User:

Eligibility

To be eligible for a Digitizing Hidden Collections grant in 2017, applicant projects must meet the following requirements:

- Minimum allowable request for 2017: **$50,000**
- Maximum allowable request for 2017: single-institution projects: **$250,000** / collaborative projects: **$500,000**
- Minimum allowable project term: **12 months**
- Maximum allowable project term: single-institution projects: **24 months** / collaborative projects: **36 months**
- Projects must begin between **January 1 and June 1, 2018**
- Single-institution projects must be completed by **May 31, 2020**
- Collaborative projects must be completed by **May 31, 2021**

Is this a collaborative project? *(Note: collaborative projects are required to submit a Collaboration Statement)*

Yes/No   Yes

What is the size of the request?

NOTE:

- The minimum acceptable request in this program, for all projects, is **$50,000**.
- Single-institution projects can request **no more than $250,000**.
- Collaborative projects can request **no more than $500,000**.

Amount Requested $290,123

Provide the proposed project length in whole months, and list the project start and end dates.

NOTE:

- All projects must begin between **January 1 and June 1, 2018**.
- All projects should **start on the first of the given month** (e.g. January 1), and **end on the last day of the given month** (e.g. November 30) when the project closes.
- The minimum project length, for all projects, is **12 months**.
- Single-institution projects can last **up to 24 months** and must end by **May 31, 2020**.
- Collaborative projects can last **up to 36 months** and must end by **May 31, 2021**.

Project length (months)   24

Project Start Date   06/01/2018

Project End Date   05/31/2020

A note regarding principal investigators:

An individual may not be named as a principal investigator (PI) on more than one proposal, and may not serve as PI on two funded projects simultaneously. Please tick the box below to confirm your acknowledgement of and compliance with this guideline.

Tick to confirm: Confirmed

Project Summary

All applicants are required to upload a cover sheet with their final proposals. The cover sheet provides you with a place to point reviewers to the sections in your final proposal where you've addressed questions or concerns they have may expressed in first round feedback. **Click here** to download the cover sheet template.

Cover Sheet   proposalcoversheet.pdf

Applicant Institution	University of Nebraska-Lincoln
Applicant Institution: legal name (if other than above)	Board of Regents of the University of Nebraska for the University of Nebraska-Lincoln
Collection/Project Title	Genoa Indian School Digital Reconciliation Project
Project Summary	The History Department, the Center for Digital Research in the Humanities (CDRH), and University Archives & Special Collections at the University of Nebraska-Lincoln (UNL) propose to collaborate with the Genoa U.S. Indian School Foundation and National Archives branches in Kansas City and Denver to digitize, describe, and make accessible materials related to the Genoa U.S. Indian Industrial School, one of the largest U.S. Indian boarding schools, which was in operation from 1884 to 1934. We will process approximately 10500 pages (or 3368 items) of student case files, admittance forms, correspondence, censuses, administrative and health reports, photographs, artwork, ephemera, artifacts, and a student newspaper held by the National Archives and by the Genoa U.S. Indian School Foundation. Our project will make these hidden records accessible to the families of Indian people who attended the school, researchers who study the Indian boarding schools, and the general public.

Collaborating institutions (if applicable)

If this is a collaborative project, include the names of the collaborating institutions below. Use the green **add** button to list additional partners as needed.

Collaborating Institutions (if applicable)

Institution	Genoa U.S. Indian School Foundation
Institution	National Archives at Denver
Institution	National Archives at Kansas City

Collaboration Statement (required for all applicants proposing a collaborative projects)

Identify the ways in which your proposed project constitutes a collaborative effort. Explain how the collaboration advances the missions and meets the priorities of each of the institutions involved and enhances the capacity of the project to support the creation of new knowledge, and describe benefits of the project that would not be possible if the partners worked individually.

Collaboration Statement	Collaboration on the Genoa Indian School Digital Reconciliation Project will further the Genoa U.S. Indian School Foundation's mission to collect and preserve the school's history, UNL's mission as a land-grant institution to educate members of the state outside the university's classrooms, and the mission of the National Archives to increase public access to its holdings. In 1990 a group of volunteers formed the Genoa U.S. Indian School Foundation to help collect and preserve the history of the school and in 1999 the Foundation began preservation of the school's Manual Training Building, which it now operates as a museum. The Foundation has excelled at creating a visual and material record of Genoa School, offering ongoing historical and educational programs, and hosting an annual reunion of attendees and their families. UNL has been engaged in educating its students about Indian boarding schools in History and Native American Studies classes and contributing to general knowledge on the schools through the publication of academic scholarship. The National Archives hold many records related to Genoa, but they are embedded deep within other government records. This collaborative project will help the Foundation, UNL, and NARA reach many thousands more people by making primary sources related to the Genoa school available to several different constituencies: the families of American Indian people who attended the school, researchers who are interested in the Indian boarding schools, and the general public. Making these hidden records visible will amplify the missions of all the partners in the project.

Quantities and Types of Original Materials to be Digitized during the Project

Enter estimated quantities and select the units of measurement [boxes, cubic feet, items, linear feet, pages, recorded hours, volumes] and material types [books, serials, manuscripts, photographs, posters, ephemera, musical scores, maps, architectural drawings, audio recordings, audiovisual recordings, artworks, artifacts, specimens, mixed archival collections, other] that most specifically describe the extent of source materials that will be digitized during the project.

You may add as many different measurement/material types as you like by clicking the green add button found below this section, but each individual item should be accounted for in only one category.

If the quantities provided are rough estimates rather than precise descriptions, explain the method used for estimating those quantities in the space provided for additional information.

Materials

Amount of Materials	9558
Unit of Measurement	pages
Type of Materials	manuscripts
Type of Materials: Other	

Amount of Materials	416
Unit of Measurement	pages
Type of Materials	serials
Type of Materials: Other	

Amount of Materials	46
Unit of Measurement	pages
Type of Materials	photographs
Type of Materials: Other	

Amount of Materials	156
Unit of Measurement	pages
Type of Materials	ephemera
Type of Materials: Other	

Amount of Materials	316
Unit of Measurement	pages
Type of Materials	artifacts
Type of Materials: Other	

Amount of Materials	8
Unit of Measurement	pages
Type of Materials	artworks
Type of Materials: Other	

Additional information (optional)	The manuscripts include student case files, admission forms, reports, correspondence, and other miscellaneous materials. The serial is the Genoa student newspaper. Ephemera include programs from school concerts, plays, and commencement ceremonies. Artifacts include school uniforms, shoes, dishes, and furniture used by the students. Artworks include murals painted by the students.

Quantities and Formats of Master Digital Files to be Created during the Project

Enter estimated quantities of uniquely described digital files to be created through digitization, as well as the relevant digital format(s) created and technical specifications for those formats (dpi, minimum pixel dimensions, bit-depth, optical density, etc.).

If additional files are to be derived from those created in the digitization process for the purposes of backup, preservation and/or access, do not count these derivative files or formats in the totals entered; you may describe any derivative formats to be created and the purposes these will serve in the space provided for additional information.

Digital Files to be Created

Quantity	10500
Format	TIFF (400-600 ppi; 16 bit depth; Color or Greyscale)

Additional information (optional)　　　　We currently estimate a total of 10500 unique, master digital image files to be created through digitization, including the multiple images that will be necessary for 3d objects. We will follow the Federal Agencies Digital Guideline Initiative's Technical Guidelines for Digitizing Cultural Heritage Materials (September 2016) and will adhere to the Guideline's 4 Star performance requirements for master file format, resolution, bit depth, and color with respect to each document/material type. Multiple derivative files will be created for access purposes and will made available in various formats to meet differing user needs.

Catalogs/repositories/services

Provide names and complete URL(s) for all of the portals through which content digitized through the proposed project will be available to researchers and the general public. Use the green **add** button to list additional portals as needed.

Portals

Portal	Genoa U.S. Indian Industrial School Archive
URL	genoaindianschool.org

Portal	National Archives and Records Administration Online Catalog
URL	https://www.archives.gov/research/catalog

Portal	Center for Digital Research in the Humanities Application Programing Interface (in progress)
URL	TBD

Description of Content: Public

Description of materials

Provide a brief narrative description of the source materials nominated for digitization, including their subject(s), provenance, relevant associated people, organizations, and events.

Description　　　　NARA branches at Kansas City and Denver and the Genoa U.S. Indian School Foundation hold various records documenting the role of Genoa Indian Industrial Boarding School in shaping the lives of Native children from at least forty tribal nations.

The materials selected for digitization are nearly all federal records, and include:
- Student Case files of Pine Ridge Students Attending Genoa Indian School, ca. 1913 - ca. 1933
- Other student case files from Winnebago, Rosebud Sioux, and Yankton Sioux students attending Genoa Boarding School, 1903-1935
- Descriptive Statements of Children Sent, 1884-1907
- Applications for Admission, 1932-33
- Official administrative reports, 1906-1934
- Health reports, 1908-1934
- The Pipe of Peace; The Genoa Indian News, 1891-1892, 1920,

1930-1933
- Correspondence, circa 1885-1934
- Student Work Details, 1903-1907
- Ephemera such as commencement, concert, and play programs, sheet music, postcards
- Photographs, 1884-1934
- Wall murals by students, ca 1900
- Dishes, tools, furniture, shoes, uniforms, used by students, 1884-1934

Prominent themes that emerge from the materials include American Indian health, disease, and medical treatment; children's labor and compensation; family communication and contact; resistance, discipline and punishment; sports and other extracurricular activities; federal government efforts to assimilate Native Americans; and government categorization of Indian people. Gathered together in one place, these materials will provide users with greater insight into the history of American Indians, education, Nebraska and the Great Plains, and the U.S. more generally.

