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RESOURCE COLLECTION



**TRAINING CENTER for Community Programs**

in coordination with the Office of Community Programs,  
Center for Urban and Regional Affairs

PROPOSAL FOR A RESERVATION-URBAN  
AMERICAN INDIAN AFFAIRS CENTER  
AT THE  
UNIVERSITY OF MINNESOTA  
MINNEAPOLIS

**University of Minnesota**

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UNIVERSITY OF MINNESOTA, MINNEAPOLIS

drafted by

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For review by members of the Indian Affairs Center Subcommittee of  
the Ad Hoc Committee on American Indian Studies, University of Minnesota

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William Craig, General College, University of Minnesota  
Edward Defoe, Community-University Health Care Center  
Arthur Harkins, Center for Urban and Regional Affairs  
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PROPOSAL FOR A RESERVATION-URBAN AMERICAN INDIAN AFFAIRS CENTER AT THE  
UNIVERSITY OF MINNESOTA, MINNEAPOLIS

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Section 1: Title

Proposal for a reservation-urban American Indian Affairs Center at the University of Minnesota, Minneapolis.

The proposed American Indian Affairs Center at the University of Minnesota is an extension of the Indian Affairs Center within the Training Center for Community Programs, originally funded by the U. S. Department of Health, Education and Welfare in March, 1967. Indian Affairs Center activities have been carried on since the termination of the HEW grant in December, 1968 by the Office of Community Programs, Center for Urban and Regional Affairs, University of Minnesota.

Section 2: Purpose

A. What are the results the Center is intended to achieve?

Planning and developing a community-university cooperative effort which would improve and coordinate existing community-university Indian programs and develop new capabilities to meet the needs and interests of regional Indian populations. Within the framework of urban Indian communities, this focus would be nation-wide instead of regional.

B. Basis for prediction that it will achieve such results:

Staff exists which is experienced and capable in the planning and development of Indian community programs and research. The provision of services can begin

the improvement of existing programs and the development of new ones under a cooperative community-university framework. Such a framework would insure that the University of Minnesota Center for Indian Affairs would be "of the people, by the people, and for the people", yet monitored by and responsive to the standards and techniques of University culture.

### Section 3: Beneficiaries

Many thousands of Indian people live in the North Central part of the United States and in the provinces of Manitoba and Ontario. The Center for Indian Affairs would be designed to communicate with these Indian populations and to seek out ways through which it could be of service to them. Non-Indian populations in the region where the Center is likely to be functioning would also benefit by observation and participation in the activities of the Center, and thereby gain insight to and better understanding of the American Indian.

### Section 4: Scope and content

As many Indian groups as possible will be contacted to receive their ideas, suggestions, criticisms, and advice. After this is accomplished all the information will be studied, reviewed, and made operational or discarded by the cooperative work of Center staff members, consultants, and the participating Indian planners.

The early results will be a set of emerging priority goals for the Center which will provide it with a clear indication of what assistance is asked, what assistance is required, and what assistance it may be possible to offer. From the established guidelines of needs and available resources will come clear mandates for seeking additional resources from appropriate funding agencies.

Section 5: Timetable

A. Orientation of staff

- 1) Studies of past and current information, surveys, and statistics.
- 2) Attendance at significant Indian meetings, visits to Indian organizations, further survey and secondary data-gathering, close cooperation with such agencies as HUD, the President's Indian Opportunity Council, the OEO Indian Desk, etc.
- 3) Gathering, assembling, and recording of all pertinent information.
- 4) Developing working relationships with active or incipiently active Indian groups and agencies in the upper Northwest and the two provinces.
- 5) Scheduling of information-gathering and disseminating meetings, seminars, and the like.

- 6) Seeking additional sources of funding.
- 7) Involving existing university faculty, committees, divisions, and departments in whatever ways are compatible with the community-university goals that arise through meetings and discussions.

