



HASKELL INDIAN NATIONS UNIVERSITY

**HANDBOOK FOR FACULTY
AND ADJUNCT INSTRUCTORS**

Spring 2012

Faculty Senate

Revised: February 2012

Table of Contents

WELCOME LETTER FROM THE VICE PRESIDENT OF ACADEMIC AFFAIRS	6
PURPOSE OF THE FACULTY HANDBOOK	7
INTRODUCTION	8
TEACHING AT A TRIBAL COLLEGE.....	9
PART 1: ORGANIZATION AND STRUCTURE OF THE UNIVERSITY	10
A. Haskell Organizational Chart	10
B. Bureau of Indian Education	10
C. Haskell Board of Regents	10
D. Institutional Values: ARCH and CIRCLE	11
E. Academic Programs	12
1. Division of Academic Affairs: Degree Programs	12
2. Division of Academic Affairs: Academic Programs and Schools	13
F. Governance	14
1. Faculty Governance: Faculty Senate Vision Statement	14
2. Faculty Governance: Organization Structure and Resources	14
3. Faculty Governance: Standing Faculty Senate Committees	15
4. Shared Governance.....	16
PART 2: NEW FACULTY AND ADJUNCT INSTRUCTORS.....	17
A. Campus Map and Employee Directory	17
B. Office Keys	17
C. Campus IDs.....	17
D. Campus Parking Sticker	17
E. Information Technology: User ID, Password, and Email.....	17
F. Government Vehicles.....	17
G. Blackboard	18
H. Library Card	18
I. General Catalog.....	18
PART 3: FACULTY RIGHTS AND RESPONSIBILITIES	19
A. Overview of Faculty and Staff.....	19

B. Haskell Students.....	19
1. Resources for Haskell Student Success	19
2. Haskell Diversity	20
C. Academic Freedom	21
D. Teaching, Research, Service, and Lifelong Learning	22
E. Competency and Pedagogy	23
1. Mastery of Subject Matter	23
2. Teaching Performance	23
3. Evaluation of Student Learning.....	23
4. Support of University Policies and Procedures.....	24
5. Academic Advising	24
F. Course Syllabus Information.	25
1. Creating a Syllabus	25
2. Classroom Syllabus.....	25
G. Grading	27
1. Testing and Quizzes Enhance Learning.....	27
2. Good Test Preparation Techniques.....	27
3. Missed Exam Policy	27
H. Tentative Course Schedule	28
I. Attendance.....	28
J. Textbooks.....	28
K. Office Hours	28
L. New or Changed Courses or Curriculum Process.....	29
1. Procedure for Submitting New Course Proposals and Modifications	29
M. Additional Instructor Information	30
1. General Catalog.....	30
2. Grade Change.....	30
3. Change of Course	30
4. Pre-Enrollment.....	30
5. Degree Checklists.....	31
6. KU Exchange Program	31
7. Grants.....	31

8. Union Representation	31
N. Responsibilities of Faculty Advisors.....	32
1. Faculty Advisors	32
2. The Advisee's Folder	32
O. Academic Policies	34
P. Academic integrity	34
Q. Transfer Student.....	34
R. Re-admitted/Re-entering or Transfer Students.....	34
S. Haskell Forms	35
1. Academic Forgiveness:.....	35
2. Advisor Transcript:	35
3. Change of Advisor/ Change of Major:.....	35
4. Change of Grade Form:	35
5. Course Listing:	35
6. Degree Checklist:	35
7. Drop/Add Form:	35
8. Grade Rosters:.....	35
9. Incomplete Course Forms:	35
10. Petition to Graduate:	36
T. Disability Support Services	37
1. University Compliance Policy	37
2. Student Eligibility For Disability Services	37
3. How May a Student Apply for Accommodations?	37
4. A Student Asks Me For an Accommodation, What Should I Do?	38
5. Should I Put Disability Services Information in the Class Syllabus?	38
6. What Assistance is Available for Students With Disabilities?	39
7. DSS Policy and Procedures and Student Grievance Procedures:.....	40
PART 4: PERSONNEL ISSUES AND EMPLOYEE RESOURCES	41
A. Policies and Guidance	41
B. Time and Attendance.....	41
C. Employee Assistance Program.....	41
D. Employee and Labor Relations Programs.....	41

E. Personnel Appointments	42
F. Permanent Employees	42
G. Part Time	42
H. Background Checks (Investigations)	42
References	43

WELCOME LETTER FROM THE VICE PRESIDENT OF ACADEMIC AFFAIRS



**HASKELL INDIAN NATIONS UNIVERSITY
DIVISION OF ACADEMICS
OFFICE OF THE VICE-PRESIDENT FOR ACADEMICS
155 INDIAN AVENUE
Lawrence, Kansas 66046-4817**

Greetings Faculty:

On behalf of Haskell Indian Nations University and Indian Country, I would like to take the opportunity to express our gratitude to you for your commitment to advancing higher education for tribal people through your service in teaching at Haskell Indian Nations University.

Our students travel to Haskell from throughout the United States to pursue an education that strengthens the future of tribal peoples by tapping into the potential of our young people and creating an environment that prepares them for our future. Haskell has a long history of responding to the educational needs of American Indian and Alaska Native youth and providing a high quality and valued learning experience.

Today, Haskell empowers First Nations scholars for leadership and service to American Indian and Alaska Native tribes by providing excellent academic programs, research opportunities, creative activities and a culturally diverse student experience. We are pleased you have opted to join us in this endeavor.

Whether you are a faculty member in our unique General Education Program or a faculty in one of our associate or baccalaureate degree programs, you have an incredible opportunity to expand your disciplinary training by inclusion of curriculum-based on the history, voices and experiences of Indigenous Peoples in the 21st century.

We value your enthusiasm and passion as you work with Haskell students and welcome you to the Haskell family.

Respectfully,

Venida S. Chenault, Ph.D.
Vice-President for Academics

PURPOSE OF THE FACULTY HANDBOOK

The Haskell *Faculty Handbook* has been significantly revised from the previous version, which contained information that is now readily available in the appropriate publications. The *Faculty Handbook* is understood to be a living document, reflecting the growth of the university. It is envisioned that future additions and revisions now can be easily added upon approval of Faculty Senate. All future revisions and additions will be noted in those sections.

