



Agenda
Coalition of Student Leaders
Business Meeting

Thursday, March 23, 2017

10:00 a.m. – 11:00 a.m.

Audio: 1-866-832-7806, guest PIN 8266781

(Please mute your mic unless speaking.)

1. Call to Order and Roll Call

Voting Members:

UAA student representatives:

Shannon Cefalu, Kachemak Bay Branch Student Association (Homer)

Cheryl Tuttle, Kenai River Campus Student Union (Kenai)

Jeff Woods, Kodiak College Student Association (Kodiak)

Jack Rogers, Matanuska-Susitna Student Government Council (Palmer)

Morgan Wadsworth, Prince William Sound Community College Student Association (Valdez)

Stephen (Joey) Sweet, Union of Students at the UAA (Anchorage)

UAF student representatives:

Cordero Reid, Associated Students of UAF (Fairbanks) and Coalition Historian

Brooke Wright, Interior Alaska Campus

UAS student representatives:

David Russell-Jensen, United Students of UAS (Juneau)

Victoria McCoy, United Students of UAS (Ketchikan)

Samantha Hoffman, United Student of UAS (Sitka) and System Governance Council Representative

Non-Voting Ex-Officio Members:

Colby Freel, Commissioner, Alaska Commission on Postsecondary Education and Coalition Chair

Stacey Lucason, Student Regent, UA Board of Regents

Staff:

Morgan Dufseth, Executive Officer, System Governance

2. Adopt agenda

3. Approve February 16 and March 9 Minutes

Reference 1 & 2

4. Public Comments

5. Ongoing Business

A. Strategic Pathways Phase II Feedback

[Reference 3](#)

B. Athletics Survey

Reference 4

C. Proposed Revisions to Coalition Charter

[Reference 5](#)

6. New Business

A. Shared Governance Questions for Board of Regents

Reference 6

B. Proposed Revisions to Policy and Regulation 09.06

Reference 7

7. Student Regent Update

8. Student Commissioner Update

9. Campus Reports

10. Roundtable/Announcements/Final Comments

11. Adjourn



Minutes
Coalition of Student Leaders
Business Meeting

Thursday, February 16, 2017
10:00 a.m. – 11:00 a.m.

Audio: 1-866-832-7806, guest PIN 8266781

(Please mute your mic unless speaking.)

1. Call to Order and Roll Call

Voting Members:

UAA student representatives:

Jeff Woods, Kodiak College Student Association (Kodiak) yes
Morgan Wadsworth, Prince William Sound Community College Student Association (Valdez) yes
Stephen (Joey) Sweet, Union of Students at the UAA (Anchorage) yes

UAF student representatives:

Cordero Reid, Associated Students of UAF (Fairbanks) and Coalition Historian yes

UAS student representatives:

David Russell-Jensen, United Students of UAS (Juneau) yes
Samantha Hoffman, United Student of UAS (Sitka) and System Governance Council Representative
yes

Non-Voting Ex-Officio Members:

Colby Freel, Commissioner, Alaska Commission on Postsecondary Education and Coalition Chair

Staff:

Morgan Dufseth, Executive Officer, System Governance

Members Absent:

Shannon Cefalu, Kachemak Bay Branch Student Association (Homer)
Cheryl Tuttle, Kenai River Campus Student Union (Kenai)
Jack Rogers, Matanuska-Susitna Student Government Council (Palmer)
Brooke Wright, Interior Alaska Campus
Victoria McCoy, United Students of UAS (Ketchikan)
Stacey Lucason, Student Regent, UA Board of Regents

2. Adopt agenda

Cord moved to adopt, seconded by Jeff. The agenda was adopted as presented.

3. Public Comments

4. Ongoing Business

A. Ratification of Revision Language to Coalition Charter

Discussion of combining vice chair and historian position. There was uncertainty about the motion made at the conference.

David moved to postpone the discussion to a future meeting, seconded by Cord. No discussion. No objections. Motion carried.

David moved to create an ad hoc charter review committee, seconded by Jeff. No discussion. No objections. Motion carried.

Colby asked for volunteers: David and Cord volunteered, as well as Colby.

