Examining Diversity and Equity in LIS Education:
A Syllabus to Reading List Analysis

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ABSTRACT

To determine how effectively the Master of Library and Information Science curriculum at Indiana University - Indianapolis is addressing the new ALA core competency related to social justice, we analyzed all the course syllabi and are now in the process of analyzing all course readings, using various text analysis methods. We found the initial review of syllabi to lack the level of granularity that would have revealed the different kinds of diversity and equity issues in the curriculum. Additionally, courses we know for certain that covered topics related to social justice, the syllabus alone indicated otherwise. For these reasons, we decided to examine the readings that comprised the entire curriculum. With 68 courses and over 3000 readings to date, gathering the data for analysis has taken several months of time. Metadata and PDFs of course readings were stored in Zotero and extracted from there for analysis. Terminology, as identified from the study that examined all ALA-accredited LIS program course descriptions, will be used to frame the textual analysis (Dill, Grote, & Hardin, 2023). We will present the topics and trends identified through bibliometric analysis, topic modeling, and visual analysis of the citation data. This analysis will shed light on areas of strength and for improvement within curriculum with the goal of preparing students to effectively work in socially just library environments.

Dill, E., Grote, L., & Hardin, J. (2023). Preparing for a More Equitable Future: An Examination Of EDI-Focused Courses In LIS Curricula. Proceedings of the 2023 ACRL Conference. https://www.ala.org/acrl/sites/ala.org.acrl/files/content/conferences/confsandpreconfs/2023/PreparingforMoreEquitable1.pdf

ALISE RESEARCH TAXONOMY TOPICS

Curriculum; Social Justice; Bibliometrics; Data visualization

AUTHOR KEYWORDS

Diversity; Equity; Syllabi; Reading Lists; Core competencies