Geographic Scope

Describe the range of geographic regions represented in the nominated collection(s). Do not describe the current or future location(s) of the original, physical materials.

Geographic scope | The collection represents documentation about the Genoa Indian Industrial School, established on former lands of the Pawnee Nation in what became central Nebraska. Indian children from at least forty tribal nations attended the school, with a particular concentration of children from the tribal nations of the northern Great Plains.

Date range of materials to be digitized

List your best estimate of the date range covered by the collection(s), in whole years. Dates should be formatted as YYYY BC/AD – YYYY BC/AD (e.g. 356 BC - 1542 AD).

Date range of materials | 1884 AD -1934 AD

Collection level descriptions (if applicable)

If applicable, identify and provide the URL(s) for any collection-level descriptions currently available online. The existence of such descriptions is not a requirement for this award and there is no minimum level of description required before collections can be eligible for nomination for this program. Use the green **add** button to list additional URLs as needed.

Collection URL(s)

Collection name(s) | Records of the Bureau of Indian Affairs
Collection URL | https://www.archives.gov/research/guide-fed-records/groups/075.html

Description of Content: Confidential

List of collections to be digitized

The list of collections to be digitized must follow the format found in this template. This document lists the nominated collections included in the project, the sizes of the collections, the holding institution(s), the formats of the collection material, and re-usage rights for each collection.

List of Collections (.pdf, .xls, .xlsx) | ListofCollections.xlsx

Current arrangement and description(s) of materials to be digitized

Provide a brief narrative that summarizes the physical arrangement and the level(s) of processing, cataloging, or

other descriptive work that has previously been done for the nominated collection(s). Include the date(s) this descriptive work took place and the standard(s) and/or current format(s) of the records that were created.

Current Arrangement	Documents related to Genoa U.S. Indian School are in multiple National Archives repositories. Within each repository, items are stored in containers or on-shelf, organized in linear feet. The National Archives arranges its material by record group, subseries, and box. From there, it organizes records by format type (e.g. textual, photographic, oversized, bound). Finding aids, inventories, and subject headings for each Indian agency within Record Group 75 (Bureau of Indian Affairs) are inconsistent. For example, while a finding aid for one subseries may have box-level descriptions, the next will lack this level of detail. Many finding aids for these collections have not been updated since 1955. Genoa Indian School is only mentioned occasionally within the finding aids although material related to the school often can be found in the files. Location of Genoa-related sources has thus entailed tedious scrutiny of hundreds of files. As the project progresses, we expect to find additional materials within other collections, an aspect of the project that we will fund from other sources.
	The Genoa Indian School Foundation also has a collection of photographs, ephemera, and artifacts that are housed in glass display cases at the Foundation's Museum, one of the original buildings of the Genoa school. Some larger items are on open display. The Foundation created an inventory for its collection in September 2017.

Current condition and housing of materials to be digitized and plans for their conservation and preservation

Describe the current condition and housing of the materials to be digitized, including the means through which this condition has been assessed. Identify the individual or individuals responsible for this assessment and approximately when the assessment took place. Describe the strategies to be employed for stabilization, conservation, and/or preservation of the materials, including the means through which this work will be supported and sustained long-term. Explain the environmental provisions made for the long-term management of the source materials and the strategy for responding to requests for access to them.

Note that no funds for conservation, stabilization, or preservation of physical materials are available through this grant program. This includes costs for re-housing or storage supplies. Similarly, no funds related to the conversion or migration of born-digital files are available. All such costs are the responsibility of the holding institutions.

Current Condition	History Ph.D. student Mikal Eckstrom, working as PI Margaret Jacobs's Research Assistant, conducted an inspection of Genoa-related records held at NARA of Kansas City in March 2017 and NARA of Denver in August 2017. He returned to NARA of Kansas City in September 2017. Eckstrom worked closely with archivists there to locate and determine the physical condition of Genoa-related documents. Lori Cox-Paul, Director of Archival Operations at NARA in Kansas City, and archivist Elizabeth Burnes initially determined that about two linear feet of Genoa-related material was in suitable physical condition to be digitized. On the second trip in September, he located nine more boxes of material that are suitable for digitization. Eileen Bolger, Director of Archival Operations at NARA in Denver, reported that they have about three cubic feet of Genoa-related records that are in the same condition as those in NARA-Kansas City. Lori Cox-Paul and Eileen Bolger have written letters of support for the project. History Ph.D. student Baligh Ben Taleb, serving as PI Margaret Jacobs's Research Assistant beginning in August 2017, surveyed the holdings of the Genoa U.S. Indian School Foundation in early September, 2017. The Foundation has inventoried these items; all are in suitable shape to be digitized.

Representative samples of materials to be digitized (max. 10 pages, 12 MB, .pdf format only)

Upload a PDF document containing images of up to ten (10) selected items from the collection(s) to be digitized. This document must be no more than ten pages in length, and it must be no more than 12MB in size. Each image should be accompanied by a description and full citation that includes the name of the holding institution, the collection title, any identification numbers or shelfmarks, and any available information about rights or licensing.

The document may contain embedded URLs linking to additional content, such as sample audio or audiovisual files, but must contain samples of no more than ten items.

Description of Samples	All documents are from NARA-Kansas City, Record Group 75, Records of the Bureau of Indian Affairs, 1793-1999. No licensing restrictions apply.
	Pages 1 and 3: Letters Received from Indian Schools and Agencies, 6/29/1895 - 1/18/1898, NARA Identifier: 6210610.
	Pages 2, 8, & 9: Correspondence Files, 1900 - 1929, NARA Identifier: 6036841.
	Page 4: Decimal Correspondence Files, 1919 - 1975 NARA Identifier: 6036849.
	Page 5: Annual School Censuses, 1921 - 1923, National Archives Identifier: 24195337.
	Pages 6-7: Descriptive Statements of Children, 4/6/1891 - 12/6/1905, NARA Identifier: 5898708.
	Documents concern health, student trust funds, runaways, orphans, consent, and Indian blood.
Samples (.pdf format only)	Samples.pdf

May CLIR excerpt from and display some portion of these representative samples within the Hidden Collections Registry, elsewhere on CLIR's website, or in program-related social media?

Tick "yes" or "no," indicating whether CLIR may display some portion of the provided samples within the Hidden Collections Registry, elsewhere on CLIR's website, or in program social media. CLIR staff will cite the holding institution if a sample is used in one of these ways. Note that an applicant's response to the question will be visible to CLIR staff only and will not affect the proposal's assessment in the competition for funding in any way.

If some samples may be displayed and some may not, clarify which of the representative samples are permissible to display publicly.

Yes/No	Yes
Selected Permissions (if applicable)	N/A

Rights, Ethics, and Re-Use

All parties to this proposal understand that as a condition of acceptance of any *Digitizing Hidden Special Collections and Archives* award from CLIR, all recipient institutions and collaborating partner organizations will be required to sign and execute the program's intellectual property agreement.

Tick to confirm:	Confirmed

All parties to this proposal understand that as a condition of acceptance of any *Digitizing Hidden Special Collections and Archives* award from CLIR, all metadata created in the course of funded project activities must be dedicated to the public domain under a CC0 Creative Commons license. Exceptions may be made for culturally sensitive metadata.

Tick to confirm:	Confirmed

All parties to this proposal understand that as a condition of acceptance of any *Digitizing Hidden Special Collections and Archives* award from CLIR, recipient institutions, including partnering institutions in cases of collaborative projects, must not claim additional rights or impose additional access fees or restrictions to the digital files created through the project, beyond those already required by law or existing agreements. Digital copies of materials that are in the public domain in their analog form must also be in the public domain. CLIR strongly encourages grant recipients to share digital copies as public domain resources and/or with Creative Commons licenses, as appropriate. Exceptions may be made for those materials in the public domain without the express wishes of local, traditional, and indigenous source communities.

Tick to confirm:	Confirmed

Applicants who tick any of the boxes below must provide details clarifying their responses in the Rights, Ethics,

and Re-Use Statement, strongly justifying their choices.

Tick any that apply:

Applicant and/or partner institutions plan to impose specific attribution requirements when digital copies created through this project are re-used by others.

Some of the content within the collections nominated for digitization contains private or other potentially sensitive information that poses legal or ethical concerns related to providing access to the digital copies created through this project.

Note that applicants planning to use watermarks or charge fees for the use of digital materials created through this program, particularly for non-commercial re-use, are less likely to be competitive for this program.

