Supporting Equity, Diversity and Inclusion in the Library

Sai Deng

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University of Central Florida Libraries
Why this session?

- EDI are fundamental values of the library and community.
- Part of the Stay Savvy with Scholarly Communication Summer Professional Development Series at UCF Libraries
- Goal: Share information and resources, continue the EDI conversation.
- Experiences: Felt an urge to talk about EDI while I keep encountering it in various committee work
  - ALA Diversity Fair:
  - UCF Graduate Student Garrison’s research on Classification and Cataloging of LGBTQAI+ Materials
    - In western cataloging and classification, assumed user was historically “a white, heterosexual, Christian, western European male” (e.g., in Dewey Decimal Classification, LC classification, LCSH)
  - ALA Interest Group Programming
    - ALCTS Cataloging and Classification Research Interest Group
      - *Thinking Outside the Book: Research on Non-traditional Cataloging & Classification* (2019 ALA Annual)
    - “An astronaut, a nurse, and a prostitute walk into a library...”: How to Effectively Explain Our Value to Non-Catalogers (Ros)
    - Classification and Cataloging of LGBTQAI+ Material in the Elementary School Library (Garrison)
  - Core Role of the Professional Librarian in Technical Services IG Discussion
    - *Embracing Equity, Diversity and Inclusion (EDI) in Library Cataloging* (2021 ALA Core IG Week)
    - *Equity, Diversity and Inclusion (EDI) in the Library and Technical Services* (2021 ALA Annual)
Why this session?

- DLF Inclusive Metadata Task Force (IMTF), 2019
  - Bias and Inclusivity in Metadata (Zotero Library) (https://www.zotero.org/groups/2294724/bias_and_inclusivity_in_metadata/collections/DDUNVQRZ/items/TT2KQN3W/collection)
  - IMTF library (https://www.zotero.org/groups/2335582/imtf/items/A5JIUB3V/library)

- DLF Committee for Equity and Inclusion GLAM Diversity subgroup, 2021
  - Assemble “resources and tools that organizations and individuals can use in designing, implementing, and assessing efforts to achieve greater levels of diversity, equity, and racial and ethnic justice across an organization”
  - Goal: create a framework of what DEI efforts look like at various GLAM entities

- CALA Committees (CALASYS, CALA Social Media, Best Book Award...)
- Worked with special collections before (e.g., Carol Mundy collection, Civil War, PRISM: Political & Rights Issues & Social Movements)
- Community work (Greater Orlando Chinese Professionals Association, Chinese School of Tomorrow)
- SSDN Metadata Working Group
  - Inclusive Metadata & Conscious Editing Resources List (2020)
Why this session?

• EDI Work at UCF and UCF Libraries
  • UCF Libraries EDI-related Initiatives 2019 Report (Beile)
  • Collaborating for Change: Devoting Time for Diversity Discussions for Your Library Staff (Dubach & Avila, 2021)

- Diverse Families Bookshelf (CMC)
- UCF Libraries Featured Bookshelf (Haught)
- Diversity Week
- Diverse Collections & Resources (e.g., African American Communities, American Indian Newspapers, Asian American Drama...)
- Diversity Programming & Events
- Campus Climate Survey
- Serving on Committees
- Trainings (e.g., by Office of Diversity and Inclusion)
- Virtual Conversation About Race and Unity

UCF: President's Statement Regarding Equal Opportunity and Affirmative Action
EDI at ALA, ACRL & OCLC

• ALA
  • [Equity, Diversity, Inclusion: An Interpretation of the Library Bill of Rights](http://www.ala.org/advocacy/diversity)
  • [Office for Diversity, Literacy and Outreach Services](https://www.ala.org/acrl/issues/edi)
  • ALA Advocacy: Equity, Diversity & Inclusion Resources ([http://www.ala.org/advocacy/diversity](http://www.ala.org/advocacy/diversity))

• ACRL
  • [ACRL: Equity, Diversity, and Inclusion](https://www.ala.org/acrl/issues/edi)
  • [ACRL Equity, Diversity and Inclusion LibGuide](https://www.ala.org/acrl/issues/edi)
  • [ACRL Diversity Alliance](https://www.ala.org/acrl/issues/edi)

• OCLC
  • [OCLC: Equity, Diversity, and Inclusion Initiatives](https://www.ala.org/acrl/issues/edi)
    • Towards respectful and inclusive description
    • [The CARE Principles for Indigenous Data Governance: overview and Australian activities](https://www.ala.org/acrl/issues/edi)
    • Free webinars, trainings, and resources
An EDI Survey

