NATIONAL ENDOWMENT FOR THE HUMANITIES

DIVISION OF PRESERVATION AND ACCESS

Narrative Section of a Successful Application

The attached document contains the grant narrative and selected portions of a previously funded grant application. It is not intended to serve as a model, but to give you a sense of how a successful application may be crafted. Every successful application is different, and each applicant is urged to prepare a proposal that reflects its unique project and aspirations. Prospective applicants should consult the NEH Division of Preservation and Access application guidelines at https://www.neh.gov/grants/preservation/humanities-collections-and-reference-resources for instructions. Applicants are also strongly encouraged to consult with the NEH Division of Preservation and Access staff well before a grant deadline.

Note: The attachment only contains the grant narrative and selected portions, not the entire funded application. In addition, certain portions may have been redacted to protect the privacy interests of an individual and/or to protect confidential commercial and financial information and/or to protect copyrighted materials.

Project Title: Genoa Indian School Digital Reconciliation Project

Institution: University of Nebraska, Board of Regents (Lincoln, NE)

Project Director: Margaret Davis Jacobs

Grant Program: Humanities Collections and Reference Resources

3. Narrative

Introduction

The Genoa Indian School Digital Reconciliation Project seeks a three-year, $350,000 Humanities Collections & Reference Resources Implementation Grant to digitize, contextualize, and make available materials related to the Genoa U.S. Industrial Indian School. The goal of the Genoa Project is to contribute to historical recovery, reconciliation, and healing through making the history of the Genoa Boarding School more accessible to the families of Indian people who attended the school and to researchers who study the boarding schools. It also seeks to ignite public discussion about the boarding school system. The project is a collaboration between the University of Nebraska-Lincoln (UNL) and the Genoa U.S. Indian School Foundation, working with Community Advisors from the four headquartered tribes in Nebraska and with descendants of those who attended Genoa.

The first phase of the project, funded by the Council on Library and Information Resources (CLIR), is currently underway. In this phase, we are imaging, describing, and making accessible 3-d objects, photographs, and ephemera held by the Genoa U.S. Indian School Foundation and government records from the National Archives and Records Administration (NARA) regional branches in Kansas City and Denver. Phase two (June 2019 to May 2022), for which we are seeking NEH HCRR funding, will focus on the preservation, digital conversion, and transcription of about 50 hours of precious oral history interviews and other footage with student attendees and descendants held by the Genoa U.S. Indian School Foundation, our partner; and the digitization of approximately 6300 pages of government records at NARA in Washington, DC, 200 photographic images at NARA in College Park, Maryland, and 410 pages of files related to Cheyenne and Arapaho children at the Oklahoma Historical Society.

In this second phase of the project, we aim to center perspectives of the children and the communities from which they came, while contextualizing their experiences within the larger governmental structures that shaped their lives. Under the guidance of our Council of Community Advisors, made up primarily of representatives from the four headquartered tribes in Nebraska, and using the content management system Mukurtu, our project will make these materials accessible to the families of Indian people who attended the school, to the tribal communities from which the children came, and, as appropriate, to researchers who study the Indian boarding schools and the general public.

Significance

Indian boarding schools have roused scholarly and popular fascination and debate for several decades. In Canada they have been the subject of class action lawsuits and a six-year truth and reconciliation commission. Similar types of institutions for Aboriginal children in Australia also led to an Inquiry into the Separation of Aboriginal and Torres Strait Islander Children from their Families in Australia in the 1990s. Both of these nations have apologized for separating Indigenous children from their families and exposing them to harsh institutional life. The United States has had no such formal investigations, let alone apologies, but many Americans, Indigenous and non-Indigenous alike, ponder the Indian boarding schools. Were they benevolent institutions set up with the best of intentions, designed to ease Native Americans into modern American society? Or did they carry out "education for extinction," as one historian has written? Or did they leave a complex legacy for Native communities and families as well as the United State as a whole?

Over the last several decades, scholars have pieced together some parts of the history of the schools. We know that after the Civil War an influential group of non-Indian social reformers waged a campaign to shift federal Indian policy away from a military approach to an assimilation program. Colonel Richard Henry Pratt, a veteran of the Indian wars, opened Carlisle Indian Industrial School in 1879. Soon after, the U.S. government funded a network of boarding schools, some on reservations and some thousands of miles away from children's home communities. By 1900, a total of 153 boarding

schools were in operation with an enrollment numbering almost 21,000, about 78% of all Indian children who attended school. The Genoa U.S. Indian Industrial School, one of the largest boarding schools, was in operation from 1884 to 1934. Children from over forty tribal nations were enrolled in the institution.

The government used a variety of methods to enroll the children, from persuasion to trickery, threats, withholding of rations guaranteed by treaty, bribes, or brute force. Some Indian families and communities approved of the schools and sent their children willingly; others resisted efforts to remove their children to such distant institutions. Indian perspectives on the schools fluctuated over time, too, due to conditions in the schools and on reservations.

Memoirs by and oral histories of Indigenous people who attended the schools, as well as extant correspondence, tell us something about what the children experienced in the schools. Following Pratt's design, officials ran the schools on a military model; students formed companies and drilled regularly. Authorities forbid pupils at most schools from speaking their languages and required conversion to Christianity. Children attended educational classes for only half of each day and carried out work details or labored for local families the rest of the day and often in the summers. Children also performed in bands and played sports. Some relished the camaraderie of the schools and were grateful for the opportunities they provided; others recalled harsh discipline and abuse and running away. Many of the schools were overcrowded and unsanitary and exposed children to deadly diseases such as tuberculosis.

