Creative Collaboration: Providing Inclusive Access to FIU Libraries' Collections

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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
### Population Age 5+ by Language Spoken at Home

**County: Miami-Dade**

<table>
<thead>
<tr>
<th>Language Spoken at Home</th>
<th>County: Miami-Dade</th>
<th>State: Florida</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Persons</td>
<td>% of Population Age 5+</td>
</tr>
<tr>
<td>Speak Only English</td>
<td>632,587</td>
<td>24.31%</td>
</tr>
<tr>
<td>Speak Spanish</td>
<td>1,736,814</td>
<td>66.74%</td>
</tr>
<tr>
<td>Speak Asian/Pac Islander Lang</td>
<td>21,633</td>
<td>0.83%</td>
</tr>
<tr>
<td>Speak Indo-European Lang</td>
<td>193,747</td>
<td>7.44%</td>
</tr>
<tr>
<td>Speak Other Lang</td>
<td>17,700</td>
<td>0.68%</td>
</tr>
</tbody>
</table>

[https://www.miamidadematters.org/demographicdata?id=414&sectionId=935#sectionPiece_97](https://www.miamidadematters.org/demographicdata?id=414&sectionId=935#sectionPiece_97)
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
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
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.

Current Approach - Description & Access through language in FIU Special Collections & University Archives
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


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.
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 guardian 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 Julián’s documentation. When Martha Pelaez began to research and write her family history, Manolo gave her Julián’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.
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.
Keep in mind...

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

- Libertad Lamarque Sheet music Collection
- Latin GRAMMY Collection
- Metadata elements to be reviewed / updated
- Define enhancement / consistency
Before...

<table>
<thead>
<tr>
<th>Material Information</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title:</strong></td>
</tr>
<tr>
<td><strong>Creator:</strong></td>
</tr>
<tr>
<td><strong>Donor:</strong></td>
</tr>
<tr>
<td><strong>Place of Publication:</strong></td>
</tr>
<tr>
<td><strong>Publisher:</strong></td>
</tr>
<tr>
<td><strong>Publication Date:</strong></td>
</tr>
<tr>
<td><strong>Language:</strong></td>
</tr>
<tr>
<td><strong>Physical Description:</strong></td>
</tr>
</tbody>
</table>

**Subjects / Keywords:**
- Popular music (lcsh)
- Digital media

**Genre:**
- Danza
<table>
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<tr>
<th>Material Information</th>
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</thead>
<tbody>
<tr>
<td><strong>Title:</strong></td>
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<td><strong>Creator:</strong></td>
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<td><strong>Place of Publication:</strong></td>
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<td><strong>Publisher:</strong></td>
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<td><strong>Publication Date:</strong></td>
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<tr>
<td><strong>Language:</strong></td>
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<tr>
<td><strong>Physical Description:</strong></td>
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<tr>
<td><strong>Subjects / Keywords:</strong></td>
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<tr>
<td></td>
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<tr>
<td></td>
</tr>
<tr>
<td><strong>Genre:</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
Metadata enhancement and quality control

