

NEH Application Cover sheet (PW-285014)

Humanities Collections and Reference Resources

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INSTITUTION

College of Saint Benedict
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APPLICATION INFORMATION

Title: *Building Protocols for Sharing Native American Boarding School Archival Materials*

Grant period: From 2022-07-01 to 2024-06-30

Project field(s): Native American Studies; U.S. History

Description of project: The College of St. Benedict and St. John's University (CSBSJU), in collaboration with White Earth Nation (WEN) and the Sisters of the Order of Saint Benedict (SOSB), will assess archival materials from SOSB's White Earth Mission School and develop plans and protocols for digitizing and sharing the materials in consultation with technical and community advisors. The project will make this largely hidden collection of Native American boarding school archival material available to the public, scholars, and Native families, providing greater access to information on the role of government-supported religious institutions in forcing assimilation and repatriating school records to affected Native communities. The project is part of a sustained collaboration between WEN's Tribal Historic Preservation Office, CSBSJU, and SOSB that seeks to redress historical injustices over the long-term and acknowledges that the work of reconciliation is never finished.

BUDGET

Outright Request	59,976.00	Cost Sharing	0.00
Matching Request	0.00	Total Budget	59,976.00
Total NEH	59,976.00		

GRANT ADMINISTRATOR

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Building Protocols for Sharing Native American Boarding School Archival Materials

The College of Saint Benedict and Saint John's University (CSBSJU), in collaboration with the White Earth Nation (WEN) and the Sisters of the Order of Saint Benedict (SOSB), seeks a two-year \$59,976 Humanities Collections & Reference Resources Foundations Grant to assess archival materials from the SOSB's White Earth Mission School and to develop plans and protocols for digitizing and sharing the materials. The proposed project will make this largely hidden collection of Native American boarding school archival material available to the public, scholars, and Native families, providing greater access to information on the role of government-supported religious institutions in forcing assimilation and repatriating school records to affected Native communities. The project is part of a sustained collaboration between WEN's Tribal Historic Preservation Office (THPO), CSBSJU, and SOSB that seeks to redress historical injustices over the long-term and acknowledges that the work of reconciliation is never finished. In every aspect of the collaboration, WEN guides the vision and shapes the work, while CSBSJU/SOSB supports.

In the planning stage of the project, we will assess the full extent of boarding school materials in the St. Benedict's Monastery Archive and develop an intellectual property strategy that addresses cultural and ethical considerations. We will consult with experts to develop a digitization and long-term preservation plan that will guide the subsequent implementation phase of the project. At the lead of WEN's THPO and Community Advisors, we will develop dissemination protocols that reflect the concerns and desires of the White Earth community members and descendants of those who attended the boarding school. Throughout, CSBSJU/SOSB and White Earth will deepen and strengthen the equitable relationships necessary to digitize and disseminate the collection during the implementation stage of the project.

Significance

In the late 1800s, the United States federal government began a new strategy to solve the "Indian problem." Instead of relying exclusively on military force, the government attempted to separate Native youth from their parents by establishing boarding schools designed to force assimilation. Opened in 1879, the Carlisle Indian Industrial School in Pennsylvania was the first to implement this model, under the slogan "kill the Indian, save the man". Throughout the 1880s, Congress expanded this across the United States and funded hundreds of schools. The Indian Appropriations Bill of 1891 formally authorized the Department of War to require all Native families to send their children to boarding schools. Parents could be denied treaty-entitled food rations, and in some cases could be imprisoned, for refusing to give up their children.

The government's goal of forcing Native youth assimilation through family separation was as cruel as it was bureaucratically complex. During its first decades, the government created hundreds of schools through the military and contracts with religious institutions. This complexity led to a wide range of experiences for Native youth. No two schools were identical, as each had their own resources and goals, some of which aligned with the government while others did not. Native youth and their families became subject to varied and uneven government and institutional policies designed to force assimilation.

In 1863, Sisters of the Order of Saint Benedict (SOSB) founded St. Benedict's Monastery in St. Joseph, MN, only four miles away from where OSB monks had founded St. John's Abbey six years prior. The Dakota and Anishinaabe people are the original stewards of the land that became home to the Monastery, Abbey, and CSBSJU. In 1884, Sisters of the Order of St. Benedict secured funding from the federal government to operate Native American boarding schools modeled after the Carlisle School. This included establishing schools at Missions on the White Earth Reservation and the Red Lake Reservation in northwestern Minnesota. At the reservation-based boarding schools, children could visit their home on weekends but not on weekdays. The schools converted to day schools in the 1940s. The government also funded St. Benedict's Industrial School for Chippewa Girls and St. John's Industrial

School for Chippewa Boys, which operated on what are now the campuses of SOSB and SJU until both schools closed in 1896.

Thousands of Anishinaabe youth attended these schools over a sixty-year period, most coming from White Earth Nation. Among these was co-founder of the American Indian Movement, Clyde Bellecourt. In his 2016 autobiography, *Thunder before the Storm*, Bellecourt described that his knuckles still had scars from abuse he experienced at the school. He explained that the abuse his mother had also experienced led her to develop a lifelong limp and to hide her culture from her children. According to Bellecourt, the treatment of his mother at the White Earth Mission School, “seemed to justify everything I was doing in the [American Indian] Movement.”

Researchers are only just beginning to understand the full depth and scope of the impacts of Native American boarding schools. At present, only a handful of other boarding school collections—[Carlisle Indian School Digital Resource Center](#), [Genoa Indian School Digital Reconciliation Project](#), and [Sherman Indian Museum](#)—are available electronically. Each of these collections are from government-run schools that primarily focus on student records. The St. Benedict's Monastery Archive houses over 3,000 pages of detailed school records, including correspondence, interviews with former students, curriculum, government contracts, and oral histories with former staff. Unlike government-run schools, private donations supported most of the White Earth Mission School budget, with substantial contributions from Saint Katharine Drexel, the second natural-born American to be canonized as a saint by the Roman Catholic Church. The collection includes correspondence with Drexel detailing her support for the school. The White Earth Mission School materials would be the first church-run boarding school collection to be digitized and made publicly accessible, providing scholars and the public unique insights into Native American boarding school experiences at a religious institution and the ways that monastic staff perceived their work.

Canada, in response to activism and lawsuits, recently completed a Truth and Reconciliation Commission that investigated their own nation-wide system of boarding school to force Native assimilation. Because the United States has never had a nation-wide investigation, there is a dearth of public awareness of the impacts of Native American boarding schools and few materials available to scholars. It wasn't even until 2016 that the locations of U.S. boarding schools were mapped out by the National Native American Boarding School Healing Coalition with assistance from WEN THPO. Most Americans are unaware of this history. While scholars have begun exploring the impacts of the boarding schools, it is largely absent from K-12 education. Media representations of Native communities depict a range of facile stereotypes and rarely, if ever, touch on the history of forced assimilation. Without general knowledge of Native American boarding schools and their impacts, non-Native Americans have no frame of references for understanding the success and challenges of contemporary Native communities. The proposed project would make the largely hidden collection of Native American boarding school archival material at St. Benedict's Monastery available to the public, scholars, and Native families, helping address the knowledge gap while simultaneously digitally repatriating school records to affected and dispersed Native communities.

Many Native communities, including White Earth, are intimately aware of the impacts of these schools but lack access to archival collections documenting the experiences of their relatives. The federal government's effort to force Native American assimilation through family separation caused intergenerational trauma and is linked to present day disparities in wealth, health, and education. It also led to archival disparities, with documents and photos from these schools residing at and belonging to the institutions that operated them. Today, one can see this disparity when visiting White Earth's archive, which has no documents or photos from the school's operation, and comparing it to the Monastery Archive, which is home to thousands. Digital repatriation is an important step toward ending this disparity, providing WEN with access and control over materials that tell the stories of their relatives' experiences at the school, and creating a path for the public and scholars to learn from this history. With the White Earth community being so geographically disperse and lacking the facilities and staff to house the original documents, digital repatriation of the boarding school materials is preferred by WEN's

THPO (see Letter of Commitment) to allow the greatest access among descendants, but also scholars and the public. Digitizing and disseminating these materials using protocols developed by Native communities is a kind of repatriation and an important step toward reconciliation.

Nature of the Collection

For this project, we propose to assess the full extent of White Earth Mission School materials in the Monastery Archive and develop plans and protocols for digitization and dissemination. Preliminary surveys conducted by Project Director Dr. Theodor Gordon and his research students have revealed over 3,000 pages of materials including administrative and student records, correspondence, oral histories from staff members and at least 200 photographs. Materials are spread across six different record groups. The Monastery's Indian Missions record group consists entirely of administrative and student records from the White Earth Mission School. Administrative records include budget ledgers, correspondence letters, and curriculum, and student records contain report cards, medical records, psychological evaluations, photos, and correspondence letters. For example, administrative records detail a fire that destroyed the school in 1947, and letters include correspondence with Saint Katharine Drexel who donated funds to rebuild the school after the fire. Materials related to the White Earth Mission School are also found in five additional record groups. The Prioresses record group contains restricted, personal correspondence of the prioresses who oversaw SOSB's mission school efforts. The Sisters' record group holds individual collections of each deceased sister, including correspondence letters, journals, and other items. Nearly one hundred sisters served at the White Earth Mission, and many of their collections include documents from their time there. Because these materials are spread across different collections, there is not a full accounting of the extent of the sisters' documents from their time at White Earth. Digitizing these records would centralize access to the materials. The Chronicles of St. Benedict's Convent photo collection includes a variety of photographs, some dating back the first days of the school. Photographs range from depictions of students in the classrooms to mid-twentieth century color images of individual students. An extensive oral history collection of SOSB sisters contains interviews with the sisters who served at the White Earth Mission School. At least 28 sisters mention White Earth in their interviews. These oral histories include vivid descriptions of the sisters' perspectives, including S. Mary Degel's meetings with Clyde Bellecourt regarding his concerns about the school, and S. Debora Herda's fears that the American Indian Movement would burn down the school. SOSB allows visitors to read these oral histories but restricts copies of the material from leaving the archive.

Use of the Collection

This project has three primary audiences: 1) White Earth community members and descendants of those who attended the schools; 2) scholars interested in Native American education, missionization, assimilation, and activism; and 3) the general public who want to understand more about the history of Native American boarding schools. These audiences will use the materials in different ways.

Until recently, none of the White Earth Mission School materials have been shared with WEN's THPO. The student records are of special importance for White Earth families who want to better understand their history and the experiences of loved ones. They contain medical records, report cards, letters, photographs, and other materials that provide a glimpse of their loved ones' lives at the school. The information in these records is sensitive, and WEN will determine how they should be accessed. Although the boarding school closed in 1945, the day school operated until 1969, and a handful of former students are still alive. In this case, the Family Education Rights and Protection Act prohibits anyone except the former student from viewing those records. For the records of deceased students, there are ethical considerations in making such sensitive materials widely available. This project will convene community meetings with White Earth members so they can understand the full scope of the student records collection, and WEN Community Advisors will develop protocols regarding who should be able to access the materials.

Despite their richness, the White Earth Mission School materials have been relatively hidden to researchers. The Monastery's website includes information about the archive but does not include a finding aid or any other information that would help interested scholars or members of the public know about the boarding school materials. To view the materials, one must know about the history of the school, find the contact information for the archive, and schedule an appointment. For these reasons, there currently are no published research articles or books that analyze these materials. There is one doctoral dissertation, Sister Carol Berg, O.S.B.'s 1981, "Climbing Learners' Hill: Benedictines at White Earth, 1878-1945," from the University of Minnesota. The Monastery receives sporadic research requests from tribal members, and CSBSJU undergraduate students also conduct research in the collection. Project Director Gordon and his research students have been using the materials to investigate the history of SOSB's Native American boarding schools. A brief history is available online ([Indian Industrial Schools at Saint John's Abbey and Saint Benedict's Monastery](#)). Gordon and his research students have also presented their preliminary research at CSBSJU's annual Peace Studies Conference, at the annual meeting of the Society for Applied Anthropology, and the keynote address of Northern Michigan University's UNITED conference. In June 2021, PBS Newshour [aired a story](#) featuring the collaboration between White Earth, SOSB, and CSB, focusing on the digital repatriation of photos from the Monastery Archive. Gordon is currently developing Native Assimilation and Revitalization, a CSBSJU Honors course, where students will investigate these collections to learn more about the experiences of White Earth Mission School students.

The collection will be of interest to scholarly and public audiences interested in the humanities themes of: Native American education, missionization, assimilation, conquest and conflict, language and power, Native American activism, hagiography. The wide range of student and staff experiences depicted in the letters of correspondence, administrative records, photographs, and oral histories provide an opportunity to broaden awareness of Native American boarding schools among the public.

History, scope, and duration

The proposed project grew out of CSB's efforts towards transformative inclusion among faculty, staff, monastics, students, alumni, and community partners through the Becoming Community grant from the Andrew W. Mellon Foundation. It began in Spring 2018 with an effort to document the past experiences of Native students at CSB and other SOSB institutions. In this work, Gordon contacted the Tribal Historic Preservation Offices of each Native nation affected by SOSB's schools. Because most of the students were members of WEN, the strongest partnership developed with White Earth's THPO. Therefore, the proposed project focuses exclusively on materials that relate to White Earth. In June 2019, Jaime Arsenaault, White Earth's Tribal Historic Preservation Officer, visited CSB, toured the Monastery Archives, and met with the archivist, S. Mariterese Woida. In January 2020, Gordon visited White Earth and viewed their THPO archives. The disparity between SOSB's and White Earth's archives cannot be overstated, especially with regards to boarding school materials. While the Monastery Archive houses thousands of documents and hundreds of photos, the White Earth THPO archive has no documents and only a few photos of the school, all of which were taken two decades after the building was abandoned.

Since then, the collaboration, which has grown to include community advisors at White Earth and additional sisters, CSBSJU faculty and students, has received funding for pieces of its overarching goal to document and share the history of the boarding schools and redress historical injustices. In February 2020, the Council for Independent Colleges awarded Gordon and Woida a \$10,000 Public Humanities for the Common Good grant to present boarding school archival research conducted by undergraduate researchers. One presentation at WEN will provide a forum for community members to share their ideas, questions, and concerns about our archival work, and the Stearns History Museum will host a second presentation to disseminate the research to a broader public. In April 2021, the collaboration received a \$50,000 grant from the McKnight Foundation to conduct oral history interviews with twenty former students and staff of the boarding schools. Aligning with the digital repatriation work

detailed in this proposal, the oral history project aims to change narratives on Native inequities, nurture Native leadership, and build Native and non-Native relationships by investigating and disseminating research on impacts of assimilation at the White Earth Mission School. It provides Native elders with a platform for sharing their stories and an opportunity to partner with non-Natives in a way that is collaborative, rather than extractive and oppressive. These projects further strengthen the collaboration between CSBSJU/SOSB and WEN, fostering relationships on individual and collective levels.

Methodology and standards

Our project seeks to assess and develop protocols to digitize and disseminate boarding school materials in the Monastery Archive with WEN and make many available to scholars and the broader public. While our project will be the first to digitize materials from a church-run Native American boarding school, we benefit from the precedents set by other boarding school digitization projects. In particular, the Genoa Indian School Digital Reconciliation Project shares our dual goal of digital repatriation of boarding school collections to Native communities and making materials available only after working with Native communities to develop appropriate protocols for access. To achieve these goals, the first phase of the Genoa Project developed a Community Advisors Council, representing affected Native communities, to develop protocols. To guide our project, we have formed a technical Advisory Committee and a WEN Community Advisors team, which we describe below. The Genoa Project also selected [Mukurtu](#) as a Content Management System (CMS) platform, as it is specifically designed “to empower communities to manage, share, preserve, and exchange their digital heritage in culturally relevant and ethically-minded ways”. We intend to do the same. We have consulted with the Genoa Project in developing this proposal and will continue to do so going forward.