Though there is intense interest in the impact and legacies of the schools, scholars have only skimmed the surface of the documentary record. While the records of some schools, such as Carlisle, are in one central location at NARA in Washington, D.C., government documents related to other schools are scattered around the nation. When the Genoa School closed in 1934, administrators dispersed its records to the Indian agencies from which the children came. Eventually these agency records ended up in a number of NARA repositories and some state historical societies. These records are often difficult to find, even for trained historians, because they are part of larger collections and not labeled or indexed. This has prohibited access to this history for the family members and tribal communities from which these children came and inhibits scholars from writing about the school.

Moreover, even if we were able to locate and digitize every government record related to Genoa, we would still have only a partial view of the schools and their meaning. The school's official records tell only part of the story and do so from a particular administrative perspective and from a distinct moment in time. Firsthand accounts by those who attended are essential to building a fuller picture of the schools. Luckily, since 1990, volunteers at the Genoa U.S. Indian School Foundation have recorded about 50 hours of interviews with Genoa attendees and their families. These are irreplaceable historical records in danger of being lost. We are partnering with the Foundation to preserve, transcribe, and make available these oral histories. Presenting government records together with these oral histories enables our project to present a more complete picture of the Genoa school and its legacy. Doing so also extends the story of the schools from a remote event in the past to a history which continues to unfold in the present.

Additionally it is only appropriate that the official records, created as they were through the intrusion of the federal government into Indian communities, should no longer languish in federal repositories where they are difficult to locate and to access. Making these records widely available to American Indians and others becomes an act of archival repatriation--returning the records to families, communities, and the wider public--and a gesture of scholarly reconciliation. Similarly, tribal communities are eager to hear and preserve the voices of their ancestors who attended the school; digitizing existing oral histories is another act of repatriation and reconciliation.

Nature of the collections

For this phase of the Genoa Project, from June 2019 to May 2022, we propose to digitize oral histories and other video content held by the Genoa U.S. Indian School Foundation; a subset of

documentary and photographic records that we have located at NARA in Washington, D.C. and College Park, Maryland; and additional documentary records held by the Oklahoma Historical Society.

The Genoa U.S. Indian School Foundation holds approximately 50 hours of VHS footage of interviews with about 35 Genoa attendees and their families that they collected during the annual reunions they have hosted since 1990. Interviewees discuss myriad experiences at the school, including dairy farming, hunting rabbits, playing football, and language and culture loss. We believe that no Genoa students are still alive, so it is not possible to conduct new oral histories with Indian attendees. These are a rare and precious set of interviews that can be made more readily available to Genoa families and enable our project to center American Indian perspectives on schooling at Genoa, rather than relying only on government records to shape the historical narrative about Indian boarding schools. In addition to oral histories, photographs help Indian families reconnect to ancestors and facilitate new narratives of the schools. We have located 200 pages of photographic images at NARA in College Park, Maryland which we intend to digitize as part of this project.

For this phase of the project, we plan to supplement these oral histories and photographs with more conventional administrative records created by the Bureau of Indian Affairs (BIA). We have located an additional 12,596 pages of documents related to the Genoa Indian School at NARA in Washington, D.C. within the Central Classified Files, 1907-1939 of Record Group 75 (BIA). These include 1,181 folders in 24 boxes of material, including annual reports, inspection reports, memos, maps, telegrams, receipts, allotment papers, financial statements, contracts, dormitory sketches, statistics, student health and conduct reports, graduation records, student lists, and correspondence. These administrative records provide a broad view of the federal government's policies as well as their consequences. For example, government documents indicate the high incidence of disease at Genoa; one letter reveals that at one point, over 70% of children in the school tested positive for tuberculosis.

Out of these materials, we propose to digitize 12 boxes, or approximately 6300 pages. (Priority focus on oral histories prevent us from digitizing all these sources, but we plan to attain and treat the remaining Archives I documents through another funding source.) Student records from the Oklahoma Historical Society round out the materials for Phase 2 of the project. These include 205 documents (410 pages/images) of student enrollment forms, student financial accounts, and correspondence related to Cheyenne and Arapaho children at Genoa in the early 1920s.

These materials complement materials held by NARA in Kansas City and Denver and by the Genoa U.S. Indian School Foundation, records that we are digitizing through a CLIR grant in the first phase of the project. The Kansas City and Denver records consist primarily of student files, admission forms, descriptive statements of children, student work details, and correspondence, while the Foundation records include 3-D objects such as trophies and ephemera, including programs from school concerts, plays, and commencement ceremonies.

Use of the Collections

This project has three primary audiences: 1) the descendants of children who attended the schools and their tribal communities; 2) scholars interested in the history of the Indian boarding schools; and 3) members of the general public who want to learn more about the impact and legacies of the schools. Each of these audiences may put the Genoa digital collections to different uses.

Our Community Advisors have already discussed the importance of recovering the history of Genoa for their tribal members. They believe that confronting and analyzing government records and hearing the voices of their ancestors will contribute to efforts to heal from assimilation pressures, culture loss, and the abuses that some children suffered in the schools. Our Community Advisors are eager for the Genoa project team to come to their communities to give workshops based on the documents; to invite elders to share their memories of family members who attended the schools; and to use the records with K-12 teachers and their students.