5. New Business

A. Feedback on Legislative Affairs Conference

Comments from conference participants:

- the agenda was too long in his opinion
- information overload at times but overall the presentations provided good information
- received positive feedback from UA administrators and legislators
- ask delegates to come to the conference with legislative topics and have them finalized at the meeting
- didn't feel the alumni speakers were necessary to the conference
- a student noted messages had been sent out asking Coalition delegates to reach out to their constituents prior to the meeting, however, no one brought issues to the conference with them
- some students' dietary needs were not met
- church not utilized—suggests a tour of downtown Juneau next year
- how to plan the conference in the future—will the Coalition take it on or UAS-JC or UA System Governance—who will lead the effort in the future?—Colby suggests have the Charter review take on that issue
- felt overall the conference went very well—all delegates had same talking points
- to improve on—tour to church
- also more emphasis on not talking in the Capitol

B. Strategic Pathways Phase II Feedback

Colby noted that campus level feedback meetings are currently taking place but students have not been invited (at least not at UAF)—explanation from administration was that was due to a miscommunication. Colby encouraged participation in campus level discussions but also wanted to know if the Coalition wants to have a coordinated response. Members agreed to and discuss options and a possible response at their next meeting.

C. Student Government Budget Approvals

Reference 2

SW Senior budget analyst Eric Johnson discussed an upcoming policy revision with the Coalition. The change would change the approval process for student government budgets. Under the proposed changes, the regents would no longer approve student government budgets and would leave that to each chancellor.

David noted that he has appreciated that budgets go through SW because it consolidates the information and is viewable to each campus. Eric noted SW Budget could still create a query to collect and disseminate that information if it was desired by the campuses. Colby noted the student governments enjoy a certain level of autonomy and working in a lab environment, which includes developing budgets.

David moved to support the change in SG budget process, seconded by Joey. There was no additional discussion. Members held a roll call vote and the motion passed 6-0.

6. Student Regent Update

None given.

7. Student Commissioner Update

None given.

8. Campus Reports

None given.

9. Roundtable/Announcements/Final Comments

10. Adjourn

Jeff moved to adjourn, seconded by David. There were no objections. The meeting adjourned at 11:02 a.m.



Minutes
Coalition of Student Leaders
 Business Meeting

Thursday, March 9, 2017
 10:00 a.m. – 11:00 a.m.

Audio: 1-866-832-7806, guest PIN 8266781

1. Call to Order and Roll Call

Voting Members:

UAA student representatives:

Cheryl Tuttle, Kenai River Campus Student Union (Kenai) *joined at 10:25am*
 Jeff Woods, Kodiak College Student Association (Kodiak)
 Stephen (Joey) Sweet, Union of Students at the UAA (Anchorage)

UAS student representatives:

David Russell-Jensen, United Students of UAS (Juneau)
 Samantha Hoffman, United Student of UAS (Sitka) and System Governance Council Representative

Non-Voting Ex-Officio Members:

Colby Freel, Commissioner, Alaska Commission on Postsecondary Education and Coalition Chair

Staff:

Morgan Dufseth, Executive Officer, System Governance

Members Absent:

Shannon Cefalu, Kachemak Bay Branch Student Association (Homer)
 Jack Rogers, Matanuska-Susitna Student Government Council (Palmer)
 Morgan Wadsworth, Prince William Sound Community College Student Association (Valdez)
 Cordero Reid, Associated Students of UAF (Fairbanks) and Coalition Historian
 Brooke Wright, Interior Alaska Campus
 Victoria McCoy, United Students of UAS (Ketchikan)
 Stacey Lucason, Student Regent, UA Board of Regents

2. Adopt agenda

NO QUORUM – Members agreed to continue the meeting as information only and postpone any voting items to the next meeting. Quorum was reached at 10:25am when Cheryl joined the call.

3. Approve February 16 Minutes

Postponed till next meeting.

Reference 1

4. Public Comments

None given.

5. Committee Updates

A. Charter Revisions

Members discussed the proposed revisions to the charter. Changes will be reviewed for approval at the March 23 meeting.

Main changes included:

- Moving ex-officio details under one section
- Removing secretary, treasurer, historian positions
- Updated vice chair position to take on historian duties and SGC representative
- Removed Standing Rules – moved some rules to charter
- Removed vestigial practices from prior iterations of the Coalition

Jeff noted he would like to approve it article by article. Colby noted he would like to wait until the next meeting to decide how to approve, but noted that most committee work is approved wholesale rather than piece by piece.

B. Title IX/Campus Safety

The group has not met yet this semester. Jeff asked Morgan to arrange a time for the committee to meet.

6. Ongoing Business

A. Strategic Pathways Phase II Feedback

Colby noted the System Governance chairs were asked by VP White to provide feedback on the Phase II options for Strategic Pathways. After discussion, the chair asked Morgan to distribute a form to review the options and rank them from most favorable to least favorable. Following that, the Coalition will draft either resolutions or some other summary of their opinions.