Ethical considerations regarding how the material is shared and how CSBSJU/SOSB collaborates with WEN are of utmost importance to the project's success. The project will employ the best practices and standards as laid out in the First Archivists Circle's *Protocols for Native American Archival Materials*. These include shared authority and decision making with tribal communities, the awareness of culturally sensitive materials and the need for community-based research protocols, and building relationships based on respect, transparency, and mutual understanding. We are also informed by the work of [Local Contexts](#), an NEH-sponsored initiative that supports Indigenous communities in managing their intellectual property and cultural heritage. Assessing the intellectual property status of the collection, as well as ethical and cultural considerations, is a primary objective of the project. Both WEN and SOSB will participate in developing protocols to access the collection. Dr. Jane Anderson, co-founder of Local Contexts, will serve on the Advisory Committee and assist the project team in assessing issues of ownership and access and developing an intellectual property (IP) strategy. The IP strategy will inform sharing digital materials and determining access in the implementation phase. To guide the development of plans for digitization and long-term sustainability, the project will use the guidelines of the Federal Agencies Digitization Guidelines Initiative and consult the Self-Guided Curriculum for Digitization developed by the Digital Public Library of America. The project will also draw on resources from the [Sustainable Heritage Network's Digital Stewardship Curriculum](#) that provides guidance for cultural heritage professionals working with Indigenous communities on digitization projects.

Representatives from WEN, CSBSJU, and SOSB will collaboratively oversee project activities as a four-member project team. Members include Jaime Arsenault, the Tribal Historic Preservation Officer at WEN, who is experienced in caring for and managing digital cultural heritage materials and deeply embedded in the White Earth community; Project Director Theodor Gordon, PhD, a Visiting Assistant Professor of Anthropology at CSBSJU, who has over a decade of experience researching and working with Native communities; Sister Mariterese Woida, archivist at St. Benedict's Monastery who has extensive knowledge of the collection and relationships within the Monastery; and Sister Patricia Kennedy, D.Min, former Visiting Assistant Professor of Theology and Monastery Heritage Coordinator, who supports special research projects and the Monastery's Archives and Art Collection. (Also see Staff section and Resumes.) Corrie Grosse, PhD, Assistant Professor of Environmental Studies at CSBSJU,

who has built relationships with a Native-led environmental justice organization based at WEN and serves on the project team of the McKnight oral history project, will also support the project. Together, the team brings skills and expertise in archival research and management, digital stewardship, community partnership development, and service to Native communities, all of which are necessary for the project's success. The ongoing and equitable partnership among WEN, CSBSJU, and SOSB is absolutely central to the collaboration's efforts. WEN guides the vision and is centrally involved in every aspect of the work. However, WEN's THPO (an office of one person) is under-resourced and understaffed, and as part of efforts to redress historical injustices, CSBSJU will leverage its resources to administer the project.

A technical Advisory Committee made up of experts in intellectual property and cultural heritage, digital preservation, and methods for making materials available online in a culturally-respectful way will guide and support the work of the project team. The Advisory Committee includes: Dr. Jane Anderson, Associate Professor of Anthropology and Museum Studies at New York University and co-founder of Local Contexts, who is an expert in intellectual property law and the protection of Indigenous knowledge resources and cultural heritage; Dr. Trevor Bond, Co-Director of the Center for Digital Scholarship and Curation, and Lotus Norton-Wisla, Digital and Community Outreach Archivist, at Washington State University Libraries, who developed the Mukurtu CMS platform and are experts in digitization project management, indigenous community partnerships, and sharing digital cultural heritage; and Miranda Novak, Assistant Director of Instructional Technology at CSBSJU Libraries, an expert in digitization workflows and digital preservation within the context of CSBSJU.

The White Earth Community Advisors team, formed during the McKnight oral history project, will develop access protocols for the archival materials, as well as offer their knowledge, guidance, and feedback throughout the project. The six-member group is composed of White Earth community members, ranging in age from their twenties to their eighties, who attended or have relatives that attended the boarding schools. They will also serve as liaisons to their communities, sharing the work and vision of the collaboration and fostering opportunities for WEN members to give input and engage with the materials.

The outcomes and products of this project include:

1. **Creating an index of all White Earth Mission School materials in the Monastery Archive.** This index will inform the development of the digitization plan, project workflow, and creation of metadata standards. The index will also allow WEN members and Community Advisors to understand the full extent of the collection and determine protocols for sharing the materials.
2. **Developing an intellectual property (IP) strategy.** Assessing the intellectual property rights and cultural and ethical considerations of the collection is foundational to the sharing of digital materials and determining levels of access. The IP strategy will incorporate community member input regarding protocols for accessing the materials.
3. **Developing a digitization plan.** The digitization plan will detail technology and equipment requirements, technical specifications, metadata standards, file naming conventions, access considerations, quality control, and long-term preservation of the collection, as well as project workflow and documentation standards. Mukurtu will serve as the CMS platform because of its capacity to support varying levels of access and cultural heritage considerations. The digitization plan will serve as a blueprint for the implementation phase of the project.
4. **Developing protocols for access to materials based on community input.** Given the sensitivity of the collection, determining which materials should be digitized, how they will be shared, and who can access them require the input of both the Monastic and White Earth communities. These conversations will be informed by the index of materials and the development of the IP strategy. The protocols will inform the digitization plan, metadata creation, and establishing levels of access in the implementation stage.

5. **Building equitable, long-term relationships between CSBSJU/SOSB and White Earth.** The long-term success of the project depends on establishing equitable and transparent relationships between CSBSJU/SOSB and White Earth grounded in mutual understanding and community engagement. A Memorandum of Understanding developed during the planning phase of the project will document the expectations, practices, and protocols that will govern future work of the collaboration. This will create a foundation for the long-term goal of redressing historical injustices and supporting reconciliation.

The long-term goal of the collaboration is for CSBSJU/SOSB and White Earth to work together towards redressing historical injustices and supporting reconciliation. This work is central to the missions of each partner. The Catholic and Benedictine traditions call members of CSBSJU/SOSB to honor the full dignity of each person and to promote justice and the common good. White Earth's THPO strives "to locate, protect, and preserve White Earth cultural resources so that knowledge, history and traditions are accessible to the White Earth people and passed down for generations to come." Investigating and digitally sharing boarding school materials from the SOSB archives is an important first step towards expanding White Earth's authority over and access to valuable resources related to its history and culture. The project will develop a formal Memorandum of Understanding between WEN and CSBSJU/SOSB that will serve as the basis of an ongoing, transparent, and equitable partnership.

Every aspect of this project necessitates close collaboration and open communication between White Earth and CSBSJU/SOSB. While carrying out the work, members of the project team will meet regularly to share new developments, discuss challenges, and plan next steps in consultation with the Advisory Committees. White Earth members will have a central voice throughout the project. Through WEN's THPO, Arsenault will actively solicit community input in meetings and conversations. Supported by the WEN Community Advisors and three WEN project assistants, she will keep community members and the tribal council informed of the project. THPO is uniquely positioned, as a tribal government office that reports to the tribal council, to ensure that tribal members and policies are respected. Gordon, Woida, and Kennedy will travel to White Earth to meet, discuss the work, and build relationships with community members. At CSBSJU/SOSB, Woida and Kennedy, supported by the Monastery Advisory Committee with S. Susan Rudolph, Prioress, and S. Carol Berg, will lead conversations within the Monastery regarding sharing and accessing White Earth materials. Four times during the project, a small group of stakeholders from White Earth and CSBSJU/SOSB will travel to the other location to discuss the work and meet with community members there. Making the collection available depends on strong relationships and trust between the partners that builds from regular communication, transparency, and follow-through. Arsenault, Gordon, Woida, and Kennedy will carefully tend the collaboration and address challenges as they arise.

Sustainability of project outcomes and digital content

The outcomes and products generated during the planning phase of the project will lay the groundwork for the subsequent implementation phase. The complete assessment of the White Earth boarding school materials in the Monastery Archives will define the scope of and requirements for digitizing the collection and inform the development of protocols for access by the WEN Community Advisors. The IP strategy and digitization plan will serve as a blueprint for digitization efforts, the implementation of the CMS platform and sharing the materials. Materials created during the planning phase of the project will be made available to the broader public on DigitalCommons@CSB/SJU. The white paper will also be available there and on the Monastery's and the White Earth THPO websites. The proposed project furthers WEN and CSBSJU/SOSB efforts to build a collaboration grounded in trust and community engagement. It supports the complex, and at times difficult, conversations that are needed to share White Earth Mission School archival materials in ways that promote understanding while protecting sensitive materials and intellectual property. Through THPO, the WEN Community

Advisors, community meetings and sustained relationships, White Earth members will guide and exercise authority over the project through and beyond the implementation phase.

Dissemination

The long-term goal of the project is to make boarding school materials digitally available while also respecting White Earth's wishes for how the material should be shared. In the planning phase of the project, dissemination will primarily occur within the White Earth and CSBSJU/SOSB communities. Building transparent and trusting relationships between the two communities is essential for subsequent stages of the project. Throughout the two years, the project team will share project efforts with community members at community meetings, stakeholder meetings, and presentations, answering their questions and inviting input. By the end of the period, members of White Earth and CSBSJU/SOSB will have greater awareness of and investment in the project, which will support future phases of the work.

During the 2021-2022 academic year and before the project period begins, the Council for Independent Colleges grant will support two presentations sharing boarding school research at WEN and with the public. Additionally, recordings and transcripts of interviews with former students and staff created through the McKnight project will be shared through WEN's Mukurtu website. Project partners will disseminate information about the collaboration and the oral histories through their existing relationships with state and national networks of Native educators, Native Studies associations, tribal archives and museums, as well as tribal colleges and WEN schools.

Work plan

Activities	Year 1 (2022-23)			Year 2 (2023-24)		
	Sum.	Fall	Spr.	Sum.	Fall	Spr.
Academic Year						
Hire WEN project assistants and undergraduate research and digitization assistants	X					
Hold community meetings at WEN to inform, listen, and gather input re: boarding school materials	X	X	X	X		
Advisory Committee meetings re: digitization plan	X	X	X		X	
Develop digitization plan & IP strategy	X	X	X	X	X	X
Develop master index of boarding school materials in the Monastery Archive		X	X			
Consultant visit to assess IP		X				
Monastery conversations re: sharing & access		X	X		X	
Stakeholder meetings at CSB/SOSB & WEN		X	X		X	X
WEN Community Advisors develops protocols for access		X	X	X	X	
Develop MoU		X	X	X	X	X
Virtual consultant visit re: digitization and implementation of Mukurtu CMS platform					X	
Write white paper						X

Assessing materials: In Fall 2022, Gordon and the undergraduate research assistant, with assistance from Woida and Kennedy, will assess the contents of individual collections and compile a master index of materials related to the White Earth Mission School. Gordon and the research assistant will complete the master index of boarding school materials by the end of Spring 2023. This list will be shared with THPO, the WEN Advisory Committee, and the Monastery.

Developing an intellectual property strategy: Dr. Jane Anderson will visit CSBSJU/SOSB in Fall 2022 to assess intellectual property and cultural heritage considerations of the materials. Her visit will coincide with the first stakeholders meeting. Anderson will assist the project team in drafting an IP strategy based on information gathered during the visit and with stakeholders. Woida, Kennedy, and the

Monastery Advisory Committee will lead conversations with the Monastery regarding sharing the collection and any access restrictions. Arsenault will share with WEN Community Advisors and other WEN members. The protocols for access developed by the WEN Community Advisors will be incorporated into the IP strategy. The IP strategy will be completed in Spring 2024.

Developing a digitization plan: The project team will consult with Advisory Committee members, as well as use resources in the Sustainable Heritage Network's Digital Stewardship Curriculum and DPLA's Self-Guided Curriculum for Digitization, to develop the digitization plan as detailed above. An undergraduate digitization assistant will assist with research, compilation, and development of the plan during the 2022-2023 and 2023-2024 academic years. The Project Team and Advisory Committee will meet four times to review, refine, and identify gaps in the plan. In Fall 2023, two team members from the Center for Digital Scholarship and Curation will do a virtual consultation with the project team to advise on the digitization plan, protocols for access, and future implementation of the Mukurtu CMS platform. The digitization plan will be by completed by Spring 2024.

Developing protocols: Arsenault, three WEN project assistants (one from each tribal district), and the WEN Community Advisors will lead outreach efforts with WEN members and develop protocols for sharing boarding school materials. In Summer 2022, the project team will share goals of the project and invite feedback at an initial WEN community meeting. Arsenault and the WEN project assistants, assisted by Community Advisors, will convene community meetings with tribal members during the first year of the project to hear their ideas, concerns, and suggestions for sharing and accessing materials. Meetings will be held in communities across the reservation and involve community and elder councils. Small gatherings will allow community members to meaningfully engage with and give input on the project. Meetings with tribal members can also take place in off-reservation communities, including Bemidji and Minneapolis, as well as individual phone and Zoom conversations for those who live outside of Minnesota.

The Community Advisors with support from the WEN project assistants will lead the development of protocols for access, incorporating feedback received from community meetings and referencing the master index of boarding school materials. During Summer 2023, the project team will discuss how developing protocols impact the digitization plan and IP strategy. Woida, Kennedy, and the Monastery Archive Committee will share protocols with the Monastery and work collaboratively with Arsenault to resolve any issues. The protocols for access will be incorporated into the IP strategy in Spring 2024.

Building relationships: The project team along with four stakeholders (tribal officials, elders, and Community Advisors) from White Earth, and three from CSBSJU/SOSB (Monastery and CSBSJU leadership and faculty) will meet four times throughout the grant period to review materials, give feedback on the protocols for access, IP strategy, MoU, and digitization plans and to build relationships. Two meetings will take place at CSB and two at White Earth. Each meeting will include an informal dinner with additional members of the local community to further strengthen relationships and build trust.

After the initial stakeholder meeting, in Fall 2022 Arsenault will meet with the White Earth tribal council; Woida and Kennedy will meet with stakeholders in the Monastery; and Gordon will meet with leadership at CSBSJU to begin developing an MoU that reflects the collaborations' and stakeholders' priorities. Project team members will draft an MoU in consultation with Anderson and present a draft to their respective governing authorities in Summer 2023. Revisions will occur that fall, and partners will agree upon the terms of the MoU and sign the document in Spring 2024.

The completed IP strategy, digitization plan and MoU will form the basis of the subsequent implementation phase of the project.

Staff

With over a decade of experience working with Native communities, **Theodor Gordon, PhD**, Visiting Assistant Professor of Anthropology at CSBSJU, will serve as project director and oversee the

execution of all project activities, spending, and reporting. Gordon's current contract extends through the 2023-2024 academic year and through the period of performance for the project (see additional supporting documents attachment), and Academic Affairs fully supports and is committed to sustaining the collaboration that Gordon and Corrie Grosse, PhD, Assistant Professor of Environmental Studies, have been building with WEN and the Monastery. During the project, Gordon will lead the creation of a master index of boarding school materials with the assistance of a student research assistant. He will consult with the Advisory Committee and facilitate meetings to develop the project's intellectual property strategy and digitization plan, supported by an undergraduate digitization assistant. In close collaboration with Arsenault, Woida, and Kennedy, Gordon will meet with White Earth and CSBSJU/SOSB community members and administration to build relationships and support the long-term goals of the project. Gordon will contribute the time required to complete the project activities.