- Equity, Diversity, and Inclusion in the OCLC Research Library Partnership Survey, 2017
  (https://www.oclc.org/research/areas/community-catalysts/rlp-edi.html)
An EDI Survey

- Equity, Diversity, and Inclusion in the OCLC Research Library Partnership Survey, 2017

The top areas that institutions planned to change:
- Search and discovery interfaces (77%)
- Metadata descriptions in library catalogs (70%)
- Metadata descriptions in digital or digitized collections (58%)
- Terminologies and/or vocabularies (52%)

The top areas that had changed due to their EDI goals:
- Activities and events (88%)
- Recruitment and retention (87%)
- Outreach to marginalized communities (84%)
- Collection building (73%)
EDI Questions from an ACRL Survey: Recruitment/Retention

- **ACRL 2020 Academic Library Trends survey**: DEI questions on recruitment/retention, e.g.,
  - What strategies is the library using to hire staff from underrepresented groups? (Check all that apply)
    - Action plans for recruiting underrepresented groups
    - Analyzing the number of applicants, finalists, and hires from underrepresented groups
    - Conducting blind review of resumes and other application materials
    - Including an explicit EDI statement in job postings
    - Offering higher salaries to reflect supply/demand imbalance for hires from underrepresented groups
    - Offering implicit bias and/or cultural competency training for library staff
    - Offering residency or fellowship program(s)
    - Posting the position to a diverse range of audiences
    - Providing formal mentorship programs for new hires
    - Requiring candidates to demonstrate support for EDI initiatives in their job applications
    - Rewriting position descriptions to encourage a broader pool of applicants
    - Training search committees on best practices for inclusive searches...
EDI Questions from an ACRL Survey: Recruitment/Retention

- **ACRL 2020 Academic Library Trends survey**
  - DEI questions on recruitment/retention, e.g.,
    - What strategies does the library use to retain staff from underrepresented groups?
      - **Action plans** for retaining employees from underrepresented groups
      - Formal **mentorship programs** for new hires
      - Fostering an **inclusive workplace culture**
      - Working to **dismantle systemic racism** in our organization
      - Other (Please specify)
      - No intentional efforts have been made to retain staff from underrepresented groups
EDI Questions from an ACRL Survey: Library Programming

- **ACRL 2020 Academic Library Trends survey**: DEI questions on library activities/programming, e.g.,
  - Does your library do (or has it done) any of the following? (check all that apply)
    - Analyze the demographics of local or campus communities for use in planning or setting goals
    - Assign personal librarians as liaisons to programs devoted to underrepresented or marginalized groups
    - Attend programming and/or events related to EDI
    - Charge one or more library committees to focus on EDI issues/initiatives
    - Collect and preserve materials related to underrepresented and marginalized groups
    - Collect materials related to teaching and/or research in EDI
    - Conduct periodic antiracism audits
    - Conduct periodic reviews of library space to ensure inclusive and/or representative artwork is on the walls
    - Conduct periodic reviews of library space to ensure accessibility for other-abled individuals
    - Incorporate EDI into library instruction
    - Participate in and/or lead research related to EDI
    - Posted public statements or created action plans in support of antiracism
    - Use data from campus and/or library assessments of climate as it relates to EDI...

- **National Movements for Racial Justice and Academic Library Leadership: Results from the Ithaka S+R US Library Survey 2020**
EDI at Organizational Level

- [Diversity, Equity, and Inclusion Spectrum Tool for Organizations](#)
  - Dimensions of DEI/EDI work:
    - DEI Vision
    - Policies
    - Diversity
    - Decisions
    - Commitment
    - Infrastructure

- [Data](#)
  - Accountability
  - Leadership
  - Training
  - Community
  - Inclusion

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*Meyer Memorial Trust*
EDI at Organizational Level

- **Global Diversity, Equity & Inclusion Benchmarks**

  15 categories, organized into 4 groups
  Five levels
  **LEVEL 5: BEST PRACTICE**
  Demonstrating current global best practices in DEI; exemplary.
  **LEVEL 4: PROGRESSIVE**
  Implementing DEI systemically and showing improved results and outcomes beyond what is required or expected.
  **LEVEL 3: PROACTIVE**
  A clear awareness of the value of DEI; starting to implement DEI systemically. This is what is required and expected of all organizations.
  **LEVEL 2: REACTIVE**
  A compliance-only mindset; actions are taken primarily to comply with relevant laws and social pressures. Doing the bare minimum.
  **LEVEL 1: INACTIVE**
  No DEI work has begun; diversity, equity, and inclusion are not part of organizational goals.

