

Assurance Argument

Haskell Indian Nations University

Review date: 12/2/2024

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is articulated publicly and operationalized throughout the institution.

1. The mission was developed through a process suited to the context of the institution.
2. The mission and related statements are current and reference the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose.
3. The mission and related statements identify the nature, scope and intended constituents of the higher education offerings and services the institution provides.
4. The institution's academic offerings, student support services and enrollment profile are consistent with its stated mission.
5. The institution clearly articulates its mission through public information, such as statements of purpose, vision, values, goals, plans or institutional priorities.

Argument

Mission and Vision

Mission: 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.

Vision: Haskell is a unique and diverse inter-tribal university committed to the advancement of sovereignty, self-determination, and the inherent rights of tribes.

Haskell Indian Nations University is one of two federally operated institutions of higher education under the Bureau of Indian Education and chartered under the [Snyder Act of 1921](#). The current [Haskell mission and vision statements](#) were developed in 2013 and approved in 2014. The Haskell mission and vision statements have remained unchanged since our entrance into the Open Pathway system in 2015. In 2021, the then President, [completed the process of developing a new strategic plan for the University](#). This process was undertaken with little to no input from stakeholders across campus and did not include a new mission and vision statement for the institution. The strategic plan developed by the previous permanent president was not fully implemented by the institution as [his removal came later in 2021](#).

The vision and mission statements approved in 2014 were developed through a cross-section of students, faculty and staff, before Haskell entered Open Pathways. The initial process is reflective of tribal traditions and governance. In 2023, [following the selection of Dr. Arpan](#) as the new permanent president of Haskell Indian Nations University, the institution started the process of updating its

mission, vision and strategic plan. To honor the process followed in 2013, the initial phase of this process included [data collection utilizing focus groups](#) which consisted of faculty and staff, students, and the Haskell Board of Regents. The current timeline for the completion of a new vision, mission and strategic plan is May of 2025.

Focus and Scope

The mission stresses not only the development of future leaders and leadership capacity, but it also focuses on academic excellence, [cultural prominence](#) and an environment of holistic education that addresses the needs of the communities and peoples it serves. The Haskell vision statement sets the goals of being committed to the advancement of sovereignty and self-determination of tribes and the tribal peoples it serves.

Haskell is an institution unlike any other, as the only four-year degree granting inter-tribal institution directly under the federal government. [Established in 1884 as the United States Indian Industrial Boarding School](#), Haskell was designed as one of the first off-reservation federal boarding schools to assimilate American Indian children. Since then, Haskell has evolved to become a well-known inter-Tribal university serving all 574 federally recognized tribes. The [student enrollment profile of the institution consists of individuals who are either enrolled tribal members of federally recognized tribes, or individuals who have a degree of descendency to a federally recognized tribe](#). From the Fall 2019 semester to today, Haskell has consistently [enrolled students from around 148 federally recognized tribes and Alaska Native Villages](#). As a part of its federal trust responsibilities to serve Native students, Haskell eligibility guidelines limits admissions to those students that meet the eligibility requirements listed above.

Commitment to Tribal Peoples

The Haskell mission statement clearly reflects the students and communities served and addresses the shared need of tribal communities to develop leadership capacity. Academic programs, student support services, university operations and athletics work in a concerted effort to meet the stated mission. Haskell's baccalaureate degree programs — Elementary Education, Environmental Science, Business Administration, and Indigenous and American Indian Studies — along with its associate's and certificate programs, serve identified and recognized needs of educational capacity, environmental concerns, and leadership in American Indian communities. Student support services provide opportunities for students to take advantage of leadership opportunities through the [Student Government Association](#), [American Indian Business Leaders \(AIBL\)](#), [Champions of Character](#), and other student organizations centered on the tribes represented by students. Student support services such as the [Student Success Center](#), the [Haskell Writing Center](#), and [TRiO](#) provide opportunities for students to [work as peer tutors](#). The university employs students in various roles across campus. Haskell's association with the American Indian College Fund additionally affords leadership opportunities through programs like the [Naabaahii Olta'i: Native Student Veterans Peer-to-Peer Program](#).

The Haskell mission is displayed prominently on the Haskell website, along with the vision statement and [CIRCLE Values](#), which serve as guiding principles for the institution. The mission statement can also be found on the institution's social media pages and in the current academic catalog. Framed posters throughout office buildings, classroom buildings, and the housing units also display the Haskell mission.

The University's institutional CIRCLE Values further articulate and enhance the Haskell mission.

[Communication, Integrity, Respect, Collaboration, Leadership, and Excellence](#) form the foundation of the CIRCLE Values. These values are understood as being culturally appropriate for an inter-Tribal institution like Haskell. The Haskell CIRCLE Values promote a campus-wide culture of learning and student success; a commitment to professional development; innovation in teaching, learning, engagement, advising, support and operations; a campus-wide commitment to continuous improvement; and recognition of the value of our work of integrating cultural and environmental resiliency. These values highlight Haskell's commitment to honor its place of service among Indigenous communities and a holistic educational experience.

Sources

- 2024 Tribal Affiliation Summary
- 24NSV-Fellow-Lovey Fire Lightning
- FA23 AIBL Plan of Operations (1)
- Final draft SGA Const DEC 5th
- Frank Arpan now president of Haskell University
- Haskell Champions of Character Initiative
- Haskell Cultural Event Flyers
- Haskell Enrollment Reports
- Haskell Indian Nations University president removed
- Haskell Writing Center
- Institution Values and Code _ Haskell Indian Nations University
- meet our tutorsflyerssc
- Memo - Listening Sessions
- New Students _ Haskell Indian Nations University
- School History _ Haskell Indian Nations University
- SSC FLYER FA24
- Strategic Plan Report final 1.7.2020
- TRiO _ Haskell Indian Nations University
- USCODE-2021-title25-chap1-sec13 - Snyder Act
- Vision _ Haskell Indian Nations University

1.B - Core Component 1.B

The institution's mission demonstrates commitment to the public good.

1. The institution's actions and decisions demonstrate that its educational role is to serve the public, not solely the institution or any superordinate entity.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its external constituencies and responds to their needs as its mission and capacity allow.

Argument

Commitment to Serve

The [charter which governs Haskell](#) allows the university to maintain its central focus of serving American Indian and Alaska Native students through a prioritization of academic and student services. Haskell is not heavily dependent on the generation of credit, the award of large research grants, or major donations and sponsorships for the operations of the institution, which frees Haskell to concentrate on its educational role. Due to the many federal regulations to which the university is bound, all MOUs, cooperative agreements, policies and programming must be focused on the mission of serving Tribal students and communities. While the charter creating Haskell and the federal regulations that help guide the university do provide a structure that allows for a central focus of service, they also create barriers. Flexibility and creativity, which are so central to advancing capacities in the educational environment, can be limited due to challenges that can arise in areas such as [contracting](#), construction and [human capital management](#).

Haskell is located within the federal government as an institution within the Bureau of Indian Education (BIE). As a federal entity, Haskell is limited in all its [capital initiatives](#) and must maintain a central focus of service. Within the guiding principles is an overall theme of learning, student success, continuous improvement and preparing students for the world. The university does work closely with its parent organization, the BIE, to [ensure that Native students have access to education](#) and educational opportunities, while at the same time maintaining independence. To ensure the university has some autonomy in decision making, strategic directives, and academics, the BIE elevated the President position at the university from a standard General Schedule position to a [Senior Executive Service](#) position. This places more responsibility for the operations of the institution on the Office of the President. Additionally, administration at Haskell has worked to regain staffing that was centralized by BIE. Haskell has recently started the [process of developing internal fundraising structures](#), and it actively applies for grants to expand academics and student services. All capital initiatives aimed at increasing funding focus on the greater mission of serving American Indian and Alaska Native students and communities. Haskell capital initiatives will stress the need to address areas where direct appropriated funding received from the federal government may fall short. In all agreements the university enters with outside institutions, the administration stresses the need to maintain the interests of the people served.

Partnerships

Haskell's scope of constituents includes all members of federally recognized American Indian tribes and incorporated Alaska Native villages — along with descendants that meet the eligibility criteria — who seek post-secondary education. The institution engages and solicits feedback on tribal and academic programming needs through its [Haskell National Board of Regents](#), which contains members from all 12 BIA regions (See Criterion 2c). In addition to the Haskell National Board of Regents, the University regularly attends national conferences, such as the [National Congress of American Indians \(NCAI\)](#), and is an active member of the [American Indian Higher Education Consortium \(AIHEC\)](#). The nature of the academic programming at Haskell is reflective of the needs of tribal communities and emphasizes Indigenous issues. Student services, counseling services and [on-campus cultural events](#) are informed by the various Tribal cultures represented on campus. Haskell's place as a federal institution under the Bureau of Indian Education and the Department of Interior provides a clear definition of the intended constituents and the role the university needs to play in serving Tribal communities.

Haskell maintains a strong working relationship with the University of Kansas (KU) and has recently signed a new [Memorandum of Understanding \(MOU\) with KU](#) reaffirming that relationship. The MOU with KU serves as the basis for several programs between the two institutions, such as the [SLOAN program](#), which encourages and helps provide a pathway for Haskell students into STEM graduate programs. Partnerships with other tribal colleges and universities are also important to the functions of Haskell. The University has an active [MOU with the College of the Muscogee Nation](#) and a newly signed [articulation agreement with Nebraska Indian Community College](#). Federal partnerships are also important in serving Haskell's stakeholders and constituents, and Haskell has signed agreements with the [Environmental Protection Agency](#) and the [Small Business Administration](#). Local collaborations establish a shared working relationship with the Lawrence, KS, community as well, and [Haskell has an MOU with the city regarding police services](#). More recently, Haskell signed a new MOU with Prairie Park and the city of Lawrence to provide students with an active learning lab and internship site. Haskell also maintains working relationships with [local](#) and [national school districts](#) for its Elementary Education program to operate learning sites.

Sources

- 23-69-S SAM - Haskell Indian Nations University
- 30 IAM BIE Donation Policy_FINAL_signed 2.12.21_w.footer_508
- BIE FY25 Haskell Indian Nations University Donations Delegation - 10.23.24
- BIE Strategic Plan to 2023
- Board of Regents _ Haskell Indian Nations University
- Haskell Cultural Event Flyers
- Haskell-KU MOU 11-1-2024
- HINU Fundraising Policy
- Home _ NCAI
- Human Resources _ Bureau of Indian Education
- MOU Lawrence PD
- MOU with Eudora USD 491 2024-09-16-14-39-27 (1)
- MOU with Haskell University and Word of Life Christian Academy
- MOU.College of Muscogee Nation.03.29.2022
- MOUEPAOCTOBER2022
- NICC Articulation
- PART 1401 - DEPARTMENT OF THE INTERIOR ACQUISITION REGULATION SYSTEM

- Acquisition.GOV
- Senior Executive Service
- Sloan Foundation grant to support Indigenous students in STEM programs at KU-Haskell
- TCU Locations – American Indian Higher Education Consortium
- Title 3 Academic Narrative
- USCODE-2021-title25-chap1-sec13 - Snyder Act
- WBGC May 3rd Event Flyer

1.C - Core Component 1.C

The institution provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission and for the constituencies it serves.

1. The institution encourages curricular or cocurricular activities that prepare students for informed citizenship and workplace success.
2. The institution's processes and activities demonstrate inclusive and equitable treatment of diverse populations.
3. The institution fosters a climate of respect among all students, faculty, staff and administrators from a range of diverse backgrounds, ideas and perspectives.

Argument

Informed Citizenship and the University

While Haskell is required to maintain service to Native populations and those that can show descendency to a federally recognized tribe, the University recognizes the need to operate and prepare its students for engagement in a diverse and global world. Haskell provides opportunities for civic engagement in a diverse, multicultural society and globally connected world, as appropriate within its mission through its academic programming and other opportunities.

Haskell's academic curricular programs at the associate's and the bachelor's levels stress empowerment, advocacy, leadership and self-determination. The Indigenous and American Indian Studies program focuses heavily on empowerment and advocacy, and the other academic programs all incorporate these themes. Examples of courses that reflect these concepts include:

- [AIS 102: American Indian Issues I](#)

Overview of current and historical issues which have resulted in policies and regulations affecting American Indians and Alaska Natives.

- [AIS 311: Introduction to American Indian Studies – American Indian Issues II](#)

Challenges the standard assumptions and practice the discipline has about research, academic writing, education, and critical thinking.

- [AIS 349: Law and American Indian Religious Freedom](#)

Course examines the impact of federal laws and policies and U.S. Supreme Court decisions on the sacred ways of life of American Indian tribal groups.

- [AIS 350: Foundations of Indigenous Philosophy](#)

Introduces the philosophies of specific MesoAmerican and North American indigenous peoples.

- [COMS 256: Working in Groups and Teams](#)

Course furnishes students with an understanding of the principles of small group communication through knowledge of core group communication concepts and processes.

- [ENVS 341: Multicultural Perspective on Sustainable Agriculture](#)

Course introduces students to the framework for environmental management and problem solving that exists in the region and in their own Tribal Nations.

- [SW 201: Social Welfare/Society](#)

Course introduces students to the social welfare system and its functioning within the social structure of America.

Academic courses in the Business Administration and Indigenous and American Indian Studies programs address the needs to educate and promote tribal sovereignty and self-determination through courses such as:

- [AIS 402: American Indian Treaties and Agreements](#)

Course introducing students to the scholarship of examining American Indian Treaties and Agreements through cross disciplinary approaches, including law, written and oral history, and geography.

- [TMGMT 201: Tribal/Federal Government Relations](#)

Course present an overview of the federal government, Indian Nation governments, the nature of the federal trust responsibility to Indian nations, and the impact of the three branches of government on Indian nations and their sovereignty.

- [TMGMT 330: Fundamentals of Tribal Sovereignty](#)

Purpose of the course is to introduce students to the basic principles underlying the sovereignty of Indian Nations and Tribes.

Research activities at Haskell provide opportunities for students to build capacity in leadership skills, develop analytical skill sets, and gain confidence and competence in research abilities that can be assets to Tribal communities. The [Rising Voices, Changing Coasts](#) project, led by Dr. Dan Wildcat, is a multi-year, multi-institutional research project funded by the National Science Foundation. It includes multiple study sites and partner institutions around the United States. This grant provides academic scholarly development opportunities for students within Haskell and from partner institutions. Programs like the [HERS program](#) provide opportunities for students to share their research results with the Haskell community and beyond.

The [Haskell Student Government Association](#) serves as the main sounding board for student participation in shared governance of the University and is a direct link for the students to have their voices heard by administration. Students are elected from the student body and serve one-year terms. Cultural events like the [Haskell Bison Feed](#) present students with direct cultural learning experiences and the need to preserve Native culture. The Haskell Library, [TRiO](#), and [Student Success Center host speaker series](#) focused on issues related to Tribal communities and Tribal engagement and serve to provide a link for Haskell students to the Indigenous cultures that are represented at Haskell. Visits from the [Secretary of the Interior](#) and the [Associate Secretary for Indian Affairs](#) provide students with

opportunities to meet and engage with tribal members that are in positions of direct civil service.

Diversity and Respect

Haskell has created and maintained policies and processes that ensure and espouse respect for human diversity through the institution's operations. The [Haskell CIRCLE Institutional Values](#) provide the foundation for respect for diversity on campus. The new [Haskell Community Standards: The Student Code](#) was developed to stress student support and reflect the Haskell CIRCLE Institutional Values. As an institution directly under the BIE, Haskell is a part of the Department of Interior and adheres to the DOI's diversity and inclusion plan. The university has recently also explored the practice of a gender-neutral wing in its housing units to support students. In addition, Haskell recently sent an HR representative to the [HBCU Raising the Bar](#) conference, which provided information to attendees in the areas of career pathways and economic mobility, research and innovation, and other opportunities for minorities looking to enter the workforce. This was done, in part, within the guidelines of [Executive Order 14050 – White House Initiative on Advancing Educational Equity, Excellence Opportunity for Black Americans](#).

As an institution that focuses on serving a diverse population of students and communities, Haskell aims to create an environment that fosters a climate of respect among all on campus. While the institution is bound by federal regulation in hiring and does adhere to federal preferences in hiring practices, such as [Indian Preference](#), [staffing at Haskell represents a diverse group of individuals](#). Haskell is currently working with its [LGBTQIA student group](#) to provide inclusivity training for students and staff. New staffing hires focused on [accommodations](#) and [campus advocacy](#) increase the support services for all students and the resources available on campus. The expansion of mental health support services is also central to supporting all students and staff on campus. Through a contract for services with [MorningStar Counseling](#), the institution has increased its mental health support systems for all on campus. Haskell has also worked to address respect for diversity through its academics in the form of its course offerings. Examples of these courses, which are available to students in subject areas pertinent to success in a diverse environment are:

- [AIS 321: Human Behavior in American Indian Communities](#)

Course examines human behavior issues within American Indian Communities using social system approach.

- [COMS 247: Race in America](#)

Class is an introduction to critical race theory as it pertains to American cultural diversity.

- [COMS 340: Gender Communication](#)

Class is designed to introduce students to the relationship between communication and gender, including both physical and psychological dimensions.

- [ENGL 230: Gender, Sexuality and Literature](#)

This course will provide an interdisciplinary perspective on the study of women, gender, and sexuality.

