### THE RELATIONSHIPS ARE CLEAR

<table>
<thead>
<tr>
<th>ACP Core Values</th>
<th>Catholic Social Teachings</th>
<th>Social Justice Typologies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Access</td>
<td>Participation</td>
<td>Distributive Justice; Epistemic Justice; Justice as Fairness; Utilitarism</td>
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<tr>
<td>Confidentiality/Privacy</td>
<td>Human Dignity</td>
<td>Human Dignity; Justice as Fairness; Utilitarianism</td>
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<tr>
<td>Democracy</td>
<td>Participation; Promotion of Peace</td>
<td>Epistemic Justice; Justice as Fairness; Utilitarianism</td>
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<tr>
<td>Diversity</td>
<td>Human Dignity; Priority for the Poor and Vulnerable; Solidarity</td>
<td>Distributive Justice; Human Dignity</td>
</tr>
<tr>
<td>Education and Lifelong Learning</td>
<td>Participation; Priority for the Poor and Vulnerable</td>
<td>Distributive Justice; Justice as Fairness; Utilitarianism</td>
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<tr>
<td>Intellectual Freedom</td>
<td>Rights &amp; Responsibilities</td>
<td>Justice as Fairness; Utilitarianism</td>
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<tr>
<td>Preservation</td>
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<tr>
<td>The Public Good</td>
<td>Community/ Common Good</td>
<td>Distributive Justice; Utilitarianism</td>
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<tr>
<td>Professionalism</td>
<td>Dignity of Work/Worker's Rights</td>
<td>Human Dignity; Justice as Fairness</td>
</tr>
<tr>
<td>Service</td>
<td>Governance/ Solidarity</td>
<td>Distributive Justice; Epistemic Justice; Justice as Fairness; Utilitarianism</td>
</tr>
<tr>
<td>Social Responsibility</td>
<td>Rights &amp; Responsibilities</td>
<td>Distributive Justice</td>
</tr>
</tbody>
</table>

### ALISE 2015 ANNUAL CONFERENCE

**Reflections on Social Justice and its Imaginaries of Education**

- *Proud of the faculty and staff representing @grpsu at ALISE2015. Presentations address very important topics for US educators:* [Malson Sullivan](https://twitter.com/MalsonSullivan), MLS Student, Illinois @UniversityLibrary
- *Kath White: Efforts towards social justice should enhance US departments’ curriculum. Build up, don’t build down:* [Ekae Tseh](https://twitter.com/EkaeTseh), PhD Student, Toronto @YorkUniversity
- *Kate Williams: Social justice as key pillar in US education, especially in Baccalaureate courses:* [Adam Westall](https://twitter.com/AdamWestall), Assistant Professor, Florida State, (FloridaAtlantic)
- *ALISE SIG Research panelists all agree social justice must be integrated part of US education, mindset needed to go beyond:* [K. (2015).](https://www.jstor.org/)
- *The students want 5 commitments. Faculty should respond:* [Sarah T Roberts](https://twitter.com/SarahTRoberts), Assistant Professor, Western Ontario (@ubiquity75)
- *Sarah Roberts encourages faculty to act despite potential risks. Don’t wait until tenure. What risks are posed by our inaction?* [Sarah paper discussion](https://twitter.com/Nerd/infusing-social-justice-in-lis-education)

**How do US educators talk about issues in their classes? E.g., collection development, reference, etc.** [DR Heath-Heck](https://twitter.com/DRHeath-Heck), Program Director, Syracuse University (@DRHeck)

*Dr. Matthi Swannen uses interdisciplinary scholarship in LIS to examine gender and “decentering whiteness” in critical justice.* [Tiffany U Noble](https://twitter.com/TiffanyUNoble), Assistant Professor, UBC @ubiquity75

*Social justice is backbone in my courses on youth lib as we take on equity, representation, diversity, value, and more.* [Carole Tilling](https://twitter.com/CaroleTilling), Associate Professor, Illinois (IllinoisState)

*ALISE2015 focused on social justice, looking forward to seeing changes in LIS curriculum that result from these conversations.* [Sanders Hughes-Heck](https://twitter.com/SandersHughes), Professor, NC @Bridge2Lit (NCAP)


### CUA LISCORE CURRICULUM

**How The Presenters integrated Social Justice into Their Coursework**

**Organization of Information:** 
"Examine the relationship between information organization and retrieval and access to information"  
*What we’ve done:*  
- Research paper (Katz): “Library of Congress Subject Headings: Consistency vs. Imparity”  
- Group Project (Katz/Lieutenant): Proposed using social tags to document stories of abuse

**Information Sources and Services:** 
"Articulate a philosophy of reference service which includes a discussion of ethics, identity, and other issues relevant to the provision of information."  
*What we’ve done:*  
- LibGuide (Katz and Lieutenant), Notes, Spence, Perkins: “Access to Justice”

**Information Systems in Library and Information Centers:** 
“Describe important human and technological issues in the electronic environment.”  
*What we’ve done:*  
- Class project (Katz): Usability evaluation of the library websites and their impact on library users’ access to information.  
- Research paper (Lieutenant): Equitable information access for online learners

**Libraries and Information Society:** 
“Identify and discuss the core values and ethical principles associated with librarianship and related information professions.”  
*What we’ve done:*  
- Issue analysis (Katz): Intellectual Freedom, “Weblogs/Drama—The Story of a Librarian and an Oversight Publisher”
- Class discussions (Lieutenant): Countered assumptions in course materials that present diverse and marginalized users as members of monolithic minority groups

### HOW WOULD YOU INFUSE SOCIAL JUSTICE IN LIS EDUCATION?

We’re crowdsourcing ideas for a social justice syllabus that Rebecca Katz, co-presenter, is creating. Please share your ideas, perspectives, and insights!