

Manhattan Area Technical College
Board of Directors Meeting Agenda
March 31, 2027/MATC Advanced Technology Center/5:30pm (zoom/live stream)

Mission: Manhattan Area Technical College provides high quality technical, general, and adult education to prepare individuals to pursue technologically advanced careers and lead productive lives in a dynamic and diverse global environment.

Vision: As a leader in technical education, Manhattan Area Technical College will enhance student-

HELPING IGNITE the ambition and passion:

- in our students through self-advocacy
- in our faculty and staff by providing student centered support
- of our community by supporting regional workforce needs.

REVOLUTIONIZE EDUCATION through:

- active learning with hands-on instruction from day one
- faculty delivering cutting-edge industry driven expertise
- inspiring innovative lifelong learning.

Objectives:

- Offering associate of applied science degrees and technical certificates upon completion of programs and courses in technical fields to meet student, employer, and community needs.
- Complementing technical instruction with general education courses emphasizing written and verbal communication, quantitative literacy, and critical thinking/problem solving.
- Creating opportunities for secondary students in technical and general education through partnerships.
- Providing student-centered services to include counseling, financial aid, skill enhancement and assessment, employability preparation, and student-led organizations.
- Assessing student performance and outcomes to enhance learning.
- Allocating resources to ensure a safe, accessible, and student-friendly learning environment.
- Maintaining integrity through interaction with Business and Industry Leadership Teams (BILT), our Board of Directors, and ensure compliance with approving agencies.
- Serving as a valued community leader and partner in the educational, economic, and workforce development of our service area.

Board of Directors Statement of Ownership: The Board of Directors for Manhattan Area Technical College has identified its moral ownership, to which it has a fiduciary or trusteeship responsibility, as the general public of the college's service areas.

VISION AND MISSION: The Vision and Mission of the Manhattan Area Technical College Board of Directors is to ensure that MATC strives to be a leader in postsecondary technical education in Kansas to prepare people for productive and enriched lives.

Attendance: Board of Directors

Tim Flanary, Chair (Pottawatomie)
Brett Ballou (Riley)
Julie Crimmins (Clay)
Dan Strom (Pottawatomie)
Leslie Goodwin (Geary)

David Urban, Vice Chair (Riley)
John Armbrust (Riley)
Heather Peterson (Pottawatomie)
Stephanie Pierce (Riley)

Administration/Staff

James Genandt, President/CEO
Josh Gfeller, Vice President of Operations
Emily Trent, Chief Financial Officer
Kerri Bellamy, Dean, Advanced Technologies
Peter Vopata, Coordinator, Human Resources
Suzy Baker, Senior Executive Officer, Board Clerk

Pam Imperato, Special Advisor to President
Chris Boxberger, Vice President, Education & Engagement
Neil Ross, Dean, Institutional Effectiveness, CSSO
Kim Davis, Dean, Nursing Ed & Health
Brian Koch, Faculty, Chair, Faculty Senate

Agenda (*items require Board action)

1. Call to Order
 - a. Introductions (if necessary)
 - b. Agenda revisions (if necessary) *
2. Consent Agenda*
 - a. Previous board minutes (**Attachment 1**) *
 - b. Previous month check register and related financial information (**Attachment 2**) *
 - c. Organizational update (**Attachment 3**) *
 - d. Partnerships/Outreach Update (**Attachment 4**)
3. General Agenda (*items that may require Board action)
 - a. Finance
 - i. Financial Dashboard (**Attachment 5**)
 - ii. Tuition & fee recommendations (**Attachment 6**) *
 - b. Operations
 - i. Facilities update
 - ii. RFP memo recommendation for purchase (**Attachment 7**) *
 - iii. Appraisal update (**Attachment 8**)
 - c. Faculty Senate
 - i. Update report (**Attachment 9**)
 - d. Academics
 - i. No updates
 - e. Policies
 - i. Faculty and Staff Computer Usage and Skills, 4.1.3 (**Attachment 10 (previous) Attachment 11 (revised)**) *
 - ii. Computation of Credit Hours by Course, 4.2.4 (**Attachment 12 (previous) Attachment 13 (revised)**) *