B. Athletics Survey

Colby noted that the student regent inquired about the student athletics survey at the March Board meeting. He informed her the survey had been shelved following the Board's decision to not pursue elimination and the NCAA's response to a waiver to the 10-team rule. Morgan noted she will meet with a UA staff member later today to discuss best possible options for sharing the results of the student athletics survey, and she will update the Coalition via email.

C. Proposed Revisions to Coalition Charter

David moved to postpone the adoption of the proposed revisions to an email vote, seconded by Cheryl. Colby noted this motion does not contain a date so they could wait to see if there will be enough members at the next meeting they could vote on it then and if not then they could vote by email. Jeff moved to amend the motion so that they will only hold the vote by email if there are not enough members present at the meeting to ratify the changes. David seconded this amendment. There were no objections and the motion carried. The approval of the charter was postponed until the next meeting.

7. New Business

A. Shared Governance Discussion

Colby gave a brief update of the Shared Governance discussion at the March Board meeting. President Johnsen invited governance leaders to take part in a conversation on shared governance at UA. At the conclusion of the meeting, Regent O'Neill asked the system chairs to provide answers to three questions: (1) What about our shared governance system is working well? (2) How can administration more effectively solicit advice and counsel from governance and communicate with governance organizations? (3) How can governance organizations more effectively provide advice to the Board and community with constituencies?

8. Student Regent Update

None given.

9. Student Commissioner Update

No new updates.

10. Campus Reports

Postponed till the next meeting.

11. Roundtable/Announcements/Final Comments

David asked for an update on the chair's meeting with President Johnsen. Colby noted they discussed Title IX and its impact on students at UA, and the role of shared governance and how those perspectives can be valuable to decision-making.

Colby noted he only has one more Board meeting as chair of the Coalition, however, he meets with President Johnsen monthly. As such, he proposed sharing his governance report to the Board with the Coalition in order for them to add any issues/concerns/questions.

David noted he wanted to support moving back to the Board's previous public testimony structure (i.e. in-person for an hour at each day of the Board meeting rather than the two-hour audio call-in that is being used now).

Jeff noted he feels each campus should represent their perspectives on the Strategic Pathways options, rather than from a general system-wide view. Cheryl expressed her support for that view as well.

12. Adjourn

David moved to adjourn, seconded by Jeff. The meeting adjourned at 11:11 a.m.

Shared Governance

Board of Regents
University of Alaska

March 2, 2017

Overview

1. Preview of Discussion Topics
2. Legal Authority and Responsibility
3. Institutional Accreditation
4. Board of Regents Policy and Regulation
5. Roles
6. Examples
7. Discussion

Preview of Discussion Topics

- What about our shared Governance system is working well?
- How can the Administration more effectively:
 - Solicit advice and counsel from Governance organizations on matters of importance or interest to them?
 - Communicate with Governance organizations on issues of importance to the university community?
- How can Governance organizations more effectively:
 - Provide advice to the Board of Regents and the Administration on organizational and other matters?
 - Communicate with its constituencies on issues of importance to the university community?

Legal Authority and Responsibility

- The Framers of the Alaska Constitution included express provisions for the Board of Regents and the President:

The University of Alaska shall be governed by a board of regents. The regents shall be appointed by the governor, subject to confirmation by a majority of the members of the legislature in joint session. The board shall, in accordance with law, formulate policy and appoint the president of the university. He shall be the executive officer of the board. (Alaska Constitution Article 7, § 3.)

- The Board of Regents and university president have legal authority, as well as legal responsibility, for governing and administering the university.
- The University is governed by the Board of Regents. The Board is charged with formulating policy for the University (Constitution, Art VII, Sect. III; AS 14.40.120.)
- The president is the chief executive of the University System (Constitution, Art VII, Sect. III; AS 14.40.120; Regents' Policy 02.01.010) and has specific authority to appoint and terminate officers of the University at the pleasure of the president.

Institutional Accreditation

2.A.1 The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

2.C.5 Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.

2.C.11 The related instruction components of applied degree and certificate programs (if offered) . . . but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.

3.A.1 The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.

3.A.2 The institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.

4.A.2 The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.

4.A.3 The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.

Board of Regents Policy and Regulation

- The Board of Regents, through policy, has provided for shared governance, declaring that:

The opportunity for faculty, staff and students to participate in the governance of the university is important to its effective operation. The board intends that faculty, staff and student participation in university governance be an integral part of the university community's culture. (Regents' Policy 03.01.010.)

