Gender, Master's – ALA-Accredited, Fall 2019
Enrollment (FTE) by Program and Gender, Master's – ALA-Accredited, Fall 2019
Enrollment (Number) by Program and Gender, Master's – IS (Not ALA-Accredited), Fall 2019
Enrollment (FTE) by Program and Gender, Master's – IS (Not ALA-Accredited), Fall 2019
Enrollment (Number) by Program and Gender, Master's – Other (Not ALA-Accredited), Fall 2019
Enrollment (FTE) by Program and Gender, Master's – Other (Not ALA-Accredited), Fall 2019
Enrollment (Number) by Program and Gender, Post-Master's, Fall 2019
Enrollment (FTE) by Program and Gender, Post-Master's, Fall 2019
Enrollment (Number) by Program and Gender, Doctoral, Fall 2019
Enrollment (FTE) by Program and Gender, Doctoral, Fall 2019
Enrollment (Number) by Program and Gender, Other Graduate, Fall 2019
Enrollment (FTE) by Program and Gender, Other Graduate, Fall 2019
Enrollment (Number) by Program and Gender, Other Undergraduate, Fall 2019
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Degrees and Certificates Awarded by Gender, Ethnicity, and Race, Master's – Other (Not ALA-Accredited), 2018-2019
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Degrees and Certificates Awarded by Gender, Ethnicity, and Race, Doctoral, 2018-2019
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Enrollment (Number) by Ethnicity and Race and School, All Program Levels, Fall 2019
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Enrollment (Number) by Gender, Ethnicity, and Race, Master's – IS (Not ALA-Accredited), Fall 2019
Enrollment (Number) by Gender, Ethnicity, and Race, Master's – Other (Not ALA-Accredited), Fall 2019
Enrollment (Number) by Gender, Ethnicity, and Race, Post-Master's, Fall 2019
Enrollment (Number) by Gender, Ethnicity, and Race, Doctoral, Fall 2019
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In-State/In-Province and Out-of-State/Out-of-Province Students, Master's – ALA-Accredited, Fall 2019
In-State/In-Province and Out-of-State/Out-of-Province Students, Master's – IS (Not ALA-Accredited), Fall 2019
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International Students Enrollment, Master's – IS (Not ALA-Accredited), Fall 2019
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Scholarship and Fellowship Aid, Master's – IS (Not ALA-Accredited), FY 2018-2019
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Tuition and Fees, Doctoral, Fall 2019

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Number of Weeks in Term
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Academic Credit Requirements for Undergraduate Minor
Academic Credit Requirements for Master's Degree
Academic Credit Requirements for Post-Master's Degree or Certificate Program
Academic Credit Requirements for Doctoral Degree
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Residency Requirements for All Degree Programs
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Elective Course Work Credit Hours
Required Course Work by Credit Hours
Elective Course Work by Credit Hours
Exemption of Required Courses by Program
Methods of Exempting Required Courses
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Courses Cross-Listed with Other Academic Units with the Major Teaching Responsibility in Library and Information Science Unit

Courses Cross-Listed with Other Academic Units with the Major Teaching Responsibility in the Other Academic Unit

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Specific Course Changes Made within the Past Academic Year

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Name and Number of Required Courses in Different Concentrations

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