First on Agenda: Student Disabilities Resources-Keely Gibbs Student Disabilities Coordinator:

- Kelly Provided a PowerPoint in which the services of what her office provides are outlined
- Her offices’ goal is to provide reasonable accommodations to provide equal access for students. It is not about giving students an unfair advantage.
- In order for students to receive services they must self-identify, if they do not they may not be connectiong with Student Disabilities Services. That is why it is very important that student get information about SDS from various source, just like tutoring service, ACL center, Dean of Students office, etc.
- Encourage students to explore resources early since assistance is not given retroactively.
- Examples of services are:
  - Audio recordings for lectures (form must be signed that students will be using recordings for their own personal use)
  - “Read and Write Gold”-Read out load program downloaded through ITTC
  - Lives scribe Pens-assist with notetaking and available for loan for a semester
  - Testing Accommodations NOT provided by Student Disabilities however students must be registered with Student Disabilities in order to be assured accommodations
    - Temporary accommodation are available for temporary situations such as broken leg, concussion, surgery, etc.
- IEP or 504 from HS are not necessarily transferred to college. It is important that they begin the process for accommodations, if possible, before they get to campus.
  - There is a “Request for Services” form on the Student Disabilities website where they can begin to list what accommodations they are requesting. This also begins the conversation of what is a “reasonable” accommodation. Medical documentation is required to support the request.
- Access vs. Success-Access provides the opportunity to succeed but does not ensure success in a course.
- Students are responsible for bringing the form to the instructor and then the instructor signs it as acknowledgement of receipt.
- If professors are not complying, the conversation begins with the student: Have they spoken with the instructor? Encourage students to be advocates for themselves
  - Students may not know how to advocate for themselves because up to this point, they have never had to.
  - Kelley is always available to meet with professors however; it will be with the student present.
- ESL alone does not qualify as a disability
- If students share or disclose to advisors about issues, keep Kelly informed just so she is aware of it. And of course, provide whatever resources you are able and feel free to refer to her office.

Next on Agenda, Title IX resources; Office of Compliance and Equity Management & Dean of Students-Leah Gutknecht and Leslie Williams:

- Title IX-Not new, has been in place for 45 year. In April 2011, the government gave it more weight and resources than in previous years. There has been concern that under the new leadership in Washington Title IX would change but that will not be the case whatsoever and UNI is committed in upholding the goals of this office.
Title IX is educationally based, Title VII deals with workplace rights.

Once they become aware of a situation they are obligated to take action within 60 days and it must be equitable, for both the accused and accuser. Even if the incident happened in the past, they are still obligated to address it if it is preventing progress in student’s education NOW.

They are not an advocacy office-they provide options and resources for victims and direct them toward advocates. They are a neutral party whose charge is to investigate, process and provide Remediation-Neutral fact finders

Everyone has an obligation to report. If YOU become aware of an issue with a student you are still required to report. Health center, counselors and victim advocates are the only ones NOT required to report.

Reporting simply means making students aware of their options and starts a record of events. Reporting is NOT pressing charges, filing a complaint or launching an investigation.

Crime alerts are not connected to Title IX although they do at times overlap. They are issued by Public Safety and only report incidents that occur on campus

Reports can be filed with Leah, Leslie Williams or Christina Roybal in Athletics. There is also an online reporting process at uni.edu/safety. There is a 24-hour hotline for advocates and information for 24-hour counseling on website as well.

Announcements:

Declaration of Curriculum form-Michele Peck

- To be discussed in more detail at the next meeting (ran out of time). The issue is that the form is in the process of being fillable online- how will that affect the advising that students get or don’t about programs and major?
- Students would in theory log in with their CAT ID, their information would automatically import and then they can change from there.
- New addition-there will now be a section for certificates

Advising HPELS 1020 & 1030:

- After this semester HPELS 1020 & 1030 can NOT earn additional credit if previously taken and passed. Encourage students to take PEMEs courses instead to fulfill the 1 or 2 credit hours they may still need.
- Retakes to replace failing grades will need special approval to enroll

ALEKS placement score changes

- New cut scores coming out and will be posted soon
- Advisors can now take the ALEKS exam free of charge just so that they can experience the process for themselves

Spring Academic Advisor Workshops

- Feb 23rd 2-4 Stephanie Logan will present an interactive session on Implicit biases and how it affects student advising practices.

Future Network Meetings:

- Thursday March 2nd, 8:30 am SEC (Schindler)
- Thursday April 27th 8:30 am CBB (Curris Business Building)