

7-28-2022

Creative Collaboration: Providing Inclusive Access to FIU Libraries' Collections

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Recommended Citation

Gonzalez, Annia; Valdivia, Ximena; and Ferrer, Karla, "Creative Collaboration: Providing Inclusive Access to FIU Libraries' Collections" (2022). *Works of the FIU Libraries*. 130.
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CREATIVE COLLABORATION: PROVIDING INCLUSIVE ACCESS TO FIU LIBRARY'S COLLECTIONS

Annia Gonzalez, Special Collections Librarian
Ximena Valdivia, Cataloging and Metadata Librarian
Karla Ferrer, Library Associate

SEFLIN Conference 2022
July 28, 2022



Special Collections at FIU

Special Collections provide research materials for the University and the community. The department currently collects:

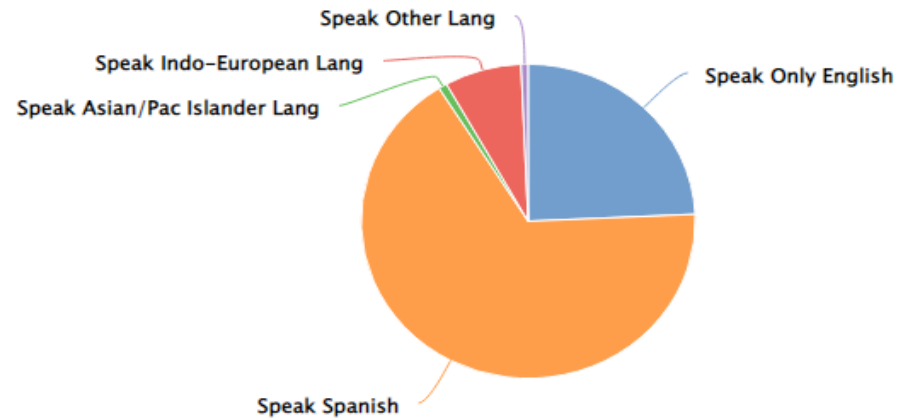
- Rare, unique and out of print materials including books, manuscripts, pamphlets, maps
- Interdisciplinary collections, archives, personal papers, artifacts, audiovisual media, photographs, and digital resources that span the history, development and culture of the geographic, national and cultural regions Caribbean Basin, Miami and South Florida.

<https://library.fiu.edu/use/policies/collection-development>

Miami-Dade County Demographic Data - Language

Population Age 5+ by Language Spoken at Home

County: Miami-Dade



Population Age 5+ by Language Spoken at Home	County: Miami-Dade		State: Florida	
	Persons	% of Population Age 5+	Persons	% of Population Age 5+
Speak Only English	632,587	24.31%	14,609,183	70.16%
Speak Spanish	1,736,814	66.74%	4,609,894	22.14%
Speak Asian/Pac Islander Lang	21,633	0.83%	332,763	1.60%
Speak Indo-European Lang	193,747	7.44%	1,124,963	5.40%
Speak Other Lang	17,700	0.68%	144,673	0.69%

Statistics of Finding Aids at FIU

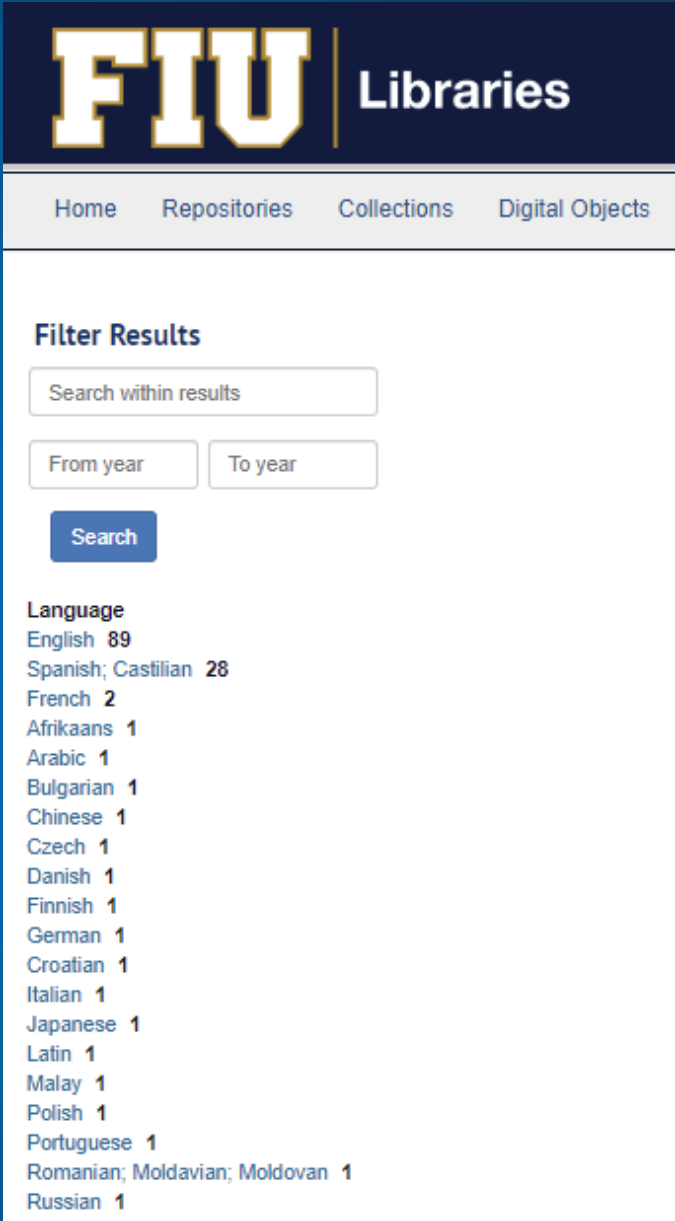
Language of Material

- 89 collections in English language
- 28 collections Spanish language

Most Used/Requested Material

Spanish Language

- Cuban Living History
- Enrique Hurtado de Mendoza
- Genealogy Books
- Periodicals - Social, Bohemia, Carteles, Diario de la Marina



