Faculty Meeting Agenda
11/4/2024
3 p.m.
Big Butte / Highlands (SUB 212)

I. Welcome (https://www.mtech.edu/facultystaff/facultysenate/index.html)

Action Items

II. Approval of Graduates

Informational Items

III. Enrollment Deep Dive

IV. Canvas Transition Q&A (mtech.instructure.com)

V. IT updates and reminders
   a. New Authenticator – November 6th, 2024
   b. New MyMtech portal: https://experience.elluciancloud.com/m459/ - January 6th, 2025
   c. Turning off Projectors

VI. Faculty and Campus Committee Updates (Please contact cfink@mtech.edu with member changes)
   a. General Education Review Committee – Karen Wesenberg (kwesenberg@mtech.edu)
   b. Curriculum Review Committee – Chris Roos (croos@mtech.edu)
   c. Graduate Council – Dan Autenrieth (dautenrieth@mtech.edu), Jesse Taylor (jtaylor7@mtech.edu)
   d. Research Advisory Council – Angela Lueking (alueking@mtech.edu)
   e. Employee Relations Committee – Courtney Young (cyoung@mtech.edu)
   f. Collegiate Evaluation Committee – T Camm, P Munday, S Risser, and D Trudnowski
   g. Chancellor Search - https://www.mtech.edu/chancellor-search/

Discussion Items

VII. Proposal to change the process of 20th day grades

Fall 2024 Senate Activities

VIII. Review of Proposed Academic Calendars 25-26 and 26-27 agenda-9-9-24.pdf, and recommendation minutes-9-9-24.pdf

IX. Feedback for and endorsement of the Policy on Review of Published Materials to Assure Institutional Integrity.

X. Request for information on Accreditation Activities from Montana Tech Administration

XI. Request for information on upcoming changes in ADA compliance - "That will include ensuring websites, mobile apps and digital textbooks contain accessible text, images, sounds, videos, controls, animations and more. The rule sets the Web Content Accessibility Guidelines (WCAG) Version 2.1, Level AA, as the technical standard for compliance" by April 2026

XII. For the Good of the Order

LMS Update

Go Live: January 2025

Update

- Migration for January 2025 is complete
  - Courses do need organization and clean up
  - Working on LTIs and third-party tools
- Template
  - Includes modules for organization
  - Suggestions for meeting RSI and accessibility
  - Consistency
  - It is customizable
  - Canvas Initial Course Revision Form for any issues with the new course

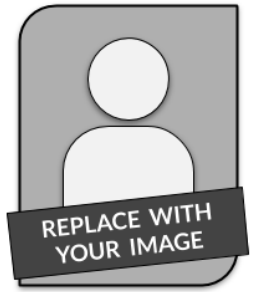
Update

- Trainings have begun
  - Intro to Canvas
  - Good design with Canvas
  - Using the Template
  - including open house opportunities
  - Evaluating your own course (and others)
  - Hands-on workshops on both campuses with more to come
  - Virtual Open house every Friday until the end of January

Template

Instructor Information

Meet the Instructor



[Type Name Here to Customize ex. Dr. Cheryl Williams]

[Instructor Note: **Providing a short bio about the course instructors or facilitators provides a personal context to the course and provides insights into the professional context that they bring to the subject matter.**]

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Vestibulum lacinia arcu eget nulla. Class aptent taciti sociosqu ad litora torquent per conubia nostra, per inceptos himenaeos. Curabitur sodales ligula in libero. Sed dignissim lacinia nunc.

Contact Information

Office Hours:

Telephone:

Email:

Website:

CAI Sandbox

Center for Academic Innovation

Add a short introductory (welcome) message in this spot.] Lorem ipsum dolor sit amet, cing elit. Integer nec odio. Praesent libero. Sed cursus ante dapibus diam. Sed nisi. Nulla lementum imperdiet. Duis sagittis ipsum. Lorem ipsum dolor sit amet, consectetur ger nec odio. Praesent libero. Sed cursus ante dapibus diam. Sed nisi.

Navigation

al links below to access course content. If you are accessing this course from a mobile ew the following: Mobile Guides - Canvas Student.

Template

Course Overview

About [Name of Class]

[Instructor Note: **Use this space to include a custom welcome message, discussion of major class topics, Canvas layout information (how students should navigate through materials), expectations, general tips/tricks, etc. If you will be using the Canvas Syllabus page, describe what information can be accessed on that page, e.g., grading information, textbook information, etc.**]

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Course Learning Outcomes

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1. Text
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3. Text
4. Text

Course Policies

Mauris massa. Vestibulum lacinia arcu eget nulla. Class aptent taciti sociosqu ad litora torquent per conubia nostra, per inceptos himenaeos. Curabitur sodales ligula in libero. Sed dignissim lacinia nunc.