**B. Compiling data and information.**

- 1) Reviewing existing data for gaps, programmatic possibilities, and so forth.
- 2) Developing communication channels with Indian groups over the usefulness or inapplicability of existing data.
- 3) Actual planning for the acquisition of new descriptive and statistical data, such as socioeconomic data on urban Indians, within a practical application framework arrived at in discussions and meetings with regional Indians.
- 4) Submission of rough draft research reports or project proposals for review by Indian agency personnel, politicians, and residents.
- 5) Submission of final drafts of proposals or research reports to Indian agency personnel, politicians, and residents.

- 6) Final submission of proposals for research or demonstration projects through whatever channels are appropriate and under whatever cooperative community-university structure that has evolved.
- 7) Upon approval of grant applications, the participation of the Indian Affairs Center in whatever ways are agreed upon at the time of proposal submission.

Sec. 6: Administration and organization

A. Qualifications of the Center to complete projects

In March, 1967 the Training Center for Community Programs at the University of Minnesota, Minneapolis, established the first university-based American Indian Affairs Center in the upper Midwest. Under the coordination of Miss Ada Deer, a Menominee Indian from Wisconsin, the Center did a great deal that contributed to the development of a series of communication links between the University and the urban Indian community. Since that time, other persons working within the Training Center and the Center for Urban and Regional Affairs have carried on the pioneering communications activities begun by Miss Deer. Within the past fifteen months, the Center for Urban and Regional Affairs has been the recipient of approximately

\$370,000 in Federal funds utilized to serve inner-city Minneapolis American Indians through two community-operated, university-based educational programs. During the period beginning in July, 1967 and extending until the present, the Training Center in cooperation with the Office of Community Programs, Center for Urban and Regional Affairs, has engaged in pioneering urban and reservation Indian community research. This research has drawn national attention to the University of Minnesota, and has led to such developments as the massive funding by the Office of Economic Opportunity of the St. Augustine Indian Center in Chicago. Other practical and research benefits have been experienced, including certain new University of Minnesota courses for graduate and undergraduate study in the field of American Indian studies.

Many personnel, both Indian and non-Indian, now serve on the University of Minnesota staff or faculty who have had a positive contribution to make in the successful history of the federally-funded Indian Affairs Center at the University of Minnesota. The communication channels set up earlier by Miss Deer have been vastly expanded to include functional, working relationships with many urban Indian groups and many reservation governments and agencies in the Minnesota-Wisconsin area.

In addition, both Indian and non-Indian staff and faculty who have been engaged in these activities at the University of Minnesota are in close and continuing communication with Indian leaders and non-Indian research and development personnel at the national level. Such contacts include useful relationships with several prominent Senators and Representatives, whose interest in Indian affairs has been demonstrated clearly in recent years.

B. Staff and other resources needed:

The American Indian Affairs Center would be closely linked with the Center for Urban and Regional Affairs, the Training Center for Community Programs, and the Department of American Indian Studies. In planning the Department of American Indian Studies, it has always been assumed by the Advisory Committee that scholarly and related functions, such as the award of academic credits, would be within the province of the Department alone. It has been assumed that the Center for Indian Affairs would act as a facilitator and coordinator for certain Department of American Indian Studies activities requiring the Center's assistance. Therefore, it is not necessary for Center staff members to be departmental faculty members within the University, or for them to have already achieved graduate or postgraduate degrees. Specifically, the following staff structure is proposed:

CONSORTIUM OF  
COLLEGES AND UNIVERSITIES  
ACTIVE IN INDIAN AFFAIRS

CENTER FOR URBAN  
AND REGIONAL AFFAIRS

DEPARTMENT OF AIS

RELEVANT UNIVERSITY  
COMMITTEES, DEPARTMENTS,  
PROGRAMS, INDIVIDUALS, ETC  
(Dept. of Anthropology,  
School of Social Work,  
Law School, Persig  
Committee, etc.)

BOARD STRUCTURES OF  
EXISTING PROGRAMS  
(Indian Upward  
Bound, STAIRS, TTT,  
Corrections program,  
Teacher Corps, Indian  
Library Project, etc.)

