

2019 - 2024

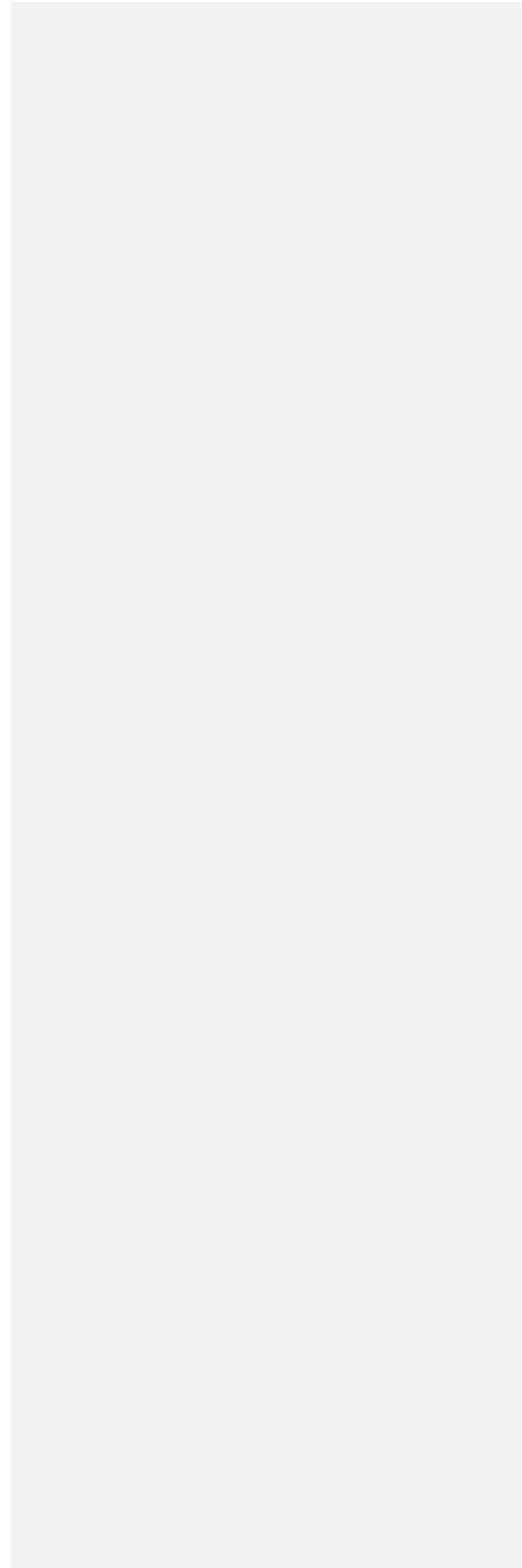
Faculty and Adjunct Handbook

Faculty Senate
Revised June 2019

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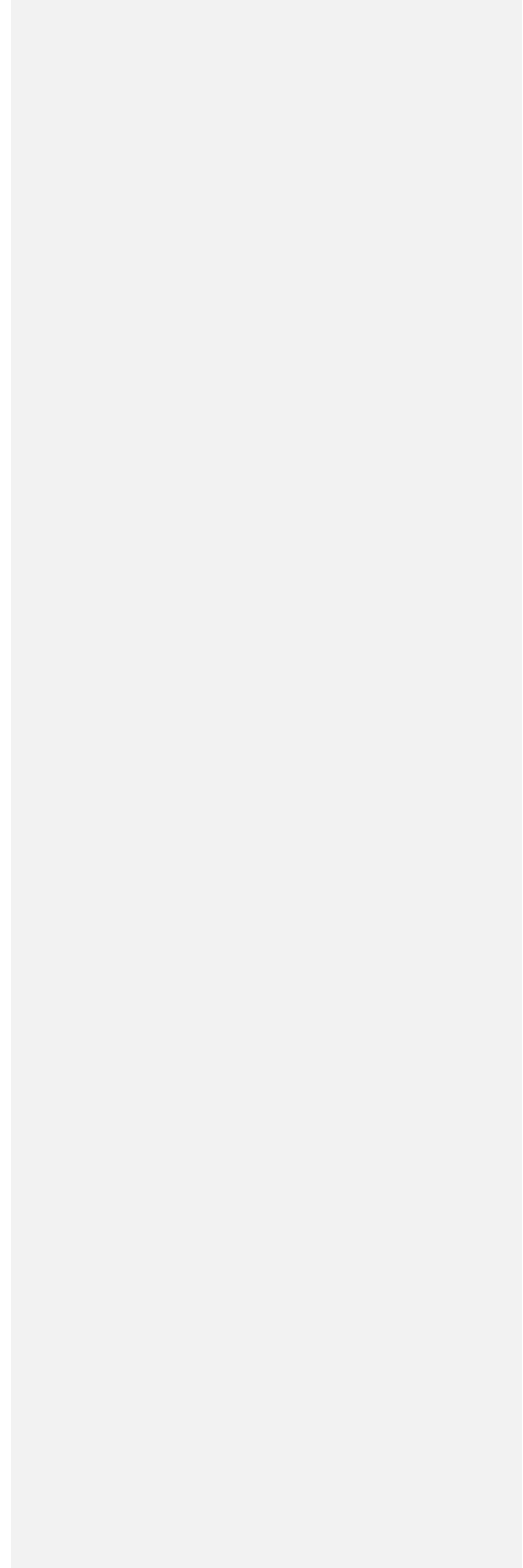
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The 2019-2024 *Faculty Handbook* is the latest edition of a handbook that was previously updated in 2012. The current handbook has been approved by the following Executive Officers of the Haskell Faculty Senate:

Rhonda LeValdo
Kinis Meyer
Michael Stewart

The 2019-2024 *Faculty Handbook* replaces all previous editions of the faculty handbook.