- Governance carries out its functions “subject to the authority of the board, the president and the chancellors.” (Regents’ Policy 03.01.010.D.).
- That same policy sets out five Governance “purposes.” Those purposes provide for faculty, staff, and student organization participation and advice to the president and chancellors, while the latter retain administrative authority and responsibility. Governance organizations:
 1. provide an effective opportunity for university faculty, staff and students to play a meaningful role in matters affecting their welfare;
 2. represent the viewpoints of university faculty, staff and students on regents’ policy, university regulation, and other matters affecting the interests of the university;
 3. address through legislative action other matters as described in their approved constitutions;
 4. advise the president and chancellors in a timely fashion and in a manner set forth in individual organizational constitutions; and
 5. communicate to faculty, staff and students information which is of interest and concern to the university. (Regents’ Policy 03.01.010)

Roles

Board of Regents	<ul style="list-style-type: none">• Governs the university<ul style="list-style-type: none">• <i>Governs the university through direction to Administration and through policy, either on its own initiative or upon recommendation from Administration.</i>
Administration	<ul style="list-style-type: none">• Manages the university<ul style="list-style-type: none">• <i>Makes recommendations to Board of Regents on matters reserved to the Board of Regents, with consideration to advice from Governance organizations</i>• <i>Makes decisions within its scope of authority, with consideration to advice from Governance organizations</i>
Governance	<ul style="list-style-type: none">• Advises the university<ul style="list-style-type: none">• <i>Provides advice to Board of Regents and Administration on matters within their respective scopes of authority</i>• <i>In response to initiatives from Board of Regents and/or Administration, or at its own initiative with approval, initiates and/or implements curricular and other changes within its scope of authority</i>

Examples

	Roles		
	Board of Regents	Administration	Governance
• Regents Policy	Decides	Proposes and implements	Advises
• University Regulation	Is informed	Decides, informs & implements	Advises
• Organizational Structure	Decides in cases required by BOR Policy	Proposes and implements in major cases; decides in smaller cases	Advises
• Academic Programs	Decides	Initiates, supports, approves, and implements	Proposes, advises, reviews & approves
• Curriculum	Informed	Approves	Approves
• Calendar	Decides	Proposes and implements	Advises
• Tuition	Decides	Proposes and implements	Advises
• Admissions Requirements	Delegates to Administration	Approves	Approves
• Academic Program Design	Delegates to Administration	Reviews and approves	Designs, reviews, and provides final approval
• Academic Course Design	Delegates to Administration	Reviews and approves	Designs, reviews, and provides final approval

Discussion

- What about our shared Governance system is working well?
- How can the Administration more effectively:
 - Solicit advice and counsel from Governance organizations on matters of importance or interest to them?
 - Communicate with Governance organizations on issues of importance to the university community?
- How can Governance organizations more effectively:
 - Provide advice to the Board of Regents and the Administration on organizational and other matters?
 - Communicate with its constituencies on issues of importance to the university community?

REGENTS' POLICY
PART IX – STUDENT AFFAIRS
Chapter 09.06 - Services for Students Experiencing Disabilities

P09.06.010. Prohibition Against Discrimination on the Basis of Disability.

The university provides an equitable and non-discriminatory learning environment in that is welcoming, accessible, and inclusive to persons who experience a disability. No otherwise qualified individual will be denied reasonable access to, participation in, or the benefits of, any program or activity operated at or by the university because of disability. Each qualified student experiencing a disability will be eligible to receive appropriate academic adjustments and programmatic accommodations necessary for the student to access educational opportunities, programs, activities, or services in the most inclusive setting possible.

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P09.06.020. Definitions.

Definitions for implementation of this chapter will be specified in University Regulations.

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P09.06.030. Accommodation of Students experiencing disabilities.

- A. The university will strive to provide appropriate reasonable academic adjustments and other programmatic accommodations to qualified students experiencing disabilities to ensure access to educational opportunities, programs, and activities in the most inclusive setting possible. The university will make reasonable modifications and adjustments, provided such adjustments would not result in a fundamental alteration of the affected service, program, or activity; lower the standards of an instructional program; result in an undue financial, administrative or academic burden; or create a direct threat to the health or safety of others. Regents' policy, university regulation, and university rules and procedures for accommodation of students experiencing disabilities will be based upon principles and requirements contained in the Americans with Disabilities Act (ADA) of 1990, as amended, and Section 504 of the Rehabilitation Act of 1973, as amended.
- B. The university will not charge students experiencing disabilities a fee for the provision of approved appropriate academic adjustments and other programmatic accommodations. The university generally assumes no responsibility for providing, or for the cost of, non-approved academic adjustments, or devices or services of a personal nature, including but

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not limited to personal care attendants, personal study assistants, individually prescribed devices, or readers for non-programmatic material.