The screenshot shows the FIU Libraries website interface. At the top, the logo 'FIU Libraries' is displayed. Below the logo is a navigation bar with links for 'Home', 'Repositories', 'Collections', and 'Digital Objects'. The main content area is titled 'Filter Results' and contains a search box labeled 'Search within results', two input fields for 'From year' and 'To year', and a blue 'Search' button. Below the search filters, a list of languages and their corresponding counts is shown:

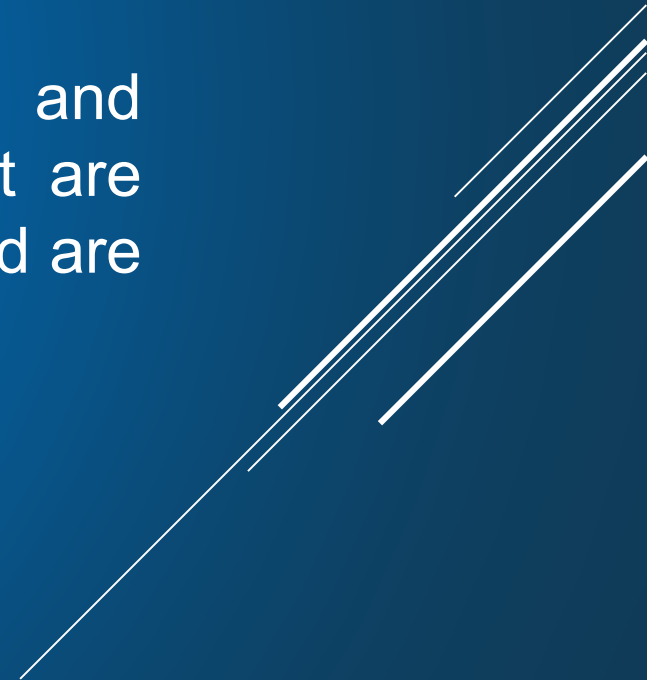
Language	Count
English	89
Spanish; Castilian	28
French	2
Afrikaans	1
Arabic	1
Bulgarian	1
Chinese	1
Czech	1
Danish	1
Finnish	1
German	1
Croatian	1
Italian	1
Japanese	1
Latin	1
Malay	1
Polish	1
Portuguese	1
Romanian; Moldavian; Moldovan	1
Russian	1

FIU Libraries Goal

Conscious Metadata - producing metadata that is reparative, equitable, and accurate.


How do we approach archival description in our archive?

Guiding principle - Address issues of cultural differences and similarities in archives by creating archival descriptions that are respectful to the individuals or community who create, use, and are represented in the collections




What is Language Justice?

The term “language justice” as defined in the *Language Justice Toolkit*, “... is about building and sustaining multilingual spaces in our organizations and social movements so that everyone’s voice can be heard both as an individual and as part of a diversity of communities and cultures. Valuing language justice means recognizing the social and political dimensions of language and language access, while working to dismantle language barriers, equalize power dynamics, and build strong communities for social and racial justice.” (1)

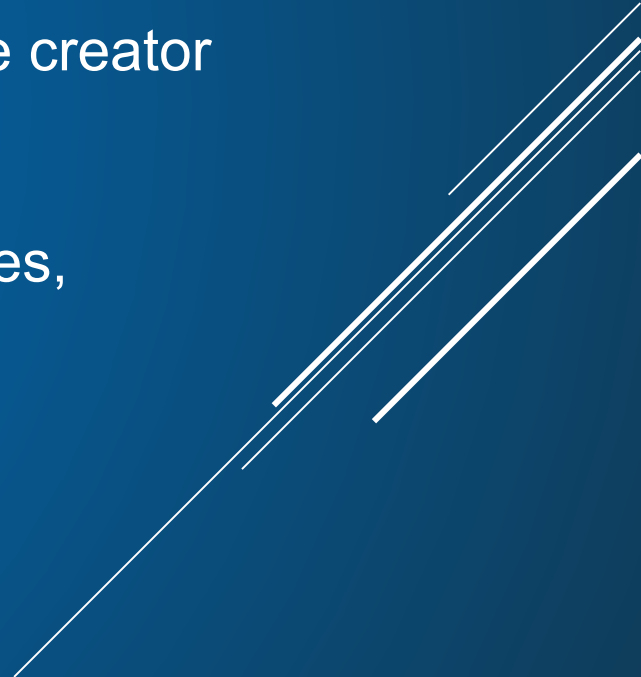


Opportunities

- Student/Intern Spanish native speaker
 - Cataloging and Metadata Librarian bilingual and working on reparative metadata project for Sound Image with Spanish language material
 - Donor could contribute information
 - Donation of a collection that included Spanish language government documents
- 
- A decorative graphic consisting of several parallel white lines of varying lengths, slanted upwards from left to right, located in the bottom right corner of the slide.

Current Approach -


Description & Access through language in FIU Special Collections & University Archives

- Prioritize description in the language of the creator, materials, and users of the collection
 - Engage community to provide robust description that is used by the creator individuals or communities
 - Remove or redescribe colonial language that marginalizes ethnicities, minorities, and genders.
 - Preserve original context for historical reasons with a statement of problematic language or content.
- 

Challenges

- Access barriers – power structure, funding, description, language
- Subject knowledge – description
- Ownership
 - physical
 - Intellectual

Benefits

- Conscious metadata
 - Increase points of access
 - Local controlled vocabulary
 - Building trust with community
 - Administrative support
- 

Creation of Multilingual Resources

Finding Aids are tools that help a user find information in a specific record group, collection, or series of archival materials. (2)

A description about an archival resource that includes

- scope and content
- conditions of collection access and use
- biographical or historical information
- language of materials
- arrangement
- controlled vocabulary
- provenance or source of acquisition

...created to facilitate the location of an item within the collection

ArchivesSpace is a web-based archives information management system.