Rights, Ethics, and Re-Use statement (max. 4 pages plus optional appendix, 5MB, .pdf format only)

Upload a description of up to four pages that:

- Summarizes all known rights, embargoes, and access or legal restrictions applicable to the source materials to be digitized and describes how these rights, embargoes, or restrictions will be communicated to the public (such as employing the standardized statements offered by RightsStatements.org);
- Identifies and explains any ethical considerations that affect circulation of, access to or re-use of the digital copies;
- Explains the basis upon which the proposed activities are justifiably legal and ethical;
- Explains the specific terms under which users of the collections will be able to access and re-use the digital copies created through the project;
- Explains and justifies any institutional watermarks incorporated into copies made accessible to users and any fees charged for re-use; and
- Describes any other measures to be taken to restrict access to or re-use of the digital copies in order to comply with the law or with applicable, pre-existing agreements or contracts, or to uphold ethical and moral claims and rights of individuals or communities.

This statement should not be a "boilerplate" institutional policy or template, but should be tailored to this project and to the requirements above. Applicants may include copies of institutional policies, deeds of gift, or other additional documents in this section as an optional appendix. This appendix must be combined into the same PDF as the statement, led by a cover sheet identifying each additional document.

Statement (.pdf format only)   RightsEthicsStatement.pdf

Value and National Significance

Describe the impact of the proposed project upon scholarship, and explain why digitization is the most appropriate means to maximize the value and significance of the materials to scholars and students.

This part of the proposal should address the importance of the collections to teaching, research, and the creation of new knowledge and not merely provide a more detailed description of the materials than is given elsewhere in the application. In other words, this statement should go beyond asserting the significance of the subjects covered in the original materials and instead explain how a scholar's understanding of those subjects could be transformed by using digitized versions of those materials specifically.

Value and Significance Statement

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 five-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. In the United States, we have had no such formal investigations, but many Americans, Indigenous and non-Indigenous alike, ponder whether the Indian boarding schools were benevolent institutions set up with the best of intentions, designed to ease Native Americans into modern American society, or whether they carried out "education for extinction," as one historian has written.

The schools originated after the Civil War when an influential group of 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 United States 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 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. Within the schools, authorities forbid children from speaking their languages and required conversion to Christianity. Children attended educational classes for half of each day and carried out work details or labored for local families the other half of the day. Following Pratt's design, school officials ran the schools on a military model. Using sources such as government reports, boarding school memoirs, and miscellaneous correspondence, scholars have sought to comprehend the administrative policies and practices of the schools while also understanding children's complex experiences within them.

Although we have a rich literature on the boarding schools, our vision of the origin, impact, and legacies of the schools is incomplete as we have only skimmed the surface of the documentary record. The dispersal of records to numerous archival agencies and their embeddedness in larger collections, as well as the sheer volume of documents, prohibits access to this history. Digitizing and describing these hidden records ensures the long-term integrity of the documents and preserves them for future generations, making it possible to create a fuller, more complete history of Indian boarding schools. Moreover it is only appropriate that these 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 reconciliation -- returning the records to families, communities, and the wider public.

Upload three letters of scholarly support for your project (max. 10MB, .pdf format only).

LETTERS REDACTED

Project Context and Impact

List and describe all envisioned project deliverables. Explain the means through which each will be available to the public, and any applicable conditions or terms affecting their availability.

Applicants should describe all expected outcomes, how each will be made accessible to others, and under what conditions.

- Deliverables include the digital surrogates created during the project and related metadata, and they may also include aggregations of those files and metadata with related files and metadata already available online. Metadata created through this program is not restricted to any particular standard or structure. Other possible deliverables include authority files, description and digitization manuals, training materials, research guides, or other outcomes.
- If any special measures are being taken to improve accessibility for specific user communities (e.g. visually or hearing impaired; users with limited internet access; foreign language speakers, etc.), include them here.

Deliverables

With the digitization, description, and publication of approximately 3368 items documenting the Genoa Indian School, the proposed project is the first stage in a digital reconciliation project that seeks to uncover records in federal and state facilities and return these records to families, communities, and the wider public. These

materials will be available to the public through our project website as well as other portals as appropriate. Upon completion, we will make available approximately 10500 pages of materials, with searchable and browsable item-level descriptions and image files in various formats. The metadata created by this project will be made freely available for extension and reuse. Materials will be freely available to the public at genoaindianschool.org and through other portals, such as the application programming interface (API) of the Center for Digital Research in the Humanities and the National Archives online catalog as appropriate. The CDRH API is being developed with a crosswalk to Digital Public Library of America metadata standard in mind, to make possible future submission of records to DPLA. (At present, Nebraska does not have a content hub or state organization responsible for submitting content to DPLA.) National Archives' materials are also aggregated by DPLA.

In cases where our advisory board of tribal representatives deems information too sensitive for publication, we will withhold publication of the digital images and will offer instead a more generic description of the item. We will develop full protocols for treating sensitive materials with the input of our advisory board and a representative from ATALM, and we will be transparent about these protocols on the site, including options for descendants and researchers to access materials not publicly available on the web.

This project will create the following deliverables:
Digital image files for all digitized items in both preservation quality, lossless image format and multiple versions and formats for access purposes
Descriptive and metadata for archival materials and administrative metadata for the digital objects
Public website making available the items and corresponding images and metadata at the item-level; browsable and searchable
Downloadable bulk metadata for materials that are publicly available on the site, in platform independent format(s)
Training materials
White paper, case study, or other documentation taking up the ethical considerations
Conference presentations, with publications also likely
Authority records for individuals or other entities as needed/appropriate
Statement of protocols for treating sensitive materials, created with advisory board of tribal representatives and a representative from ATALM
Draft model for linking records between our project and similar projects dealing with Sherman Institute and Sherman Indian High School and the Carlisle Indian Industrial School

Describe any planned outreach and community engagement activities.

Identify the communities most likely to be interested or invested in the digitization of the proposed material. Describe how you plan to engage them and detail specific outreach approaches for different user groups. Consider the potential impact of the project on scholarly, local, professional, and other related communities of interest.

Outreach and Marketing

Members of Nebraska's six federally-recognized tribal nations -- the Omahas, Winnebagos, Poncas, Santee Sioux, Iowa of Kansas and Nebraska, and Sac & Fox Nation of Missouri (Kansas and Nebraska) -- will be very interested and invested in this project, since many of Genoa's students came from their communities. To engage with them, we plan to work with representatives from tribal colleges, to offer workshops for K-12 teachers on using the project's resources, and to bring the project to local schools in tribal communities. We will meet regularly with 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.

The families of Genoa boarding school attendees will be primary

stakeholders in this project. We plan to engage them through the Genoa U.S. Indian School Foundation's annual reunion, newsletter, website, and annual scholarship competition for a descendant of a former student.

Project directors will work closely with Humanities Nebraska to carry out broad outreach with Nebraska state residents, including such activities as ongoing school tours to educate today's children about Native cultures and the Genoa Indian school and a speaking tour around the state. To engage with scholars and others interested in American Indian studies, project directors will attend national History and Native American Studies conferences and publicize the project through the American Indian Higher Education Consortium and the National Boarding School Healing Coalition.

Describe collections related to the materials nominated for digitization and describe plans for creating meaningful linkages to those collections

Applicants should be as specific as possible in describing these related collections, particularly those held at institutions not participating directly in the project. The nature of the relationship between the collections described here and the collections nominated for digitization should be made explicit. Mention any meaningful linkages that will be created through aggregating related metadata for search and discovery (using registries, databases, or other well-known research portals), adopting common standards, protocols and/or controlled vocabularies, or promoting the joint use of the related collections directly to scholars and students.

Related Collections

Other scholars of Indian boarding schools have developed projects to preserve school records and make them available to as wide an audience as possible through digitization. These include the already-established Carlisle Indian School Digital Resource Center (http://carlisleindian.dickinson.edu/) and the newly-funded Sherman Indian Museum Digital Collection. Project PI Margaret Jacobs has been in contact with and sought advice from the directors of both these projects, as well as an archivist and librarian at the Santa Fe Indian School, who is also developing a digital project. We plan to continue to collaborate and support one another's efforts and to explore ways that we can link our projects beyond simple referrals to one another's websites.

Describe any future scholarly initiatives that would be made possible by the completion of project work.

Such initiatives may be those planned by the applicant institution or consortium or those that other individuals or organizations might launch as a result of the project. Examples may include but are not limited to research and assessment projects, digital scholarship, new forms of computationally intensive research, digital exhibits, and new online teaching and learning initiatives.

Future Initiatives

Although there are some books about individual boarding schools (such as Chemawa, Sherman, Carlisle, Santa Fe, and Rapid City), no sustained scholarly analyses of Genoa exist. In part this may be because Genoa's records are so dispersed. By bringing together Genoa Indian Industrial School's records into one central and easily accessible site, it is likely that scholars (including the co-PIs, project coordinator, and graduate student employees of the project) will carry out research and writing projects about Genoa, including print articles and books and digital scholarship and exhibits.

This project is likely to lead professors and teachers to develop primary-source based online projects for their classes. Another promising outcome of the project would be the development of K-12 curriculum regarding Genoa Indian school for Nebraska state schools and a national K-12 curriculum regarding Genoa and other Indian boarding schools. (Project PI Margaret Jacobs participated in a workshop for K-12 teachers sponsored by the Carlisle Indian School Digital Resource Center in August 2017.)

This project may also to lead to collaboration with similar projects (the Carlisle Indian School Digital Resource Center and the Sherman

Indian Museum Digital Collection) on a more extensive Indian boarding school project network.

Project Design

Explain the rationale behind the project's design. Describe prior research and/or experiences that have directly informed this design. Note any innovations or practices that will make the proposed approach particularly efficient, ground-breaking, and/or cost-effective.