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P09.06.040. Responsibilities for Appropriate Academic Adjustments and Other Programmatic Accommodations.

- A. The chancellors are responsible for ensuring that their respective universities, including extended campuses and sites, meet all legal responsibilities for students experiencing disabilities. Each chancellor will designate an individual to serve as that university's student Disability Support Services (DSS) Director or DSS Coordinator, and may at their discretion appoint site designees for extended campuses or other sites. Each chancellor is also responsible for ensuring that training opportunities related to awareness and understanding of the needs of students experiencing disabilities are made available to all faculty and staff.
- B. The President or a designee is responsible for ensuring that the statewide office meets all legal responsibilities for students experiencing disabilities, and for ensuring that training opportunities related to awareness and understanding of the needs of students experiencing disabilities are made available to all statewide employees.
- C. Students who experience a disability and seek appropriate academic adjustments or other programmatic accommodation must identify themselves to the DSS Director/Coordinator, or site designee, in a timely manner. Students will be required to initiate the interactive process by participating in an intake interview in some form and submitting an application and current medical and / or other acceptable documentation of their disability at the time they seek DSS services.
- D. The responsibilities of the DSS Directors/Coordinators, site designees, and other faculty and staff, will be specified in University Regulations, and may be supplemented by the relevant Chancellor.

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P09.06.050. Resolution of Complaints Regarding Accommodation of Students experiencing disabilities and of Complaints of Discrimination Based on Disability.

- A. Students experiencing disabilities who are dissatisfied with the accommodations or services provided by the university may initiate a formal complaint in accordance with university regulation and rules and procedures only after exhausting the processes for securing the services and accommodations and the informal means for resolving complaints.

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- B. A process will be provided in the university regulation for informal and formal resolution of complaints from students experiencing disabilities who have been denied services or who are dissatisfied with the services provided, and from individuals who allege that a student has been subjected to unlawful discrimination based on disability. The procedure for formal resolution of complaints will incorporate appropriate due process standards and provide for the prompt and equitable resolution of complaints

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P09.06.060. Confidentiality.

The documents submitted by students seeking DSS services and the resulting DSS file will be managed as medical and health files under the supervision of the DSS Director/Coordinator or site designee in accordance with applicable federal and state laws. Diagnostic records and evaluations related to a disability will not be part of a student's academic file. Medical information contained in the files will be released by the DSS Director/Coordinator or site designee only in accordance with federal and state laws, Regents' Policy, or University Regulation..

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P09.06.070. On-line accessibility.

A. All components of the University should establish and maintain University websites and on-line services with the goal of making such information and services accessible to individuals experiencing disabilities.

B. Implementation standards will be specified in University Regulation.

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P09.06.080. Public Events held on University facilities.

A. All meetings, programs, and events held at the university, regardless of whether such programs are operated or funded by the university, must comply with accessibility requirements under federal, state, and local law and University policies and regulations. Accessibility considerations include but are not limited to the event location, seating, audio and visual mediums, interpreters and captioning, and alternative format of publications. The program sponsor is responsible for receiving and coordinating requests for reasonable accommodations. The program sponsor must be able to provide the university with documentation that the sponsor does not discriminate on the basis of disability.

UNIVERSITY REGULATION
PART IX – STUDENT AFFAIRS
Chapter 09.06 - Services for Students Experiencing
Disabilities

R09.06.020. Definitions.

In this chapter

- A. “ADA/Section 504 Coordinator” means the person responsible for overseeing university implementation of the requirements of the Americans with Disabilities Act of 1990, as amended, and Section 504 of the Rehabilitation Act of 1973, as amended;
- B. “appropriate academic accommodation” or “appropriate academic adjustment” means a modification to the learning environment in a particular course, as defined by individual documented need and directly related to the student’s disability and academic work in that course. Such adjustments shall not be approved if the modification fails to meet the requisite course outcomes and technical standards or would fundamentally alter the nature of the course.
 - 1. Appropriate academic adjustments may include auxiliary aids and services (including but not limited to sign language interpreters, recorded texts, or other effective methods of making orally delivered materials available to students who are Deaf or hard of hearing; text-to-speech technology in libraries for students with visual impairments; classroom equipment adapted for use by students with mobility impairment; and other similar services and actions).
 - 2. Appropriate academic adjustments may also include alternate methods for course examinations, as approved by the DSS Director/Coordinator and the course instructor.
- C. “Disability Support Services Director” or “Disability Support Services Coordinator” or “DSS Director/Coordinator” means the individual designated by the chancellor of each university to administer the provision of appropriate academic adjustments and other programmatic accommodations to students experiencing disabilities;
- D. “programmatic accommodation” or “programmatic adjustment” means a modification or adjustment to the physical and learning environment beyond any one particular course, made to enable a student experiencing a disability to pursue educational goals. Programmatic accommodations may include modifications in academic requirements such as length of time needed to complete degree requirements, substitutions for specific courses