The Libraries’ Responses to EDI

• **EDI and Anti-Racism Toolkit from the Oregon Library Association, 2021**
  • EDI Antiracism: EDI Antiracism Readiness Survey; Antiracism Policies and Practices; Black, Indigenous, People of Color (BIPOC) workplace perspective...

• Collection Development: EDI Collection Development
  • Diverse Collections: An Interpretation of the Library Bill of Rights
  • Considerations for Collection Development:
    • Look for authentic voices;
    • Look beyond mainstream review journals, get to know publisher highlighting diverse voices (e.g., online resources of AILA, APALA, BCALA, CALA, REFORMA, JCLC, specialized book fairs); alternative resources, diverse authors
    • Collection promotion (in book display, library program, reference)
    • Maintenance (diversity audit, need assessment, look beyond circulation statistics for weeding)
    • Policy: budget for diverse collection; support diverse collection management

• Align intellectual freedom with EDI values via adding acknowledgement statement, e.g.,
  • List of Statements on Bias in Library and Archives Description
  • DPLA’s Statement on Potentially Harmful Content
The Libraries’ Responses to EDI

• Cataloging
  • Considerations with Cataloging
    • Subject Headings; Authority work; Classification Systems
    • Author/Audience Characteristics
      • Specify in MARC fields 385/386 using LC Demographic Group Terms, e.g., 385ǂm Gender group: ǂn gdr ǂa Women ǂ2lcdgt; 386 $m Age group: $n age $a Children $2lcdgt

• Diversity Audit
  • Considerations with Diversity/Equity Audits
    • Types of representations;
    • Keep an eye on stereotypes;
    • Examine your own internalized biases;
    • Can be time-consuming;
    • Decide if you need a book in hand to evaluate

• Advocacy
• Intellectual Freedom: banned books; libraries for “all”
• Professional Development: EDI & Social Justice Opportunities; Books, Reading materials; Mentorship program (e.g., for Library Staff of Color)...

Gender minorities
[gender]
UF GLBT people
GLBTQ people
LGBT people
LGBTQ people
NT
Intersex people
Transgender people
Transsexuals
Transvestites
* from LC Demographic Group Terms
The Libraries’ Responses to EDI: Equal Access

- Promote equitable access for all (via services, collections, spaces)
- **Access to Library Resources and Services** (ALA)
  - Access to Digital Resources and Services: An Interpretation of the *Library Bill of Rights* (2019)
  - Services to People with Disabilities: An Interpretation of the *Library Bill of Rights* (2018)
- Open Access, Open Education Resources
- Textbook affordability
- **Accessibility** (Technology access, Assistive technology, Universal design)
- Digital Divide: economic and social inequality to information and technology between demographics and regions
  - Pew Research on Digital Divide
- Net neutrality
  - Net Neutrality (ALA Washington Office)
The Libraries’ Responses to EDI: Collection Development

- **Equity, Diversity, and Inclusion in Libraries: Collection Development** (SC State Library)
  - Diversity audit
  - Diverse reviews and book lists
  - Diverse book awards
  - Publishers/distributors: multicultural/multilingual, indigenous, Spanish/Latino...

- **Doing a Diversity Audit** (Karen Jensen, Teen Librarian Toolbox)
  - **Types of Diversity to Consider**
    - Race/ethnicity, Gender, LGBTQAI+, Disability, Religion, Own voice
  - **What you need to do for an effective diversity audit**
    - Goal: consider US census data (e.g., population percentage of people of color, LGBTQAI+, disabled people)
    - Up to date shelf list
    - Staff with time and knowledge to evaluate the titles
    - Research
    - Book titles in each category
The Libraries’ Responses to EDI: Evaluating Books for Bias

• How to Tell the Difference: A Guide for Evaluating Children’s Books for Anti-Indian Bias

• Criteria from How To Tell The Difference:
  • Look at picture books (e.g., “E” for “Eskimo,” “I” for “Indians” present in ABC books?)
  • Look for stereotypes (e.g., are native people portrayed as savages, or simple tribal people, oversimplified, generalized, all one color, one style)
  • Look for loaded words (e.g., primitive, pristine, simple, Injun, savage)
  • Look for tokenism (e.g., stereotypically alike)
  • Look for distortion of history (e.g., Euro-American conquest of/victory over the Native people)
  • Look for victimization (e.g., Natives accepted defeats passively, aided conquest)
  • Look at the lifestyles (e.g., condescending manner: them vs. us; ”vanished Indian”; religion described as superstition; ethnocentric Western focus on material objects)
  • Look at dialog (e.g., “early jawbreaker” vs. “noble savage,” oral tradition)
  • Look for standards of success (e.g., avoid pastor knew better than native people on what is good for them; culture norm; values)
  • Look at the role of women, elders, Child’s self-image
  • Look at the author’s or illustrator’s background
The Libraries’ Responses to EDI: Cataloging & Metadata