CLIR expects that this program will support innovative and increasingly efficient methods of digitizing and disseminating information about cultural heritage materials to scholars and the broader public. All applicants should demonstrate an understanding of how their proposed approach to digitization fits into current understandings of best professional practice and, if applicable, may propose unique improvements to this practice.

Project Context

Our project combines emerging practices and thinking from two key areas into its design: 1) the digital reunification of materials held in disparate archives and collections; 2) the development of processes and methods for making materials available online that both take up the best parts of the open access movement and honor cultural values and belief systems for which "information wants to be free" is not the ultimate ideal. Our project builds on the longstanding work of other digital reunification projects, and we look to earlier projects' successes and challenges to guide our work. The conversations about ethics and open access are more recent, however, and we seek to participate in and advance these conversations. We intend to develop an ethics policy that seeks to balance open access with privacy concerns regarding sensitive records. Federal records about Indian children and their families represented an unprecedented level of surveillance, and student files often contain information on sensitive subjects. This project recognizes that full and open access may not always be appropriate and may in fact recapitulate past policies of extreme intrusion into the private lives of Indian peoples. We will form an Advisory Board that includes representatives from Nebraska's six tribes to help develop this policy.

A significant feature of our team is that it brings together disciplinary experts, archival and library professionals, and community partners. No doubt one of the challenges our team will need to confront is the ongoing "process/product" dilemma in archival processing. While we understand the need to look for efficiencies and to make digitization work cost effective, we see this project as an opportunity to challenge those assumptions and investigate appropriate and responsible levels of attention and description for records about people and groups whom we have collectively ignored and silenced for generations.

Because we want this project to be valuable to those who attended the school and their family members as well as scholars and the general public, we will leverage thematic and other content-related descriptive tagging to offer myriad entry points into the history of Genoa to maximize access to the documentary records. These might include "Coming to Genoa," "Learning at Genoa," "Laboring at Genoa," "Sports," "Music," "Making News," "Social Life," "Health Problems, Disease, and Medical Treatment," "Discipline and Punishment," "'Outing' in the Community," "Leaving Genoa," "Justifying Genoa," "Administering Genoa," and "Categorizing Children." In fact, this last thematic area, "Categorizing Children," reminds us of the weight of the categorizing that we ourselves will undertake, and we aspire to be especially mindful of the ways in which creating categories and organizing this information into categories will elevate certain values and beliefs, enable certain types of access and discovery, while obscuring or making others more difficult. We believe that a multi-faceted and varied approach will help to address some of these challenges, but we also recognize that the questions of categorization, classification, and description must always be at the front of our thoughts and informed by conversations with community partners.

Upload a project plan with timeline that includes all major project activities and deliverables, including a project timeline with deliverable deadlines (max. 3 pages, 2MB, .pdf format only).

The timeline for the project should be as explicit as possible.

- The plan should identify major activities to be undertaken during each quarter of the proposed grant term and name the parties who will participate in those activities.
- The plan may include tables, diagrams, images, references, etc. at the applicant's discretion, but may not exceed the three-page limit.
- To insure clarity for reviewers, the language used to describe project activities and deliverables should be the same as that used elsewhere in the proposal, such as in the list of project deliverables or in the technical plan.

Project Plan (.pdf format only)   Project Plan.pdf

Technical Plan (max. 4 pages, 5MB, .pdf format only)

This document should explain how the equipment, technologies, standards, specifications, and methodologies to be employed for the project relate to one another in a step-by-step workflow that will result in the project's major deliverables.

- It is highly recommended that this document include at least one "mock-up" image that gives reviewers a clear idea of the context within which newly created digital files will be presented online, including examples of all descriptive information or metadata to be created and associated with those files. Any metadata or content that will be restricted in some way should be clearly marked.
- After outlining the proposed workflow in detail, applicants should briefly explain how the proposed methods and tools relate to current practice at their institution or in their community, mentioning any particularly innovative features of their approach within this context.
- Describe the proposed approach for quality control of the project deliverables.
- Applicants must explain the standards or technologies to be employed and explain why these best suit their project. Any deviations from the selected standards should be explained and justified. Applicants might find information from the Digitizing Special Formats wiki, which is curated by CLIR's Digital Library Federation (DLF) program, helpful in planning project proposals.
- For technical specifications (e.g. resolution, bit depth, etc.), reviewers typically expect applicants to adhere, at a minimum, to the recommendations by the Federal Agencies Digitization Guidelines Initiative (FADGI), unless an alternate standard is proposed. See FADGI guides for digitizing still images and film collections; information on digital reformatting for audio material can be found here.

Technical Approach (.pdf format   Technical Approach.pdf
only)

Principal Investigators/Primary Staff

In this section, summarize the relevant qualifications of up to three individuals who will be responsible for the deliverables named in the proposal, or other work specified in the project or technical plans.

- The qualifications of all named Principal Investigators (PIs) must be included here.
- If the project includes fewer than three PIs, applicants may optionally use this space to describe other important staff members.
- If any of the three individuals included in this section has not yet been identified, applicants should explain the nature of the qualifications required of a candidate for that role in the project.
- Individuals may not be named as PI on more than one proposal and may not serve as PI on two funded projects simultaneously.

Staff Qualifications   PI 1. 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. 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.

PI 2. 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 and her current research investigates issues of discovery and access in digital libraries.

PI 3. Nancy F. Carlson, longtime volunteer with the Genoa U.S Indian School Foundation, received an MA degree in Anthropology/Archaeology from UNL. She is a charter member of the Genoa U.S. Indian School Foundation and has chaired or co-chaired the Foundation's annual Genoa Indian School Reunion every year since 1990. Carlson has been active in the Nebraska State Historical Society, the National Trust for Historic Preservation, the Nebraska State Historic Preservation Board, the Nebraska Association of Professional Archaeologists, and the Nebraska Archaeological Society.

RESUMES REDACTED

How many staff will be assigned to this project?

You may include students and volunteers in this list. List the number of applicable staff that will be assigned to the project and briefly describe their roles (e.g. professional, graduate student, etc.), noting how many are full- and how many are part-time staff. For the purposes of this question, "full time" refers to those individuals who will be spending 75% or more of a full-time (37.5+ hours/week) position devoted to the project. "Part time" refers to those individuals who will be spending less than 75% of a full-time (37.5+ hours/week) position on the project.

An individual who regularly works only 20 hours/week, but will spend all 20 hours devoted to this project, should be described as "part time," as should an individual who regularly works a 40 hour week but will spend 20 hours/week devoted to this project.

Applicants will be given the opportunity to indicate the percentages of staff members' time which will be dedicated to this project in the Budget Detail section that follows.

Staffing

Staff includes full-time coordinator, Mikal Brotnov Eckstrom, who will finish his PhD by May 2018. Eckstrom specializes in American Indian History and Digital Humanities. The project will employ an undergraduate assistant for 10-15 hours/week throughout the project, one graduate research assistant for 13 hours each week during the academic year, two part-time graduate students each summer, and two part-time web developers. University Archivist Mary Ellen Ducey will serve part-time as a consultant.

Will special skills or training be required?

Explain the nature of any required skills or training to undertake the project and how the applicant institution intends to solicit or provide it.

Training

Collectively, core members of the project team possess the skills needed to undertake the project, and they will cross-train one another as well as develop training resources for other team members. In order to build the skills and expertise of all project members and as a resource for future projects, team members will participate in cross-training across areas of the project, even as they specialize in their distinct areas. In addition, Eckstrom will develop a training program in coordination with project PIs, CDRH, and Archives & Special Collections to create a resource for undergraduate students as well as as future project staff. This resource will include both technical

training and general education about the history of the Indian boarding schools. The latter can and should inform decisions about technology and how materials are made available. While working for the Martin Luther King Papers Project in the 1980s as an undergraduate, Dr. Margaret Jacobs benefitted from training that included reading broadly in the history of the civil rights movement. We intend to include such education in our own training for the project. Moreover, we plan to invite a representative from the Association of Tribal Archives, Libraries, and Museums (ATALM) to carry out a training regarding the particular ethical and technical issues that arise from carrying out research and digitizing material about Indigenous peoples.

Sustainability

Digital Preservation and Discoverability Plan (max. 2 pages, 2 MB, .pdf format only)

Upload a digital preservation and discoverability plan explaining how project deliverables will be made secure and discoverable for the long term.

- The digital preservation and discoverability plan should identify where digital files created through this project will be stored, how they will be backed up, and the steps the applicant will take to insure that the files and metadata are checked regularly for continued integrity (i.e., lack of corruption, loss and/or errors) and monitored for possible future migration

- This plan should identify clearly the parties accepting responsibility for sustaining those preservation activities after the conclusion of the project; the basic terms under which they would provide such services; and the qualifications of the parties to provide them. Should any such activities be outsourced, applicants can upload the relevant subcontracts (or proposals/requests for proposals, as appropriate) on the Funding tab.

- The plan should describe actions to be taken in the event technical or other circumstances require the migration of project files and metadata from one system to another.

- The plan should also explain how digital files, their associated metadata, and any software developed through the project will be made easily discoverable and accessible to relevant user communities for the long term. It should justify why these platforms are appropriate given the subject matter and/or users of the source materials to be digitized. This explanation should include any measures to be taken to maintain, update, aggregate and publish project metadata for external harvesting.