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required for degree completion, and adaptation of the manner in which specific courses are conducted, as approved by the Disability Support Services Director/Coordinator and the provost, after consultation with the department chair and dean. Such adjustments shall not be approved if the modification fails to meet the requisite program outcomes and technical standards or would fundamentally alter the nature of the academic program;

- E. “qualified student” means a student experiencing a disability who, with or without an accommodation, meets the academic and technical standards requisite for admission to, or participation in, the student’s selected educational program or activity;
- F. “site designee” means a University employee working at a particular University campus, designated by the Chancellor, to administer, in coordination with the DSS Director/Coordinator, the provision of appropriate academic adjustments and programmatic accommodations to students experiencing disabilities enrolled in courses administered by that campus;
- G. “student experiencing a disability” means a person enrolled to take one or more university courses, with a disability as defined by the Americans with Disabilities Act of 1990, as amended (ADA);

R09.06.041. Responsibilities of Disability Support Services Directors/Coordinators or Site Designees.

- A. Substantively, each university’s DSS Director/Coordinator will oversee the provision of appropriate academic adjustments and other programmatic accommodations provided within the university, including the needs of the extended colleges, campuses, and other sites. The DSS Director/Coordinator, or the site designee in consultation with the DSS Director/Coordinator, is responsible for the provision of services which include:
 - 1. evaluating disability documentation and other information provided by students seeking DSS services on the basis of disability, during the course of the interactive process;
 - 2. consulting with individual faculty and/or staff when required by the nature of the disability, academic adjustment, or programmatic accommodation;
 - 3. authorizing appropriate academic adjustments and other programmatic accommodations for qualified students experiencing disabilities in accordance with regents’ policy and university regulations, rules and procedures, and providing written instructions to faculty and staff for their provision and coordination;
 - 4. providing consultation and training for faculty and staff related to awareness and understanding of the needs of students experiencing disabilities;

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5. addressing concerns from students, faculty, or staff regarding the provision of appropriate academic adjustments or programmatic accommodations for students;
 6. advising the chancellor and directors of other campuses about changes in university practices that would encourage students experiencing disabilities to participate in university programs and activities;
 7. providing consultative input when the Chancellor and/or the director of an extended college or campus appoints a site designee to assist in the delivery of disability support services;
- B. Procedurally, the DSS Director/Coordinator or site designee will review the documentation and determine eligibility for services.
1. If the student is eligible, the DSS Director/Coordinator or site designee will
 - a. authorize appropriate auxiliary aids as specified in R09.06.020.B;
 - b. with the approval of the provost, authorize appropriate modifications to programmatic academic requirements under R09.06.020.D;
 - c. provide the student and faculty and staff written implementation instructions; and
 - d. instruct the student to report any perceived delay in the provision of services to the Director/Coordinator or site designee for resolution
 2. If the DSS Director/Coordinator or the site designee determine that a student is not qualified to receive the requested academic adjustments or programmatic accommodations, or if accommodations the DSS Director/Coordinator recommends are not satisfactory to the student, the Director/Coordinator or site designee will inform the student of the informal and formal processes by which the decision may be further reviewed within the university under R09.06.050.
 3. In reviewing documentation and making determinations with regard to a student who has had a prior determination made at another university within the UA System, the DSS Director/Coordinator is to
 - a. offer the student the option to obtain documentation from the prior university with the student's authorization to avoid requiring the student to submit duplicate documentation, provided that the DSS Director/Coordinator has the discretion to require more timely documentation as may be necessary to insure that a current determination is based on current information; and

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- b. give consideration to the extent to which the accommodations made at the prior university may be adaptable to the current request, provided that this does not negate the need for the DSS Director/Coordinator to engage in an individualized interactive process with the student.

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R09.06.042. Responsibilities of Students Experiencing Disabilities in Seeking Accommodation.