1. Resource/Tip/Link/etc.
2. Resource/Tip/Link/etc.
3. Resource/Tip/Link/etc.

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Grading Scheme

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A = 90-100

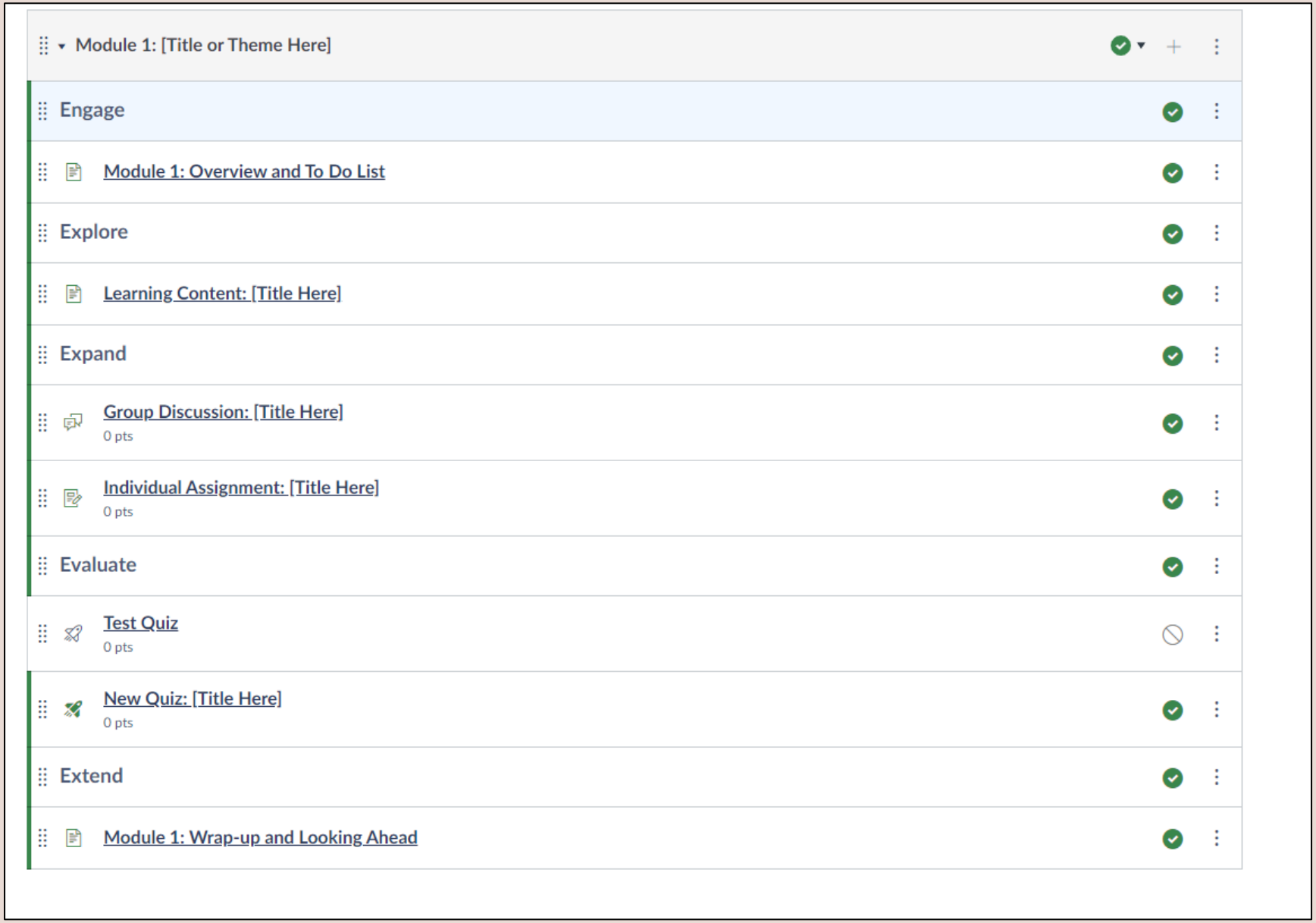
B = 80-89

C = 70-79

D = 60-69

F = 59 and below

Template


Module 1: [Title or Theme Here]
Engage
Module 1: Overview and To Do List
Explore
Learning Content: [Title Here]
Expand
Group Discussion: [Title Here]
0 pts
Individual Assignment: [Title Here]
0 pts
Evaluate
Test Quiz
0 pts
New Quiz: [Title Here]
0 pts
Extend
Module 1: Wrap-up and Looking Ahead

CAI Training Schedule in ENGR Rm 205

Accessibility in Canvas
- October 28, 9:30
- November 4, 9:30
- November 12, 1:00
- November 18, 2:30
- November 21, 2:00
- December 5, 11:00
- December 9, 2:00

Course Evaluation with a Canvas Checklist
- November 7, 9:00
- November 14, 10:00
- November 20, 1:30
- December 2, 1:30
- December 12, 9:30

Good Course Design in Canvas
- November 6, 9:00
- November 11, 9:00
- December 3, 9:00
- December 11, 9:00

Introduction to Canvas,
- October 14, 2:00
- October 15, 10:00
- October 17, 2:00
- October 23, 9:00
- October 29, 2:00
- October 31, 10:00
- November 5, 9:00
- November 11, 2:00
- November 13, 3:00
- November 19, 2:00
- December 4, 1:00
- December 10, 9:00

CAI Training Schedule in ENGR Rm 205

- **Using the Canvas Template**
- October 16, 9:30
- October 22, 10:00
- October 24, 10:00
- October 30, 3:00

Hands-on Workshops

- October 11, 11 – 12:30 ENGR 204
- October 18, 11:00 – 11:30 -Highlands, rm 116
-

- Friday Virtual Open House

Additional Options

- Custom Requests can be made on the Bookings request page
- Also see the CAI Calendar

NOVEMBER 4 – 8 IS DISTANCE EDUCATION WEEK!