- **Biases in Cataloging & Classification**
  - **DDC, LCSH:** principles favored white, Christian, American/Western/European, heterosexual males

- **Berman’s Legacy**
  - **Berman, Sanford.** *Prejudices and Antipathies: A Tract on the LC Subject Heads Concerning People.* McFarland & Company, 2013. [https://www.sanfordberman.org/prejant.htm](https://www.sanfordberman.org/prejant.htm)

- **Linda Garrison’s Research**
  - Paradigmatic Change and Its Effect on the Collection and Cataloging of LGBTQAI+ Literature in the Elementary School Library
  - “Windows, mirrors, and sliding glass doors” metaphor (Bishop)
### The Libraries’ Responses to EDI: Cataloging & Metadata

- Changes eventually made to LCSH after the publication of *Prejudice and Antipathies*

<table>
<thead>
<tr>
<th>Original LCSH Heading</th>
<th>Changed to/ Changes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jewish question</td>
<td>Jews – [place], Jews</td>
</tr>
<tr>
<td>Yellow peril</td>
<td>deleted</td>
</tr>
<tr>
<td>Chinese (/Japanese/Mexican) in the U.S.</td>
<td>Chinese Americans, Japanese Americans, Mexican Americans</td>
</tr>
<tr>
<td>Mixed bloods (subdivision under Indians of North America etc.)</td>
<td>Mixed descent</td>
</tr>
<tr>
<td>Mohammedanism, Mohammedans</td>
<td>Islam, Muslims</td>
</tr>
<tr>
<td>Negroes, Negro art, etc.</td>
<td>African Americans, Blacks (used for works on blacks as an element in the population)</td>
</tr>
<tr>
<td>Genocide</td>
<td>“Race problems” cross-refts deleted</td>
</tr>
<tr>
<td>Lynching</td>
<td>“criminal justice, administration of” cross-refts deleted</td>
</tr>
<tr>
<td>Native races</td>
<td>Indigenous peoples</td>
</tr>
<tr>
<td>Sexual Perversion</td>
<td>Paraphilias; cross-refts (Homosexuality, Lesbianism) eliminated</td>
</tr>
<tr>
<td>The West</td>
<td>West (U.S.)</td>
</tr>
<tr>
<td>Women as...</td>
<td>Women [field], e.g., Women astronauts</td>
</tr>
</tbody>
</table>
The Libraries’ Responses to EDI: Cataloging & Metadata

- **Libraries:** Provide safe, supportive environments and diverse, inclusive collections
- **Community voices:** [Change the Subject](https://www.loc.gov/services/policies/policies.html), [Canadian Subject Headings for Indigenous Peoples](https://www.loc.gov/services/policies/policies.html)...
- **Initiatives in Libraries and Communities, e.g.,**
  - CaMMS Subject Analysis Committee (SAC)
  - NYU Libraries: Inclusion, Diversity, Belonging, Equity and Accessibility (IDBEA) Steering Committee
  - OSU Libraries: EDI CV (Equity, Diversity and Inclusion Controlled Vocabulary) & Description Working Group
- **Outcomes and Deliverables:**
  - Bibliographies, resource lists
  - Library-wide and community activities, discussions
  - Strategies, policies, recommendations, tools
  - Inclusive metadata practice (in cataloging and archival description etc.)
- **Continue the Conversation in the Library**
  - Cases, examples and resources are compiled from:
    - [Inclusive Metadata & Conscious Editing Resources List](https://www.loc.gov/services/policies/policies.html) (SSDN Metadata Working Group)
Radical Cataloging
“Alien” vs. “Noncitizens” etc.

