

# LIS DIVERSTIY: A Longitudinal Study of the ALISE Statistics



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# Research Objectives

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- What are the characteristics of diversity in the library and information science professions from 1979 to 2012?
  - Gender, race, age and national origin of students
  - Gender, race, age and disciplinary background of faculty
  - Trends in curriculum and course offerings

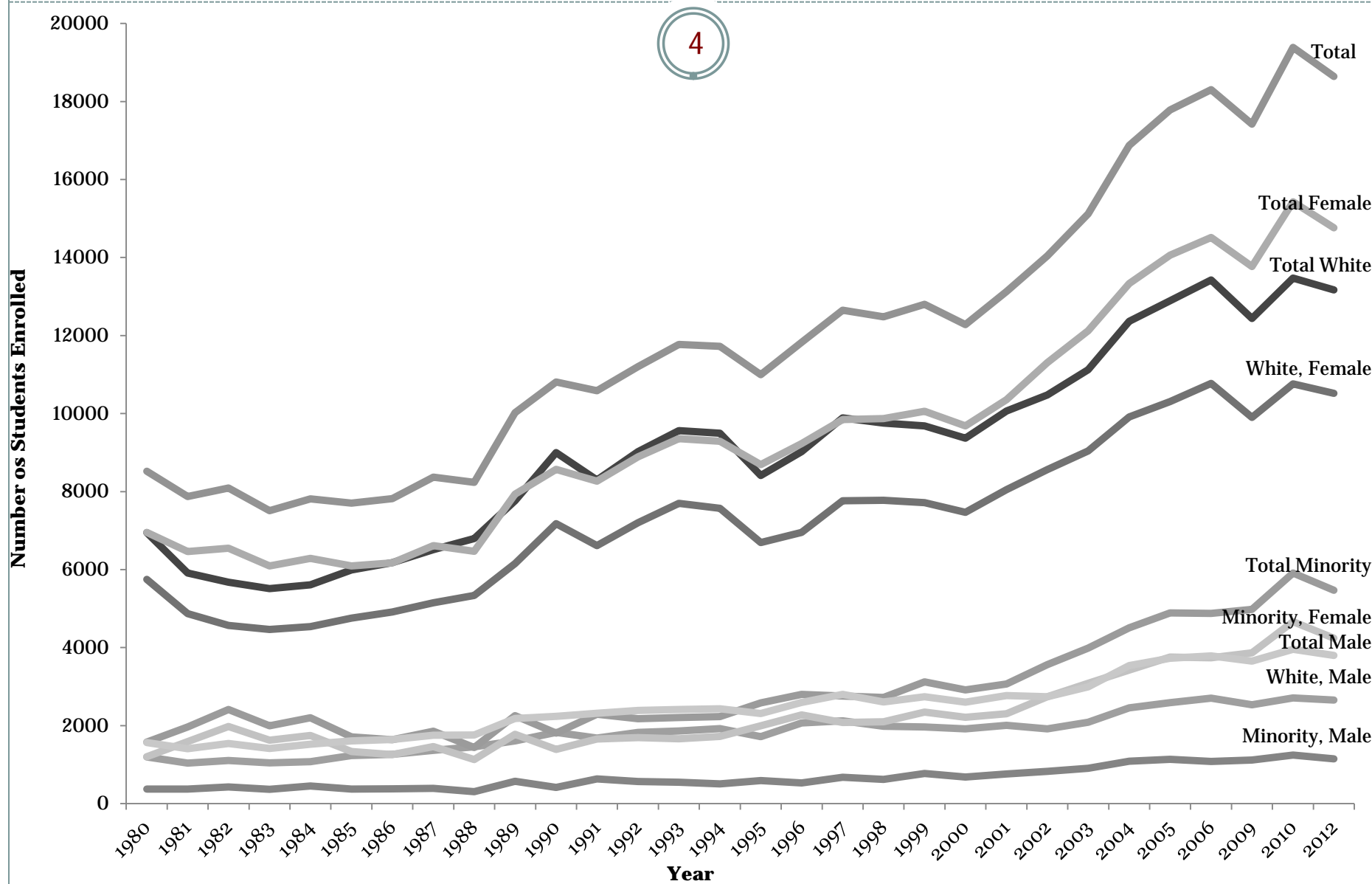
# Design, Methodology and Analysis

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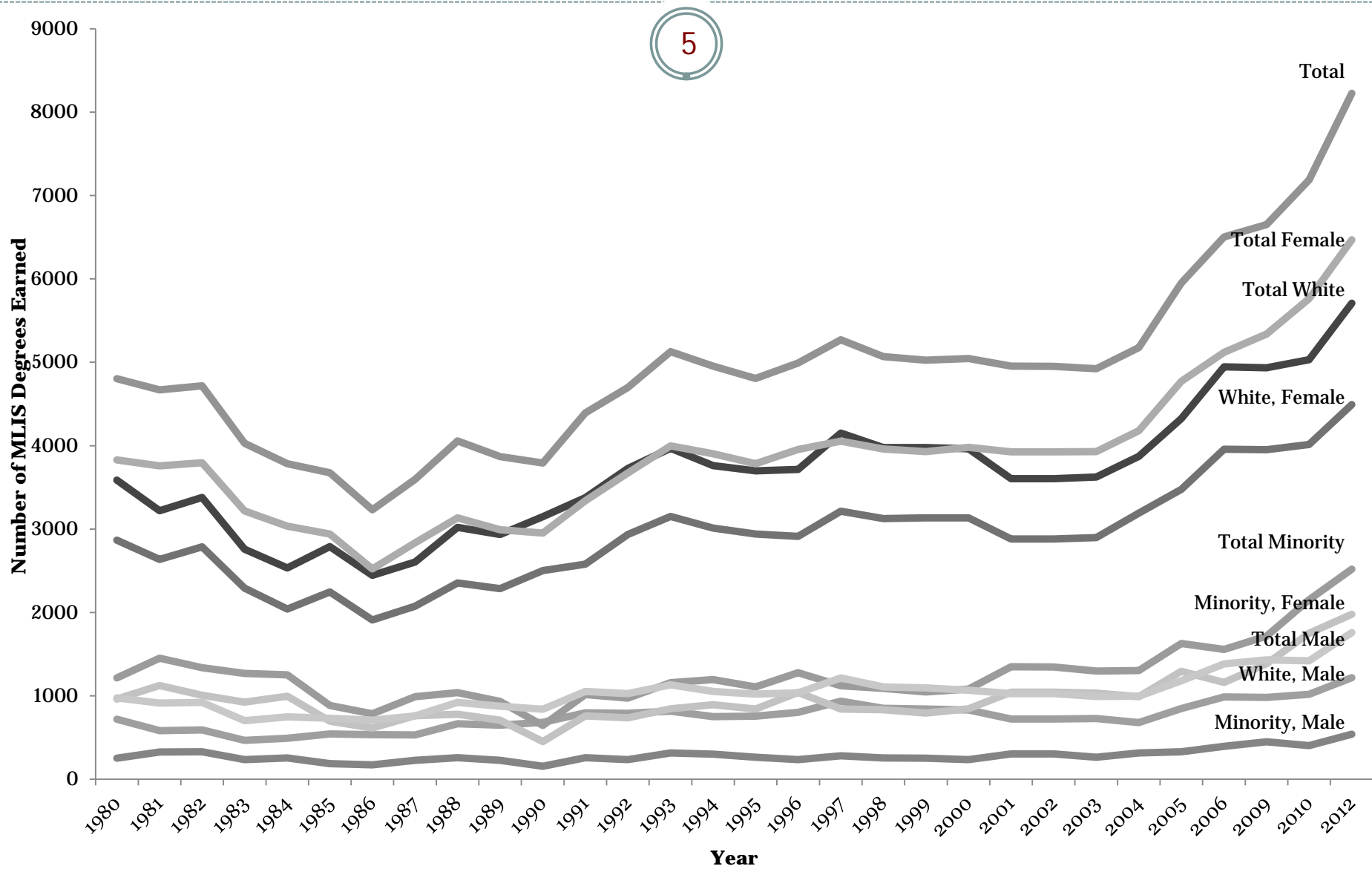
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- Identification and isolation of key data elements from the *Library and Information Science Education Statistics* reports
- Extraction and compilation of data from published and unpublished reports
- Analysis of data
- Preparation of reports