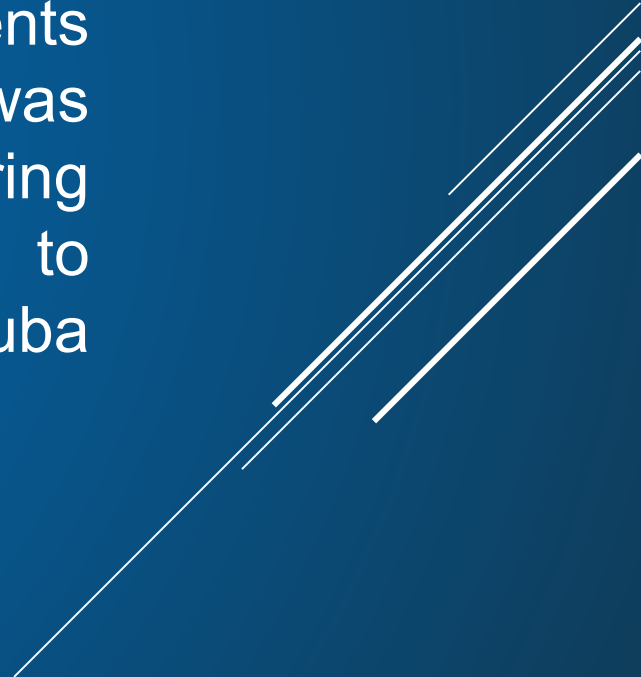




FINDING AID: JULIÁN PELÁEZ DEL POZO PAPERS

Julián Peláez del Pozo Papers, SPC8070. Florida International University. <https://archives.fiu.edu/repositories/2/resources/102>

The collection contains personal and professional documents related to Julián Peláez del Pozo, a Spanish Magistrate who was assigned to the Overseas Courts in Cuba and Puerto Rico during the 19th century. It compiles a variety of materials related to different aspects of the court system applied by Spain in Cuba and Puerto Rico.

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N. 0.706.303

Pro D. Julián Peláez del Pozo
Copia de lo que se le ha quitado de la finca de Santa Clara y en ella y en junio de
sean Placio por uno por el Rey Alca. Ser. de los Obispos

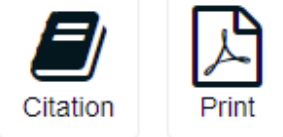
Certifico: que en el libro "cuarto" de matrimonios de la parroquia
a folios 199. mm. 0. y 7. se halla la partida siguiente:
"En la villa de Santa Clara en veinte y siete de Julio
de mil ochocientos veinte y cinco años. Por el Sr. D. Fe-
lix Guibergo Gutiérrez Cura / Obis de esta Parroquia en ella
y después de haberse manifestado los mutuos consentimiento de
por palabras de presente que hicieron en adelante matrimonio
según las disposiciones que se hallan en la ley de cultura
"muy digna de ser guardada por el Sr. D. Santiago Peláez del Pozo
"el Sr. D. Manuel de Guzmán y de Guzmán, hijo del Sr. D. Juan de
"este Obispo, y de las señoras que desposó el Sr.
"de este en tres días sucesivos en el día de la semana de
"sin resultar de un consentimiento alguno a D. Santiago
"La pareja natural de la Señora de Guzmán de Guzmán por el Rey
"en el Sr. D. Juan de Guzmán, hijo legítimo de D. Santiago Peláez
"del Sr. D. Juan de Guzmán, y a D. Juan de Guzmán, natural
"del Sr. D. Juan de Guzmán, hijo legítimo de D. Antonio de Guzmán
"Aguiar, y de D. María Guzmán, ambas esposas del Sr.
"de este en tres días sucesivos en el día de la semana de
"Bernardo de Guzmán y D. María de Guzmán, hijos de D. Juan de Guzmán
"hijos de Juan de Guzmán, Sr. y D. Bernardo de Guzmán y lo firmó
"Pedro Guillot, notario."



Es copia fiel del original. Santa Clara veinte y uno de Agosto de mil
ochocientos veinte y cinco. por el notario

Julián Peláez del Pozo Papers

Item Identifier: SPC8070



Florida International University | Julián Peláez del Pozo Papers

- Collection Overview
- Collection Organization
- Container Inventory

Custodial History

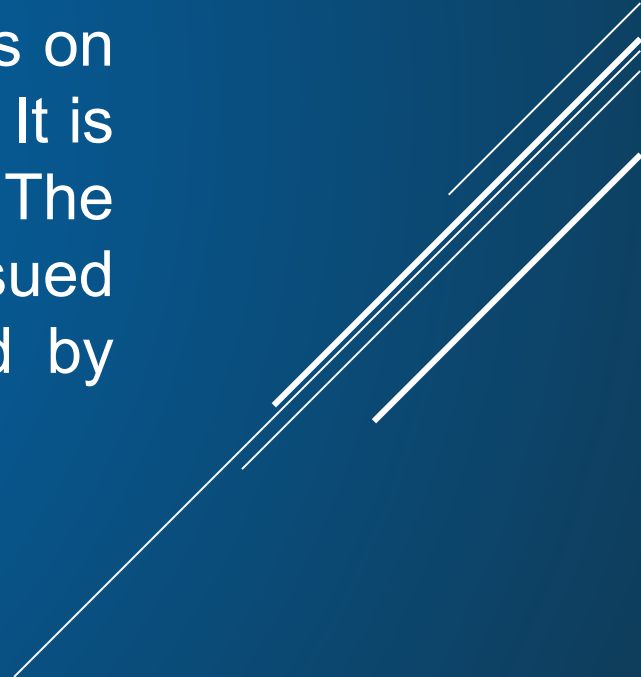
A lo largo de su vida, Julián Peláez del Pozo reunió todos los materiales de esta colección. Al morir Julián, su hijo Manolo se convirtió en el guardián de los papeles personales de su padre. El nieto de Manolo, también llamado Manolo, heredó una caja de papeles con la documentación de Julián. Cuando Martha Peláez comenzó a investigar y escribir su historia familiar, Manolo le entregó los papeles de Julián Peláez y Del Pozo y decidieron en conjunto que la donarían a los Archivos de la Colección Especial de la Universidad Internacional de Florida. Desafortunadamente, quedó mucho más en Cuba, incluidas fotos, correspondencia personal y recuerdos. Esto hace que esta colección sea aún más importante porque es lo único material que queda de Julián Peláez del Pozo.