The Haskell *Faculty Handbook* provides general information about the organization and policies that affect the college's faculty and adjunct instructors. New faculty and instructors will find important introductory information to the college in this *Handbook*. However, this document also serves as a reference guide to Haskell procedures and processes. Please note that the *Handbook* itself neither serves as a source of policy nor does it create a contract between Haskell Indian Nations University and its employees. In the event an inconsistency is noted between the *Handbook* and official University policy, then University policy is the binding agent.

Whenever possible the Handbook provides citations and online links to referenced policies and other important sources of information.

INTRODUCTION

Initially established as a residential boarding school for American Indian children in [1884](#), Haskell has evolved into a NCA-accredited university serving nearly 1,000 students (representing 150 Tribal Nations) each semester. Located in Lawrence, Kansas, Haskell offers both associate and baccalaureate degrees, and aims to be the flagship university in the Tribal college/university system. Haskell seeks to foster and promote the empowerment of American Indian and Alaska Native scholars for leadership and service to sovereign First Nations and to the world by virtue of its excellent academic programs and research, creative activities, and Tribally and culturally-diverse student experience.

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

While the BIE is one component of the Haskell system, faculty also work at an accredited institution of higher learning and are responsible for ensuring and maintaining a campus experience that promotes the Tribal university experience. This includes carrying out our responsibilities to maintain and protect our institutional accreditation as well as promoting the ideal of life-long learning. As such, Haskell's [Vision Statement](#) and [Mission Statement](#), along with the Faculty Senate's MOU with the college president, recognize our responsibilities to our students and Indian Country.

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

TEACHING AT A TRIBAL COLLEGE

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

“The Haskell Experience” is a phrase often used by our students and employees to describe the vibrant educational and social culture of our campus. This experience has its roots in a unique educational history, a history that often mirrors the political relationship between Indian Country and the United States. Haskell was originally founded as a residential boarding school during a political era in which the U.S. sought to systematically undermine the stability and social fabric of American Indian Tribes and families. It attests to the courage of the Haskell community that the institution was able to successfully transform its original purpose in the 19th Century into a higher-learning institution that seeks to promote and strengthen the sovereignty and self-determination of American Indian Tribes and Alaska Native communities into the 21st Century—and beyond. As one learns more about Haskell history, one cannot help but be impressed by the extraordinary work and dedication of the faculty and other employees who, despite resistance, were able to guide the campus from its inception as a boarding-school into a high-school and post high-school vocational-technical institute, then a junior community college, and then into a university from which our graduates are able to attend law and other professional schools, graduate school, and/or to find employment serving the interests of Indian Country. This powerful history helps contribute to the Haskell Experience.²

There are, of course, similarities between teaching at a non-TCU and at Haskell. However, it is a distinctive experience to ask Indian Country to send its students to our campus and for us to teach at such a culturally-rich campus. The wide-range of Tribal citizenship and of economic, social, and geographical backgrounds present on our campus means that our Faculty are not only responsible for overseeing typical pedagogical activities but that we also are responsible for being attuned to the needs of such a diverse population. We understand that our obligations as TCU faculty do not stop at the end of the class lecture. In both tangible and intangible ways, we teach in what can be thought of as a “borderless classroom” environment, and so it is not unusual for us to continue to contribute academically to the campus in comprehensive ways. As such, it is easy to see that life-long learning is not only an ideal we seek to foster within our students, but one that we set for ourselves.

The result of all our diligent and hard work is a campus of higher-learning that continues to find motivation to carry-out the best of Trust Responsibilities as mandated by the BIE, to protect our accreditation status as required by NCA, and to endeavor to be of significant service to Indian Country as part of the Haskell Experience.

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

PART 1: ORGANIZATION AND STRUCTURE OF THE UNIVERSITY

A. Haskell Organizational Chart

(NOTE: The revised Haskell Organizational Chart is scheduled for approval in February 2012. As soon as approval has been received, the description of the chart will be included in this section.)

B. Bureau of Indian Education

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

The current organizational structure was created and approved in 1998 under Dr. Bob Martin's tenure as Haskell president. It should be noted that the organization structure and programs continue to be developed in accordance with the implementation of Vision 2008 and the recommendations provided by the 2003 (NCA) Focused Visit team.

C. Haskell Board of Regents

As an NCA-accredited university, the National Haskell Board of Regents serves to provide recommendations and approvals to the operational growth of Haskell. The National Haskell Board of Regents has existed as since 1968. It currently is composed of 12 members from the following regions: Four Tribes of Kansas; Great Plains; Rocky Mountain; Pacific; Eastern; Southwest; Navajo; Eastern Oklahoma; Northwest; Western; Alaska; and Midwest.

Over the past 20 years, this Board has effectively served former presidents in facilitating the transition from a junior college to a University. The Board operates as a policy making board for the University, successfully working with the Haskell administration successfully in meeting accreditation requirements of North Central Association/Higher Learning Commission while fulfilling regulatory responsibilities under the BIE.

D. Institutional Values: ARCH and CIRCLE

Haskell Indian Nations University embraces four core institutional values, referred to as ARCH, in honor of the historical [Haskell Arch](#) located at the Memorial Stadium. These values are:

- **Accountability:** to be responsible, accountable and dependable for our conduct, behavior and attitudes as we strive for excellence in our respective roles.
- **Respect:** to honor the diversity of beliefs, rights, responsibilities, culture and accomplishments of self and others.
- **Cooperation:** to work with one another to accomplish good for Haskell Indian Nations University and for the American Indian/Alaska Native Nations.
- **Honesty:** to be truthful and open in our relationships with employees, students and with each other.

Since 2007, the Faculty Senate has informally utilized the values known as CIRCLE. These values are:

- **Communication**
- **Integrity**
- **Respect**
- **Cooperation**
- **Leadership**
- **Excellence**

This acronym, which was originally presented to Faculty Senate in Summer 2007, has been used in certain reports, including the 2008 NCA narrative.

E. Academic Programs

Broadly speaking, Haskell Indian Nations University is composed of two areas: the Office of University Services and the Division of Academic Affairs. All academic departments are organized under the Division of Academic Affairs.

1. Division of Academic Affairs: Degree Programs

At this time, Haskell offers both associates and baccalaureate degrees.