# Enrollment in ALA Accredited MLIS Programs By Gender and Ethnicity



# ALA Accredited MLIS Degrees Awarded by Gender and Ethnicity

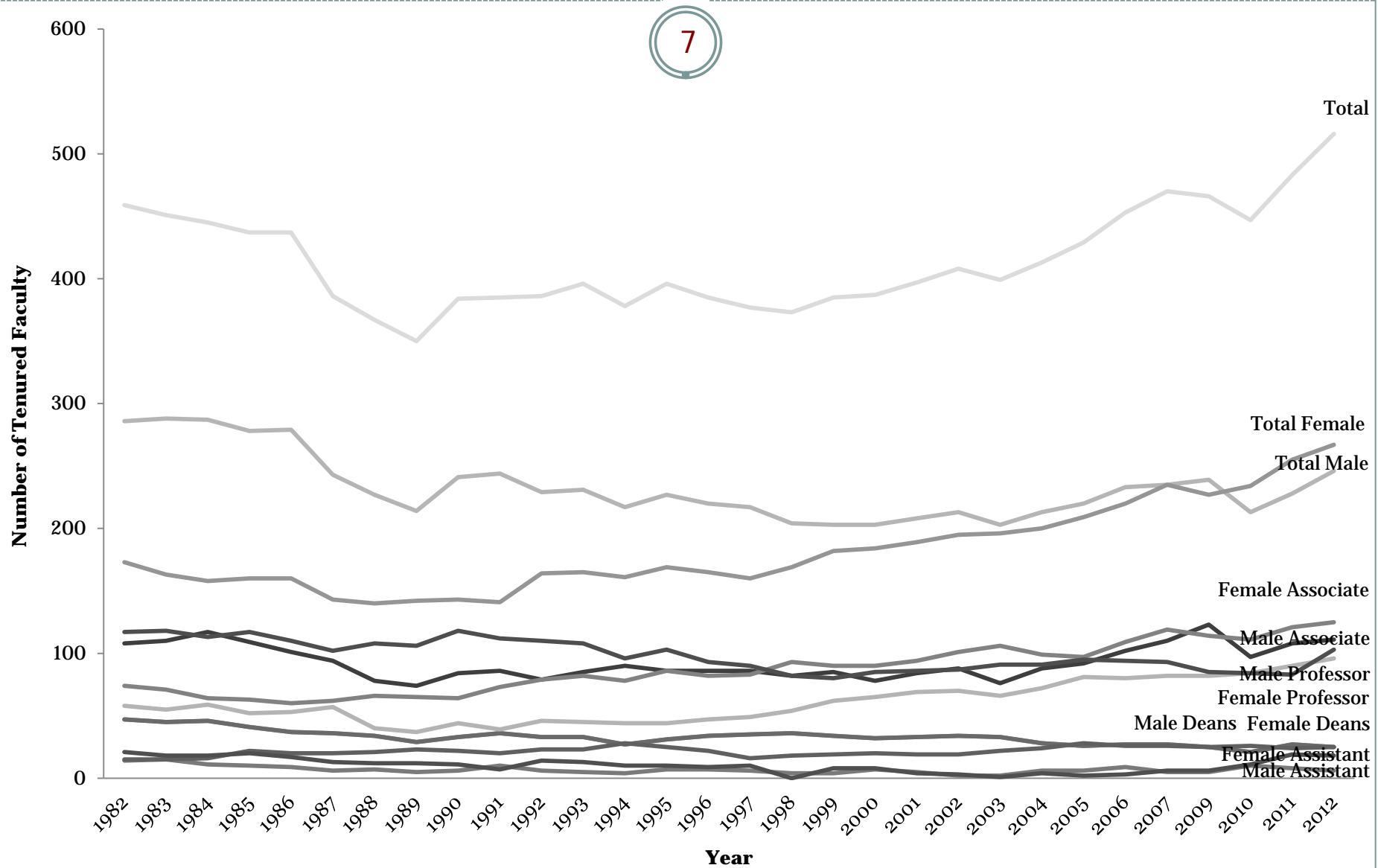


# Percentage Growth

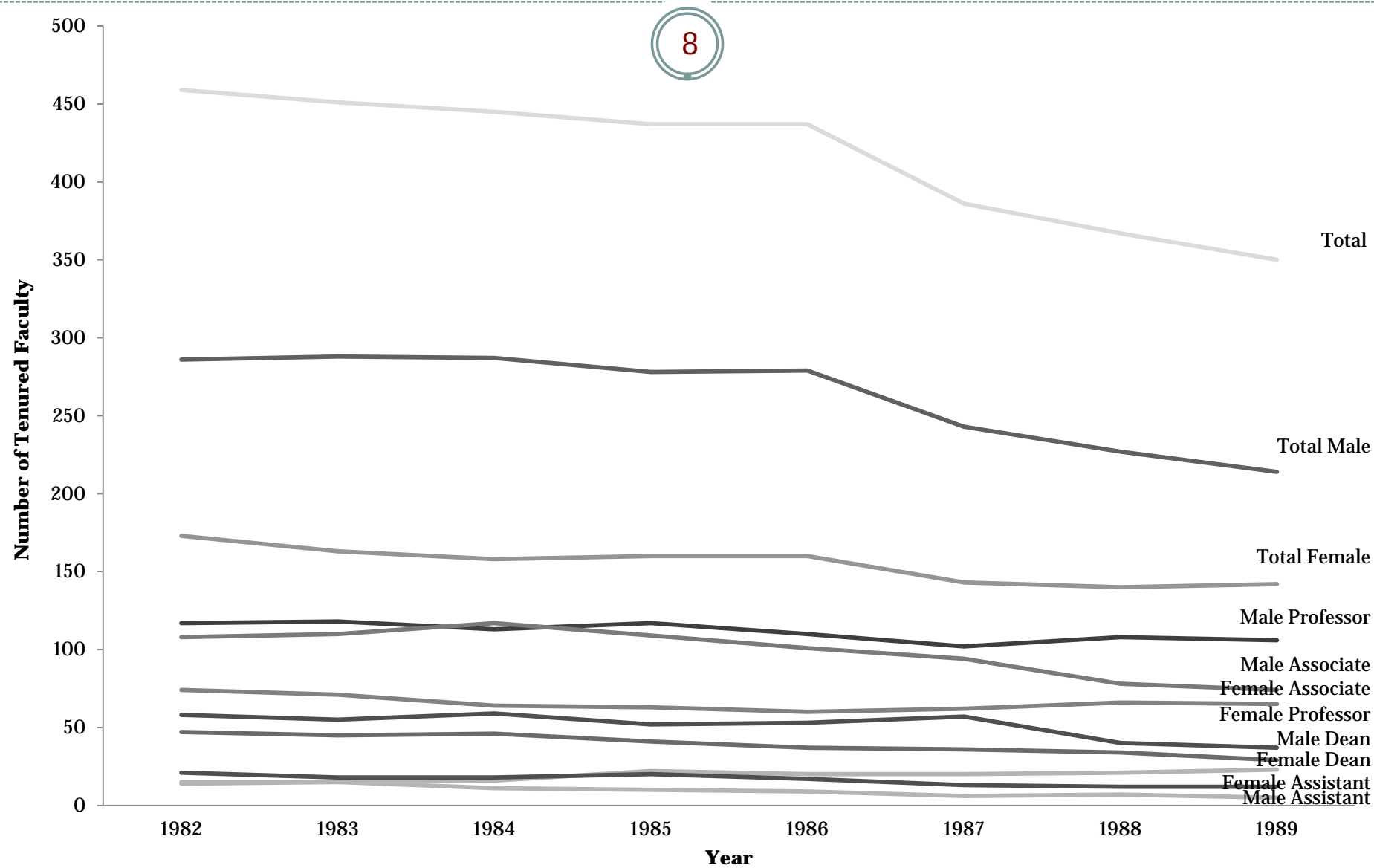
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- Enrollment, 1989-2012
  - Total: 103.36%
  - Minority: 167.51%
- Degrees Awarded, 1989-2012
  - Total: 125.86%
  - Minority: 116.04%