As the Tribal Historic Preservation Officer at White Earth Nation, **Jaime Arsenault** will direct community outreach efforts at White Earth and convene the WEN Community Advisors. She will meet with key community stakeholders to explain the partnership and assist the WEN Community Advisors in developing culturally-appropriate protocols of access for the collection. She will work collaboratively with project team members and the Advisory Committee to develop an intellectual property strategy and digitization plan. Arsenault will work with the tribal council on the Memorandum of Understanding, and she will play a central role in establishing community support for the project at White Earth. She will contribute the time needed to complete project activities. Arsenault will be assisted by three **WEN Project Assistants**, one from each of WEN's three districts, who will be responsible for organizing meetings, handling logistics, documenting community members' feedback, and support the Community Advisors in developing protocols for access. The Assistants will each devote 20 days to the project.

Mariterese Woida, OSB, archivist, and **Patricia Kennedy, OSB, D. Min**, former Visiting Assistant Professor of Theology at CSB and Monastery Heritage Coordinator, for St. Benedict's Monastery, will work with Gordon to assess archival materials and create a digitization plan. They will convene the Monastery Advisory Committee and lead conversations within the Monastery regarding intellectual property and access requirements and developing a Memorandum of Understanding. They will work closely with Arsenault to ensure that White Earth community members' desires for the archival material are fully represented and considered in the Monastery conversations. Along with fellow project team members, Woida and Kennedy will meet with stakeholders at CSBSJU/SOSB and White Earth to support the project and build relationships. Woida and Kennedy will each devote 30 days to the project.

The following individuals will serve on the project's Advisory Committee. An expert in intellectual property law and the protection of Indigenous/traditional knowledge resources and cultural heritage, **Jane Anderson, PhD**, will assist in assessing issues of access, ownership, and information sharing and developing an intellectual property strategy. She will devote 5 days of effort to the project. **Trevor Bond, PhD** and **Lotus Norton-Wisla** with the Center for Digital Scholarship and Curation at Washington State University will guide the project team in developing a digitization plan that addresses cultural heritage considerations, metadata creation, access requirements, and long-term preservation strategies. They will each devote 5 days to the project. **Miranda Novak**, Assistant Director of Instructional Technology at CSB/SJU Libraries, will assist the project team in developing a digitization plan that addresses technology needs, technical specifications, quality control, and sustainability within the context of CSBSJU/SOSB. She will contribute the time required to advise on project activities.

White Earth Nation formed a committee of Community Advisors in April 2021 to guide and provide input on the White Earth Mission School oral history project funded by the McKnight Foundation. The group includes six people who either attended or are descendants of students at the boarding schools. They represent a range of community members, mental health practitioners, and White Earth leaders, and come from different districts on the reservations. The Community Advisors will lead the development of protocols for access and incorporate feedback received from community meetings. They will commit the time necessary to complete project activities.

2. History of Awards

Council of Independent Colleges, Humanities Research for the Public Good

May 1, 2020-June 30, 2022, \$10,000

McKnight Foundation, Vibrant and Equitable Communities

April 12, 2021-April 30, 2022, \$50,000

3. Project Deliverables

1. Index of White Earth Mission School materials in the Monastery Archive
2. Intellectual property strategy
3. Digitization plan that addresses technology and equipment requirements, technical specifications, metadata standards, file naming conventions, access considerations, quality control, long-term preservation of the collection, project workflow, and documentation standards
4. Protocols for accessing materials developed in collaboration with White Earth Nation
5. Memorandum of Understanding signed by White Earth Nation, St. Benedict's Monastery, and the College of St. Benedict and St. John's University
6. White paper

4. Work Plan

Objectives

1. Create an index of all White Earth Mission School materials in the Monastery Archive
2. Develop an intellectual property strategy
3. Develop a digitization plan
4. Develop protocols for access to materials based on community input
5. Build an equitable relationship between CSBSJU/SOSB and White Earth

	Activity [In support of Objective #-]	Staff Responsible
Year 1		
Sum. 22	Hire White Earth (WEN) project assistants and undergraduate research assistant and digitization assistant	J. Arsenault; T. Gordon
	Hold preliminary community meeting at WEN to discuss scope and goals of project [4-protocols; 5-relationships]	T. Gordon, J. Arsenault, M. Woida, P. Kennedy (Project team), WEN Community Advisors
	Convene Advisory Committee to determine schedule and priorities for developing the digitization plan [3-digitization]	Project team; Advisory Committee
Fall 22	Identify materials in Monastery Archive [1-index; 2-IP strategy]	T. Gordon, M. Woida, research assistant
	Hold Monastery conversations to discuss priorities, sharing the collection, and any access restrictions [2-IP strategy; 4-protocols]	M. Woida, P. Kennedy, Monastery Advisory Committee
	Visit from Anderson to assess intellectual property & cultural heritage considerations and begin developing IP strategy [2-IP strategy]	Project team; J. Anderson; digitization assistant
	Hold stakeholder meeting at CSBSJU/SOSB to discuss scope of collection, ethical considerations, and mutual goals [2-IP strategy; 4-protocols; 5-relationship]	Project team; WEN project assistants; J. Anderson; 4 WEN & 3 CSBSJU/SOSB stakeholders
	Meet with governing authorities at CSBSJU, Monastery, and White Earth to begin discussing MoU [5-relationship]	Project team
	Begin developing digitization plan that addresses technology and equipment requirements, technical specifications, metadata standards, file naming conventions, access considerations, quality control, and long-term preservation of the collection, as well as project workflow and documentation standards [3-digitization]	Project team in consultation with Advisory Committee members; digitization assistant

	Hold 2-3 WEN community meetings to receive input on sharing and accessing materials [4-protocols]	J. Arsenault; WEN project assistants; WEN Community Advisors
	Convene Advisory Committee to discuss status of collection, IP strategy, and digitization plan [2-IP strategy; 3-digitization]	Project team; Advisory Committee; digitization assistant
Spr. 23	Complete master index of boarding school materials [1-index]	T. Gordon, M. Woida, research assistant
	Hold 2-3 WEN community meetings and begin developing protocols for access based on the master index [4-protocols]	J. Arsenault; WEN project assistants; WEN Community Advisors
	Continue Monastery conversations regarding sharing and access based on master index [2-IP strategy; 4-protocols]	M. Woida; P. Kennedy; Monastery Advisory Committee
	Hold stakeholder meeting at WEN: review master index and provide feedback on developing protocols for access, early drafts of MoU and IP strategy [2-IP strategy; 4-protocols; 5-relationship]	Project team; WEN project assistants; 4 WEN & 3 CSBSJU/SOSB stakeholders
	Continue developing digitization plan & IP strategy [2-IP strategy; 3-digitization]	Project team in consultation with Advisory Committee members; digitization assistant
	Convene Advisory Committee to discuss master index, IP strategy, digitization plan, and protocols for access [2-IP strategy; 3-digitization; 4 protocols]	Project team; WEN project assistants; Advisory Committee; digitization assistant
Year 2		
Sum. 23	Hold 1-2 WEN community meetings and continue to develop and refine protocols for accessing materials [4-protocols]	J. Arsenault; WEN project assistants; WEN Community Advisors
	Assess how developing protocols for access impact the draft digitization plan and IP strategy [2-IP strategy; 3-digitization; 4-protocols]	Project team; WEN project assistants; digitization assistant
	Present draft MoU to governing authorities at CSBSJU, Monastery, and White Earth [5-relationship]	Project team
Fall 23	Complete draft of protocols for access and share with the Monastery [4-protocols]	J. Arsenault, WEN project assistants; WEN Community Advisors
	Digital consultation by Center for Digital Scholarship and Creation (CDSC) advisors to discuss materials and issues related to digitization and implementation of Mukurtu [3-digitization; 4-protocols]	Project team; CDSC advisors; Advisory Committee members; digitization assistant
	Review protocols for access and work collaboratively to resolve any issues [4-protocols]	M. Woida; P. Kennedy; Monastery Advisory Committee; J. Arsenault;

		WEN project assistants; WEN Community Advisors
	Hold stakeholder meeting at CSBSJU/SOSB to review and provide feedback on access protocols, IP strategy, and future implementation of Mukurtu [2-IP strategy; 3-digitization; 4-protocols]	Project team, WEN project assistants; 4 WEN & 3 CSBSJU/SOSB, CDSC advisors
	Revise MoU based on feedback from governing bodies [5-relationship]	Project team
	Incorporate CDSC feedback into the digitization plan and complete draft [3-digitization]	Project team; WEN project assistants; digitization assistant
	Convene Advisory Committee to review draft digitization plan and identify gaps [3-digitization]	Project team; WEN project assistants; Advisory Committee; digitization assistant
Spr. 24	Draft and revise white paper	T. Gordon; project team
	Finalize IP strategy, digitization plan, and protocols for access [2-IP strategy; 3-digitization; 4-protocols]	Project team; Advisory Committee; WEN project assistants; digitization assistant
	Sign MoU [5-relationship]	Project team; CSBSJU, SOSB, WEN
	Hold stakeholder meeting at WEN to review completed project deliverables and discuss next stages of the project [2-IP strategy; 3-digitization; 4-protocols; 5-relationships]	Project team; WEN project assistants, 4 WEN & 3 CSBSJU/SOSB stakeholders

5. List of project personnel

- Anderson, Jane. Associate Professor of Anthropology and Museum Studies, New York University, and co-founder of Local Contexts. Advisory Committee member.
- Arsenault, Jaime. Tribal Historic Preservation Officer, White Earth Nation. Project team member.
- Bond, Trevor J. Co-Director of the Center for Digital Scholarship and Curation and Associate Dean for Digital Initiatives and Special Collections, Washington State University Libraries. Advisory Committee member.
- Chang, David A. Distinguished McKnight University Professor, Department of History and Department of American Indian Studies, University of Minnesota. Letter of Support.
- Gordon, Theodor. Visiting Assistant Professor of Sociology, College of St. Benedict/St. John's University. Project Director.
- Kennedy, Patricia, OSB. Monastery Heritage Coordinator. St. Benedict's Monastery. Project team member.
- May, Barbara. Academic Dean, College of St. Benedict/St. John's University. Letter of Commitment.
- Norton-Wilsa, Lotus. Digital and Community Outreach Archivist, Center for Digital Scholarship and Curation, Washington State University Libraries. Advisory Committee member.
- Novak, Miranda. Assistant Director of Instructional Technology, College of St. Benedict/St. John's University Libraries. Advisory Committee member.
- Rudolph, Susan, OSB. Prioress. St. Benedict's Monastery. Letter of Commitment.
- Trafzer, Cliff. Distinguished Professor of History and Rupert Costo Chair in American Indian Affairs, University of California Riverside. Letter of Support.
- Woida, Mariterese, OSB. Archivist. St. Benedict's Monastery. Project team member.

JANE E. ANDERSON / CURRICULUM VITAE

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Anthropology and Museum Studies
New York University
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Tel: 212 998 8397

Email: jane.anderson@nyu.edu
Web: www.andersonip.info
www.localcontexts.org

ACADEMIC AND PROFESSIONAL POSITIONS

- current Associate Professor**
Department of Anthropology and Graduate Program in Museum Studies
New York University
- current Global Fellow**
Engelberg Center on Innovation Law and Policy, New York University School of Law
- current Director**
Local Contexts System
www.localcontexts.org
- current co-Director**
ENRICH - Equity in Indigenous Research and Innovation Co-ordinating Hub
www.enrich-hub.org

EDUCATION

- 2004 University of New South Wales**, Sydney, Australia, Doctor of Philosophy (Law), Law School
- 1998 University of Sydney**, Sydney, Australia, Honors Degree (First Class)
- 1997 University of Sydney**, Sydney, Australia, Bachelor of Arts

RESEARCH AND TEACHING INTERESTS

Law, Cultural Anthropology, Museum Studies, Cultural Studies and Digital Humanities, focusing on: property law (spec. intellectual property); public domain; Indigenous rights and sovereignty; colonial archives; repatriation and digital return; cultural property; cultural heritage; international organizations; institutional policy; cultural protocols; collaborative research; community-based research; applied anthropology; transformative practice and ethical frameworks for social change, Indigenous data sovereignty.

GRANTS AND INSTITUTIONAL FUNDS

- 2021 Andrew Mellon Foundation (with Maui Hudson, University of Waikato)**
ENRICH – National Scaling of TK and BC Labels and Notices (2021)
- 2021 Te Puni Kokiri – New Zealand Ministry of Maori Development (with Maui Hudson, University of Waikato)**
Aotearoa Local Contexts Pilot Project (2021)
- 2021 National Science Foundation (with Columbia University, UC Berkeley and University of Arizona)**
Sampling Nature Research Coordinating Network (2021-2024)
- 2020 National Endowment for the Humanities**
Local Contexts Hub Development (2020-2021)
- 2020 Institute for Museum and Library Services Laura Bush 21st C Librarian Grant (with Penobscot Nation and Native Nations Institute, University of Arizona)**
Native Intellectual Property Intensive Training (2020-2023)
- 2019 National Endowment for the Arts (with Passamaquoddy Tribe, Maine)**
Muhsumsol Lintuwakon – Our Grandfathers Songs (2019-2020)
- 2019 MBIE Catalyst Seeding Grant NZ (with Maui Hudson, University of Waikato)**
Te Tuakiri o te Taonga: Recognizing Indigenous Interests in Genomic Research (2019-2021)
- 2018 National Endowment for the Humanities (Division of Preservation and Access)**
Local Contexts: Collaborative Curation Training and Education for Cultural Institutions (Dec 2018-Dec 2020).

- 2018 **Institute of Museum and Library Services (with Penobscot Nation Maine)**
Education in IP and Tribal Governance For Negotiating With Cultural Institutions (Sept 2018- Nov 2020)
- 2015 **National Endowment for the Humanities (Division of Preservation and Access)**
Local Contexts 2.0: Implementing the Traditional Knowledge Labels (Jan 2016-Jan 2019)
- PUBLICATIONS / BOOKS**
- 2017 *Routledge Companion to Cultural Property* with Haidy Geismar. Routledge Press: London, United Kingdom.
- 2010 *Safeguarding Cultural Heritage and Protecting Traditional Cultural Expressions: The Management of Intellectual Property Issues and Options – A Compendium for Museums, Archives and Libraries* with Molly Torsen. World Intellectual Property Organization: Geneva, Switzerland, pp 1-122.
- 2009 *Law, Knowledge, Culture: The Production of Indigenous Knowledge in Intellectual Property Law* Edward Elgar Press: Cheltenham, United Kingdom.
- PUBLICATIONS / MONOGRAPHS AND POLICY DOCUMENTS**
- 2010 *Intellectual Property and Indigenous/Traditional Knowledge: Issues Paper* Centre for the Study of the Public Domain, Law Faculty, Duke University, Durham, North Carolina, pp 1-70.
- 2009 ‘Developments in Intellectual Property and Indigenous Knowledge Protection’ in *Traditional Knowledge and Indigenous Peoples*, Uli Gosart (ed) World Intellectual Property Organisation and L’auravet’an Information and Education Network of Indigenous Peoples (LIENIP – Russian Federation), Geneva, Switzerland, pp 58-70.
- PUBLICATIONS / JOURNAL ARTICLES (Refereed)**
- 2021 ‘Creating space for Indigenous perspectives on access and benefit-sharing: encouraging researcher use of the Local Contexts Notices’ with Libby Liggins and Maui Hudson *Molecular Ecology*, 30(11), 2477-2482. doi: 10.1111/mec.15918
- 2020 ‘The Biocultural Labels Initiative: Supporting Indigenous rights in data derived from genetic resources’. With M. Hudson *Biodiversity Information Science and Standards* 4: e59230. <https://doi.org/10.3897/biss.4.59230>
- 2020 “The CARE Principles for Indigenous Data Governance”. Carroll, S.R., Garba, I., Figueroa-Rodriguez, Holbrook, J., Lovett, R., Materechera, S., Parsons, M., Raseroka, K., Rodriguez-Lonebear, D., Rowe, R.K., Sara, R., Walker, J.D., Anderson, J., & Hudson, M. *Journal of Data Science*
- 2020 “Rights, Interests, & Expectations: Indigenous perspectives on unrestricted access to genomic data” Hudson, M., Garrison, N., Sterling, R., Caron, N.R., Fox, K., Yracheta, J., Anderson, J., Wilcox, P., Arbour, L., Brown, A., Taulaii, M., Kukutai, T., Haring, R., Te Aika, B., Baynam, G.S., Dearden, P.K., Chagne, D., Malhi, R.S. Garba, I., Tiffin, N., Bolnick, D., Stott, M., Rolleston, A.K. Ballantyne, L.L., Lovett, R., David-Chavez, D., Martinez, A., Sporle, A., Walter, M., Reading, J., Russo Carroll, S. *Nature Review Genetics*.
- 2019 ‘Decolonizing Attribution: Traditions of Exclusion’ with Kim Christen. *Journal of Radical Librarianship* Vol 5: pp 113-52.
- 2019 ‘Towards the Slow Archive’ with Kim Christen. *Archival Science* 19: pp 87-116.
- 2018 ‘Negotiating Who Owns Penobscot Culture’. *Anthropology Quarterly* 91(1); pp 265-302.
- PUBLICATIONS / BOOK CHAPTERS**
- 2017 ‘Introduction’ with Haidy Geismar. In *Routledge Companion in Cultural Property* Jane Anderson and Haidy Geismar (eds), Routledge Press, pp 1-37.
- 2017 ‘Collaborative Encounters in Digital Cultural Property: Tracing Temporal Relationships of Context and Locality’ with Maria Montenegro. In *Routledge Companion in Cultural Property* Jane Anderson and Haidy Geismar (eds), Routledge Press, pp 431-451.
- 2017 ‘Labeling Knowledge: The semiotics of immaterial cultural property and the production of new Indigenous publics’ with Justin Richland and Hannah McElgunn. In *Engaging Native American Publics: Linguistic Anthropology in a Collaborative Key* Paul Krotisky and Barbra Meeks (eds) Routledge Press, pp 304-337.
- 2015 ‘Intellectual Property and Indigenous Knowledge’. In *International Encyclopedia for Social and Behavioral Sciences*, James Wright (ed), (2nd Edition), Elsevier Press, pp 769-770.
- 2015 ‘Renegotiated Relationships and New Understandings: Indigenous Protocols’ with Greg Young-ing. In *Free Knowledge: Confronting the Commodification of Human Discovery* Patricia Elliot and Daryl Hepting (eds) University of Regina Press, pp 180-189.