The two-year programs of study are:

- Creative Writing
- Health, Physical Education
- Liberal Arts
- Literature
- Media Communication
- Natural Resources
- Natural Sciences
- Para-Professional Education
- Social Work
- Speech Communication
- Theatre

The four-year programs of study are:

- Indigenous and American Indian Studies, BA
- Elementary Education, BS
- Environmental Science, BS
- Business Management, BS

2. Division of Academic Affairs: Academic Programs and Schools

The Academic Programs are organized according to the following classifications:

College of Arts and Sciences

The college of Arts and Science is a traditional, liberal arts college. The departments within the college are:

- **Communications Department**
- **English Department**
- **Environmental and Natural Science Department**
- **Fine and Performing Arts Department**
- **Indigenous and American Indian Studies Department**
- **Mathematics Departments**
- **Media Communications Department**
- **Social Sciences Department**

Professional Schools

The professional schools include the School of Business, the School of Education and the Health Sciences Exercise Science department.

- **School of Business**
- **School of Elementary Education**
- **Health Sciences Exercise Science Department**

More information about our academic programs and schools is available in the Haskell General Catalog.

F. Governance

This section provides a general overview to Faculty Governance, Faculty Senate, and Shared Governance.

1. Faculty Governance: Faculty Senate Vision Statement

The Haskell Faculty Senate is a governance body constituted to assure forceful and articulate representation of faculty interests and of the faculty view of the common good of the University community. In pursuit of these ends the Faculty Senate shall serve both an advisory function and a legislative function according to recognized principles of shared governance. (Preamble, Faculty Senate Constitution, 1/7/02)

2. Faculty Governance: Organization Structure and Resources

Faculty Assembly consists of voting and nonvoting members. Voting members include those with full-time faculty academic rank who regularly teach two or more classes a term. Exemptions from the latter criterion shall be recognized when release time or other administrative leave has been granted or in the case of librarians. Although nonvoting members do not meet these voting qualifications, they are invited to attend meetings and join in Senate discussion. The *Faculty Senate* is empowered to decide questions of eligibility for Assembly and Senate membership and to grant the privilege of voting or nonvoting membership to such Haskell personnel as may from time to time hold a position not specifically identified but comparable to a position so identified.

Faculty Senate consists of all voting members of the *Faculty Assembly* who are eligible to serve in the *Faculty Senate* as determined by the individual college or schools. Membership of the *Faculty Senate* shall consist of voting members, determined by formula to off the best representation across disciplines, and ex officio nonvoting members. (Article II, Membership, Faculty Senate Constitution, 1/7/02).

The *Faculty Senate* shall be the primary body to formulate and implement academic policy on behalf of the Vice President of Academic Affairs. The Senate shall participate in the formulation of University policies that affect academics. The Senate may formulate positions on any matter of University-wide concern. The *Faculty Senate* is subject to the authority of the University President and Board of Regents as provided by federal regulation and legislation. (Article I. Faculty Senate Constitution, 1/7/02)

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

3. Faculty Governance: Standing Faculty Senate Committees

Standing committees shall be composed of voting members of the Faculty Assembly. Representatives of the College and Schools will be elected by their respective College and School; one at-large representative will be chosen by the Faculty. An individual may be a member of only one Senate standing committee but may serve on other Senate committees.

Academic Standards, Registration and Advisement

Recommends policy governing academic standards for admission, readmission, probation, dismissal and graduation; extracurricular activities; and academic advising and registration. Members are as follows:

- College of Arts and Sciences (4 faculty)
- School of Business (2 faculty)
- College of Arts and Sciences (2 faculty)
- School of Business (1 faculty)
- At Large (1 faculty)

Governance and Elections

Delineation of Faculty Senate role in university governance; governance statements, practices and patterns; conduct faculty elections; review Faculty Emeritus status; and review Senate Constitution and Bylaws. Members are as follows:

- College of Arts and Sciences (2 faculty)
- School of Business (1 faculty)
- School of Education (1 faculty)
- At Large (1 faculty)

Curriculum

Formulate academic and other educational policies concerning requirements for degrees; procedures for developing, and changing and terminating courses and programs. Members are as follows:

- College of Arts and Sciences (8 faculty)
- School of Business (2 faculty)
- School of Education (2 faculty)
- ASC Representative (librarian)

- Registrar

4. Shared Governance

Operationally, under shared governance the administration delegates to the faculty the authority and provisional responsibility to develop policy, procedures, and standards regarding the conduct of academics at Haskell Indian Nations University. The faculty advises the administration by means of formal recommendation; the administration, retaining executive oversight, formally concurs with or disapproves with written justification the faculty's recommendations. However, because the process leading to a recommendation normally involves extensive prior consultation, between faculty and administration or its representatives, faculty recommendations generally can be expected to warrant administrative concurrence. In addition, the formal delegation of authority to faculty in matters calling for academic policies and requiring academic expertise lends considerable force to faculty recommendations.

Representation of the faculty at all levels of academic governance will be carried out by members of the faculty who have been elected directly by their faculty peers or selected by some other appropriate faculty body which has been elected directly by the faculty at the university, college, or department/unit level. Faculty members have the responsibility to participate in shared governance. In work assignments and performance reviews, their participation shall be recognized as service and given the weight necessary to ensure the success of shared governance. Participatory governance at Haskell provides for substantive faculty involvement. (Memorandum of Understanding: Shared Governance; approved by Faculty Senate President and the President, Haskell Indian Nations University, Spring 2009).

PART 2: NEW FACULTY AND ADJUNCT INSTRUCTORS

This section provides an overview or checklist for new Haskell faculty and adjunct members. All of this material is discussed in new employee orientation, which is required for all new employees. For further information, contact the Human Resources office located in Navarre Hall.

A. Campus Map and Employee Directory

A [map of the campus](#) is available on our university's website. In addition, a directory of employees also is [available online](#). To request additions and changes to the phone directory, your supervisor will need to contact the office in charge of online personnel information; this office is located in the Facilities Management building (Winnemucca Hall).

B. Office Keys

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

C. Campus IDs

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

D. Campus Parking Sticker

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

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

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

F. Government Vehicles

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

policy and procedure regarding use of these vehicles. Faculty, including grant faculty and adjuncts are required to complete driver training and approved to drive using the GSA 3607.

G. Blackboard

All Haskell faculty are encouraged to provide an online component to each of our courses. Blackboard, which is a proprietary resource, is the primary online resource tool used by the university. You will need to request the IT staff to create your Blackboard course ID. Your supervisor will be able to direct you to opportunities for Blackboard training.

H. Library Card

You can request a faculty library card at [Tommaney Library](#). You will need your Campus ID to apply for a library card. This card will provide you with the opportunity to check-out library materials. Unless otherwise noted, faculty are allowed to keep materials for the duration of the semester.

I. General Catalog

The Haskell General Catalog contains information you will find helpful regarding courses and academic policies. An [online version](#) is available on the Haskell website (on the Registrar's Office page).