Throughout his life, Julián Peláez del Pozo gathered all the materials in this collection. He was survived by his six children: Carmen, Aurelio, Manolo, Pelayo, María Ana y María Teresa. Manolo became the guardian of his father's personal papers. Manolo's grandson, also named Manolo, inherited a box of papers with Julian's documentation. When Martha Pelaez began to research and write her family history, Manolo gave her Julian's papers and jointly decided that they belonged in the archives of the Special Collection at Florida International University. Unfortunately, much more was left in Cuba, including photos, personal correspondence and memorabilia. This makes this collection even more important because it is the only material thing they have left from Julián Peláez del Pozo.

FINDING AID: Chocolate E. Juncosa Advertising Cards

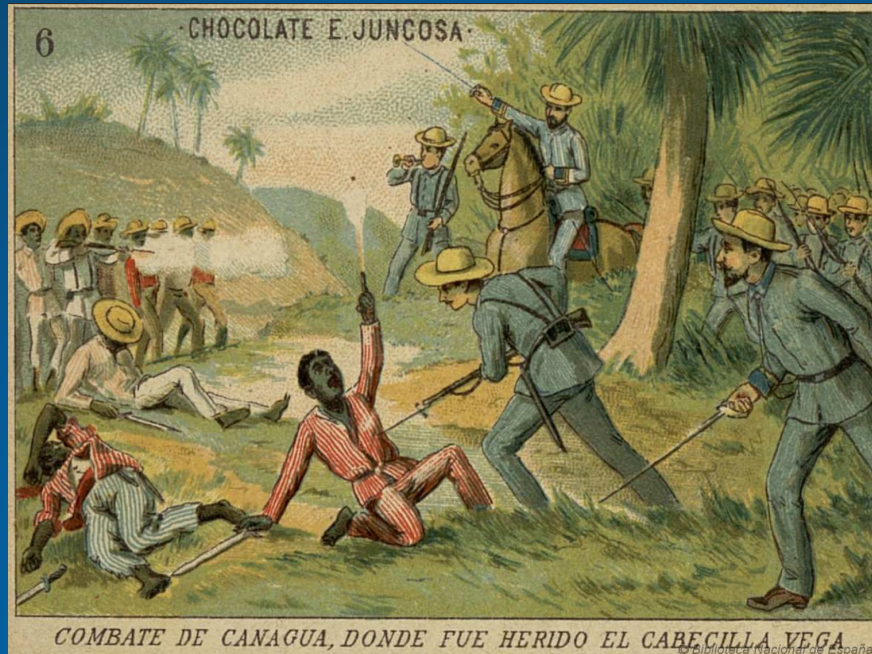
Chocolate E. Juncosa Advertising Cards, SPC8090. Florida International University. <https://archives.fiu.edu/repositories/2/resources/106>

This collection contains 36 numbered chromolithography cards on the subject of the Spanish-Cuban-American War (1895-1898). It is a complete set that was published by Chocolate E. Juncosa. The chocolate factory of Evaristo Juncosa, based in Barcelona, issued a series of trade cards, a popular form of advertising used by companies at the time.

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Keep in mind...

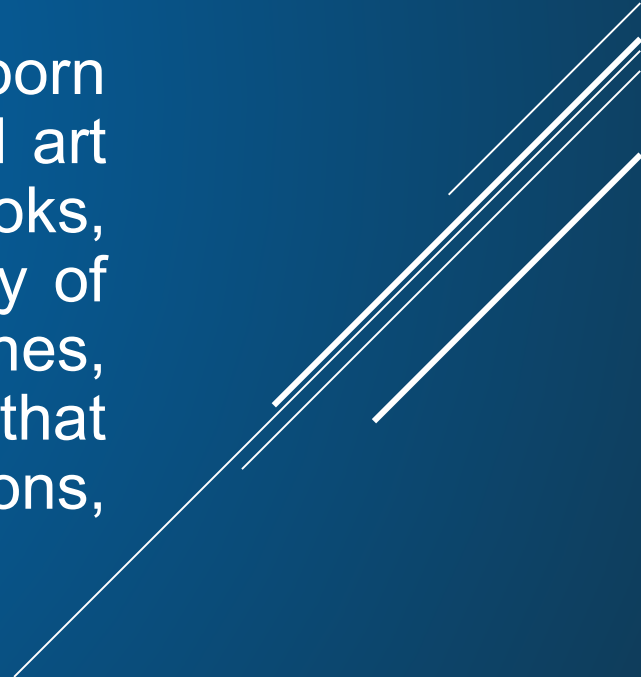
- Transcriptions
- Translations
- Harmful language
- Disclaimers
- Context
- Graphic elements
- What perspectives are represented in the collections?