- Survey: ALA/ALCTS/CaMMS Subject Analysis Committee
  - September-Oct 2019, 40 responses
- Trend: Those who made revisions mostly changed their heading to “Undocumented immigrants”
- Primary approaches:
  - Keep authorized LCSH and add new term(s)
  - Replace authorized LCSH with new term(s)
  - Keep authorized LCSH, but display new term(s)

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Appendix 1: Terms from non-LCSH controlled vocabularies as of March 2020

<table>
<thead>
<tr>
<th>LCSH term</th>
<th>Alternate term suggestion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Aliens</td>
<td>Noncitizens $2 sears</td>
</tr>
<tr>
<td>Illegal aliens</td>
<td>Unauthorized immigrants $2 sears</td>
</tr>
<tr>
<td></td>
<td>Undocumented Immigrants $2 mesh</td>
</tr>
<tr>
<td></td>
<td>Undocumented Immigrants $2 eric</td>
</tr>
<tr>
<td></td>
<td>Undocumented immigrants $2 hapi</td>
</tr>
<tr>
<td>Illegal aliens—Canada</td>
<td>Undocumented immigrants—Canada $2 sears</td>
</tr>
<tr>
<td>Illegal aliens—United States</td>
<td>Unauthorized immigrants—United States $2 sears</td>
</tr>
</tbody>
</table>
Radical Cataloging: “Alien” vs. “Noncitizens” etc.

- **Radical Cataloging**: “‘radical’... refers to addressing the root–systemic, or structural–issues behind social problems. Radical cataloging... [is] intended to address the root issues that can make access to information problematic.” - Radical Cataloging: From words to action (Lember)

- Radical Cataloging: Using alternative subject headings locally to promote inclusiveness and diversity
  - **CU Boulder Libraries**: added “undocumented immigrants” (and six variants) to over 5,000 bib records

*URL updated*
Racial Considerations
“Identifying & dismantling white supremacy”
Racial Considerations
“Describing whiteness”

Auditing Legacy Archival Description for Racism

• **Reparative Processing** (Bolding)
  • Describe white ethnicities (ex. Scottish American)
  • Call it like it is (settlers, colonists)
  • “The first white” ≠ “The first”
  • Use active voice to describe oppressive relationships
  • Denormalize colonial place names (e.g., for Early American history collections)

Bolding, Kelly. “Reparative Processing: A Case Study in Auditing Legacy Archival Description for Racism”
https://docs.google.com/presentation/d/1MhOXYsZi7Vp_8pFvYqMql3U1UOHFMT4s5EP4mA/edit?usp=sharing
Racial Considerations
“Include racial identities for all people”

“whiteness is no longer the presumed default”
Example: Julian Shakespeare Carr Papers

- **Legacy description**: Julian Shakespeare Carr (1845-1924) of Chapel Hill and Durham, N.C., was a manufacturer of tobacco products with interests in a wide range of other businesses, including banking and textiles. Carr was also active in the Methodist Church, the Democratic 45 Party, and several Confederate veterans' organizations, including the North Carolina branch of the United Confederate Veterans, which he served as commander. He was also a strong supporter of various institutions of higher education in the state. The collection includes letters, telegrams, printed announcements, programs, and pamphlets, business and legal documents, maps, and newspaper clippings pertaining to Carr's business and personal affairs. The letters chiefly concern banking, farming, and family matters, but also reflect Carr's interests in the Civil War and the United Confederate Veterans and in the Methodist Church. Also included are printed and manuscript addresses and Sunday School lessons given by Carr. Of special note is a series of speeches discussing the race problem in North Carolina and throughout the South. One address, 2 June 1913, given at the dedication of the monument later known as "Silent Sam" on the University of North Carolina campus. Business topics are also represented. Included are seven volumes of Carr's diary containing brief entries, 1907-1917, and letter books, 1919-1922. These volumes chiefly document Carr's personal life, particularly his travels and family associations. Also included are a wedding album, 1895, of Carr's daughter Eliza, and a family history, 1991, by Joseph Julian Carr. Photographs are chiefly of Julian S. Carr.
“whiteness is no longer the presumed default”

Example: Julian Shakespeare Carr Papers "conscious editing"

- **2018 revision:** The papers of white businessman and public figure Julian Shakespeare Carr (1845-1924) of Chapel Hill and Durham, N.C., document his financial interests in tobacco, textiles, and banking; affiliations with the Methodist Church, the Democratic Party in North Carolina, and organizations commemorating the Confederacy; and philanthropic support of institutions of higher education, particularly the University of North Carolina (UNC). Papers include letters, printed items, business records, legal documents, diaries, photographs, lessons for Sunday school, and addresses written and delivered by Carr. The rhetoric in many addresses reflects Carr’s positions on what he and his contemporaries called "the race problem." In keeping with white supremacy movements in North Carolina at the turn of the twentieth century, Carr defended the institution of slavery, claiming it had been beneficial to the enslaved, and argued for denying full citizenship rights to African Americans. Included are Carr's 1899 speech supporting an amendment to the North Carolina constitution that disenfranchised African Americans and his address at the 1913 dedication of the Confederate monument later known as "Silent Sam" on the UNC campus.