PART 3: FACULTY RIGHTS AND RESPONSIBILITIES

This section provides an overview to the rights and responsibilities of faculty. As noted in “[Purpose of the Faculty Handbook](#),” the *Handbook* itself neither serves as a source of policy nor does it create a contract between Haskell Indian Nations University and its employees. In the event an inconsistency is noted between the *Handbook* and official University policy, then University policy is the binding agent.

A. Overview of Faculty and Staff

In the 1998 report submitted by the North Central Associate Evaluation team, the faculty and staff are cited as strength of the University. Focus groups in the strategic planning process that were asked to list Haskell's strengths reiterated this. The 1998 report further identified the dedication of faculty and staff, which empowered the University to move forward in the planning and implementation of its baccalaureate programs.

This statement regarding faculty commitment to Haskell remains true today. Haskell not only continues to attract highly-qualified faculty who are choosing to work at a Tribal college, but the campus also retains professors who, from our respective academic fields, aspire to maintain the rigor of our academic programs, departments, and schools; commit to life-long learning; and contribute to Tribal sovereignty, self-determination, and Tribal Nation (re)building.

Not including the Vice President for Academic Affairs and deans, in the fall of 2004 Haskell employed 57 faculty for a student ratio of 16:1. Approximately 22.8% of the faculty hold terminal degrees in their fields and another 37 or 64.9% hold master's degrees in their highest degree. According to the 2003 IPEDS Fall staff survey for faculty report 50.9% were men and 49.1% were women. One of the unique characteristics of Haskell is that over 60% of its faculty are American Indian or Alaska Native.

B. Haskell Students

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

1. Resources for Haskell Student Success

Working on a—relatively—smaller campus allows the faculty to better ensure that students have an enhanced opportunity to achieve academic success. As time permits, faculty are expected to stay informed on current resources available to students with regards to academic resources (such as tutoring services), scholarships and financial assistance, internships, and other topics that directly involve student life and learning. The [Haskell Student Life website](#) is one source that provides helpful information.

2. Haskell Diversity

There are over 35 Tribal Colleges and Universities (TCUs). However, Haskell is only one of two TCUs who limit their enrollment to American Indian and Alaska Native students. We are a diverse campus, with students representing over 130 Tribal Nations, Villages, Rancherias, and Pueblos. A total of 928 students were enrolled at Haskell for the Fall semester 2011.

Diversity in geographical and tribal representation provides Haskell with a unique and treasured resource and a unique educational challenge. The Indian Nations having the highest number of students are Navajo, Cherokee, Creek, Kiowa, Prairie Band Potawatomi, Kickapoo, Oneida of Wisconsin, White Mountain Apache, and Oglala Lakota. The top five states having the largest representation among Haskell students are Kansas, Oklahoma, Arizona, New Mexico, and California. In addition, new students who enroll at Haskell come from very different community structures; Indian reservations, Alaskan villages or small or rural communities, and suburban and urban communities where Native cultures are barely visible. Haskell students thus bring a diversity of cultural backgrounds to the campus. Recognition of similarities and differences among urban, rural, and reservation students and between traditional and nontraditional students and cultures is a daily experience for Haskell faculty.

C. Academic Freedom

Haskell faculty, like our counterparts at other government universities and at state/private colleges, enjoy full academic freedom, provided we do not disclose classified information or misrepresent official U.S. policy. Faculty follow the guidelines set forth by the [AAUP's 1940 Statement of Principles on Academic Freedom and Tenure](#).

These guidelines, as stipulated in the AAUP's Statement, include:

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

The above guidelines serve us as faculty employed at a Tribal college.

D. Teaching, Research, Service, and Lifelong Learning

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

Reference information on teaching can be found in this handbook in “Part 3: Faculty Rights and Responsibilities.”

Haskell Indian Nations University supports and encourages research on issues that can improve understanding of the faculty members’ respective academic discipline or as a service to Indian Country. If the research involves human participation, the faculty member is responsible for obtaining permission from the [Haskell IRB](#).

As is common in our profession, Haskell faculty serve on a variety of committees at the levels of program or School; institution; regional and national; and international levels. With regards to Faculty Senate committees at the institution level, each academic program (or School) is expected to have a faculty representative on each FS standing committee.

In order to stay current in our respective academic disciplines, Haskell faculty members have access to professional development opportunities. Please consult with your supervisor if you are interested in participating in a conference or training. In addition, the [Department of the Interior University](#) offers courses which may be relevant for you as a federal employee.

E. Competency and Pedagogy

Faculty members are expected to demonstrate and maintain competence in each of the following areas throughout their employment at the university.

1. Mastery of Subject Matter

- Demonstrate a thorough and accurate knowledge of their field or discipline.
- Display an ability to interpret and evaluate theories in their field or discipline.
- Connect subject matter with related fields.
- Stay current in subject matter through professional development.

2. Teaching Performance

- Plan and organize instruction in ways, which maximize student learning.
- Employ appropriate teaching and learning strategies.
- Modify, where appropriate, instructional methods and strategies to meet diverse student needs.
- Employ available instructional technology when appropriate.
- Encourage the development of communication skills and higher order thinking skills through appropriate assignments.
- Communicate subject matter to students.
- Contribute to the selection and development of instructional material.

3. Evaluation of Student Learning

- Establish and adhere to learning objectives.
- Develop evaluation methods, which fairly measure student progress toward objectives.
- Evaluate and return student work to promote maximum learning.
- Maintain accurate records of student progress.
- Submit final grade rosters to the Vice President of Academic Affairs each semester according to established deadlines.

4. Support of University Policies and Procedures

- Fulfill all requirements of instructors set forth in the Employment Packet.
- Schedule classes in accordance with university policy.
- Maintain regular office hours to ensure accessibility to students and colleagues
- Prepare, distribute and submit syllabi and approved courses outlines for all assigned sections in accordance with program and divisional policies.
- Maintain confidentiality of student information.
- Exercise stewardship of university facilities and materials.

5. Academic Advising

- Maintain academic records for all advisees assigned by the University Registrar or Department.
- Maintain a record log of all advisee meetings.
- Guide students through the appropriate degree checklist according to major (associate or bachelor level).
- Ensure student is working toward appropriate degree.
- Encourage advisees to apply to baccalaureate degree program upon completion of associate degree or required number of hours by degree program.
- Assist advisee in planning a course of study leading to successful completion of the degree being pursued based upon the degree checklist.