Sources

- 2023_HERS_Brochure
- 2023FA - AIS.321.01 - Human Behavior in American Indian Communities - BeasonJ
- 2023FA - AIS.321.01 - Human Behavior in American Indian Communities - BeasonJ(2)
- 2024 Annual National HBCU Week Conference _ White House Initiative on Advancing Educational Equity
- 2024FA - AIS.102.01 - American Indian Issues I - StewartM
- 2024FA - AIS.311.01 - Introduction to American Indian Studies - American Indian Issues II - StewartM
- 2024FA - AIS.349.01 - Law and American Indian Religious Freedoms - StewartM
- 2024FA - AIS.350.01 - Foundations of Indigenous Philosophy - WildcatD
- 2024FA - AIS.402.01 - American Indian Treaties and Agreements - StewartM
- 2024FA - COMS.256.01 - Working in Groups and Teams - MorganJ
- 2024FA - ENGL.230.01 - Gender Sexuality and Literature - Sturges-BrownM
- 2024SP - COMS.247.01 - Race in America - KimbrellT
- 2024SP - COMS.340.01 - Gender and Communication - UbelS
- 2024SP - ENV.341.01 - Building a Network for Environmental Problem Solving I - ChapinB
- 2024SP - SW.201.01 - Social Welfare and Society - BeasonJ
- 2024SP - TMGMT.201.01 - TribalFederal Government Relations - ToutillottT
- 2024SP - TMGMT.330.01 - Fundamentals of Tribal Sovereignty - BurghartJ
- Allies for Equality Club
- Bison Harvest and Cookout
- Diversity Equity Inclusion and Accessibility _ U.S. Department of the Interior
- Federal Register _ White House Initiative on Advancing Educational Equity Excellence and Economic
- Final draft SGA Const DEC 5th
- Haaland national leaders stress importance of history and representation during Haskell commencement
- Haskell SSC TRiO Speakers
- Haskell Writing Center
- Haskell-New-Student-Code
- HINU Campus Advocate Coordinator _ Haskell Indian Nations University
- HINU Welcome Back 2024
- Indian Preference Act of 1934
- Info — Rising Voices Changing Coasts Hub
- IPEDS Data Collection System Human Resources 2023-24 Locked on 03-25-24
- LunchLearnSecretaryNewland
- StudentAccessibilityCoordinator
- StudentAccessibilityCoordinator
- Vision _ Haskell Indian Nations University

1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

The mission and vision of Haskell Indian Nations University is guided by its trust responsibility, its place within the Bureau of Indian Education, and in its history. The foundation of the mission is to prepare its students to take on leadership roles and support Tribal communities, nations and their people. The mission is clear, publicly articulated, and serves as the guide for all operations at Haskell. The clarity of the mission and its focus on service is one of the institution's strengths guiding its identity. Looking to the future, Haskell needs to embrace the current mission and vision, while it builds a new focus for tomorrow. Haskell should be, and can be, an institution that aims to provide truly responsive and relevant skillsets and knowledge to the population it serves. The struggle for cultural relevance, survival, preservation and revitalization are central to Haskell and its place among tribal colleges and universities. Haskell has progressed immensely through its long 140-year history, and there is much more work to do.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution establishes and follows policies and processes to ensure fair and ethical behavior on the part of its governing board, administration, faculty and staff.

1. The institution develops and the governing board adopts the mission.
2. The institution operates with integrity in its financial, academic, human resources and auxiliary functions.

Argument

Governance

Haskell Indian Nations University (Haskell) is an institution unlike any other. The four-year degree-granting University is a truly intertribal institution of higher education. HINU is operated directly under the [Bureau of Indian Education \(BIE\)](#), which is part of the [Office of Indian Affairs](#) in the Department of the Interior. The Director of the BIE serves as the hiring manager for the President of Haskell. The [President of Haskell reports directly to the Director of the BIE](#) and the Director conducts the annual performance evaluation of the President. As a federal institution, the [Haskell National Board of Regents](#) is limited in its functions as a strictly advisory body and has no policy or decision-making authority. Haskell does work closely with the Haskell National Board of Regents and in recent years has strengthened the relationship with the board. In 2013, when the current mission and vision of the University were developed, Haskell worked closely with the board and outside stakeholders. The mission and vision were first developed internally and then approved through the Haskell National Board of Regents in 2014. In the process of developing a new strategic plan, with a new mission and vision, the Haskell National Board of Regents participated in the data collection during a focus group at one of the regularly scheduled in-person board meetings.

Integrity and Regulation

[HINU's position directly under a federal agency](#), the Bureau of Indian Education (BIE), means that HINU is required to follow all federal laws, regulations, policies, and guidelines set forth by the Department of the Interior, Indian Affairs and the BIE. Haskell operates under federal statutory and regulatory provisions that govern all its financial, personnel and auxiliary functions, most notably [25 USC](#) and [25 CFR](#). In addition, the University develops and implements internal policies and procedures that govern its academic processes as an accredited intertribal institution of higher education. These internal policies follow a newly designed [policy development process](#) that ensures stakeholders within the university staff community have input into the policies they will be required to operationalize and follow.

As a part of Haskell's mission, the University community works to ensure that everyone — from students to faculty to staff — conducts themselves responsibly, ethically and with the expectation that they will be treated in a similar manner. In these efforts, Haskell is guided by its [CIRCLE Values and Institutional Code](#), which establishes general guidelines for the campus community. Ethical and fair behavior on campus is further strengthened under various federal processes such as the [5 CFR](#), [Department of Interior Grievance Process](#), [federal EEO processes](#), and [Office of Inspector General \(OIG\) review](#). Haskell employees are required to take regular training addressing discrimination, [harassment](#) and ethical behavior.

Fiscally, all federal agencies are required to follow the [OMB Circular A-123](#). The Haskell Division of Finance has monthly meetings with the BIE Finance Team, which includes regular updates. While Haskell has no formal yearly audits and a footnote to [HLC Assumed Practice D](#) exempts institutions under federal control from being required to provide yearly audits, the institution works with BIE to ensure ethical and professional fiscal management. This includes the use of a multi-stage signing process for spending, tracking of spending in the [Federal Business and Management System \(FBMS\)](#), and a review of compliance for grant spending. Haskell students are eligible to receive federal financial aid in the form of Pell Funding, and as such, the University follows all regulation and reporting guidelines for [Title IV of The Higher Education Act](#). Haskell does not participate in any student loan programs.

The Vice President of Academics oversees the University's Division of Academics and is responsible for the management of all [University academic operations](#). This includes all academic policies and the Academic Catalog. [Student integrity in learning](#) is managed by the Division of Academics and student appeals are managed through this office as well. The Vice President of Academics serves as the conduit for communication between the [Haskell Faculty Senate and the administration](#).

Sources

- 5 CFR 432_934704
- Academic Integrity and Misconduct
- Anti-Harassment_and_Workplace_Conduct
- Assumed Practices (CRRT.C.10.010) _ The Higher Learning Commission
- Board of Regents _ Haskell Indian Nations University
- BOR Focus Group Findings
- Complaint Hotline _ Office of Inspector General U.S. Department of the Interior
- DOI EEO Processes and Contacts
- DOI Grievance Process
- eCFR _ 25 CFR Chapter I Subchapter E -- Education
- Financial and Business Management System _ U.S. Department of the Interior
- Higher Education Act of 1965 2020-2021 Federal Student Aid Handbook
- Institution Values and Code _ Haskell Indian Nations University
- MOU on Shared Governance April 17 2014
- OMB Circular A-123
- OrgChartFY18_BIE
- U.S.C. Title 25 - INDIANS
- Viewing Policy Development Review and Revision Process
- VPA PD

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public.

1. The institution ensures the accuracy of any representations it makes regarding academic offerings, requirements, faculty and staff, costs to students, governance structure and accreditation relationships.
2. The institution ensures evidence is available to support any claims it makes regarding its contributions to the educational experience through research, community engagement, experiential learning, religious or spiritual purpose and economic development.

Argument

Outward Communication

Haskell is dedicated to clear and accurate communication regarding the University's programs, requirements, faculty and staff, costs to students, accreditation, and other matters of institutional and public interest. Primary sources for communication include the Haskell website, which contains the [Consumer Disclosure](#), the [Academic Catalog](#), the [Haskell Community Standards: The Student Code](#), and [regular student demographic data](#).

The list of Haskell's academic programs, as well as the degree checklists that articulate requirements for completing each degree, are available on the University website, under the section for the [Office of the Registrar](#). This information can also be found in the Haskell Academic Catalog. [Requirements for admission](#) to Haskell are clearly listed on the University website and in recruitment materials, as well as in the catalog. [The eligibility requirements](#) — which are listed on the website and match federal requirements — are for students to be either a member of a federally recognized Tribe or Alaskan Native village, or a descendent of a federally recognized Tribe or Alaskan Native village with at least one quarter blood quantum Native blood. Recently, the Department of Interior solicitors released [new eligibility language guidelines](#) for who is eligible to receive benefits meant for Native populations. This directly impacts Haskell, and the University has adjusted the eligibility language. There are still some details to be finalized in regard to what paperwork will be accepted to prove descendancy and when this is completed the language on the website will be updated and the new eligibility will be finalized.

The [course schedule](#) and [academic calendars](#) are available publicly on the website, and as Haskell is a public institution, Haskell policies are available and accessible through the [Haskell PolicyStat link](#) on the website. [Costs and fees](#) for the University are clearly articulated on the website for both on-campus and off-campus students, along with detailed financial aid information. Information regarding [accreditation](#), [Clery reporting information](#), and contact information for the [Haskell National Board of Regents](#) can be found on the website. The [Haskell Organizational Structure](#) can also be found on the website.

Maintenance of Evidence

As an institution directly under the federal government, Haskell works diligently to preserve all records and maintain a level of transparency with its stakeholders and the public. This extends to the

documentation and maintenance of evidence reflecting the institution's contributions to education and the community. The [Haskell website](#) serves as the main source of outward communication to the public and as a library for the documentation of evidence. [Accreditation status](#), [Sexual Misconduct Information](#), [Clery Reporting Information](#), the [College Catalog](#), [Course Schedules](#), [Academic Calendars](#), Board of Regents Contact, and other information can all be found on the website. The website also serves as the access link to the [Haskell PolicyStat](#) website, which contains the Haskell policy library. Various departments and groups on campus, including the University, maintain social media pages for communication, and the message boards of those pages contain documentation for events in and around campus.

The Haskell website is managed internally by a newly developed position, the Haskell Webmaster, with support from an outside contractor. Requests for adjustments to the Haskell website are received by the Haskell Webmaster and department heads are responsible for the accurate display of information on their portions of the website. The Haskell Webmaster also oversees the management of the main [Haskell social media page](#), and the University has started the development of an internal policy for the responsible management of departmental social media pages associated with the institution. Federal guidelines and regulations also require the institution to maintain and preserve records for public access.

Sources

- Academic Calendar _ Haskell Indian Nations University
- Accreditation _ Haskell Indian Nations University
- Admissions _ Haskell Indian Nations University
- Board of Regents _ Haskell Indian Nations University
- Center for Institutional Effectiveness _ Haskell Indian Nations University
- Consumer Disclosure _ Haskell Indian Nations University
- Course Schedules _ Haskell Indian Nations University
- Degree and Certificate Checklists _ Haskell Indian Nations University
- Financial Aid _ Haskell Indian Nations University
- Haskell Enrollment Reports
- Haskell New Admissions Eligibility
- Haskell Org Chart _ Haskell Indian Nations University
- Haskell-Social-Media-Pages
- HINU Campus Advocate Coordinator _ Haskell Indian Nations University
- HINU Student Code of Conduct _ Haskell Indian Nations University
- Home _ Haskell Indian Nations University
- New Students _ Haskell Indian Nations University
- Our Value Equation _ Haskell Indian Nations University
- PolicyStat Home

2.C - Core Component 2.C

The governing board of the institution is autonomous to make decisions in the best interest of the institution in compliance with board policies and to ensure the institution's integrity.

1. The governing board is trained and knowledgeable so that it makes informed decisions with respect to the institution's financial and academic policies and practices; the board meets its legal and fiduciary responsibilities.
2. The governing board's deliberations reflect priorities to preserve and enhance the institution.
3. The governing board reviews the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
4. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties.
5. The governing board delegates day-to-day management of the institution to the institution's administration and expects the institution's faculty to oversee academic matters.

Argument

Board Service

The Haskell National Board of Regents is an independent body that serves as an advisory board for the University. In past years, there were some struggles with regular communication and partnership between the institutional administration and the board. The current administration and board, however, are working diligently to [reinforce and reaffirm](#) their working relationship. In the past two years, the current board president and board members have worked to recruit and fill five open board positions. At the moment, there is only one open board position: the Southern Plains representative. The board is comprised of individuals in [tribal leadership roles, tribal education roles and university roles](#). Each board member brings valuable insight and experience to the board. As the board is a separate entity from the institution, they maintain an independence that a federal entity does not enjoy and are working to renew their [501\(c\)3 status](#), update their [by-laws and constitution](#), and work with the University on progressing institutional goals. The Haskell National Board of Regents attended board training in 2022, sponsored by the American Indian Higher Education Consortium, and has developed [internal committees](#) to better serve Haskell students and Tribal communities.

Board and Priorities

The Haskell National Board of Regents is comprised of members representing the [twelve regions of the Bureau of Indian Affairs \(BIA\)](#): Alaska, Eastern, Eastern Oklahoma, Great Plains, Midwest, Navajo, Northwest, Pacific, Rocky Mountain, Southern Plains, Southwest and Western Regions. In addition to the 12 representatives from the BIA regions, there is a board member from the [Four Tribes of Kansas](#), a board member from the [Haskell Alumni Association](#) and a student government representative on the board. These individuals provide a broad spectrum of representation on the Haskell National Board of Regents. The representatives on the board include tribal leaders, tribal representatives, tribal education directors, former tribal college employees and higher education employees. Membership on the board is outlined in the [Haskell National Board of Regents by-laws](#), and — with the exception of the alumni association member and the student government association member — members must be residents of the regions they represent and members of federally

recognized Tribes for the regions they represent. The board votes to accept new members once they have been received and have been approved locally through the appropriate processes.

The Haskell National Board of Regents currently meets three to four times per year in person and has additional regular meetings virtually. The board meets [in-person at the Haskell campus](#) at least twice a year, and once a year they travel to Washington D.C. for [lobbying sessions](#) with employees and students from Haskell. The board has discussed and held at least one meeting in one of the regions represented and the plan is to hold future meetings in the rest of the regions. This plan has been temporarily put on hold due to budget constraints. The budget for the Haskell National Board of Regents comes from the University and is regulated by BIE policy for board spending. The Office of the President at Haskell can provide more funding for travel as needed and recently the board [discussed stipends for service](#).

At their in-person meetings on campus, the [board receives updates](#) from the Haskell leadership, discusses long-term goals for the University, hears areas of concern, is open to meet with students at the board lunches, and hears from additional stakeholders such as the Haskell Faculty Senate and the Haskell Foundation. The board has been an active participant in the data collection process for the new Haskell Strategic Plan and has provided an exploratory resolution for the process of possibly moving Haskell out of the Bureau of Indian Education. Haskell board activity advancing the priorities of Haskell include their participation in the [American Indian Higher Education Consortium \(AIHEC\) Lobbying week](#), where they present on behalf of the University. Recently, one of the current board members has helped [set up and lead travel for potential students to visit the University](#) and receive an introduction to the institution.

Board Role and Independence

Due to the unique nature of Haskell under the Bureau of Indian Education, the independence of the Haskell Board of Regents and the role of the board is as an advisory body. Because of this role, members of the board may include elected tribal leaders as voices for their regions. The Haskell National Board of Regents by-laws contain language that states that [“no member of the Board of Regents shall be a Civil Service employee of the Federal Government.”](#) This helps ensure the independence of the Haskell National Board of Regents members and avoid any conflicts of interest, impropriety and political activity that may be considered inappropriate in their positions. Additionally, the Board of Regents just [adopted an internal policy separate from Bureau of Indian Education policy that states potential board members must pass a background check prior to service](#).

As stated above, the Haskell National Board of Regents is unique among higher education institutions as it has no direct authority over the institution and plays a mostly advisory role. The Haskell National Board of Regents was an active participant in the most recent selection process for the new Haskell President and provided direct input to the Director of the BIE on the selection. Haskell and the [Haskell National Board of Regents maintain a working relationship through an MOU](#), which outlines the board’s role in supporting the selection of the President, supporting the development of a strategic plan, and being privy to the Haskell federally appropriated budget. Management of the University, its day-to-day tasks, curriculum development, operations, hiring of staff and other tasks necessary for the successful running of the institution all fall within the responsibilities of the Haskell leadership. Haskell operations such as hiring, contracting and construction all fall under federal guidelines outlined in section 2.A.

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2.D - Core Component 2.D

The institution is committed to academic freedom and freedom of expression in the pursuit of truth in teaching and learning.

Argument

As stated above, Haskell is an institution of higher education directly under the Bureau of Indian Education (BIE), and as such, the University is subject to all applicable federal law, regulation, and policy of the federal government, Department of Interior, Office of Indian Affairs, and BIE. The leadership at Haskell holds steadfast in the belief that while it may be located in the federal government, it can and will maintain academic freedom and freedom of expression in teaching and learning. This is evident in its [academic freedom policy](#), which promotes the free expression of thought and ensures procedures exist for that free expression. The academic freedom policy additionally coincides with the [DOI Ethics Policies](#).

Haskell's support of freedom of expression and of academic freedom was challenged in 2021 by administration, [particularly the Office of the President](#). This was met with direct challenges from [Haskell students and Haskell faculty](#). Following the dismissal of the permanent president, the BIE and Haskell administration worked with students and faculty at Haskell to reaffirm the commitment to freedom of expression and academic freedom at the University. This has been most recently evidenced by the [open Haskell Faculty Senate response](#) to the publication of a recent congressional hearing. It is also evidenced by the [current President's response and support of the Haskell Faculty Senate's right to freedom of expression](#). Haskell student journalists writing for the [Indian Leader](#) — Haskell's 122-year-old student newspaper — continue to exercise their first amendment rights and freedom of expression through their journalism.