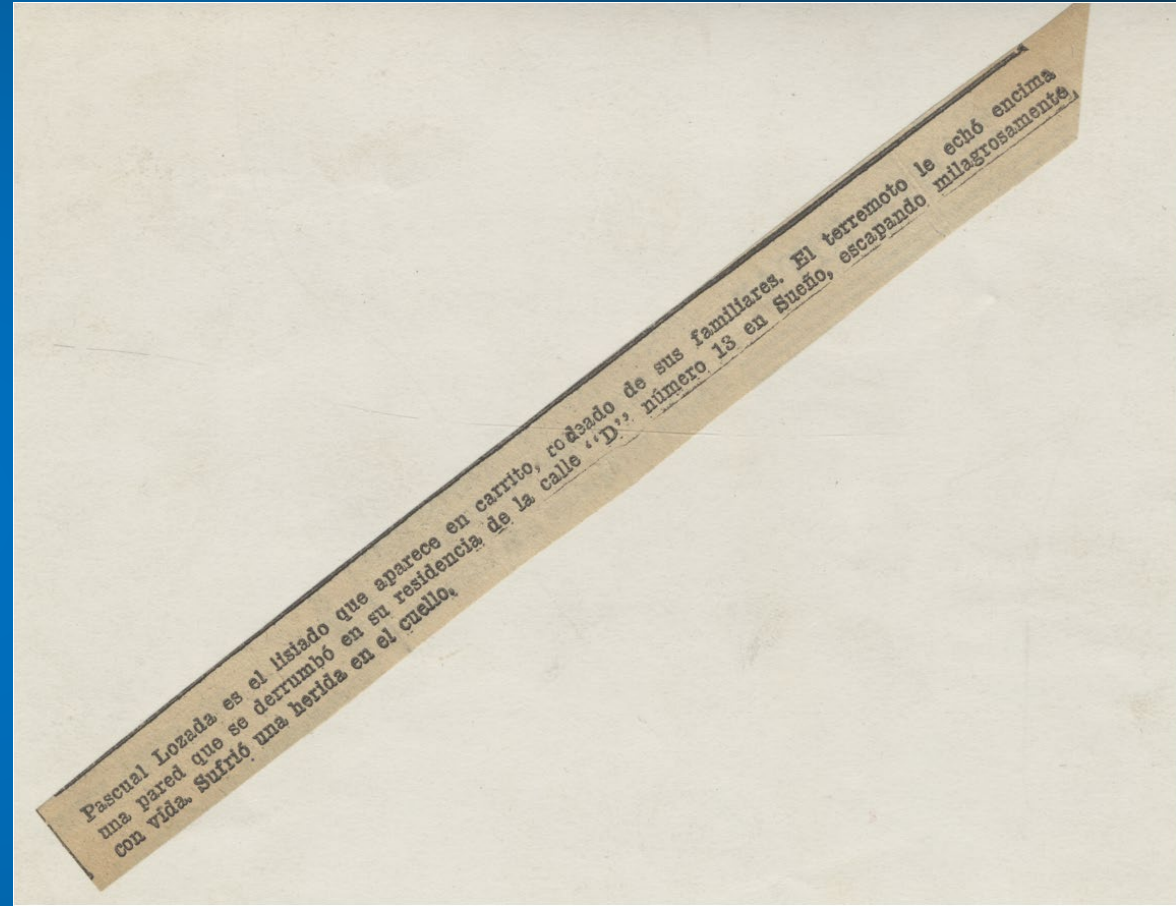


FINDING AID: Abril Lamarque Collection

Abril Lamarque Collection, SPC6045. Florida International University. <https://archives.fiu.edu/repositories/2/resources/71>

The collection documents the life and career of Cuban-born cartoonist, designer, illustrator, graphic artist, caricaturist, and art director Abril Lamarque through printed materials, scrapbooks, writings, and original artwork. The collection consists primarily of varied printed material (1883-1989), such as magazines, newspapers, clippings, posters, and other publications that Lamarque either designed or that feature his cartoons, caricatures, or illustrations.

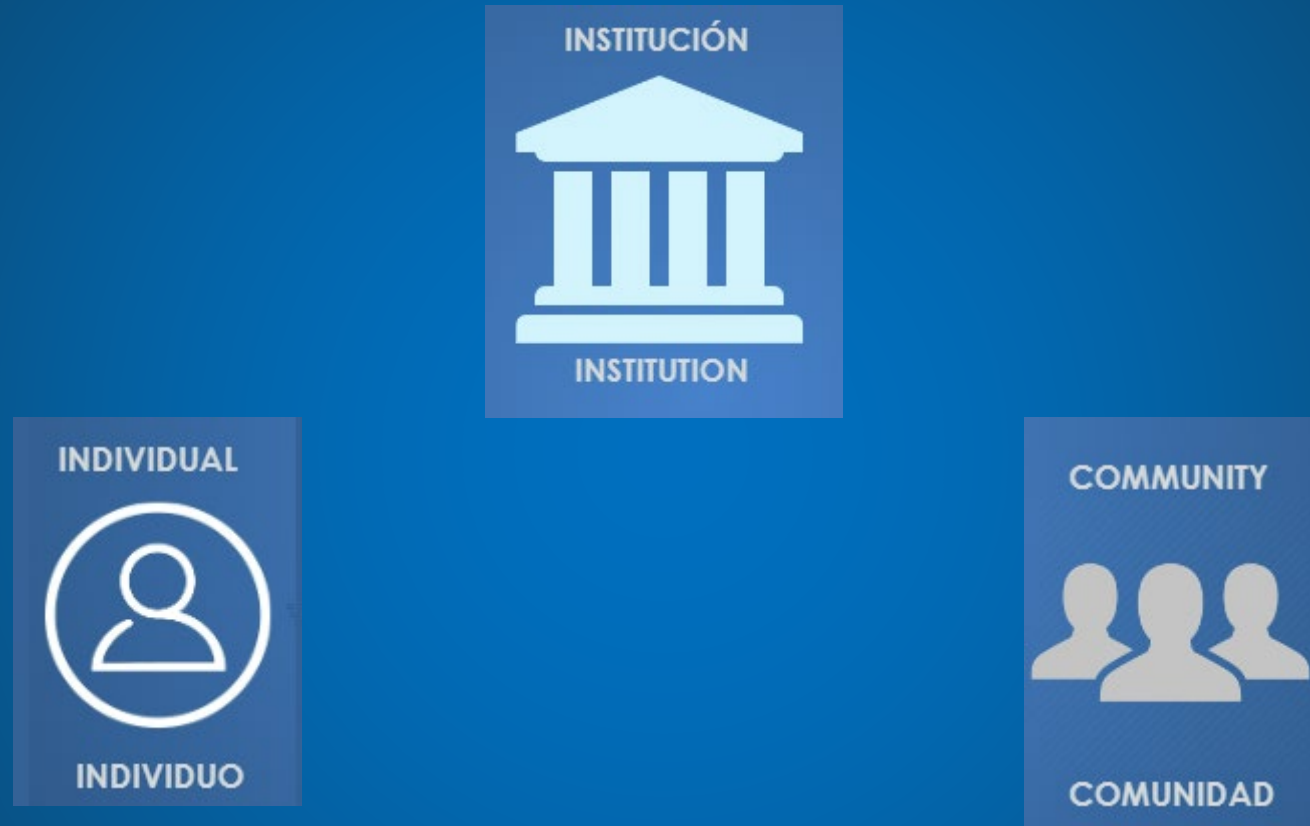
A decorative graphic consisting of several parallel white lines of varying lengths, slanted diagonally from the bottom right towards the top right, located in the lower right quadrant of the slide.