QUALIFICATIONS INCLUDE:

- Over twenty years experience working directly with tribal governments, museums, grassroots and non-profit organizations
- Direct experience with tribal consultation initiatives, strategic planning, collaboration and mediation
- Trained in digitization practice, Mukurtu, and member of the Center for Digital Scholarship and Curation Tribal Digital Stewardship Cohort Program at Washington State University

RECENT PROFESSIONAL EXPERIENCE

Tribal Historic Preservation Officer & Repatriation Consultation Facilitator

White Earth Band of the Minnesota Chippewa Tribe, White Earth, MN (2015-present)

Responsible for Section 106 consultation ■ Conducts field reviews and initiated project to update mapping of natural and cultural resources on the Reservation ■ Locates and identifies human remains, funerary objects, sacred objects and objects of cultural patrimony ■ Leads process of documentation, consultation, repatriation, and physical transfer of materials to the White Earth Nation ■ Builds strong collaborative relationships between the Tribe, museum, State and Federal agencies ■ Responsible for care of Tribal collections / archives and protection of cultural sovereignty ■ Secures funding and fulfills all areas of grant management ■ Plans special exhibitions of collection materials.

Lead Repatriation Consultation Facilitator

Amherst College, Amherst, MA (2011-2015)

Led research, diplomacy, and mediation between Amherst College and governing officials across the United States resulting in repatriations of human remains and funerary items and brought Amherst College into compliance with NAGPRA ■ Successfully secured grant funding from the Department of the Interior when needed.

Repatriation Consultation Facilitator and Research Analyst

University of Massachusetts, Department of Anthropology, Amherst, MA (2008-2013)

Initiated, developed and successfully implemented ethical protocols regarding outreach, identification, and consultation resulting in a model now used by numerous academic institutions including Wesleyan University ■ Primarily responsible for research, identification, consultation between UMass and numerous governments and communities across the United States in compliance with NAGPRA leading to the repatriation of human remains and funerary items ■ Facilitated learning and training for undergraduate and graduate students ■ Successfully located and secured grant funding to complete consultations ■ Drafted Notices of Intent to Repatriate (NIR) and Notices of Inventory Completion (NIC) for publication in the Federal Register.

Research Analyst

University of Arizona, Udall Center for Studies in Public Policy, Tucson, AZ (2007-2010)

Conducted primary and secondary research and program assessment ■ Research areas included nation building, governance, education policy, health policy, as well as economic and community restoration efforts in the U.S. and internationally ■ Additional responsibilities included digital archiving, drafting reports, grant writing, budget management, national travel, public speaking, curriculum development, and event planning ■ Collaborated with governments, citizens, and additional organizations including the U.S. Institute for Environmental Conflict Resolution, Harvard University, First Nations Oweesta Corporation, Cummings Foundation, National Congress of American Indians, and Kellogg Foundation on multiple projects.

EDUCATION

Master of Arts: Intercultural Service, Leadership & Management*(Focus on Policy Analysis and Design)*

SIT Graduate Institute (formerly School for International Training,) Brattleboro, VT (2007)

Certificate: Working in Contemporary Native Nations

Tribal Learning Community & Educational Exchange Program

University of California, Los Angeles—School of Law (Expected Fall 2020)

Certificate: Native American Museum Studies

Joseph A. Myers Center for Research on Native American Issues

University of California, Berkeley, CA (2016)

RECENT PUBLIC SERVICE

Advisory Board Member

Native Intellectual Property Intensive Training Project, New York University

New York, NY 10012 (2020-Present)

Repatriation Review Committee Member

Smithsonian National Museum of Natural History

Washington, DC 20560 (2019-Present)

Committee Member

Peabody Institute of Archaeology, Advisory Committee and Collections Oversight Committee

Andover, MA 01810 (2019-Present)

Advisor, MuseDI

The Abbe Museum

Bar Harbor, ME 04609 (2019-Present)

Advisory Board Member

Community Intellectual Property Ambassador Advisory Board

Penobscot Nation, ME 04461 (2018-Present)

Committee Member

Minnesota Historical Society, Indian Advisory Committee

St. Paul, MN 55102 (2018-Present)

Committee Member

Working Group on International Repatriation, Association on American Indian Affairs (AAIA)

Rockville, MD 20850 (2012-Present)

National Advisory Council Member

Association of Tribal Archives, Libraries, & Museums (ATALM)

Oklahoma City, OK 73218 (2013-2016)

Committee Member

Department of Anthropology Repatriation Committee, University of Massachusetts (UMass)

Amherst, MA 01003 (2006-2013)

Trevor James Bond, Ph.D.

(b) (6)

EDUCATION:

- 2009-2017 Washington State University, Pullman
Department of History, Ph.D. in Public and Western History
- 1996-1998 University of California, Los Angeles
Department of Information Science, M.L.I.S. with a special focus in
Archives and Preservation Management. Portfolio requirement passed
with distinction
- 1992-1996 University of California, Los Angeles
Department of History. M.A. in Ancient History (1994); completed
language exams and Ph.D. coursework.
- 1988-1992 San Diego State University
B.A. with distinction in Classics (emphasis in Greek and Latin) and a
minor in Art History

WORK EXPERIENCE:

Washington State University

- 2016-Present Associate Dean for Digital Initiatives and Special Collections (tenured,
Librarian IV/Professor) reporting to Jay Starratt, Dean of Libraries.
Primary duties include supervising faculty, staff and graduate students
appointed to the Center for Digital Scholarship and Curation and
Manuscripts, Archives, and Special Collections (16 FTE), overseeing
scholarly communication efforts, digitization initiatives, CDSC activities,
and Special Collections; assisting with the administration of the WSU
Library system including communication, renovating spaces, and
development activities. Regularly represents the Dean of Libraries at
meetings with campus leadership, the WSU Foundation, and library
consortia such as the Orbis Cascade Alliance, the Greater Western Library
Alliance, and the Association of Research Libraries.
- 2021-Present Director of the Center for Arts and Humanities reporting to Todd Butler,
Dean of the College of Arts and Sciences. Primary duties include
managing the strategic direction of the center and its day-to-day
operations, programming, and research-related activities. Collaborating
with internal and external partners to advance the Center's mission
through research and public programming activities. Overseeing its budget
and other mechanisms for tracking Center activities

2014-Present Co-Director of the Center for Digital Scholarship and Curation reporting to Jay Starratt, Dean of Libraries. Primary duties include supervising faculty and staff (Scholarly Communication Librarian, Tribal Digital Archives Curriculum Coordinator, Digital Projects Manager, Education and Outreach Archivist and two Mukurtu Fellows), strategic planning, developing partnerships and programming, applying for external funds, and managing digital projects. Served as co-PI and collaborated on writing over \$2,000,000 in successful grant proposals.

RECENT RESEARCH:

Coming Home to Nez Perce Country: The Niimlipuu Campaign to Repatriate Their Exploited Heritage. Washington State University Press, 2021. (May)

“Documenting missionaries and Indians: The Archive of Myron Eells.” *Pacific Northwest Quarterly*. Summer 2016, 135-148. Recipient of the Washington State Historical Society’s 2018 Charles Gates Memorial Award for the most significant contribution to *PNQ*.

RECENT GRANT AWARDS:

Washington State Library’s Digital Heritage Program. 2021. “Digitization and community curation of the Lucullus V. McWhorter Collection: a partnership between the WSU Libraries and the Nez Perce Tribe’s Cultural Resource Program.” \$14,999. Principal Investigator. Co-Principal Investigator Gayle O’Hara.

Andrew Mellon Foundation. 2020. “The Mukurtu Shared Platform for Collaborative curation of Native American Collections in Libraries, Archives, and Museums” \$700,000. Co-Principal Investigator with Alex Merrill. Lead PI, Dr. Kim Christen.

AWARDS:

Recipient of the Washington State Historical Society’s 2018 Charles Gates Memorial Award for my research article, *Documenting Missionaries and Indians: The Archive of Myron Eells*. The award recognizes the most significant achievement among all articles published in the *Pacific Northwest Quarterly*.

RECENT PROFESSIONAL SERVICE:

Fellowship Review Board, Andrew W. Mellon Fellowship for Diversity, Inclusion and Cultural Heritage, 2020
Advisory Board member for the Andrew W. Mellon Fellowship for Diversity, Inclusion and Cultural Heritage. Rare Books School, University of Virginia, 2019-2021

Theodor Putnam Strollo Gordon, Ph.D.
Curriculum Vitae (Abbreviated)

Updated 4/19/2021

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Home Address: (b) (6)

(b) (6)

Cell Phone: (b) (6)

EDUCATION

- 2013 **Ph.D.** University of California, Riverside, Socio-Cultural Anthropology
Dissertation: *Unsettling Knowledge: Emerging Constructions of Tribal Sovereignty in Southern California*, Advisor: David Kronenfeld
- 2007 **M.A.** University of California, Riverside, Socio-Cultural Anthropology
- 2006 **B.A. Cum Laude**, Muhlenberg College, Anthropology with Honors

EMPLOYMENT

- 2015-Present **Visiting Assistant Professor**, College of St. Benedict and St. John's University
- 2013-2015 **Adjunct Assistant Professor**, College of St. Benedict and St. John's University
- 2008-2011 **Associate Instructor of Anthropology**, University of California, Riverside
- 2007-2009 **Teaching Assistant**, University of California, Riverside

TEACHING & RESEARCH INTERESTS

Cultural Anthropology, Political Anthropology, Native North America, Gender Studies, Environmental Anthropology, Applied Anthropology, Tribal Government and Gaming

RECENT GRANTS

- 2021 **McKnight Foundation** Vibrant and Equitable Communities Award
- 2020 **Emerging Scholar Grant**, Office of Experiential Learning and Community Engagement, College of Saint Benedict and Saint John's University
- 2020 **Community Engaged Learning Initiative**, Bonner Foundation
- 2020 **Public Humanities for the Common Good**, Council for Independent Colleges
- 2020 **Student Faculty Collaboration Summer Research Grant**, Office of Experiential Learning and Community Engagement, College of Saint Benedict and Saint John's University
- 2019 **Community Engaged Learning Initiative**, Bonner Foundation
- 2019 **Becoming Community Mini-Grant**, "Transforming CSBSJU for Native and Indigenous Inclusion", Mellon Foundation, College of Saint Benedict and Saint John's University
- 2019 **Emerging Scholar Grant**, Office of Experiential Learning and Community Engagement, College of Saint Benedict and Saint John's University
- 2017 **Becoming Community Mini-Grant**, "Pathways for Native Student Inclusion", Mellon Foundation, College of Saint Benedict and Saint John's University

AWARDS

- 2020 **Presidents Award**, Minnesota Campus Compact
- 2019 **Making Space Award**, Intercultural and International Student Services, College of Saint Benedict and Saint John's University
- 2006 **Lucille Cafouros Award in Anthropology**, Muhlenberg College

RECENTLY PUBLISHED OR UNDER CONTRACT

2021 "Pathways for Native Student Inclusion: A Framework for Redressing Institutional Injustices" with Claire Winters and Belen Benway (co-authors). Book chapter under contract for *Facing the Changes We Need: Inquiry-Based Approaches to Inclusion in Higher Education*. Eds. Amanda Macht Jantzer and Kyhl Lyndgaard. Landham, Maryland: Lexington Books.

2021 "Linking Sovereignty, Local Environments, and Climate Justice Through Pipeline Pedagogy", with Corrie Grosse and Brigid Mark (co-authors). Book chapter under contract for *Pipeline Pedagogy: Teaching about Energy and Environmental Justice Contestations*. Eds. Valerie Banschbach and Jessica Rich. New York City: Springer Nature, Association for Environmental Studies and Sciences Branded Book Series

2021 (In Press). "Ada Deer". Book Chapter Manuscript for *Indigenous Activism: Profiles of Native Women in Contemporary America* Eds. Clifford E. Trafzer, Donna Akers, and Amanda K. Wixon, Lexington Books.

2018 *Cahuilla Activism and the Indian Casino Movement*. Reno: University of Nevada Press

RECENT PROFESSIONAL PRESENTATIONS

- 2020 "The Cahuilla's Big Gamble: Native Nation Activism and the Tribal Casino Movement". Invited Speaker, Muhlenberg College
- 2019 "From Native American Assimilation to Revitalization: Pathways to Redressing Injustice in Higher Education". With Belen Benway (Co-author). Uniting Neighbors in the Experience of Diversity Conference. Keynote Address, Northern Michigan University
- 2019 "From Assimilation to Revitalization at CSBSJU". With Belen Benway, Claire Winters, Peggy Roske, and Sr. Philip Zimmerman (Co-authors) Peace Studies Conference, College of St. Benedict/St. John's University
- 2019 "Increasing Native and Indigenous Student Inclusion through Undergraduate Research". With Regina Therchik and Sophie Koloski (Co-authors). Society for Applied Anthropology
- 2018 "Native Nation Activism and the Tribal Casino Movement". Invited Speaker, Sycuan Institute on Tribal Gaming, San Diego State University

Patricia Kennedy, OSB, D.Min.