F. Course Syllabus Information.

The syllabus is an extremely important document and faculty are encouraged to follow these guidelines in developing their syllabi each semester.

1. Creating a Syllabus

An abbreviated form of the syllabus will be presented to you for development of new courses. An extended classroom version of the syllabus should be distributed to each of your students at the initial class meeting. While much of the information for the class appears on the standard course syllabus, your extended syllabus is a more individual expression of your organization of the course.

The extended syllabus represents a contract between you and your students and can become a key document on individual faculty policies and procedures in the event of an academic appeal by a student. Information contained in the syllabus should be consistent with policies identified in the University catalog. If circumstances warrant an adjustment to your syllabus, see your academic Dean and put the changes in writing to both the students and the program office.

Each semester, syllabi are to be provided to your Dean and to the Office of Academic Affairs.

2. Classroom Syllabus

Classroom syllabus (referred to above as the “extended syllabus”) to be given to student is intended to be an agreement between the instructor and the student for the semester.

A classroom syllabus should include the following information:

- Course
- Instructor’s name, office location, office phone, email, office hours
- Academic Credits
- Pre-requisites
- Course Description
- Course Competencies/Objectives
- Required Texts and Supplies
- Activities and Course Requirements
- Attendance
- Evaluation Criteria
- Academic Integrity

- Children in Classroom Policy
- Disabilities and Special Accommodations
- Tentative Schedule (class calendar)

Policies related to syllabi can be found in the Academic Policies and Procedures Handbook posted on the Academics webpage.

G. Grading

An important component of your syllabus is the section on methods of evaluation and grading scale. In preparing this, there are several factors to consider. The first is that your grading policy must comply with the minimum evaluation requirements specified for that course on the standard course outline. These requirements have been set by the program and approved by the Academic Standards committee and are intended to assure a minimum level of competence in every section of the course. Individual instructors are obligated to build these requirements into their method of evaluation and grading scale section.

1. Testing and Quizzes Enhance Learning

Frequent and early testing is recommended as a best practice for teaching at Haskell Indian Nations University. A wide range of student academic experience, learning styles and ability is typically represented in the classroom. By using several exams, an instructor can successively build the level of student engagement desired in a positive climate. Reviewing for exams or quizzes through practice or sample sets and keeping content to three or four chapters per exam may help students success.

2. Good Test Preparation Techniques

Good test preparation techniques include adherence to the course objectives, clear wording of test questions, test length which is conducive to the time constraints and test questions that evaluate the appropriate level of knowledge.

One option may be to set up a successful first term exam experience. Developing a really tough first exam to convince them that the course will require serious preparation will often discourage even strong students. Rigor is just fine, but students may need a chance to develop the skills and the depth required by the course and its instructors.

3. Missed Exam Policy

It is important to identify your make-up policy for missed exams or assignments in your syllabi, including whether they will be allowed, under what circumstances and within what time period. Faculty should be precise and consistent with a make-up policy have the most success in keeping problems to a minimum.

H. Tentative Course Schedule

The course schedule may or may not include actual dates the topics are to be covered. Instructors may present their content in the order that it appears on the standard course outline. If you wish to alter the sequence of topics to be studied, see your academic dean. The content on the standard course outline must be integrated into your course so that the students meet the objectives. This is to provide consistency across all sections of the course for minimum student competencies.

I. Attendance

Successful academic performance depends on regular attendance. Students are expected to attend all meetings of their classes. Faculty will inform students in their classes of policies governing penalties for excessive absences, tardiness, and make-up work. Treatment of absences due to illness or other legitimate reasons is a prerogative of individual faculty members and will vary from instructor to instructor. Dismissal from a class for excessive absences will result in an "WF" in the course.

J. Textbooks

Textbooks are provided for a minimal fee to freshmen and sophomore level courses with distribution at the campus library. Students in juniors and senior level courses purchase their books from local vendors or through the internet. Faculty teaching junior and senior courses are responsible for identifying appropriate texts and placing initial orders when using the KU Bookstore, University Book Store (UBS) or other vendor.

K. Office Hours

Office hours must be visibly posted on the exterior office doors and in the course syllabi for the convenience of students and other visitors.

L. New or Changed Courses or Curriculum Process

If you develop a new course, the standard course proposal outline must be completed and reviewed/approved by faculty in your department prior to submission of the proposal to the Curriculum Committee. You must request to be placed on the Curriculum Committee agenda in order to have your proposal reviewed.

1. Procedure for Submitting New Course Proposals and Modifications

In keeping with the growth of your academic discipline, faculty will, from time to time, devise new courses that provide students with the continued opportunity to stay current on new developments in their respective academic fields. The following provides an overview to submitting a new or revised course for approval:

1. Type your proposal, using the current Proposal Form available from the Curriculum Committee.
2. For new courses, attach a copy of the abbreviated syllabus, using the current syllabus format.
3. Obtain appropriate signatures on the Proposal Form.
4. Contact the Committee Chair to be placed on the agenda for the next Curriculum Committee meeting - at least one week prior to the meeting date.
5. Provide copies of the proposal and abbreviated syllabus to the Curriculum Committee members for review at least one week prior to the meeting date either: a) By email attachment (using MSWord.doc); b) In Committee member mailbox; c) To departmental representatives to distribute to committee members.
6. Attend the next Curriculum Committee meeting to make the formal presentation.
7. Recommended course proposals will be forwarded to the Vice-President of Academic Affairs once approved by the Curriculum Committee.
8. Special Topics courses are to be presented to the Curriculum Committee before being placed in the semester academic course schedule. Before a Special Topics course is taught a second time, the course must follow the course approval process to be placed in the college curriculum. Special Topics courses do not fulfill general education requirements.

M. Additional Instructor Information

1. General Catalog

Please refer to the current General Catalog to ensure acquaintance with policies and programs at Haskell. Students should access the Registrar's website and initiate the proper forms. Following is a summary of some critical policies and program areas:

2. Grade Change

Grade and designations of *Incomplete* ("I") recorded by the Registrar at the end of a semester will not be changed except in the following cases:

- When a letter grade is submitted to replace the incomplete, by the instructor of record.
- When a grade resulting from an error in computation is corrected by the instructor of record.
- When an error committed in the administrative recording process it is corrected by the Registrar's office.
- When a student's grade appeal has been successful. Grade changes for the previous semester must be initiated by the student within the first four weeks of the first day of classes and completed and filed with Admissions and Records with six weeks of the first day of class. (This form is available in the office of the Vice President of Academic Affairs VPAA).