HASKELL INDIAN NATIONS UNIVERSITY

Accredited by the Higher Learning Commission

Office of the Vice President for Academics

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To the Faculty,

Your importance to Haskell is central to our mission and vision. You are at the center of Haskell's teaching and learning nexus with our students. If student success is our North Star, then you are the navigators that ensure our students' journey to success is accomplished. Your scholarship, teaching and advising roles are critical to Haskell's fulfillment of her core mission and vision.

Many of you serve as mentors to students and in this role your conduct and behavior make you the embodiment - the exemplars - of the excellence we promote at Haskell Indian Nations University. Those of us fortunate to have been called to teaching at the university level, know that as valuable as our acquisition of technical or specialized knowledge in our disciplines is to our success in the classroom. However, like the rest of life, we know many of the most important life lessons we learned were outside the classroom and not a result of part of formal pedagogy.

As a largely residential campus, students living here learn, not just what we do and what we know, but how we do things. On good days they remind us as a young Alaska Native woman once reminded me, "We do not care what you know, until we know you care." Our good fortune is to teach and learn in the national tribal university of the USA – in a place so unique and diverse with Indigenous Peoples from throughout this a land that each of us can learn something new every day about the First Peoples of this land.

This university academic catalog represents our academic programs, policies and advising information. It is designed for use by the general public, the faculty and students. Use this catalog as one crucial mapping tool to help students find their unique pathway to success and, in so doing, ensure the promise of Haskell's mission to provide a "holistic education that addresses the needs of Indigenous communities," is kept. Thank you for your critical role in making our University the United Nations of Indigenous Education in North America.

Daniel R Wildcat, Yuchi scholar & Interim Vice-President of Academics

The mission of Haskell Indian Nations University is to build the leadership capacity of our students by serving as the leading institution of academic excellence, cultural and intellectual prominence, and holistic education that addresses the needs of Indigenous communities.

PURPOSE OF THE *FACULTY HANDBOOK*

The Haskell *Faculty Handbook* is understood to be a living document that provides general information about the organization, policies, and procedures pertaining to teaching at Haskell. (From here on the term “faculty” designates all Haskell instructors, be they permanent, adjunct, grant-funded, or volunteer.) New faculty will also find useful introductory information to the college in the *Handbook*.

Please note that the *Handbook* neither serves as a source of policy nor does it create a contract between Haskell Indian Nations University and its employees. In the event of a discrepancy between the *Handbook* and official University policy as stated in [PolicyStat](#), the policy as stated in PolicyStat is the binding agent.

INTRODUCTION

Initially established as a boarding school for American Indian children in 1884, Haskell has evolved into an intertribal university accredited by the Higher Learning Commission (HLC). We serve approximately 900 students from as many as 150 Tribal Nations each semester. Located in Lawrence, Kansas, Haskell offers both associate and baccalaureate degrees, and aims to be the flagship university in the Tribal college/university system. By providing excellent academic programs and research opportunities, as well as a student experience enriched by Tribal diversity, Haskell strives to empower American Indian and Alaska Native students for service and leadership in their tribes and the world.

Along with the [Southwestern Indian Polytechnic Institute](#), in Albuquerque, New Mexico, Haskell is overseen by the [Bureau of Indian Education](#) (BIE)¹ in partial fulfillment of the [Trust Responsibility](#) obligations of the United States to American Indian Tribes and Alaska Native communities. The intelligent and ethical discharging of Trust Responsibility to our students and the rest of [Indian Country](#) helps make working at Haskell a unique and rewarding experience.

Additional articulations of Haskell's responsibilities to students and Indian Country can be found in the University's [Vision Statement and Mission Statement](#), along with the Faculty Senate's MOU with the college president (on file in Faculty Senate archives and the Office of the President, Haskell Indian Nations University).

¹ The BIE, along with its sister agency, the [Bureau of Indian Affairs](#) (BIA), is housed within [Indian Affairs](#). Indian Affairs is one of ten agencies overseen by the [Department of the Interior](#).

TEACHING AT A TRIBAL COLLEGE

Haskell Indian Nations University is honored to be one of the 37 Tribal Colleges and Universities (TCUs) in the United States and Canada. Founded in 1884, Haskell is the oldest institution within the [American Indian Higher Education Consortium](#) and is a proud academic partner of other TCUs and non-Tribal universities.

“The Haskell Experience” is a phrase often used by our students and employees to describe the vibrant educational and social culture of our campus. This experience has its roots in a unique educational history, a history that encompasses the political relationship between Indian Country and the United States. Haskell was originally founded as a residential boarding school during a political era marked by U.S. genocidal activities against American Indians. It attests to the courage of the Haskell community that the institution was able to transform itself from a vehicle of 19th-century colonialism into a higher-learning institution that promotes the sovereignty and self-determination of today’s American Indian Tribes and Alaska Native communities. In the course of this evolution, Haskell remade itself from a boarding school into a high school, then into a post-high school vocational-technical institute, and later into a community college. Finally, in 1993, it became a university, which today’s graduates can use as a springboard to graduate and professional schools, and/or to employment serving the interests of Indian Country. This powerful history helps contribute to the Haskell Experience.²

One thing that makes teaching at Haskell unique is the rich diversity of tribal cultures represented by our students, who have come to us from all over Indian Country. The wide-range of Tribal citizenship and of economic, social, and geographical backgrounds present on our campus means that our faculty are responsible not only for performing typical pedagogical activities but also for being attuned to the needs of such a diverse population. We understand that our obligations as TCU faculty do not stop at the end of the class lecture. In both tangible and intangible ways, we teach in what can be thought of as a “borderless classroom” environment, so it is not unusual for us to continue to contribute academically to the campus in comprehensive ways. Life-long learning is not only a goal we encourage for our students, but one we set for ourselves.