- A. To be considered for eligibility for appropriate academic adjustments or programmatic accommodations, students must identify themselves as having a disability to the DSS Director/Coordinator or site designee and submit current medical, psychological, neuropsychological, psycho-educational, psychiatric, and/or other appropriate diagnostic evaluation(s) completed by professionals with appropriate certification and/or licensure to document the disability and the restrictions or limitations placed on the student by the disability.
- B. Documentation must support the accommodations requested, and may be required before authorization is made for appropriate academic adjustments and/or other programmatic accommodations.
- C. The DSS Director/Coordinator will request additional documentation when existing documentation is unacceptable or inadequate. The University of Alaska will not be responsible for, and will not bear the cost of, any evaluations and/or documentation regarding a disability. Any student seeking eligibility for appropriate academic adjustments is responsible for obtaining the required documentation. DSS staff is not responsible for requesting documentation from a student's qualifying diagnostician.

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R09.06.043. Responsibilities of Faculty and Staff in Providing Accommodations for Students Experiencing Disabilities.

- A. Faculty and staff are responsible for timely implementation of authorized appropriate academic adjustments and other programmatic accommodations. Faculty should contact the DSS Director/Coordinator to request clarification of an authorized academic adjustment, and will work with the DSS Director/Coordinator or site designee to provide the authorized academic adjustments and other programmatic accommodations.
- B. Faculty will not provide any informal academic adjustments or other programmatic accommodations to a student who discloses a disability. Any student who discloses a disability as part of a request for academic adjustment or other programmatic accommodation must be referred to DSS.

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- C. Authorized accommodations or adjustments may not be changed without the approval of the DSS Director/Coordinator or site designee. Faculty or staff who have questions about the authorized accommodation should contact the DSS Director/Coordinator or site designee.
- D. Faculty and staff are responsible for understanding the university's obligation to provide accommodations for students experiencing disabilities, including participation in appropriate trainings.

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R09.06.044. Direct threat.

- A. The university will not permit an individual to participate in or benefit from the services, programs, or activities of the university when that individual poses a direct threat to the health or safety of others.
- B. In determining whether an individual poses a direct threat to the health or safety of others, the university will make an individualized assessment, based on reasonable judgment that relies on current medical knowledge or on the best available objective evidence, to ascertain: the nature, duration, and severity of the risk; the probability that the potential injury will actually occur; and whether reasonable modifications of policies, practices, or procedures or the provision of auxiliary aids or services will mitigate the risk. This determination must be based on actual risk, not mere speculation, stereotypes or generalizations about individuals experiencing disabilities.

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R09.06.045. Reconsideration of Authorized Accommodations.

- A. Deans or Directors who feel an authorized academic adjustment or programmatic accommodation fundamentally alters their program, service or activity; lowers the standards of their instructional program; results in an undue financial, administrative or academic burden; or creates a direct threat to the health or safety of others should contact the DSS Director/Coordinator, or site designee.
- B. If requested to reconsider, the DSS Director/Coordinator or site designee may attempt to resolve the issue informally with the faculty or staff member, the appropriate dean or director, and/or the chief academic officer, following informal conference procedures analogous to those of R09.06.050.A. If informal efforts do not result in resolution, the DSS Director/Coordinator or site designee will prepare a brief memorandum summarizing the disagreement, circulate it to the conference participants, and inform the student of the process for filing a formal complaint within the university.

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R09.06.050. Resolution of Complaints Regarding Accommodation of Students With Disabilities and of Complaints of Discrimination Based on Disability.

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- A. A student who claims to have been denied services by the DSS Director/Coordinator or site designee, or who believes that the services provided are insufficient, may initiate a formal complaint in accordance with R04.02.020.E – R04.02.020.I, but will generally be required to complete the R09.06.041 accommodation process and the informal resolution procedure outlined below before the formal complaint will be processed.
1. If the final determination with which the student is dissatisfied is that of a site designee or other DSS office employee under the supervision of the DSS Coordinator/Director, the site designee or other employee is to communicate the student's dissatisfaction to the DSS Coordinator/Director. The DSS Coordinator/Director will attempt to convene, as soon as practicable, an informal conference with the student, the site designee/other employee, and any others the DSS Coordinator/Director may choose to invite. The informal conference may be in-person, telephonic, or by correspondence. If the informal conference reaches a resolution satisfactory to the student, the DSS Coordinator/Director will prepare a memorandum reflecting the resolution, and this resolution will be circulated to the conference attendees and then implemented, by either the DSS Coordinator/Director or by the site designee/other employee, as in R09.06.041.B.1. If the informal conference fails to reach a resolution, the DSS Coordinator/Director will prepare a memorandum noting that the informal resolution process has been attempted unsuccessfully, and convey that memorandum to the conference attendees and to the ADA/504 Coordinator.
 2. If the final determination with which the student is dissatisfied is that of a DSS Coordinator/Director, the DSS Coordinator/Director is to communicate the student's dissatisfaction to the University official designated by that university's ADA/504 Coordinator, or in the absence of any such designation, to the DSS Coordinator/Director's supervisor. The designee/supervisor will attempt to convene, as soon as practicable, an informal conference with the student, the DSS Coordinator/Director, and any others the designee/supervisor may choose to invite. The informal conference may be in-person, telephonic, or by correspondence. If the informal conference reaches a resolution satisfactory to the student, the designee/supervisor will prepare a memorandum reflecting the resolution, and this resolution will be circulated to the conference attendees and then implemented, by the DSS Coordinator/Director, as in R09.06.041.B.1. If the informal conference fails to reach a resolution, the designee/supervisor will prepare a memorandum noting that the informal resolution process has been attempted unsuccessfully, and convey that memorandum to the conference attendees and to the ADA/504 Coordinator.
- B. A student who believes that the student has been discriminated against on the basis of a disability on some issue that does not involve dissatisfaction with a determination by the DSS Director/Coordinator may initiate a formal complaint in accordance with R04.02.020.E – R04.02.020.I.