Retired Visiting Assistant Professor, Department of Theology
College of Saint Benedict / Saint John's University
37 College Avenue S
St. Joseph, Minnesota 56374
pkennedy@csbsju.edu

After teaching as an adjunct instructor of Theology and First-Year Symposium during the 2000 – 2001 academic year, Patricia joined the Department of Theology at the College of Saint Benedict/ Saint John's University in 2001 – 2002. She completed her Doctor of Ministry degree at United Theological Seminary of the Twin Cities. The focus of her doctoral studies is Theology and the Arts. Her dissertation, *Re-imagining a Benedictine House of God*, is an exploration of the theology undergirding the architecture, art and environment of Sacred Heart Chapel and extended sacred spaces at Saint Benedict's Monastery, St. Joseph, Minnesota. Her primary ministry is teaching undergraduate theology. Patricia served in parish and diocesan ministries as: Director of Worship, Continuing Education Instructor for the Diocese of Saint Cloud, and Director of Adult and Youth Faith Formation; and, retired from teaching at the College of Saint Benedict in May 2020.

Education

- Doctor of Ministry Program with concentration in Theology and the Arts**
United Theological Seminary
2002 -- 2010 New Brighton, Minnesota
- Continuing Education Graduate Studies Master of Divinity Equivalency required by United Theological Seminary**
Courses taken at Saint John's University / School of Theology
2002 – 2004 Collegeville, Minnesota
- Master of Arts in Liturgical Studies**
Saint John's University / School of Theology
Collegeville, Minnesota
*Both the Written and Oral Comprehensives were successfully completed (July 1993). The required papers (two) were accepted and signed.
1991 – 1993
- *Master of Arts in Theology with concentration in Scripture**
Aquinas Institute of Theology
1975 – 1977 Dubuque, Iowa (Aquinas Institute of Theology moved to St. Louis, Missouri 1981)
- Bachelor of Arts**
Major: Art
Clarke College
1971 – 1975 Dubuque, Iowa

Ministry

- 2020 -- Monastery Heritage Coordinator

Art and Heritage Place--Museum, Archives, Permanent Art Collection
Saint Benedict's Monastery

2000 -- 2020 [Visiting Assistant Professor / Department of Theology](#)
College of Saint Benedict / Saint John's University
St. Joseph, Minnesota

1997 – 1999 [Director of Parish Adult and Youth Faith Formation](#)
Immaculate Conception Parish
Rice, Minnesota

1994 – 1997 [Catholic Education Ministries, Adult Education](#)
Adjunct Instructor for Christian Worship
Diocese of Saint Cloud

1993 – 1994 [Director of Worship](#)
Sacred Heart Parish
West Des Moines, Iowa

1977 – 1992 [Religious Educator / Tennis Coach](#)
Theology Department Chairperson (1980 – 1984)
Dowling Catholic High School / Saint Joseph Educational Center
West Des Moines, Iowa

Ministry / Service

2020 – 2023 [Elected Member of the Monastic Council \(SOSB Corporate Board Member\)](#)
2014 –2017, 2008 – 2011

2017 -- [Member of the Monastery Sites and Facilities Committee](#)

2016 -- [Member of the Policy and Procedures Committee](#)

[Served on the CSB/SJU Search Committees for ...](#)
Associate Campus Minister / RCIA Coordinator
Spring 2006 Associate Campus Minister / Social Justice Coordinator

2004 --2006 [Member of Ministry Formation Advisory Group](#)
Department of Theology

[Board Member of the Spiritual Life Committee](#)
Saint John's Abbey
2002 – 2004 Collegetown, Minnesota

[Member of the Community Worship Committee](#)
1999 – 2003 Saint Benedict's Monastery

Member of the Sisters of the Order of Saint Benedict
Saint Benedict's Monastery, 104 Chapel Lane, St. Joseph, Minnesota 56374

LOTUS NORTON-WISLA

digital & community outreach archivist

(b) (6)

(b) (6)

(b) (6)

EDUCATION

MLIS | Archives and Records Administration May 2014
University of Wisconsin-Madison School of Library and Information Studies

BA | English Literature August 2012
University of Wisconsin-Madison

ARCHIVES & LIBRARY EXPERIENCE

Digital and Community Outreach Archivist October 2017–present
Tribal Digital Archives Curriculum Coordinator January 2015–October 2017
Center for Digital Scholarship and Curation Washington State University–Pullman

- Coordinate training, communication, and support for 5 years of the Tribal Digital Stewardship Cohort Program.
- Develop tailored instruction and learning resources to meet the needs of individual cohorts, teach in person and virtually. Support use of Mukurtu CMS, digitization and editing software, and other digital tools.
- Build relationships with staff from 24 Tribes/Nations over 5 years, with travel to 14 communities over 3 years.
- Develop and teach Sustainable Heritage Network workshops, create and manage content on website.
- Lead technology training and support for NSF Culturally Responsive Indigenous Science program, collaborate with Tribal educators, Native American Programs, and WSU College of Education.
- Supervise, support, and mentor graduate and undergraduate assistants in the CDSC.

Web Content Editorial Assistant September 2014–December 2014
Wisconsin Historical Society Madison, WI

- Create and edit web content to align with new website structure, apply metadata.
- Use the Wisconsin Historical Society content management system.

Dance Heritage Coalition Fellow May 2014–August 2014
Dance Heritage Coalition Washington D.C.

- Library of Congress American Folklife Center: Create a digitization plan for the Alan Lomax Choreometrics collection and resolve metadata issues, working with external partners to establish priorities.
- DC Historical Society: Process materials and update finding aid for Erika Thimey Collection.

Freedom Summer Project Assistant December 2013–May 2014
Wisconsin Historical Society Madison, WI

- Research, design, and promote the Freedom Summer traveling exhibit with the head of Library/Archives. The exhibit was designed for Milwaukee public schools, tied to civil rights collections at the Wisconsin Historical Society.
- Design a custom Tumblr website to accompany traveling exhibit.

Library Services Assistant May 2012–May 2014
Wendt Commons Engineering Library Madison, WI

- Develop and present training materials for semester staff meetings and service desk online training modules, revise reserves policies and documentation. Supervise student assistants.
- Teach and co-teach library research workshops on information literacy skills and engineering resources, provide reference over phone, email, and in-person.

Oneida Nation Student Intern January 2013–May 2014
Tribal Libraries, Archives and Museums Project Madison, WI and **Oneida Nation** Oneida, WI

- Oneida Nation Film Preservation Project: Develop relationships with the Oneida Nation Cultural Heritage Center, Archives, and Records Center, and Wisconsin Center for Film and Theater Research. Develop processing plan, create film survey, and survey 170 boxes of film.
- Oneida Nation Museum Intern: Digitize, arrange, rehouse and re-label photograph collection, inspect for preservation issues, and add metadata in PastPerfect database.

Archives Assistant May 2013–December 2013
University Archives University of Wisconsin–Madison

- Process manuscript and photograph collections, create collection guides and indexes.
- Process, describe, and transcribe oral histories, upload to digital repository and add to the University Archives website.

Digital Projects Assistant October 2012–August 2013
Wisconsin Historical Society Madison, WI

- Survey Works Progress Administration collection, digitize records, upload images and metadata to CONTENTdm.
- Search for past donors and relations for permission to digitize records/works.

TECHNICAL SKILLS

- Mukurtu Content Management System and Mukurtu Mobile
- Web publishing platforms including Omeka, Drupal, Wordpress
- Metadata standards including DACS, EAD, Dublin Core
- Digitization best practices, planning, standards
- Overhead and flatbed scanners and software
- Digital preservation standards and best practices
- File management and file naming
- Audio recording equipment
- Audio editing using Audacity
- Adobe Photoshop, Illustrator, Premiere Pro
- Adobe Spark Video and WeVideo
- Editing HTML/CSS

PUBLICATIONS & PRESENTATIONS

Publications

- **Norton-Wisla, L.**; Wynne, M. "Community-Based Digital Archiving: The Plateau Peoples' Web Portal at Washington State University." *The Complete Guide to Personal Digital Archiving*. Facet Publishing, 2018.
- **Norton-Wisla, L.** "Freedom Summer Digital Collection at the Wisconsin Historical Society," *The Primary Source*. Vol. 33, Iss. 1, Article 1. Fall 2014. Available at: <http://aquila.usm.edu/theprimarysource/vol33/iss1/1>

Presentations & Workshops

- (accepted) Bond, T.; Meyers-Lim, N.; **Norton-Wisla, L.**; O'Neal, J. "Implementing the PNAAM Through Collaboration, Research, and Mukurtu CMS." Panel. Western Archives Meeting. San Francisco, CA. April 2020.
- **Norton-Wisla, L.**; Rappaport, G. "Photograph Preservation, Selection, and Digitization Planning," Workshop. International Conference of Indigenous Archives, Libraries, and Museums. Temecula, CA. October 2019.
- George-Warren, D.; **Norton-Wisla, L.**; Sexton, A.; Wilson, A. "Writing and Managing Grants." Panel. International Conference of Indigenous Archives, Libraries, and Museums. Temecula, CA. October 2019.
- **Norton-Wisla, L.** "The Culturally Responsive Indigenous Science Project." Panel. Globalization, Diversity, and Education Conference. Spokane, WA. February 2019.
- **Norton-Wisla, L.** "The Archives Landscape and The Plateau Peoples' Web Portal." Panel. Globalization, Diversity, and Education Conference. Spokane, WA. February 2018.
- Littletree, S.; **Norton-Wisla, L.**; Pinkham, J. "Archival Education that Serves the Needs of Tribal Archivists and Communities: Three Perspectives" Panel. Society of American Archivists Conference. July 2017.
- **Norton-Wisla, L.**; Pinkham, J. "The Nez Perce Tribe and the Plateau Peoples' Web Portal" Panel. Society of American Archivists Liberated Archive Forum. July 2017.
- **Norton-Wisla, L.**; Poler, O.; Swenson, E. "The Tribal Libraries, Archives, and Museums Project: Bringing LIS Students and American Indian Communities Together to Learn through Sharing and Community" Panel. Midwest Archives Conference. April 2014.
- Presented 5 "Digitization on a Budget" Workshops 2016-present (focusing on image, audio, or video formats, co-led with Jeanine Nault, Michael Wynne, or Dr. Kim Christen).
- Presented 10 Mukurtu CMS Workshops 2015-present (co-led with Michael Wynne or Dr. Kim Christen).
- Led 5 tailored digitization planning and policy writing trainings in Indigenous communities 2015-present.

University Workshops & Guest Teaching

- Guest taught a class period for ED PSYCH 521 Indigenous Epistemologies and Methodologies course titled "Archives, Ethics, and the Plateau Peoples' Web Portal" in Fall 2019.
- Guest taught two class periods for DTC 101 Introduction to Digital Technology and Culture course titled "Archives and Digital Preservation" in Spring and Fall 2019.
- Taught a podcasting workshop series for the Nez Perce Youth Mentoring Project in Summer 2019.
- Taught Native Youth Exploring Higher Education Camp "Sharing Your Story Through Podcasting" workshops in Summer 2019 and "Preserving Culture through Podcasting" in Summer 2017.
- Taught Coeur d'Alene Tribe Youth Leadership Development Camp "Creating Podcasts" workshop in Summer 2018, "Group Videos with Adobe Spark" in Summer 2017, and "Digital Storytelling with WeVideo" in Summer 2016.
- Taught CDSC Workshops: Adobe Spark Workshop in Fall 2017 and Scanning Photographs Workshop in Spring 2019.

PROFESSIONAL ACTIVITIES & AFFILIATIONS

- Serving as Secretary of the Native American Collections Roundtable Northwest Archivists Inc., August 2019-present.
- Completed Society of American Archivists Digital Archives Specialist Certification, 2018.
- IMLS Grant Reviewer, 2017.
- Membership and participation in: Society of American Archivists, Northwest Archivists Inc., Convening Great Lakes Culture Keepers, and the Tribal College Librarians Institute.

Miranda Novak

(b) (6)
(b) (6)
mnovak@csbsju.edu

EDUCATION: **BA in Anthropology and History, June 1997**
St Cloud State University, St Cloud MN
Graduated Cum Laude with a GPA of 3.5 on a 4.0 scale

EXPERIENCE:

Affiliated Computer Services (Formerly Business Records Corporation)

Waite Park, MN
October 1997 – January 1998
Client Support Specialist
January 1998 – October 1998
Y2K Project
October 1998 – November 2000
Product Supervisor
November 2000 – April 2001
QA Analyst

College of St Benedict/St. John's University

St Joseph, MN

April 2001 – 2002

Web and Public Services Support

- Responsible for Library web-site
- Responsible for design and implementation of databases to increase patron usage of library holdings using ASP (with VBScript) and Access
- Responsible for ongoing support of Past Perfect Museum Software.
- Reference desk hours, which involves doing research in a variety of fields in order to answer student and faculty research questions.

July 2002 – October 2014

Library Technology Support Specialist

- In addition to the duties above:
- Responsible for websites: Library, CSB Archives, SJU Archives.
- Set up and maintain the campus digital image repository Vivarium (powered by CONTENTdm).
- Technical research and support for CSB College Archives, SJU College Archives, SBM Monastery Archives.
- Programmed and maintain the Library's Electronic Resources Management System.
- Provide programming and technical assistance as needed to Hill Museum and Manuscript Library.

- Campus liaison to Minnesota Digital Library.
- Set-up and maintain proxy server.
- Set-up and maintain OpenURL Resolver (SFX).
- Provide technical support to faculty/students/staff with library-related needs.
- Developed database for and maintain library subscribed database usage statistics. Provide reporting as needed.
- Programmed and maintain DVD Browser.
- Support proprietary Interlibrary Loan software Ariel.
- Set-up and maintain the library Sharepoint sites both internal and external.
- Responsible for usability testing of the library website in conjunction with the library web committee.

October 2014 – March 2018

Technology Services Manager

- Management and hiring of Technology Services team (3)
- Integration Library System (ILS) migration from Aleph to OCLC Worldshare Management Services
- Strategic planning
- Digital preservation planning for Libraries and Archives

March 2018 – Present

Assistant Director for Instructional Technology

- In addition to the duties above:
- Responsible for Instructional Technology Specialists (4) and integration of technology in the curriculum
- Responsible for Classroom and A/V Support Team (4) and maintenance of classroom technology as well as event support

SISTER MARITERESE WOIDA, OSB

104 Chapel Lane
Saint Benedict's Monastery
St. Joseph, Minnesota 56374-0220
320-363-7100

WORK EXPERIENCE

Assigned archivist for Sisters of the Order of Saint Benedict Since 2013

Assisted in Monastery Archives & Benedictine Ministries
Sister of the Order of Saint Benedict

Assistant director -Haehn Museum –Sisters of the Order of Saint Benedict

College Adjunct Faculty
College of Saint Benedict -Education Department

Elementary School Principal

Planning Facilitator - Sisters of the Order of Saint Benedict
Franciscan Sisters, Little Falls, MN

Elementary Classroom Teacher

Religious Education Coordinator

EDUCATION

Master of Arts, University of Minnesota Education-Curriculum & Instruction

Bachelor of Arts, College of Saint Benedict Elementary Education

Course work, St. Cloud State University Education/administration courses
and other institutions

VOLUNTEER AND RELATED EXPERIENCE

Served on various committees/commissions and task teams for the monastery.as well at church/diocesan/civic level



WHITE EARTH RESERVATION

CHAIRMAN Michael Fairbanks SECRETARY-TREASURER Leonard Alan Roy
DISTRICT I Raymond Auginaush, Sr. DISTRICT II Kathy Goodwin DISTRICT III Cheryl "Annie" Jackson

July 06, 2021

RE: Letter of Commitment from White Earth Tribal Historic Preservation Office

Dear Members of the Review Committee,

My name is Jaime Arsenault and I am the Tribal Historic Preservation Officer (THPO), Archives Manager, and Repatriation Representative for the White Earth Band of the Minnesota Chippewa Tribe. I am writing in support of the College of St. Benedict/St. Johns University (CSBSJU) and the Sisters of the Order of St. Benedict (SOSB) regarding our Humanities Collections and Reference Resources Program grant application through the National Endowment for the Humanities (NEH).