CAI Training Schedule at Highlands

October

- 10/25 2:30 – 3:30 - Introduction to Canvas
  3:30 – 5:00 – Hands-on Workshop

November

- 11/1 8:30 – 9:30 – Using Canvas Tools
  1:00 – 2:30 – Hands-on Workshop
- 11/8 12:00 – 1:00 – Introduction to Canvas
  2:30 – 3:30 – Using Canvas Tools
- 11/15 **10:00 – 11:30 – Hands-on Workshop**
- 11/22 11:00 – 12:00 – Introduction to Canvas
  2:30 – 3:30 – Using Canvas Tools

December

- **12/6 1:00 – 2:30 – Hands-on Workshop**
- 12/13 11:00 – 12:00 – Introduction to Canvas
  2:30 – 3:30 – Using Canvas Tools
- **12/20 10:00 – 11:30 – Hands-on Workshop**

Links

- LMS Migration
- Faculty Training
- Student Support
- Training Catalog
- CAI Canvas Sandbox

VII. Proposal to change the process of 20th day grades

Sarah North Wolfe and Joe Cooper came to Leslie and I a few weeks ago to discuss the possibility of changing the process for 20th day grades…. Sarah and I have met with Dr. Elgren and then with the Deans. All seem to be on board with changing the process a bit.

The proposal is to change 20th day midterm grades in banner to a progress report in EAB Navigate.

- I would still send an all faculty email around the 17th day reminding them that 20th day progress reports are due soon.
- I will also still run the report to identify freshman in courses that are not normally evaluated under the midterm practices.
- Instructors will go into Navigate and issue an alert, or progress report for any student that is not doing satisfactory work in their course. There is a drop down so they can add more information than just the UNSAT grade to give advisor more information to follow up with the student.
- Instructors can also issue satisfactory grade reports to show a student is doing well. These can include the student as a "pat on the back" or "good job".
- Sarah can and will track which students should have a 20th day grade and do not

The 40th day midterm grade remains unchanged. The catalog does not need an edit, here is the current language in the catalog:

> **Semester Grade Reports** are available to students via their secure *OrediggerWeb* (http://Orediggerweb.mtech.edu) account approximately one week following the date grades are due each term, including summer school. **Midterm grade reports** are available to all Highlands College students and undergraduate freshmen (those students who have earned 29 credits or less) prior to the last date to drop a class with an automatic "W" (50th day of the semester). See the academic calendar, in the Semester Class Schedule, or via the Montana Tech web site.

Thanks for your help with this!

Heather and Sarah

Early Alerts and Progress Reports

Using EAB Navigate

MONTANA TECHNOLOGICAL UNIVERSITY

Why Early Alerts and Progress Reports?

- **Address student issues in a timely fashion**
  - 20th Day and 40th Day grades set by Retention Committee
  - Early Alerts and Progress Reports allow for more appropriate referrals and workflows
  - EAB configured to triage alert reason and refer

Goal Setting → Collection → Triage → Intervention →Assessment

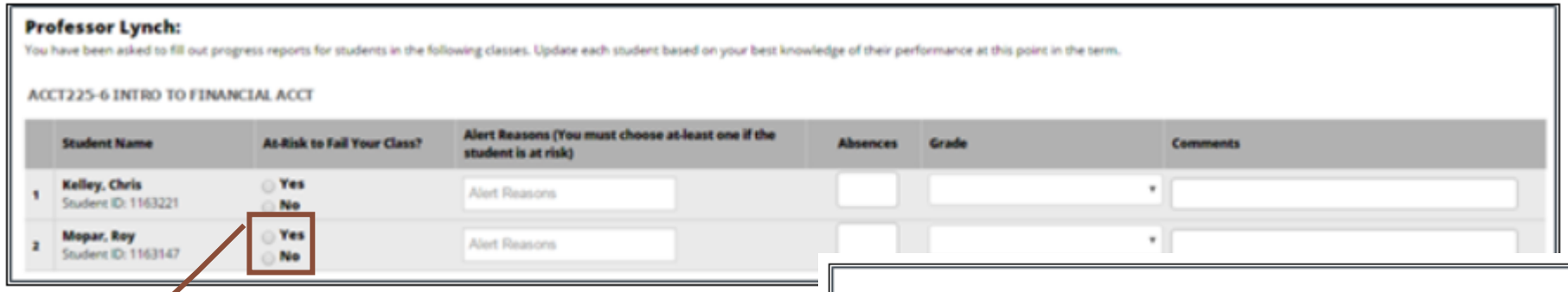
  - Spring 2025: Review Early Alert reasons with faculty
  - Fall 2025: Progress Reports instead of 20th day grades in Banner
  - Spring 2025: Assessmet

Early Alert Workflow

- Exec. Director of Student Success will send **email request to faculty** to complete **Progress Reports**
  - 20th day
  - Direct to faculty inbox