The project will also provide crucial primary sources to scholars. James Riding In (Pawnee), a historian and a co-chair of our Community Advisors Council, has identified many potential scholarly publications that could develop from the project, including a special issue on Genoa of the journal he edits, *Wicaso Sa*, and scholarly books. Graduate students at UNL who work on the project will also have opportunities to use documents from the Genoa project for theses, dissertations, and articles.

We anticipate that this project, over the long term, will reach a broader audience of Americans who wish to grapple with the complex legacy of Genoa and other Indian boarding schools. Many Nebraskans do not know that Genoa operated in the state, while many Americans are unaware of the boarding school system. Our Community Advisors expect that future phases of the project will generate a K-12 curriculum and traveling exhibitions throughout the region.

History, scope, and duration
Genesis of the Genoa Digital Reconciliation Project, 2015-16
Co-director Margaret Jacobs was influenced by two major events to initiate the Genoa Project. First, in June 2015, she attended the closing ceremonies of the Canadian Truth and Reconciliation Commission in Ottawa, which gathered testimony from thousands of Indian residential school survivors and provided a comprehensive report about the long-term effects of the schools. This momentous event planted a seed about the role historians might play in reconciliation efforts. About a year later, in summer 2016 Jacobs attended a Native Studies conference in the United Kingdom, at which she learned of new digital projects about Carlisle and Sherman Indian Schools. Jacobs was inspired to launch a digital project on the Genoa school to foster more public awareness and contribute to reconciliation efforts.

Preliminary Stages of the Project, fall 2016-spring 2018
In fall 2016, Jacobs worked with her graduate research assistant to explore the location of Genoa school records and the feasibility of the project. Jacobs also met with staff at UNL's Center for Digital Research in the Humanities (CDRH) and formed a partnership with co-PI Elizabeth Lorang. After learning of substantive collections at NARA in Kansas City and Denver, Jacobs and Lorang wrote a successful proposal to the Council on Library and Information Resources (CLIR) in spring 2017 to fund the first phase of the project ($290,000, June 2018-May 2020). In spring 2018, UNL provided funds for a graduate research assistant working with Jacobs to locate further records related to the Genoa School at NARA in Washington, D.C. and College Park. Jacobs and Lorang worked with Judi gaiashkibos (Ponca), Director of the Nebraska Commission on Indian Affairs, to identify and recruit Community Advisors from the four headquartered tribes in Nebraska and the UNL Native student group, UNITE. gaiashkibos also recruited James Riding In (Pawnee) to co-chair the Community Advisors Council. In spring 2018, Jacobs and Lorang convened the first Community Advisors meeting and hired staff.

Phase One, June 2018-May 2020
During the first phase of the project, funded by CLIR, the Project will scan documents from NARA in Kansas City and Denver, label and describe them, and make them accessible using the Mukurtu software platform that has been designed for digital projects involving Indigenous peoples. Project team members also will participate in the inaugural conference of the National Native American Boarding School Healing Coalition and will attend the meetings of the Association of Tribal Archives, Libraries, and Museums, to learn from others doing related work. As of July 2018, the team has documented its image capture standards and practices; captured digital images of more than 2,000 pages from NARA in Kansas City; launched the first iteration of the project website; convened a daylong training with Mukurtu project developers; created the project workflow; begun establishing administrative, structural, and descriptive metadata standards; begun developing a project documentation manual and training materials; and established further contacts with tribal communities.

Phase Two, June 2019-May 2022

This phase, if funded by the NEH, would enable the team to add 50 hours of oral histories to the project while digitizing 6300 pages of government documents from NARA in Washington, D.C., 410 pages of student files from the Oklahoma Historical Society, and 200 pages of photographic images from NARA in College Park; to label and describe them; and make them accessible to multiple audiences using the Mukurtu software platform's communities and protocol system.

Resources and Research Facilities

In addition to funding support from CLIR and UNL, the CDRH at UNL provides physical space and computer resources for the project's graduate and undergraduate assistants and our project coordinator. We are further supported by administrative personnel in the College of Arts & Sciences and University Libraries as well as by the Office of Sponsored Programs at UNL, who collectively help us to manage the administrative aspects of grant-funded project work.

Scope and Duration

Through other funding sources, such as the National Historical Publications and Records Commission, Humanities Nebraska, the Mellon Foundation and the Ford Foundation, the Genoa Project intends to follow the guidance of our Community Advisors to carry out several future projects over the next 8-10 years: 1) to record, transcribe, and preserve new oral histories with family members of Genoa attendees; 2) to locate and digitize the remaining government records at Archives I and other NARA and state repositories; 3) to develop a K-12 curriculum about the Genoa schools, and 4) to work with the Nebraska State Historical Society and Nebraska History Museum to develop a traveling exhibit.

Methodology and standards

Manner in Which the Project Will Be Executed

The technical methodology of our project is as follows: 1) the conversion of original 2-d materials and analog video to digital formats; 2) the description of these materials to increase their findability and usability within specified communities; 3) the evaluation of materials for access within and across communities; 4) and the publication/distribution of materials within identified communities of access. We will follow appropriate guidelines and best practices (described in more detail below).

Intellectually and ethically, our project combines emerging practices and thinking from three key areas into its design, methods, and approach to standards: 1) the digital reunification of materials held in disparate archives; 2) the digital repatriation of materials to Indigenous communities, so that they can regain and retain control over material related to their histories and cultures; and 3) the development of processes and methods for making materials available online that honor cultural values and belief systems for which open access to all is not the ultimate goal. We work with a compensated group of Community Advisors (see Staff below), who also function as liaisons to their tribal communities. With our Community Advisors, we are currently developing an Ethics Statement and set of protocols for treating Genoa-related materials. We will have these frameworks in place advance of making any materials available, and we also understand the frameworks to be a living process rather than a static model.