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R09.06.060. Confidentiality

All records within the university provided by students seeking DSS services will be filed with the DSS Director/Coordinator or site designee to ensure confidentiality. No one other than the DSS Director/Coordinator or site designee will have immediate access to these files without the student's authorization. Information will be released from the files in accordance with applicable federal and state laws, Regents' Policy, and University Regulation. Information in the DSS file will not be conveyed to anyone other than those UA personnel responsible for implementing the accommodation, and even then such information will be limited to the bare minimum necessary to explain the accommodation.

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R09.06.070. On-line Accessibility.

- A. Persons experiencing disabilities seeking to utilize the University's websites, academic course content, and on-line services should be afforded the opportunity to acquire the same information, engage in the same interactions, and enjoy the same services as non-disabled persons, with substantially equivalent ease of use.
- B. Guidance for implementation of this should be determined with reference to the standards in Web Content Accessibility Guideline (WCAG) 2.0 Level AA.
- C. While the University will be responsive to any complaints and/or requests concerning on-line accessibility, those will not be the sole method of attainment, and the following affirmative steps are also to be taken.
 - 1. The Statewide Chief Information Technology Officer will arrange for periodic internal and external audits of University websites to determine compliance. Audit assessments, including any recommendations for changes, are to be provided to each Chancellor and the President.
 - 2. Each Chancellor, or a delegee, shall arrange for the provision of on-line content accessibility training to all University personnel, including faculty, who will be posting content to any University website, on the steps to be followed in the preparation of such content to minimize difficulties in making such content accessible to persons experiencing disabilities, and in the Chancellors' discretion to establish requirements for such training before University personnel will be allowed to post such content.

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3. Each Chancellor, or a delegee, shall establish policies to require that contracts and agreements between the University and a third-party provider of website-related services or products contain a provision calling for compliance with the standard set in (B) above. This specification should be included in requests for proposals or other bidding or procurement documents for such services or products.
4. Each Chancellor, or a delegee, will arrange for inclusion on each University-generated website, including the home page of each University department or component, a statement of the University's commitment to make the information on its websites accessible to individuals experiencing disabilities, and urging users who are unable to access any pages on the site to contact the University via a specific address or email address.
5. The Statewide Chief Human Resources Officer, in conjunction with the Human Resources Directors of each University, shall arrange for inclusion of a mention in all hiring documents that, if the employee is required to or chooses to post on-line content on University websites, the employee will first participate in the training under (2) above and strive to keep all on-line content accessible;
6. For Statewide, the functions assigned to the Chancellors under paragraphs 2, 3, and 4 above will be fulfilled by the President or a delegee.

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R09.06.080. Public Events held on University facilities.

- A. Contracts for use of University facilities by third parties are to include assurances that the lessees will comply with accessibility requirements under federal, state, and local law and University policies and regulations.
- B. The program sponsor must be able to provide the university with documentation that the sponsor does not discriminate on the basis of disability. The program sponsor's materials must include information on how to request a reasonable accommodation from the program sponsor.
- C. All costs and arrangements for reasonable accommodations for events under this section are to be borne by program sponsors, unless the program sponsor requests and the University determines that the University should bear the cost for a structural modification to the physical facility.

R09.06.090. Disability issues not involving academic or programmatic adjustments.

If a student or other individual brings a disability-related issue not involving academic or programmatic adjustments (e.g., housing, transportation, facilities) to the DSS

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Coordinator/Director or site designee, the DSS Coordinator/Director or site designee is to facilitate referral of the matter to the appropriate University component for resolution.

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