The result of our diligent and multifaceted work is a campus of higher learning that continues to effectively carry out the Trust Responsibilities] as mandated by the BIE, to preserve its accreditation status, and to provide the best service possible to Indian Country.

²For more about the history of Haskell, see the Haskell Academic Catalog.

PART 1: ORGANIZATION AND STRUCTURE OF THE UNIVERSITY

A. Haskell Organizational Chart

The current version of the Haskell Organizational Chart is located on the [Haskell webpage](#).

B. The Bureau of Indian Education

Haskell Indian Nations University is a federal educational institute within the Bureau of Indian Education (BIE) system. As stated previously, the BIE (along with the BIA), is housed within Indian Affairs, an agency of the Department of Interior. As a federal institution, Haskell has authority provided by the [Snyder Act](#) (Title 25, U.S.C., section 13). Haskell is a public institute that provides education "for the benefit, care, and assistance of the Indians throughout the United States." Haskell employees, with the exception of some sponsored programs staff, are federal employees. The University adheres to federal policies and processes related to human resources, procurement, and facilities management.

C. The Haskell Board of Regents

Created in 1968, the Haskell Board of Regents provides recommendations and approvals related to the University's operational growth. The Board is currently composed of twelve members from the following regions and communities:

- Pacific
- Eastern
- Western
- Northwest
- Southwest
- Midwest
- Great Plains
- Rocky Mountains
- Alaska
- Eastern Oklahoma
- Navajo
- Four Tribes of Kansas

In addition to the members above, the Haskell Student Senate president and the Haskell alumni president are on the Board of Regents.

D. Institutional Values: CIRCLE

Haskell is guided by a set of institutional values designated by the acronym **CIRCLE**. These were developed by Lucia Orth from the Department of Indigenous and American Indian Studies. Faculty Senate approved these as institutional values in 2007, with the Haskell Board of Regents concurring at the 2014 Fall meeting.

Communication

To successfully convey ideas, opinions, information, results, and images, using multiple strategies to communicate with diverse audiences and stakeholders.

Integrity

To conduct ourselves in ways that honor the sacrifices of tribes on which treaty and trust responsibilities are based, and to carry out our responsibilities as students, staff, faculty, administrators and regents by engaging in actions based on the highest standards of conduct.

Respect

To honor and promote the diversity of beliefs, rights, responsibilities, cultures, and accomplishments of ourselves and others, including all of our relations.

Collaboration

To be willing and able to work successfully with others in accomplishing the goals of the University, our students, and the tribes we serve.

Leadership

To be willing to acquire the knowledge and skills required to advocate for and advance the sovereignty and self-determination of tribes, our university, and our students.

Excellence

To strive for the highest accomplishments in our work and in every facet of the university, as students, staff, faculty, administration, and regents.

Commented [MH1]: Is there a statement on the importance of circles to Indigenous people? Also, do we need to give credit to Lucia Orth for recommending CIRCLE?

Commented [JGF2]: Let's do so, and mention that Faculty Senate approved it in 2010.

E. Academic Programs

Haskell Indian Nations University is composed of two areas: the Division of Academics and the Division of University Services. All academic programs and departments are located within the Division of Academics.

1. Division of Academics: Degree Programs

Haskell offers the following associate's degrees:

- Liberal Arts (AA)
- Communication Studies (AA)
- Media Communication (AA)
- Para-Professional Education (AA)
- Social Work (AA)
- Community Health (AS)
- Natural Sciences (AS)
- Recreation Fitness Management (AS)

The bachelor's programs of study are:

- Business Administration (BS)
- Elementary Education (BS)
- Environmental Science (BS)
- Indigenous and American Indian Studies (BA)

2. Division of Academics: Academic Programs and Schools

All of Haskell's academic programs are offered by one of three colleges.

College of Humanities

The College of Humanities is dedicated to helping students address life's largest questions, better understand themselves and the world, and expand their sense of the possible through the study and practice of imaginative and communicative arts. The degree programs within the college are:

- Program of Communication Studies
- Program of Media Studies

The College of Humanities and the Arts also oversees the General Education program. This program provides a foundation for all of Haskell's degree programs through its courses on Tribal cultures and history, as well as on skills such as reading, writing, speaking, computing, and critical thinking.

College of Natural and Social Sciences

The College of Natural and Social Sciences supports Indigenous-centered teaching and learning initiatives to advance systems of life-enhancement for all peoples and places on our Mother Earth. Its degree programs are:

- Department of Environmental Science
- Department of Indigenous and American Indian Studies
- Program of Natural Sciences
- Program of Social Work

College of Professional Schools

The College of Professional Schools provides courses and degrees across a range of disciplines. They seek to support Indian Country through education, business, and wellness.

- Program of Health, Sport, and Exercise Science
- School of Business
- School of Education

F. Governance

This section provides a general overview to Faculty Governance, Faculty Senate, and Shared Governance. The Faculty Senate's governing documents are updated frequently, so specifics are not included here. For more information please refer to the Blackboard site for Faculty Senate, which houses the Constitution and By-Laws.