DIRECTOR

GOVERNING BOARD  
(Community-university  
makeup, responsible for  
establishment and  
maintenance of standards)

PROGRAM DIRECTORS

ASSISTANT  
DIRECTOR(S)

ADMINISTRATIVE  
ASSISTANT

PROGRAM STAFF

SECRETARIAL  
STAFF

ONGOING COMMUNITY-  
UNIVERSITY SEMINARS  
ON AMERICAN INDIAN  
AFFAIRS (some inter-  
disciplinary; some  
within departments;  
some in cooperation  
with other colleges  
and universities)

WORK-STUDY  
INDIAN STUDENTS

CONSULTATIVE ASSISTANTS  
AND AGENCIES, (HUD, OEO,  
USOE, EDA, tribal govts,  
urban Indian organizations  
and non-Indian interest  
groups, etc.)

NOTE: HEAVY, ARROWED LINES INDICATE CHANNELS OF AUTHORITY.  
ALL OTHER LINES INDICATE COMMUNICATION AND COOPERATION.

C. Supervision and coordination of projects.

As the chart on the preceding page indicates, the Director and his staff are immediately responsible to the community-university Governing Board. The composition of this board is to be approximately equally divided between community members and University staff and faculty. It is very likely that one or two members of this board will be faculty members of the Department of American Indian Studies.

The chart on the preceding page indicates that the Director would be assisted by two Assistant Directors employed by the Center. These two Assistant Directors will not be hired at the outset; rather, as tasks for Assistant Directors develop, attention will be given to the hiring, first, of one Assistant Director, and then another, should this position be required.

(The positions of Director, Administrative Assistant, and Secretary should be filled immediately.)

The essential duties of the Director, any Assistant Directors, and administrative support personnel would be related to the guidelines set out in Section 10 and to the timetable set out in Section 5. It is of importance that the Director and his staff recognize the

autonomy of the existing Indian programs which operate under community board structures, and which have directors and staff hired by these boards. Similarly, new programs such as the Indian corrections program may require judicious handling by the Director, since these programs may be under the observation and control of committees with a prior relationship to them.

(For example, the Indian corrections program is already linked to the Ad Hoc Committee on American Indian Studies and the All-University Advisory Committee on Community Programs.) The Director's judicious management of his relationship to existing programs and programs in pre-planning, planning, and pilot stages will be an ever-present requirement. It is very likely that the Director will always be in such a position. The introduction of new programs and the continuation of old ones will always be related to the involvement of community and university boards, committees, interest groups, and individuals. As such, the Director will always have limited power over any program pre-existing or developed later, whether in, or with the assistance of, the American Indian Affairs Center. The Director's fundamental responsibility, however, is to the Governing Board of the University of Minnesota, which is responsible

for the establishment and maintenance of standards which apply to all the pre-existing, pilot, and planned programs related in any way to the Center.

The Center Director will be responsible for articulation of the University community with the various Indian communities in the region, and he will be equally responsible for the articulation of various Indian interest groups with each other. The Center Director is not responsible for maximal articulation of internal University interests where matters pertaining to the Center's interests are concerned. These tasks will be left to University faculty members in large part, although this division of labor is not to be taken as absolute. The Center Director may indeed develop a great facility for such internal communication, and he should not be disallowed from pursuing this skill should he not be a member of the University faculty. The Center Director will basically depend upon the community-university Governing Board for the direct assistance in internal communication he requires, and upon occasional others whose previous activities may have included an ample amount of Indian-related University activities.

Section 7: Evaluation

The community-university Governing Board is to be responsible for conducting appropriate evaluations of the Center's activities. As such, the community-university Governing Board must be a "working" board. It must actually relate to the Center and its operations on the basis of fundamental knowledge and commitment. Without such intense and practical knowledge of the Center, the Governing Board could early atrophy into a rubber-stamp committee, or, even worse, into a direct liability to the Center. In order that the understandings of the Center Director and the Governing Board be as clear as possible, it is recommended that the relationship between the position of Director and the Governing Board be spelled out in a mutually binding, written contract. Such a contract should not be overly rigid nor should it attempt maximum inclusiveness; it should rather specify those conditions in terms of which both the Director and the Governing Board may determine the effective participation of each during the course of on-going Center activities. Similarly, the Governing Board itself should devise and maintain standards of internal operation so that its members might take appropriate action in the event or likelihood of internal non-participation or ineffectiveness.