- iii. Meeting Time and Place of Classes, 4.2.10 (**Attachment 14 (previous) Attachment 15 (revised) ***
 - iv. Faculty Credential Levels and Minimum Qualifications, 7.3.3 (**Attachment 16 (previous) Attachment 17 (revised) ***
 - f. Student Services
 - i. No updates
 - g. Resource Development
 - i. No updates
 - h. Governance Monitoring Reports (as required)
 - i. None required
 - i. Board Terms
 - i. Update on renewals
 - j. President's Report
 - i. Monthly update report (**Attachment 18**)
 - ii. Carnegie Classification (**Attachment 19**)
 - iii. Legislature update
 - iv. HLC Trends 2026 (**Attachment 20**)
 - k. Executive Session (10 min)
 - i. Non-Elected Personnel
4. Events/Meetings Calendar
- a. April 16 – National Signing Day, 12:30p
 - b. April 28 – April Board of Directors Meeting, 5:30p
 - c. May 15 – Nursing Pinning, 2p
 - d. May 16 – Commencement, 10a
 - e. May 19 – May Board of Directors Meeting, 5:30p (**note the date change**)
 - f. May 25 – Memorial Day – Campus Closed
5. Adjournment

	Schedule of President's Monitoring Reports
Monthly Through BOD Meetings Written Report in December	1. GENERAL EXECUTIVE CONSTRAINT a) The President shall not cause or allow any practice, activity, decision or organizational circumstance which is illegal, imprudent, or unethical
June	2. TREATMENT OF PEOPLE a) With respect to treatment of students, staff, volunteers and the community, dealings shall not be inhumane, unfair, or undignified.
October	3. BUDGETING/FINANCIAL PLANNING/FORECASTING a) Budgeting shall not deviate significantly from board priorities, or risk fiscal jeopardy.

<p>Quarterly (Reports to Include Both MATC Operating Financials as Well as MATC Foundation Impact)</p>	<p>4. FINANCIAL CONDITION</p> <ul style="list-style-type: none"> a) With respect to the actual, ongoing condition of the organization’s financial health, the President shall not cause or allow the development of fiscal jeopardy or a significant deviation of actual expenditures from board priorities established in policies. b) July – September c) October - December January – March d) April – June
<p>Ongoing</p>	<p>5. INFORMATION AND ADVICE</p> <ul style="list-style-type: none"> a) With respect to providing information and counsel to the board, the President shall not permit the board to be uninformed.
<p>October</p>	<p>6. ASSET PROTECTION</p> <ul style="list-style-type: none"> a) Assets shall not be unprotected, inadequately maintained, or unnecessarily risked.
<p>October</p>	<p>7. COMPENSATION/BENEFITS</p> <ul style="list-style-type: none"> a) With respect to employment, compensation, and benefits to employees, consultants, contract workers, and volunteers, the President shall not cause or allow fiscal integrity or public image to be jeopardized. b) Annual Budget presented for approval if not done earlier (pending final state approval of appropriations and negotiations)
<p>January & August</p>	<p>8. STRATEGIC PLAN (General Executive Constraint & Board Governance Process)</p> <ul style="list-style-type: none"> a) Annual presentation of Strategic Plan...the President shall not operate the college without a Strategic Plan. b) Monitoring progress of Strategic Plan.
<p>February & October</p>	<p>9. ACHIEVMENT OF ENDS</p> <ul style="list-style-type: none"> a) Vision & Mission b) Essential Skills c) Work Preparedness d) Workforce Development e) Leadership

Manhattan Area Technical College
Board of Directors Meeting Agenda
February 24, 2027/MATC Advanced Technology Center/5:30pm (zoom/live stream)

Mission: Manhattan Area Technical College provides high quality technical, general, and adult education to prepare individuals to pursue technologically advanced careers and lead productive lives in a dynamic and diverse global environment.

Vision: As a leader in technical education, Manhattan Area Technical College will enhance student-

HELPING IGNITE the ambition and passion:

- in our students through self-advocacy
- in our faculty and staff by providing student centered support
- of our community by supporting regional workforce needs.

REVOLUTIONIZE EDUCATION through:

- active learning with hands-on instruction from day one
- faculty delivering cutting-edge industry driven expertise
- inspiring innovative lifelong learning.

Objectives:

- Offering associate of applied science degrees and technical certificates upon completion of programs and courses in technical fields to meet student, employer, and community needs.
- Complementing technical instruction with general education courses emphasizing written and verbal communication, quantitative literacy, and critical thinking/problem solving.
- Creating opportunities for secondary students in technical and general education through partnerships.
- Providing student-centered services to include counseling, financial aid, skill enhancement and assessment, employability preparation, and student-led organizations.
- Assessing student performance and outcomes to enhance learning.
- Allocating resources to ensure a safe, accessible, and student-friendly learning environment.
- Maintaining integrity through interaction with Business and Industry Leadership Teams (BILT), our Board of Directors, and ensure compliance with approving agencies.
- Serving as a valued community leader and partner in the educational, economic, and workforce development of our service area.