Cases & Examples
Ethical and Cultural Considerations
“Be more precise, less prejudicial”

Multilingual Metadata & Access

- **Tse-Tsung Chow Collection of Chinese Scrolls and Fan Paintings**


<table>
<thead>
<tr>
<th>Title/標題</th>
<th>Scroll prints of a gallant horse with a bluish white and mixed color - 青牠</th>
</tr>
</thead>
<tbody>
<tr>
<td>Artist</td>
<td>Unknown</td>
</tr>
<tr>
<td>作者</td>
<td>未知</td>
</tr>
<tr>
<td>Date of Creation</td>
<td>Unknown</td>
</tr>
<tr>
<td>創作日期</td>
<td>未知</td>
</tr>
<tr>
<td>Period</td>
<td>Unknown</td>
</tr>
<tr>
<td>年代</td>
<td>未知</td>
</tr>
<tr>
<td>收藏者</td>
<td>周策緯, 1916-2007</td>
</tr>
<tr>
<td>Main Text</td>
<td>In front of Zhao Mausoleum (the mausoleum of Emperor Taizong of Tang (699-649) this horse is the second from the east. It has a bluish white and mixed color and was struck with five arrows. This is the horse that Shih Ti (emperor of the Tang dynasty, 597-649) rode when he conquered Liande Dou (573-621) (a leader of rebels in Sui dynasty). The horse moves as fast as a flash. It runs so swiftly as if there were god's blessings on its hoofs. Riding on this horse, a flying-white-cloth-like steed, will guarantee victory of a war.</td>
</tr>
<tr>
<td>釋文</td>
<td>東第二，青白難色，前中五箭，平養健健馳騁。足輕電影，神發天機。策茲飛繞，定該戎衣。</td>
</tr>
<tr>
<td>Language</td>
<td>Chinese</td>
</tr>
<tr>
<td>語言</td>
<td>中文</td>
</tr>
<tr>
<td>Subject AAT</td>
<td>Prints (visual works)</td>
</tr>
<tr>
<td></td>
<td>Calligraphy (visual work)</td>
</tr>
<tr>
<td></td>
<td>Hanging scrolls</td>
</tr>
<tr>
<td></td>
<td>Poetry</td>
</tr>
<tr>
<td></td>
<td>Rubbings (visual works)</td>
</tr>
<tr>
<td>Subject AAT-Taiwan</td>
<td>印畫 (視覺作品)</td>
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<tr>
<td></td>
<td>印書 (視覺作品)</td>
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<tr>
<td></td>
<td>畫裱</td>
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<tr>
<td></td>
<td>拓印 (視覺作品)</td>
</tr>
<tr>
<td>TGM</td>
<td>Horses</td>
</tr>
<tr>
<td>Coverage</td>
<td>China</td>
</tr>
<tr>
<td>制作地</td>
<td>中國</td>
</tr>
</tbody>
</table>
Applying Cultural Competencies in Archival Description
Describe African American History

• Lack of context
• Neutrality: “Assumptions of Neutrality Create Biases in Favor of Historical Racism”


Previously at: https://www.umbrasearch.org/catalog/e0bda72a7dad74b880ad738f0528b81c923e16bbd
Applying Cultural Competencies in Archival Description
Describe African American History

- www.umbrasearch.org
  African American History
- 730,561 items from more than 1,000 U.S. archives, libraries, and museums


Local Armed Service Associations.
Bremerton, Washington: Negro, 1943-1946. (Box 55, Folder 37)

National Board of the Young Men’s Christian Associations. Armed Services Dept

Description
This folder contains materials created/colllected by the administration of the YMCA’s Army and Navy Department, later known as the Armed Services Department. This department worked to meet the recreational, spiritual, educational, and other welfare needs of individuals serving in or associated with the United States armed services. This folder specifically contains service to a Bremerton, Washington YMCA club which was segregated and open only to African Americans.

https://www.umbrasearch.org/catalog/e9666fe5f69a2ce0a5b41d99105c69a4e4ba1efe
Acknowledging Humanity
Identify slave holders and enslaved person

Example from:
Bolding, Kelly. “Reparative Processing: A Case Study in Auditing Legacy Archival Description for Racism”
https://docs.google.com/presentation/d/1Mh0x52V1ib_UqF4xFqMq0cU50HFM1Ag4ysE4qEgdA/edit?usp=sharing
Gender Considerations
Respect (gender) identity

- Lady Chablis
- Female impersonators
- Knox, Brenda
- Performance artists

Describing Disability

• “respects the preferences of living communities”