Digital Technology and Methods

For documentary records and photographic materials, among other 2-d materials, we will create master digital images according to the FADGI Guidelines and at the 4-star digitization level. Materials from NARA and the Oklahoma Historical Society will be digitized on-site using a flatbed scanner or digital camera (DSLR), as appropriate for the materials' dimensions and condition. For converting analog video to digital, we will use a digitization workstation in Archives & Special Collections at UNL.

For onsite digitization at archives, we use a flatbed Canon LiDE 220 scanner and digitize

according to the specifications by document type for FADGI 4-star digitization. For most our materials, this involves digitizing at 400 dpi (documents) and 600 dpi (photographs), in full color at 16-bit depth, and saving files in a lossless format. We include a color and grayscale target in all scans where the target and item can both fit on the scanning bed. This practice follows an acceptable FADGI recommendation for the use of color targets. For materials that we must photograph on site, whether because they are oversized or too fragile to scan, we use a DSLR Canon camera and capture photos in camera's lossless format. For processing digital images--color correcting, cropping, and creating derivative access images--we use Adobe Photoshop. Once digitization of 2-d materials is complete, the master files will be uploaded into the the University Libraries' preservation system (Ex Libris Rosetta), while the access files will be uploaded into the project's content management system (Mukurtu).

The technical specifications of the digitization workstation area in archives for digital video conversion are well established. For digitizing the Genoa VHS videotapes, the workstation setup and procedures conform to the recommendations for standards and best practices by IASA (International Association of Sound and Audiovisual Archives). The hardware for digitizing from VHS tapes consists of gold-plated wiring connections between a commercial videocassette player and a time base corrector (TBC) input--a device that corrects the analog video signal during playback. The TBC output connects to a high-quality capture card installed on the computer. Hardware settings will be set to NTSC (National Television System Committee) for the duration of the project, or as appropriate for the particular *type* of VHS. Once the hardware setup is complete and functioning properly, a video file will be created using Adobe Premiere Pro 2015 (licensed software on campus). Lastly, the finalized target file format will be saved in a lossless format (e.g., MXF) at standard definition quality and saved to a local network drive. Derivative (or "access") files will be generated using Handbrake--open source software--in a compressed format (e.g., MPEG-4). Once digitization for the oral histories is complete, the master files will be uploaded into the the University Libraries' preservation system (Rosetta), while the access files will be uploaded into the project's content management system (Mukurtu).

We manage access to project materials through our instance of Mukurtu (http://mukurtu.org), a content management system designed and developed for Indigenous cultural heritage materials and knowledge. Mukurtu "[aims] to empower communities to manage, share, preserve, and exchange their digital heritage in culturally relevant and ethically-minded ways" and requires projects/sites to first identify Communities of access and establish Protocols for access for each community. The Mukurtu team describes these as "Who has access" and "How they have access." We brought two Mukurtu trainers to UNL in July 2018 to begin implementing Mukurtu for our project, including thinking through communities, roles, protocols, applications of content warnings for archives of trauma, and the potential use of Traditional Knowledge labels (http://localcontexts.org/tk-labels/). For further details on preservation and distribution formats, see "Sustainability of Project Outcomes and Digital Content"

For 2-d materials (documents and photographs), we record basic structural and administrative metadata in a spreadsheet at the time of digitization. Structural and administrative metadata are captured at the page/image level, and we use an in-house vocabulary and scheme for recording this information at this stage. When we turn to treating the materials as unique items, we develop descriptive metadata at the item-level. Since we use Mukurtu as our content management system, we use the metadata schemas embedded in Mukurtu, which are an extension of Dublin Core. We anticipate developing project-specific controlled vocabularies. Existing authority files are not likely to include the vast majority of people present in our materials, and they typically extend colonial concepts and terms. A goal of our project, however, is to connect with other boarding school projects, so we will be in frequent conversation with other project teams so that we might plan for future integration and shared vocabularies if/as appropriate.

Intellectual Property and Privacy

As locally produced works, the rights of the oral histories held by the Genoa U.S. Indian School

Foundation remain with the creator, or descendants of the creator. Recognizing the condition of these rights, we intend to work with our Community Advisors to identify family members, obtain contact information, and seek permission from each person or family included in the oral histories to use the works for the purposes outlined in this narrative. This effort will begin at the earliest stage possible in the grant timeline. Using a letter to request permission, as opposed to a license or copyright agreement, is the preferred method of handling and using oral histories in a digital archive because then rights remain unconditionally with the creator or family. The letter will discuss the nature of reproducing the work for preservation purposes and intentions for use in Mukurtu, as guided and advised by the Community Advisors. The language in the permission form will be drawn from recommendations and samples published on the Cornell University Library Copyright Information Center website, a well-known and professionally accepted resource for navigating copyright concerns.

There are no known rights, embargoes, or legal restrictions applicable to the other source materials to be digitized. All Genoa records that we are able to access through NARA and the Oklahoma Historical Society are in the public domain, according to staff. There are no restrictions on their digitization as long as our project gives proper credit and citation to the holding repositories.

The Genoa records in the archives and at the Foundation do not contain any culturally sensitive material such as descriptions or photographs of religious ceremonies. Moreover, the National Archives will not make available materials pertaining to individuals who are still alive. Nevertheless, in some cases, records of deceased individuals contain sensitive material, such as student health examinations or private family matters. Thus, while there are no known legal issues, we are sensitive to the ethical issues our project raises, including access to materials that descendants may not want shared with the public. Our project follows protocols that the First Archivists Circle Developed in 2007 and stays current on best practices as identified by the Association of Tribal Archives, Libraries, and Museums.