In the 1800's a widespread effort began throughout the United States to assimilate indigenous peoples. One of the main ways this assimilation was attempted was through the separation of children from their families, languages, and traditional cultural practices. Residential schools were created both on and off the Reservation. White Earth children were removed from their families and sent to residential schools across the United States. Among the schools were those operated by St. Benedict's and St. John's Industrial Schools where many children from White Earth attended, and some of those children did not return home. Today, the documents pertaining to these schools, the students who attended and what happened to them are held in archives within CSBSJU/SOSB, and many of these documents are unpublished. By contrast, the White Earth Archives department has very little in the way of archives pertaining to these schools. When families contact me seeking information, I often have no direct information to provide them, and this is very discouraging. The information held within the CSBSJU/SOSB archives is invaluable to the citizens of White Earth and the desire of the community members to have access to these archives continues to grow.

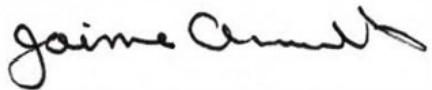
In recent years, there has been a call for the creation of a Truth and Reconciliation Commission in the United States to address the effects of boarding schools on indigenous peoples in a way similar to the Truth and Reconciliation Commission of Canada. Parts of this discussion have been centered around what does transformation or reconciliation in action look like? I am happy to report that through Dr. Theodor Gordon, this THPO office has been welcomed into conversations and a productive partnership with the goal of digital repatriation of documents and possible physical return of certain materials in the future.

Through digital repatriation we will be able to provide community access to CSBSJU/SOSB archival collections. Furthermore, this may be the first or one of the first archival collaborations between a former Indian residential school that was church-run and the Tribes who were forced to have their

children attend in the United States. The objective is for these records to be digitized and made visible for families to have closer connection and for scholars and others to use as a teaching tool and cautionary tale so that as a country we may do better for our citizens and our future generations.

I pledge my commitment and the commitment of this office to this initiative, and I am grateful for the opportunity to collaborate with CSBSJU / SOSB. Please note that the submitted budget does not reflect a stipend being awarded to myself and that is solely because of internal policies within the White Earth Band. I wish to affirm that my commitment to this important work still stands and I thank you for your consideration.

Respectfully,

A handwritten signature in black ink that reads "Jaime Arsenault". The signature is written in a cursive, flowing style.

Jaime Arsenault
Tribal Historic Preservation Officer, Archives Manager & Repatriation Representative
White Earth Band of the Minnesota Chippewa Tribe
PO Box 418
White Earth, MN 56591
Cell: (b) (6)
E-mail: (b) (6)



June 10, 2021

Dear Selection Committee,

I write to express my commitment to the proposal titled, “Building Protocols for Sharing Native American Boarding School Archival Materials” for the Foundations-level Humanities Collections and Reference Resources Grant. The White Earth Mission School materials in our archives, include student and administrative records, letters of correspondence, and interviews with staff, of great value to the people of the White Earth Nation, scholars, and the public. However, many of these materials contain information that is sensitive for both Saint Benedict’s Monastery and the White Earth Nation. The proposed project would support a partnership between the monastery, the College of Saint Benedict/Saint John’s University, and the White Earth Nation to develop ethical, legal, and technical protocols for determining which materials are digitized and who will have access to them.

Beginning in 1878, sisters from the Order of Saint Benedict served at the White Earth Reservation. As Sister Carol Berg wrote in her dissertation, “Climbing Learners’ Hill”, in the earliest decades of the White Earth Mission School, the sisters acted like cultural revolutionaries, seeing their role as “overthrowers of native cultures, hand-in-glove with the government”. But over time instructors at the school experienced a “gradual change from ignorance and toleration to an appreciation of Indian culture”. Materials in our archive tell this story and illustrate the wide range of experiences of students at the school. Dr. Theodor Gordon’s preliminary research has identified examples of lifelong bonds developed between students and teachers. Dr. Gordon has also discovered materials on some former students who opposed the school, such as American Indian Movement co-founder Clyde Bellecourt, who believed his negative experiences there justified his life of activism for treaty rights.

I believe that the people of the White Earth Nation deserve access to these materials. They shed light on the lives of their relatives who attended the school and its impacts on the White Earth Nation. The collection has never been shared with the White Earth Nation’s Tribal Historic Preservation Office, which regularly receives requests from tribal members who want access to them. Currently, the only way for one to view these materials is to visit the monastery archives by appointment. Digitally repatriating these materials to White Earth would ensure that their community has the access they deserve.

The White Earth Mission School was one of hundreds of Native American boarding schools operated by government and religious institutions to assimilate Native youth. While Canada recently concluded a six-year Truth and Reconciliation Commission on its residential schools for

Indigenous youth, the United States has never had a nationwide effort to investigate their impacts and promote public awareness of their history. Thus, it is upon institutions, like ours, to make our materials available for Native communities, scholars and the public.

The sensitive nature of these materials mandates that appropriate protocols first be developed before they can be shared. We place restrictions on our personnel records, and we understand that student records contain sensitive information (including medical and psychological evaluations). The proposed project seeks to develop ethical protocols to ensure that before any dissemination occurs, the White Earth Nation and Saint Benedict's Monastery are in complete agreement about what materials should be shared and who should have access to them. We are excited about this partnership, which also brings in expertise in intellectual property rights and digitalization.

The Monastery Archive Committee agrees to help develop effective protocols and locate relevant materials. The committee will include Sister Mariterese Woida, the Monastery Archivist, who has extensive knowledge of our collections, Sister Patricia Kennedy, Coordinator of Community Heritage and myself. Sister Carol Berg, a seasoned historian and researcher, will serve as a consultant. Representatives from the committee will attend the four stakeholder meetings with the White Earth Nation so that we can develop the protocols together.

Sincerely,

A handwritten signature in cursive script that reads "Susan Rudolph, OSB".

S. Susan Rudolph, OSB
Prioress
Saint Benedict's Monastery
St. Joseph, Minnesota 56374

COLLEGE OF
Saint Benedict  **Saint John's**
UNIVERSITY
Inspired Learning. Inspiring Lives.

June 8, 2021

Dear Proposal Review Committee Members,

The College of Saint Benedict and Saint John's University strongly supports the proposal titled "Building Protocols for Sharing Native American Boarding School Archival Materials" prepared by Dr. Theodor Gordon for submission to the Humanities Collections and Reference Resources program. We are particularly excited about this project because it is an important step toward helping the public, scholars, and the White Earth Nation understand the complex history of Native American boarding schools. Our support for this project is rooted in our desire for our institutions to work toward reconciliation with the White Earth Nation through the digital repatriation.

The proposed project will shine a spotlight on a part of American history, and our institutions' histories, that has been hidden for far too long. The White Earth Mission School materials in the Monastery Archive are unique because they reveal the details about the lives of students at school, the perspectives of their teachers and administrators, and evolution of financial support for the school from government contracts to donations from Saint Kathrine Drexel. Today only a few Native American boarding school archives are available electronically. The proposed project is especially significant because it will be the first digitized archive from a church-operated boarding school.

Because of the sensitive nature of the archival materials and the complicated history between CSBSJU, OSB, and the White Earth Nation, proper protocols must be developed before digitization. The proposed project takes the right approach by partnering with White Earth and St. Benedict's Monastery to develop these protocols over a two-year period. This way, we can ensure that appropriate ethical, cultural, legal, and technical standards are in place, and that all stakeholders agree to them, before we begin digitization. The stakeholder meetings will play a central role in further developing the relationships needed for the proposed project. A member of Academic Affairs will attend the stakeholder meetings on campus.

Dr. Theodor Gordon will lead the project. He has laid a strong foundation by developing the necessary partnership with the White Earth Nation and St. Benedict's Monastery. Because of Dr. Gordon's leadership, this partnership has received a Public Humanities for the Common Good grant from the Council for Independent Colleges to develop presentations on the White Earth Mission School and a grant from the McKnight Foundation to conduct oral history interviews with former staff and students. We are in full support of Dr. Gordon leading this effort.

Thank you for considering this application,

Sincerely,



Barbara May, Ph.D.
Academic Dean

College of St. Benedict/St. Johns University
bmay@csbsju.edu; 320-363-5401/320-363-3147



10 June 2021

Dear NEH Review Committee,

I am writing with great enthusiasm to support the College of Saint Benedict/Saint John's University and White Earth Nation's NEH proposal. I am the co-Director of the Local Contexts project (www.localcontexts.org). Local Contexts is an online platform that was developed in 2010 by myself and Kimberly Christen (Director of Mukurtu CMS and Director of the Center for Digital Scholarship and Curation at Washington State University). Local Contexts aims to demystify and make the legal and ethical regimes that affect access to and use of Native/First Nations cultural heritage collections clearer to Indigenous communities and cultural institutions. It also delivers a key digital curation tool, the TK (Traditional Knowledge) Labels, which are a strategic intervention into how these collections can be better shared through the non-legal educative mechanisms. As flexible digital and community-driven tools for adding new knowledge into the public historical record, the TK Labels also support the development of new workflows around vetting the rights and protocols for Indigenous content. Over the last two years Local Contexts has been working closely with the White Earth Nation through the Tribal Digital Stewardship Cohort Program specifically supporting the development of intellectual property strategies at a tribal level.

The disparity between the Order of St. Benedict and the White Earth Nation's archives cannot be overstated, especially with regard to boarding school materials. While the Monastery Archive houses thousands of documents and hundreds of photos, the White Earth THPO archive has zero documents and only a few photos of the school, all of which were taken two decades after the building was abandoned. For White Earth families, this means access and control of these records is extremely limited. This project will make an important contribution to changing this reality whilst also recognizing the deep sensitivity contained within these records. The project is highly attuned to these sensitivities and one of the goals of this project is to create a forum for White Earth community members to understand the full scope of the student records collection and decide who should have access to its materials.

Through this letter I confirm that Local Contexts is excited to support this grant, particularly working on the IP issues with the records themselves and developing an IP strategy for their governance according to White Earth protocols. This proposed project is part of an innovative new paradigm that seeks to practically address histories of exclusion from archives and to bring local community management systems into how these records are cared for into the future. It is a privilege to be involved in such cutting-edge work.

Sincerely

Co-Director, Local Contexts
Co-Founder, ENRICH – Equity for Indigenous Research and Innovation Co-ordinating Hub
Professor, New York University

June 22, 2021

Mary Downs
Senior Program Officer
National Endowment for the Humanities
400 7th Street, SW
Washington, DC 20506

Dear Mary,

This letter indicates my strong support for the proposal “Building Protocols for Sharing Native American Boarding School Archival Materials.” I am also writing to affirm my eagerness to serve on the advisory board for the project and to meet the project team virtually or at a conference fall of 2023. Lotus and I are excited to contribute to this proposal.

Collections related to boarding schools reflect the complex and painful legacy of attempts by the government and religious intuitions to suppress Native culture. Until recently, none of the White Earth boarding school materials have been shared with the White Earth’s Tribal Historic Preservation Office or with the broader White Earth community. This proposal will change that. The student records are of special importance for White Earth families who want access to documents pertaining to the experiences of family members. The collection includes medical records, report cards, letters, photographs and other materials that provide a window into the experiences of their ancestors at the school. There is sensitive information in these records and the White Earth Nation must be centrally involved in determining how this archive should be accessed.

As far as we are aware, these White Earth boarding school materials would be the first church-run boarding school collection to be digitized and made publically accessible. However, the work will be a slow, collaborative, and ethical process to ensure that the concerns of the White Earth communities are addressed. This project will serve as a model for other religious schools to follow. With recent news of the discovery of 215 unmarked graves of children at the Kamloops residential school in Canada, this need for this project is more urgent than ever.

This proposal aligns closely with Center for Digital Scholarship and Curation’s mission to “Promote collaborations that use technology in ethically minded and socially empowering ways through meaningful partnerships with a commitment to foster long term relationships with Native American nations locally, regionally and nationally.” We are also excited to work again with Jaime Arsenault, White Earth TIPO, and WSU Tribal Digital Stewardship Cohort alumna. As per

the CDSC's tradition of engagement with Native communities, we will not charge any consulting fees.

Please let me know if you need anything else
Sincerely,



Dr. Trevor James Bond

Dr. Trevor James Bond
Associate Dean for Digital Initiatives and Special Collections
Co-Director of the Center for Digital Scholarship and Curation
Washington State University Libraries
Pullman WA 99164
tjbond@wsu.ed

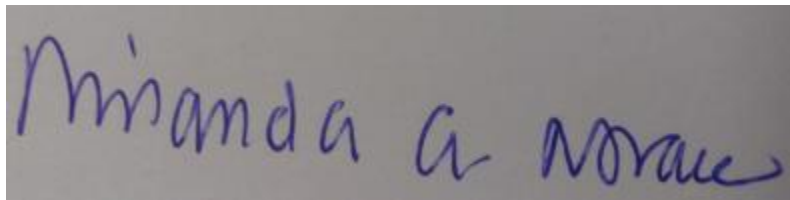
COLLEGE OF
Saint Benedict  Saint John's
UNIVERSITY

Dear Selection Committee,

I write to express my fullest commitment to the proposal titled, “Building Protocols for Sharing Native American Boarding School Archival Materials” for the Foundations-level Humanities Collections and Reference Resources Grant. The proposed project is an important step toward providing the public, scholars, and White Earth Nation community members with access to the White Earth Mission School collections at St. Benedict’s Monastery. Digitizing and disseminating these materials is an important act of digital repatriation and will raise awareness of the impacts of Native American boarding schools. The proposed project will develop protocols that ensure that this process meets the highest ethical, legal, and technical standards.

I commit to serving on the Project Advisory Committee, which will meet twice a year for two years. While on the committee, I will work to develop a digitization plan that will require an understanding of the kinds of materials to be digitized and the condition of the materials as well as the goals of the project. The final digitization plan will incorporate all appropriate technology and equipment requirements, technical specifications, metadata standards, file naming conventions, access considerations, quality control, and long-term preservation of the collection, as well as project workflow and documentation standards.

Sincerely,



Miranda A. Novak,
Assistant Director of Instructional Technology,
CSB/SJU Libraries

UNIVERSITY OF MINNESOTA

Twin Cities Campus

Department of American Indian Studies

*19 Scott Hall
72 Pleasant Street S.E.
Minneapolis, MN 55455
Phone: 612-624-1338
Fax: 612-626-7904
E-mail: aminstud@umn.edu
Website: www.amin.umn.edu*

June 28, 2021

Review Committee
Humanities Collections & Reference Resources Foundations Grant
National Endowment for the Humanities

Re: Letter of Support for College of St. Benedict/St. John's University grant application

Dear Members of the Review Committee,

I am writing with great urgency in support of the College of St. Benedict/St. John's University (CSBSJU) and the Order of St. Benedict (OSB) regarding their Humanities Collections and Reference Resources Program grant application through the National Endowment for the Humanities.

The purpose of this grant is to provide members and leaders of the White Earth Band of the Chippewa Tribe of Minnesota with meaningful access to crucial information on a wrenching force in their history: the operation of residential schools (also known as "boarding schools") and their effect on American Indian children and youth. The American boarding school system was built in the course of the last third of the nineteenth century, and operated into the 1970s. The purposes of the schools were chilling: to remove American Indian children from their homes and communities, to force them into closed and isolated environments, all for the purpose of taking from them the knowledge of their people, their language, and their culture. It was a devastating program which did incalculable damage to individuals, families, and communities. Those individuals, families, and tribal nations are still trying to understand and counteract the damage that boarding schools inflicted upon them. It is a historical process of reckoning that is one with the efforts of Indigenous people in Canada to understand and heal from the damage of Canadian residential schools.

Counteracting this damage depends on understanding what happened, and that understanding depends on research that is hard to obtain because it is locked away in archives. It is difficult for Native individuals and tribal nations to get the crucial information: which individuals were kept in which schools, in what years, and under what circumstances. It is difficult to discover just which children lived in the schools, and also which children died in them from abuse and neglect.