# Tenured Faculty by Gender in ALA Accredited MLIS Programs

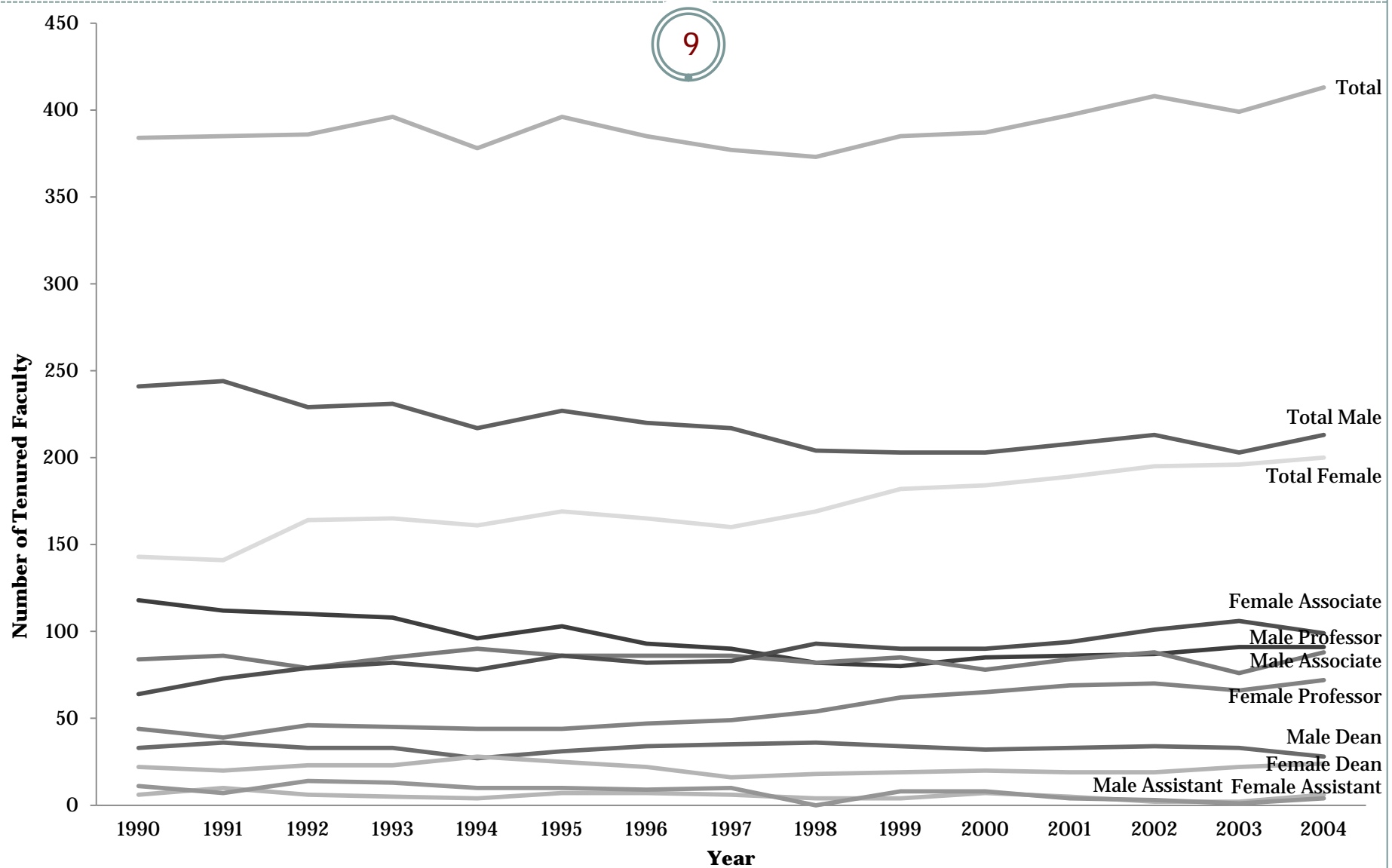


# Tenured Faculty by Gender in ALA Accredited MLIS Programs, 1982-1989

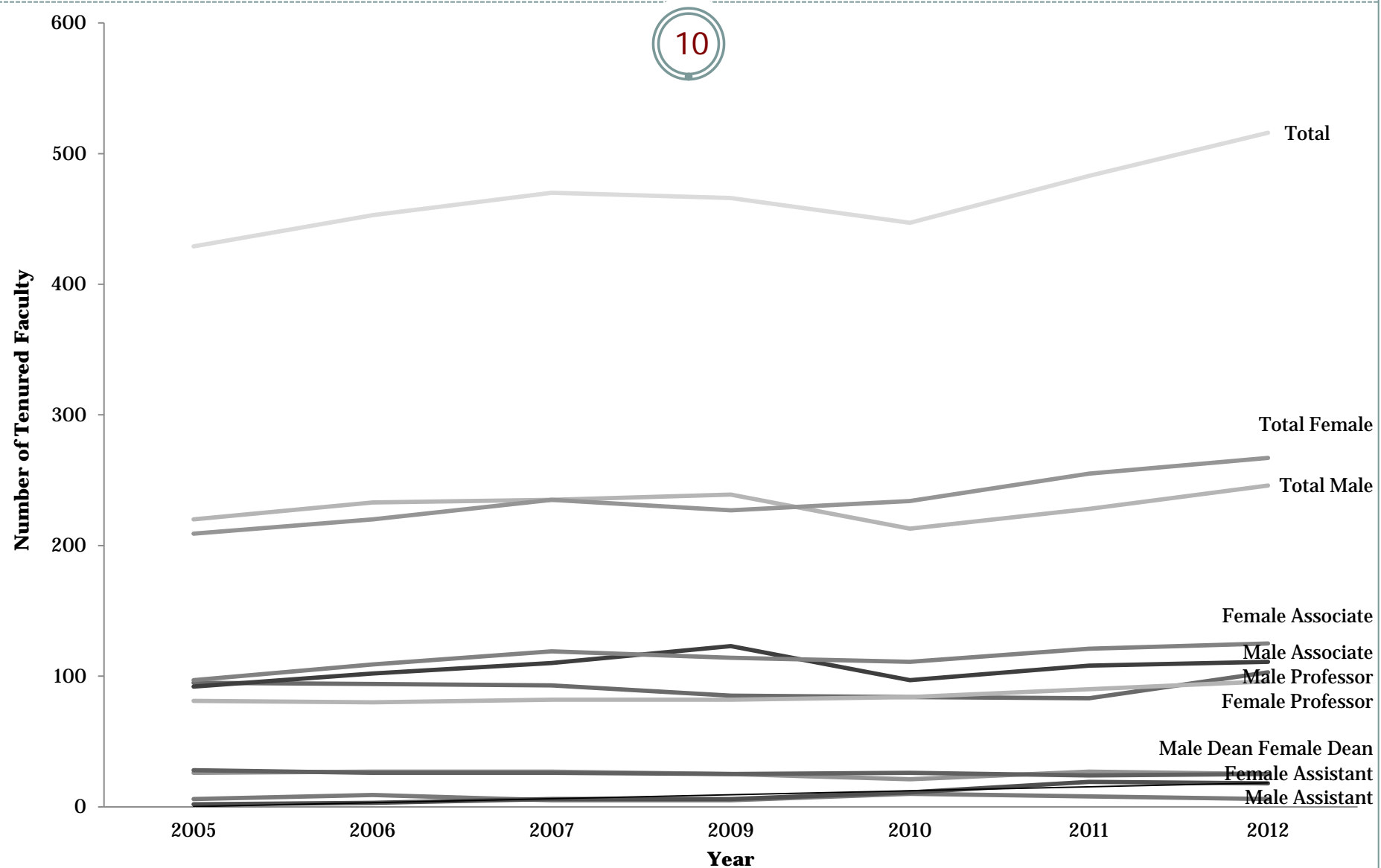




# Tenured Faculty by Gender in ALA Accredited MLIS Programs, 1990-2004

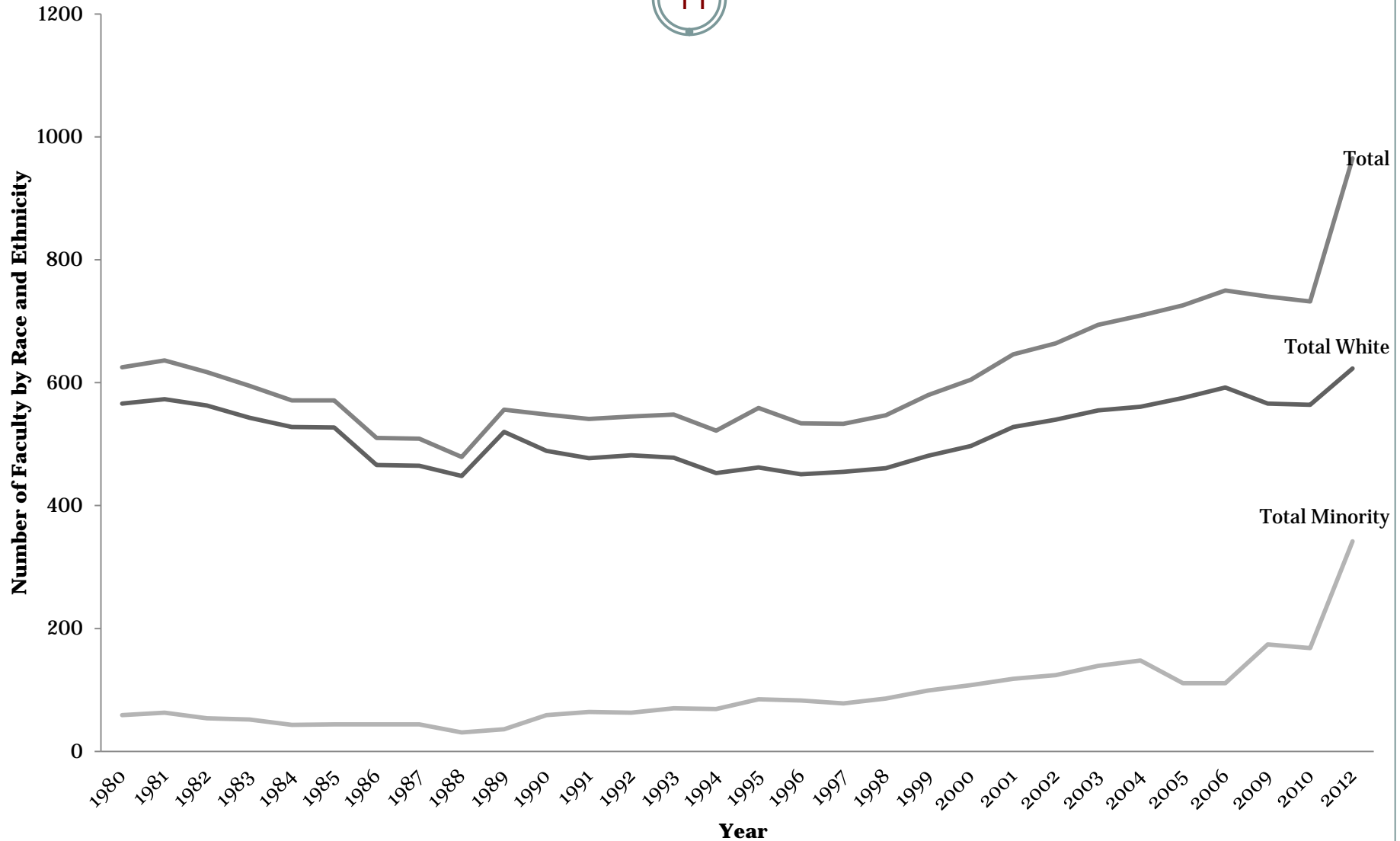


# Tenured Faculty by Gender in ALA Accredited MLIS Programs, 2005-2012



# Faculty Members in ALA Accredited MLIS Programs by Race and Ethnicity

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# Percentage Growth

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- Tenured Faculty, 1989-2012
  - Total: 47.43%
  - Female: 88.03%
- Faculty Members, 1989-2012
  - Total: 73.56%
  - Minority: 850.00%

# Conclusions

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- Although more students are enrolled in MLIS programs, and more students are earning MLIS degrees
  - Females still outnumber males within programs.
  - People who are white still outnumber members of minority groups.
  - There is a significant gap in enrollment and degrees earned between white females and all other groups.