Sources

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- Haskell Indian Nations University Faculty Issue Second No-Confidence Vote
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- Letter to the Times_ Haskell faculty are committed to students well-being success – The Lawrence T
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2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, staff and students.

1. Institutions supporting basic and applied research maintain professional standards and provide oversight ensuring regulatory compliance, ethical behavior and fiscal accountability.
2. The institution provides effective support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.
3. The institution provides students guidance in the ethics of research and use of information resources.
4. The institution enforces policies on academic honesty and integrity.

Argument

Research, Integrity, and Support

Haskell is first and foremost a teaching and learning University, with a central focus on educating and the facilitation of growth in the Native students and communities served. Research at Haskell is a recognized area of growth to meet the central mission of Haskell and to aid in the development of capacity of Tribal and Alaska Native communities. Research such as the ongoing studies in the [Haskell wetlands](#) and the [courses in the Environmental Science](#) program promote stewardship of the land as it relates to cultural values. Grants that support this research and associated partnerships include the [KINBRE grant](#). The [Rising Voices, Changing Coasts](#) project, funded through NSF, is led by Dr. Dan Wildcat, a Haskell faculty member, and includes [several partner institutions](#). The goal of the project is to study and understand the profound effects of rising coastlines through an indigenous lens. These projects are led by faculty that have extensive experience in their areas and support proper research methodologies and ethics in their studies. As Haskell is directly under the federal government, all research adheres to all applicable [federal regulations](#).

Support systems and internal mechanisms are in place throughout the institution to ensure faculty, staff and students have support while conducting research and scholarly practice. Haskell employs a Grants Coordinator, with job duties that include working directly with faculty to ensure that research being conducted under grants is compliant with the requirements of the grant. [The Haskell Institutional Research Board](#) is a committee that has remained active and has posted guidelines for IRB approval and processes. The [Haskell IRB processes](#) and approves all human subjects research requests on campus. The [Haskell Tommaney Library](#) offers access to several digital libraries and other resources for research. Additionally, academic curriculum available to students includes several research methods courses:

- [AIS 322: Introduction to Research Methods in American Indian Studies](#)

Introductory course on research examines trends and histories of research and assists students in enhancing their critical and ethical literacy skills through the close examination of the diverse range of methods and issues involved in selecting methodologies appropriate to individual and community goals and projects.

- [ENVS 480: Undergraduate Research](#)

Students are required to submit a one-page summary of the research planned to their research sponsor and the chairperson of Natural Science.

- [ENVS 481: Undergraduate Research II](#)

Course provides students the opportunity to continue previous research done in ENVS 480, or conduct an additional, separate research project under the guidance of a faculty member.

- [SW 215: Basic Research in Social Work](#)

This course will introduce students interested in social work with the basic research principles associated with the social discipline.

Academic Integrity and Honesty

Academic ethics serve as a guiding principle for academic integrity and honesty at Haskell. Student expectations for academic ethics, which include academic integrity and honesty, are provided directly to the students in their course syllabi. [The Haskell Academic Catalog](#) is also available publicly to students and [contains language for academic integrity and honesty](#). Students can access the Academic Catalog on the Haskell website. Student journalists writing for The Indian Leader are required to follow the [Society of Professional Journalists Code of Ethics](#) and Haskell's Tommaney Library webpage provides [resources](#) through which students can access information on academic writing. Haskell also has courses focused on research methods. Students are also provided with a copy of the student code of conduct. Over the past year, the student code of conduct has gone through a thorough review and revision, with the help of [D Stafford and Associates](#) and BIE solicitors. [The Haskell Community Standards: The Student Code](#) was implemented at the start of the Fall 2024 Semester.

Haskell promotes academic integrity and honesty first through the [CIRCLE Institutional values](#), where integrity and excellence are key components of the CIRCLE values. The expectations of the institution and its support of academic integrity and academic honesty are outlined in the Haskell Academic Catalog, and in the Academic Disciplinary Action policy which has been rewritten as the [Academic Integrity and Misconduct policy](#). Covered under this policy are cheating, plagiarism, falsification of records, unauthorized possession of exams, intimidation and any other actions that may improperly affect a student's performance. Appeals regarding all matters of academic affairs, including academic disciplinary action, fall under the [Academic Appeals](#) process and can be initiated by the student.

Sources

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2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

As an institution of higher education directly under the Bureau of Indian Education, there are many levels of accountability and oversight within federal regulations, policy, and law to help ensure Haskell conducts and operates itself in an ethical and responsible manner. The University is strengthening its relationship with the Haskell National Board of Regents to continue to address the needs of the Tribal communities and peoples served by the institution. In recognition of its status as a national Tribal college, Haskell works diligently to promote advocacy, empowerment, growth and development, sovereignty, diversity, and ethical integrity. While the University has worked through some adversity, the current administration is committed to academic excellence, academic freedom, and the future success of the institution. Haskell will continue to support transparency and clear communication of its programs and academics, an openness in its policies, and the input of its stakeholders.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources and Support

The institution provides quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The rigor of the institution's academic offerings is appropriate to higher education.

1. Courses and programs are current and require levels of student performance appropriate to the credential awarded.
2. The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

Programs and Courses are Current and Appropriate to the Credential Awarded

The University currently offers [two certificates, nine associate degrees, and four baccalaureate degrees](#). To ensure that its programs remain current and aligned with the appropriate credential levels, the University maintains [a cycle](#) of regular academic assessments and fosters active [faculty engagement](#). Faculty participate in a variety of community, professional and academic activities, including directing [student internships](#), collaborating with colleagues at other institutions of higher education (IHEs) and agencies, attending and presenting at conferences, authoring publications and working with community partners. These activities help maintain the relevance of their expertise and course content, ensuring that programs address the evolving needs of the populations the University serves.

The degree and curriculum development processes are rigorous and involve internal peer evaluation, ensuring that new courses and revisions to existing programs meet academic standards and are appropriate to the credential awarded. Faculty members proposing new or revised courses must submit a [Curriculum Proposal Form](#), which requires approval signatures from the appropriate faculty and the Dean of the respective college. This collaborative process ensures that courses remain aligned with both academic expectations and the credential level.

Oversight of this process is managed by the [Faculty Senate's Curriculum Committee](#), which reviews curricular proposals and forwards them to the Vice President of Academics (VPA) for final approval. Detailed guidance on this process is provided in the [Curriculum Committee Handbook](#), while the [Faculty Senate Bylaws](#) outline the Curriculum Committee's role in ensuring alignment with academic standards. [Meeting minutes](#) of the Curriculum Committee are maintained in the VPA's office and made accessible online through the University's learning management system (*Blackboard*). Furthermore, the Academic Deans, faculty, and the VPA work closely with the Office of the Registrar to ensure that courses and programs are easily [transferable to other institutions](#),

supporting student mobility in their academic journey.

To ensure program relevance, the University is establishing a formalized process for [new degree development](#), enabling all four colleges to follow a consistent general format while accommodating specific needs unique to each college. This process will undergo review by the Faculty Senate's Curriculum Committee in Spring 2025. It will include an online guidebook to assist with market research amongst the federally-recognized Tribes, ensuring that new programming is tailored to the needs of the communities the University serves. In addition, the University's institutional accreditation and its pursuit of program-specific accreditations underscore its commitment to maintaining academic standards. The University's School of Education, for instance, is [accredited](#) by the Kansas State Department of Education (KSDE) and Council for the Accreditation of Educator Preparation (CAEP).

Differentiation of Learning Goals

Currently, the University offers only undergraduate programs. Haskell Indian Nations University clearly distinguishes among its degree offerings, including the Bachelor of Arts (B.A.), Bachelor of Science (B.S.), Associate of Arts (A.A.), Associate of Science (A.S.) and certificate programs. Each credential is designed with specific learning outcomes that reflect its academic and professional objectives, ensuring appropriate preparation for students at each level.

Certificate Programs

Since 2019, Haskell has added two certificate programs. The [Geographic Information Science certificate](#) requires 14-15 credit hours, while the [Records Information Management certificate](#) requires 15 credit hours.

Associate Degrees

The [Associate of Arts \(A.A.\)](#) and [Associate of Science \(A.S.\)](#) programs are generally set at 60 - 64 credits. These degrees focus on foundational knowledge for students planning to enter the workforce or transfer to a four-year institution.

Baccalaureate Degrees

[Baccalaureate degrees](#) programs at Haskell — such as the B.A. in Indigenous and American Indian Studies (IAIS) and the B.S. in Business Administration and Environmental Sciences — require the completion of 120-124 credits, including general education credits, foundational courses in the student's field, and upper-level coursework. The B.S. in Elementary Education requires 122 credit hours, which includes a minimum of 37 general education credits and 23 emphasis credits. These programs maintain [learning outcomes](#) (p. 14 - 50, *Academic Catalog*) tailored to professional readiness or graduate or professional school study.

Curricular Assessment and Differentiation

Haskell's assessment processes reflect the distinct goals of each program level. The Division of Academics has established regular assessment plans tailored to the learning outcomes of specific degrees. These plans set clear expectations for student performance at the bachelor's and associate degree levels. For instance, the B.A. in [Indigenous and American Indian Studies](#) (IAIS) has learning outcomes that focus on the skills necessary for employment or graduate school. In contrast, the A.A. in [Communication Studies](#) emphasizes outcomes that provide a foundation for transferring to a

bachelor's program.

Program Review and Continuous Improvement

In August 2019, Haskell approved a [calendar](#) for a formal program review process across all its colleges that assesses student success based on program-specific outcomes and recommended areas for improvement. This process ensures that degree programs remain aligned with both academic standards and the university's mission. While the pandemic -- and the subsequent closing of campus until Fall 2022 -- slowed down the ability to follow the calendar, nearly all the degree programs completed at least one round of [self-studies](#), as part of the program review process.

The University also initiated the development of [Institutional Learning Outcomes \(ILOs\)](#) to define the essential competencies expected of all Haskell graduates, regardless of their degree program. These ILOs are closely aligned with Haskell's mission and reflect the qualities expected of its graduates: competent and mature individuals; a sense of social responsibility; a commitment to scholarship; cultural awareness; creative, critical, and analytical thinking; and holistic development. The ILOs were intended to be regularly assessed with a focus on continuous improvement. However, key staffing vacancies in the offices of the President, Vice President of Academics, and Deans delayed the process. With these positions now filled and the strategic plan underway, the University plans to refresh and assess the ILOs as part of its ongoing commitment to institutional improvement during the Spring and Summer 2025.

Academic Deans and the VPA are responsible for overseeing academic assessments, ensuring that performance expectations are consistently met across all programs. This process also allows for timely intervention and improvement where necessary, contributing to the overall quality and rigor of the institution's academic offerings.

The University has also established [four general education learning outcomes](#) applicable to all students, regardless of degree program. These outcomes fall under these four components:

1. Quantitative and Qualitative Information and Reasoning;
2. Oral and Written Communication;
3. Historical and Cultural Forces; and
4. Wellness.

Haskell ensures that its degrees and credentials are comparable to similar programs at peer institutions through the review of transfer credits (transferability), commitment to the discipline generally, assessment, and regular benchmarking against [other post-secondary institutions through our MOUs](#), which helps verify that the levels of student performance required for each credential are appropriate. Through external accreditation processes and internal program reviews, Haskell ensures that its academic standards are comparable with regional and national norms.

Consistency in Modes of Delivery

Haskell currently operates a single physical campus in Lawrence, Kansas, where nearly all courses are offered in person. However, in June 2021, the University received [HLC approval to offer distance education courses and one program](#). These particular courses are primarily taught by adjunct faculty, many of whom reside-out-of-state, and the School of Education faculty; these courses are required to align with the learning outcomes of the respective degree programs.

Haskell also provides students the opportunity to take courses at the University of Kansas (KU) through the [Haskell-KU Exchange Program](#). Enrollment in KU courses is vetted by the student's academic advisor, and if needed, the appropriate academic Dean, who acts as the subject-matter expert. This program allows Haskell students to access courses that are not offered at the University, such as biological anatomy or other courses required for students who plan to apply to an allied or medical health school.

To support the expansion of Haskell's online and distance education offerings, Haskell hired a Director of Distance Learning, who developed an [initial plan](#) for distance learning growth and development. However, as the President and Vice President of Academics focus on addressing pressing institutional needs that arose during the vacancies in their positions, the distance learning program has been temporarily placed on hold. The program and the plan will be revisited and refined following the completion of the University's strategic planning process.

Sources

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- Haskell-KU MOU 11-1-2024
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- MOU.College of Muscogee Nation.03.29.2022
- New Degree Program Draft Guidance
- Records-Information-Management-Certificate
- Self-Studies - Packet

3.B - Core Component 3.B

The institution offers programs that engage students in collecting, analyzing and communicating information; in mastering modes of intellectual inquiry or creative work; and in developing skills adaptable to changing environments.

1. The general education program is appropriate to the mission, educational offerings and degree levels of the institution. The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements.
2. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. The education offered by the institution recognizes the human and cultural diversity and provides students with growth opportunities and lifelong skills to live and work in a multicultural world.
4. The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their offerings and the institution's mission.

Argument

General Education Programming

Haskell Indian Nations University's *General Education curriculum* is an integrated expression of the University's mission and vision. The program is rooted in the University's inter-Tribal character, designed to provide students with broad knowledge and intellectual skills that are essential for success in their academic, professional and personal lives. The curriculum also embodies Haskell's [CIRCLE values](#) (Communication, Integrity, Respect, Collaboration, Leadership, and Excellence), which guide students toward leadership, self-determination and service to their communities.

As noted earlier in this chapter, Haskell's General Education program imparts a well-rounded academic foundation through its [Learning Outcomes](#) as described in the *Haskell Academic Catalog* (pp. 11 - 12). These outcomes are grouped into four key areas that reflect the institution's goals for every graduate, regardless of degree:

- Oral and Written Communication
- Quantitative and Qualitative Reasoning
- Historical and Cultural Forces
- Wellness

These categories ensure that students develop essential skills such as effective communication, critical thinking, cultural awareness and personal well-being. The program fosters intellectual engagement that is aligned with Haskell's mission to empower students to contribute meaningfully to their communities, promoting both academic and cultural development.

Alignment with Mission and Educational Offerings

The General Education curriculum is uniquely intertribal, honoring and reflecting the histories, values, and contemporary issues of American Indian and Alaska Native communities. The program combines traditional academic content with Indigenous perspectives, ensuring that the curriculum not only meets academic standards but also fosters Indigenous culture and self-determination.

[Haskell's Graduate Profile \(ILOs\)](#) defines the key attributes of success for students earning both two-year and four-year degrees, emphasizing competencies that support professional achievement and lifelong learning. The University's general education requirements are purposefully structured to provide students with the broad intellectual and practical skills necessary for academic success and community leadership.

Philosophical Framework and Institutional Commitment

The University recognizes its role as an inter-Tribal institution, distinct from a Tribal college. While it cannot represent the educational values of all 574 federally recognized tribes, Haskell's General Education program is grounded in a unique inter-Tribal philosophy that blends academic rigor with cultural relevance. This approach reflects the belief that a well-rounded education should provide not only intellectual skills but also an understanding of cultural heritage and community engagement. This combination of academic content and cultural insight makes Haskell's General Education program particularly suited to the needs of American Indian and Alaska Native students.

To ensure the ongoing relevance and quality of the General Education program, Haskell regularly assesses its Student Learning Outcomes. A [formal program review process](#) evaluates student performance in relation to program-specific goals and identifies areas for improvement. This ongoing assessment ensures that the curriculum remains aligned with both the University's mission and academic standards.

Additionally, Haskell's General Education courses are transferable to peer institutions, such as the University of Kansas, where they have been [mapped](#) to meet the requirements of four-year degree programs. This alignment with external institutions underscores the rigor and appropriateness of Haskell's General Education program, ensuring that it provides a broad and transferable educational experience.

Haskell's General Education program emphasizes lifelong learning, intellectual curiosity, and cultural engagement. General Education courses in [Indigenous and American Indian Studies](#), [Humanities](#), [Social Work](#), and [Tribal Management](#), among others, provide students with a diverse and comprehensive education that fosters an appreciation of both their own cultures and those of the wider world. The program prepares students to excel in their careers while remaining deeply connected to their cultural roots, ensuring they are well-prepared to serve as engaged citizens in Tribal, inter-Tribal and global communities.

Holistic Programming

Haskell Indian Nations University's educational offerings are deeply rooted in its inter-Tribal mission, emphasizing human and cultural diversity. The University's curriculum integrates Indigenous perspectives, values and knowledge systems, fostering respect for cultural diversity while preparing students to engage in a global, multicultural world. Culturally infused General Education courses, such as those offered within the "[Historical and Cultural Forces](#)" and "[Wellness](#)" [categories](#) (page 12, *Haskell Academic Catalog*) provide students with a strong foundation for understanding and navigating diverse cultural contexts. Furthermore, Haskell enhances students'

lifelong skills through [campus events, cultural experiences, and student organizations](#) that promote intercultural dialogue and community building.