General

Please note: Transcriptions of handwritten notes on photographs in the collection and their English translations have been provided for context. This text may reflect biases and prejudices or terms that are outdated, offensive or insensitive.

Language Access



help eliminate barriers to access

A word cloud on a white background with a blue border. The words are arranged in a roughly triangular shape, pointing downwards. The words include: promote, accept, value, outreach, respect, inclusion, opportunity, safe-environment, diversity, excellence, honesty, equity, unique-identities, core, equality, and community. The words are in various colors (black, blue, green, red, yellow) and sizes, with 'safe-environment' and 'inclusion' being the largest.

promote
accept
value
outreach
respect
inclusion
opportunity
safe-environment
diversity
excellence
honesty
equity
unique-identities
core
equality
community

<https://www.vanderbilt.edu/community-relations/equity-diversity-inclusion.php>

“Access to library materials for ethnic, cultural and linguistic groups should not be seen as "additional" or "extra" services, but as an integral part of every library's services.” (3)

Metadata enhancement and quality control

Metadata

Structured information that describes, explains, locates, and otherwise makes it easier to retrieve and use an information resource (Riley, 2004)

Types of Metadata

Descriptive : Used for indexing, discovery and identification of a resource

Administrative : Used for managing and preserving resources in the repository

- Technical

- Digital provenance/events

- Rights/Terms and conditions

Structural : Used for enabling navigation and presentation of resources

Preservation : Used for supporting long-term preservation

Metadata enhancement and quality control

Metadata
elements to
be
reviewed /
updated

Libertad Lamarque
Sheet music Collection

Latin GRAMMY
Collection

Define
enhancement
/ consistency



Before...



Material Information

Title:	Laura y Georgina
Creator:	Morel Campos, Juan (<i>Composer</i>) Orquesta Rodriguez (<i>Performer</i>)
Donor:	Cristobal Diaz Ayala
Place of Publication:	New York
Publisher:	Victor
Publication Date:	1915
Language:	Spanish
Physical Description:	1 sound disc : 78 rpm ; 10 in.

Subjects

Subjects / Keywords:	Popular music (lcsb) Digital media
Genre:	Danza

After...



Material Information

Title:	Laura y Georgina
Creator:	Morel Campos, Juan, 1857-1896 (<i>composer</i>) Victor Orchestra (<i>performer</i>) Rogers, Walter B., 1865-1939 (<i>conductor</i>)
Donor:	Cristobal Diaz Ayala
Place of Publication:	New York
Publisher:	Victor
Publication Date:	1915
Language:	No linguistic content
Physical Description:	1 sound disc : 78 rpm ; 10 in.

Subjects

Subjects / Keywords:	Popular instrumental music -- Puerto Rico (<i>lcsh</i>) Digital media
Genre:	Danzas (Music) (<i>FIU-local</i>) Sound recordings (<i>lcsh</i>)

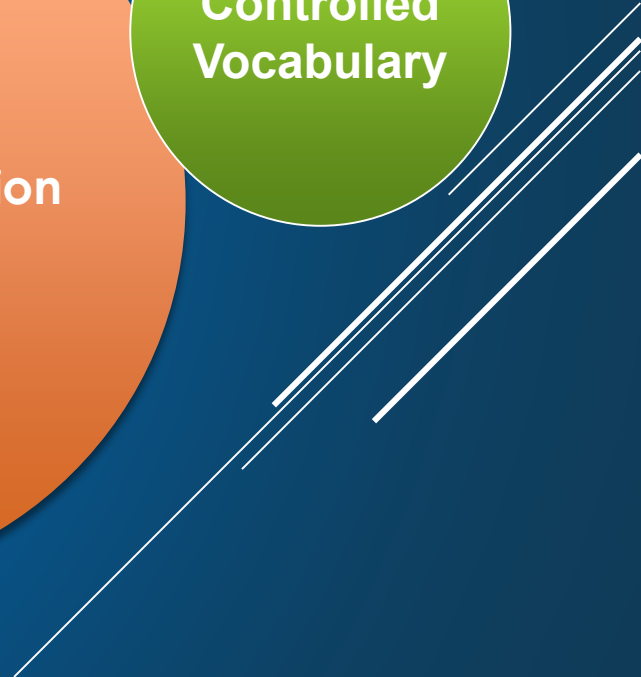
Metadata enhancement and quality control

Metadata elements to be reviewed / updated


Libertad Lamarque Sheet music Collection
Latin GRAMMY Collection

Controlled Vocabulary

Define enhancement / consistency



Controlled Vocabularies

- LCSH (<https://authorities.loc.gov>)
 - VIAF (<https://viaf.org>)
 - TGM (<https://www.loc.gov/pictures/collection/tgm/>)
 - BNE (<http://catalogo.bne.es/uhtbin/authoritybrowse.cgi>)
 - Local Name Authority Control List
- 
- A decorative graphic consisting of several parallel white lines of varying lengths, slanted upwards from left to right, located in the bottom right corner of the slide.