• Disability Museum: Use “short stature” “physical disability” to describe disability, added “entertainment,” “family,” “popular culture”; not use “dwarfism”

https://elischolar.library.yale.edu/jcas/vol5/iss1/1

https://www.disabilitymuseum.org/dhm/lib/catcard.html?id=919
Sites Incorporating Inclusive Description
Anti-racism Digital Library and Thesaurus

- [https://sacred.omeka.net/](https://sacred.omeka.net/)
- “a clearinghouse for information resources about people, groups, and projects who are building inclusive and caring communities”
- Collaborate on developing the [Collections](https://sacred.omeka.net/collections), [Glossary](https://sacred.omeka.net/glossary) and [Thesaurus](https://sacred.omeka.net/thesaurus)

Core concept: Anti-racism

Preliminary Facets:

Beliefs/Values (e.g. Community, Cosmopolitanism, Diversity, Equality, Equity, Faith, Hospitality, Human Rights, Humanism, Inclusion, Justice, Non-violence, Peace, Spirituality, Tolerance, Unity);

Actions – Practices – Strategies (e.g. Advocacy, Anti-racism training, Anti-violence training, Awareness training, Community building, Conflict resolution, Cultural action, Cultural democracy, Cultural transformation, Dialog/discussions, Education/Educational events, Empathy, Non-violence, Organizational change, Youth activities, Skill-building training; Political participation; Identity politics; Reparation, Investment

Movements (e.g. Civil Rights movement; Interfaith movement)

Policies (affirmative action; includes laws too, e.g. Universal Declaration of Human Rights, Genetic Information Non-discrimination Act of 2008 (GINA) USA);
Sites Incorporating Inclusive Description

- Digital Transgender Archive
  - [https://www.digitaltransgenderarchive.net/](https://www.digitaltransgenderarchive.net/)
  - “increase the accessibility of transgender history”
- LGBTQ+ Library, Indiana University Bloomington
  - [https://lgbtq.indiana.edu/programs-services/library/index.html](https://lgbtq.indiana.edu/programs-services/library/index.html)
  - See printscreen (right)

**Fake, Vol. 1**
by Sanami Matoh
Paperback, 2003

- Tags: bisexual, graphic novel
- Collection: Graphic Novels
- Series: Fake (1)
- Status: AVAILABLE
- Call number: 9.852 MATf. 2003 v.1

**Yuri Monogatari Volume 3**
by Various
Paperback, 2006

- Tags: graphic novel, lesbians, yuri
- Collection: Graphic Novels
- Series: Yuri Monogatari (3)
- Status: AVAILABLE
- Call number: 9.856 ALCyu 2006 v.3

**Love is Love**
by Marc Andreyko

Sites Incorporating Inclusive Description

- LibraryThing [https://www.librarything.com/](https://www.librarything.com/)
  - Includes user-contributed inclusive terms

- Temple University Library. “SCRC Statement on Potentially Harmful Language in Archival Description and Cataloging” [https://library.temple.edu/policies/14](https://library.temple.edu/policies/14)
  - Actively weighing whether the efficiency or preservation of context from re-using or not remediating problematic and potentially offensive description is worth the affect it may have on users encountering that description.
  - Clearly indicating (through use of quotation marks, notes, or other explanation) what language comes from an external source or is legacy/older description, and which was written by SCRC staff.
  - Researching how the community describes itself and its own histories, finding other institutions that have grappled with similar collections, and/or discussing the issue directly with the people or organizations who created or are described by the materials.
Tools

- Includes thesauri, subject heading lists, best practice guides
- American Folklore Society. “American Folklore Society Ethnographic Thesaurus.” 
  https://id.loc.gov/vocabulary/ethnographicTerms.html
  • Created by the Association of Manitoba Archives
  http://www.worldcat.org/oclc/882509758
  • “A project of the National Council for Research on Women and the Business and Professional Women's Foundation.”
Tools


• Ganin, Netanel. “Queer LCSH.”
  • http://www.netanelganin.com/projects/QueerLCSH/QueerLCSH.html
  • up-to-date and comprehensive subject heading guide for queer folks in the LCSH/LCGFT/LCDGT
  • Search results of sexual minorities (and minority), queer, lesbian, gay, gender, orientation, intersex, transgender, transexual, and bisexual.
  • Example:
    Queer comic books, strips, etc (May Subd Geog)
    UF GLBTQ+ comic books, strips, etc
    UF LGBTQ+ comic books, strips, etc
    UF Sexual minority comic books, strips, etc
    BT Comic books, strips, etc
Tools