Section 8: Governing Board structure, function, composition, and duties as applied to the American Indian Affairs Center

A. Policy determination

Policy will be defined as some definite course of action adopted by the community-university Governing Board. These

policies will determine the activities, purposes, governing principles, programs, financial procedures, personnel practices, and courses of action for the Indian Affairs Center.

Both board members and professional Center staff carry responsibility for recommendation of policies. The Governing Board alone will be responsible for policy determination. Policy execution will be the job of the Director and his staff. Board members may participate in carrying out policies, but the Director will be responsible to the board for results.

#### B. Procedures

The tasks of the community-university Governing Board may be defined in terms of the procedures it follows:

- 1) The Governing Board will review operating and financial statements, reports, and minutes of meetings, remaining informed of the Director's operations and any sub-committee actions;
- 2) The Governing Board will confirm, modify, or reject Director or sub-committee proposals;
- 3) The Governing Board will counsel and provide group judgment when the Director presents plans or administrative decisions in initial stages;

- 4) The Governing Board will perform its primary function when it actively considers, debates, and decides on issues;
- 5) The Governing Board as a whole, or by appointed representation, will negotiate for the Indian Affairs Center with University committees, divisions, departments, and individuals.

C. More specific functions and duties

Specific functions and duties of the community-university Governing Board may be discussed in several categories:

- 1) To adopt regulations and operating procedures, specifying the duties of the officers of the board and the procedures for transaction of business;
- 2) To select, employ, and if necessary, dismiss the Center Director;
- 3) To monitor the Center's operating budget, the financial plan, the insurance program, and basic personnel policies;
- 4) To care for and maintain Center property and equipment;
- 5) To be responsible for program relevance and quality in the Center by:

- a) Knowing the characteristics of good Indian-oriented programs in their particular type of community-university milieu;
  - b) Formulating and adopting program policies in writing (declaring purposes, defining constituencies, indicating the scope of programs, specifying emphases and priorities);
  - c) Holding the Director responsible for studying needs in the Indian community and for recommending changes;
- 6) To assure sound personnel policies and staff selection procedures by:
- a) Adopting and periodically reviewing personnel policy;
  - b) Creating or filling staff positions by resolution, as in the case of the two Assistant Director positions;
  - c) Employing staff by resolution (delegating to the Director the responsibility for investigating qualifications and recommending staff and employee appointments, exercising formal employment functions);

- d) Overseeing classification of employees;
- e) Acting upon salary decisions and schedules;
- 7) To maintain good community-university public relations by high quality in:
  - a) Center operations;
  - b) Sponsorship and prestige of the Governing Board;
  - c) Conduct of community-university relationships.

D. Composition of Governing Board.

The community-university Governing Board will consist of the following membership:

University of Minnesota faculty	10
State and regional American Indian persons	10
State American Indian college students	3
State American Indian high school students	2
University central administration faculty ( <u>ex officio</u> , non-voting)	(1)
Representative from the Higher Education Coordinating Council ( <u>ex officio</u> , non-voting)	<u>(1)</u>
Total <u>voting</u> members	25

E. Selection of Governing Board members

The community-university Governing Board will have its membership chosen in the following ways:

University of Minnesota faculty -- by appointment of the President, after formal preliminary consultations with the Advisory Committee on American Indian Studies, the Ad Hoc Committee on American Indian Studies, and any other formally or informally involved advisory sources which may wish to be heard or whose advice may be solicited;

State and regional American Indian persons -- by local appointment or local election on the following bases of representation:

- 1) regional representative of the  
National Congress of American Indians;
- 2) Regional representative of American  
Indians United;
- 3) Executive Director, Minnesota State Indian  
Affairs Commission;
- 4) Representative of the Minnesota Chippewa Tribe;
- 5) Representative of the Minnesota Red Lake Band;

- 6) Representative of the Minnesota Sioux communities;
- 7) Representative of the Minneapolis American Indian Urban Federation;
- 8) Representative of the Minneapolis American Indian Movement;
- 9) Representative of the Wisconsin Great Lakes Inter-Tribal Council (to be examined further for feasibility -- may be replaced by an additional Minnesota Indian representative);
- 10) Representative of the tribes of North and South Dakota (to be further examined for feasibility -- may be replaced by an additional Minnesota Indian representative).