3. Change of Course

Students may make course changes during the official drop/add period, normally ending with the completion of late enrollment except for remedial courses in English and mathematics in which some change may take place during the first three weeks of a semester. Changes (e.g. withdrawing, adding, or changing course or classes) are not official until the appropriate form is filed with the Registrar. The student is responsible for filing the form with the Registrar. (Add-Drop forms available in the office of the Registrar)

4. Pre-Enrollment

Students are strongly encouraged to pre-enroll at the appointed time for the subsequent semester(s). Pre-enrollment helps smooth transition into the following semester. (Students are encouraged to access the Registrar's website for the trial enrollment worksheet form).

5. Degree Checklists

Each department formulates a degree checklist or program of study pertaining to the degree field. Included on these checklists are the General Education Requirements and the degree-specific specialized courses. Checklists are utilized for academic advising and are evaluated for completion at the time the student petitions the Registrar for graduation. (form available from Registrar)

6. KU Exchange Program

The KU Exchange Program (also known as the “Haskell-KU Exchange Program”) is administered through the Registrar's office. Through a cooperation agreement between Haskell and the University of Kansas, up to 42 hours of selected courses are offered for credit from either institution to students of the other. Prospective students must have a 2.50 Cumulative GPA and must agree to pay associated course textbook, lab fees, and parking. Applications are available during pre-enrollment in the Registrar's Office.

7. Grants

Grants, agreements and external memoranda of understanding (MOU's) are handled through the Office of Sponsored Programs (OSP). If any type of external agreements or funding is being considered, it is advisable to first check Haskell's sponsored programs policies within OSP. All research involving human subjects must first be approved through Haskell's institutional review board (IRB), a subset within OSP. (See Appendix for Resource Book for Research)

8. Union Representation

Employees at Haskell are represented by the Federal Indian Service Employees (FISE), the Indian Educators Federation, American Federation of Teachers, Local 4524 of AFL-CIO.

Management recognizes that the Indian Educators Federation (IEF), AFT, AFL-CIO is the exclusive representative of all employees in the consolidation bargaining unit as certified in FLRA Case WA-RP-02-0058, dated March 31, 2003. This agreement is applicable to the BIA professional and non-professional employees can apply to additional groups of BIA employees. The Union is the exclusive representative of the bargaining unit and is entitled to act for these employees in negotiations and joint meetings with the employers regarding personnel policies, practices and matters affecting working conditions.

The employer (Haskell) agrees to introduce new employee(s) to the Union Representative at their respective workplace. During the first week of employment the Union Representative will be allowed up to fifteen (15) minutes to address the new employee(s). The Union has the responsibility to distribute the Contract to the employee(s). (Contract Between the Department of the Interior, Bureau of Indian Affairs and The Indian Educators Federation, American Federation of Teachers, Local 4524, AFL-CIO.)

N. Responsibilities of Faculty Advisors

Academic advising at Haskell Indian Nations University is an integral component to student academic success. Faculty advisors assist students as they advance through their degree program(s) and help students navigate their way through the university system. Advisors should remain up-to-date on any curricula changes, and policy and procedure changes that may affect student progression. In addition to selecting classes, faculty advisors help students to understand the basics of a degree checklist; adding and dropping classes; changing majors; evaluating transfer credits/courses; interpreting grade point averages; and transferring or applying to upper level programs. A faculty advisor's commitment to academic advising shows a commitment to a student's academic development and success.

1. Faculty Advisors

Students are initially assigned to advisors by the Admission's Office or the Registrar's Office based on their identified major. It is preferred that students be advised by faculty members who are in their respective degree programs. This match will ensure the most accurate and appropriate advising for the student. Advisors will help students create individual plans either semester-by-semester or on a long-range plan.

If a student is undecided or if the faculty advisor has too many advisees, the program or Registrar can intervene and help select a faculty advisor for the student. *Students must submit a Change of Advisor form to make the change official.*

2. The Advisee's Folder

Advising folders are created for each student upon admission to Haskell Indian Nations University. The folders are considered to be a part of the student record containing confidential and protected information that should be stored accordingly. In the event of a legal complaint, advising folders may be subpoenaed.

These folders should contain the following documents to assist advisors in their responsibilities. *If advisor needs additional documents, they can be obtained through the Admission's Office or the Registrar's Office.*

a. Contents of an Advisee's folder

- ACT scores
- High school and/ or college transcript (transfer students)
- Placement results for math and English
- Degree checklist
- Advisor transcript

- Advisor log sheet
- Midterm grade check (recommended)
- Letters of recommendation

b. Advisor Log Sheets

The folder should also include log sheets to assist you in summarizing visits with your advisee and noting next steps and/or decisions that were reached during your visit. The log sheet should show evidence of contact and be organized to reflect the current status of the student.

c. Academic Advisor Checklist

The following checklist can be helpful for academic advisors, whether they are first time academic advisors or have been doing advising for years.

- I have posted my office hours and other times that I am available for advising
- I have reviewed the catalog and schedule of classes.
- I have reviewed the names of my advisees and I have updated their files.
- I have reviewed my log of past interactions.

With the student as an active participant, review the following items:

- We have reviewed the student academic plan.
- We have reviewed the progress toward realizing that plan.
- We have discussed any potential academic difficulties and their possible remedies.
- We have reviewed specific graduation requirements.
- We have discussed future course selections.
- We have discussed an additional concern the student may have.
- We have established a future meeting and have outlined what task needs to be accomplished by that time.
- We have identified whether the student requires classroom accommodations from Disability Support Services and provided information if needed.

After each visit with your advisee, you might note the following:

- I made specific notes about my advisee's situation on the log sheet.
- I felt I maintained an individualized, empathetic relationship with my advisee.

- I clarified certain misunderstandings.
- I suggest possible alternatives to the student's choices, opinion, or directions.
- I encouraged the student to assume more responsibility in the advising process.