Board of Directors Statement of Ownership: The Board of Directors for Manhattan Area Technical College has identified its moral ownership, to which it has a fiduciary or trusteeship responsibility, as the general public of the college's service areas.

VISION AND MISSION: The Vision and Mission of the Manhattan Area Technical College Board of Directors is to ensure that MATC strives to be a leader in postsecondary technical education in Kansas to prepare people for productive and enriched lives.

**Attendance:
Board of Directors**

Tim Flanary, Chair (Pottawatomie)
~~Brett Ballou (Riley)~~
Julie Crimmins (Clay) (ZOOM)
Dan Strom (Pottawatomie)
~~Leslie Goodwin (Geary)~~

David Urban, Vice Chair (Riley)
John Armbrust (Riley)
Heather Peterson (Pottawatomie) (ZOOM)
Stephanie Pierce (Riley) (ZOOM)

Administration/Staff

James Genandt, President/CEO (ZOOM)
Josh Gfeller, Vice President of Operations
Emily Trent, Chief Financial Officer
Kerri Bellamy, Dean, Advanced Technologies
Peter Vopata, Coordinator, Human Resources
Suzy Baker, Senior Executive Officer, Board Clerk

Pam Imperato, Special Advisor to President (ZOOM)
Chris Boxberger, Vice President, Education & Engagement
Neil Ross, Dean, Institutional Effectiveness, CSSO
Kim Davis, Dean, Nursing Ed & Health
Brian Koch, Faculty, Chair, Faculty Senate

Agenda (*items require Board action)

1. Call to Order **Tim called the meeting to order at 5:31p.**
 - a. Introductions (if necessary) **Emily Trent, Chief Financial Officer**
 - b. Agenda revisions (if necessary) *
2. Consent Agenda* **Tim asked for a motion to approve, Dan 1st, David 2nd. 7 yes, 0 no, motion approved.**
 - a. Previous board minutes (Attachment 1) *
 - b. Previous month check register and related financial information (Attachment 2) *
 - c. Organizational update (Attachment 3) *
3. General Agenda (*items that may require Board action)
 - a. Executive Session (30 min)
 - i. Non-Elected Personnel – **Tim asked for a motion to move into executive session at 5:36p, returning at 6:06p. John 1st, Dan 2nd. Moved into executive session at 5:36p. Tim asked for a motion to return into open session at 6:02. Dan 1st, John 2nd. Moved into open session at 6:02p.**
 - b. Finance
 - i. Financial Dashboard (Attachment 4) – **Cara/Emily**

Quarterly dashboard reviewed: tuition rising since spring start; fees low but expected to increase in summer; Perkins drawdowns delayed but now confirmed; state appropriations increasing; expenses around 50%; capital outlay includes utilities and furniture packages with pending invoices; principal payment for new building recorded.

Ascension nursing funds drawdown minimal to date; expected to increase with hires. GMCF five-year commitment supports healthcare; additional \$25,000 per year for four years announced.

Operational liabilities equal student refund checks; reporting may be adjusted; reserves trending upward; cash on hand increased; foundation funds steady; debt changes expected with scheduled payments.

Conclusion: Finances are tracking as expected with anticipated increases from grants, appropriations, and program activity.

- c. Partnerships/Outreach - Chris
 - i. Update report

Extensive February outreach; VR trailer showcased careers; active participation in recruiter/chamber events and a healthcare gala.

Collaboration with Flint Hills Tech, Line Tech, Washburn Tech, and businesses to support regional manufacturers; further details forthcoming.

Exploring non-credit offerings (e.g., surgical tech) with high schools and regional partners to address workforce shortages.

Smithfield donated a large stainless steel, food-grade sausage-packaging “brake” machine (new value ~\$725,000; usable value ~\$250,000–\$300,000); Manhattan Wrecker donated delivery and placement.

Versatile for Industrial Maintenance modules (AC, hydraulics, pneumatics); requires 480V electrical connection; quote ~\$3,200–\$3,500.

Plan to engage PAC members to fund connection; assess internal Electrical program involvement for conduit/labor under master electrician, noting permitting/liability concerns; timing to be aligned with student availability. Pursue funding via PAC and evaluate internal capabilities within permitting/liability constraints.

Automotive Tech Donation and Partnerships: \$16,000 donation from Flint Hills Chrysler Jeep Dodge Fiat for Automotive Tech; strengthens local partnerships.

- ii. Lumina Grant update – Chris/Pam

Grant-backed marketing to adult learners (25+) across KS/NE/IA/MO (~500,000 target); campaign launched via College App with household targeting; Strategy Forward advising brand positioning; emphasis on associate degrees initially, pivot to short-term training later.