In [Fall 2024](#), Haskell enrolled students from [147 federally recognized tribes](#). This diversity reflects the richness of Indian Country within Haskell's student body. The top 10 tribes represented include: Navajo Nation; Cherokee Nation of Oklahoma; The Muscogee (Creek) Nation; Cheyenne and Arapaho Tribes; Prairie Band Potawatomi Nation; the Choctaw Nation of Oklahoma; Yankton Sioux Tribe; Cheyenne River Sioux Tribe; Oglala Sioux Tribe; and the Three Affiliated Tribes of the Fort Berthold Reservation. This broad representation fosters an environment where students are exposed to a wide range of cultural traditions, languages and belief systems. While many students are deeply connected to their own cultural practices, others gain new insights into their own heritage and that of other Indigenous peoples through academic and co-curricular activities.

Haskell's students gain a nuanced understanding of diverse cultural perspectives through their academic experiences, as well as through participation in campus life, such as residence halls, the Student Union and various student organizations. The University offers a robust selection of [student clubs](#) and [athletic programming](#), allowing students to interact with peers from different tribal and cultural backgrounds, promoting lifelong skills for success in a multicultural world. This diversity creates a rich, dynamic community on campus.

Many students arrive on campus immersed in their cultures, languages, and traditions, while others do not. Through academics as well as co-curricular activities, Haskell enhances students' understanding of and appreciation for all Indigenous cultures as well as global cultures. Diversity within Tribal Nations is significant as each tribal culture possesses a distinct language, governance, culture, and belief system — and each pursues its own unique cultural imperatives. While the emphasis focuses on Indigenous cultures, the University simultaneously values perspectives from the multicultural world in its academic and co-curricular activities.

Curriculum Designed for Multicultural Competency

The University understands that multiculturalism takes a myriad of expressions, not only including inter-Tribal, but also regional, gender, economic and more. Haskell's [General Education curriculum](#) (pp. 10-12, *Haskell Academic Catalog*) supports its commitment to multiculturalism, particularly through its outcomes that promote an understanding of cultural diversity. Categories such as Historical and Cultural Forces and Multicultural, World, or Comparative Issues challenge students to explore the role of culture in society and introduce them to a wide range of cultural concepts. Courses in American Indian Studies, for example, highlight the complexities of political issues, while fostering a critical-conscious based appreciation for Indigenous achievements. This pedagogical approach ensures that Haskell graduates not only have a strong understanding of Indigenous cultures but also possess the skills to thrive in diverse, multicultural environments.

Gender, Age, and Region

The [University's Student Enrollment Summary for Fall 2024](#) highlights the diversity of its student body. Female students make up 56% of the enrolled population, while male students account for 43.8%. In Fall 2024, the University introduced an option for students to select 'Other' for gender classification, with 0.2% of students choosing this option. Additionally, the majority of students are under 24 years of age.

LGBTQ+ Support and Campus Inclusivity

Haskell Indian Nations University is committed to fostering an inclusive environment for all students, including those who identify as LGBTQ+. As staffing levels have returned to normal, the University is planning for safe-space training for all students and employees and supports student-directed efforts to establish an inclusive campus through [student organizations and activities](#). Haskell seeks to be proactive in providing support and safe spaces to demonstrate its dedication to embracing all forms of diversity on campus.

Student Success Center

The Haskell Student Success Center offers [comprehensive support](#) to students beyond academics. It fosters a safe, inclusive environment where students can seek help with personal, academic and social challenges. Acting as a bridge to campus resources, the center ensures students feel supported throughout their university experience. Over the past three years, the University transitioned the center from a grant-funded service to a permanent part of the campus budget.

Wellness Services

To further support the well-being of its students, Haskell has expanded its mental health services as detailed in the 3.A section. These services include wellness workshops and partnerships with local providers. By offering these resources, Haskell recognizes the importance of mental and emotional health in students' overall academic success and personal development, ensuring that students have the tools they need to thrive in both their studies and their personal lives.

Haskell Indian Nations University is deeply committed to recognizing and fostering human and cultural diversity across all aspects of its educational offerings. Through its intertribal mission, diverse student body, culturally relevant curriculum, and supportive services, the University prepares students to engage with the world as informed, culturally competent individuals. Whether through academic programs that foster diverse cultural views, or through support services that promote wellness and inclusivity, Haskell seeks to ensure that its students are well-equipped to live and work in an increasingly multicultural and interconnected world.

Faculty and Student Contribution to Scholarship and Research

Haskell occupies a space between a teaching-focused college and a research university. As such, the University's approach to research differs from traditional models at major universities, as it is integrated with teaching and community engagement, prioritizing culturally relevant inquiry and collaboration with communities. Haskell's research efforts align with our mission to empower Native students and contribute to Indigenous knowledge systems, blending academic scholarship with cultural and community-driven priorities. This approach emphasizes faculty and student involvement and mentorship, focusing on research that enhances faculty and student growth and addresses immediate issues and community needs rather than large-scale projects.

Haskell faculty's commitment to this type of research is made possible through the university's strong commitment to supporting sponsored programs and the Haskell Foundation's assistance with grant management. These resources foster an environment where research and collaboration can thrive. Haskell is fortunate to have a robust programming involving [grants](#) that range from Department of Education Title III to National Science Foundation – Coastal Hub to the Kansas National Space Consortium. Examples of faculty and student research include the following:

- During the 2019-2020 academic year, Cody Marshall co-presented with Dr. Jay Johnson at the

"[Microbiomes of Aquatic, Plant, and Soil Systems Across Kansas Symposium](#)" at the University of Kansas, discussing mentorship through the Haskell Environmental Research Studies (HERS) Internship Program. Marshall also served as Co-Principal Investigator for the HERS Institute, which was funded by the National Science Foundation ([KS NSF EPSCoR Award 1656006](#)). This program provided students with an 8-week summer research internship.

- In 2020-2022, Haskell continued to emphasize research and community engagement during a challenging time for the University. Dr. Daniel Wildcat ensured that faculty still had opportunities to engage with the public through the [Hiawatha Center for Justice](#). Haskell faculty were nominated in the [teaching categories](#) in the *Best of Lawrence Magazine*. Cody Marshall published a [book review](#) in *The Chronicles of Oklahoma* (Volume C, Number 2, Summer 2022, pages 225-226) on Native intellectual activism in higher education. Michelle Sturges-Brown contributed to the [2022 Paper Plains Festival](#), celebrating Plains authors and artists. Additionally, Haskell faculty and students, led by David Titterington, curated the art show [The Heart is a Fist](#) at Kansas City's Central Library from April to May 2022.
- In 2022-2023, Haskell was the recipient of a \$20 million award from the National Science Foundation for an Indigenous science hub project, [Rising Voices, Changing Coasts](#), with Daniel Wildcat as the grant lead-author and PI. The award is for five years and is the largest research award ever granted by the NSF to a Tribal college or university. Three Haskell students presented research at the 2022 Society for Advancement of Chicanos/Hispanics and Native Americans in Science ([SACNAS](#)) conference in San Juan, Puerto Rico.
- In 2023-2024, Nana Allison-Brewer used her EPSCoR Track 2 Grant to create a [Spring 2024 STEM Speaker & Workshop Series](#) featuring Indigenous scholars on topics like Traditional Ecological Knowledge and Indigenizing fire ecology. Stephanie Willis participated in a [biodiversity research project](#) funded by NSF RAMP, in collaboration with the University of Kansas. Rajneesh Verma attended the [National Ambient Air Monitoring Conference in 2024](#), while Alexia Machina led workshops on [cattail harvesting and weaving](#), funded by the USDA Equity Grant. Machina also organized student trips to conferences such as the [First American Land Grant Consortium Conference and the Quivira National Wildlife Refuge](#).

With the complete re-opening of the Haskell campus after the pandemic, faculty and students have had more opportunities to engage in scholarly activities, including such recent activities as the following;

- The Indigenous and American Indian Studies Department organized a roundtable on the 1924 Indian Citizenship Act at the [2024 Western History Association Conference](#), with six faculty members contributing. Haskell's AISES chapter earned recognition at the 15th Annual First Nations Launch National Rocket Competition, winning the "[Rookie Team Award](#)" for their rocket design. The chapter also engaged in outreach, running [STEM activities](#) in local schools and the Prairie Band Potawatomi.
- Haskell hosted the [24th Annual KU-Haskell Undergraduate Research Symposium](#), where three students presented their work. In 2024, three recent Haskell alumni were awarded the prestigious [NSF Graduate Research Fellowship](#) for their work in Life Sciences and Social Science, underscoring the ongoing success of Haskell providing a solid undergraduate experience for students seeking graduate degrees.

- In May-June 2024, the College of Business hosted a [Summer Code Camp](#), offering students and community members hands-on experience with programming skills such as Python, HTML and physics demonstrations.
- Additionally, Haskell students consistently participate in REUs offered within the [Haskell - KU Bridge Program](#).

These and the other scholarly projects supported by the University demonstrate a clear commitment to providing Haskell faculty and students with opportunities that enhance their academic experiences.

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3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution strives to ensure that the overall composition of its faculty and staff reflects human diversity as appropriate within its mission and for the constituencies it serves.
2. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance, assessment of student learning, and establishment of academic credentials for instructional staff.
3. All instructors are appropriately qualified, including those in dual credit, contractual and consortial offerings.
4. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
5. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
6. Instructors are accessible for student inquiry.
7. Staff members providing student support services, such as tutoring, financial aid advising, academic advising and cocurricular activities, are appropriately qualified, trained and supported in their professional development.

Argument

Diversity

Since the 19th century and reinforced by the Indian Reorganization Act of 1934 (Title 25, USC, Section 472), Indian Affairs (which oversees the Bureau of Indian Education and the Bureau of Indian Affairs), through its various iterations has been authorized to implement “[Indian Preference](#)” in hiring practices, including at Haskell Indian Nations University. Unique to other federal agencies and institutions of higher learning, this hiring preference demonstrates the government-to-government relationship between Indian Country (a federal designation) and the United States. While political, and not racial, the preference contributes to the rich tapestry of the employee demography on campus.

A diverse faculty and staff are essential to supporting and reflecting the university's culturally rich student body. Haskell employs faculty, staff, and administrators from various tribal backgrounds, each contributing unique perspectives to the classroom, student services and campus operations. For example, in 2023, [just over half of the faculty](#) were members of federally recognized Tribes. All employees, regardless of background, contribute to the university's mission and unique charter, with diversity playing a key role in exposing students to varied worldviews, methodologies and teaching styles, enriching their academic and cultural growth.

Sufficient Numbers and Continuity of Faculty

Haskell employs both full-time and adjunct instructors in sufficient numbers to ensure that all required and elective courses are offered each semester, enabling students to progress toward timely

degree completion. Through the [Haskell-KU MOU](#), students also have access to courses not available at Haskell. For the [2024 Fall semester](#), the university employs 39 full-time faculty and 20 adjuncts, with a total course enrollment of [978 students](#).

Full-time faculty typically teach a standard load of 12 credit hours per semester, though this can vary based on course credit hours, as some courses are at five credits or fewer than three credits. The University contracts with [Chenega LLC](#) to hire needed adjunct instructors; they generally teach 3 to 6 credit hours. In 2024, approximately [70.2% of Haskell's courses were taught by full-time faculty](#). The current student-to-faculty ratio stands at 18:1, consistent with the university's mission of providing personalized instruction.

To further support student success, the General Education [English \(ENGL 101 and ENGL 102\) and Mathematics \(MATH 101\) courses](#) are capped at 20 and 25 students, respectively, ensuring faculty have the capacity to meet individual instructional needs.

Instructors are Accessible for Student Inquiry

Haskell's full-time faculty are required to maintain and post [regular office hours](#), which are listed on office doors and included in [course syllabi](#). Faculty also provide students with their contact information to ensure accessibility. During these office hours, faculty meet with students to offer academic advising, assist with course content and provide internship and career guidance. Adjunct instructors are provided office space and are similarly required to be available for student meetings and respond to class-related needs.

In addition to teaching, full-time faculty actively engage in university life by participating in [Faculty Senate committees, department and program meetings, and various institutional responsibilities](#). These include program and course-level assessments, program reviews, advising, course schedule planning and professional development. Adjunct faculty are also required to hold office hours, contribute to course assessments and facilitate course evaluations to maintain the quality and consistency of instruction.

Haskell's faculty and administration recognize that student success relies on well-structured academic support activities that are readily available to students outside of class, providing the necessary guidance to promote their academic growth.

Academic Credentials for Faculty, Adjuncts, and Fellows.

Haskell's faculty members are classified under the federal [1701-series](#), with all credentialing processes aligned with the standards set by the Higher Learning Commission (HLC). As federal employees, faculty credentials must also meet the approval of the Office of Personnel Management (OPM), which is the federal government's human resources office. The specific credentialing requirements are clearly outlined in all [faculty job announcements](#), ensuring compliance with both HLC and federal guidelines.

Similarly, [Chenega](#) ensures that adjuncts meet the HLC and OPM requirements for credentialing.

Instructor Evaluations

Haskell's full-time faculty are federal employees and undergo annual performance evaluations as mandated by [370 DM 430 – Department of the Interior Performance Management System](#). These evaluations, conducted by the Academic Deans, follow the [Employee Performance Appraisal Plan](#)

(EPAP), which assesses teaching effectiveness, contributions to the university and professional development.

In addition to these administrative evaluations, student feedback plays a critical role in assessing faculty performance. Each semester, students are given the opportunity to evaluate their instructors through standardized course evaluations. These evaluations, typically conducted at the end of each semester, assess areas such as course content, teaching effectiveness, clarity of instruction, classroom engagement and overall satisfaction with the learning experience. The data collected from these student evaluations is reviewed by the Deans in consultation with the VPA, to determine any areas of needed improvement. This process ensures that faculty are not only meeting federal and institutional standards but are also responsive to student needs and feedback, helping to enhance teaching quality and student success at Haskell.

Pedagogical and Disciplinary Development

Haskell Indian Nations University actively supports faculty in staying current in their disciplines and enhancing their teaching skills. Faculty members have access to [Title III professional development funds](#), which they can apply to support their growth. Additionally, each college has its own budget dedicated to faculty development, allowing instructors to join professional associations, attend conferences and engage with the latest developments in their fields. The University's [sponsored-grants office](#), along with the Haskell Foundation (a separate entity from the University), collaborates with faculty pursuing grants, facilitating opportunities for growth in their respective fields. Through these resources, Haskell ensures that its instructors remain proficient in both their teaching and academic disciplinary roles.

Student Support Services Staff

In 2022, a [campus reorganization](#) was implemented, in part, to enhance student services. The Vice President of University Services position, which had previously managed both facilities and student services, was eliminated. In its place, the role of Vice President of University Operations was created, with a focus solely on facilities and operations. Responsibility for student services, including counseling, student rights, recreation, activities, and housing, was reassigned to the Dean of Students, who now reports directly to the President. This restructuring has streamlined the student support system, making it more efficient and accessible.

As part of this reorganization, the Office of Financial Aid was transferred from the former Vice President of University Services to the Chief Financial Officer. This change has allowed the Financial Aid team to access the resources they need more effectively, for the goal of improving the overall support provided to students.

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3.D - Core Component 3.D

The institution provides support for student learning and resources for effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its offerings and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections, as appropriate to the institution's offerings).

Argument

Support Services

In 2023, the University President emphasized the development of a "[human-centered](#)" to higher education, reinforcing Haskell's dedication to fostering the academic, professional and personal success of its students. This approach aligns with the university's holistic mission, which prioritizes not only academic achievement but also the overall well-being of students. Haskell provides a wide range of support services designed to enhance students' capability-building, offering the tools and resources necessary to assist students achieve their goals in a nurturing and culturally responsive environment. These services are:

- *Student Accessibility Support Services*

Student Accessibility at Haskell is committed to promoting equal access and full participation for students with disabilities in all areas of university life. Working in collaboration with faculty and staff, the [Student Accessibility Coordinator](#) ensures that students with disabilities receive appropriate accessibility services in both academic and extracurricular activities. The office's efforts ensure that students have access to the resources they need to succeed in their academic endeavors and engage fully in the university experience.

- *Campus Advocate Coordinator*

A newly established position in 2024, the [Campus Advocate Coordinator](#) serves as a key resource for students by providing confidential support and guidance in areas such as sexual harassment, interpersonal violence and other sensitive issues. This role is designed to connect students with appropriate resources, both on campus and in the community, while ensuring that their rights and well-being are prioritized. The coordinator will also collaborate with faculty, staff and external agencies to enhance the university's response to student safety and advocacy needs.

- *Office of the Dean of Students*

Dean of Students - In 2024, as part of the University's reorganization, a new [Dean of Students](#) was appointed to strengthen student services and provide leadership in areas related to student life. The Dean directly oversees key student affairs operations, ensuring that services, policies and programs align with the university's mission to support students' holistic growth and development.

Student Rights – Student rights are clearly outlined in the newly revised [Student Code of Conduct](#), and all students are remain entitled to due process when involved in misconduct allegations. The Student Rights Specialist ensures student rights are protected during conflict resolution. The specialist also plays a role in adjudicating student disputes and ensuring fair outcomes based on university policies.

Alcohol and Substance Abuse Counseling – The university offers [short-term counseling and referral services](#) for students dealing with substance or alcohol abuse. Collaborating with the Indian Health Service and local community mental health organizations, Haskell ensures that students have access to appropriate resources for recovery and rehabilitation.

Recreation program – Haskell's Recreation Office offers [a variety of programming](#) designed to engage students in campus life and promote physical and mental well-being. These include fitness resources, intramural sports, entertainment events, outdoor activities and special events aimed at providing students with opportunities to connect with their peers and enhance their overall university experience.

