



# #IndiginizeSNAC:

*Recapping the Indigenous SNAC Editathon (2021)  
Indigenous Description Group and IMLS Grant*

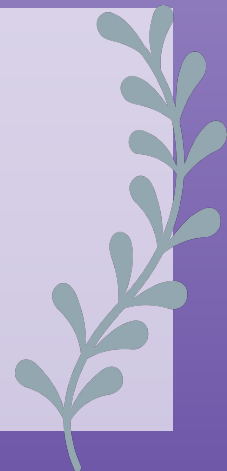
**SNAC Annual Meeting 2022  
Thursday September 9, 2022**

**Presenters:**

**Diana Marsh** (PhD, Asst. Professor UMD iSchool)

**Ia Bull** (PhD Student, UMD iSchool, Natchez Nation & SSG&Y)

**Lydia Curliss** (PhD Student, UMD iSchool Nipmuc Hassanamisco Band)



# Land Acknowledgement

Today we are beaming in from College Park, which is located on the ancestral territories of the Piscataway, Nacoshtonk, and their Indigenous kin and neighbors. As members of the University of Maryland, We acknowledge, as a land-grant university, the 202,000 acres of stolen Indigenous land taken and distributed to the university under the Morrill Act in 1862 ( <https://www.landgrabu.org>).

We want to acknowledge *the separation*— that these and many other acts of colonialism, assimilation, and genocide —which included archival collecting —generated between Indigenous peoples and their homelands.

We further acknowledge the continued power and resilience of Indigenous communities and nations, and celebrate the collaborative and decolonizing work now taking place in our collections and institutions, and in our archival work.

# Edit-a-thon 2021

## Core Team

**Lydia Curliss** (University of Maryland iSchool, Nipmuc)| **Irene Gates** (New School)| **Dina Herbert** (NARA)| **Diana Marsh** (University of Maryland iSchool)| **Katherine Meyers Satriano** (Peabody Museum at Harvard)| **Jerry Simmons** (NARA)

## Indigenous Advisory Board

**Margaret Bruchac** (Abenaki), University of Pennsylvania| **Stephen Curley** (Diné), National Native American Boarding School Healing Coalition| **Taylor Gibson** (Cayuga), Gāhsronih| **Eric Hemenway** (Little Traverse Bay Bands of Odawa Indians)| **Keahiahi Long**, University of Hawai‘i at Mānoa| **Melissa Stoner** (Diné), University of California at Berkeley

# Indigenous Participants

In total, we had **18 Indigenous participants** who represented the following Indigenous Nations and Communities:

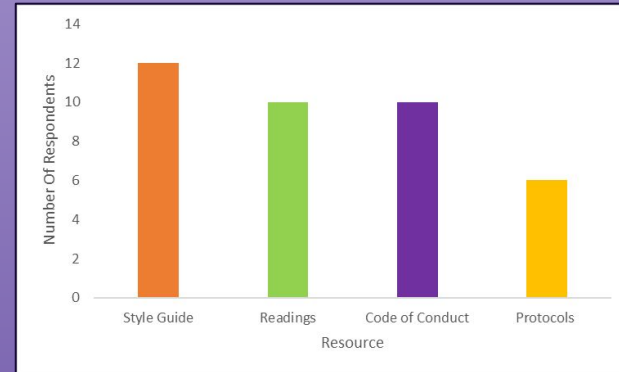
Anishinaabe| Anishinaabeg, Little Traverse Bay Bands of Odawa Indians| Cherokee| Chiricahua Apache| Choctaw Nation of Oklahoma| Gaduwagi | Catawba| Kahnawake Mohawk| Natchez Nation| Navajo Nation| Nipmuc| Oglala Lakota| Ojibway - Walpole Island First Nation| Oneida Nation of Wisconsin| Pipil Nahuatl| Pueblo of Isleta| Pueblo of Pojoaque| Shawnee| Six Nations of the Grand River Territory| Tabajara | Taino| Turtle Mountain Band of Chippewa| Yokuts - Tule River Indian Tribe



# Outcomes & Feedback

Over the two days, **around 64 participants** (out of 137 initial registrants) **18 of whom were Indigenous** worked on at least **50 entities**

- Increased # of Indigenous records and Editor (and Editor Allies)
- Greater awareness of SNAC for Indigenous communities across the US
- Creation of **Editorial Guide for describing Indigenous Entities in SNAC**
  - This was the most self-reported used document by Participants
- **Concerns around describing Indigenous entities** and greater awareness of the issues around Indigenous description in archival record
  - Participant feedback showed concerns over adding things like “location”, “nationality” to records; Challenges around describing Indigenous languages