State American Indian college students -- by local appointment or local election on the following basis of representation:

- 1) Representative of the University of Minnesota Indian Student Association;
- 2) Representatives from two other Minnesota State Colleges,

State American Indian high school students -- by local appointment or election on the following basis of representation:

- 1) Representative from a reservation or near-reservation high school;
- 2) Representative from an urban high school.

Representative from the University Central Administration faculty -- appointed by the University president.

Representative from the Minnesota Higher Education Coordinating Council -- appointed by the Council.

Section 9: Governing Board relationship to non-Center programs and activities

The community-university Governing Board is required to relate to the Indian Affairs Center in the manner just specified, but its relationship to such programs as Project STAIRS, Project Indian Upward Bound, the Indian Library Project, TTT, Teacher Corps, the Indian corrections program, etc. must be negotiated where direct Board influences or involvements are concerned.

The community-university Governing Board will, however, have an initial and continuing review and evaluation function related to non-Center Indian programs, and it will appraise the boards and

directors of these programs of its evaluation standards, application of these standards, and evaluation results.

The Community-university Governing Board will seek in every way to assist existing non-Center programs in whatever ways are negotiated, and will assist in the development of additional non-Center Indian programs however and whenever it can, consistent with the desires of those developing such programs.

Section 10: Community and University participation

The willingness of University and community members to work cooperatively in American Indian affairs will be enhanced or impeded largely by the qualities of the Center Director. There are useful strategies for enhancing the development of cooperative activities between the University and the Indian community, some of which have been learned through previous experience and which should be communicated to the Center Director, should he not be familiar with them. Such activities include:

The possession and maximum utilization of an effective communication system, which excludes as few persons and groups as possible;

A pleasing but firm style of directorship, which recognizes the needs of the Indian communities as well as the needs of the university community, and attempts to link the two without undue damage to the needs of either side;

A clear and firm fiscal accounting structure, which clearly indicates the procedures for maintenance of adequate and lucid financial records, with appropriate breakdowns in the case of multiple agency financing;

An effective and sensitive system of "social accounting", in which the director and his staff balance the needs of competing communities within and without the University in an attempt to optimize whatever actions are taken as "sub-optimizing" decisions;

A willingness of the Center Director and his staff to firmly delineate and uphold the standards of excellence required of any program or project that purports to represent or to create improvement over pre-existing conditions;

The ability of the Center Director and his staff to tolerate "failure", to display the confidence and strength which does not evaporate in the face of delays, mis-directed activities, and the palpable political interventions which cause programs to fail to materialize.

The following general categories suggest a few of the activities that effective community-university cooperation could improve upon or develop:

A. Service programs

- 1) To enhance the development of Project STAIRS, Project Indian Upward Bound, the developing in-service education program to American Indians in Minnesota corrections institutions, and all new and developing programs;

- 2) To locate and provide forums for speakers on Indian matters;
- 3) To provide article reprints to Indian interest groups and to Indian people;
- 4) To conduct non-credit classes for Indian Americans and others in Indian history and culture, the class structure of American society, and cross-ethnic comparisons;
- 5) To help the University of Minnesota articulate its freshman entry programs, counseling, and scholarship and loan programs more usefully to regional American Indian populations;
- 6) To provide a place for major urban Indian groups to plan and coordinate their activities and to utilize the expertise of University faculty and staff;
- 7) To sponsor an annual urban Indian conference;
- 8) To bring together regional faculty expertise for Indian use;
- 9) To articulate urban and other Indian populations with the representatives of major foundations, government agencies, and interest groups which might be of service to them;

- 10) To articulate the Department of American Indian Studies with any aspect of the Indian community that is appropriate;
- 11) To provide the Department of American Indian Studies with direct services to facilitate its teaching, research, and curriculum development.