Residential Housing – Haskell Indian Nations University provides on-campus housing that fosters a supportive and culturally-enriching living environment for students. Students living on campus benefit from a dedicated Housing and Residential Life staff who are committed to ensuring a safe, inclusive and nurturing environment. In addition to providing a comfortable living space, the residence halls offer opportunities to engage in [co-curricular activities](#) and foster community building, which can contribute to students' personal and academic growth.

- *Financial Aid*

[Haskell's Financial Aid Office](#) administers federal aid programs such as the Pell Grant, Federal Supplemental Educational Opportunity Grant (FSEOG), and Federal Work-Study, ensuring that students have the financial support necessary to pursue their education. The office also manages merit-based awards, including scholarships from the American Indian College Fund's Tribal College and University scholarship programs. In addition to administering financial aid, the office provides [workshops](#) that help students navigate the Free Application for Federal Student Aid (FAFSA) process and other financial aid forms, ensuring compliance with federal regulations and accountability.

- *Student Clubs*

The Student Government Association (SGA), along with the Office of the Vice President of Academics and the Office of the President, sanctions the formation of [student clubs](#). Each club has a faculty sponsor, receives an annual budget from the University, and conducts its activities under the supervision of the SGA.

- *Student Government Association (SGA)*

Haskell's [SGA](#) serves as the official voice of the student body and plays an important role in university governance. The SGA acts as a liaison between students and administration, participating in key academic committees and contributing to decisions that affect student life. Student members also play a role in the university's Board of Regents meetings, representing student concerns and advocating for student interests.

- *Wellness Health Services*

In 2022-2024, Haskell introduced new wellness services aimed at supporting student and employee well-being. These services provide in-person and virtual counseling for individuals dealing with stress, anxiety, depression and other mental health concerns. The university works closely with the Indian Health Service and local community mental health providers to ensure that students have access to qualified counselors and mental health resources. Additionally, [Morningstar Counseling](#) began providing services on campus in the Spring of 2024. The [BIE Behavioral Health and Wellness Program](#), which is available to all bureau-funded schools, including Haskell and SIPI, is another resource available to the University's students. In addition, Haskell staff have access to the Department of Interior's [Employee Assistance Program](#).

Learning support and preparatory instruction

The Division of Academics' Mathematics and English programs, in collaboration with the Deans of their respective colleges and the Vice President of Academics, oversee the placement of first-year and transfer students in General Education English and Mathematics courses for their first semester at Haskell. In 2020, the university shifted away from using ACT/SAT scores for placement, recognizing that these standardized tests do not effectively pinpoint specific areas of need in Mathematics or English. For mathematics placement, Haskell adopted [ALEKS Placement, Preparation and Learning](#) in 2021, a system closely managed by the faculty.

[English placement](#) is determined through a review of student transcripts by English faculty. For example, incoming first-year students who earned a grade of C or higher in high school English are placed in English I. The English program is also in the process of developing a more detailed placement process — similar to the one used in the Mathematics program — to ensure accurate placement based on individual student needs.

- *Student Success Center*

The [Student Success Center \(SSC\)](#) is a cornerstone of support for all Haskell students, offering personalized academic advising of first-year and second year students, [tutoring](#), and a [variety of other services](#). It serves as both a transitional resource for new students and a community space for continuing students to seek guidance on academic or personal challenges. The SSC connects students with appropriate university resources and provides referrals to community services when needed. In the last two years, the university reinforced its commitment to the SSC by transitioning all staff positions to permanent, appropriated-budget roles, moving away from temporary, grant-funded terms. A [Director](#) was also appointed to lead the SSC, which will assist with developing a refreshed approach, such as an [early academic system](#), to student success that aligns with evolving student expectations and experiences in the post-COVID landscape. The SSC staff are encouraged to stay current with trends and best practices in higher education, particularly for Indigenous students, ensuring that Haskell's support services remain relevant and effective.

- *TRIO: Student Support Services*

TRIO programs at Haskell offer targeted support to first-generation college students, low-income individuals and students with disabilities. These federally funded programs aim to provide [comprehensive services](#), including academic advising, tutoring, mentoring, financial literacy education and graduate school preparation. By focusing on retention, academic success and graduation, TRiO ensures that students facing educational barriers have the support needed to reach their educational and professional goals.

- *Tutoring Services*

Haskell provides multiple tutoring resources across campus to support student academic success, with four dedicated tutoring sites: (1) the Student Success Center (SSC); (2) TRiO; and (3) the [Writing Center](#). The Writing Center and a Math Lab were envisioned as a result of Haskell's partnership with the Achieving the Dream initiative. The Writing Center utilizes a peer-tutoring model, where student tutors assist peers in developing writing skills across various subjects. In the 2023-2024 academic year, the Writing Center's faculty and peer tutors facilitated nearly 400 tutoring sessions. The [Math Lab offers tutoring services](#) led by faculty members and peer tutors to support students in all math courses. Additionally, the SSC and TRiO provided tutoring sessions across subjects.

The university also offers [24/7 virtual tutoring](#) through Tutor.com, covering all subjects available at Haskell. To further enhance tutoring services, the university is contracting with Chenega to provide professional tutoring, which is scheduled to begin in Spring 2025.

Infrastructure and resources necessary to support effective teaching and learning.

Deferred maintenance is always a challenge, but the University makes certain that we provide an environment that is conducive to learning. Critical to this success is the Office of Information Technology.

Haskell Indian Nations University's Office of Information Technology has strategically utilized [Title III funding](#) to improve classroom technology and infrastructure, ensuring a supportive environment for effective teaching and learning.

Classroom Media Enhancements

Haskell has prioritized upgrading classroom audio/visual solutions, with approximately 40% of classrooms equipped with projector and screen technology. Plans are underway to expand this effort, incorporating digital, touchscreen smartboards with Bluetooth, wireless and HDMI capabilities, allowing instructors and students to connect traditional laptops and Bring Your Own Device (BYOD) systems. These improvements aim to modernize learning spaces to meet current educational needs.

New Technology in Courses

The university also integrates cutting-edge technologies within its Communication and Media courses. With the support of Title III funding, Haskell students gain hands-on experience using professional software such as Adobe Premiere Pro and industry-standard equipment like drone technology. This training equips students with the skills necessary for employment in media and communications fields while meeting course requirements.

Mobile Streaming

In response to the growing demand for multimedia skills, Haskell has introduced mobile streaming kits for students. This initiative allows students to practice media streaming techniques in real-world campus events, providing hands-on learning opportunities to complement classroom instruction.

Technology Refresh and Student Support

Haskell has maintained a three-year tech refresh cycle, replacing outdated systems to ensure faculty and staff have up-to-date technology. Through initiatives like the Campus Laptop Program, students are provided access to modern laptops, which are essential for classroom learning and independent study. This program has been successful in enabling students who may not have personal devices to access crucial academic tools.

Learning Management Systems

The university also continues to support the use of Blackboard as its Learning Management System (LMS), enabling online and blended learning opportunities. This software integrates with student information systems and provides a flexible platform for managing coursework, fostering collaboration and facilitating remote learning.

Student Information Systems and Data Management

The comprehensive academic management system, CAMS, supports student services like admissions, registration and financial aid. However, Haskell is preparing to transition to a new system, Campus Café, which is scheduled to go live in December 2024. This upgrade will enhance data management and streamline operations to further improve student experiences.

Computer Labs

Haskell maintains eight computer labs across campus, located in dorms and academic buildings. These labs are outfitted with Dell systems, and future upgrades are planned as part of the university's ongoing efforts to enhance access to technology for students.

Library

The Haskell Library continues to play an essential role in supporting student success by adapting its services to meet the evolving academic needs of the university community. As part of its commitment to reducing barriers to education, the library continues to ensure that students have access to [textbooks for all courses at no cost](#), eliminating a major financial burden for many. Building on faculty recommendations, the library has enhanced its collection by increasing availability of course materials, circulating textbooks, and maintaining an expanded course reserve system, making [key academic resources](#) more accessible to all students.

The library also continues to support student employment, offering valuable work opportunities in technical support and circulation management. Student employees gain hands-on experience in library operations while contributing directly to the day-to-day functioning of this vital campus resource.

The library has strengthened its role as a central hub for intellectual and cultural engagement, regularly hosting collaborative events with the University of Kansas and other institutions. These

[events](#) include readings, panel discussions and workshops featuring Indigenous scholars, artists, activists and media creators. By facilitating these gatherings, the library fosters meaningful academic and cultural exchanges, enriching the learning environment for students and the broader Haskell community.

With its expanded services and ongoing collaborations, the Haskell Library remains a cornerstone of the university's mission to provide comprehensive academic and cultural support for student success.

In addition to the library, the [Haskell Cultural Center and Museum](#), which reopened in Spring 2023, offers an academic space for student engagement. The university also introduced its first outdoor classroom in Fall 2023. Together with the [Haskell wetlands](#), these spaces offer students enhanced opportunities for learning and connection with nature, further enriching their educational experience.

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3.S - Criterion 3 - Summary

The institution provides quality education, wherever and however its offerings are delivered.

Summary

Haskell Indian Nations University provides quality education that aligns with its mission to empower Indigenous students. The institution's academic offerings are rigorous and designed to meet the needs of its diverse student population. The university offers certificates, associate degrees and bachelor's programs that are regularly assessed for relevancy and effectiveness. Faculty are actively engaged in program oversight, ensuring that curricula are appropriate for each credential awarded and aligned with Haskell's mission.

The university's General Education program imparts essential skills such as communication, critical thinking and cultural awareness, preparing students for academic and personal success. Haskell's curriculum incorporates Indigenous perspectives, creating a culturally relevant learning environment that fosters leadership and service to tribal communities.

Haskell supports faculty and student research through grants and sponsored programs, emphasizing community-based and culturally relevant inquiry. Faculty and students collaborate on a variety of research projects, from environmental studies to Indigenous representation in media, contributing to both academic scholarship and community-driven priorities.

Haskell's commitment to student success is further evidenced through its extensive support services. The Student Success Center, TRiO programs and tutoring resources provide personalized academic advising and assistance. These services ensure that students have the tools needed to thrive, both academically and personally. The university has also expanded its mental health services, providing crucial support for student well-being.

The institution's infrastructure, including technology upgrades, modernized classrooms and expanded library resources, supports effective teaching and learning. The Haskell Library continues to serve as a vital resource for students, offering free textbooks, hosting cultural events and supporting student employment.

Overall, Haskell's holistic approach to education, grounded in Indigenous values, ensures that students receive the necessary skills, knowledge and support to succeed in their academic journeys and beyond. The institution remains committed to continuous improvement, academic excellence and cultural relevance.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution ensures the quality of its educational offerings.

1. The institution maintains a practice of regular program reviews and acts upon the findings.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that ensure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It ensures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution ensures that the credentials it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission.

Argument

Supplemental Report and Program Reviews

The following section will serve as an update on the progress for academic program reviews at Haskell and as the **required embedded supplemental report** addressing concerns from the 2019 Mid-Cycle Review.

ACTION: Address concerns identifying the 2019 Mid-Cycle Review Team Report concerning Core Component 4.A related to program review consistency, program review completion, and the program review process. This report will outline the progress made in the area of academic program review from 2022 to 2024.

AREAS OF FOCUS: (1) Haskell Indian Nations University (Haskell) will strive to show improvement in the areas of program review consistency and documentation, and (2) Haskell will implement a newly revised Program Review Guide, with a 5-year program review cycle, throughout all academic programs across the University.

Haskell Indian Nations University (Haskell) is committed to the continual improvement of its academic programs through consistent and valuable program review and assessment. In an environment of ever-changing technologies, valued skillsets, and community needs, it is imperative for the institution to utilize the academic program review process to provide relevant and responsive educational programs. Haskell recognizes the challenges with maintaining consistent program review and has worked over the past two years to complete needed program reviews. This report will outline the program reviews that have been completed from 2022 to 2024, the Program Review Guide, and other steps the institution has taken to be more consistent with its academic program review.

Progress

Associate and Certificate Programs

Haskell currently has [two certificate programs and nine associate degree programs across its four colleges](#). The progress of the program reviews for each of the colleges will be outlined in this section. Associate's degrees within the College of Natural and Social Sciences include the Natural Science program and the Social Work program. The [Social Work program review](#) was completed in October of 2023, and it included an [external review completed by Dr. Monique Apple](#). Analysis of the review findings noted that the program's mission statement and learning outcomes were not well aligned and the lack of permanent Social Work faculty contributed to a lack of assessment and guidance. To address the findings and analysis, the college committed to hiring a permanent social work faculty member, and this new faculty member started in the Fall 2024 Semester. The new faculty member has been tasked with a complete review and alignment of the mission and learning outcomes within the program. The Natural Sciences program is scheduled for review in the next academic year. The GIS Certificate program is scheduled for program review in the Spring of 2025.

Associate's degrees in the College of Education and Health Sciences are the Para Professional Education program; the Community Health program; the Recreation Fitness Management program; and the Health, Sport, and Exercise Science program. The Para Professional Education program is scheduled to be reviewed in the Spring of 2025, along with the Bachelor's in Elementary Education. The other three associate degrees are in the College of Education and Health Sciences. The [program reviews for those three degrees](#) were all completed in the Fall of 2023 and an [external reviewer completed their review of the programs in the Summer of 2024](#). Analysis within the reviews concluded that curriculum within the programs aligns with the typical requirements of similar programs at other institutions and students gain a broad range of knowledge and experience in the programs. It was determined there was a need for more robust assessment of learning outcomes and better data collection within the programs. The faculty were all deemed to be qualified within the program and the external reviewer encouraged further professional development of current faculty. Lastly, the analysis concluded there was a lack of resources in terms of office space, classrooms, and lab space. To address the findings within the review, the department and college will be looking at revising program assessment and objective, identifying areas for professional development and improvement, and will work with the University to identify potential spaces for the program faculty and courses.

Associate's degrees in the College of Humanities include the Communications program, the Media Communications program, and the Liberal Arts program. Program reviews for all associate degree programs in the College of Humanities were completed in the Summer of 2022. External reviews for the academic programs in the College of Humanities were not completed as there was previous direction that external review was not needed. This will be corrected in future reviews as external review is essential to a complete evaluation of a program and can provide valuable insight from an

outside perspective. Main findings and analysis within the [Communications](#) and [Media Communications](#) program point to the need for more faculty. Within Communications, one new faculty member was hired, while one faculty member left the University. In the Media Communications program, the University did hire one faculty member and has one adjunct faculty member, yet there is still need for another full-time faculty member to support the program fully. To address the needs of both programs, the institution will look to recruit more faculty starting in the Spring of 2025 with a goal to fill the positions by the start of the Fall 2025 Semester. The [Liberal Arts program](#) has the highest enrollment of all Associate's programs on campus. Main findings of the analysis include a note that the program has no official program mission statement identifying the primary goal of the program. It was also noted that the program currently exceeds the Associate's requirements of the other programs at the same level and there is a need to adjust the number of electives to be more consistent across programs.

Bachelor's Programs

Business Administration

The [Business Administration program review](#) was fully completed in the Summer of 2024, and it was [externally reviewed by Steven Leonard](#), Professor of Practice at KU's School of Business. Findings of the review included: 1) The restructuring of some of the degree pathways coincide with the movement of other similar programs. Examples of the restructuring include the addition of a Business Analytics course and restructuring the Business Calculus and Statistics courses. 2) The college and program adequately prepare students in the program and reflect the needs of tribal communities. 3) Faculty are qualified, and space needs are currently being met. 4) Enrollment in the business program is very strong and with the addition of new emphasis areas is primed for growth. Recommendations within the review include: 1) Explore more database and programming courses reflecting the operations of the current business world. 2) Identify areas within technology that can benefit the program. 3) Will need to identify space and resources for practical growth within the University and possibly into an online presence. 4) Identifying how the program mission fits with the learning outcomes and how to conduct the assessment of learning outcomes at the program level. Overall, the review shows the business program is headed in a positive direction, continuing its work of meeting the needs of the students and Tribal communities served. Continue to explore pathways that expand opportunities for students to help develop knowledge and experience.

Indigenous and American Indian Studies

The [Indigenous and American Indian Studies \(IAIS\) program review](#) was completed in the Summer of 2022. The [external review was completed by Dr. Joseph Brewer, II](#), Professor of Indigenous Studies at the University of Kansas. Findings of the review demonstrated: 1) The need for more 200-level courses to be developed. 2) The strain on the program from several permanent faculty members temporarily moved into other university administrative positions, making the program more reliant upon adjunct instructors. 3) The impact of the COVID pandemic slowed momentum in the program and temporarily lowered graduation rates. Since the completion of the review: 1) The IAIS faculty have created 4 new permanent 200-level courses. 2) Upper-level university administrative positions have been permanently filled, which means none of the permanent IAIS faculty members are detailed out of the program. 3) IAIS graduation rates dipped from a yearly average of 26.5 to 11 during the pandemic years of 2020-2021 but increased back up to 24 in 2022.

Elementary Education

The Bachelor's in Elementary Education program undergoes a rigorous state program review and accreditation process through the Kansas Department of Education, at a timeline of every seven years. In addition to the Kansas state process, the two programs in education are also accredited through the Council for the Accreditation of Educator Preparation (CAEP). The last program review was completed in 2018, and the program is up for review in 2025.