- Libertad Lamarque Sheet music Collection
- Latin GRAMMY Collection
- Metadata elements to be reviewed / updated
- Define enhancement / consistency
- Controlled Vocabulary
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
<table>
<thead>
<tr>
<th>Main entry</th>
<th>Source</th>
<th>Source Link</th>
<th>Bio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Canaro, Rafael</td>
<td>viaf</td>
<td><a href="http://viaf.org/processed/ISNI%7C0000000115579">http://viaf.org/processed/ISNI%7C0000000115579</a></td>
<td>1890-1972. Musician, composer. Uruguay</td>
</tr>
<tr>
<td>Cancio Millán</td>
<td>viaf</td>
<td><a href="http://www.nab.org/processed/WKP%7C054671">http://www.nab.org/processed/WKP%7C054671</a></td>
<td>Lyricist, 1883-1935</td>
</tr>
<tr>
<td>Candiolo, Humberto</td>
<td>viaf</td>
<td><a href="http://viaf.org/processed/BNF%7C15977196">http://viaf.org/processed/BNF%7C15977196</a></td>
<td>Umberto Candiolo. D. 1939. composer</td>
</tr>
<tr>
<td>Capone, Francisco Antonio</td>
<td>local</td>
<td><a href="https://www.todotango.com/creadores/ficha/400">https://www.todotango.com/creadores/ficha/400</a></td>
<td>Also Capone, Antonio. 1890-1951. Argentina</td>
</tr>
<tr>
<td>Capodiferro, Pietro</td>
<td>local</td>
<td></td>
<td>Cornetist and conductor</td>
</tr>
<tr>
<td>Carreras, Frank</td>
<td>local</td>
<td></td>
<td>Vocalist, Cuba?</td>
</tr>
<tr>
<td>Catalá, Arturo</td>
<td>local</td>
<td><a href="http://www.herencialatina.com/Los_Jardineros/Local_2640">http://www.herencialatina.com/Los_Jardineros/Local_2640</a></td>
<td>Arturo Catala Torre, d. 1967, Puerto Rico</td>
</tr>
<tr>
<td>Catalan, Luis</td>
<td>local</td>
<td><a href="https://www.todotango.com/english/artists/info/2628/Luis-Catalan">https://www.todotango.com/english/artists/info/2628/Luis-Catalan</a></td>
<td></td>
</tr>
<tr>
<td>Cervantes, Maria, 1885-1981</td>
<td>local</td>
<td><a href="https://es.wikipedia.org/wiki/Mar%C3%ADa_Cervantes">https://es.wikipedia.org/wiki/Mar%C3%ADa_Cervantes</a></td>
<td>Cuba, 1885-1981</td>
</tr>
<tr>
<td>Chalía, Rosalia, 1864-1948</td>
<td>local</td>
<td>Should be Herrera, Chalía, 1864-1948 (entry belongs to Herrera, Chalía,</td>
<td>Cuba. Soprano.</td>
</tr>
<tr>
<td>Clavel, Mario, 1926-</td>
<td>viaf</td>
<td><a href="http://viaf.org/viaf/198145856985022921027/#Clavel">http://viaf.org/viaf/198145856985022921027/#Clavel</a>, Mario, 1926-</td>
<td></td>
</tr>
<tr>
<td>Columbia Spanish Orchestra</td>
<td>local</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contursi, Pascual, 1888-1932</td>
<td>local</td>
<td>lcnaf</td>
<td>Argentinian poet, singer, and guitarist</td>
</tr>
<tr>
<td>Córdoba, Pedro Numa</td>
<td>viaf</td>
<td><a href="http://viaf.org/processed/DNB%7C120613321X">http://viaf.org/processed/DNB%7C120613321X</a></td>
<td>Lyricist. Argentina. 1897-1965. Also Numa Criollo, Jo</td>
</tr>
<tr>
<td>Corona, Jose</td>
<td>See</td>
<td><a href="https://latinpop.fiu.edu/V%20Los%20trovadores.php">https://latinpop.fiu.edu/V%20Los%20trovadores.php</a></td>
<td>Corona, Manuel, 1880-1950</td>
</tr>
<tr>
<td>Costa, Enrique (musician)</td>
<td>local</td>
<td><a href="https://viaf.org/viaf/206339581/">https://viaf.org/viaf/206339581/</a></td>
<td>var name: Enrique Romeo Costa; Argentinian musician</td>
</tr>
<tr>
<td>Costa, Fernando</td>
<td>local</td>
<td></td>
<td>Cuban (?) author, lyrician</td>
</tr>
</tbody>
</table>
The Cuban Living History Project

Miguel Gonzalez-Pando conducted a series of oral history interviews as part of the Cuban Living History Project. The interviews were later compiled into the book Cuban Exiles Look at Themselves, and Ni Patria ni Huérfanos. Gonzalez-Pando was a member of the Cuban government and used interviews from leaders of the revolution.

https://specialcollections.fiu.edu/collections/explore-collections/cuban-living-history-project
Why transcriptions

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

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
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 atrás...

EC= Cuando te conocí en la Universidad de Miami, que 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 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 como...

EC= Estamos conversando

MGP= Y te desplazas hablando todo lo que tú quieras, okay?

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

- Language
- Context
- Software
- Equipment
- Time
- Personnel
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


THANK YOU!