1. Faculty Governance: Faculty Senate Vision Statement

The Haskell Faculty Senate is a governance body constituted to assure forceful and articulate representation of faculty interests and of the faculty view of the common good of the University community. In pursuit of these ends the Faculty Senate shall serve both an advisory and legislative function and a legislative function according to recognized principles of shared governance. (Preamble, Faculty Senate Constitution, Fall 2017)

2. Faculty Governance: Organization Structure

The *Faculty Senate* shall be the primary body to formulate and implement academic policy on behalf of the Vice President of Academics. The Senate shall participate in the formulation of University policies that affect academics. The Senate may formulate positions on any matter of University-wide concern. The *Faculty Senate* is subject to the authority of the University president and Board of Regents as provided by federal regulation and legislation. (Article I. Faculty Senate Constitution, Fall 2017)

The *Faculty Senate* officers are known as the Executive Officers. Collectively, these officers are known as the Executive Committee. This committee is composed of three faculty members and are selected by an election held each Spring semester. The Executive Committee term is two semesters (generally the Fall and Spring semesters). The officers are responsible for setting the Senate's agenda, keeping and maintaining minutes, meeting with the VPA and the president, representing Faculty members, and overseeing and conducting business throughout the academic year. An officer may be re-elected to serve more than one term.

3. Faculty Governance: Faculty Senate Committees

Refer to Article VI in the Constitution and Article II – Sections 1 – 3 in the By-Laws for the responsibilities and structures of Faculty Senate standing committees, ad-hoc committees, and continuing panels.

4. Shared Governance

Operationally, under shared governance the administration delegates to the faculty the authority and provisional responsibility to develop policy, procedures, and standards regarding the conduct of academics at Haskell Indian Nations University. The faculty advises the administration by means of formal recommendation; the administration, retaining executive oversight, formally concurs with or disapproves with written justification the faculty's recommendations. However, because the process leading to a recommendation normally involves extensive prior consultation, between faculty and

administration or its representatives, faculty recommendations generally can be expected to warrant administrative concurrence. In addition, the formal delegation of authority to faculty in matters calling for academic policies and requiring academic expertise lends considerable force to faculty recommendations.

Representation of the faculty at all levels of academic governance will be carried out by members of the faculty who have been elected directly by their faculty peers or selected by some other appropriate faculty body which has been elected directly by the faculty at the university, college, or department/unit level. Faculty members have the responsibility to participate in shared governance. In work assignments and performance reviews, their participation shall be recognized as service and given the weight necessary to ensure the success of shared governance. Participatory governance at Haskell provides for substantive faculty involvement. (Memorandum of Understanding: Shared Governance; approved by Faculty Senate Executive Committee and the President, Haskell Indian Nations University, 2014)

PART 2: NEW FACULTY AND ADJUNCT INSTRUCTORS

All of the information in this section is also provided during employee orientation, which is required for all new Haskell employees. For further information, please contact the Human Resources office located in Navarre Hall.

A. Campus Map and Employee Directory

A campus [map](#) is available on our university's website, as well as a [directory of employees](#). To modify or add information to the directory, contact the office in charge of online personnel information, which is located in the Facilities Management building (Winnemucca Hall).

B. Office Keys

Each academic program determines its own policies and procedures regarding office space. After your background check has been approved, your department may assign you an office. If so, you and your supervisor will complete a "Key Request" form, which you will submit to the "Lock Shop" located in the Facilities Management building (Winnemucca Hall). Contact your supervisor immediately if your key is misplaced or stolen. The loss of keys will result in a charge to the employee, including adjunct and grant faculty.

C. Campus IDs and Parking Stickers

After your background check has been approved, arrange an appointment with the ID/Parking Sticker office located in the Facilities Management building (Winnemucca Hall) to obtain a campus photo-ID and parking sticker. The phone number for the office is located in the online Haskell Directory.

D. Information Technology: User ID, Password, and Email

After you receive your Campus ID, contact the Information Technology (IT) office to obtain an assigned User ID and password so that you can use the campus computer network system. At that time, you also will be assigned an email address. The IT office is located in Pontiac Hall.

E. Government Vehicles

Government vehicles are available for employees to use for university business. If you believe you need to reserve a government vehicle, please contact your supervisor to discuss the

policy and procedures regarding the use of these vehicles. Faculty, including grant faculty and adjuncts, are required to complete driver training. Successful completion of this training is required for obtaining approval to drive a government vehicle.

F. Blackboard

All Haskell faculty are required to provide an online component for each course. Blackboard (BB), a proprietary resource, is the online resource used by the University. All faculty are required to set up a BB site for each course. At the minimum, the site will need to contain (1) a gradebook that is kept up to date so students easily can access their grades and (2) the course syllabus. To request a Blackboard course ID, contact IT staff. Your supervisor will be able to direct you to opportunities for Blackboard training.

G. Library Card

Faculty library cards are available at the [Tommaney Library](#). To apply for a card, you must provide your Campus ID. Unless otherwise noted, faculty are allowed to keep materials for the duration of the semester.

H. Academic Catalog

The Haskell Academic Catalog contains helpful information regarding courses and academic policies. An online version is available on the Haskell webpage.

PART 3: FACULTY RIGHTS AND RESPONSIBILITIES

This section provides an overview to the rights and responsibilities of faculty.