- If access to digital copies created through the project will be restricted or controlled in some way, the digital preservation and discoverability plan should explain how these access policies will be re-assessed and adjusted in the future. Applicants may choose to cite or briefly mention plans detailed elsewhere in the proposal rather than repeating such information.

Preservation/Discoverability Plan (.pdf format only)   PreservationDiscoverability Plan.pdf

Institutional Capacity

Upload a letter of support from the head administrator of the applicant institution.

Letter of inst. support: Letters_of_Institutional_Support_Final.pdf

Institutional Priorities

Describe the applicant's institutional priorities for digitization, digital collection development, maximizing access, and supporting scholarship, learning, and/or the public good, as well as those of any collaborating institution(s). Explain the relationship of the proposed project to those priorities. Applicants may mention or cite relevant details given elsewhere in the proposal and supporting documentation but need not repeat those details in their entirety. The purpose of this section is to provide space for additional evidence of the applicants' motivation to undertake the proposed project and sustain its outcomes beyond the project term.

Institutional Priorities   The Genoa Indian School Digital Reconciliation Project fulfills many of the institutional priorities of the Genoa U.S. Indian School Foundation; the UNL History Department, Center for Digital Research in the Humanities, and Archives & Special Collections; and NARA.

This project furthers the priority of the Genoa Foundation to make the history of the school accessible to the families of former students while educating the general public. As a land-grant institution, the University of Nebraska prioritizes public engagement. The History Department at UNL engages with the public through taking history into the community, by showing history's relevance to contemporary issues, and by demonstrating how knowledge of our heritage can enhance our lives. The Genoa project engages the residents of Nebraska with a key part of their history while showing how that history relates to a larger national, and even international, story. The CDRH similarly undertakes projects with relevance to the state and its histories, including projects such as the Willa Cather Archive, the Journals of the Lewis and Clark Expedition, the Omaha Ponca Language Dictionary, and the Trans-Mississippi & International Exhibition Digital Archive, all projects which demonstrate a commitment to working with public partners and to building public engagement. Great Plains history and literature is a strength area for University Archives & Special Collections, and Archives & Special Collections has established relationships throughout the state and region around these topics. This project also increases access to government records at NARA, an institutional priority of the agency.

Diversity and Inclusion

Describe your project team's approach to diversity and inclusion. How will the proposed project help to broaden representation within and access to your collections? In what ways will you encourage the participation of people with diverse perspectives in your project activities, and how will these efforts be supported by the applicant institution(s)? If applicable, include examples of how past experiences have informed the project team's approach to diversity and inclusion.

Diversity and Inclusion

The Genoa Indian School Digital Reconciliation Project aims to make these hidden collections accessible to American Indian communities, families, and individuals. Moreover, it aims to involve American Indian students and community members in the project as key stakeholders and participants.

UNL's History Department has long prioritized recruiting American Indian faculty and graduate students. Of our four faculty members who specialize in Indigenous histories and the American West, two are of American Indian descent. Out of our eleven PhD students who study the American West, four are of American Indian descent. This may help to rectify the extremely low numbers of American Indians with PhDs. UNL has become known as a graduate program that nurtures American Indian students.

This project will further the higher education of American Indians while providing an important service to American Indian families and crucial primary sources for scholars interested in the history of the Indian boarding schools.

Institutional Strengths

Describe the institutional strengths that justify the undertaking of the proposed project by the applicant and any collaborating institutions. Strengths may include existing infrastructure, partnerships, professional associations, staff experience, access to local expertise (scholars, volunteers, students), financial or other resources, etc. Applicants may mention or cite relevant circumstances that are described in greater detail elsewhere in the proposal but need not repeat those details in their entirety.

Institutional Strengths

The Center for Digital Research in the Humanities (CDRH) at UNL was one of the first centers of its kind in the United States. It is internationally regarded and is especially well-known for developing digital archives and thematic research collections. Over more than 15 years, the CDRH (first known at UNL as the E-Text Center) has developed robust infrastructure for large-scale digital initiatives. CDRH faculty and staff have expertise in digital imaging standards, metadata standards and practices, project design, and technical

development. Within the Libraries, CDRH enjoys a close working relationship with University Archives & Special Collections. CDRH co-director Katherine Walter also serves as department chair of Digital Initiatives & Special Collections, which includes University Archives & Special Collections. This institutional structure and overlapping goals of the units create opportunities for both direct collaboration as well as consultation. University Archives & Special Collections faculty and staff provide expertise in archival standards and practices on many CDRH projects, including the Willa Cather Archive and the Walt Whitman Archive. University Archivist Mary Ellen Ducey and others, for example, helped develop the Encoded Archival Description files created by the Whitman Archive. Archives & Special Collections also has experience with an earlier CLIR grant program: in 2010, under PI Walter, University Archives & Special Collections received a Cataloging Hidden Special Collections and Archives grant for "Major Railroad Archival Collections." Important as well, CDRH is a joint initiative of the University Libraries and College of Arts & Sciences at UNL. This cross-college position encourages collaboration among the University Libraries and College of Arts & Sciences and demonstrates the institutional commitment to digital initiatives at the University of Nebraska.

The History Department has developed a strong reputation in the field of Indigenous history and history of the American West. Former professors Gary Moulton, John Wunder, and Andrew Graybill mentored many graduate students in these fields who have gone on to teach at a variety of academic institutions or work within publishing, archives, museums, or nonprofits. Current professors Katrina Jagodinsky, Margaret Huettl, Victoria Smith, and Margaret Jacobs have continued to build a strong program known for its innovative comparative and transnational approach, which focuses on cross-border Indigenous histories with Mexico and Canada and comparative Indigenous experience in the American West with other places, such as Australia, Canada, and New Zealand. Several history professors work in close collaboration with CDRH, developing digital projects that make history come alive and spread their research findings to a broader audience.

The Genoa U.S. Indian School Foundation has developed a strong reputation with the Nebraska State Historical Society and nurtured relations with the Nebraska's Native Nations. Descendants of former students participate and support the Indian School Foundation and several serve on the Foundation's Advisory Board. NARA has long been the primary archival repository for Bureau of Indian Affairs records and its directors have gained deep familiarity with these documents.

Prior Initiatives

Provide up to three examples of prior initiatives that demonstrate preparedness of the institution(s) to undertake project work. If you have more than three examples to share, select those you feel are most relevant to this particular project.

- Examples of successful collaboration, or examples that demonstrate a level of engagement with broader professional and academic communities are particularly welcome, and strongly recommended for applicants proposing collaborative projects.

Initiative #1

UNL's History Harvest, initiated in 2011, seeks to democratize and open American history by utilizing digital technologies to share the experiences and artifacts of everyday people and local historical institutions. At each "harvest," community members share their letters, photographs, objects and stories, and participate in a conversation about the significance and meaning of their materials. Each artifact is digitally captured and then shared in this free web-based archive for general educational use and study. The History Harvest has worked with north Omaha's African American community, the Germans from Russia immigrant community in Lincoln, and contemporary refugee communities from Lincoln.

Initiative #2

In 2016, the Walt Whitman Archive (WWA) launched the second iteration of its Integrated Catalog of Walt Whitman's Literary Manuscripts. The WWA is one of the flagship projects of the CDRH. Its Integrated Catalog leverages Encoded Archival Description to provide a comprehensive inventory and item-level descriptions for Whitman's manuscripts held at repositories throughout the world. The project illustrates successful collaboration among universities as well as among faculty and staff at UNL more than 50 collections. Individuals who contributed to the development of the catalog will serve on our project team and bring their experience with this earlier project to bear.

Initiative #3

The Genoa U.S. Indian School Foundation has organized an annual reunion/celebration every year since 1990 that brings together former students, their descendants, and the general public. The students and their descendants look through the Foundation's records and photos. The reunion's program touches on current issues that are relevant to Native people and educates the general public while increasing their awareness of Native cultures. It has brought healing to many of the former students and promoted reconciliation. The Foundation has also hosted tours for Pawnee visitors and other Native Americans and helped to build a Ponca earth lodge nearby.

Building capacity

Describe how this project contributes to building local institutional capacity, as well as the professional development of all staff involved.

Development and capacity

The Genoa Indian School Digital Reconciliation Project links Nebraska's premier public university with a nonprofit, community-based organization and the National Archives. Through this collaboration, volunteers with the Genoa U.S. Indian School Foundation will benefit from archival research and technical training in digitization and description, thus building capacity and strengthening leadership within the Foundation, and making it possible to recruit new volunteers and engage in additional fundraising.

Further, the project contributes to building local institutional capacity by introducing additional faculty, staff, and students in the Libraries and Department of History to the skills, abilities, and knowledge necessary for creating digital projects and by providing them experience with digitization standards and workflows, as well as project design and development. Locally, the demand for creating digital projects of various kinds is greater than the available time of those with expertise to develop the projects. This project intentionally brings together people with significant experience in digitization and digital projects and people who want to learn. This strategy will help increase capacity for similar projects and collaborations in the future. For students, the project will provide experience that they can take with them to graduate or professional programs or into the workforce. At all levels, the project teaches not only skills building and technical development but also offers education in the history of the Indian boarding schools. The project will also build capacity at the National Archives, by bringing archivists into greater collaboration with historians, digital humanists, and community volunteers.