- d. Brand Focus Group – Bryant/Rachel

Focus groups with faculty/staff/admin to test resonance with adult learners; inquiry on how Manhattan Tech is perceived.

Topic Title: Elevator Pitch and Core Value Proposition

Manhattan Tech increases employability and workplace skills through practical education; tailored for adult learners unfamiliar with the institution.

Conclusion: Emphasize employability and practical skills in core messaging.

Topic Title: Public Familiarity, Reputation, and Misconceptions

General public awareness is limited; some segments (building trades) more aware; many recognize the building but not offerings.

Strengths: employable graduates, small classes, individualized instruction, cost-effective education; nursing is a standout local pathway.

Misconceptions: viewed as secondary to four-year colleges; name suggests Manhattan-only reach; external healthcare perspective sees strong local nursing option.

Conclusion: Brand awareness needs growth; messaging should counter four-year bias and broaden perceived service area.

Topic Title: Primary Audiences Served

Audiences include recent high school graduates, adult learners, and workforce training; current majority skew toward recent graduates.

Conclusion: Maintain broad audience focus while addressing adult learner needs.

Topic Title: Brand Identity and Program Differentiation

Name signals location/technical focus; color/logo professionalism varies; maroon/gold current palette; maroon visibility challenged by town red.

Branding is broader than logo; desire for selective program differentiation via controlled color coding (e.g., nursing scrubs). Website may be too jargony for adult learners; need clearer outcomes and easier navigation.

Conclusion: Pursue brand coherence, research audience perceptions, and simplify web content for adult learners.

Topic Title: Comparison to Regional Institutions

Manhattan Tech is more budget-friendly than K-State; perceived quality higher than Cloud County; Wichita Tech strong in aerospace; overall competitive regionally.

Conclusion: Competitive value and quality within the region.

Topic Title: Visibility, Branding, and Community Engagement

Increase branded presence at regional events (galas, festivals, home show); pursue sponsorships for logo visibility; strong home show engagement noted.

Conclusion: Expand event participation and sponsorship strategies to enhance recognition.

Topic Title: Fundraising Focus and Target Audiences

Aim to grow foundation funds via improved branding and diversified targets (alumni, business/industry, philanthropic individuals). Alumni under-engaged; explore small-dollar giving (day of giving); internal giving surpassed 50% last year.

Conclusion: Implement diversified fundraising with enhanced branding and outreach.

Topic Title: Keep, Change, and Improve Priorities

Keep core mission aligned with workforce/employer needs. Change/Improve: extend outreach to additional districts and small communities to grow enrollment incrementally through success stories.

Conclusion: Continue mission-aligned adaptability and scale outreach for steady growth.

Topic Title: Marketing Firm Engagement and RFP Planning

Engaged three higher-ed marketing firms for insights; plan to develop an RFP factoring research, signage, and phased changeover costs; findings to return to the board for decisions.

Conclusion: Proceed with RFP development and board review.

Topic Title: Counselor Partnerships and Outreach Beyond MOUs

Strengthen communication with counselors/advisors locally and in smaller communities; reestablish partnerships; aim to build pipelines through added value.

Conclusion: Extend counselor networks and outreach to grow student leads.

- e. Operations
 - i. Facilities update - **Josh**

Furniture updates done; computer support classroom upgrade needed by fall with new workbench layout; RFP preparation underway.

Nursing Program Classroom Improvements. New desks/chairs with power plugins installed; improved functionality and reduced cord clutter; positive student feedback.

- f. Faculty Senate
 - i. Update report (Attachment 5) - **Brian**

Students supported community events (home show setup, ticketing, greeting) PD through MACS conference (Perkins-funded) focused on AC systems in hybrid/EVs.

- g. Academics

Electrical program approved by K Board and TechEd Authority initial step; moving to HLC and slated for K Board consent agenda; Computer Support program progressing via TechEd Authority curriculum committee (about one month behind) Policies

- i. Syllabus Policy Update, 4.2.5 (Attachment 6 (previous) Attachment 7 (revised) *
Tim asked for a motion to approve, John 1st, Dan 2nd. 7 yes, 0 no, motion approved.
- h. Student Services
 - i. Tuition & Fee Recommendations (**Will update @ March mtg**)
- i. Resource Development
 - i. No updates

- j. Governance Monitoring Reports (as required)
 - i. Achievement of Ends (Attachment 8)
- k. Board Terms
 - i. Renewals (Attachment 9)

Terms ending in June distributed; members to decide on reapplication and notify if not reapplying for seat planning.