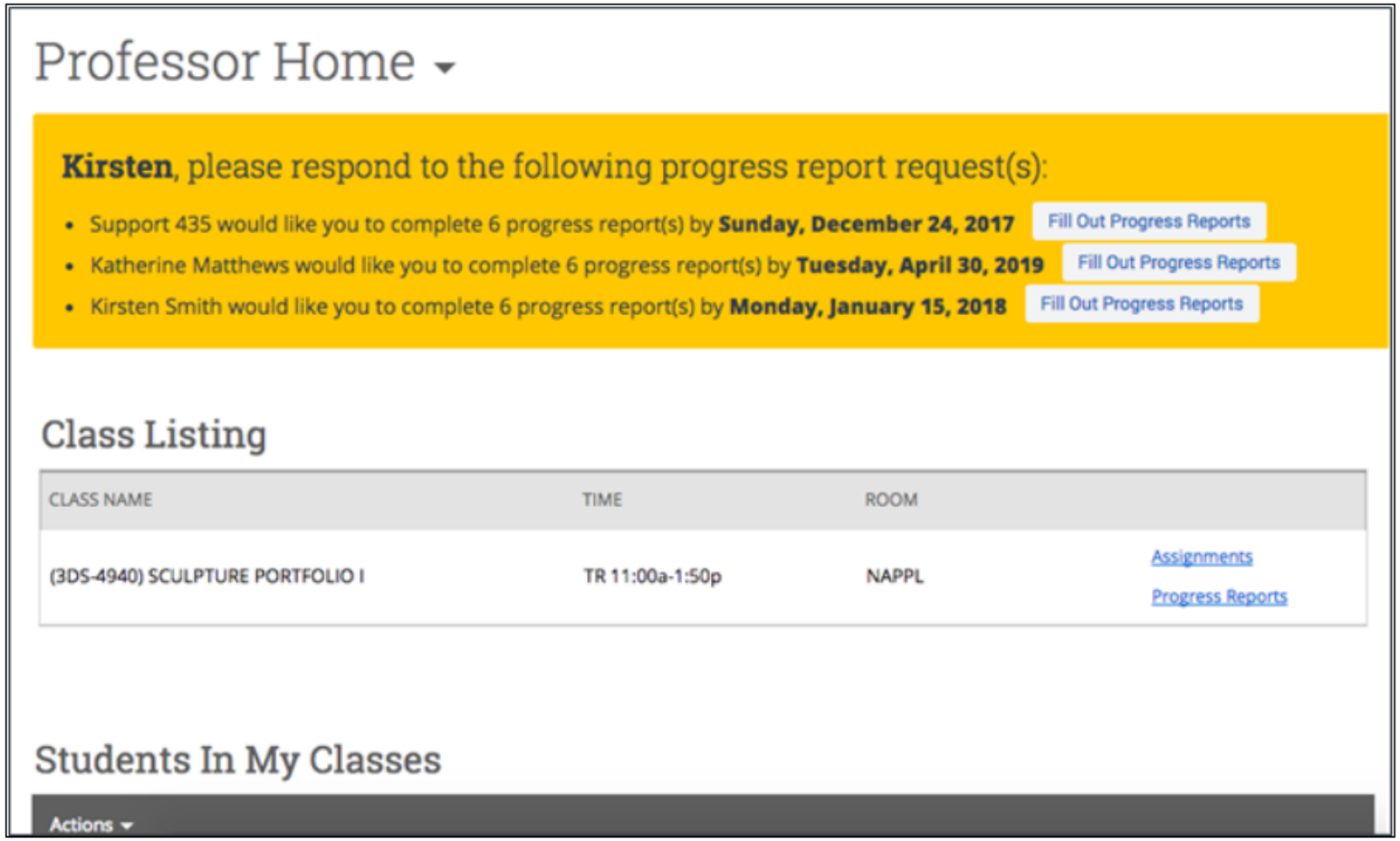
- Faculty can issue **Early Alerts** any time (ad hoc)
  - Can report on individual student
  - Can report on group of students in class
  - Through Navigate platform