  • “These Protocols are presented to guide libraries and archives in engaging in culturally responsive care of Native American archival materials and in providing culturally appropriate service to communities. Librarians and archivists should be aware that each tribe, band, and community is unique.”
• Table of Contents
  • Building Relationships of Mutual Respect
  Striving for Balance in Content and Perspectives
  Accessibility and Use
  Culturally Sensitive Materials
  Providing Context
  Native American Intellectual Property Issues
  Copying and Repatriation of Records to Native American Communities
  Native American Research Protocols
  Reciprocal Education and Training
  Awareness of Native American Communities and Issues
Tools

  
  • Example: Accessible web design: Creating web pages according to universal design principles to eliminate or reduce barriers, including those that affect people with disabilities. Ideally, all websites should conform to Level AAA of the Web Content Accessibility Guidelines 2.0. For more information about these guidelines, please see the W3C Web Accessibility Initiative website at http://www.w3.org/WAI/WCAG2AAA-Conformance

• “Homosaurus: An International LGBTQ Linked Data Vocabulary.” http://homosaurus.org
  
  • Companion to broad subject term vocabularies (e.g., LCSH)

*Homosaurus can be added to digital repositories and traditional ILS (650 Subject-Topical Term, 655 Index term-Genre/Form in MARC records), e.g.,
  
  650  7 ‡a Non-binary people. ‡2 homoit
  
  655  7 ‡a Bisexual fiction. ‡2 homoit
Tools

Homosaurus

Tree View:

http://homosaurus.org/tree


Description
1. general term for both a political, social movement and a philosophy which criticizes and opposes the inequality between women and men; feminism thus constitutes a source of inspiration for women's studies
2. the word 'feminism' was introduced at the end of the nineteenth century and its meaning is not the same in different periods of history; revaluation of the experiences and culture of women is common to all meanings
Resource Lists


• Metadata recommendations:

• Voice and Style
  • Decenter “neutrality” and “objectivity” in favor of “respect” and “care.”
  • Avoid passive voice when describing oppressive relationships
    • “Four Kent State University students were killed on May 4, 1970, during a clash between the Ohio National Guard and a crowd gathered to protest the Vietnam War.”
    • “Members of the Ohio National Guard killed four Kent State University students during a mass protest against the Vietnam War.”
  • Focus on the humanity of an individual before their identity/ies
    • “documents the business dealings of a Black woman named Maria in 18th century Mexico”
    • “documents the business dealings of Maria, a Black woman in 18th century Mexico”
Resource Lists

• Refrain from writing flowery, valorizing biographical notes for collection creators.
  • Remove and refrain from including evaluative terms like “preeminent,” “renowned,” “genius,” or “seminal” that serve to praise collection creators
• Use accurate and strong language such as lynching, rape, murder, and hate mail when they are appropriate. Do not let your discomfort with the terms censor the material.
• Describe relationships of power when they are important for understanding the context of records (e.g., Racism, slurs, white supremacy, colonialism, and histories of oppression).
  • “Thomas Jefferson was a known enslaver despite his legacy as a supporter of individual rights.”

• Handling Racist Folder Titles and Creator-Sourced Description
  • preserve but contextualize creator-sourced original description
  • draw a distinction between the creator-supplied description and archivist-supplied description via quotation marks, processing information note, scope and content note, and/or another method.
  • replace offensive language in primary user-facing description
  • Make a distinction between the institutional voice/archivist’s voice and the voice of the collection creator
  • Research how the community being described feels about certain terms

from https://archivesforblacklives.files.wordpress.com/2019/10/ardr_final.pdf
Resource Lists

- **Describing Slavery Records**
  - Use “enslaved” or “captive” [person/woman/man/child/laborer] rather than “slave” when describing people held in bondage
  - Use “free [person|man|woman] of color” “freed[person|man|woman],” or another term to describe those who were not enslaved during a period when slavery existed in that society
  - Humanize documents from all sides (e.g., include the seller and purchaser’s names for deeds)
  - Use available information to name enslaved people
  - Use enslaved or formerly enslaved people as primary entry......

  from [https://archivesforblacklives.files.wordpress.com/2019/10/ardr_final.pdf](https://archivesforblacklives.files.wordpress.com/2019/10/ardr_final.pdf)

- Society of American Archivists, Description Section. “Inclusive Description resources.” [https://www2.archivists.org/groups/description-section/inclusive-description](https://www2.archivists.org/groups/description-section/inclusive-description)

Research- and Theory-Oriented Works


from Inclusive Metadata & Conscious Editing Resources List
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Q & A

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