Collections' Present Physical Condition and Level of Intellectual Control

NARA is responsible for assessing the physical condition of its collections. While some materials are more fragile than others, all materials that NARA will release to us in the research room are suitable for digitization, either on a flatbed scanner or via digital photography. In a Spring 2018 research trip to NARA in Washington, DC, a Genoa Project research assistant conducted an inventory of resources so that we can prepare for several digitization strategies. All materials to be digitized from NARA are held in Record Group 75, Records of the BIA. The current level of intellectual control of Genoa-related records at NARA varies, with item-level descriptions available for fewer than 50 items (according to the NARA Catalog). Instead, access to Genoa items is typically through broad Series and File Unit descriptions.

The analog videos held by the Genoa U.S. Indian School Foundation are physically stable for digitization. There is currently no available finding guide to the oral histories, though the Foundation maintains an itemized list of the oral histories for internal use. Their list identifies each oral history by a descriptive title that includes the date of filming and the event at which the histories were filmed. In some cases, the descriptive title includes the name of the individual interviewed and topics discussed.

Handling and Care of Original Materials

Materials digitized at NARA and the Oklahoma Historical Society will be handled according to the research room policies established by NARA, as documented at https://www.archives.gov/research/start/nara-regulations. In addition, project researchers will adhere to any further policies and follow instructions of research room stuff in their handling and care of the original materials.The videocassettes held by the Genoa Indian School Museum will be transferred, temporarily, to Archives & Special Collections at UNL, where they will be converted to digital format. UNL's Digital Archivist will oversee the transfer and digitization of audiovisual materials.

Quantity of Digital Objects

Based on our current assessment of materials at NARA, the Oklahoma Historical Society, and Genoa, we estimate creating a minimum of 6,945 "master" digital objects. This number includes 6,910 master digital image files of 2-d materials and 35 master digital video files. From each of these digital masters, we will create delivery surrogates in a variety of formats. In the case of digital images of 2-d materials, a record in Mukurtu will include access images of at least two pages (front and back of a record). The total number of digital objects, therefore, is greater than the total number of intellectual items that we will treat during the course of the project--and greater than the number of master digital objects.

Nature, Formats, and Quality of Sources

Our sources are of three different natures, in various formats, and of a range of physical/material quality: 1) The textual records documenting students and the school experience are original, physical materials, handwritten and typescript in various sizes. These items are stable and digitizable. Some items are fragile and will require digital photography. 2) The photographic materials are photographic prints that are stable and digitizable. 3) The oral histories and other video content are original VHS records, which are viewable and digitizable.

Manner in Which the Materials Will Be Reorganized

Our Community Advisors will play a crucial role in determining how materials will be reorganized. Information such as repository location will likely be of less interest to our audiences than organization by student names, themes, or other keywords. While every record will include detailed repository information, down to the item level, we will not use this information as a primary point of organization. Instead, we anticipate organizing materials around student names, tribes, and themes such as "Coming to Genoa," "Learning at Genoa," "Laboring at Genoa," "Sports," "Music," "Social Life," "Health & Medicine," and "Categorizing Children," among others. This last thematic area, "Categorizing Children," reminds us of the weight of the categorizing and organization we will undertake, and we aspire to be especially mindful of the ways in which creating categories and organizing this information will elevate certainly values and beliefs, and enable certain types of access and findability, while obscuring or making others more difficult. We believe a multi-faceted approach will help to address some of these challenges, but we also recognize that the questions or categorization, classification, and description must always be at the front of our thoughts and informed by conversations with our Community Advisors.

Discovery and Access

All materials will be added to the project's instance of the Mukurtu content management system. Individual items will be discoverable and accessible to specific communities according to the protocols established in consultation with our Community Advisors. We anticipate that many of the materials will be fully publicly accessible. Publicly accessible items will be searchable and browsable on the project's website, http://genoaindianschool.org/, and users will have access to the digital image and video files as well as to descriptive information about the items.

The contents of some materials may mean that particular communities, such as descendants and tribal communities, restrict access to their members. The health information revealed in some documents, while not legally protected, may mean that Community Advisors prefer more limited access to these materials. Other materials may be understood to be too traumatic for public posting. While our project aspires to educate people about the schools, that education should not recapitulate the traumas of the schools. For restricted materials, we will work with our Community Advisors to determine if any level access for the general public is appropriate (such as a description of the item, but no digital image or video files), or if all aspects of the item should be available only to members of specific communities.

The project website will be indexed on the open web, to increase findability. We will also provide

access to the project website through other channels, including the projects portal of the CDRH. Likewise, we will work with librarians at UNL to create a catalog record for the site, so that it is findable in our local catalog as well as through WorldCat. See Dissemination below for further details.

Sustainability of project outcomes and digital content
Project Maintenance and Sustainability
    The UNL Libraries and CDRH will be responsible for the preservation of the digital assets created for this project. Master image and video files will be deposited in the Libraries' digital preservation system, Rosetta. Ultimately, NARA has the onus of long-term preservation of its own materials. We will provide NARA with preservation quality images, and NARA will be responsible for maintaining their own preservation images, if they wish to do so.

