

**Student leaders, student-teachers: Embedding diversity into LIS education through
iDiversity's curriculum development project
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Presenters:

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Elizabeth is a current master's student and plans to receive her MSL(I)S in May 2016. Her research explores how higher education structures, systems, and processes can be used to promote reflective praxis, student agency, educational equity, and organizational change. Her interests align with her values and include critical academic praxis, student leadership development, and the redesign of higher education institutions to be equitable, inclusive, and open learning systems.

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Lindsay is a current master's students at the University of Maryland, and plans to graduate with her MLS and MA in history in fall 2016. She also works as the Teaching & Learning Coordinator in the University of Maryland Libraries. She is interested in information literacy, critical and feminist theories, and library instruction.

Abstract:

Students are primary stakeholders in LIS education, yet our perspectives, needs, and concerns are not as fully incorporated into LIS education improvement efforts as they should be. iDiversity, a student organization at the University of Maryland's iSchool, aims to promote student agency in LIS curricular evaluation and improvement efforts through the iDiversity curriculum development project. iDiversity is dedicated to promoting diversity, inclusion, and accessibility within the information professions, and its curriculum development project aims to incorporate diversity into every course taught at the iSchool. Project members examine course curricula, compile suggested readings, and create discussion points to infuse diversity throughout each course's syllabi. This curriculum development project supports students interested in playing an active leadership role in improving their own education by embedding diversity into LIS education. It also provides students with tangible curriculum design and project management experience. By embedding diversity into the iSchool's curriculum, students are equipped with the knowledge needed to further promote diversity, inclusion, and accessibility within the information professions.

Summary of Talking Points:

We will begin our presentation with a brief overview of the history and mission of iDiversity at the University of Maryland. We will outline our goals for the curriculum development project and discuss how the project initially came about. We will discuss how we handled project management, looking at recruitment, coordination, communication, technology, motivation, and infrastructure. We will conclude with some reflections on the project thus far, along with some of our goals for the future. We would also like to pose some questions for the DERAIl Forum participants, which we hope will spark discussion and inspire other LIS students to initiate curriculum development projects at their own institutions.

Further Resources:

iDiversity Website: <http://idiversity.umd.edu/>

Curriculum Development Project Website: <https://idivcd.wordpress.com/>

Articles on the history and mission of iDiversity:

Oxley, R. (2012). *The role of student organizations in supporting education programs related to diversity*. Presentation at the Symposium on Diversity in LIS Education.

Oxley, R. (2013). *iDiversity: Embracing reality & co-designing our information future*. Presentation at the Midwinter Meeting of the American Library Association.

Oxley, R. (2013). iDiversity and LIS education: Student-based groups promoting cultural competence as a vision for the profession. *The Library Quarterly*, 83(3), 236-242. DOI: 10.1086/670698

Jardine, F. M., & Zerhusen, E. K. (2014). *iDiversity: Marching forward*. Presentation at the Symposium on Diversity in LIS Education.

Jardine, F. M., & Purcell, J. (2015). *Equity and inclusion in LIS through iDiversity*. Presentation at the Midwinter Meeting of the American Library Association.

Jardine, F. M., & Zerhusen, E. K. (2015). Charting the course of equity and inclusion in LIS through iDiversity. *The Library Quarterly*, 85(2), 185-192. DOI: 10.1086/680156.

Jardine, F. M., (2015). The role of students in diversity and inclusion in library and information studies. In Gorham, U., Greene Taylor, N. G., & Jaeger, P. T. (Eds.), *Advances in librarianship: Perspectives on libraries as institutions of human rights and social justice*. Bingley, England: Emerald Group Publishing Limited.