Progress Report
example

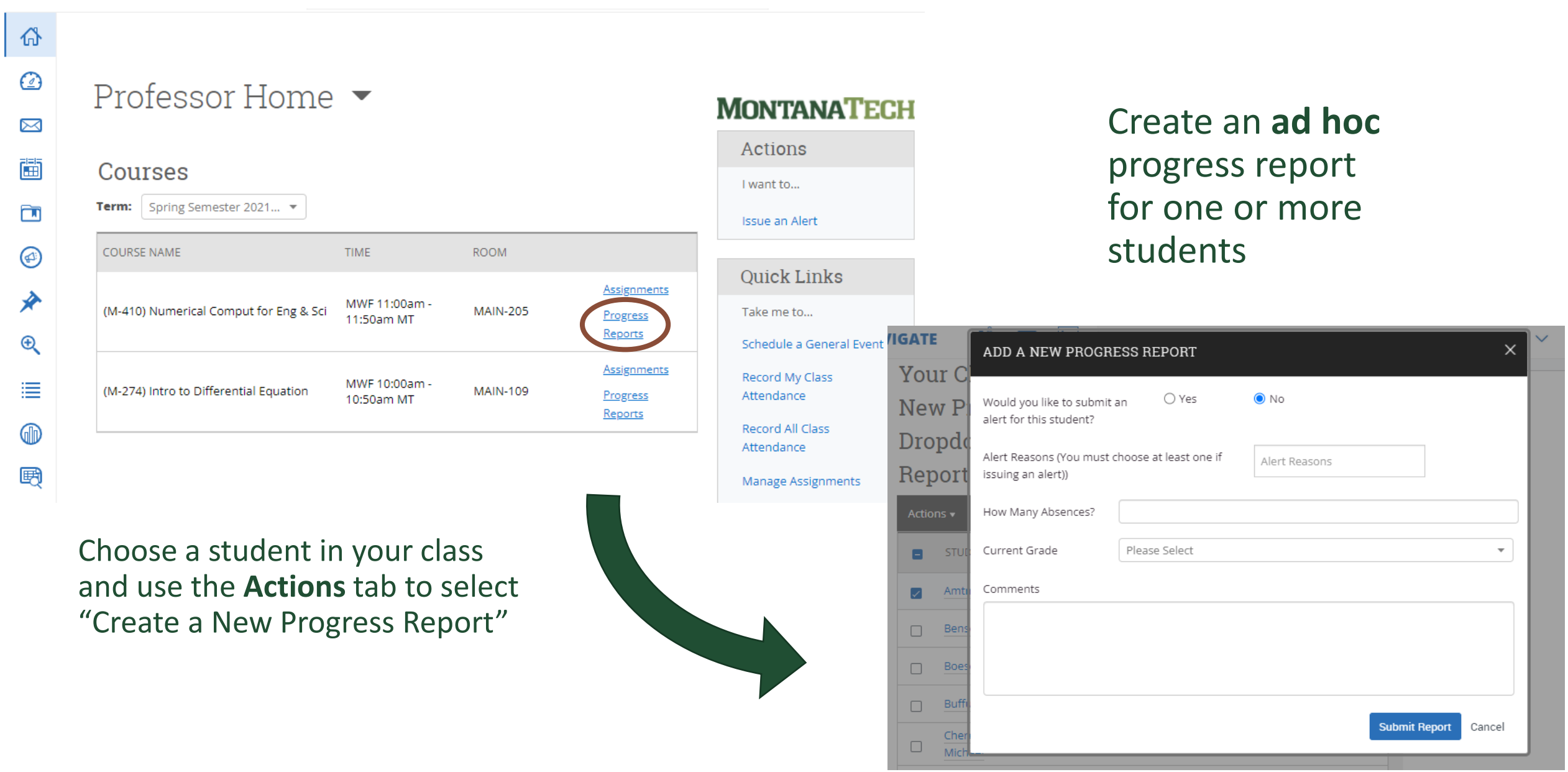


Note: if “Yes” is not checked on the **At-Risk to Fail Your Class** column, Navigate assumes the answer is “No”

Navigate notification example for progress report request(s)



MONTANA TECHNOLOGICAL UNIVERSITY



Create an **ad hoc** progress report for one or more students

Choose a student in your class and use the **Actions** tab to select "Create a New Progress Report"

MONTANA TECHNOLOGICAL UNIVERSITY

Early Alert Workflow examples

Alert Reason	When to Use	Next Steps
Attendance Concern (3+ Absences)	If a student has been missing class and it is affecting their learning	• Navigate sends email to student from "alerter" • Navigate notifies student's academic advisor via email • FY Advisors reach out to students at least weekly
Concern about class preparation	If a student is attending class but it is clear they are not prepared (readings or homework not completed, not participating, etc.)	• Navigate notifies student's academic advisor via email • "Case" is created and sent to Academic Success Coach who reaches out to student to connect with coaching
More than academic issue	If a student shows concerning behavior, shares that they need additional support NOTE: Please continue to use "Reporting a Student of Concern" form on Dean of Students page for urgent non-academic issues	• Navigate notifies Exec. Director of Student Success, who may fill out "Report and Student of Concern" form depending on severity of alert
Poor Grades (D/F/U)	If a student's grades in the class (point-in-time) have them at a failing grade NOTE: Can be used at any time, but is a good "catch all" for 20th and 40th day grade timeline for D/F/U students	• Navigate notifies student's academic advisor via email, advisor reaches out to student to schedule meeting and refer to specific MTech resource
Recognize Good Work	If a student is excelling in a class	• Navigate sends email to student from "alerter" • Navigate notifies student's academic advisor via email
Referral to Tutoring	If a student is struggling with a concept or general class content	• Navigate sends email to student from "alerter" • "Case" is created and sent to Academic Success Coach who reaches out to student to connect with tutoring

Example Emails to Students

Dear {$student_first_name},

Based on your course grades, I want to encourage you to use the resources available through the Academic Center for Excellence (ACE). ACE offers drop-in tutoring and appointments in-person and online for our course material, as well as academic coaching. Check out the ACE page here where you can find the tutoring schedule as well as request an appointment
https://www.mtech.edu/ace/index.html

It's not too late for you to catch up and do your best in {$course_name} this semester. I'm looking forward to seeing your progress!

Sincerely,
{$completer_name}

Dear {$student_first_name},

I noticed the good work you've been doing in {$course_name}! I can tell that you've been studying hard, and I encourage you to keep it up.

Don't hesitate to reach out if you have questions or concerns.

Sincerely,
{$completer_name}

Dear {$student_first_name},

According to my records, you have missed at least three of our class meetings.

I believe you can be successful in your academics studies and know that attending class is the first step to accomplishing your goals. Missing class content can affect your academic performance and grades. It's not too late to start attending class regularly.