Above adapted from www.nacada.ksu.edu

O. Academic Policies

Academic policies for the university can be found in two separate documents, the Haskell Catalog and the Division of Academic Affairs Academic Policies Manual. They are also available on-line at <http://www.haskell.edu>

P. Academic integrity

Academic integrity, a form of personal integrity, is expected of every Haskell student. Students must produce all work submitted as part of course requirements without help from other sources unless credit is given in a manner prescribe by an instructor. Words or ideas from a source other than the student for oral or written use on assignments, examinations, papers, or any other academic work must be formally acknowledged. Students who fail to give credit for such use are guilty of plagiarism. Students may also not provide unauthorized assistance on assignments. Students found guilty of violating academic integrity may receive, depending on the specific nature of the act, an F on an assignment or an F in the course, and/ or they may be dismissed from the university with a notation of the offense on their transcripts. *For appeals see academic appeals and review boards.*

Q. Transfer Student

First time transfer students should send official transcripts (from all colleges previously attended) to the Office of the Registrar for evaluation and course equivalency. This is also relevant for readmitted students who have attended other college(s). If a transfer student has taken math or English courses at another college, they do not need to submit ACT/SAT scores.

R. Re-admitted/Re-entering or Transfer Students

Student may transfer credits to apply toward completion of the associate's degree in absentia if they previously attended Haskell. Students must request this in writing to the Director of Admission (and the Office of the Registrar). Students must be re-admitted, pay all fees, and submit an official transcript with the additional courses. A maximum of sixteen credit hours will be accepted to complete associate degree for five years after the last semester the student was enrolled in Haskell.

S. Haskell Forms

This section allows Haskell faculty to be more familiar forms, where to obtain forms, where to return forms and when to use the forms.

Most of the forms are available through the Haskell website. These are forms frequently used by the university. For all other forms see your department's website or office.

1. Academic Forgiveness:

Should be initiated by the student. Form can be picked up by the Registrar's Office and requires the student, advisor and Vice President for Academic Affairs signature.

2. Advisor Transcript:

Should be used in course planning, to ensure that institutional requirements are met. Can be used to update advisor checklist.

3. Change of Advisor/ Change of Major:

Students who want to change their advisor or major should use this form.

4. Change of Grade Form:

Initiated by the student in consultation with instructor.

5. Course Listing:

Course listing will be posted on the Registrar website and distributed campus wide before Pre-Registration.

6. Degree Checklist:

Should be used in course planning to ensure that institutional requirements are met. Updating should occur frequently. *Note: official degree audit should be done by the university Registrar.*

7. Drop/Add Form:

Drop form can be used through the first 10 weeks of the semester. Students withdrawing from a class can use the drop form. Add form is used to change the class or change to the schedule the first 5 days of the semester.

8. Grade Rosters:

Instructors will be issued grade rosters through the Registrar's office.

9. Incomplete Course Forms:

Initiated by the student in consultation with instructor. *Note: not available to adjunct instructed courses.*

10. Petition to Graduate:

Should be initiated by the student in conjunction with advisor approval. Spring Graduates: March 15. Fall Graduates: October 15

T. Disability Support Services

This section explains the accommodations that Haskell Indian Nations University provides for its students. For more information, visit their website.

1. University Compliance Policy

It is the policy of Haskell Indian Nations University (HINU) to comply with the Americans with Disabilities Act of 1990 (ADA) and the ADA Accessibility Guidelines (ADAAG), Section 504 of the Rehabilitation Act of 1973 (Section 504), and the Uniform Federal Accessibility Standards (UFAS) as mandated by Section 504. Under these laws and guidelines no qualified individual with a disability shall be denied access to or participation in services, programs, and activities of HINU.

2. Student Eligibility For Disability Services

Students receiving services through DSS must be enrolled at HINU and must have a chronic disabling condition that has been verified by an appropriate professional. The student's disabling condition must limit one or more major life activity and impose an "educational limitation." An educational limitation is a disability related functional limitation in the educational setting that occurs when the limitation prevents a student from fully benefiting from classes, activities, or services offered by the college without specific, additional support services or instruction. Examples are physical, communication, acquired brain injury, psychological, attention deficit disorder, and specific learning disabilities.

3. How May a Student Apply for Accommodations?

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

In order for a student with a disability to apply for and receive accommodation she/he needs to contact the Disability Support Services Coordinator to set-up an appointment:

Perry Graves, DSS Coordinator
Tommaney Library, Room 132 (computer lab)
(785) 832-6607 (office)
(785) 749-8473 (FAX)
pgraves@haskell.edu

4. A Student Asks Me For an Accommodation, What Should I Do?

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

Documentation provided by the DSS office will contain a statement which verifies that the student has a disability and accommodations that the DSS office recommends that the instructor provide the student. You should consider the request from DSS in earnest and defer to the DSS office if you are not sure whether a specific accommodation request is appropriate. You may inform the student that you have reservations about the accommodation and may appeal the DSS office's accommodation request, but you should provide the accommodation while the appeal is in process. An appeal to a DSS office request should first be brought to the attention of the Disability Support Services Coordinator (DSSC) and if a resolution can't be reached, then the Vice-President for Academic Affairs should be next to review the accommodation request and provide his/her input. If need be, a final decision on the matter would be made by the President of the university. Please keep in mind that there is a grievance procedure for the student to follow and if the student feels that he/she is being discriminated against then the student may file a grievance against their instructor or the university.

In no case is a student (or the DSS office) under obligation to disclose the nature of the student's disability to the instructor. If the student has registered with the DSS office then they have already disclosed their disability and legally this is sufficient. If DSS informs you that a particular student is disabled and that the accommodation request is reasonable, then, by law, you must provide it. It should be understood that accommodations compensate for documented functional impairments associated with a disability. They do not represent an unfair advantage relative to other students. Additionally, documentation and correspondence (verbal and written) concerning a student with a disability is confidential and care should be taken not to share information about the student's case with a third party without a written consent from the student.

5. Should I Put Disability Services Information in the Class Syllabus?

Many institutions of higher education require their instructors to provide information in their class syllabi about how their students may obtain accommodations for a disability. While a "syllabi referral" is not required by law, it is considered as tangible evidence of an institution's efforts to make their disability services known. This is important because both the Americans with Disabilities Act and Section 504 of the Rehabilitation Act require that institutions provide a "notice of nondiscrimination and availability of accommodations" for their students.

Haskell's Disability Support Services program recommends that all instructors include information for students with disabilities to assist them with obtaining accommodations if they should wish to obtain them. Below are a couple of "syllabi referral" examples.

Students with Disabilities

If you have a disability that may prevent you from fully demonstrating ability, you should contact me as soon as possible so we can discuss accommodations necessary to ensure full participation and an excellent educational opportunity.

Disability/Accommodations

The Disability Support Services (DSS) staff coordinates accommodations and support services for students with disabilities enrolled in Haskell courses (132 Tommaney Hall). If specific accommodations are needed as a result of disability, please contact the DSS office. In addition, I encourage you to meet with me early in the semester regarding this course so we can work together to develop appropriate accommodations as needed.