B. Non-credit teaching program

To act as facilitating agency and as a resource base for the General Extension Division, working in coordination with the Department of American Indian Studies, to bring Indian-related courses, seminars, workshops, etc. to Indians and Indian interest groups in the region, and to provide them with films, tapes, and other resources to strengthen this service;

To provide living-learning opportunities for University students and others wishing to work directly with American Indian families and communities in the region;

To provide a source of personal and agency contacts for Indians and non-Indians wishing to investigate potentials for cooperative work in social environments unfamiliar to them.

C. Training programs

In close cooperation with the Department of American Indian Studies and other relevant university and community agencies:

- 1) To provide board membership training to Indian project board members and other Indians who wish this experience;
- 2) To provide practical living training to Indians desiring such services;
- 3) To assist in any way possible Model Cities, Pilot Center, and other projects with direct or indirect training inputs;
- 4) To develop and provide whatever additional training programs are deemed necessary, and to implement these on a long- or short-term basis as required.

D. Action research and basic information-gathering

In close coordination with the Department of American Indian Studies and other relevant community and university groups:

- 1) To gather basic socioeconomic data on urban Indian populations in cooperation with OEO, BIA, and other relevant agencies;

- 2) To carry out attitudinal and socioeconomic research on American Indian reservations and small nearby border towns in cooperation with the OEO Indian Desk, Employment Security Offices, and other relevant agencies;
- 3) To develop a basic research effort in the critical area of American Indian relationships to fundamentally important institutions in the larger society;
- 4) To produce a monograph series on the basic research and information-gathering activities listed above;
- 5) To develop fruitful action-research projects connected with Project STAIRS, Project Indian Upward Bound, the corrections program, and any new Indian action programs which the University and the Center might develop;
- 6) To disseminate by occasional bulletins the results of these action-research projects, together with guidelines as to how to conduct such research without disturbing the Indian action program or the Indian community;
- 7) To further develop regional, cooperative basic research and action projects in cooperation with participating

members of a consortium of colleges and universities interested in Indian affairs;

- 8) To produce a monthly newsletter with a regular action and action-research bibliography feature, containing articles on programs and developing programs throughout the nation, information on whom to contact for further exploration of these projects, and capsule evaluations of progress being experienced by these projects;
- 9) To provide occasional annotated bibliographies on American Indian basic research, action-research, and action programs to as wide an audience as possible.

Section 11: Program Budget

Personnel:

Director (\$13,500 annually x 20 mos.)	\$ 23,625.00
**Assistant Directors (2 @ \$11,00 annually x 20 mos.)	38,500.00
Research fellow acting as administrative assistant (\$10,322 annually x 20 mos.)	18,063.50
Senior secretaries (2 @ \$5400 annually x 20 mos.)	<u>18,900.00</u>
	\$ 99,088.50

\*\*May or may not be hired early or late in the twenty month period to the end of the biennium according to professional demands occurring within the Center.

Auxiliary Personnel Services:

Graduate research assistants to analyze data, provide materials for newsletters, etc. (3 @ \$2.50/hr x 20 hrs/wk x 20 mos.)	\$ 12,000.00
Work-study positions for Indian students (4 @ \$500/yr x 20 mos.)	\$ <u>3,500.00</u>
	\$ 15,500.00

Office Supplies and Equipment:

Supplies for all offices	\$ 7,500.00
Rental of typewriters (4 @ \$20/mo X 20 mos.)	\$ <u>1,600.00</u>
	\$ 9,100.00

Miscellaneous:

Telephone service (inc. long distance calls)	\$ 2,500.00
Travel expenses	4,500.00
Fringe benefits	
(9.2% for non-academic staff)	3,378.42
(10.3% for academic staff)	6,398.88
Health insurance (\$13.46/mo. per staff member)	\$ <u>403.80</u>
	\$ 17,181.10

<u>Total Budget:</u>	\$ 140,869.60
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Proposal for a Reservation-  
Urban Center for Indian  
Development at the University  
of Minnesota, Minneapolis.  
Harkins, Craig.

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