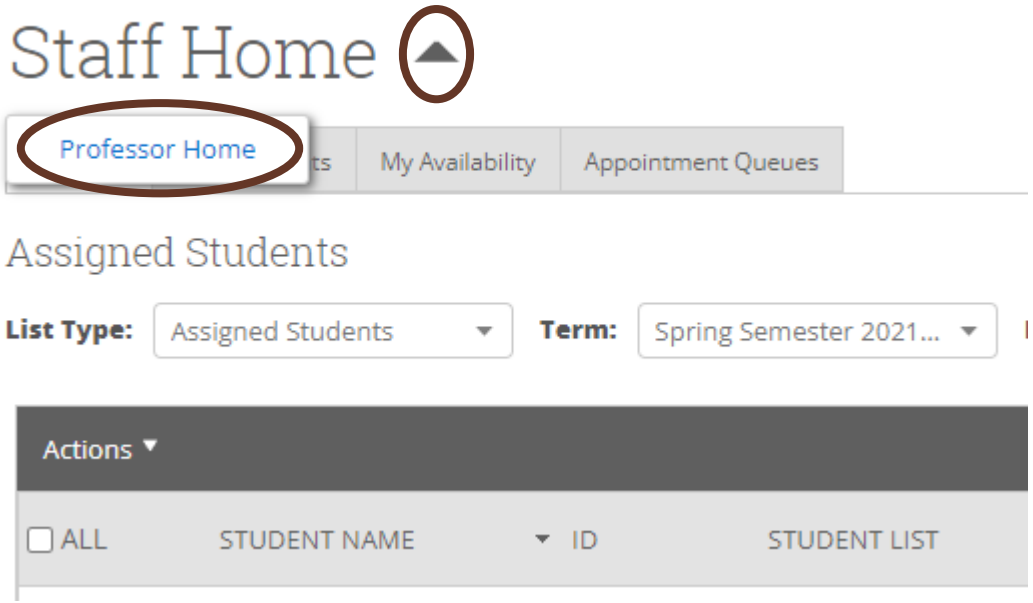
If you have an issue that is preventing you from attending class, I encourage you to reach out. Montana Tech has some great resources to support students who may be struggling, including your academic advisor. In addition, I am happy to meet with you during office hours or by appointment.

Sincerely,
{$completer_name}

Access to Navigate

- **Direct log in using SSO credentials: https://mtech.campus.eab.com**
- **Log in from MyMTech:**
  - Log in to MyMTech
  - Choose “Important Links” and “Faculty Resources”
  - Click “EAB Navigate” link

- Navigate will default to opening “Staff Home” to show advisee list for current semester → Click arrow next to “Staff Home” to get to “Professor Home” if need be



Review of Published Materials to Assure Institutional Integrity

Subject:
Governance and Organization
Policy Number:
220
Revised:
NA
Effective date:
July 1, 2024
Review date:
July 1, 2027
Responsible Party:
Chancellor
Historical versions: Link if applicable.
NA
Introduction and Purpose:

University Policy:
The Office of Marketing and Communications is the central office for precise and accurate messaging related to Montana Tech and its values. The Office oversees the website, social media, digital newsletters, the campus and alumni magazine, and campus-wide presentations. The Admissions Office oversees all undergraduate prospective student publications while the Graduate School develops promotional materials for graduate-level programs. These offices collaborate with the Office of Marketing and Communications to review representation of mission, programs, and services.

- Data and rankings will be dated and cited.
- Statistical data will be provided and verified by the Institutional Research Office.
- Procedures for regularly reviewing materials are developed and managed by the Office of Marketing and Communications and the Admissions Office.

Internal control considerations, if applicable:
Proactive steps to ensure adequate safeguarding of assets, e.g. segregation of duties, misuse or fraud, etc.

_____ _____
Adopted by: (Chancellor) Date

Procedures:

- All departments and programs are responsible for maintaining accurate information on their webpages, while the Office of Marketing and Communications is responsible to review for accuracy and consistency. Departments and programs must seek approval from the Office prior to creation of promotional materials to ensure accuracy, consistency, and data integrity.

- The Director of Admissions will review and update promotional materials annually by conferring with campus representatives who have responsibility for programs and services discussed in the materials. Data will be provided by appropriate departments.

- Career Services will be the source of job placement and outcome information.

- The Dean of Students will facilitate annual review and updates to the Montana Tech Student Handbook by conferring with campus representatives who have responsibility for programs and services outlined in the document.

- The Registrar will facilitate annual review and updates to the Montana Tech Catalog by conferring with campus representatives who have responsibility for programs and services outlined in the document.

    - All curricular changes are approved by the Curriculum Review Committee and Faculty Senate before edits are made to the catalog.
    - Other campus approved changes go through the Office of the Commissioner of Higher Education and Montana University System Board of Regents approval process before implementation.
    - Policy changes are presented and approved by the Deans' Council and, if approved, forwarded to Faculty Senate for informational purposes.
    - The catalog is sent to departments for review and approval upon publication.

- Anyone wishing to report inaccurate information found on the University's website or published materials may do so on Montana Tech's brand webpage located here: www.mtech.edu/montana-true/tools/index.html. The information will be routed to the responsible office for follow-up or correction. Further concerns should be elevated to the supervisor through the applicable chain of command.

July 12, 2024

Dr. Les Cook
Chancellor
Montana Technological University
1300 West Park Street
Butte, MT 59701-8997

Dear Chancellor Cook:

This letter serves as formal notification and official record of action taken by the Northwest Commission on Colleges and Universities (NWCCU) at its meeting on June 18-21, 2024, concerning the Spring 2024 Evaluation of Institutional Effectiveness of Montana Technological University.

Accreditation

Reaffirm Accreditation

Status of Previous Recommendations Addressed in this Evaluation

- Finding Type 1: Spring 2023 Policies, Regulations, and Financial Review - Fulfilled

Commendations

The Commission commends Montana Technological University for:

1. Their deliberately distinctive special focus in science, engineering and technology while honoring the broad purpose of benefiting humanity and meeting workforce needs.
2. Its student services dedication to a collaborative spirit of serving students by listening and responding to student needs.
3. Its collaborative culture and dedication to finding creative ways to offer strong programs and support systems at Highlands Campus.
4. Their commitment to experiential learning which leads to highly employable graduates and engaged alumni.