Environmental Science

The [Environmental Science \(ENVS\) program review](#) was completed in September of 2024. The [external review was completed by Dr. Walter Dodds](#), Distinguished Professor of Biology at Kansas State University. Findings of the review demonstrated: 1) Renovations completed in 2022 to 8 laboratories improved accessibility and safety features, creating an improved learning environment for faculty and students. 2) Strong commitment from the limited permanent faculty has maintained a dynamic ENVS program. 3) Grants managed by ENVS faculty members, including the K-INBRE and NASA grants, foster student learning opportunities via funding for programmatic endeavors. 4) The Haskell Wetlands Complex is an essential outdoor learning and research space, which has led to community partnerships and grant opportunities benefiting Haskell faculty and students. Strategic actions going forward based upon the review include: 1) Filling between 2-4 vacant ENVS permanent faculty positions by AY 2025-2026. 2) Hiring a permanent or contract lab manager position to oversee lab and research programmatic needs. 3) Development of new safety protocols and chemical hygiene plans for labs. 4) Revising degree plan with creation of new courses in consultation with newly hired faculty.

Continued Improvements and Consistency

Program review is an integral part of the process of regular improvement and assessment of learning outcomes, within curriculum and academic programming. Progress towards a system of consistent and valuable program reviews are a primary focus of Haskell, both to evaluate current programs and for an eye to the future. The [Program Review Guide](#) was developed in 2019 as a structured guide that faculty and deans with oversight of academic programs could utilize to aid in the process of program review. The Program Review Guide is not meant to be followed exactly, and it is understood that variances within academic programs may direct faculty and deans completing program review to make adjustments within the review process as needed. Additionally, the Program Review Guide itself is considered a living document, which will need updates as the educational environment of higher education changes and evolves. The current Program Review Guide is with the new permanent Vice President of Academics, Dr. Milford Muskett, and under his direction, will be reviewed and updated as needed.

Key to more consistency across academic program review and assessment is the stability of academic leadership and accountability to the institution's needs. Prior to the Fall of 2022, Haskell had a several acting, interim, and permanent Presidents and Vice Presidents of Academics, going back to 2019. Dr. Arpan joined Haskell as the new permanent Vice President of Academics in May of 2022, and then moved to the [President position in November of 2022](#). Since then, filling needed academic leadership and faculty positions has been a primary focus. Haskell has increased the total number of faculty on campus, from [29 full-time faculty to 39 full-time faculty](#), the institution has hired 4 permanent academic deans and has hired a [new Vice President of Academics](#). These hires have added to the academic program review capacity of the institution and have brought much needed stability.

Continued steps to improve academic program review and assessment processes will continue to be the institution's focus. In the Education academic programs, the Associate's in Paraprofessional Studies review is currently embedded in the Bachelors of Elementary Education review. These programs are scheduled for review in the Spring of 2025 and follow the review requirements of the Kansas Department of Education and CAEP. For internal processes, the writeups for each of these program reviews will be separated so that individual changes in each program can be more readily identified. Academic program reviews will follow a regular review cycle that will be outlined and communicated regularly to faculty and deans overseeing academic programs. The Program Review Guide will be regularly reviewed to accurately capture changes within educational environments and technology and to ensure future program needs are addressed.

Haskell's commitment to a transparent and rigorous program review process demonstrates its dedication to continuous improvement across all academic programs, policies and processes. A notable feature is the University's decision to allocate a specific budget annually for program reviews and assessment, underscoring its commitment to student success. These reviews not only highlight areas that require enhancement but also affirm program strengths, enabling the University to prioritize improvements and engage in strategic, informed planning. Ultimately, this process ensures that Haskell can better serve its students and the broader community through proactive and data-driven decision making.

Credit Evaluation

The University, through the Office of the Registrar, rigorously [evaluates all credits](#) that are transcribed. Each transcript is reviewed by the Registrar, in consultation with the appropriate Academic Dean and, when necessary, the Vice President for Academics (VPA), to determine the [eligibility of transfer credits](#). The Academic Deans are subject matter experts and will obtain input from faculty as needed. While Haskell does not currently award credit for experiential learning, the institution does recognize other forms of prior learning, including military service, as outlined in the [Academic Catalog](#). All policies governing the evaluation and awarding of credit are designed to ensure academic integrity and are regularly reviewed for alignment with institutional standards.

[Haskell's transfer credit policy](#) ensures that only credits from accredited institutions are accepted. Upon receiving final official transcripts from a student's previous institution, the Office of the Registrar evaluates which credits meet the University's academic standards. Accepted credits must either substitute for equivalent Haskell courses or count as either general or degree-program electives. This process, detailed in the *Academic Catalog* (page #), safeguards the quality of the University's academic programs. To further facilitate the transfer of credits, Haskell has established articulation agreements and memos of understanding with several Tribal Colleges and Universities (TCUs), including the [College of the Muscogee Nation](#) and [Nebraska Indian Community College](#), with plans to expand these agreements after the completion of the University's Strategic Plan. Additionally, in keeping with the [MOU between Haskell and the University of Kansas](#) (KU), the Registrar works closely with the KU registrar on transferability of courses between the two institutions.

Prerequisites, Academic Rigor, and Faculty Qualifications

The [Vice President for Academics \(VPA\)](#) oversees the University's academic quality, including curriculum development, course prerequisites, and learning outcomes. Faculty — in their capacity as instructors of an academic discipline as well as through Faculty Senate — and Academic Deans work closely with the VPA to ensure that course prerequisites are appropriate and that courses align with

their intended academic level. Faculty are charged with delivering course content in ways that foster effective student learning. To support this mission, the VPA ensures the hiring of qualified faculty, requiring a minimum of a master's degree in the relevant discipline, or 18-graduate hours in the subject-matter, for all instructional positions. Following the recent credentialing requirement language changes from HLC, Haskell will be working internally in the Spring of 2025 to update its credentialing requirements. These changes will need to be [approved by the Office of Personnel Management](#) (OPM) with the federal government. The Academic Deans, in partnership with the VPA, work closely with Haskell's H.R. office to ensure the recruitment of qualified candidates for permanent faculty positions. Additionally, the Deans work with [Chenega, LLC. \(contractor\)](#) to identify qualified adjuncts. Volunteer instructors and Fellows are also vetted by the Deans. Faculty vacancies are advertised nationally through [USAJobs.gov](#) via higher education platforms, with an emphasis on Native sources.

As described in Section 3.C, Haskell's faculty members are classified under the federal [1701-series](#), with all credentialing processes aligned with the standards set by the Higher Learning Commission (HLC). As federal employees, [faculty credentials must also meet the approval of the OPM](#), the federal government's human resources office. The specific credentialing requirements are clearly outlined in all faculty job announcements, ensuring compliance with both HLC and federal guidelines. Chenega ensures that adjuncts meet the HLC and OPM requirements for credentialing.

The [Faculty Senate Curriculum Committee](#) (CC) is charged with reviewing proposals related to new courses, revisions to existing courses, certificate offerings, updates to degree programs and new degree programs. These proposals are evaluated during the CC's regular meetings, where the committee makes recommendations to the Vice President for Academics (VPA). The VPA then makes the final decision, which is communicated to the Office of the Registrar. Proposals are submitted using the [Curriculum Proposal Form](#). This form, along with a [Standard Syllabus Form](#), requires approval signatures from the department faculty and the appropriate Academic Dean. The full details of the process are outlined in the [Curriculum Handbook](#).

All course prerequisites and co-requisites are identified in the *Academic Catalog*. All syllabi and semester course offering lists also identify course prerequisites/co-requisites. Course learning outcomes are listed on course syllabi; program learning outcomes are listed in the *Academic Catalog* and on the College's relevant webpage at www.Haskell.edu.

Haskell does not currently offer dual credit specific courses.

Students have access to a variety of learning resources to ensure that they have the support to master course requirements. As detailed in Section 3.D, these learning support resources include the Student Success Center, TRiO services, and tutoring sources such as the Writing Center.

Specialized Accreditation

The School of Education (SOE) holds [specialized accreditation through the Council for the Accreditation of Educator Preparation \(CAEP\)](#). As required by the State of Kansas, the SOE's Elementary Teacher Education (PreK-6) degree program undergoes a rigorous state program review every seven years to assess its effectiveness in preparing teacher candidates. The last program review was completed and approved in July 2018. The next cycle for program review will be February 2025. This review incorporates data from four cohorts — Cohort 27 (2021-2022), Cohort 28 (2022-2023), Cohort 29 (2023-2024), and Cohort 30 (2024-2025) — to evaluate the program's outcomes and ensure it meets state standards.

The SOE program is reviewed by a team of external professionals from higher education, teacher preparation fields, practicing teachers and retired teachers. Upon successful review, the program advances in the CAEP accreditation process. The next accreditation visit will be in the fall of 2026. Both the state program review and [CAEP accreditation](#) are necessary for the program to maintain its standing, and graduates of the SOE's approved program are eligible to apply for teacher licensure in Kansas.

The [Business School's plan for specialized accreditation](#), which was briefly mentioned in the 2019 Assurance Argument, has been put in abeyance. Additionally, during a period of vacancies in key administrative positions, the University opted to let its World Indigenous Nations Higher Education Consortium (WINHEC) accreditation lapse. Both of these matters will be reassessed following the completion of the University's upcoming strategic plan.

Alumni

Haskell employs multiple strategies to track its graduates, including an annual [Graduate Exit Survey](#), ensuring that its credentials prepare students for advanced study or employment. The institution utilizes data from internships, external partnerships, transfer tracking and graduate surveys to assess and enhance graduate outcomes.

Partnerships and Internships

The [University's Office of Career Services](#) is one campus resource where students can begin their professional careers. The Center provides satellite offices for the University of Kansas MBA program, the University of Kansas Indigenous Studies Program/Museum Studies, the EPA and the U.S. Army. Those staff work with current students on valuable internships and federal employment opportunities.

Since the submission of the 2019 Assurance Argument, students have interned at Walmart, US Fish and Wildlife, USGS, USDA and NASA. Additionally, the Indigenous and American Indian Studies (IAIS) program requires students to complete two internships (AIS 397 and AIS 497), equating to 240 hours of hands-on experience with tribal, local or national organizations. These partnerships not only offer career development, but also allow Haskell to track graduate success through ongoing involvement with these organizations.

Tracking via National Student Clearinghouse

As a member of the National Student Clearinghouse, Haskell tracks students who either persist at the University or transfer to other institutions. This tool enables the University to monitor completion rates, graduation trends and transfer outcomes, providing comprehensive insights into student success and retention.

Program-Specific Graduate Tracking

The [Elementary Teacher Education](#) actively tracks their graduates' career and educational outcomes. Discussions have been held in other departments regarding more extensive program specific graduate tracking, with no current movement forward.

Through these combined efforts, Haskell effectively tracks the success of its graduates and uses the data to drive continuous improvement in its programs. Whether through external partnerships, transfer tracking, program-specific monitoring or graduate surveys, the University remains

committed to ensuring its credentials prepare students for success in advanced study and the workforce.

Sources

- 1701 Alternative Quals HINU and SIPI 1
- Academic Degree Program Review Guidebook (2019 - 2024)
- Business Program Review Self-Study Submitted March 2023
- CAEP Accountability Measure 2 Summary
- CEAP Accreditation Letter AL24767_2020_5_13
- Chenega Contract -D01 Final Award 140A2320D0001
- Comm Studies Program Review
- Credit Hour Policy
- Curriculum Committee Handbook 2019
- Curriculum Committee Meeting Notes
- Curriculum Proposal Form - 2024
- Degree and Certificate Checklists _ Haskell Indian Nations University
- Environmental Science--External Review--Walter Dodds--2024
- Environmental Science SelfStudy Program Review--9-27-24
- External Program Review Business
- External Review - Haskell IAIS--Joseph Brewer
- Faculty Credentials _ Haskell Indian Nations University
- Frank Arpan now president of Haskell University former president was fired for lack of COVID-19 measures – The Lawrence Times
- GS-1701 Position Classification Flysheet
- Haskell Career Days
- Haskell College of Business Special Accreditation
- Haskell Graduate Surveys
- Haskell-KU MOU 11-1-2024
- HSES External Review Academic Programs
- HSES Program Review 2018 to 2023
- IAIS Program Review--2022--Final
- Instructor (Indian Studies) BIE-12498412-24-IM MP
- Internship Information - Informational Memo and Syllabi
- Letter to Campus Aug 19
- Liberal Arts Program Review
- Media Comms Program Review
- MOU.College of Muscogee Nation.03.29.2022
- NICC Articulation
- Social Work Self-Study Program Review
- Social Work--HINU Site Visit Report 2023--External Review
- Syllabi Checklist (1)
- Transfer Credit Policy
- VPA PD

4.B - Core Component 4.B

The institution engages in ongoing assessment of student learning as part of its commitment to the educational outcomes of its students.

1. The institution has effective processes for assessment of student learning and for achievement of learning goals in academic and cocurricular offerings.
2. The institution uses the information gained from assessment to improve student learning.
3. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty, instructional and other relevant staff members.

Argument

Effective Assessment Processes

Haskell's learning outcomes are structured across multiple levels: institutional, General Education, academic degree and certificate programs, and individual courses. Faculty are supported in this process through guidance on effective assessment practices.

Approved in 2019, the six Institutional Learning Outcomes (ILOs) are described in the [Academic Program Review Guidebook](#). Further context on the ILOs' adoption and their continued development is available in Section C.3.

The General Education Learning Outcomes (GELOs), are outlined in the [Academic Catalog](#). General Education at Haskell recently underwent a review, and the Faculty Senate appointed an ad hoc committee to work on finalizing the review and sharing suggestions. Each program at Haskell has its own set of Program Learning Outcomes (PLOs), typically numbering between six and 10. These are published in the Academic Catalog and are managed through Haskell's One-Drive system. This allows for comprehensive analysis of PLOs, which can be cross-referenced with both GELOs and ILOs to ensure alignment across different levels of learning.

Student Learning Outcomes (SLOs) are assessed within each course to measure student progress in acquiring the essential skills identified by each program. These outcomes also help determine how well courses and programs align with Haskell's institutional mission. SLOs are specific to the structure and content of each course and are included in course syllabi.

The academic assessment process at Haskell ensures that all courses maintain high standards of performance. If a course outcome falls short of its target, instructors are to make appropriate adjustments. For example, any revisions to GELOs, PLOs or SLOs must undergo review by the Curriculum Committee and be approved by the Vice President for Academics (VPA).

Each academic department conducts regular reviews of its program goals, outcomes and objectives, typically on a semester basis. The college deans then [review course syllabi](#) using a standardized syllabi checklist to ensure that key information, such as workload expectations, is consistently included to support student success.

Continuous Improvement in Student Learning

The goal of curricular assessment is that it should take place every semester, with faculty utilizing their own assessment tools to gather relevant data. The College of Business and the [College of Natural and Social Sciences](#) have made good progress in their [assessment practices](#) and [maintain assessment reports](#). The College of Education and Health Sciences contains the Elementary Education programming and the Health and Exercise Science programming. Within the Department of Education, [assessment is a key component](#) of their special accreditation through CAEP and KSDE, and it is a regular process. In the Department of Health and Exercise Science, there have been some new faculty hires, and [the department is exploring new program outcomes](#), which will then affect course outcomes and assessment planning.

Faculty members, including adjuncts, are to be actively involved in this assessment process. The collected reports are carefully reviewed and discussed by program faculty and academic deans to identify opportunities for curriculum updates and improvements. This continuous process has been further strengthened through the regular implementation of program reviews. Assessment training is also a focus of the new administration, and in 2022, [Dr. Arpan met with faculty and deans to discuss assessment and answer questions about expectations within assessment](#).

Despite significant staffing challenges and the disruptions caused by the pandemic, the University has made steady progress in enhancing its assessment processes. Dedicated time has been allocated in the academic calendar for this work, and faculty retreats offer additional opportunities to update assessments and apply findings. While there is still work to be done, particularly in aligning Program Learning Outcomes (PLOs) with Institutional Learning Outcomes (ILOs) and maintaining a regular system for the documentation of assessment data, the recent appointment of a permanent President and Vice President for Academics (VPA) has strengthened Haskell's ability to develop a strategic plan that will address both assessment and curriculum needs. Even during the interim period, when the University lacked permanent senior leadership, Haskell faculty upheld best practices by maintaining consistent syllabus structures, clearly articulating learning outcomes and ensuring transparency in grading and evaluation rubrics.

Sources

- Academic Degree Program Review Guidebook (2019 - 2024)
- College of Education and Health Science Agenda Items 08.16.2024 - HSES Department Minutes
- Education Assessment Data
- Handbooks and Plan
- Haskell Assessment Reports
- Haskell Course Level Assessment Reports
- Program Review and Assessment Refresher Training
- Syllabi Checklist

4.C - Core Component 4.C

The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.
2. The institution collects and analyzes information on student retention, persistence and completion of its programs.
3. The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

At Haskell Indian Nations University, we serve a diverse population, with [approximately 120-150 American Indian Tribes and Alaska Native Villages](#) represented in any given semester. The University deeply understands the unique needs of Indigenous students and the responsibilities it carries to foster their success. This understanding shapes the design of our academic programs and curricula, which are intentionally tailored to support students academically, developmentally and professionally. A key indicator of this commitment is our work to improve retention, persistence and graduation rates — an effort bolstered by our past partnership with the Achieving the Dream (ATD) initiative.

Addressing Gaps in College Readiness

Our [collaboration with ATD](#) enabled Haskell to set clear, measurable goals for student retention, persistence and completion, aligning closely with the mission of serving an all-Indigenous student body. Historical retention data reveal that many students arrive at Haskell with gaps in pre-college academic preparation, particularly in key areas like math and English. These gaps create challenges for student success, especially in foundational courses. To address this, the University has prioritized improving success rates in developmental and gateway courses, with a particular focus on math.