# Conclusions

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- Although there are currently more tenured, female faculty members
  - The ratio of female to male faculty members does not reflect the make-up of the students in MLIS programs.
  - There are still more tenured male professors than tenured female professors.
- Although there has been a dramatic rise in the number of faculty members who belong to minority groups,
  - This rise has not been even, as the rise is mainly in faculty members who categorize themselves as Hispanic or Asian.

# LIS DIVERSTIY:

## A Longitudinal Study of the ALISE Statistics

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Questions?

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# Research on Diversity



Presented by


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Associate Professor  
University of Arizona

School of Information Resources and  
Library Science (SIRLS)



Arizona's First University.

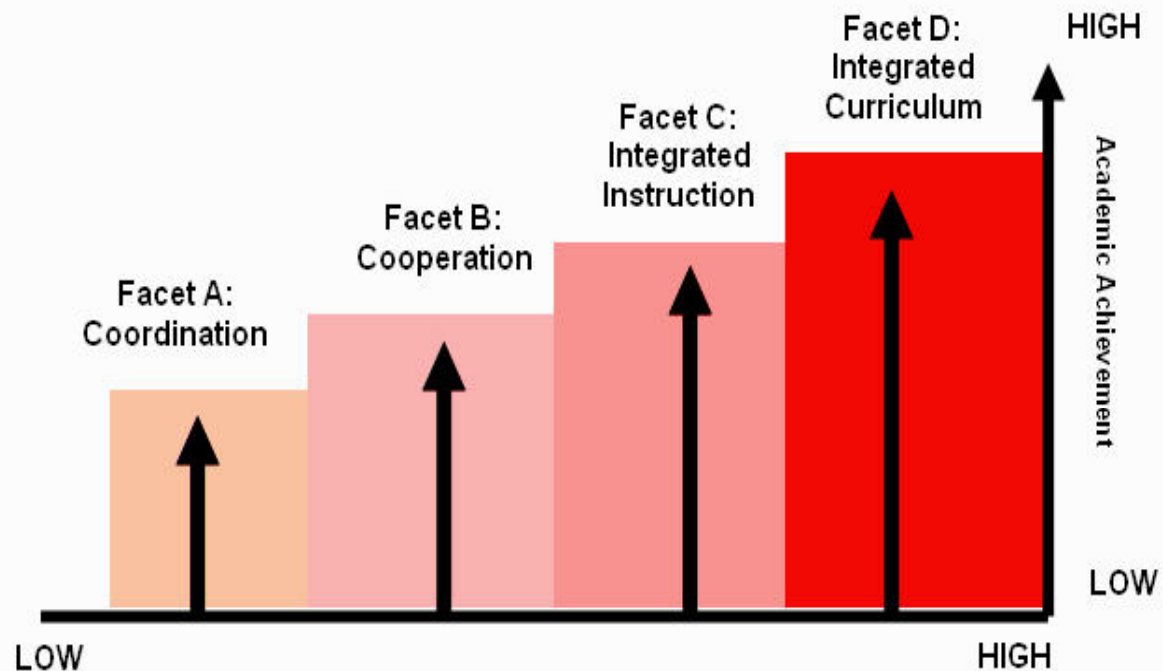


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- **2005: Teacher and Librarian Collaboration (TLC)**
  - **2007-2010: TLC Latinos & Science Information Literacy (IMLS Funded)**
  - **2009: Cultural Competence**
  - **2012-2014: Latino Literacy Roundtable**

# Overview of Research

## ■ Teacher and Librarian Collaboration (TLC)

Montiel-Overall, P. (2005). "Toward a Theory of Collaboration for Teachers and Librarians." *School Library Media Research*, 8. [Online]



# Overview of Research:

## The Effect of TLC on Science Information Literacy of Latino Students



# Findings:



- **TLC Model is a useful tool**
- **TLC is a process**
- **Stimulates critical thinking**
- **Instruction more interesting & interactive**
- **Creates synergy among educators & librarians**