6. What Assistance is Available for Students With Disabilities?

Accommodations and modifications will be granted on an individual basis (with input from the student with a disability) after considering the type and severity of a disability and the student's history of accommodations from secondary and postsecondary education. Below are services that the DSS office may offer the student:

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

7. DSS Policy and Procedures and Student Grievance Procedures:

A complete copy of the DSS program's policy and procedures, which includes grievance procedures for students, may be obtained by one of the following methods:

1. Access the public folders in Outlook either Web Access or Microsoft Office Outlook and select the DSS folder. DSS policy and procedures are attached to the message titled disability support services guidelines.
2. Access the DSS folder in the Xdrive on a computer networked to the campus server. The DSS Policy and Procedures may be accessed by the following path:
Xdrive/Haskell/Public/Disability Support Services/DSS Guidelines April 2005.
3. Contact Perry Graves, DSSC, at (785) 832-6607 or via email at pgraves@haskell.edu for a hard copy or a copy in alternative format.

PART 4: PERSONNEL ISSUES AND EMPLOYEE RESOURCES

Personnel policies at Haskell are standard practices available to all Federal employees, Department of the Interior, Indian Affairs. Employees are therefore strongly encouraged to familiarize themselves with the [BIE Human Resources website](#) and the latest editions of the Federal Employees Almanac (FEA) and the Federal Register. Because of the changing nature of federal employment, this section provides only a general overview and links to employee resources.

Questions about Personnel issues can be directed to the Human Resources office located in Navarre Hall.

A. Policies and Guidance

This [section](#) contains an Ethics Guide, and information about salaries and pay schedules, the Fair Labor Standards Act, Indian Preference, and Exit Clearance Procedures.

B. Time and Attendance

Unless otherwise directed, Haskell faculty are responsible for completing their payroll information every two weeks. This is an online system, “Quicktime,” on which faculty will receive training. Information about Quicktime and other time and attendance can be located [online](#).

C. Employee Assistance Program

In accordance with CFR § 792, an [Employee Assistance Program \(EAP\)](#) agreement has been implemented with the Department of Health and Human Services, Federal Occupational Health (FOH), to provide an EAP Program to all employees of the BIE effective August 1, 2008. The use of the EAP program is available immediately for all employees and managers of BIE.

The program consists of free, short-term services to help employees deal with these problems (alcohol, drugs, relationships, family parenting, elder care, etc.) that may impact the employee’s conduct and work performance. The program consists counseling, training, health promotion and education, critical incident stress management services, legal and financial consultation, and assistance and guidance in workplace violence.

D. Employee and Labor Relations Programs

Information about administrative grievance procedures, violence in the workplace, and employee discipline and adverse actions process is available from the Human Resources office or [online](#). The online site contains forms, applications, and contact information.

E. Personnel Appointments

Personnel Appointments (excerpted from FEA, Chapt. 8) Individuals are hired – formally “appointed” –into government jobs through a number of different authorities. The type of appointment in turn can affect employee rights in some areas, particularly rights to appeal adverse action against the employee. The category of appointment is designated on the employee’s form SF-50, kept in the official personnel file.

F. Permanent Employees

All permanent employees at Haskell on initial hire are *career-conditional*. After three continuous years of Federal service at any duty station the employees are converted to *career*. The status of the employee is indicated on SF 50 (form) provided to each employee. Once the three year standard is met, an SF 50 is completed, converting them, and the employee receives a copy of the action.

The typical method to enter competitive service positions is by appointment through the competitive examining process. Jobs announced under this process are open to the public. Competitive service status confers certain advantages in job competitions and protections. Current *career* and *career-conditional* employees may be appointed by transfer. Competitive service employees in general gain the right to appeal to the Merit Systems Protection Board after completing one year probation.

A *career-conditional* appointment leads, after three years of substantially continuous service, to a career appointment. Appointment as an *expert* or *consultant* allows an agency to grant an excepted service appointment to a qualified expert or consultant to a position that requires only intermittent and/or temporary employment.

G. Part Time

Part time employees are those whose position description specifies the positions are less than full time. This is the decision of the appropriate administration and part-time employees may not work in excess of 32 hours per pay period.

H. Background Checks (Investigations)

All employees (including contingent and grant) and volunteers are required to have a background check. This is a Federal requirement. Haskell employees are in 'public trust position' and must be designated at risk levels commensurate with the public trust responsibilities and attributes of their position as they relate to the efficiency of the Federal service. This designation applies because Haskell employees have contact or control over Indian students, or may be involved in public safety and health, collection of revenue, finance, and authority to commit government funds through grants, loans, loan guarantees or contracts. As a federal employee, all Haskell faculty are required to undergo background checks every 3-5 years.

References

Assurance Section, Report of a Comprehensive Evaluation Visit; Higher Learning Commission of the North Central Association of College and Schools (NCA); February 21-23, 2005

Code of Federal Regulations, Administrative Personnel (5 CFR Part 315)

Contract Between The Department of the Interior, Bureau of Indian Affairs and the Indian Educators Federation, American Federation of Teacher, Local 4524, AFL-CIO.

DOI & BIA Manuals, United States Department of Interior, Bureau of Indian Affairs, 62 BIAM.

Employees Orientation Manual, 'Blue Sheets'; specific information about working at Haskell in response to Strategic Initiative V, "Haskell will capitalize on opportunities to maintain state of the art information technology that enhance communication and meets Haskell's educational needs"; available from office of University Service.

Federal Employees Almanac, 2005; Federal Employees New Digest, Inc. Herndon, VA.; phone 703-707-8434; email: info@FederalDaily.com; Internet: www.FederalDaily.com (variety of information on federal employment)

Haskell Indian Nations University, 2004 General Catalog

<http://www.haskell.edu/haskell/> (Haskell Indian Nations University)

<http://www.diou.nbc.gov/orientation/ropes.html> (Department of Interior website with general employee information)

<http://www.dol.gov/dol/regs/cfr.main.htm> (Department of Labor, employee benefits)

<http://www.oiep.bia.edu/> (Office of Indian Education programs)

<http://www.oiephr.bia.edu/> (Office of Indian, Human Resources)

Memorandum of Understanding: Shared Governance; Kinis Meyer, President, Faculty Senate and Dr. Karen Swisher, President, Haskell Indian Nations University; May 5, 2003.

Resource Book for Research, Haskell Indian Nations University, Faculty Senate, 2003.