A. Overview of Faculty

Not including the Vice President for Academics and deans, in the fall of 2018 Haskell employed 35 faculty for a student ratio of 21:1. Approximately 22.8% of the faculty hold terminal degrees in their fields, and another 37 or 64.9% hold master's degrees as their highest degree. According to the 2003 IPEDS Fall staff survey for faculty report 50.9% were men and 49.1% were women. One of the unique characteristics of Haskell is that over 60% of its faculty are American Indian or Alaska Native.

B. Overview of Haskell Students

Haskell Indian Nations University is honored to serve Indian Country by providing a quality educational experience to students from American Indian Tribes and Alaska Native communities. In keeping with the Trust Responsibility of the United States to Indian Country, the university accepts students who meet the admission requirements as described in the [Haskell Admissions Office website](#).

1. Haskell Diversity

There are 37 Tribal Colleges and Universities (TCUs) in the United States. However, Haskell is only one of two TCUs whose student population consists entirely of American Indians and Alaska Natives. We are a diverse campus, with students representing as many as 142 Tribal Nations, villages, rancherias, and pueblos. A total of 733 students were enrolled at Haskell for the Fall 2018 semester.

Diversity in geographical and tribal representation provides Haskell with a unique and treasured resource and a unique educational challenge. As of Fall 2018, the Tribal Nations most represented in our student body were the following: Navajo, Cherokee, Oglala Sioux, Choctaw, Muscogee (Creek), Cheyenne River Sioux, Prairie Band Potawatomi, Comanche, Citizen Potawatomi, Seminole, Osage, Kiowa, and Yankton Sioux. The states with the highest representation were Kansas, Oklahoma, Arizona, South Dakota, and New Mexico. New students who enroll at Haskell come from a wide variety of community structures: Indian reservations; Alaskan villages; small, rural communities; as well as urban and suburban communities where Native cultures are barely visible. Encountering similarities and differences among urban, rural, and reservation students, as well as among traditional and nontraditional cultures, is part of daily life for Haskell faculty.

2. Resources for Haskell Student Success

In addition to cultural diversity, our students come to Haskell with a diversity of educational backgrounds. Some arrive at Haskell with pre-college educational needs. Fortunately, working on a modest-sized campus helps faculty ensure that students have an enhanced opportunity to achieve academic success. Faculty are expected to stay informed about current resources that promote this success (e.g., the Student

Success Center, TRiO, the Writing Center, and the Math Lab), scholarships and financial assistance, internships, and other means to enrich student life and learning.

C. Academic Freedom

Although we are federal employees, Haskell faculty, like our counterparts at other universities, enjoy full academic freedom provided we do not deliberately misrepresent official U.S. policy. Haskell faculty follow the guidelines set forth by the [AAUP's "1940 Statement of Principles on Academic Freedom and Tenure."](#)

These guidelines are explained in the [AAUP's Statement](#) as follows:

- Institutions of higher education are conducted for the common good and not to further the interest of either the individual teacher or the institution as a whole. The common good depends upon the free search for truth and its free exposition.
- Academic freedom is essential to these purposes and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom in learning. It carries with it duties correlative with rights.
- Teachers are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.
- Teachers are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject.
- College and university teachers are citizens, members of a learned profession, and officers of an educational institution. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the institution.

D. Teaching, Research, Service, and Lifelong Learning

Haskell Indian Nations University is a unique institution of higher learning in many ways. Although we do not currently emulate the standard tenure system common at other universities, Haskell faculty do share the basic workload common to our profession: teaching, research, service, and advising.

Information regarding teaching at Haskell can be found in sections E-K, beginning on the following page.

Haskell Indian Nations University supports and encourages research that improves a faculty member's understanding of her or his academic discipline, or that serves Indian Country. If the research is conducted on the Haskell campus and involves human participation, the faculty member is responsible for obtaining permission from the [Haskell IRB](#).

As is common in our profession, Haskell faculty serve on a variety of committees and engage in professional activities on an institutional, regional, national, and international scale. Information about Faculty Senate (FS) committees is available on the FS's Blackboard site.

In order to stay current in their academic disciplines, Haskell faculty members are expected to take advantage of professional development opportunities. Please consult with your supervisor if you are interested in participating in a conference or training. In addition, the [Department of the Interior University](#) offers courses that might be relevant for you as a federal employee. There is a series of online professional development courses all faculty are required to take. Supervisors or upper administration will email when yearly online training must be completed.

E. Competency and Pedagogy

Faculty members are expected to demonstrate and maintain competence in each of the following areas throughout their employment at the university. Performance in these areas is assessed in the annual Employee Performance Appraisal Plan (EPAP). Your supervisor will meet with you to share how the EPAP process works.

F. Course Syllabus Information.

Faculty are encouraged to follow these guidelines in developing their syllabi each semester.

a. Creating a Syllabus

Your course syllabus is an opportunity to explain to students the knowledge and skills your course is designed to give them. It can provide information about course policies and procedures that may prove useful in the event of an academic appeal by a student. Information contained in the syllabus should be consistent with policies identified in the Academic Catalog and PolicyStat. If circumstances warrant an adjustment to your syllabus, students should be notified promptly in class and in writing.

All syllabi must be submitted to your dean for review each semester. Further policies regarding course syllabi are available on PolicyStat.