Mathematics, in particular, has proven to be a significant hurdle for many of our students. Developmental math courses often show [high DFW \(drop, fail, withdraw\) rates](#), which exceed 30%. This signals that students are struggling in the very courses intended to prepare them for college-level math, and these struggles create barriers to degree completion. Gateway courses, especially those in math, serve as prerequisites for more advanced courses required by specific majors. When students fail these gateway courses, they face significant delays in their academic progression, which in turn affects their ability to graduate on time and remain eligible for financial aid.

Targeting Mathematics as a Key Strategy for Retention and Completion

Recognizing the critical role mathematics plays in student success, [Haskell's HLC quality initiative \(part of our Open Pathways Accreditation\)](#), titled “[Supporting Student Success: From Prospect to Alumni](#),” specifically targets math readiness and course placement. [This initiative seeks to assess students' math backgrounds before they enter college](#), utilizing data to improve placement into appropriate first-year math courses. By ensuring students are placed in courses that match their skill level, we aim to reduce the number of students who struggle in developmental math and increase their chances of succeeding in credit-bearing, college-level coursework.

The University's focus on improving outcomes in developmental and gateway math courses is part of a broader strategy to boost student retention, persistence and completion. By identifying barriers to success in these courses and refining our approach to student support, we can better position our students for long-term academic achievement.

Mathematics: A Broader Challenge in Education

While math is a significant challenge at Haskell, it is not an isolated issue; it mirrors a broader challenge in higher education. We recognize that many students nationwide, not just at Haskell, struggle with math readiness. To better support our students, we are exploring solutions such as alternative math pathways that meet general education requirements. For example, non-STEM students are provided options besides College Algebra, which are transferable to other universities and recognized by graduate programs. These efforts reflect our broader commitment to creating an inclusive, supportive academic environment that meets the diverse needs of all students.

Refining Our Goals and Strategies

The University's ongoing [review and adjustment of retention and persistence](#) goals are informed by data and the evolving needs of our student population. We understand that math readiness is just one of many factors influencing student success. Other key factors include financial resources, [academic services and institutional support systems](#). Acknowledging the complexity of student experiences, Haskell is dedicated to addressing these interconnected factors in a holistic manner as we develop our upcoming strategic plan. [Financial aid](#) and [financial literacy workshops](#), in addition to the strengthening of the [Student Success Center](#), provide valuable resources for students aiding in persistence and retention.

Moreover, with staffing levels now stabilized, the University is well-positioned to refocus efforts on improving student persistence across all areas. However, our data continues to highlight math as a critical area for intervention. Thus, math remains a central focus in our strategy to [improve student retention and completion rates](#).

By continuously refining our goals, implementing data-driven strategies and maintaining a deep commitment to serving our Indigenous student population, Haskell Indian Nations University demonstrates its dedication to student retention, persistence and completion. Our work in these areas not only prepares students for further education and employment but also empowers them to contribute meaningfully to their communities.

Through targeted initiatives like improving math readiness, we are ensuring that our students have the support they need to succeed — both at Haskell and beyond.

Comprehensive Data Gathering and Integration of Data Sources

Haskell Indian Nations University engages in systematic, comprehensive data collection on student retention, persistence and completion across all academic programs. This data forms the foundation for institutional decision-making and continuous improvement. Key institutional reports, including the annual [Integrated Postsecondary Education Data System \(IPEDS\)](#) submission, are an integral part of our data-gathering efforts. Internal reports adopted by new Haskell administration, such as the [weekly enrollment tracking reports](#), help the institution identify gaps and adjust accordingly to ensure students are properly engaged in retention, persistence, and enrollment efforts.

The University utilizes a wide array of data sources to gain a holistic view of student progress. This includes enrollment records, student feedback, course success rates and program evaluations. [The Center for Institutional Effectiveness \(CIE\)](#) serves as the central hub for gathering and organizing this data. By consolidating data from diverse sources, such as [IPEDS](#), the [American Indian Higher Education Consortium \(AIHEC\)](#) – [American Indian Measures of Success \(AIMS\)](#) reports, and individual program reviews, CIE provides a comprehensive overview of institutional performance.

Haskell interprets and contextualizes this data effectively. The CIE not only compiles the data but also provides critical analysis in consultation with the President to inform decision-making across the University. This centralized approach allows the CIE to generate tailored reports on-request for various stakeholders, including the Vice President of Academics, academic deans, student success coaches and the University President.

For instance, based on data from the [DFW \(Drop, Fail, Withdraw\) list](#), Haskell identified that students in the English sequence were not completing their courses at an acceptable rate. In response, the [English department modified](#) its classroom strategies to increase access to technology and provide supplemental reading materials, helping to address barriers to success.

Additionally, as part of the [strategic planning campus listening sessions](#), Haskell recognized the need for increased specialized support for students and faculty. An immediate result in addressing faculty resources, [Haskell is in the early stages of developing a Center for Teaching and Excellence \(CTE\)](#), which will focus on alternative pedagogical approaches specifically designed to improve retention, persistence and completion rates among special populations.

Having a central repository for data has greatly improved the University's capacity for organizing information and streamlining reporting processes. While Haskell has demonstrated strong capabilities in data collection, ongoing efforts are focused on improving the analysis and contextualization of this data to drive actionable insights. The CIE plays a pivotal role in ensuring that data informs strategic planning, program development, and student support initiatives. This year, the University hosted a conference for the [TCU-IR \(institutional research\) group](#), providing valuable professional development opportunities for the CIE. Collaboration with colleagues from other institutions strengthens the CIE's capacity to support Haskell's mission and further enhances its data-driven decision-making capabilities.

Haskell's commitment to continuous improvement is evident through its regular assessment of the effectiveness of implemented strategies. After each intervention, the University monitors course completion data and adjusts its methods as needed. For example, the success of changes made to the English composition sequence is being continuously evaluated to ensure that gains in student performance are sustained. Faculty and institutional leaders regularly review data on retention, persistence and completion, using these insights to fine-tune interventions and inform future decisions.

Sources

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4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

Haskell Indian Nations University remains deeply committed to ensuring the quality of its educational programs, focusing on continuous improvement across its academic offerings, student learning environments, and support services. A key part of this effort is the structured program review process, overseen by the Academic Deans and the Vice President of Academics (VPA), with support from the Center for Institutional Effectiveness (CIE). Since the submission of the 2019 Assurance Argument, Haskell has made significant progress in completing program reviews for both associate and bachelor's degree programs. These reviews are conducted on a five-year cycle and involve a comprehensive self-study, external evaluation, and the development of action plans based on findings. This process ensures that the university remains responsive to the needs of its students while upholding academic standards.

In addition to regular program reviews, the University rigorously evaluates all credits transcribed, including transfer credits and prior learning assessments. The Registrar, in consultation with the Academic Deans and the VPA, reviews these credits to ensure they meet institutional standards. Haskell has established articulation agreements with other Tribal Colleges and Universities (TCUs) and works closely with the University of Kansas on transfer agreements. This helps ensure that credits are transferable and meet the needs of students pursuing further education.

Haskell's efforts extend beyond program reviews and credit evaluation to continuous assessment of student learning outcomes. The University uses a comprehensive system to measure learning at the institutional, program and course levels. Faculty actively engage in this process, using data from these assessments to refine curricula and improve student learning. Despite challenges such as staffing shortages and the pandemic, Haskell has made steady progress in aligning program learning outcomes with institutional goals, further supported by the recent appointment of permanent senior leadership.

Through these efforts, Haskell demonstrates its commitment to educational improvement, ensuring that its academic programs are aligned with institutional goals and the needs of its Indigenous student population. By continually refining its practices and engaging in data-driven decision making, the University ensures that its students are well-prepared for both further education and meaningful contributions to their communities.

Sources

There are no sources.

5 - Institutional Effectiveness, Resources and Planning

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

5.A - Core Component 5.A

Through its administrative structures and collaborative processes, the institution's leadership demonstrates that it is effective and enables the institution to fulfill its mission.

1. Shared governance at the institution engages its internal constituencies—including its governing board, administration, faculty, staff and students—through planning, policies and procedures.
2. The institution's administration uses data to reach informed decisions in the best interests of the institution and its constituents.
3. The institution's administration ensures that faculty and, when appropriate, staff and students are involved in setting academic requirements, policy and processes through effective collaborative structures.

Argument

Consistent leadership has been a longstanding challenge at Haskell Indian Nations University, with frequent turnover over the past 20 years in key positions including the presidency. This instability hindered long-term strategic decision-making and growth. A major shift occurred in 2022 when, through collaboration between the Bureau of Indian Education, Indian Affairs, the Department of the Interior and the Office of Personnel Management, the President's position was elevated from a [General-Schedule \(GS\)](#) position to [Senior Executive Service \(SES\)](#). This change granted the role greater decision-making authority, a more competitive salary aligned with peer institutions and enhanced access to BIE federal resources. The inauguration of Dr. Francis Arpan as president marked a turning point, bringing stability and alignment with Haskell's mission. Since then, the hiring of four academic deans, two vice presidents and a dean of students has further stabilized leadership and enabled the university to make significant strides forward.

The ramifications for the University have been nearly instant. Under this leadership structure, Haskell has addressed longstanding issues and moved forward with initiatives such as strategic planning and institutional growth. The [2024 Strategic Plan](#) is in development with input from faculty, staff, students and tribal partners, reflecting the University's renewed emphasis on mission alignment to serve American Indian and Alaska Native communities. Additionally, the [BIE's Strategic Plan](#) involving post-secondary education will be utilized to help direct the Haskell strategic plan, in particular, to expand post-secondary opportunities for Native students and Tribal communities.

One significant example of leadership's impact is the push to develop new academic programs — a notable shift from the previous 20-year period with no degree-program additions. Since 2022, Haskell has introduced a bachelor's emphasis in [Business Administration focused on Records](#)

[Management](#) and has started the development and planning for associate degrees in [Entrepreneurship](#) and [Mathematics](#), along with potential certificate programs. These changes demonstrate Haskell's commitment to expanding its educational offerings under its current leadership.

Shared Governance

[Shared governance at Haskell](#) is a comprehensive and collaborative process that engages multiple stakeholders, ensuring transparency and inclusivity in decision-making across all levels of the institution. This system is designed to reflect the diverse needs of the University's constituencies, ensuring that both leadership and academic programs remain aligned with the institution's mission of serving American Indian and Alaska Native communities.

While the Haskell President and University fall directly under the BIE, and report to the BIE, the administration at Haskell is committed to the principles of shared governance. The [Haskell National Board of Regents](#) includes representatives from the [12 Bureau of Indian Affairs regions](#) across the United States and plays a pivotal role as an advisory board to the President. The [Board's representation](#) of tribal regions ensures that decisions made by the University reflect the post-secondary interests of American Indian and Alaska Native communities. This governance structure reinforces accountability in leadership and ensures alignment with the University's strategic goals. [Board representation](#) brings valuable input to an institution that represents Tribal nations from around the country.

The principles of shared governance extend beyond the Board of Regents to include the [Faculty Senate Executive Committee](#) and the [Federation of Indian Service Employees \(FISE\)](#). The President meets with Faculty Senate executive officers and FISE monthly to problem-solve, plan and be proactive.

Academics is the center of this tripartite system, and the [Faculty Senate](#) enables [faculty to have a direct and significant influence on shaping academic programs, institutional policies and relevant operational strategies](#). Faculty members are actively involved in critical areas such as [curriculum development](#), program offerings and [academic standards](#), ensuring that academic decisions are closely aligned with the University's broader mission.

Haskell's shared governance is supported by several standing committees, which provide the framework for faculty involvement in governance:

- The [Curriculum Committee](#), composed of six full-time faculty members and the Registrar, is responsible for approving and revising courses and degree programs. This committee ensures that academic offerings remain relevant, responsive to student needs and in alignment with the University's mission.
- The [Academic Standards Committee](#), which includes eight full-time faculty members, [oversees the development of academic policies](#) that affect the overall welfare of the University. This committee is essential for maintaining high academic standards across all programs and ensuring that the institution's policies reflect both academic rigor and cultural relevance. Over the past year the Academic Standards Committee has been instrumental as a key component in the task of reviewing and revising several academic standards policies.
- The [Governance and Elections Committee](#), with eight full-time faculty members, supervises

faculty elections and constitutional revisions, ensuring that governance structures evolve to meet the changing needs of the institution. This committee also handles questions of constitution and bylaw amendments, ensuring that governance remains flexible and responsive.

- Ad-Hoc Committees are developed as needed in consultation as needed with the VPA and/or President.

Two important councils work closely with the President and play distinct roles in the governance and leadership of the University:

- [The Leadership Council](#) serves as a cross-campus forum for policy vetting and addressing general campus issues. Composed of faculty senate members and leaders from across the University, this council is instrumental in shaping policies and initiatives. It also played a key role in the recent campus reorganization, helping to restructure the University in ways that better align with its mission and improve operational efficiency.
- [The Executive Council](#), a trusted advisory group, works with the President to discuss sensitive and confidential matters. This council is focused on improving both day-to-day processes and long-term strategies at the University. The Executive Council's role in confidential discussions ensures the President can make sensitive leadership decisions that are well-informed, strategic, and in the best interests of the institution. Members of the Executive Council include the President, Vice President of Academics, Vice President of University Operations, Chief Financial Officer, Chief Information Officer, and Dean of Students.

Additionally, the President's Committees tackle specific topics, such as space utilization, and report their findings, updates and recommendations to the President or the Leadership Council. The committee structure functioned effectively before the pandemic but was paused during that period. It is currently under review as part of the ongoing strategic planning process and to increase efficiency on campus.

A critical component of shared governance at Haskell is the [Memorandum of Understanding \(MOU\) between the Faculty Senate and the Vice President of Academics \(VPA\)](#). This MOU formalizes the working relationship between faculty and administration, outlining the responsibilities and collaborative processes that ensure academic decisions reflect the input of all constituencies. The MOU is currently in the process of being updated to enhance collaboration and further clarify governance roles. Once finalized, it will strengthen the cooperative framework that underpins decision-making at the University.

In 2024, Haskell's administration and Faculty Senate further strengthened shared governance by offering an [online training webinar in collaboration with the American Association of University Professors \(AAUP\)](#). This training enhanced faculty and staff understanding of shared governance principles, reinforcing the University's commitment to transparency, accountability and collaborative decision-making.

Faculty involvement in governance is critical to the University's success, but students also play an essential role in Haskell's shared governance structure. The [Student Government Association \(SGA\)](#) meets monthly with the President, offering direct input on key student-related issues. The SGA's input is highly valued and is sought out for processes, such as reviewing and revising *The Haskell Community Standards: The Student Code*.

Moreover, the SGA holds a seat on the Board of Regents, ensuring that students have a direct voice in institutional governance. This direct involvement in decision-making helps ensure that student perspectives are reflected in the University's strategic planning and policy development. Recently, students have also successfully advocated for the [implementation of inclusivity training](#), which is currently in development. This initiative highlights the proactive role students play in fostering a more inclusive and supportive campus environment, demonstrating the power of student engagement in shaping the future of the University.

The integration of faculty, staff and students into Haskell's shared governance model ensures that the institution's decisions are reflective of the entire University community. This inclusive approach fosters a collaborative environment where all stakeholders contribute to the University's ongoing growth and success. By ensuring that governance structures are both transparent and participatory, Haskell maintains its commitment to continuous improvement and mission alignment, ultimately enhancing the educational experience for all its students.

Informed Decision-Making

Haskell's administration emphasizes data-driven decision making to improve institutional effectiveness and student outcomes. The [Haskell Center for Institutional Effectiveness \(CIE\)](#) coordinates data collection, analysis and reporting, ensuring that decisions are based on accurate and timely information. The CIE supports continuous improvement by providing the data necessary to assess institutional performance and make strategic adjustments.

In 2023, Haskell transitioned from a paper-based course evaluation process to a [completely digital system](#), leading to increased student participation. This shift has provided more comprehensive data for improving course delivery and student satisfaction, reflecting the University's commitment to informed decision making.

Additionally, focus groups held across campus, led by the President and supported by the CIE, have engaged faculty, staff and students in discussions about strategic planning, facilities and academic program reviews. This inclusive approach ensures that decisions are aligned with the University's mission while fostering accountability.

Haskell also collaborates with external stakeholders to enhance decision making. Partnerships such as the [USDA/NIFA Extension Program](#) provide resources and expertise, allowing the University to develop initiatives that meet the needs of American Indian and Alaska Native communities. These partnerships help Haskell grow while staying mission-aligned, expanding its capacity to serve students and the broader community.

Through its administrative structures and collaborative processes, Haskell Indian Nations University demonstrates effectiveness by fostering mission alignment, shared governance, data-driven decision making and strategic planning. These efforts ensure the University can fulfill its mission of serving American Indian and Alaska Native communities through higher education, continuously improving its educational offerings and institutional practices.

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5.B - Core Component 5.B

The institution's resource base supports its educational offerings and its plans for maintaining and strengthening their quality in the future.

1. The institution has qualified and trained operational staff and infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The goals incorporated into the mission and any related statements are realistic in light of the institution's organization, resources and opportunities.
3. The institution has a well-developed process in place for budgeting and for monitoring its finances.
4. The institution's fiscal allocations ensure that its educational purposes are achieved.

Argument

As a national intertribal university funded by the Bureau of Indian Education (BIE) under the Department of the Interior, Haskell operates under stringent federal accountability and reporting requirements. As such, Haskell is subject to a level of accountability for the management of its resource base that often exceeds comparable requirements for other colleges and universities. This can be a challenge due to the extra layers of bureaucracy that the University must navigate, and at times, problem solve. While navigating the challenges of functioning both as an accredited university and a federal agency, this structure ensures that Haskell upholds high standards of resource management and operational transparency.