Local Name Authority Control List

1	Main entry	Source	Source Link	Bio
44	Canaro, Rafael	viaf	http://viaf.org/processed/ISNI%7C0000000115579	1890-1972. Musician, composer. Uruguay
45	Cancio Millán	viaf	http://www.viaf.org/processed/WKP%7CQ5546717	lyricist, 1883-1935
46	Candiolo, Humberto	viaf	http://viaf.org/processed/BNF%7C15977196	Umberto Candiolo. D. 1939. composer
47	Capone, Francisco Antonio	local	https://www.todotango.com/creadores/ficha/400/	Also Capone, Antonio. 1890-1951. Argentina
48	Capodiferro, Pietro	local		Cornetist and conductor
49	Carpio Flores, Julio Alfredo, 1909-1956	local	https://achiras.net.ec/julio-alfredo-carpio-flores/	Ecuador. Musician, composer, poet
50	Carreras, Frank	local		Vocalist, Cuba?
51	Catalá, Arturo	local	http://www.herencialatina.com/Los Jardineros/Lo	Arturo Catala Torre, d. 1967, Puerto Rico
52	Catalan, Luis	local	https://www.todotango.com/english/artists/info/2628/Luis-Catalan	
53	Cervantes, Maria, 1885-1981	local	https://es.wikipedia.org/wiki/Mar%C3%ADa_Cerva	Cuba, 1885-1981
54	Chalia, Rosalia, 1864-1948		Should be Herrera, Chalia, 1864-1948	Cuba. Soprano.
55	Clavel, Mario, 1926-	viaf	http://viaf.org/viaf/198145856985022921027/#Clavel, Mario, 1926-	
56	Columbia Spanish Orchestra	local		
57	Contursi, Pascual, 1888-1932	lcnaf		Argentinian poet, singer, and guitarist
58	Córdoba, Pedro Numa	viaf	http://viaf.org/processed/DNB%7C120613321X	Lyricist. Argentina. 1897-1965. Also Numa Criollo, Jo
59	Corona, Jose	See	https://latinpop.fiu.edu/VI%20Los%20trovadores.p	Corona, Manuel, 1880-1950
60	Costa, Enrique (musician)	local	https://viaf.org/viaf/206339581/	var name: Enrique Romeo Costa; Argentinian musician
61	Costa, Fernando	local		Cuban (?) author, lyricist

Oral History / Interview Video File Transcriptions

The Cuban Living History Project

The Cuban Living



Miguel Gonzalez-Pando conducted a series of oral history interviews for the Cuban Living History Project. The interviews were later edited into the book [Cuban Exiles Look at Themselves](#), and [Ni Patria ni Gobierno](#). He also used interviews from leaders of the

Refine By Collection: CLHP

21-40 of 46

By Title By Date ↑ ↓

« < > »

COLLECTION / SUB-COLLECTION

FIU Special Collections 46

- FIU dLOC Collection 42
- The Cuban Living History Project 46

Show More... ▾

SUBJECT: TOPIC

Cuban exiles oral history 46

Operation Pedro Pan -- Interviews 38

Maria Leopoldina Grau-Alsina (1915 - 2000) 2

Show More... ▾

SUBJECT: GEOGRAPHIC AREA

AUTHOR / CREATOR

Florida International University Cuban Living History Project 39

Gonzalez Pando, Miguel (Interviewer) 28

Gonzalez Pando, Miguel (Interviewee) 8

Show More... ▾

PUBLISHER

Florida International University 3

TYPE


Title: James Baker : personal interviews. Part 2 of 2

Volume: FISP005186 / 00001

Author: Baker, James (Interviewee)
Gonzalez Pando, Miguel (Interviewer)
Florida International University Cuban Living History Project

PublishYear: 1997

Type: Video




Title: Jorge Mas Canosa : personal interviews.

Volume: FIUA000879 / 00001

Author: Mas Canosa, Jorge (Interviewee)
Gonzalez Pando, Miguel (Interviewer)
Florida International University Cuban Living History Project

PublishYear: 1993

Type: Video




Title: Jose Manuel Goyos : personal interviews. Part 1 of 2.

Volume: FISP005174 / 00002


Author: Azan Chaviano, Alex (Interviewee)
Gonzalez Pando, Miguel (Interviewer)
Goyos, Jose Manuel (Interviewee)
Florida International University Cuban Living History Project

PublishYear: 1997/06

Type: Video



Why transcriptions

- Access and inclusion
 - Ownership rights
 - Relevance of the content
 - Learning styles
 - No sound
- 

FIU Digital Project Guidelines and Help Materials

The internal standard operating procedures for FIU Libraries' digital collections

Preliminary Guidelines & Workflow

Digitization

Processing

OCR - PRIME & ABBYY

Metadata

DPanther

ETDs

RTDs

Digital Commons /IR

Digital Preservation

Other Resources

Excel

Copyright

Oral Histories

general document
format guidelines

inaudible spots in
recording

GENERAL DOCUMENT FORMAT GUIDELINES

- Times New Roman, 12-point font, 1 inch margins
- Insert the following header, which should appear on each page.
 - Interviewee: Roberta Peacock
 - Interviewer: Paul Ortiz
 - Date: July 11, 2006
 - FIU IRB Number: 16-0365
- The paragraph format should be a "hanging" indent.
- Initials of Interviewer and interviewee should be used throughout the document.
- Here is how the document should look:

JA: Great, thank you, okay. So let's start with your early years. When and where you were born, where did you grow up?