The White Earth Band needs to access this information, and CSBSJU/OSB wants to provide this access. CSBSJU/OSB merely needs financial support to help them fulfill what is a very solemn duty. I urge you to support this grant so that they can digitize these essential records and provide access to White Earth.

Yours very sincerely,



David A. Chang
Distinguished McKnight University Professor
Department of History and Department of American Indian Studies

June 8, 2021

RE: Recommendation for "Building Protocols for Sharing Native American Boarding School Archival Materials," to NEH by Professor Theodor Gordon

Dear Colleagues:

I write in support of Professor Theodor Gordon of the College of St. Benedict/St. John's College in Minnesota, a school that holds numerous documents from the famous White Earth Mission School that trained thousands of Native American children over the course of many years. The church-run school touched the lives of many children, but the significance of the school is not well known to scholars and the general public interested in American Indian boarding schools.

I am most impressed with this proposal because of its promise for the principal investigator and college to continue consulting with the leadership of the White Earth Indian Reservation and many tribal elders, former students at the mission school. With this proposed advance support, tribal elders may choose to share their stories about their relationship with the school. Thus, in addition to working through documents, this project will be truly community based, consulting directly with Indian people. The project will result in new knowledge about the tribe's historical connection to a school devoted to assimilating and Christianizing children.

For any project to be successful in this kind of endeavor, principal investigators must take their time to earn the trust and respect of tribal people. And tribal people must have confidence that the investigators will appreciate, understand, and use their knowledge as the tribal people present their interpretation of the mission school the opportunity to help design the research and implementation plan, if the project is to go forward. The proposal promises to be fruitful because of its approach of going slowly and respecting the voice of White Earth Anishinaabe. Theodor Gordon and his colleagues have wisely designed a project that will work and be of mutual benefit to scholars and Native Americans. I am not surprised at this intelligent approach, because Dr. Gordon received his training at the University of California, Riverside, where he learned to work with Indian communities and engage tribal people from the start of any project, designing projects inclusive the voices of Indigenous people.

Gordon will make a superior project director as he has previously worked successfully with Native American communities for many years. While researching his dissertation and his book, *Cahuilla Nation Activism and the Tribal Casino Movement*, he worked closely with tribal people and included multiple voices in his work. Ted's training and methodology is found throughout the proposal, which is clear, concise, and doable. Just as important, this is a unique project, the first to my knowledge about an American Indian boarding school run by the Catholic Church, which received funding, in part, from the United States government. Catholic boarding schools existed on and off reservations. We know a good deal now about Carlisle Indian Industrial School, Sherman Institute, and other secular boarding schools, but we have very little information on government institution run by the Catholic Church.

I grew up (b) (6) where the Catholic Church ran the on-reservation boarding school and where some of my friends attended as children.

Some of the buildings from the old school remain on the reservation today, and tribal elders have shared their stories with me. My own research has focused primarily on Sherman Institute, which is located in Riverside, California, where I teach. Since 1991, I have researched elements of the school and published three books with Sherman Museum Curator Lorene Sisquoc. In addition, I have mentored three students who have written books on the history of Sherman Institute. Although I know a good deal about federal off-reservation boarding schools, I know far less about the Catholic boarding schools. In fact, scholars generally know little about the Catholic Indian boarding schools as the topic has not been well researched in the United States. Gordon's proposal is a step in the right direction to correct this gap in boarding school literature.

Government policies took Indian children away from their homes and communities to boarding schools. Government policies separated Indian children from their parents, grandparents, aunts, and uncles, which often ended the passage of knowledge from tribal elders to children. Some Indigenous knowledge is gone forever because of the Indian boarding school system. Ted Gordon proposes a sensible project that will begin the process of creating a community-based project of value that will preserve knowledge for both Native Americans and scholars. In the words of Southern Paiute elder Vivienne Jake, this project with help "put the world back together" by from the start, including Native Americans. Together the principals will work on knowledge recovery and preservation. This is an important project that will result in a rich and productive relationship that will grow in positive ways and contribute to tribal healing.

An award from the NEH to the "Building Protocols for Sharing Native American Boarding School Archival Materials," project is very important to Indians and non-Indians alike. As a Native person and professional historian, the project is very important to me. The award would result in bringing together a gathering of good minds working in a good way to understand the significance of the White Earth Mission School historically and in contemporary society. The consequences of the school to people today cannot be overstated, and a project of mutual understanding and respect will benefit all participants and, eventually, future generations. I fully support this grant and project. I urge my colleagues at NEH to fund this proposal to begin a journey that will unlock the hidden treasures, voices, and stories of the White Earth Mission School.

Sincerely,



Clifford E. Trafzer, Distinguished Professor of History
Rupert Costo Chair in American Indian Affairs
University of California, Riverside

8. Additional supporting documentation

Table of Contents

Page from finding aid for Record Group 24 Indian Missions	1
Sample material: Photograph of White Earth school building	2
Sample material: Photograph of men in front of White Earth school	3
Job description: White Earth project assistant	4-5
Contract for Project Director, Dr. Theodor Gordon, 2021-2024	6

LEVER / ENVELOPE

PHOTOS

Box No.	Container No.	Contents		
8	24-1D-3	f.11	Quarterly Reports to Office of Indian Affairs	1938-1941
		f.12	Quarterly Reports to Office of Indian Affairs	1942-45 June
	24-1D-4	f.1	Quarterly Reports to BCIM	Sept. 1947-Dec. 1950
		f.2	Quarterly Reports to BCIM	1951-1952
f.3		Quarterly Reports to BCIM	1953-1956	
f.4		Quarterly Reports to BCIM	1964-69 June	

Box No.	Container No.	Contents
9	R 24-1D-5	Students' Records
		f. # Ahgenaush (See Bush)
		f.1 10 Aitken
		f.2 1 Almburg
		f.3 10 Anderson
		f.4 2 Antell
		f.5 6 Anywaush
		f.6 2 Arton
		f.7 13 Aspinwall
		f.8 5 Azure
		f.9 1 Badboy
		f.10 5 Baker
		f.11 2 Barker
		f.12 2 Barston <i>handwriting on file - maybe "Barstone" - accidental mislabeling</i>
		f.13 3 Beason
		f.14 29 Beaulieu
		f.15 16 Beaupre
		f.16 8 Bedauskey
		f.17 1 Bedeau
		f.18 3 Belland
		f.19 25 Bellanger
		f.20 9 Bellanger, Edward Roger <i>-? something in the bottom</i>
		f.21 27 Bellcourt/Bellecourt
		f.22 4 Benjamin
		f.23 3 Berry
		f.24 4 Bertek
		f.25 3 Beson
		f.26 18 Bevins
		f.27 24? Bevins, Avis
		f.28 12 Bevins, Gary
		f.29 11 Bevins, James
		f.30 13 Bevins, Jeanine
		f.31 16 Bigbear
		f.32 14 Blair
f.33 8 Blue		
f.34 3 Bohmer		

↑ FOLDER
 ↑ # OF PAGES (approx.)
 ↑ NAME OF STUDENT(s)

COLLEGE OF SAINT BENEDICT/SAINT JOHN'S UNIVERSITY LIBRARIES

[Browse Exhibits](#)

NEW SCHOOL (BUILT BY KATHERINE DREXEL) AT ST. BENEDICT'S MISSION, WHITE EARTH, MN

Dublin Core

Title

New school (built by Katherine Drexel) at St. Benedict's Mission, White Earth, MN

Description

During the summer of 1890, the bricks for this four-story building were made near the mission and in the winter months, the lumber and other materials were gathered. Two years later, February 10, 1892, the school was opened for 100 children with the expectation that government funds were available to educate and cloth them. By 1895, the enrollment had grown to 150; the number of teachers and helpers grew to eighteen over the years.

Source

Saint Benedict's Monastery Archives

Date

1890

Rights

No copyright in the United States.

Files



Tags

[White Earth](#)

Citation

"New school (built by Katherine Drexel) at St. Benedict's Mission, White Earth, MN," *College of Saint Benedict/Saint John's University Libraries*, accessed July 13, 2020, <https://csbjulib.omeka.net/items/show/896>.

[Browse Exhibits](#)

WHITE EARTH SCHOOL AND CHURCH

Dublin Core

Title

White Earth School and Church

Description

Photo of three men seated in front of White Earth school and church. The early log school building is visible on the right,

Source

Saint Benedict's Monastery Archives

Date

1880?

Rights

No copyright in the United States.

Files



Tags

[White Earth](#)

Citation

"White Earth School and Church," *College of Saint Benedict/Saint John's University Libraries*, accessed July 13, 2020, <https://csbejilib.omeka.net/items/show/926>.

[← Previous Item](#)

[Next Item →](#)



Position Title:

Project Assistant (White Earth)

Position Summary:

This is a two-year, grant-funded position with the College of St. Benedict and St. John's University (CSBSJU/OSB) through funding provided by the National Endowment for the Humanities (NEH). This position will report directly to the White Earth Tribal Historic Preservation Officer (THPO). The individual in this position will help plan community meetings on the White Earth Reservation with regard to residential school history. The individual in this position will help identify and reach out to a range of stakeholders. This position will also include historical research, digitization planning, and initial gathering of oral histories with regard to the experiences of White Earth community members with residential schools.

Knowledge, Skills & Abilities:

- Knowledge of the demographics, and geography of the White Earth Reservation and ability to identify key stakeholders.
- Knowledge of historical events, residential school history, culture, language and traditions of the White Earth Reservation and surrounding geographic area.
- Highly dependable with the ability to work independently, cooperatively and with diverse groups in a meaningful way to achieve goals
- Ability to remain respectful and discrete. Ethical and highly aware of the sensitives and care needed with regard to intellectual property, and/or protection of identifying information as well as protection of traditional knowledge.
- Passion for history, cultural traditions, and working with the White Earth community in documentation efforts
- Experienced, or willingness to learn, the logistics of organizing and documenting community meetings
- Willingness and ability to build and maintain relationships
- Willingness and ability to remain consistently respectful and calm even when hearing emotionally triggering stories or reading uncomfortable historical accounts.
- Ability to multi-task

Position Qualifications:

- Direct knowledge of the White Earth Band of the Minnesota Chippewa Tribe.
- Demonstrated ability to communicate well and listen effectively to those in various community and government positions with differing opinions and find solutions
- Ability to perform quality work under pressure and maintain confidentiality
- Demonstrated ability to find creative solutions to both small and large problems
- Strong computer skills and willingness to learn digitization programs including Mukurtu CMS.
- Responsible budget management experience
- Valid MN driver's license
- Must be able to pass a criminal background check and pass drug screening

Physical and Environmental Demands:

- Frequent standing or lifting
- Ability to tolerate exposure to inclement weather conditions (including extreme cold and heat)
- Ability to communicate well and listen effectively to those in various community and government positions and with differing opinions
- Ability to access the internet on a consistent basis and ability to participate in virtual meetings when needed
- Frequent use of hands and fingers for computer, phone, writing and handling fragile items and/or documents
- Ability to travel for community meetings or homes

COLLEGE OF
Saint Benedict  Saint John's
UNIVERSITY

June 3, 2021

Ted Gordon
Integrations Curriculum
Richarda
College of Saint Benedict

Dear Ted,

I would like to confirm our agreement that you have been offered a three-year position teaching in the Integrations Curriculum. Your contract will be issued annually for the academic years of 2021-2022, 2022-2023, 2023-2034. This letter serves as our formal employment offer.

Thank you for your continued service to the College of Saint Benedict and Saint John's University.

Sincerely,



Pamela Bacon
Dean of the Faculty
College of Saint Benedict/Saint John's University

cc: Barb May, Academic Dean
Carol Abell, Director of Human Resources
Shane Miller, Director of Integrations Curriculum



DEPARTMENT OF HEALTH & HUMAN SERVICES

Program Support Center
Financial Management Portfolio
Cost Allocation Services

1301 Young Street, Room 732
Dallas, TX 75202
PHONE: (214) 767-3261
FAX: (214) 767-3264
EMAIL: CAS-Dallas@psc.hhs.gov

July 25, 2018

Ms. Sue Palmer
VP for Finance & Administration
College of Saint Benedict
37 S. College Ave.
St. Joseph, MN 56374

Dear Ms. Palmer:

A copy of an Indirect Cost Rate Agreement is being emailed to you for signature. This Agreement reflects an understanding reached between your organization and a member of my staff concerning the rate(s) that may be used to support your claim for indirect costs on grants and contracts with the Federal Government.

Please have the original signed by an authorized representative of your organization and email it to me, retaining a copy for your files. We will reproduce and distribute the Agreement to the appropriate awarding organizations of the Federal Government for their use.

An indirect cost proposal, together with the supporting information, is required to substantiate your claim for indirect costs under grants and contracts awarded by the Federal Government. Thus, your next proposal based on actual costs for the fiscal year ending 6/30/21, should be submitted to our office by 12/31/21.

Sincerely,

Arif M. Karim

S

Arif Karim
Director
Cost Allocation Services

Digitally signed by Arif M. Karim -S
DN: c=US, o=U.S. Government, ou=HHS,
ou=PSC, ou=People, cn=Arif M. Karim-S,
0.9.2342.19200300.100.1.1=2000212895
Date: 2018.07.25 16:51:33 -0500

Enclosure

PLEASE SIGN AND EMAIL A COPY OF THE RATE AGREEMENT

COLLEGES AND UNIVERSITIES RATE AGREEMENT

EIN: 1410969244A1

DATE:07/25/2018

ORGANIZATION:

FILING REF.: The preceding agreement was dated 06/09/2014

College of Saint Benedict
37 South College Avenue
St Joseph, MN 56374

The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

SECTION I: Facilities And Administrative Cost Rates

RATE TYPES: FIXED FINAL PROV. (PROVISIONAL) PRED. (PREDETERMINED)

EFFECTIVE PERIOD

<u>TYPE</u>	<u>FROM</u>	<u>TO</u>	<u>RATE(%)</u>	<u>LOCATION</u>	<u>APPLICABLE TO</u>
PRED.	07/01/2018	06/30/2022	32.74	On Campus	All Programs
PRED.	07/01/2018	06/30/2022	11.69	Off Campus	All Programs
PROV.	07/01/2022	Until Amended			

*BASE

Modified total direct costs, consisting of all direct salaries and wages, applicable fringe benefits, materials and supplies, services, travel and up to the first \$25,000 of each subaward (regardless of the period of performance of the subawards under the award). Modified total direct costs shall exclude equipment, capital expenditures, charges for patient care, rental costs, tuition remission, scholarships and fellowships, participant support costs and the portion of each subaward in excess of \$25,000. Other items may only be excluded when necessary to avoid a serious inequity in the distribution of indirect costs, and with the approval of the cognizant agency for indirect costs.

ORGANIZATION: College of Saint Benedict

AGREEMENT DATE: 7/25/2018

SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are specifically identified to each employee and are charged individually as direct costs. The directly claimed fringe benefits are listed below.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

OFF-CAMPUS DEFINITION: For all activities performed in facilities not owned by the institution and to which rent is directly allocated to the project(s) the off-campus rate will apply. Grants or contracts will not be subject to more than one F&A cost rate. If more than 50% of a project is performed off-campus, the off-campus rate will apply to the entire project.

Equipment Definition -

Equipment means article of nonexpendable, tangible personal property having a useful life of more than 1 year and an acquisition cost of \$5,000 or more per unit.

Fringe Benefits -

FICA
Retirement
Long Term Disability Insurance
Worker's Compensation
Unemployment Insurance
Health Insurance
Dental Insurance
Life Insurance

Your next proposal based on actual costs for the fiscal year ending 06/30/21 is due in our office by 12/31/21.