Overview of Project Collections/Resources and Corresponding Preservation and Distribution Plans

Type of Collection/Resource	Storage & Backup	Preservation	Distribution
Digital image files	Onsite, on servers maintained by the CDRH and/or University Libraries (UL). Redundant backups.	Preservation-quality TIFFs and accompanying metadata made available to repositories holding originals. Preservation-quality TIFFS and metadata dark archived in UL preservation system. Described below.	Available on project website in various formats (e.g., JPG or PNG, PDF).*
Digital video files	Onsite, on servers maintained by the CDRH and/or UL. Redundant backups.	Preservation-quality video files (MXF format) and accompanying metadata dark archived in UL preservation system. Described below.	Available on project website in simple, downloadable MPEG-4 (.mp4) format.*
Plain-text metadata	Onsite, on servers maintained by the CDRH and/or UL. Redundant backups.	At the completion of the grant project, all plain-text, publicly accessible metadata in UL preservation system with master files.	Access to publicly available metadata via project website.
Public website	Onsite, on servers maintained by the CDRH and/or UL. Redundant backups.	At distinct versions of the public website, team works with Digital Archivist to develop website preservation plan. The UL currently uses the Archive-It service for archiving specific UNL web content.	Publicly accessible on the web via Mukurtu (which is built on Drupal).
Training materials; conference presentations, publications	Onsite, on servers maintained by the CDRH and/or UL. Redundant backups.	UNL institutional repository.	Publicly accessible on the web in HTML and/or PDF formats.

*We will use Mukurtu's "Communities" and related infrastructure to limit access when appropriate.

Co-PI Jacobs and the Department of History at UNL will be responsible for other aspects of maintenance and sustainability, including engagement with tribal and community stakeholders; working with these stakeholders to determine levels of access; and managing users in the Mukurtu system. Likewise the Department will continue to cultivate relationships with communities, so that the project may acquire depth and additional perspectives over time. During the first two phases of the project, we plan to institutionalize the project within the Department, through the creation of a hands-on class and internship opportunity tied to the project. We also plan to raise private donations for a graduate research assistantship that would be responsible for maintaining the project and engaging in outreach. In addition, the co-PIs will identify and seek additional funding to sustain the project after the NEH grant.

Digital Preservation Infrastructure and Policies

The UNL Libraries offers several avenues for preserving and providing access to digital and physical research materials. The Libraries' four repositories--Archives & Special Collections, DigitalCommons@UNL, UNL Data Repository, and UNL Image & Multimedia Collections--all work together toward the goal of ensuring long-term access to and discoverability of knowledge resources to state, national, and international communities. The Libraries maintains a commitment to digital preservation initiatives and activities to fulfill this goal.

Rosetta is currently in use as a digital preservation solution for the Libraries. Rosetta is not publicly accessible and although it serves many purposes, it is primarily used for storage, data reporting and planning, and digital preservation management. Original digital objects that are produced or collected in any of the four repositories are deposited into Rosetta. The Rosetta platform is hosted on local servers that are backed up regularly to off-site servers in Omaha, NE for redundancy. This setup allows for the Libraries to store two copies of data that are not collocated, thereby minimizing the risk of data loss, according to the National Digital Stewardship Alliance "Levels of Preservation" recommendations. Digital objects produced during this grant will be stored in Rosetta for preservation monitoring and storage (no public access).

UNL is also a member of the Digital Preservation Network (DPN). As a member, UNL deposits up to 5 TB of content into DPN every calendar year, where it is replicated to nodes across the country (resulting in at least three copies). This storage and backup, as well as bit-level preservation, is guaranteed by DPN for a minimum of 20 years. To remain fiscally prudent, DPN is only used in the Libraries for content that meets the following criteria:

1. Quality: Files are high quality and in well-formed and valid formats that are deemed by the greater preservation community to be suitable for long term preservation.
2. Immutability: Content will not--or is highly unlikely to--change.
3. Complete: Content is a part of a completed project, or is a completed set within a project.
4. Low-use: The preservation-quality copies are rarely, if ever, used locally.
5. Public: Content is made publicly available elsewhere

There are many reasons for storing the grant project deliverables in Rosetta rather than DPN. The Community Advisors Council reserves the authority to advise and determine public accessibility of content that may be culturally or personally sensitive, and most of the digital archives will be used heavily in local and educational settings--conflicting with criteria #4 and #5. The grant project may also spawn peripheral projects, such as creating oral histories with Indigenous communities at a later date, which conflicts with criteria #3. Lastly, DPN only offers bit-level preservation as a storage service, which does not protect against file format obsolescence.

Repository System Capabilities

The Rosetta system as a whole has many complex operations and capabilities. Rosetta is a digital-object preservation solution that conforms to the ISO-recognized Open Archival Information

System (OAIS) model and supports international industry standards such as the Metadata Coding and Transmission Standard (METS), Preservation Metadata: Implementation Strategies (PREMIS), Dublin Core, and the Open Archives Initiative Protocol for Metadata Harvesting (OAI-PMH). The system is designed to support the acquisition, validation, ingest, storage, management, preservation, and dissemination of different types of digital objects and adheres to e-legal deposit requirements. Deposits into Rosetta can be accomplished in several ways, including automated, semi-automated, or manual uploads via the web-based user interface or FTP. In most cases, staff and faculty in the Libraries deposit into Rosetta using a locally-developed application that is capable of significant error handling to catch potential mistakes in the objects and metadata to be deposited. Furthermore, Rosetta's administration module allows for data reporting, user management, database auditing, and monitoring of actions and processes.