A syllabus should include the following information:

- Instructor name
- Instructor's University contact information (telephone and email)
- Instructor's office location and hours
- Course prerequisites
- Course description
- Course objectives
- Course learning outcomes
- Writing expectations
- Required texts & resources
- Course assignments
- Workload per credit hour
- Course schedule (weekly)
- Grading system
- Attendance/participation policy
- Information about Blackboard
- Information about Disability Support Services
- Definition of and policy regarding academic integrity (i.e., Plagiarism)
- Information about children on campus
- Class cancellation policy
- Information about email etiquette

G. Evaluation of Student Performance

It is important that instructors include in their syllabus a clear explanation of how students' coursework will be evaluated. Below are a few recommended practices regarding some means by which student performance can be assessed.

a. Use of Tests to Enhance Learning

Frequent and early testing is recommended as a best practice for teaching at Haskell Indian Nations University. A wide range of academic experience, learning styles, and abilities is represented in the classroom. By administering several tests, an instructor can successively build the level of student engagement desired.

Instructors are encouraged to create a successful initial test experience. Developing a grueling first test to convince students that the course will require serious preparation will often discourage even strong students. Rigor is good, but students might need some time to develop the skills and the depth of knowledge required by the instructor.

Reviewing for tests through practice or sample sets often promotes student success, as does limiting content to three or four chapters per test. Effective tests adhere to course objectives, contain clearly worded questions that evaluate appropriate levels of knowledge, and are of a length appropriate to time constraints.

b. Missed Test/Exam/Assignment Policy

It is important to articulate your make-up policy for missed tests, exams, or assignments in your syllabus, including whether they will be allowed, under what circumstances, and within what time period. Applying that make-up policy consistently keeps problems to a minimum.

H. Course Schedule

Every syllabus should contain a course schedule. Although it can be tentative, the schedule should be as detailed as possible regarding test and exam dates and due dates for major assignments. Schedules should also provide students with a sense of which topics will be covered in class, and when.

I. Attendance

Haskell is an attendance-taking university. Please consult your Dean to determine what the attendance policy is in your College.

Successful academic performance depends on regular attendance. Students are expected to attend all meetings of their classes. Faculty will inform students of policies governing penalties for excessive absences, tardiness, and make-up work. In addition, faculty are to refer students with attendance issues to their Dean. If the problem continues, a faculty may decide to dismiss a student from class. A dismissal from the course for excessive absences will result in an "WF" in the course. Should a faculty member decide to dismiss a student from class, they will need to complete the dismissal form available from their dean's office.

J. Textbooks

Textbooks are provided for a minimal fee to students in freshmen and sophomore level courses. These books are distributed at the campus library. Students in junior- and senior level courses purchase their books from local vendors or through the internet. Faculty teaching junior and senior courses are responsible for identifying appropriate texts and assisting students with information regarding where to purchase course materials.

K. Office Hours

Office hours must be visibly posted on instructors' exterior office doors and in their course syllabi.

L. New or Changed Courses or Curriculum Process

If you develop a new course, you must submit a standard course proposal outline for approval by your department's faculty. Once approved, the proposal then goes to the Curriculum Committee. You must request to be placed on the Curriculum Committee agenda in order to have your proposal reviewed.

a. Procedure for Submitting New Course Proposals and Modifications

1. Type your proposal, using the current Proposal Form available from the Curriculum Committee.
2. For new courses, attach a copy of the abbreviated syllabus, using the current syllabus format.
3. Obtain appropriate signatures on the Proposal Form.
4. Contact the Committee Chair to be placed on the agenda for the next Curriculum Committee meeting - at least one week prior to the meeting date.
5. Provide copies of the proposal and abbreviated syllabus to the Curriculum Committee members for review at least one week prior to the meeting date either: a) by email attachment (using MSWord.doc) or b) in Committee members mailboxes.
6. Attend the next Curriculum Committee meeting to make the formal presentation.

Once approved by the Curriculum Committee, course proposals will be forwarded to the Vice-President of Academics.

Note: Special Topics courses are to be presented to the Curriculum Committee before being placed in the semester academic course schedule. Before a Special Topics course is taught a second time, the course must follow the course approval process above in order to be placed in the college curriculum. Special Topics courses do not fulfill general education requirements.

M. Additional Instructor Information

a. Academic Catalog

The Academic Catalog contains course descriptions, college information, and other pertinent information for both students and faculty.

b. Add/Drop

Students may make course changes during the official add/drop period, which lasts until the end of the second week of classes. Exception: the add/drop period for all English and math courses below the 200 level extends until the end of the third week of classes.

Courses are not officially added or dropped until an Add/Drop form is filed with the registrar or encoded through the CAMS by their academic advisor. The student is responsible for filing this form, which can be obtained at the registrar's office.

c. **Pre-Enrollment**

Students are strongly encouraged to pre-enroll at the appointed time for the subsequent semester. Pre-enrollment smooths the transition into the following semester and helps ensure that students get into the courses they need. Faculty are encouraged to schedule meetings with their advisees during the pre-enrollment period; posting appointment sign-up sheets outside the faculty member's office facilitates this process.

d. **Degree Checklists**

Colleges formulate a degree checklist or program of study pertaining to each degree field they oversee. Included in these checklists are General Education requirements and degree-specific courses. Checklists facilitate academic advising and are evaluated for completion at the time the student petitions the registrar to graduate. (The petition to graduate form is available on the registrar's website and should be submitted the semester prior to graduating.)

e. **KU Exchange Program**

The KU Exchange Program (also known as the "Haskell-KU Exchange Program") is administered through the Office of the Registrar, per a memorandum of understanding between Haskell and the University of Kansas. Prospective students must have a 2.50 Cumulative GPA and agree to pay associated course textbook, lab, parking, and transportation fees. Applications are available on the Haskell website or at the registrar's office. To facilitate their placement in the program, students should submit the complete application during pre-enrollment.

f. **Grants**

Grants, agreements, and external memoranda of understanding (MOU's) are handled through the Office of Sponsored Programs (OSP). Before pursuing external agreements or funding, it is advisable to consult the OSP for Haskell's policies regarding such agreements and funding. All research involving human subjects must first be approved through Haskell's Institutional Review Board (IRB), a subset of the OSP.

g. **Union Representation**

Haskell employees are represented by the Federal Indian Service Employees (FISE) union.