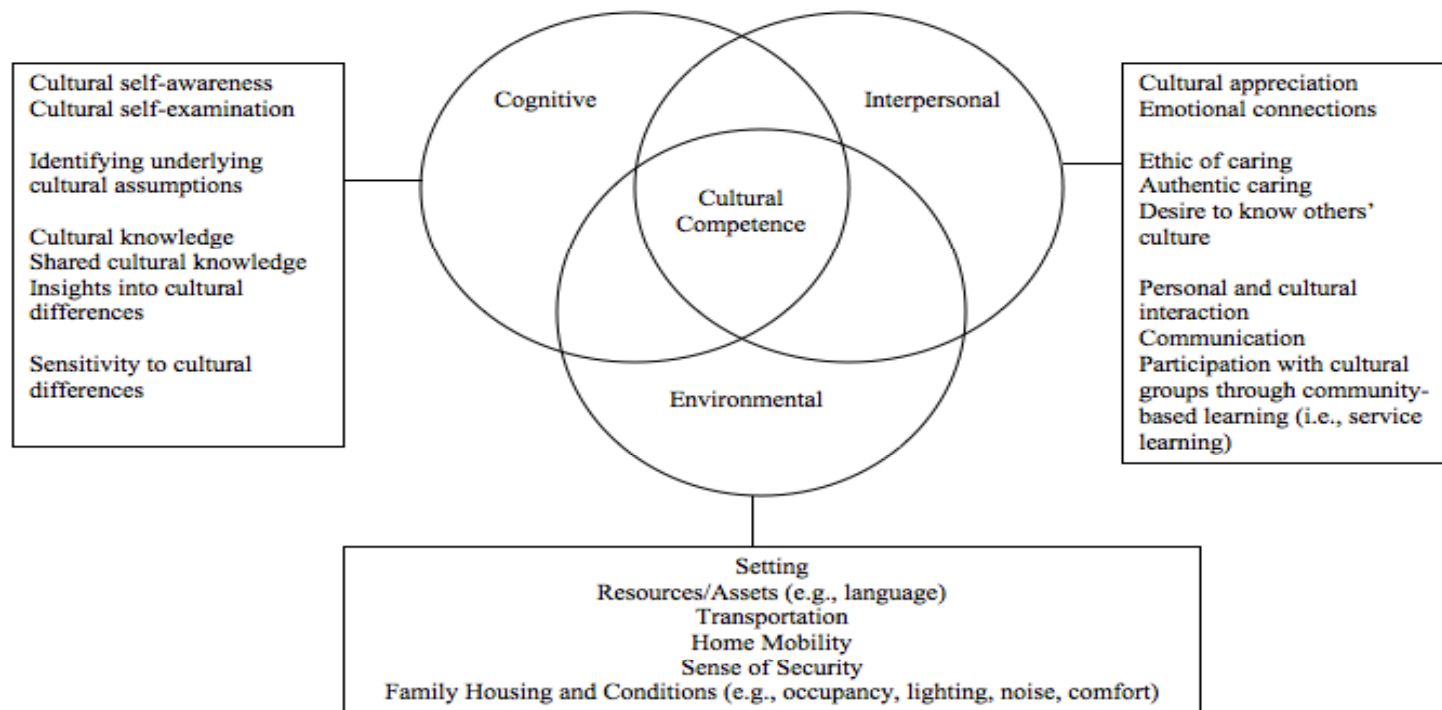
# Cultural Competence

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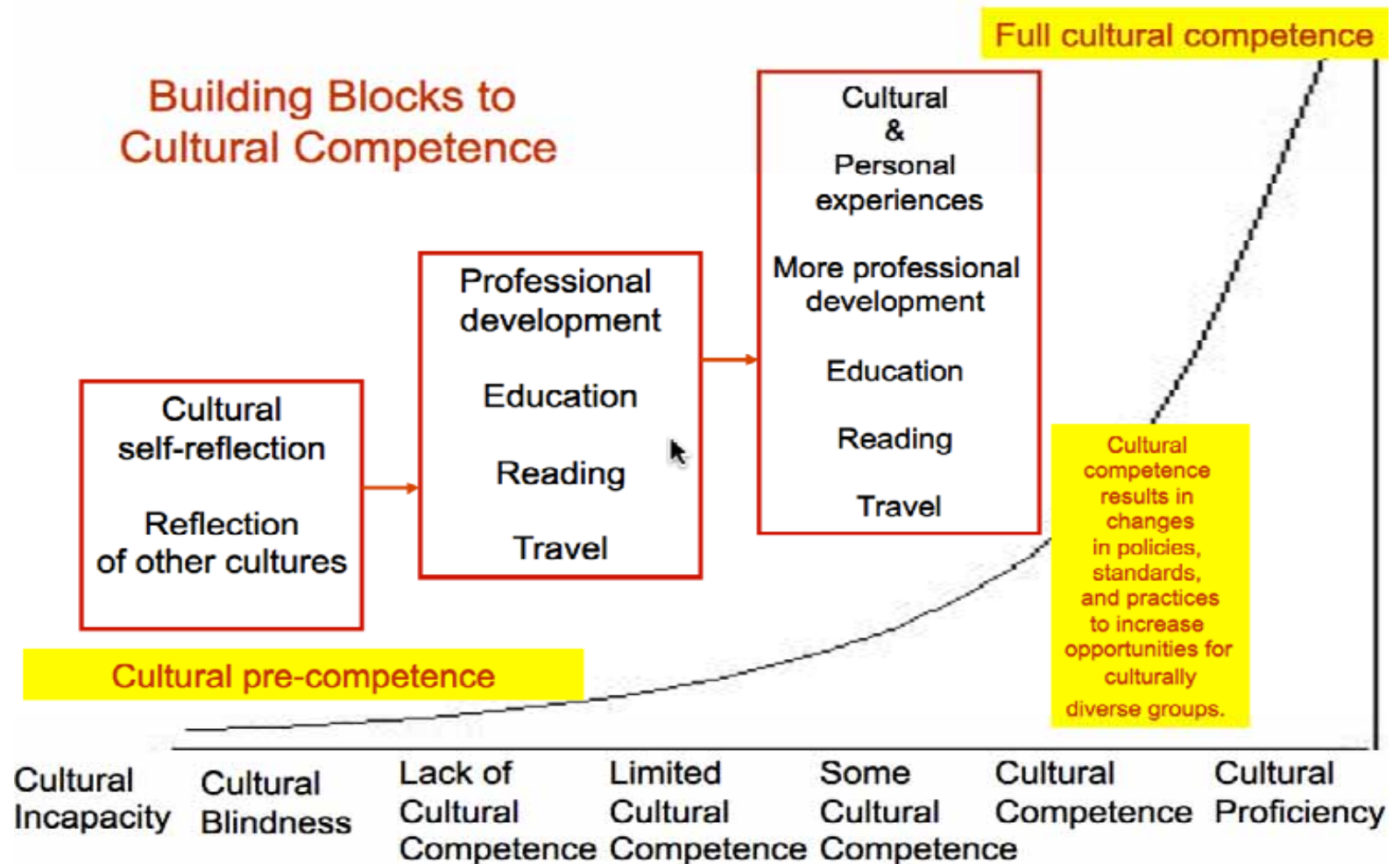
Montiel-Overall, P. (2009)

"Cultural Competence: A Conceptual Framework  
for Library and Information Science Professionals. "  
*Library Quarterly*, 79(2), 175-204.