# Editorial Guide

- Editorial Guide was created as a collaborative effort between the project team, advisory board and Indigenous edit-a-thon participants
- Post edit-a-thon, the guide was standardized and is currently on the SNAC platform for feedback:

<https://portal.snaccooperative.org/node/595>

“This editorial guide was originally created for participants in the SNAC Indigenous edit-a-thon and for future editors when considering Indigenous records. This editorial guide considers best practices in the field as they apply to the Social Networks and Archival Context (abbreviated as SNAC) platform but we hope that this may lead to changes in other databases, platforms, and practices.” – From the Editorial Guide

## Proposed Policy: Editorial Guide for Indigenous Entity Descriptions in SNAC

About SNAC
Administration and Governance
Membership
Volunteer Editors
Editorial Policy
SNACSchool
Using SNAC for Research

Thank you for taking the time to review the **Editorial Guide for Indigenous Entity Descriptions in SNAC draft** v.7.

The full guide in its original formatting can be downloaded here.

This guide was originally created by the Fall 2021 Indigenous SNAC Edit-a-thon Project Team in conversation and advisement of our Tribal Advisory Board. The project team includes Lydie Currias (University of Maryland iSchool), Irene Gates (New School), Dina Herbert (NARA), Diana Marsh (University of Maryland iSchool), Katherine Meyers Satriano (Peabody Museum at Harvard), and Jerry Simmons (NARA). This editorial guide aims to provide best practices for Indigenous entity description. This version is our first published draft, and therefore the document is

## 2. Broad Areas of Consideration for SNAC Editors

*This following section describes considerations for all areas for editors in SNAC for Indigenous entries.*

### 2a. Capitalization

When considering capitalization, it is important to understand the contexts in which capitalization has been used to erase, dehumanize or other groups and communities. One such example is the use of race. As a reminder, race is a socio-organization that has been used to qualify, discredit and erase Indigenous identity through improper racial labeling and the use of blood quantum as a qualification for Tribal identity. For more information on the roles of blood quantum, please check out this episode of [Code Switch from NPR](#).

In Indigenous contexts, we highlight and show importance to these concepts by capitalization of terms such as Native American or Indigenous. As well, when referring to tribal entities, make sure communities and nations are capitalized (Diné instead of diné, or Cherokee instead of cherokee).

Reparative description work has sought to highlight these groups by showing importance through capitalization. Throughout, always capitalize terms such as **Indigenous**, **Tribal** and **Native**, when referring to someone's identity. **Do not capitalize**

## 3. Specific SNAC Fields and Guidance

*This section describes considerations for specific areas of information that are collected in SNAC Authority records.*

### 3a. Names

*The following describes the protocols for how to fill out the name section within SNAC.*

#### Name Entries

If you have attended SNACSchool, you learned about formulating a name and how to parse it out using RDA rules. If you have not yet attended SNACSchool, do not remember, or need a refresher, please refer to the modules and the cheat sheets below.

- [Module 2: Archival Authority Control](#)
- [Module 3: Create and Edit](#)
- [Name Elements](#)
- [SNAC Editing Cheat Sheet - Persons](#)
- [SNAC Editing Cheat Sheet - Corporate Bodies](#)
- [SNAC Editing Cheat Sheet - Families](#)

#### Choosing Preferred Names

Preferred Names should be public names that individuals chose to be commonly known by. This may often, but not always, be

# IMLS Grant -Premise

1. **Connecting disparate and geographically separated records**
  - a. Communities want access to all of their materials
  - b. Mukurtu and community archives creating Indigenous spaces/digital solutions for holding material
  - c. Limitations of current move in institutions to subject or lib guides
2. **Accommodates descriptive flexibility**
  - a. editors create their own authority records that fit Indigenous needs
  - b. using culturally-appropriate descriptive terminologies
3. May allow for the **focus on Indigenous people, communities, or entities represented in collections** (rather than white collector or creator)
4. **Cooperative model:** Indigenous community members and allies as editors