Management recognizes that the FISE are the exclusive representatives of union-eligible employees. FISE is the exclusive representative of the bargaining unit and is entitled to act for these employees in negotiations and joint meetings with the employers regarding personnel policies, practices, and matters affecting working conditions.

Haskell agrees to introduce all new employees to their union representative. During the first week of employment the union representative will be allowed up to thirty minutes to address the new employee(s). The union is responsible for distributing the union bargaining contract to the employee(s).

Haskell employees who are eligible to be union members receive union representation, regardless of whether or not they pay union dues.

N. Academic Policies

Academic policies for the University can be found on PolicyStat.

O. Academic Integrity

Academic integrity, a form of personal integrity, is expected of every Haskell student. Students must produce all required coursework without help from other sources unless the instructor specifies otherwise. When students incorporate into any kind of coursework words or ideas that are not their own, they must acknowledge the source(s) of those words or ideas. If they fail to do so, they are guilty of plagiarism. It is also a violation of academic integrity for students to provide unauthorized assistance on assignments to other students.

Students found guilty of violating these standards of academic integrity may receive, depending on the specific nature of the act, an “F” on an assignment or an “F” in the course, and may be dismissed from the university with a notation of the offense on their transcripts.

For more information about academic integrity, please check the academic policies.

P. Haskell Forms

Please see your dean if you need the forms below.

a. **Change of Grade Form**

This form is available at the registrar’s office. It is required for requesting a change in course grade by the student.

b. **Drop/Add Form**

For information on drop/add procedure, see Part 3, Section M, Subsection c of this handbook.

c. **Course Roster**

Course rosters are available through your dean, department’s administrative assistant or through the CAMS faculty roster portal.

d. **Incomplete Course Form**

This form is required for a student to request a course grade of “Incomplete.” The form must be signed by the instructor in order for a student to be granted an incomplete. (Incompletes are not allowed in adjunct-instructed courses.)

The following handouts pertain to faculty advising and are available [online](#). Further information about these handouts and procedures is available in the *Academic Advising Handbook for Haskell Faculty and Staff*.

e. [Course Schedule](#)

A current course schedule will be posted on the registrar's website and distributed campus wide before the pre-enrollment period.

f. [Degree Checklist](#)

This form, which should be updated regularly, is to be used in course planning to ensure that an advisee is meeting degree requirements. Official degree audits are performed by the registrar.

g. [Change of Advisor/ Change of Major](#)

This form is required for students to change their advisor or major.

h. [Petition to Graduate](#)

Before a student can graduate, s/he must petition to do so by filling out this form, which requires the advisor's signature. The deadline for Spring graduates to submit this form is March 15; October 15 for Fall graduates.

i. [Academic Forgiveness](#)

Academic forgiveness is a procedure whereby low grades are expunged from a student's transcript for reasons of personal hardship. Requests for academic forgiveness must be initiated by the student. Academic forgiveness forms are available at the registrar's office. The form must be signed by the student, the student's advisor, and the Vice President of Academics in order for the student to receive academic forgiveness.

[Student Accessibility Support Services \(SASS\)](#)

This section explains the accommodations that Haskell provides for its students. For more information, visit the [Disability Support Services website](#).

j. [University Compliance Policy](#)

Haskell's policy is to comply with the *Americans with Disabilities Act* (ADA) of 1990, the *ADA Accessibility Guidelines* (ADAAG), Section 504 of the *Rehabilitation Act* of 1973 (Section 504), the *Uniform Federal Accessibility Standards* (UFAS) as mandated by Section 504, and the Fair Housing Act. Under these laws and guidelines no qualified individual with a disability shall be denied access to or participation in services, programs, or activities at Haskell and in its residential halls.

k. **Student Eligibility For Disability Services**

Students receiving services through Haskell's Student Accessibility Support Services (SASS) office must be enrolled at Haskell and must have a chronic disabling condition that has been verified by an appropriate professional. This disabling condition must limit one or more major life activities and impose an "educational limitation," or prevent a student from fully using or enjoying his or her residential hall room. An educational limitation is defined as a disability-related functional limitation in the educational setting that occurs when the limitation prevents a student from fully benefiting from classes, activities, or services offered by the college without specific additional support services or instruction. Educational limitations can be, for example, physical, psychological, or communication-related conditions; brain injuries, attention deficit disorder; or specific learning disabilities.

Frequently Asked Questions about Disability Support Services

How Can a Student Apply for Accommodations?

Every student with a disability, regardless of his/her accommodation needs or disability issues, should register with Haskell's SASS office. Registration with the SASS office is essential to securing their right to a barrier-free education. The SASS office will request documentation of a disability and prior accommodations from the student's former secondary school, treating medical doctor, or mental health professional. After reviewing the disability documentation, the SASS coordinator (SASSC) will make a determination as to whether the student qualifies as having a disability or not. After a positive finding of a disability the student shall be extended disability accommodations and/or modifications in accordance with accepted University policy and procedures. Exceptions to this policy must receive approval from a Divisional Administrator at Haskell and/or the Haskell president.