Recommendations Substantially in Compliance but in Need of Improvement

The Commission recommends that Montana Technological University:

- Recommendation 1: Spring 2024 Evaluation of Institutional Effectiveness - Set and articulate meaningful goals, objectives, and indicators of its goals to define mission fulfillment. (2020 Standard(s) 1.B.2)
- Recommendation 2: Spring 2024 Evaluation of Institutional Effectiveness - Implement a systematic evaluation and planning process to inform and refine its effectiveness and assign resources. (2020 Standard(s) 1.B.1;1.B.3)
- Recommendation 3: Spring 2024 Evaluation of Institutional Effectiveness - Implement an effective system of assessment to evaluate the quality of learning in all programs. (2020 Standard(s) 1.C.5)
- Recommendation 4: Spring 2024 Evaluation of Institutional Effectiveness - Demonstrate the use of assessment results to inform academic planning and practices to continuously improve student learning outcomes in all programs. (2020 Standard(s) 1.C.7)
- Recommendation 5: Spring 2024 Evaluation of Institutional Effectiveness - Make available disaggregated student achievement data and document how the institution uses these data to inform, implement, and develop strategies and allocate resources. (2020 Standard(s) 1.D.4)
- Recommendation 6: Spring 2024 Evaluation of Institutional Effectiveness - Complete and adopt policies and procedures for reviewing published materials to ensure accuracy and integrity in all representations about its mission, programs, and services. (2020 Standard(s) 2.D.1)

Future Evaluations

- Ad Hoc Report Spring 2025
    - Recommendation 1: Spring 2024 Evaluation of Institutional Effectiveness
    - Recommendation 6: Spring 2024 Evaluation of Institutional Effectiveness
- Ad Hoc Report with Visit Spring 2026
    - Recommendation 2: Spring 2024 Evaluation of Institutional Effectiveness
    - Recommendation 3: Spring 2024 Evaluation of Institutional Effectiveness
    - Recommendation 5: Spring 2024 Evaluation of Institutional Effectiveness
- Mid-Cycle Review Spring 2027
    - Recommendation 4: Spring 2024 Evaluation of Institutional Effectiveness
- Year 6 - Standard 2 - Policies, Regulations, and Financial Review Spring 2030
- Year 7 - Evaluation of Institutional Effectiveness Spring 2031

NWCCU is committed to an accreditation process that adds value to institutions while contributing to public accountability, and we thank you for your continued support of this process. If you have questions about any of the information in this letter, please contact your staff liaison, Dr. Ed Harri, at eharri@nwccu.org.

Sincerely,

Sonny Ramaswamy
President

cc: Dr. Michele Hardy, Interim Provost & Executive Vice Chancellor
Mr. Clayton Christians, Commissioner of Higher Education
Dr. Constance Tucker, Vice Provost, Educational Improvement and Innovation, Oregon Health and Science University
Mr. Clayton Christian, Commissioner of Higher Education, Montana University System

Goal 1: Student Success (Strategic Plan)

- Continue to develop and refine a strong strategic enrollment plan
- Create an immersive orientation and first-year experience program
- Build a comprehensive advising structure
- Develop a comprehensive support network for mental health and wellness
- Enrich and expand student employment opportunities
- Enrich opportunities for students to engage in co-curricular programming and community engagement
- Develop more focused support for at-risk students and underserved student populations
- Provide a high-quality and healthy dining experience

Goal 1: Student Success (Accreditation Report)

Objective 1: Utilize case management systems to centralize data to support success and retention.
a) Expand Navigate360 use by faculty and staff
b) Invest in non-clinical case resources to be housed within the Academic Center for Excellence
c) Expand student participation in Mantra Health

Objective 2: Expand programs and resources to close equity gaps, increase access, and remove barriers to success.
a) Complement the Lance Scholars Program with additional scholarship opportunities
b) Grow the Kasperick Emergency Fund to provide emergency/finishing scholarships.
c) Expand the Associated Students of Montana Tech (ASMT) Food Pantry
d) Create and expand the summer bridge program in math and writing for underprepared students

Objective 3: Invest in cocurricular opportunities to create a holistic student experience.
a) Increase student wellness programming and initiatives
b) Launch a training series for student club/organization advisors focused on support strategies

Objective 4: Invest in professional development opportunities that support academic programming
a) Deliver a regular schedule of professional development in instruction to include multiple modalities
b) Create a formal program to train faculty in best practices advising strategies.

Objective 5: Enhance the sense of belonging for the campus community.
a) Provide an immersive, five-day orientation experience for new students that emphasizes academic and personal resources.
b) Organize a centralized check-in and move-in processes to all new students that involves student orientation leaders, volunteers from the campus and Butte community, and faculty/staff.
c) Create a physical space to serve as the foundation for future “inclusive excellence” resources.
d) Create a new position focused on student outreach and belonging.
e) Renovate/improve the designated veteran lounge spaces

Goal 2: Programs of Distinction (Strategic Plan)

- Strengthen multi-disciplinary approaches across all academic programs (including increased collaboration between departments, curriculum, teaching, service & research)
- Establish a progressive and service-oriented Center for Academic Innovation to support faculty instruction
- Expand partnerships between academic departments and industry to create endowed chairs, fund new programs (e.g., Black Butte Mines), named centers/institutes, and provide students transformative learning opportunities
- Advance clusters of distinction and thematic synergies in academic areas- energy, technology, health, natural resources, workforce, etc.
- Create stackable credential opportunities from certificate through graduate level
- Develop and implement initiatives that foster belonging and support for diverse populations