Storage Requirements and Capacity

Storage, backup, and server administration is managed by the Media and Repository Support (MARS) department in the Libraries. The Libraries' servers support team are monitored and supported by two staff members and one faculty member. This team manages 27 physical servers, 16 virtual servers, and 4 SANs. Rosetta is hosted on the local servers and totals more than 9TB of data and over 150,000 master files deposited by individuals across the University Libraries.

Migration Strategies

The University Libraries policy encourages content creators and collectors to deposit in file formats that are suitable for long-term access. For preferred file formats for deposits, the Libraries follows the same recommendations listed in the Recommended File Formats Statement, published annually by the Library of Congress. If a file is not deposited in a preferred format, or the file format becomes at high-risk or obsolete, then a trained staff or faculty member will prioritize a migration project immediately prior to ingest into the preservation system. In other cases, the format becomes obsolete over time, which is monitored regularly by the digital archivist and data curator -- format obsoleting also requires an immediate migration project, followed by a replacement in the preservation system with the updated or transformed file.

Dissemination

To bring the Genoa Project to the attention of one of its primary audiences, the family members of children who attended the schools and their tribal communities, the Project team is working closely with our Community Advisors Council. At our first meeting with the Council in April 2018, Community Advisors proposed that we bring the project to local schools in tribal communities. We will meet regularly with Genoa Community Advisors Council co-chair Judi gaiashkibos, director of the Nebraska Commission on Indian Affairs, and the Board of the Commission, and attend the Commission's Standing Bear Breakfast, held every other year, as a means of reaching members of the state's Indian community. We plan to disseminate information about the project through our website and social media and through the Genoa U.S. Indian School Foundation's annual reunion, newsletter, website, and annual scholarship competition for a descendant of a former student. Beyond the state of Nebraska we intend to seek out tribal liaisons from each of the tribal nations that sent children to Genoa (at least 40). We plan particularly to use Indian-owned news outlets such as Indian Country Today Media Network and Indianz.com to spread the word about the Genoa Project. We also expect to publicize the project through the American Indian Higher Education Consortium and the National Boarding School Healing Coalition.

To engage with scholars and others interested in American Indian studies, project directors will attend national conferences such as those of the Western History Association, the Native American and

Indigenous Studies Association, the Association of Digital Humanities Organizations, and the Association of Tribal Archives, Libraries, and Museums.

To reach a broad non-Indian audience in the state of Nebraska, Project directors will work closely with the Center for Great Plains Studies at UNL and Humanities Nebraska to undertake outreach with Nebraska residents, including such activities as ongoing school tours to educate today's children about the Genoa Indian school and a speaking tour and traveling exhibit around the state.

To reach concerned Americans beyond the borders of Nebraska, we plan to network with other Indian boarding school projects, such as the Carlisle Indian School Digital Resource Center, the Indigenous Digital Archive from the Museum of Indian Arts and Culture in Santa Fe, New Mexico, and the Sherman Indian School project from the University of California at Riverside.

Refer to "Discovery and Access" in the Methodology and Standards section above for additional details related to dissemination.

Work plan

We propose a three-year plan of work that will result in the following products and outcomes: conversion of existing oral histories from legacy analog media to digital video; transcription of oral histories; digitization of 6,910 pages of documents and photographs; description of all digitized materials (all video and 2-d materials), including summary descriptions and fielded metadata for features including date, people, thematic categories, and keywords; revised and expanded protocol for access to the materials, as determined by/with our Community Advisors; a subset of materials available on the publicly-accessible project website, according to communities and protocols; information about the Genoa School to provide context for publicly accessible documents and to serve as a resource synthesizing materials, even when individual materials themselves cannot be made publicly available; training materials and documentation; and conference presentations. See the chart below for a detailed breakdown of project work to achieve these products and outcomes. We propose to convert and transcribe the oral histories as the major work of Year 1 to expand the range of voices present in the project and to preserve the histories as soon as possible. In addition, undertaking the oral history work in Year 1 ensures that there is no overlap (or the appearance of overlap) between our current CLIR-funded work and the NEH-funded portion of our work.

Year & Quarter	Activity	Who
Year 1		
June–Aug. 2019	Convert analog video to digital format Transcribe oral histories Deposit preservation masters of video in preservation system	Graham, GA Graham, GA Graham, GA
Sept.–Nov. 2019	Continue transcription of oral histories	Graham, Jacobs, UCARE student (see p. 17)
Dec. 2019–Feb. 2020	Continue transcription of oral histories	Graham, Jacobs, UCARE student

Mar.–May 2020	Assess and revise transcriptions of oral histories	Graham, Jacobs, UCARE student
Year 2		
June–Aug. 2020	Convene Community Advisors Locate, scan/photograph, and capture basic metadata of documents at NARA Perform quality control checks on materials Update metadata schema to include oral histories	Jacobs, Lorang Tiedje, GAs Tiedje, GAs Project team
Sept.–Nov. 2020	Bring oral histories and other video into Mukurtu Locate, scan/photograph and capture basic metadata of documents at Oklahoma Historical Society Process digital images, including for deposit in preservation system Begin item-level description Bring materials into Mukurtu	Graham, Lorang, UA Tiedje, GA Tiedje, GA Project team Project team
Dec. 2019–Feb. 2021	Continue processing digital images, including for deposit in preservation system Continue item-level description Convene Community Advisors Bring items into Mukurtu	Tiedje, GA, UA Project team Jacobs, Lorang Project team
Mar.–May 2021	Continue item-level description Bring items into Mukurtu	Project team Project team
Year 3		
June–Aug. 2021	Convene Community Advisors Continue item-level description Bring items into Mukurtu	Jacobs, Lorang Project team Project team
Sept.–Nov. 2021	Continue item-level description Bring items into Mukurtu	Project team Project team
Dec. 2021–Feb. 2022	Convene Community Advisors Continue item-level description Bring items into Mukurtu	Jacobs, Lorang Project team Project team

