Creating a Spanish campus map at the University of Oregon

Bronwen K. Maxson, *MLIS, bmaxson@uoregon.edu*

Heather Quarles, *MA, hquarles@uoregon.edu*

Abstract

University campuses across the US lack fundamental infrastructure for welcoming folks from different cultural or linguistic backgrounds to campus. The Community Engagement Committee of the UO Dreamers Working Group (DWG's CEC) noted a lack of parking information available in Spanish for events. Campus is home to a world-class GIS mapping office as well as a Spanish Heritage Language Program. Leveraging her unique position, a librarian and a senior instructor brought different groups together to translate the campus map for local Spanish-speaking communities of Oregon.

Learning Outcomes for this poster

- Participants will look for opportunities for engagement beyond traditional librarian activities
- Participants will apply critical pedagogy to language classrooms
- Participants will consider what online spaces could be made more inclusive at their institutions

Background

In fall 2019, members of the DWG CEC discussed barriers to participation by local Latinx populations in campus events. CEC members met with the Campus Mapping & GIS office and UO Transportation Services to kick off a project to translate the campus map to Spanish. In early 2020, SHLP faculty, Heather Quarles was looking for a project for her SPAN 228 course (2 sections of Herencia latina II: Nuestras voces en contexto) that would be:

1. Remote and asynchronous because of the pandemic
2. Engage students with the local community
3. Allow students to express themselves linguistically

Stakeholders and Collaborators

Location Innovation Lab (formerly: Campus GIS & Mapping) Jordan Schnitzer Museum of Art (UO Campus)
Spanish Heritage Language Program, faculty and Spanish 228 students
UO Dreamers Working Group
UO Latinx Strategy Group
UO Libraries
UO Transportation Services
The local Eugene-Springfield community, especially Spanish speakers

Before

- Align the project outcomes with course outcomes and stakeholder needs
- Establish reasonable asynchronous workflow (librarian-instructor & instructor/librarian- student & student-student)
- Prepare pre-mapping scaffolding: Introductory lessons on mapmaking and basics of translation
- Librarian recorded video introduction

During

- Divide terms between 2 sections of course, each student had approximately 18 terms to translate
- Set up spreadsheet for each student with rubric, comments, and peer reviewing structure
- Work with students on identifying the linguistic variation of Spanish they felt best represents our community via discussion boards
- Work with students on defining "reliable resources" for translation (emphasis on collaboration with community members: parents, siblings, etc.)
- Librarian visits asynchronous course sections once each via Zoom to talk with students
- Reach out to campus building stakeholders

Order of terms	Type	TextString	Student 8 Translation	Student 8 Rating	Student 8 Doubts
145	Building Name	Onyx Bridge	punte de ónix	2	No se si i spelled things correctly.
146	Building Name	Oregon	Óregon	1	no doubts
147	Building Name	Oregon Law Clinic	clinica legal de Óregon	2	maybe forgot an accent
148	Building Name	Outdoor Program Barn	Granero de la programa aire libre	2	No sabia el palabra para Barn
149	Building Name	Outdoor Tennis Courts	la cancha de tenis de aire libre	2	soudns wierd to me
150	Building Name	Pacific	pacífico	2	no doubts
151	Building Name	Parking Garage	el garaje	2	no se si debe de ser 1 o 2 palabras
152	Building Name	PeaceHealth North	salude de la paz norte	2	doesnt sound right
153	Building Name	PeaceHealth University District	salude de la paz distrito universitario	3	does not sound right to me

Student Responses

UNIVERSITY OF OREGON

Paraphrased Responses unless in quotation marks

- I asked my parents who immigrated to the US how they would navigate to places like a new job
- I wasn't sure if I should look at a map of Mexico City or use another country for guidance
- I looked at a map of both my parent's home cities in Mexico
- Should we be paid for this work?

- My family is from Puerto Rico but the majority of Latinos in Oregon are from Mexico, and this is for the local community, so that affects how I translate the terms
- "With these translations, I feel many in the Latinx community will feel more accepted at the UO, and they will know that their children are attending a school that is inclusive."
- Video response from UO student, Jessy

After

- Publish data through a repository
- Librarian and Instructor worked with L.I. Lab to finalize the translated terms to be ingested into the GIS system, "Mapas de la UO" layer added to public site
- Librarian helped translate a one-page parking map for campus
- Report back to stakeholders
- Students gave interviews to local news and media outlets
- One students presented via recorded video at ACRL 2021*

*Student signed UO Model Release Form

Links and Related Sources

Mapas de la UO map.uoregon.edu/spanish
Translated Map Data https://doi.org/10.7910/DVN/STUQ1B
Beaudrie, S., Amezcua, A., & Loza, S. (2021). Critical language awareness in the heritage language classroom: design, implementation, and evaluation of a curricular intervention. *International Multilingual Research Journal*, 15(1), 61-81.
Elliot, M. (2020, August 18). Breaking down barriers: UO students and staff translate campus maps into Spanish. *Daily Emerald*.
Halnon, E. (2020, July 28). New maps make campus more accessible to Latinx community. *Around the O*.
Maxson, B. K. (2020, May 8). Mapping Latinx at UO: Translating UO Campus Maps to Spanish. *UO Instruction & Engagement Blog*.
Maxson, B. K., Alonso-Regalado, J., Espinosa de los Monteros, P., & Thornhill, K. (2021, April 16). Instructional collaborations in diverse cultural and multilingual contexts: Information literacy initiatives for the 21st century [virtual]. *Panel presentation for the bi-annual meeting of the Association for College & Research Libraries (ACRL)*, Seattle, WA.
Solórzano, D. G. (1989). Teaching and social change: Reflections on a Freirean approach in a college classroom. *Teaching Sociology*, 17(2), 218–225.

Somos el Cambio

- Lessons learned:
  - Work with students to assign a CC license and include discussions of ownership/copyright
  - Plan for stewardship and digital preservation
  - Some stakeholders are just as enthusiastic as you are about a project!
- Reinforce information seeking approaches used that honor people's own knowledge from lived experiences
- Consider who you'd like to be more present in your online spaces and create information for that community (Another example from UO Libraries: the Oregon Card Program page was translated to Spanish)
- Possible future additions to map including local Latinx history