Funding

Budget Documents

REDACTED

-
-

Holding Institution	Collection Title	Collection Size	Collection Material Formats (e.g. manuscripts, photographs, etc.)	(note all that apply): Free, no watermarks (FNW) Free, with watermarks (FWW) Free, onsite only (FO) For a fee (FEE)
Genoa U.S. Indian School Foundation	Miscellaneous Items	526 pages/127 items	Artifacts, ephemera, photographs	FNW
National Archives- Kansas City	Rosebud Sioux Agency: Student Case Files and Correspondence, 1903-1935	1600 pages/400 items	Manuscripts	FNW
National Archives- Kansas City	Winnebago Agency: Student Case Files and Correspondence, 1903-1935	1600 pages/400 items	Manuscripts	FNW
National Archives- Kansas City	Yankton Sioux Agency: Student Case Files and Correspondence, 1903-1935	800 pages/200 items	Manuscripts	FNW
National Archives- Kansas City	Case Files of Pine Ridge Students Attending Genoa Indian School, ca. 1913 - ca. 1933	1660 pages/830 items	Manuscripts	FNW
National Archives- Kansas City	Applications for Admission to Non-Reservation Office of Indian Affairs Schools, 1932 - 1933 (selected documents*)	26 pages/13 items	Manuscripts	FNW
National Archives- Kansas City	Case Files of Students Attending Off-Reservation Schools and Colleges, ca. 1913 - 1959 (selected documents)	80 pages/40 items	Manuscripts	FNW
National Archives- Kansas City	Descriptive Statements of Children Sent to School Off the Reservation, 9/23/1879 - 8/16/1887 (selected documents)	106 pages/ 53 items	Manuscripts	FNW
National Archives- Kansas City	Descriptive Statements of Children, 4/8/1883 - 9/7/1888 (selected documents)	54 pages/27 items	Manuscripts	FNW
National Archives- Kansas City	Monthly Reports of Indian Schools, 1916 - 1923 (selected documents)	28 pages/ 1 item	Manuscripts	FNW
National Archives- Kansas City	Letters Received from Indian Schools and Agencies, 6/29/1895 - 1/18/1898 (selected documents)	16 pages/ 8 items	Manuscripts	FNW
National Archives- Kansas City	Student Case Files, 1903 - 1918 (selected documents)	2 pages/1 item	Manuscripts	FNW
National Archives- Kansas City	Numbered Correspondence with Indian Agencies and Schools, 6/25/1901 - 3/31/1909 (selected documents)	12 pages/6 items	Manuscripts	FNW
National Archives- Kansas City	Correspondence Related to the Fort Totten Indian School, 1899 - 1908 (selected documents)	102 pages/ 51 items	Manuscripts	FNW
National Archives- Kansas City	Letters Received from the Office of Indian Affairs, 10/1/1887 - 9/30/1929 (selected documents)	244 pages/ 122 items	Manuscripts	FNW
National Archives- Kansas City	Records Related to Student Work Details, 5/1903 - 3/1907 (selected documents)	6 pages/3 items	Manuscripts	FNW
National Archives- Kansas City	Annual School Censuses, 1921 - 1923 (selected documents)	16 pages/1 item	Manuscripts	FNW
National Archives- Kansas City	School Survey Reports, 1921 - 1922 (selected documents)	39 pages/ 1 item	Manuscripts	FNW
National Archives- Kansas City	Quarterly School Reports, 1921 - 1922 (selected documents)	27 pages/1 item	Manuscripts	FNW
National Archives- Kansas City	Copies of Letters Sent, 8/30/1878 - 8/15/1910 (selected documents)	22 pages/11 pages	Manuscripts	FNW
National Archives- Kansas City	School Correspondence, 1896 - 2/27/1925 (selected documents)	38 pages/19 items	Manuscripts	FNW
National Archives- Kansas City	Correspondence with Off-Reservation Boarding Schools, 10/12/1909 - 5/3/1922 (selected documents)	4 pages/2 items	Manuscripts	FNW
National Archives- Kansas City	School Subject Correspondence Files, 1921 - 1935 (selected documents)	88 pages/ 44 items	Manuscripts	FNW
National Archives- Kansas City	School Correspondence, 1926 - 1934 (selected documents)	6 pages/ 3 items	Manuscripts	FNW
National Archives- Kansas City	Correspondence with Indian and Public Schools, 1893 - 1955 (selected documents)	156 pages/78 items	Manuscripts	FNW
National Archives- Denver	Student Case Files of the Genoa Boarding School , 1917 - 1933	642 pages/301 items	Manuscripts	FNW
National Archives- Denver	Descriptive Statements of Children, 10/1889 - 12/1907 (selected documents)	24 pages/ 21 items	Manuscripts	FNW
Nebraska State Historical Society, Columbia University Library, University of Missouri-Kansas City (available on microfilm or via Interlibrary Loan)	The Pipe of Peace; The Genoa Indian News, 1891-1933, selected volumes and issues	416 pages/104 items	Serials	FNW
National Archives (microfilm, available from Nebraska State Historical Society)	Genoa Indian School Central Classified Files, 1906-1934, incl. misc. official's reports and corr.	700 pages/200 items	Manuscripts	FNW
National Archives (microfilm, available from Nebraska State Historical Society)	Genoa Indian School Central Classified Files, 1907-1934, incl. corres. and memos re. health and legal matters	700 pages/300 items	Manuscripts	FNW
National Archives (microfilm, available from Nebraska State Historical Society)	Genoa Indian School Central Classified Files, 1908-1935, incl. Supt.reports, financial reports, health reports, and correspondence	700 pages/150 items	Manuscripts	FNW
National Archives microfilm (available from Intelibrary loan)	Reports of Inspection of the Field Jurisdictions of the Office of Indian Affairs, 1873-1900	860 pages/50 items	Manuscripts	FNW

Genoa Indian School Digital Reconciliation Project

Rights, Ethics, and Re-Use Statement
September 2017

There are no known rights, embargoes, or legal restrictions applicable to the source materials to be digitized. All of the Genoa records that we are able to access through the National Archives in Kansas City and Denver are in the public domain, according to NARA directors Lori Cox-Paul and Eileen Bolger. There are no restrictions on their digitization as long as our project gives proper credit and citation to the holding repositories. We are also using some microfilmed records of the National Archives, which are government records and in the public domain.

Materials to be digitized from the Genoa U.S. Indian School Foundation's holdings are primarily 3d objects (e.g., dishes, beaded gloves, doctor's bag), which are not subject to copyright or related laws. Documentary records to be digitized from the Foundation are published materials that pre-date 1923 or are considered records created by a government entity or individual in the course of job duties and are therefore in the public domain.

The Genoa records at NARA and 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 any 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. We plan to follow protocols that the First Archivists Circle developed in 2007 and to keep up with ongoing best practices as identified by the Association of Tribal Archives, Libraries, and Museums (ATALM);
http://www.atalm.org/sites/default/files/archives_protocols.pdf) These protocols include:
- Developing meaningful consultation with Native American communities that have ties with Genoa Indian Industrial School. This work involves establishing a relationship with the Tribal Chair's office as well as the Tribe's cultural center, library, archives, or cultural preservation office. We also plan to build connections and work with the tribal colleges in Nebraska, the American Indian Higher Education Consortium, Vision Maker Media (based in Lincoln, NE), and the National Boarding School Healing Coalition.
- Informing Native communities about the location of Genoa-related records and offering copies of relevant material. We plan to work with journalists at *Indian Country Today* to publicize the project. PI Margaret Jacobs has done several interviews with journalists who write for *ICT*.
- Sharing information about and asking permission to post sensitive material with tribal representatives and family members, where possible. We will work closely with our tribal liaisons and Advisory Board members to determine which material should be restricted and from whom to ask permission to post it.

- Removing names and other identifiers from digitized documents of a sensitive nature.
- Including a means whereby family members may request full documentation on files deemed too sensitive to post. Mukurtu will enable us to restrict access to certain material as well as to make restricted materials available only to members of particular communities, such as family members.
- Creating a process whereby researchers may request and gain access to material deemed too sensitive to post, if researchers meet certain conditions (for example use of pseudonyms). We will work closely with our Advisory Board to develop this process.
- Establishing links to tribal digital resources that complement the Genoa Digital Project.
- Creating an Advisory Board that includes tribal members with expertise in cultural preservation.
- Encouraging culturally affiliated communities to provide context for the collections from their perspective. As the project progresses, we will bring the project to tribal communities in the state and region and offer opportunities for tribal members and descendants to provide additional photographs, written documents, ephemera, or oral histories regarding tribal and family members who attended Genoa. This is similar to the History Harvest project that the UNL History Department has been carrying out for a number of years (see Prior Initiatives #1 below).
- Informing patrons, at the request of a community, of potentially offensive content prior to use by adding a notice to descriptive tools or items such as "The [tribal name] finds information in this work inaccurate or disrespectful. To learn more contact . . . ."
- Adding explanations of derogatory words to original titles (e.g., [title created by (NAME) in (YEAR)]) or remove offensive terms from original titles and provide substitute language (e.g., replace "squaw" or "buck" with [woman] or [man]).
- Participating in "knowledge repatriation," returning historical records to their families and communities of origin or making them widely accessible.
- Holding a training for our project staff by a representative from ATALM.
- Inviting Native American community members to participate in hiring processes, as appropriate, and employing American Indian staff in visible positions.