ORGANIZATION: College of Saint Benedict

AGREEMENT DATE: 7/25/2018

SECTION III: GENERAL

A. LIMITATIONS:

The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES:

This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES:

If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES:

The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

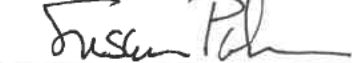
E. OTHER:

If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

College of Saint Benedict

(INSTITUTION)



(SIGNATURE)

Susan Palmer

(NAME)

VP for Finance & Admin

(TITLE)

7-31-18

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

Arif M. Karim -S

Digitally signed by Arif M. Karim -S
DN: c=US, o=U.S. Government, ou=HHS, ou=PSC,
ou=People, cn=Arif M. Karim -S,
0.9.2342.1.9200300.100.1.1=2000212895
Date: 2018.07.25 16:49:58 -05'00'

(SIGNATURE)

Arif Karim

(NAME)

Director, Cost Allocation Services

(TITLE)

7/25/2018

(DATE) 2308

HHS REPRESENTATIVE:

Uyen Tran

Telephone:

(214) 767-3261

RESEARCH & RELATED BUDGET - Budget Period 1

OMB Number: 4040-0001
Expiration Date: 12/31/2022

ORGANIZATIONAL DUNS:

Enter name of Organization:

Budget Type: Project Subaward/Consortium

Budget Period: 1 **Start Date:** **End Date:**

A. Senior/Key Person

Prefix	First	Middle	Last	Suffix	Base Salary (\$)	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)
						Cal.	Acad.	Sum.			
Dr.	Theodor		Gordon		(b) (6)	0.00	2.00		(b) (6)	(b) (6)	(b) (6)
Project Role: <input type="text" value="PD/PI"/>											

Additional Senior Key Persons: **Total Funds requested for all Senior Key Persons in the attached file**

Total Senior/Key Person

B. Other Personnel

Number of Personnel	Project Role	Months			Requested Salary (\$)	Fringe Benefits (\$)	Funds Requested (\$)	
		Cal.	Acad.	Sum.				
<input type="text"/>	Post Doctoral Associates	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
<input type="text"/>	Graduate Students	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
2	Undergraduate Students		21.00	0.00	4,950.00	0.00	4,950.00	
<input type="text"/>	Secretarial/Clerical	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
1	<input type="text" value="Miranda Novak, Assistant Director of Instructional Technology and Advisory Committee Member"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	0.00	0.00	0.00	
3	Total Number Other Personnel					Total Other Personnel	4,950.00	
							Total Salary, Wages and Fringe Benefits (A+B)	<input type="text" value="(b) (6)"/>

C. Equipment Description

List items and dollar amount for each item exceeding \$5,000

Equipment item	Funds Requested (\$)
<input type="text"/>	<input type="text"/>

Additional Equipment:

Total funds requested for all equipment listed in the attached file

Total Equipment

D. Travel**Funds Requested (\$)**

1. Domestic Travel Costs (Incl. Canada, Mexico and U.S. Possessions)	1,721.00
2. Foreign Travel Costs	
Total Travel Cost	1,721.00

E. Participant/Trainee Support Costs**Funds Requested (\$)**

1. Tuition/Fees/Health Insurance	
2. Stipends	
3. Travel	
4. Subsistence	
5. Other <input type="text"/>	
<input type="text"/> Number of Participants/Trainees	Total Participant/Trainee Support Costs

F. Other Direct Costs

		Funds Requested (\$)
1.	Materials and Supplies	0.00
2.	Publication Costs	0.00
3.	Consultant Services	27,893.00
4.	ADP/Computer Services	
5.	Subawards/Consortium/Contractual Costs	
6.	Equipment or Facility Rental/User Fees	
7.	Alterations and Renovations	
8.	Traditional gifts	1,000.00
9.	Refreshments	4,100.00
10.		
Total Other Direct Costs		32,993.00

G. Direct Costs

		Funds Requested (\$)
Total Direct Costs (A thru F)		45,494.00

H. Indirect Costs

Indirect Cost Type	Indirect Cost Rate (%)	Indirect Cost Base (\$)	Funds Requested (\$)
Predetermined	32.74	44,234.00	14,482.00
Total Indirect Costs			14,482.00

Cognizant Federal Agency

(Agency Name, POC Name, and POC Phone Number)

Department of Health and Human Services, Arif Kaufman, (214) 767-3264

I. Total Direct and Indirect Costs

		Funds Requested (\$)
Total Direct and Indirect Institutional Costs (G + H)		59,976.00

J. Fee

Funds Requested (\$)

K. Total Costs and Fee

		Funds Requested (\$)
Total Costs and Fee (I + J)		59,976.00

L. Budget Justification

(Only attach one file.)

1234-justification.pdf

Add Attachment

Delete Attachment

View Attachment

RESEARCH & RELATED BUDGET - Cumulative Budget

		Totals (\$)
Section A, Senior/Key Person		(b) (6)
Section B, Other Personnel		4,950.00
Total Number Other Personnel	3	
Total Salary, Wages and Fringe Benefits (A+B)		(b) (6)
Section C, Equipment		
Section D, Travel		1,721.00
1. Domestic	1,721.00	
2. Foreign		
Section E, Participant/Trainee Support Costs		
1. Tuition/Fees/Health Insurance		
2. Stipends		
3. Travel		
4. Subsistence		
5. Other		
6. Number of Participants/Trainees		
Section F, Other Direct Costs		32,993.00
1. Materials and Supplies	0.00	
2. Publication Costs	0.00	
3. Consultant Services	27,893.00	
4. ADP/Computer Services		
5. Subawards/Consortium/Contractual Costs		
6. Equipment or Facility Rental/User Fees		
7. Alterations and Renovations		
8. Other 1	1,000.00	
9. Other 2	4,100.00	
10. Other 3		
Section G, Direct Costs (A thru F)		45,494.00
Section H, Indirect Costs		14,482.00
Section I, Total Direct and Indirect Costs (G + H)		59,976.00
Section J, Fee		
Section K, Total Costs and Fee (I + J)		59,976.00

Budget Justification

Section A. Senior/Key Personnel

Dr. Theodor Gordon will serve as project director and oversee the execution of all project activities and reporting. He will assess materials in the collection and develop the project's intellectual property strategy, digitization plan, protocols for access, and Memorandum of Understanding in collaboration with other project team members and the Advisory Committee. Gordon's base salary is (b) (6). He will contribute 2 months distributed consistently over the calendar year to complete project activities and will be compensated the equivalent of 1/12 overload course per year (b) (6) in alignment with CSB/SJU institutional practices. A summer fringe rate of (b) (6) total applies.

Table 1
Total Senior/Key Personnel
(b) (6)

Section B. Other Personnel

An undergraduate student research assistant will work 5 hours/week for 30 weeks in Y1 to locate materials related to the White Earth Mission School in the Monastery's archival collections and compile a master index. They will be compensated \$11/hour for a total of \$1,650. No fringe benefits are required for work that takes place during the academic year.

An undergraduate student digitization assistant will work 5 hours/week for 30 weeks in Y1 and Y2 to assist with the research and development of the digitization plan and intellectual property strategy. The student will also attend Advisory Committee meetings and on campus stakeholder meetings. They will be compensated \$11/hour for a total of \$3,300. No fringe benefits are required for work that takes place during the academic year.

Miranda Novak, Assistant Director of Instructional Technology at CSBSJU Libraries, will serve on the Advisory Committee and advise the project team in matters of digital preservation and storage. Novak will contribute the time required to complete the project activities.

Table 2
Total Other Personnel Costs
\$4,950

Section C. Equipment Description

N/A

Section D. Travel

Gordon, Woida, and Kennedy will travel from CSBSJU/SOSB to White Earth in July 2022 for the preliminary White Earth community meeting and again in Spring 2023 for the stakeholder meeting. They will then travel to White Earth in Spring 2024 for the final stakeholder meeting. Roundtrip mileage between White Earth and St. Joseph, MN is 348 miles. The institutional mileage rate is \$.545/mile, which totals \$190/trip. Total mileage costs for three trips is \$569.

Gordon and 3 additional CSBSJU/SOSB stakeholders will travel to White Earth for stakeholder meetings in Spring 2023 and Spring 2024. The CSBSJU/SOSB stakeholders will stay overnight at accommodations at White Earth (\$100/person for 4 people, \$400). Meals include 1 \$12 breakfast and 2 \$16 lunch/person for a total meal cost for the group \$176. The project is providing dinner at the stakeholder meeting. Total travel expenses for the stakeholder meetings are \$1,152

Table 3
Total Travel
\$1,721

Section E. Participant/Trainee Support Costs

N/A

Section F. Other Direct Costs

3. Consultant Services

Jaime Arsenault will serve on the project team and will direct community outreach efforts at White Earth, oversee the work of the WEN project assistants, and develop protocols for access in collaboration with the Community Advisors Committee. She will also work with project team members and the Advisory Committee to develop an intellectual property strategy, digitization plan, and MoU. Arsenault will support the project in her capacity of WEN's Tribal Historic Preservation Officer and contribute the time needed. White Earth policy prohibits tribal employees from receiving additional compensation beyond their base salary for efforts related to their positions, so Arsenault will not receive direct compensation from grant funds.

Arsenault will travel from White Earth to CSBSJU/SOSB in Fall 2022 for Dr. Anderson's visit and the first stakeholder meeting. In year two, she will travel to CSBSJU/SOSB once in Summer 2023 to view the collection and meet with Woida, Kennedy, and Gordon and once in Fall 2023 for the third stakeholder meeting. Roundtrip mileage between White Earth and St. Joseph, MN is 348 miles at \$.545/mile or \$190/trip. Arsenault will also travel around the geographically large White Earth reservation to attend community meetings and meet with the WEN Community Advisors and other stakeholders. Local travel will be 1,100 miles per year. Mileage costs for Arsenault's total \$1,768.

For the stakeholder meetings in Fall 2022 and Fall 2023, Arsenault will stay one night at the SJU Abbey Guesthouse, \$70/night. Breakfast costs are included, and the project is providing dinner for the stakeholder meeting. Other meals include 2 \$16 lunches. Lodging and meal costs are \$102/trip for a total of \$204.

Total estimated costs: \$1,972

Three WEN project assistants, one from each of White Earth's three districts, will assist in organizing, convening, and documenting community meetings with tribal members, meeting with stakeholders, and supporting WEN Community Advisors in developing protocols for access. The assistants will each devote 20 days of effort to project and be compensated \$200/day for a total of \$2,000 in Y1 and \$2,000 in Y2. Total compensation for all three assistants is \$12,000.

The project assistants will travel from White Earth to CSBSJU/SOSB in Fall 2022 the first stakeholder meeting and once in Fall 2023 for the third stakeholder meeting. Roundtrip mileage between White Earth and St. Joseph, MN is 348 miles at \$.545/mile or \$190/trip. The project assistants will also travel around White Earth reservation to attend community meetings and meet with the WEN Community Advisors and other stakeholders. Local travel will be 500 miles per year for all three assistants. Mileage costs for the WEN project assistants total \$924.

For the stakeholder meetings in Fall 2022 and Fall 2023, the project assistants will stay one night at the SJU Abbey Guesthouse, \$70/night. Breakfast costs are included, and the project is providing dinner for the stakeholder meeting. Other meals include 2 \$16 lunches. Lodging and meal costs are total \$612.

Total estimated costs: \$13,536

Six White Earth members will serve as WEN Community Advisors. They will develop access protocols for archival materials, as well as offer their knowledge, guidance, and feedback throughout the project. Five members will receive an honorarium of \$750/person. The sixth WEN Community Advisor is a tribal employee and is not eligible to receive additional compensation outside of their base salary. Honoraria for Community Advisors total \$3750

Total estimated cost: \$3,750

Four White Earth stakeholders will travel to CSBSJU/SOSB with Arsenault and the project assistant for stakeholder meetings in Fall 2022 and Fall 2023. One WEN stakeholder will drive participants from White Earth to St. Joseph, MN. (This is in addition to Arsenault and one project assistant. See above.) Roundtrip mileage between White Earth and St. Joseph, MN is 348 at \$.545/mile and totals \$190. The White Earth members will stay overnight at the SJU Abbey Guesthouse (\$70/person for 4 people totals \$280). Breakfast costs are included, and the project is providing dinner at the stakeholder meeting. Other meals include 2 lunches/person at \$16/lunch for a total of \$128. Expenses for White Earth members to attend the stakeholder meetings total of \$1,196 throughout the project.

Total estimated costs: \$1,196

S. Mariterese Woida, supported by S. Pat Kennedy, will serve as a member of the project team and will assist in assessing the collection, lead conversations within the Monastery regarding sharing the collection, build relationships with White Earth stakeholders, and develop the digitization, IP strategy, and MoU with other project team members. Woida will devote 30 days of effort to the project and be compensated \$100/day for a total of \$3,000. Woida's efforts overlap with her responsibilities as the Monastery Archivist, and she will be compensated at a lower rate than White Earth project assistants.

Woida and Kennedy will travel to White Earth for stakeholder meetings in Spring 2023 and Spring 2024. They will stay overnight at accommodations at White Earth (\$100/person; \$200). Meals include 1 \$12 breakfast and 2 \$16 lunch/person. The project is providing dinner at the stakeholder meeting. Meal and lodging costs for Woida and Kennedy total \$576.

Total estimated cost: \$3,576

Dr. Jane Anderson will serve on the Advisory Committee and assess intellectual property, cultural heritage, and access considerations. She will assist the project team in developing an intellectual property strategy and a draft Memorandum of Understanding. She will contribute 5 days of effort over the course of the project and will be compensated \$3,000.

Anderson will travel to CSBSJU/SOSB in Fall 2022 to assess the collection and meet with stakeholders. The roundtrip flight from NYC to MSP will cost \$500; roundtrip shuttle transportation from the airport to CSB is \$150; 2 nights at the SJU Abbey Guesthouse (\$70/night); meals will total \$73 (breakfasts are included, 3 lunches at \$16, and 1 dinner at \$25 and 1 dinner included in the meeting refreshment costs). The travel costs for Anderson's visit total \$863.

Total estimated costs: \$3,863

Table 4
Consultant Services Subtotal
\$27,893

8. Traditional Gifts.

The project will provide traditional gifts, such as teas, for White Earth community members' contributions of time and knowledge in community meetings. Arsenault and the WEN project assistants will be responsible for distributing gifts (approximately \$20/gift) to White Earth members. Traditional gifts will total of \$1,000.

Table 5
Traditional Gifts Subtotal
\$1,000

9. Refreshments.

Each of the four total stakeholder meetings at CSBSJU/SOSB and White Earth will include an informal dinner with additional community members for the purpose of building relationships. Dinner for 25 participants at \$25/meal totals \$625 per dinner and for four meetings total of \$2,500. Refreshments will also be provided at the White Earth community meetings to discuss the project and develop protocols for accessing the materials. Refreshments for eight meetings at \$200/meeting totals of \$1,600. Refreshment costs for the project will total \$4,100.

Table 6
Refreshments Subtotal
\$4,100

Section G. Total Direct Costs

Total direct costs requested from the NEH Humanities Collections and Reference Resources program total \$45,494.

Table 7
Total Direct Costs
\$45,494

Section H. Indirect Costs

The College of St. Benedict has a negotiated indirect cost rate with the Department of Health and Human Services of 32.74% for on-campus activities. CSB requests the full 32.74% indirect cost rate on the MTDC base of \$44,234, which excludes all lodging costs at the SJU Abbey Guesthouse. Indirect costs total \$14,482.

Table 8
Total Indirect Costs
\$14,482

Section I. Total Direct and Indirect Costs

CSB's total request from the NEH Humanities Collections and Reference Resources program includes \$45,494 in direct costs and \$14,482 in indirect costs for a total of \$59,976.

Table 9
Total Direct and Indirect Costs
\$59,976