Mar.–May 2022	Finish item-level description	Project team
	Bring remaining items into Mukurtu	Project team
	Communicate project developments	Project team, CAs

Staff

Community Advisors Council

A council of the following advisors, mostly drawn from tribes in the state of Nebraska and all properly compensated, provides overall guidance for the project. This group helps to develop ethical protocols for handling sensitive and potentially disturbing material. They serve as liaisons with their tribal communities to assure that community members learn about the project and have opportunities to contribute knowledge, additional sources, and feedback to the project. They meet twice a year for meetings of approximately 5-6 hours and may spend an additional 5-10 hours between meetings reading and viewing materials or working within their communities.

Co-chairs

Judi gaiashkibos (Ponca), Director, Nebraska Commission on Indian Affairs

Dr. James Riding In (Pawnee), Associate Professor of History, Arizona State University

Members

Roger Trudell, Chairman, Santee Sioux Tribe of Nebraska

Larry Wright, Chairman, Ponca Tribe of Nebraska (Alternate: Dwight Howe, Cultural Director, Ponca Tribe of Nebraska)

Michael Wolfe, Chairman, Omaha Tribe of Nebraska

Frank White, Chairman, Winnebago Tribe of Nebraska (Alternate: Randy Teboe, Cultural Preservation Director/THPO, Winnebago Tribe of Nebraska)

Sky Morgan (Winnebago), representative of UNITE, UNL Native Student group

Nancy F. Carlson, charter member and longtime volunteer with the Genoa U.S Indian School Foundation

Co-Directors

The co-directors supervise all aspects of the project, including budget, hiring of staff, training, convening the Community Advisors Council, developing ethical protocols, designing and implementing work plans and work flow, and assuring that the project conforms to professional standards. Each co-director commits the time necessary to complete the project work.

Dr. Margaret D. Jacobs is the Chancellor's Professor of History at UNL. In 2015-16 she served as the Pitt Professor of American History and Institutions at Cambridge University and has been awarded a Carnegie Fellowship from 2018-2020. She has been researching and publishing about Indian boarding schools since 1998. Her book, *White Mother to a Dark Race: Settler Colonialism, Maternalism, and the Removal of Indigenous Children in the American West and Australia, 1880-1940* (University of Nebraska Press, 2009), offered a sustained comparative analysis of Indian boarding schools and similar institutions for Aboriginal children in Australia and won the 2010 Bancroft Prize for the best book in American history from Columbia University.

Dr. Elizabeth Lorang is Associate Professor and Humanities Librarian in the University Libraries and a Faculty Fellow in the Center for Digital Research in the Humanities at the University of

Nebraska-Lincoln. She has more than a decade of experience developing and managing digital research projects. Her current research investigates issues of discovery and access in digital libraries.

Preservation and Audiovisual Lead

The Preservation and Audiovisual Lead will be responsible for converting video content to multiple digital formats, including managing a GRA for this part of the project work, as well as creating and coordinating transcripts; guiding the team's work on preparing the oral histories for inclusion in Mukurtu; and developing and overseeing policies and procedures for the digital preservation of project assets. He will spend the necessary number of hours to complete this work in the first and subsequent years of the grant.

Blake Graham is Assistant Professor and Digital Archivist in the Digital Initiatives and Special Collections department at the University of Nebraska-Lincoln. He is responsible for developing digital preservation plans and policies and coordinating sustainable solutions for legacy resources in the University of Nebraska system. His current research explores curation practices in memory institutions in Nebraska and corresponding impact on teaching and learning opportunities.

Project Manager/Coordinator

The full-time project coordinator will work with the co-directors on all aspects of the project, including, in addition to the tasks above, overseeing staff, working with the Community Advisors Council, creating templates for metadata, locating and digitizing relevant documents at various archival repositories, quality control checks, creating a process for and depositing preservations TIFFs in preservation system, processing digital images from all archival repositories, developing an EAD template, determining appropriate existing authority files and needed authority files, item-level description and encoding, and developing the project website.

Michelle Tiedje is the Digital Project Coordinator for the Genoa Indian School Digital Reconciliation Project. She received her doctorate in History and a certificate in the Digital Humanities from the University of Nebraska-Lincoln. She has participated in, contributed to, and managed a wide variety of digital projects over the course of ten years, including the History Harvest, Making Invisible Histories Visible, Railroads and the Making of Modern America, and Civil War Washington.

Graduate Research Assistants (GRAs), Undergraduate Research Assistant, and UCARE Student, TBD

The GRAs will work approximately 20 hours per week and primarily be responsible for digitizing and transcribing oral histories; locating, scanning, and labeling archival documents; and working on item-level descriptions of them. Students will work closely with the Project Coordinator and co-directors, and the GRA in Year 1 will work closely with Preservation and Audiovisual Lead. The Undergraduate Research Assistant, who will work approximately 15 hours a week, will process digital images, import materials into Mukurtu, and contribute to descriptions of textual and video materials. The co-PIs will also recruit a student through UNL's Undergraduate Creative Activities and Research Experience (UCARE) program, who will contribute to the project during the academic year.