Project work will further be informed by the emerging and ongoing work of the Mukurtu project (http://mukurtu.org/), which "[aims] to empower communities to manage, share, preserve, and exchange their digital heritage in culturally relevant and ethically-minded ways," as well as by related scholarship surrounding the ethics of openness and access for Indigenous cultural heritage materials. We anticipate that our project will provide opportunities to advance these conversations surrounding ethics of creation and access to digitized materials relating to Indigenous communities.

Genoa Indian School Digital Reconciliation Project

Project Plan
September 2017

YEAR ONE, June 2018-May 2019
Q1: June - August 2018

Activity	Who
Convene conversations with tribal representatives and other community stakeholders	Jacobs and research team
Make arrangements for training from Association of Tribal Archives, Libraries, and Museums	Jacobs and research team
Train research team in locating archival documents, scanning, and recording information about documents in preparation for visit to repositories	Eckstrom
Create template for metadata (descriptive, structural, administrative) to ensure adequate capture/recording of metadata at appropriate points in the process	University Archivist, Lorang, research team
Develop strategy for organizing images and metadata for internal project use	Research team
Locate and digitize all relevant documents at the National Archives in Kansas City	Graduate students

Q2: September - November 2018

Activity	Who
Locate and digitize all relevant documents at the National Archives in Denver	Jacobs, Eckstrom
Quality control checks on images from NARA-KC	Eckstrom, graduate research assistant, undergraduate research assistant
Create process for depositing preservation TIFFs in preservation system; begin deposit of NARA-KC images	Eckstrom, Lorang, in consultation
Begin processing digital images from NARA-KC	Eckstrom, undergraduate research assistant
Locate and digitize all relevant materials at the Genoa Foundation	Jacobs, Eckstrom
Develop CSV template	Lorang, Jacobs, Eckstrom

Determine appropriate existing authority files and needed authority files	University Archivist (Ducey), Lorang, Jacobs, Eckstrom
Test template on a subset of records	Eckstrom, graduate research assistant, Jacobs, Lorang

Q3: December 2018 - February 2019

Activity	Who
Locate and digitize all relevant documents from NARA microfilm, including Genoa school newspapers	Jacobs, Eckstrom
Quality control checks on NARA-Denver images	Graduate research assistant, Undergraduate student
Deposit preservation TIFFs; process digital images	Undergraduate assistant, Eckstrom
Begin item-level description	Jacobs, Eckstrom, graduate research assistant
Convene advisory board to evaluate progress of project	Jacobs

Q4: March 2019 - May 2019

Activity	Who
Continue item-level description	Jacobs, Eckstrom, graduate research assistant
Process digital images	Eckstrom, undergraduate assistant
Develop alpha version of project website	CDRH programmers, research team

YEAR TWO, June 2019-May 2020
Q5: June - August 2019

Activity	Who

Convene meeting of tribal representatives and other stakeholders	Jacobs and research team
Continue item-level description	Jacobs, Eckstrom, graduate assistants
Deposit preservation TIFFs in preservation system	Lorang, undergraduate assistant

Q6: September - November 2019

Activity	Who
Complete item-level description	Jacobs, Eckstrom, graduate research assistant
Complete technical and design development of project website	CDRH programmers, research team

Q7: December 2019 - February 2020

Activity	Who
Review item level descriptions for completion, accuracy, and standards-compliance	Jacobs, Eckstrom, graduate research assistant
Revise descriptions as necessary	Eckstrom, graduate research assistant, undergraduate assistant

Q8: March - May 2020

Activity	Who
Review item level descriptions for completion, accuracy, and standards-compliance	Jacobs, Eckstrom, graduate research assistant
Review and revise descriptions as necessary	Jacobs, Eckstrom, graduate research assistant
Quality control review of website	Research team
Make records available via CDRH API	Lorang, Eckstrom, CDRH programmers
Release of website	Research team

Technical Plan
September 2017

Overview
The major content deliverables for this project include master and derivative digital image files, descriptive and administrative metadata, an authority file for people referenced in/by the materials, and a project website developed using the Mukurtu content management system. The primary delivery mechanism for all of the materials will be the Mukurtu-based project website (to be published at genoaindianschool.org), but we also make materials available in bulk in non-proprietary formats and standards to encourage reuse.

Technologies & Methods
We will digitize most materials onsite at the holding institutions using flatbed scanners for most materials and DSLR digital photography for 3d objects as well as those that cannot be placed on a flatbed scanner due to material or other concerns. We have confirmed that the digitization equipment will allow us to capture digital images according to FADGI standards for resolution, bit-depth, and file format. For any materials digitized from microfilm, we will digitize onsite or with digital microfilm scanners in the Center for Digital Research in the Humanities at UNL. Our approach to digitization equipment will balance budgetary needs, time and resources for digitization, and the purposes/goals of this digitization project. Our partners have agreed to these practices, and our project team will provide the digitization equipment.

     In addition to capturing digital images onsite, team members will record a foundational level of descriptive and administrative metadata onsite, including image file names, descriptive document titles, document date, and repository location information. Both the digital images and metadata captured on site will be redundantly stored from the moment of capture, utilizing the unlimited cloud storage and automatic backup service provided by Box@UNL (box.unl.edu).

     Upon return to UNL, project staff will assess the digital images for quality control and will create derivatives and access copies using a combination of command-line and scripting tools as well as photo processing software. Project staff will record additional descriptive and administrative metadata in comma-separated values (csv) files for subsequent bulk import into Mukurtu. In addition to information about the individual objects, team members will also create a personography, which will also serve as the personal name authority record for this project.

     We will use the Mukurtu content-management system, which has been developed for cultural heritage projects related to Indigenous communities, to publish the digitized items and descriptions. We have selected Mukurtu because it has been developed for Indigenous cultural heritage projects and therefore has built-in, out-of-the-box mechanisms for managing different types of access as well as adding cultural narratives, among other domain-specific features that are responsive to community values and needs. The most recent update to Mukurtu (2.0.8) also includes new functionality for handling personographies and name authorities. Mukurtu is open-source software that has been developed with funding from the National Endowment for the Humanities and the Institute of Museum and Library Services. Its status as open source software, its growing user community, its unique combination of being both theoretically sophisticated as well as usable out-of-the box all make it a good choice for our project.

Our project is a reconciliation project for records scattered among several institutions and many series, and the major holding institutions do not have collections comprised entirely of records related to Genoa. Therefore, our fundamental unit of description is the item. We will not provide collection-level description, such as users typically find in finding aids, though we will offer users a method for organizing materials according to the records' sources. In addition, we anticipate describing the records in relation to the people, places, and ideas represented in or by the documents. We will not describe the physical items themselves (such as size or material qualities) beyond a high-level classification according to type and format. We have made these decisions to support the end-use of the collections and to prioritize the descriptive information of most value to the scholars and community members who will draw on these materials.

Page 3 of this technical plan presents a mock-up image to provide reviewers an idea of the context within which items will be presented online. Reviewers should note that the mock-up has been developed for illustrative purposes only and without the input of tribal communities and other stakeholders. We anticipate changes, such as to vocabulary and organization.

In addition to publishing items via Mukurtu, we will also provide access to metadata and images for bulk access in non-proprietary formats and encourage reuse of materials.

Standards

For digitization, we will follow the FADGI guidelines for 4 star digitization of materials for all materials covered by those guidelines. While the 2016 Technical Guidelines for Digitizing Cultural Heritage Materials do not include standards for photography of 3d objects, we will work from the language in the 2015 draft of the guidelines, which does include recommendations for studio photography of 3d objects. We will also draw on published information from the Canadian Heritage Information Network, which includes guidelines for artifact photography.

We will utilize existing, recognized, and supported authority files, such as the Library of Congress's Linked Data Service: Authorities and Vocabularies whenever possible. We will develop the website according to the World Wide Web Consortium's (W3) accessibility standards. We anticipate that many of the named entities, primarily people, in our documents will not have existing authority records in widely-used services. We will work with local and regional archives, with ATALM, as well as with other projects on boarding schools to begin to develop authority records for such individuals and to do so in a way that will be usable to stakeholders across these groups.

We have eschewed strictly following more traditional descriptive standards (such as DACS) for archival collections as well as a more standard finding-aid based approach, because institutions and individual collections are not the most important organizational units for this project. Unlike projects that may be digitizing their own collections, where the collection is the fundamental organizing unit, we are going into dispersed collections to bring materials virtually together. Other projects, notably the Whitman Archive, have utilized EAD for this purpose, but we note that such an approach foregrounds the holding institution and the collection in its organizing framework, and we believe that a project focused on digital reconciliation such as ours can productively challenge "holding institution" and "collection"--continuations of the colonial project of the boarding schools themselves--as key organizing units. To the extent that we describe describe entities covered by the DACS model, we will consult DACS in order to anticipate challenges, and we will note relevant mappings of EAD entities, attributes, and vocabulary to our project. We will implement relevant ISO standards for representing information (e.g., date-time).