In order to apply for disability accommodation, the student must contact the SASS coordinator to set-up an appointment:

Perry Graves, Ed.D, SASS Coordinator
Counseling Department Offices, 107 Stidham Union
(785) 832-6607 (office)
(785) 832-6660 (FAX)
perry.graves@bic.edu

A Student Asked Me For an Accommodation. What Should I Do?

If a student identifies him/herself to you as a student with a disability and requests some form of accommodation in your class, ask the student to provide you with appropriate documentation from the SASS office. If the student refuses to do so, you are under no obligation to provide the requested accommodation. Indeed, you should not provide the accommodation because you cannot be certain that the student truly has a disability.

Documentation provided by the SASS office will contain a statement that confirms the student's disability and explains accommodations recommended of the instructor. You should consider the request from SASS in earnest and defer to the SASS office if you are

not sure whether a specific accommodation request is appropriate. You may inform the student that you have reservations about the accommodation and may appeal the SASS office's accommodation request, but you should provide the accommodation while the appeal is in process. To initiate such an appeal, contact the SASSC and explain your concerns. If a resolution cannot be reached, the Vice President for Academics will next review the accommodation request. If need be, a final decision on the matter is made by the university's President. Please keep in mind that there is a grievance procedure for the student to follow, and if the student feels that s/he is being discriminated against, the student may file a grievance against the SASSC, their instructor, or the University.

In no case is a student (or the SASS office) under obligation to disclose the nature of the student's disability to the instructor. However, a student may voluntarily offer information about their disability to their instructor or give their permission for the SASSC to convey confidential information to their instructor on their behalf. In order for a student to be registered with the SASS office, they must have disclosed their disability to the SASSC and provided documentation regarding it. If the SASS coordinator informs you that a particular student is disabled and recommends accommodations that are reasonable, then by law, they should be provided. It should be understood that accommodations compensate for documented functional impairments associated with a disability. They do not represent an unfair advantage relative to other students. Additionally, documentation and correspondence (verbal and written) concerning a student with a disability is confidential, and care should be taken not to share information about the student's case with a third party without the student's written consent.

Should I Put Disability Services Information in the Class Syllabus?

Yes. Beyond legal reasons, there is an ethical reason to provide information about accommodations on one's syllabus: By informing students who need accommodations where support services can be found on campus, you help ensure that all Haskell students have the chance to succeed.

Below are a couple of "syllabi referral" examples.

Students with Disabilities

If you have a disability that may prevent you from fully demonstrating your abilities, you should contact me as soon as possible so that we can discuss accommodations to help you participate and succeed in this course

Disability/Accommodations

The Student Accessibility Support Services (SASS) staff coordinates accommodations and support services for students with disabilities enrolled in Haskell courses (107 Stidham Union). If specific accommodations are needed as a result of disability, please contact the SASS office. In addition, I encourage you to meet with me early in the semester regarding this course so that we can work together to develop appropriate accommodations.

What Assistance is Available for Students with Disabilities?

Accommodations will be granted on an individual basis (with input from the student) after considering the type and severity of the disability and the student's history of

accommodations from secondary and postsecondary schools. Below are services that the SASS office might offer the student:

- Contacting instructors regarding classroom accommodations for a student
- Documentation and needs analysis
- Student advocacy
- Classroom note takers, readers, and scribes
- Assistance with the provision of a private testing room and monitoring of testing
- Provision of textbooks in alternative format (recorded or e-text)
- Locating where a student may obtain diagnostic testing
- FM Systems
- CCTV for written text enlarging
- Text to speech and speech to text software
- Coordination with University Services regarding residential hall accommodations or building access
- Information about other state and local resources for students with disabilities.

3. [SASS Policy and Procedures and Student Grievance Procedures:](#)

Contact Dr. Perry Graves, SASSC, at (785) 832-6607 or via email at jperry.graves@bie.edu to learn about policies involving accommodations.

PART 4: PERSONNEL ISSUES AND EMPLOYEE RESOURCES

Personnel policies at Haskell are standard practices that apply to all Federal employees within the Department of Interior, which includes the Bureau of Indian Education. Employees are therefore strongly encouraged to familiarize themselves with the [BIE Human Resources website](#). This website contains an ethics guide as well as information about salaries and pay schedules, Indian Preference, exit clearance procedures, and the Fair Labor Standards Act. Employees are also encouraged to familiarize themselves with the latest editions of the *Federal Employees Almanac* (FEA) and the *Federal Register*.

Because of the changing nature of federal employment, this section provides only a general overview with links to employee resources. Questions about personnel issues should be directed to the Human Resources (HR) office located in Navarre Hall.

A. Employee Assistance Program

Haskell employees have access to an Employee Assistance Program. The program consists of free short-term services to help employees deal with challenges (e.g., alcohol or drug addiction, relationship or parenting problems, elder care, etc.) that impact the employee's conduct and work performance. The program consists of counseling, training, health promotion and education, critical incident stress management services, legal and financial consultation, and assistance and guidance related to workplace violence. Literature about the program can be obtained from the HR office.

B. Employee and Labor Relations Programs

Information about administrative grievance procedures, violence in the workplace, employee discipline, and adverse actions process is available from your union.

C. Personnel Appointments

The following information about personnel appointments is excerpted from Chapter 8 of the 2015 *Federal Employees Almanac*:

Individuals are hired – formally “appointed” –into government jobs through a number of different authorities. The type of appointment in turn can affect employee rights in some areas, particularly rights to appeal adverse action against the employee. The category of appointment is designated on the employee's form SF-50, kept in the official personnel file.

You can access your SF-50s on [Employee Express](#), which is a repository for your personnel-payroll documents.