Goal 2 Programs of Distinction (Accreditation Report)

Objective 1: Increase the number of opportunities in experiential learning
a) Percentage of seniors experiencing two or more HIP to exceed the NSSE average
b) Increase the number of faculty engaged in research projects that engage students

Objective 2: Ensure sustained faculty excellence
a) Faculty will meet or exceed departmental standards in instruction, research and scholarship/professional development, and service
b) Increase faculty engagement in professional development opportunities

Objective 3: Expand mentoring opportunities for students
a) Expand and formalize peer mentoring programs
b) Increase the number of opportunities for students to engage in mentoring processes through teaching assistantships, research assistantships, and engagement in supplemental instruction.
c) Sustain and expand student success workshops for underprepared students
d) Increase the percentage of senior experiences with faculty as defined by NSSE

Objective 4: Increase the number of community, government, and industry partnerships
a) Increase the number of external partnerships in research, educational and/or workforce development at the 4-year and 2-year campuses
b) Increase the number of sustainable industry partners engaged with Career Services

Goal 3: Healthy and Vibrant Campus Ecosystem (Strategic Plan)

- Create, encourage and support opportunities to build campus community
- Develop a comprehensive professional development program
- Regularly assess, evaluate and improve the campus work environment
- Promote an environment that supports equity, inclusion, and belonging through collaboration, mutual respect and openness, and understanding of others
- Develop a robust onboarding and orientation process for all employees, including faculty, staff, and students
- Ensure policies and procedures are in place that promotes a university-wide culture of safety, efficiency, and responsiveness
- Adopt a comprehensive campus master plan that supports the academic, research, and student learning needs of the campus
- Provide exceptional facilities that support education, research, and innovation
- Leverage technology to modernize all business processes as well as education delivery

Goal 3 Healthy and Vibrant Campus Ecosystem (Accreditation Report)

Objective 1: Regularly assess, evaluate, and improve the campus work environment
a) Decrease the staff turnover rate
b) Decrease the faculty turnover rate
c) Increase participation in employee satisfaction surveys

Objective 2: Develop comprehensive professional development opportunities for staff
a) Offer professional development programing to all staff
b) Provide additional opportunities for staff to be recognized for excellence

Objective 3: Develop a robust onboarding and orientation process for all faculty and staff
a) Increase utilization of recently created onboarding checklists
b) Implement cross-training procedures for key roles
c) Develop a comprehensive policy index to ensure all employees have easy access to current policies and procedures

Objective 4: Adopt comprehensive facilities operations and building plan
a) Implement strategic campus facilities plan for utilization of LRBP funds for Main Hall and Engineering Hall

Updates & Initiatives

Shauna Goodell

New ADA Title II Regs

- **Date**: Must comply by April 24, 2026
- **Why**: To ensure those with disabilities have access to the same information as everyone else
- **Effects**: ALL of our digital content (website, web applications, mobile apps, audio and video content, documents such as PDFs, Google Docs, Word docs, presentations, spreadsheets, etc.) must be compliant with WCAG 2.2
- **Limitations**: New regs discourage multiple copies of content and encourages one single, accessible version
- **Exemptions**: Archived web content, pre-existing social media posts, password-protected documents
- **Enforcement**: DOJ can sue university and individual faculty/departments
- **How**: Collaborative effort between Disability Services, I.T., CAI, Marketing, and all of you!

What is WCAG?

- Web Content Accessibility Guidelines
  - A series of web accessibility guidelines published by the Web Accessibility Initiative (WAI) of the World Wide Web Consortium (W3C)
  - Main international standards organization for the Internet
  - Set of recommendations for making web content more accessible, primarily for people with disabilities, but it benefits all users
    - I will send overviews of the WCAG 2.2 standards and the new regulations to Scott Risser to forward to all of you
    - WCAG 2.1 AA vs. WCAG 2.2

What can you do?

- Remediate old digital materials still in use
- Create new, accessible documents
- Archive old digital materials no longer in use
- Make it a habit to transcribe and captioning your virtual meetings
- Check for broken links on your department's web pages
- Document your efforts!
    - Disability Services will keep a running master list of all changes made to show our good faith efforts. Please email every change you make to sgoodell@mtech.edu

How can you do it?

- Disability Services and the Center for Academic Innovation will offer assistance with and trainings on remediating your old content and creating new, accessible content in both virtual and in-person formats
  - I will send overviews of the new regulations and WCAG 2.2 standards to Scott Risser to forward to all of you
  - WCAG 2.1 AA vs. WCAG 2.2
- Download Read&Write to test how well a text-to-speech program can read your documents or webpages.
- Email epantoja@mtech.edu to fix broken links and other inaccessible content on your department's web pages
- Make a habit of using the caption and transcription features in Zoom and Teams by default for your recordings and live streams/virtual meetings

Third-Party Software

- While Montana Tech is not responsible for remediating content created by outside parties, we can be held liable if we continue to use one that is revealed to be inaccessible.
- If a program you use if found to be inaccessible, I strongly encourage you to send the company feedback and reiterate that you will not renew your contract with them unless they comply with the latest WCAG standards for digital accessibility.

Want to get a head start?

- Use the resources on the Disability Services page!

Other Initiatives

Don’t Cancel Class!

- Faculty can bring staff members in to do workshops or presentations when they’re sick or away instead of cancelling class
- Minimum of 2 weeks notice if possible
- Form for Faculty on DS webpage

Questions?