Workflow & Quality Control

Our proposed workflow is detailed on the workflow diagram on the final page of this plan. Our workflow provides the opportunity for progress along multiple paths simultaneously, to the extent possible; builds in mechanisms for stakeholder input and quality assessment and control; and also demonstrates an iterative approach to project design and development when possible (such as with the development of an alpha version of the website and the creation of a test set of complete records and descriptions). This workflow fits with current practices at our institution and follows similar models used on related projects both in Archives & Special Collections and the Center for Digital Research in the Humanities at UNL.

To maintain the quality of the project and its deliverables, we will utilize a multi-level review process for key deliverables: digital images, description and encoding, and the public website. At each of these stages, a first project member will perform a base level of quality control checks, which will then be reviewed by a more senior staff member. The Civil War Washington project at UNL used a similar system when it digitized more than 3,000 legal documents from National Archives holdings. Project team members reviewed one another's work throughout the process, and every item ultimately received director-level review. In addition to expert review, with regard both to archival standards and practice as well as subject matter, we will seek stakeholder input and feedback as another mechanism of quality review. We view our project stakeholders, particularly the tribal representatives and descendants of students at Genoa, as experts with regard to ethical considerations our project faces and which are outlined elsewhere in this proposal. We will be guided by these stakeholders as another means of ensuring the quality and the integrity of our project.

Mock-up

Letter from S. Toledo Sherry to G. A. Morrison, 15 September 1925

SUMMARY:

Correspondence regarding return of students to school

COMMUNITY:
Public

PROTOCOL:
Public

CATEGORY:
General

KEYWORDS:
Omaha reservation, tuberculosis, overcrowding, orphans

THEME:
Health
Gender

ORIGINAL DATE:
1925-09-15

CREATOR:
Sherry, S. Toledo

SOURCE:
National Archives and Records Administration, Kansas City, Record Group 75, Records of the Bureau of Indian Affairs, Descriptive Statements of Children, 4/6/1891 - 12/6/1905, National Archives Identifier 5898708

IDENTIFIER:
gen.00002

TYPE:
Document

FORMAT:
Correspondence

DESCRIPTION:

S. Toledo Sherry, the Day School Inspector based in Santee, Nebraska, writes to Miss G. A. Morrison, Clerk in Charge, at Genoa School regarding Julia and Maggie Robinson of the Omaha reservation. The girls were to return to the Genoa school but were turned away by an agent at the train station at Walthill, Nebraska, who told them Morrison had telegrammed that "no more girls could be received" at the school. Sherry also asks if the Genoa school can take care of Herbert Well, an orphan, tribe unidentified, whom the inspector believes will be homeless if he cannot stay at Genoa. Sherry suggests that if Well is tubercular, he should be sent to the Sac and Fox Sanatorium.

PEOPLE:

Morrison, G. A., Robinson, Julia, Robinson, Maggie, Sherry, S. Toledo, Well, Herbert

Genoa Indian School Digital Reconciliation Project Workflow Diagram
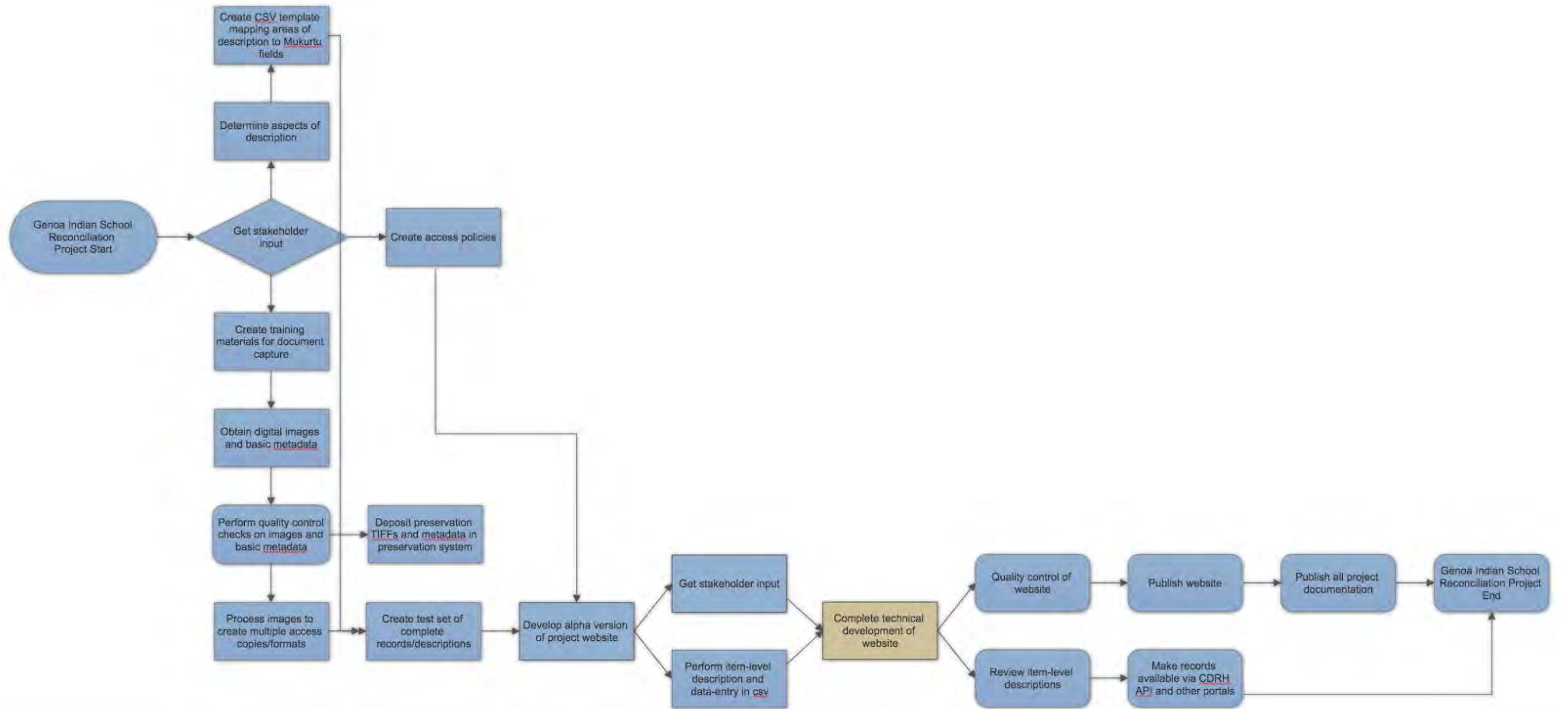
Genoa Indian School Digital Reconciliation Project

Preservation and Discoverability Plan
September 2017

The University of Nebraska-Lincoln Libraries and Center for Digital Research in the Humanities will be responsible for the digital preservation and discoverability of the digital assets created for the public presentation of these materials. With regard to the preservation TIFF images, these will be deposited in the Libraries' preservation system for the purposes of this project and not as a preservation repository for the original holding institutions. Those institutions will be responsible for maintaining their own preservation images, if they wish to do so.

Type of Deliverable	Storage and Backup	Preservation	Access
Digital image files	Onsite, on servers maintained by the Center for Digital Research in the Humanities and/or University Libraries. Redundant backups.	Preservation-quality TIFFs and accompanying metadata will be made available to repositories holding the originals. In addition, preservation-quality TIFFs and accompanying metadata will be dark archived in the University of Nebraska' Libraries preservation system. The Libraries' currently use Rosetta and are members of the Digital Preservation Network.	Image files will be publicly available on the project website in a variety of formats.
Plain-text metadata	Onsite, on servers maintained by the Center for Digital Research in the Humanities and/or University Libraries. Redundant backups.	At the completion of the grant project, all plain-text metadata will be deposited in the UNL data repository	Access to metadata will be via the project website and site API
Public website	Onsite, on servers maintained by the Center for Digital Research in the Humanities and/or University Libraries. Redundant backups.	At distinct versions of the public website, the project team will work with the digital archivist at the University of Nebraska-Lincoln libraries to develop an appropriate website preservation plan	Publicly accessible on the web.
Training materials	Onsite, on servers maintained by the Center for Digital Research in the Humanities and/or	UNL Institutional repository	Publicly accessible on the web.

	University Libraries.		
Conference presentations, publications	Onsite, on servers maintained by the Center for Digital Research in the Humanities and/or University Libraries	UNL Institutional Repository	Publicly accessible on the web, pending any embargoes from publishers for journal articles or other publications

Maintenance and Sustainability

The Department of History at at UNL will be responsible for other aspects of maintenance and sustainability. In particular, the Department of History will be the primary entity responsible for engaging with tribal and other community stakeholders; working with those stakeholders to determine levels of access; and managing users in the Mukurtu system into the future. Likewise, the Department will continue to cultivate relationships with communities, so that the project may acquire depth and additional perspectives over time--to build narrative depth and layered histories from the content. During the two-year CLIR grant, we intend to institutionalize the project within the Department, similar to our History Harvest project. This would entail 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, during the two-year period of this project, the co-PIs will identify potential funding sources to sustain the project after the CLIR grant. UNL offers partnership seed grants, for example, that will enable the Department of History, the CDRH, and the Genoa U.S. Indian School Foundation to locate additional archival sources and maintain outreach with Native communities. We intend to apply for additional grants from the National Endowment for the Humanities and the National Historical Publications and Records Commission as well.