Technological Infrastructure

Haskell's Office of Information Technology (OIT) provides critical services to support academic and administrative functions. Over the past decade, funding from the Department of Education's [Title III Part E program](#) has allowed Haskell to build a robust technological infrastructure, providing a foundation for digital learning and campus operations. Since 2019, technology improvements have focused on enhancing campus-wide systems, networking, security and classroom media.

Key achievements include:

- [The Tech Refresh Program](#), which ensures staff and faculty have up-to-date equipment every three years, and The Campus Laptop Program, which allows students to check out laptops for academic use.
- [Upgrading the campus wireless network with Cisco Meraki Wireless Network](#), which increased the speed and reach of Wi-Fi services, ensuring stable connectivity across campus.
- [Data Center Server Upgrades](#) that support hybrid networks, virtual technology and secure data management.

Other advancements include implementing the [Campus Café system](#), which is set for a soft rollout in December 2024 and final implementation in the Spring of 2025, to improve student and staff interactions with academic data. This will replace the current Comprehensive Academic

Management System (CAMS) that is used to manage student information. Haskell maintains use of [Blackboard as its Learning Management System \(LMS\)](#), enabling blended and online learning. Security has been enhanced through the use of Cisco ISE, [Palo Alto Firewalls](#) and [GlobalProtect](#), all of which safeguard the institution's network and data from external threats. In addition to these improvements, Haskell has hired an [internal cybersecurity position](#) to increase the internal cybersecurity capacities of the University.

Student and Faculty Support Through Technology

Haskell's [Tribal Student Technology \(TST\) Program](#) provides student workers with hands-on experience in information technology, funded by [Title III](#). TST has proven to be a valuable workforce development platform, with alumni securing positions at organizations such as IBM, AT&T and various federal agencies. This program exemplifies how infrastructure improvements are directly tied to student success, ensuring students gain practical skills while improving campus technology services.

Haskell's ongoing infrastructure development has positioned the university to continue supporting its mission of providing quality education for American Indian and Alaska Native students.

Facilities and Campus Upgrades

Haskell occupies approximately [320 acres](#) with [44 buildings \(12 primary buildings\)](#) on its campus. These buildings include academic facilities, student housing, administrative offices, and other support structures and environments such as the library, athletic complex, fitness center and the Haskell wetlands. The University receives facilities funding for all BIE schools through a Bureau of Indian Affairs formula on a pro-rata basis based on square footage devised allocated based on the square footage. During the COVID-19 national emergency, the University made the difficult decision to go completely online from March 2020 – July 2022 to ensure that it did not contribute to the spread of the virus in Indian Country. However, because the campus was nearly empty, the university took the opportunity to renovate several campus facilities using funds from the [American Recovery Act](#) and other resources. These updates significantly improved the living and learning environments, boosting campus conditions for students, faculty and staff. Modernized facilities have helped to create a clean, safe and conducive environment for post-secondary educational success and pride in Haskell's campus. The narrative below outlines several of the larger projects completed and the linked table provides a more complete snapshot of projects completed since 2019.

HINU Building Improvements Since 2019

Improvements to classroom space and lab space on campus have been and will continue to be an ongoing priority for the institution. The most recent science lab improvement project saw just over [\\$4.3 million in funds be awarded and used to fund renovations in the Haskell science labs](#). Classroom renovations and building [improvements were completed in the main classroom buildings on campus totaling over \\$6 million and future projects include a lecture hall improvement and office space project in Parker Hall, which is just over \\$1.8 million](#).

Improvements in the area of student life are also a priority for campus and several projects have been completed to address student living. Over [\\$3.6 million in improvements to housing facilities](#) have been completed since 2019. The Little Nations Daycare facility, which has been closed since 2020,

was recently [awarded through federal contracting, a federal contract of just over \\$2.5 million](#), and a new facility will be constructed. HVAC improvements are a central focus of providing a comfortable environment for students and staff, and the University has completed over [\\$11 million in construction and renovation in HVAC systems](#) around campus in both classroom buildings and housing facilities. In total, Haskell has completed just over \$57 million in fixes, renovations, upgrades, and improvements around campus since 2019, and the institution has millions more in deferred maintenance and improvements that still need to be completed.

Federal Appropriations and Allocations

The majority of Haskell's funding comes from [federal appropriations](#). The Bureau of Indian Education (BIE) allocates funding for the university's operations, which includes staffing, facilities and instructional resources. [Federal appropriations are forecasted and requested](#) two years in advance. Haskell and the other federally controlled post-secondary institution under the BIE, Southwestern Indian Polytechnic Institute (SIPI), share an appropriations line and the appropriations for each are based on a percentage split. The [BIE Greenbook](#) outlines the requested appropriations BIE provides to congress, which includes the requested budgets for Haskell and SIPI, and it is publicly available online. Given the unique nature of Haskell's funding model, the university is subject to a level of fiscal accountability that often exceeds that of other institutions. While this can pose challenges, it also ensures that resources are managed with a high degree of transparency and in accordance with federal guidelines.

Budgeting and Monitoring

Haskell operates under a highly regulated federal financial management system, which includes stringent budgetary oversight and reporting. The university is required to comply with the Department of the Interior's [Financial and Business Management System \(FBMS\)](#), a federal tool used for budgeting, financial planning and monitoring appropriations. This system provides Haskell with real-time financial data, enabling better decision making and alignment of financial resources with institutional priorities.

In 2022, in response to campus requests, the Chief Finance Officer implemented a new process to increase budget transparency. The Finance Office now holds monthly budget meetings with each department to monitor spending and keep departments informed about their financial status.

Annually, departments identify budget needs based on campus initiatives, program reviews, academic needs, student service needs, and institutional goals. These requests are reviewed using a 3-tier budget rating system, which replaced the previous, less efficient system. While the earlier system aimed to improve transparency, it became unwieldy due to lengthy budget meetings. The shift to [monthly meetings](#) allows for better tracking throughout the year, streamlining the annual budget request and funding spend down process. As a part of a federal institution, the University is limited in what funds it can utilize as carryover, or X year funding, and as such, it must spend down its appropriated budget within the fiscal year. The collaborative approach adopted ensures that financial planning aligns with the university's mission and strategic goals, while enhancing transparency in budget management.

The budgeting process is being further enhanced to include discretionary funding sources, such as student fee revenue and grants. This allows for more comprehensive financial planning and ensures that all available resources are accounted for. By incorporating student fees and grant funding into the overall budgeting framework, Haskell aims to restore greater supervisory authority over its

financial planning processes.

Partnerships and Additional Funding

In addition to federal appropriations, Haskell generates revenue from partnerships with various agencies. This supplemental revenue is used to operate specialized programs and provide students with internships, research opportunities and access to state-of-the-art equipment. These partnerships not only enhance the student experience but also contribute to institutional effectiveness by increasing the range of available resources.

Title III Funding

[Title III funding](#) plays a crucial role in supporting academic and administrative operations at Haskell. In addition to supporting technological upgrades, Title III funds are used for faculty development, student support services and expanding research opportunities. These funds are vital for maintaining the quality of Haskell's educational offerings and ensuring that the university can meet its long-term goals.

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5.C - Core Component 5.C

The institution engages in systematic and integrated planning and improvement.

1. The institution allocates its resources in alignment with its mission and priorities, including, as applicable, its comprehensive research enterprise, associated institutes and affiliated centers.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity, including fluctuations in the institution's sources of revenue and enrollment.
5. Institutional planning anticipates evolving external factors, such as technology advancements, demographic shifts, globalization, the economy and state support.
6. The institution implements its plans to systematically improve its operations and student outcomes.

Argument

Haskell's strategic planning links processes such as assessment of student learning, evaluation of operations, budgeting and resource allocation. These efforts are carried out with input from various constituencies, including students, faculty, staff, alumni, tribal nations and community partners, ensuring that diverse perspectives inform decision making. The university's plans are based on a sound understanding of its current capacity, including fluctuations in enrollment and revenue. Regular evaluations, both internal and external, provide feedback on Haskell's effectiveness and inform future planning. The [previous strategic plan was to run through 2020](#), and a [new completed strategic plan was developed by the previous permanent president](#). The previous permanent president was relieved of duties shortly after completion of that plan, and a new permanent president was selected in November of 2022. The process for a new strategic plan was started in the Fall of 2023, and [data collection sessions](#) were held with stakeholders around campus in the Spring of 2024. [Analysis for that data collection was completed recently](#), and the institution will be moving forward with the process of outlining its new strategic plan with the goal of introducing that plan in May of 2025.

Mission Alignment and Stakeholder Engagement

Haskell's planning begins with a clear focus on aligning initiatives with its mission and vision, which prioritize carrying out the [Trust Responsibility to American Indian and Alaska Native communities](#)' post-secondary needs via an academic rigorous and Indigenous-focused academic programming. Strategic planning at Haskell involves collaboration with internal and [external stakeholders](#), including students, faculty, staff, tribal nations and community partners. The institution engages these groups to ensure that diverse perspectives are incorporated into decision making, which strengthens the university's ability to address the needs of its students and the wider community it serves.

Haskell undergoes regular assessments from accrediting bodies, such as the Higher Learning Commission (HLC), which evaluate various aspects of the university, including its academic

programs, governance structures, student services and overall operations. These evaluations provide critical feedback and benchmarks that guide the institution in identifying areas for improvement. In addition to external reviews, Haskell conducts internal assessments, such as program reviews, to measure the effectiveness of its educational offerings and support services. This data-driven approach ensures that institutional improvements are made in response to evolving needs and opportunities.

Resource Allocation and Planning

As a federally-funded institution under the Bureau of Indian Education (BIE), Haskell's primary funding comes from [federal appropriations](#). These funds cover [operational costs](#), [faculty salaries](#), [student services](#), and infrastructure improvements. However, the current administration remains committed to exploring avenues for diversifying revenue streams.

Haskell is working on [creating partnerships](#) that involve financial contributions, [scholarship funds](#), educational collaborations and cultural resource sharing. This approach marks a shift in Haskell's strategy, as the institution historically relied almost exclusively on federal funding. By expanding its financial base, Haskell hopes to increase its capacity to support student success and institutional growth.

In addition to tribal partnerships, Haskell is exploring the creation of endowment funds, to be held in accounts outside the federal treasury, and increasing efforts to [secure donations](#) from alumni, philanthropists and organizations that support American Indian and Alaska Native post-secondary education. These funds would be allocated for scholarships, faculty development, academic programs and capital projects, further expanding the institution's resource base and enhancing its ability to invest in future growth. Haskell is also working to [strengthen the relationship](#) it has with the [Haskell Foundation](#), which is an organization outside of the federal government with the mission of supporting Haskell through capital initiatives, donations, and fundraising.

Haskell also pursues [grants](#) from federal agencies, private foundations and corporations. These additional funds support research initiatives, community outreach programs, curriculum development and innovation in teaching and learning. By diversifying its funding sources, Haskell ensures that it can continue to support high-quality education while maintaining flexibility in resource allocation.

Infrastructure Development and Technological Advancements

Maintaining and upgrading campus infrastructure is essential to providing a conducive learning environment. Haskell allocates significant resources to ensuring that its buildings, classrooms, laboratories and libraries are well-maintained and updated to meet the needs of students and faculty. This commitment to infrastructure was particularly evident during the COVID-19 pandemic, when Haskell used funds from the [American Recovery Act](#) to make long-needed upgrades to campus facilities.

In addition to physical improvements, Haskell is deeply committed to integrating technology into its academic programs and administrative functions. The Office of Information Technology (OIT) plays a central role in managing and upgrading the university's technological infrastructure, supported by [Title III funding](#). Recent technological advancements include the installation of [Cisco networking systems](#), the deployment of a [VoIP phone system](#), and the development of a [comprehensive mobile app for Haskell students](#). These advancements ensure that Haskell remains competitive in delivering education through both traditional and digital platforms.

The university has also invested in upgrading its classrooms with smart technology, providing students and faculty with the tools necessary to enhance teaching and learning. [Blackboard, the institution's Learning Management System \(LMS\)](#), allows for the delivery of online and blended courses, while [Haskell's Campus Laptop Program](#) ensures students have access to the necessary equipment for digital learning. These resources, combined with regular tech refresh cycles, enable Haskell to keep pace with technological advancements, ensuring a robust educational infrastructure.

Faculty and Staff Development

A crucial component of Haskell's integrated planning is its investment in faculty and staff development. The university recognizes that maintaining a high standard of educational quality requires ongoing professional development for its educators and administrators. [Haskell allocates resources to support training programs, workshops and other opportunities for professional growth](#). This ensures that faculty and staff remain current with the latest trends in education and are well-equipped to meet the needs of their students.

Haskell's administration regularly evaluates faculty needs to offer targeted development opportunities. Over the past two years, the institution has prioritized training in culturally responsive teaching, online instruction and academic leadership. These initiatives have not only enhanced the quality of instruction at Haskell but have also helped retain talented faculty by providing them with meaningful opportunities for growth and advancement.

Student Support and Services

Enhancing student support services is a key aspect of Haskell's resource allocation strategy. The university recognizes that providing robust support systems is crucial to student success, particularly for its American Indian and Alaska Native student population, many of whom face unique challenges. Haskell allocates funding to ensure students have access to comprehensive support services, including academic advising, counseling, tutoring, career services and health and wellness resources.

- [Counseling services are particularly vital at Haskell](#), and the university has strengthened these services through a partnership with Morningstar, a behavioral health organization that provides in-person and virtual counseling options for students. This partnership ensures that students have access to professional mental health support, which is critical for academic and personal well-being.
- Additionally, Haskell has invested in virtual tutoring services through platforms such as Grammarly and Tutor.com, and in-person tutoring services through on-campus resources such as the [Writing Center](#) and tutoring center sites. These services are designed to help students develop strong academic skills and ensure that they can successfully navigate their coursework.
- Haskell also fosters partnerships with external organizations to enhance student services. The university works closely with the [Haskell Indian Health Services \(IHS\) Clinic](#), providing students with [access to health care services](#) that support their physical and mental well-being. This holistic approach to student support ensures that Haskell can address the comprehensive needs of its students, helping them succeed academically and personally.

In addition to the initiatives and services outlined above, Haskell has made it a central focus to

identify positions of need and fill those positions with qualified individuals. Student services personnel hired over the past two years include a new Dean of Students, [Director of Housing](#), [Director of Student Success](#), [Campus Advocate Coordinator](#), and [Accommodations Coordinator](#).

Anticipating Future Needs and Continuous Improvement

Haskell's planning process is forward-looking, with the institution regularly assessing its capacity to meet future challenges and opportunities. This includes planning for [increasing enrollment](#), anticipating changes in funding and preparing for shifts in technology and workforce demands. The university continuously monitors external factors such as advancements in digital learning technologies, demographic trends and changes in federal and state support. These considerations inform Haskell's strategic planning efforts and allow the institution to remain agile and responsive.

The university's commitment to continuous improvement is reflected in its approach to integrating feedback from internal and external evaluations into its planning processes. By using data gathered through student assessments, program reviews and operational evaluations, Haskell identifies areas for improvement and implements strategies to address them. This cycle of assessment, planning, and implementation ensures that Haskell remains focused on enhancing the quality of its educational offerings and improving student outcomes.

By integrating these strategic approaches, Haskell Indian Nations University demonstrates its commitment to systematic and integrated planning. The institution's focus on mission alignment, resource allocation, infrastructure development and continuous improvement ensures that it can provide a high-quality education while fostering an environment that supports the academic and cultural needs of its students.

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- HINU Campus Advocate Coordinator _ Haskell Indian Nations University
- HINU Professional Development Applications
- HINU Strategic Plan Data Analysis
- HINU vax 2024
- Institution Page
- MARKET-RESEARCH-CMN-Raven-App-email-and-consent-document
- Memo - Listening Sessions
- New Housing Director
- SSC FLYER FA24
- Strategic Plan Report final 1.7.2020
- StudentAccessibilityCoordinator
- TITLE-III-IT-Narrative
- VoIP-UPGRADE-D01-140A2323P0565
- What is the federal Indian trust responsibility_ _ Indian Affairs

5.S - Criterion 5 - Summary

The institution's resources, structures, processes and planning are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities.

Summary

Haskell Indian Nations University has demonstrated its commitment to effectively managing its resources and planning for long-term sustainability. The institution has strengthened its leadership through the elevation of the President's position to Senior Executive Service (SES), providing increased authority and access to critical federal resources. This change, coupled with the appointment of key leadership roles such as deans and vice presidents, has enhanced Haskell's ability to implement strategic initiatives and align its operations with its mission to serve American Indian and Alaska Native communities.

The institution's budgeting and resource allocation processes are transparent and inclusive, involving all departments through regular budget meetings and a structured 3-tier review system. Haskell's reliance on federal appropriations, supplemented by grants, partnerships and endowments, ensures that financial planning is aligned with institutional goals. These resources support not only operational functions, but also the continuous development of infrastructure, technology and student services.

Haskell's planning processes are forward-thinking and integrated, linking budgeting with assessments of student learning and institutional performance. The development of the 2024 Strategic Plan reflects input from various stakeholders, demonstrating the institution's commitment to mission-driven growth. Additionally, the institution continues to explore ways to diversify its funding base, further ensuring its ability to adapt to future challenges and opportunities.

Overall, Haskell Indian Nations University's systematic and integrated planning enables it to continuously improve its operations and student outcomes, providing a solid foundation for its future. Through the alignment of resources with its strategic priorities, Haskell ensures that its mission to educate and empower American Indian and Alaska Native students remains central to its decision-making processes.

Sources

There are no sources.