PI: I was born, I was, well, my father said I was issued, but I was born in Fort Sill, Oklahoma. Which is in Southwestern Oklahoma in November 1948. You want me to keep going? So, after that my parents, not long after that, were shipped to Japan, to be part of the occupation army. So as a baby, which I don't remember any of, I was - grew up a little bit in Japan. We were there until the Korean War started. My father was on one of the first boats to the Pusan Perimeter in Korea with the 25th division I believe it was, and - family members were basically packed up and shipped back to the United States. So, we then went to somewhere in Massachusetts, my, near my mom's original home and we stayed there briefly. My father being a - who had been a World War II veteran - was allowed to go home, which was fairly early because they did use some kind of point system. He, uh, was assigned to Fort Bragg, North Carolina. So the first time I gotta remember much of anything was there. And what I remember is being allowed, unlike today, I was allowed to walk around on the outside on the street as a kid, wasn't very old and I found a can of something toxic and I drank it. So I had my stomach pumped. That's about my first recollection.

INAUDIBLE SPOTS IN RECORDING

- When speech on a recording is inaudible, try playing it at higher volume and/or slower or faster speed. If the interviewer works for SPOHP, ask her or him for help!

<https://library.fiu.edu/c.php?g=159922&p=7634553>





Eloy Cepero : personal interviews.

- Transcripts Eloy Cepero Part 1 of 2
 - PDF1

[View video here](#)



RECORD INFORMATION



Permanent Link: <http://dpanther.fiu.edu/dpService/dpPurlService/purl/FISP005178/00002>

Material Information

Title: Eloy Cepero : personal interviews.

Series Title: Florida International University, Cuban Living History Project.

Uniform Title: Fernando Figueredo : Eloy Cepero : personal interviews.

Creator: Figueredo, Fernando (Interviewee)
Gonzalez Pando, Miguel (Interviewer)
Cepero, Eloy (Interviewee)
Florida International University Cuban Living History Project

Language: English
Spanish

Interviewee: Eloy Cepero
Interviewer: Manuel Gonzalez Pando
Date: July 1997
FIU Number: 527

[Video 527, minute 22:42]

Eloy Cepero = EC
Manuel Gonzalez Pando=MGP

MGP= [23:26] Vamos a remontarnos treinta y tantos años atras...

EC= Cuando te conocí en la Universidad de Miami, que tu te sentabas a hablarnos allí de Cuba [Rie]

MGP= No vamos a remontarnos a la... tú eres de La Habana.

EC= Yo soy de Pinar del Río, de Bahía Honda, un pueblo del interior, estudié en La Habana desde chiquito.

MGP= Yo conozco Bahía Honda perfectamente...

EC= Bahías de Occidente

MGP= Vamos a remontarnos ya a tu casa el año [19]59, el año [19]60. Qué edad tu tenías...

EC= El [19]59 tenía quince años, he catorce años.

MGP= Vamos a acordarnos del niño aquél, de la casa donde tú vivías. Cuando tú empiezas a oir rumores, comentarios, de que era posible que te iban a mandar a los Estados Unidos. Cómo fue eso? Te acuerdas de la primera vez te... y esto no estamos como en una entrevista de televisión de que el tiempo es... aquí tú te sientas comodo...

EC= Estamos vonversando

MGP= Y te desplayas hablando todo lo que tú quieras. okay?

EC= Si, vino uno de CBS Internacional que vino a entrevistarme a qui y se metió dos horas y

Other Considerations

- Language
 - Context
 - Software
 - Equipment
 - Time
 - Personnel
- 
- A decorative graphic consisting of several parallel white lines of varying lengths, slanted upwards from left to right, located in the bottom right corner of the slide.


Conclusions

Creating inclusive and respectful archival description is an ongoing process. It requires a commitment by the institution and staff through clear goals, outcomes, and constant assessment. The work of reparative and inclusive metadata is part of our work as stewards and partners with creators of the material leading to a continue refinement of practice.

Future projects include

Metadata Creation

- Add subject headings in the language of the content of the materials and compile a local controlled vocabulary to achieve inclusion in the description.
- Examine the language currently used to describe collections (tone, idiom and audience).

- Develop and evaluate procedures and best practices including ways to address local content to better represent and describe your collections.
 - Write “harmful content statements” to alert users they may find materials considered offensive or harmful today, this may also be useful as an instance of discussion and learning among the staff.
 - Create tools to challenge the traditionally oppressed classification system.
 - Establish local policies, practices, and tools to accommodate the needs of your specific community.
 - Focus on users. Acknowledge users’ needs and respond by utilizing methods that address them even if that means to challenge or adapt some rules.
- 

Community Engagement

- Provide access to collections and programs that reflect the cultural perspectives of diverse communities.
- Promote collaboration and partnerships with diverse communities. Keep transparency and promote feedback.

FEEDBACK WELCOME

FIU Special Collections welcomes your feedback on the description of its archival collections. Staff are currently implementing practices to address offensive or harmful language that may reflect biases and prejudices or terms that are outdated, offensive or insensitive. In addition, we encourage users to provide feedback to help us tackle this issue. Please email us, spcoll@fiu.edu to report errors or omissions or if you encounter harmful or offensive language.

<https://specialcollections.fiu.edu/collections>

Staffing

- Train library staff to consult with community members on material description.
- Diversify staff.
- Engage staff, ask for feedback on successes, challenges, and needs.

References

- 1- “CCHE Language Justice Toolkit.” Communities Creating Healthy Environments (CCHE). Accessed June 8, 2022. https://nesfp.org/sites/default/files/resources/language_justice_toolkit.pdf
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- 3- “Guidelines for Multilingual Materials Collection and Development and Library Services.” Reference and User Services Association. Accessed June 12, 2022. <https://www.ala.org/rusa/sections/rss/rsssection/rsscomm/spanishspeaking/guidelinesmultilingual>
- 4- Riley, Jenn. 2004. “Understanding metadata.” National Information Standards Organization. Accessed May 1, 2022. <https://www.niso.org/publications/understanding-metadata>



THANK YOU!