# IMLS Grant -Project Team

## *Indigenous Advisory Board*

**Margaret Bruchac** (Abenaki), University of Pennsylvania

**Stephen Curley** (Diné), National Native American  
Boarding School Healing Coalition

**Taylor Gibson** (Cayuga), Gāhsronih

**Keahiahi Long**, University of Hawai‘i at Mānoa

**Melissa Stoner** (Diné), University of California at Berkeley

**Angie Bain** (Lower Nicola Indian Band) Nicola Watershed  
Governance Project

**Selena Ortega-Chiolero** Chickaloon Village Traditional  
Council

**Tiffany Chavis** (Lumbee) Health Literacy Librarian  
University of Maryland, Baltimore

## *UMD Team*

**Diana Marsh**, University of Maryland

**Ia Bull** (Natchez), PhD Student, UMD iSchool

**Amanda Sorenson**, PhD Student, UMD iSchool

**Lydia Curliss** (Nipmuc), PhD Student, UMD iSchool

## *Partners*

**Jerry Simmons**, Nara

**Dina Herbert**, NARA

**Katherine Satriano**, Peabody Museum, Harvard

**Smithsonian OCIO, NAA, NMNH & Many more!**



# IMLS Grant - Project

## 1. IMLS grant - Laura Bush 21st Century Librarian Program

<https://www.ims.gov/grants/awarded/re-252311-ols-22>

- a. Expanded Indigenous Advisory Board
- b. Focus groups/ testing SNAC with Indigenous users from range of perspectives
  - i. Indigenous participants in the 2021 Edit-a-thon (who know SNAC well);
  - ii. Indigenous LAM professionals
  - iii. Indigenous students within MLIS and other related disciplines
  - iv. Indigenous community members (who have never used SNAC)
- c. Indigenous SNAC Training, SNACSchool and/or other educational modules/webinars/training material
- d. Community outreach:
  - i. Emphasize role SNAC can play in facilitating repatriation by helping to locate relevant archival records
  - ii. Community-based presentations

# SNAC Indigenous Description Group

The screenshot shows the SNAC profile page for Jesse J. Complanter (1889-1957). The page includes a header with navigation links (Search, Browse, Resources, About, Help, Login) and a title bar with 'Complanter, Jesse J., 1889-1957' and 'Variant names'. Below the title bar are tabs for 'Detailed View', 'Revision History', 'Sources', and 'Export'. A 'Hide Profile' toggle is also present. The main content area is divided into sections: Biography, Resources, Relationships, Places, Subjects, Occupations, and Activities. The Biography section contains text about Complanter's life, including his role as a Faithkeeper and his work as an actor and artist. A photograph of Complanter is shown, with a caption 'Image from Wikimedia Commons'. Below the photo is a 'Person' card with a green profile icon, the name 'Person', and 'Exist Dates: Birth 1889-09-16'. A question mark icon is visible in the bottom right corner of the person card.

## 1. Formation of a Indigenous Description Group (IDG)

- a. Update the Editorial Guide iteratively
- b. Work on controlled vocabularies + wider array of cultural-technical upgrades  
e.g. Indigenous thesauri, subjects, placenames, languages/orthographies
- c. Ways to describe & link communities (e.g. Mohawk)

# Coming Soon!

1. **IDG - let us know if you're interested**
2. **Hiring 4 Tribal Archival Consultants (\$2500/yr)**
3. **Hiring Indigenous MLIS student (20hrs/week)- focus on developer/metadata work**
4. **New website**
5. **Twitter: @IndigenizeSNAC**
6. **Email: IndigenizeSNAC@umd.edu**

# Thank you!

We want to thank the following people for without their labor, time and effort our edit-a-thon and subsequent work would not be possible.

*We'd like to thank:*

**All of our volunteer editors who participated in the event** (approx. 18 hours of their time!)

**Project Team:** Irene Gates, Dina Herbert, Katherine Meyers Satriano, Jerry Simmons

**Indigenous Advisory Board:** Margaret Bruchac, Stephen Curley, Taylor Gibson, Eric Hemenway, Keahiahi Long, Melissa Stoner.

**Dr. Daniel Pitti** (Director of the Social Networks and Archival Context Cooperative)

**Event Day SNAC Editor Support/ Peer Reviewers:** Jodi Berkowitz, Kit Messick, Becca Morgan, Betts Coup

**Volunteer Indigenous Peer Reviewers**

**Smithsonian & local colleagues who offered invaluable feedback:** Eden Orelove, Nancy Kennedy, Rachel Menyuk, Nathan Sowry, Emily Moazami, Michael Pahn, Joshua Bell, Gina Rappaport, Katherine Christensen, Katherine Crowe, Katie Duvall, Adam Gray, Caitlin Haynes, Kate Madison, Daisy Njoku, Mark White, Gabrielle Sanchez, Pam Wintle