# Cultural Competence Framework



# Cultural Competence





# Latino Literacy Roundtable



■ [www.libros.arizona.edu](http://www.libros.arizona.edu)

- 2012- Children and Young Adults
- 2013- Family Literacy
- 2014- Digital Literacy
- 2015- Community Literacy

# Thank you! ¡Cien mil gracias!



**Patricia Montiel Overall, PhD**

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*Associate Professor*

*School of Information Resources and Library Science*

*University of Arizona*

# References



- Montiel-Overall, P. (2005). Toward a Theory of Collaboration for Teachers and Librarians. *School Library Research*
- Montiel-Overall, P. (2009). Cultural Competence: A Conceptual Framework for Library and Information Science Professionals. *Library Quarterly*
- Montiel-Overall, P. (accepted for publication in Summer 2014). Understanding Latinos Through Children's Literature: What a Latino Author Tells Us.
- Montiel-Overall, P. & Grimes, K. (2013). Teachers and Librarians Collaborating on Inquiry-Based Science Instruction: A Longitudinal Study. *Library and Information Science Research*, 35(1), 41-53.
- Montiel-Overall, P. & Hernandez, A. (2012). The Effect of Professional Development on Teacher and Librarian Collaboration: Preliminary Findings Using a Revised Instrument, TLC-III. *School Library Research*, 15. Retrieved from [http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol15/SLR\\_EffectofPDOnCollaboration\\_V15.pdf](http://www.ala.org/aasl/sites/ala.org.aasl/files/content/aaslpubsandjournals/slr/vol15/SLR_EffectofPDOnCollaboration_V15.pdf)

# References continued:



- Montiel-Overall, P. & Jones, P. (2011). Teacher and School Librarian Collaboration: A Preliminary Report of Teachers' Perceptions about Frequency and Importance to Student Learning. *Canadian Journal of Information Science Research*, 35(1), 49-76.
- Montiel-Overall, P. (2010). Further Understanding of Collaboration: A Case Study with Teachers and Librarians. *School Libraries Worldwide*, 16(2), 31-54.
- Montiel-Overall, P. (2009). "Teachers' Perceptions of Teacher and Librarian Collaboration: Instrumentation Development and Validation." *Library and Information Science Research*, 31(3), 182-191.
- Montiel-Overall, P. (2008). "A Qualitative Study of Teacher and Librarian Collaboration: A Preliminary Report." *Scan*, 27(4), 23-24. Invited. [Online]
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- Montiel-Overall, P. (2007). "Research on Teacher and Librarian Collaboration: An Examination of Underlying Structures of Models." *Library and Information Science Research*, 29(2), 277-292.

# Diversity Research Grants



**Deadlines:** April 30, 2014

**Amount:** \$2500 (one time award)

**Procedure: Details on the following slides**

A cover letter with name, primary contact information, and ALA member ID of the researcher(s).

A concise abstract of the project (no more than 200 words).

Description of the project (of no more than 5 pages in length) detailing:

- a. Justification and needs for the research project
- b. Research objectives
- c. Design, methodology and analysis of the project
- d. Expected outcomes and benefits

Budgetary plan and timeline

A one-page vita for each of the researchers

# Diversity Research Grants



The Diversity Research Grant consists of a one-time \$2500. A jury of ALA members will evaluate proposals and is encouraged to award a total of three awards. Grant recipients will be expected to compile the results of their research into a paper and will be asked to present and publish the final product in conjunction with the American Library Association within three months of completing their research. Grant proposals may address any diversity topic that speaks to critical gaps in the knowledge of diversity issues within library and information science. Grant applicants may also email [diversity@ala.org](mailto:diversity@ala.org) to request a list of proposal topic suggestions.

# Submission Guidelines



Proposals are only accepted during the open call for applications (from the conclusion of the ALA Midwinter Meeting - April 30th). Persons submitting a proposal must be a current member of the American Library Association. If you are not presently a member of ALA but wish to submit a proposal please visit the [Membership Website](#) for more information on the benefits of joining ALA. You will be required to supply your membership ID number with your proposal. A complete proposal must include the following:

# Submission Guidelines -cont.



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Description of the project (of no more than 5 pages in length) detailing:

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- d. Expected outcomes and benefits

Budgetary plan and timeline, including other sources of support sought for the project.

A one-page vita for each of the researchers involved in the project.

Electronic submissions are preferred. All proposal elements should be collated and should be submitted in a single Word document attachment via email to

[diversity@ala.org](mailto:diversity@ala.org). **Proposals must be received by the deadline.**



# Submission Guidelines -cont.



## **Grant Timeline**

The call for proposals for 2014 Diversity Research Grants will open by January 31, 2014 .

The deadline for submitting proposals is April 30, 2014.

2014-2015 Recipients are announced in June 2014.

The 2013-2014 Diversity Research Grant recipients are conducting their grant-funded research from the summer of 2013 through the summer of 2014. They will present their findings by September 1, 2014.

# Past Honorees



2013 Achievement in Diversity Research Honoree - Patricia Montiel-Overall

2012 Achievement in Diversity Research Honoree - Richard Chabrán

2011 Achievement in Diversity Research Honoree - Camila A. Alire

2010 Achievement in Diversity Research Honoree - Stanton Biddle

2009 No Honoree Selected

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**Thank You!**

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¡Cien mil gracias!