- I. President's Report - **Jim**
 - i. Monthly update report (Attachment 10) **Presented attached report**
 - ii. Legislature Update

Legislature cutting funding affecting technical and some community colleges; Excel in CTE appropriation cut by ~\$10 million (~25%); student success funds near phase-out to meet \$200+ million target; base grant remains \$1,000,000; capital outlay fully funded; results/performance funding likely dead this year but gaining attention; Wichita Tech could face ~\$3,000,000 hit if cuts persist.

Community colleges have property taxes; are pressuring tech colleges; members encouraged to thank legislators and advocate restoration of Excel in CTE.

- iii. Wamego Area Chamber of Commerce Impact Award

Received Impact Award from Wamego Chamber; appreciation expressed to supporters.

- 4. Events/Meetings Calendar
 - a. February 26 – Open House, 9a-1p
 - b. March 11 – Manhattan Chamber After Hours, 5:30p
 - c. March 16-20 – Spring Break – ~~Campus Closed~~ **No classes but campus is open**
 - d. March 25 – Career Fair, 1p
 - e. April 16 – National Signing Day, 12:30p
 - f. May 15 – Nursing Pinning, 2p
 - g. May 16 – Commencement, 10a
 - h. May 25 – Memorial Day – Campus Closed
- 5. Adjournment – **Tim asked for a motion to adjourn, John 1st, David 2nd. Adjourned at 7:10p.**

Schedule of President's Monitoring Reports	
Monthly Through BOD Meetings Written Report in December	1. GENERAL EXECUTIVE CONSTRAINT a) The President shall not cause or allow any practice, activity, decision or organizational circumstance which is illegal, imprudent, or unethical
June	2. TREATMENT OF PEOPLE a) With respect to treatment of students, staff, volunteers and the community, dealings shall not be inhumane, unfair, or undignified.

October	<p>3. BUDGETING/FINANCIAL PLANNING/FORECASTING</p> <p>a) Budgeting shall not deviate significantly from board priorities, or risk fiscal jeopardy.</p>
Quarterly (Reports to Include Both MATC Operating Financials as Well as MATC Foundation Impact)	<p>4. FINANCIAL CONDITION</p> <p>a) With respect to the actual, ongoing condition of the organization's financial health, the President shall not cause or allow the development of fiscal jeopardy or a significant deviation of actual expenditures from board priorities established in policies.</p> <p>b) July – September</p> <p>c) October - December January – March</p> <p>d) April – June</p>
Ongoing	<p>5. INFORMATION AND ADVICE</p> <p>a) With respect to providing information and counsel to the board, the President shall not permit the board to be uninformed.</p>
October	<p>6. ASSET PROTECTION</p> <p>a) Assets shall not be unprotected, inadequately maintained, or unnecessarily risked.</p>
October	<p>7. COMPENSATION/BENEFITS</p> <p>a) With respect to employment, compensation, and benefits to employees, consultants, contract workers, and volunteers, the President shall not cause or allow fiscal integrity or public image to be jeopardized.</p> <p>b) Annual Budget presented for approval if not done earlier (pending final state approval of appropriations and negotiations)</p>
January & August	<p>8. STRATEGIC PLAN (General Executive Constraint & Board Governance Process)</p> <p>a) Annual presentation of Strategic Plan...the President shall not operate the college without a Strategic Plan.</p> <p>b) Monitoring progress of Strategic Plan.</p>
February & October	<p>9. ACHIEVMENT OF ENDS</p> <p>a) Vision & Mission</p> <p>b) Essential Skills</p> <p>c) Work Preparedness</p> <p>d) Workforce Development</p> <p>e) Leadership</p>



MEMORADUM TO: The Board of Directors
FROM: Jim Genandt, President
 Human Resources
DATE: March 31, 2026
SUBJECT: Consent Agenda: Organizational Update

New Hire/Rehires					
Employee Name	Position Title	DOH	Department	Funding Source	Status
Promotions/Title Changes					
Employee Name	Position Title	DOC	Department	Funding Source	Status
Separations/Retirements					
Employee Name	Position Title	DOS	Department	Funding Source	Status
Ashley Rickard	ADN Faculty	3/20/2026	Nursing & Health Education	Operating	Resignation
New/Advertised Positions					
Position Title		Department	Funding Source	Status	
Adjunct Faculty & Clinical Instructors		Nursing & Health Education	Operating	Open	
Concurrent Instructors		Academic Partnerships	Operating	Open	
Full-Time Associate Degree Nursing Instructor		Nursing & Health Education	Operating	Open	
Full-Time Technical Education Program Assistant		Advanced Tech Staff	Operating	Open	
Nursing Education & Healthcare Program Coordinator		Nursing & Health Education	Operating	Open	
Director of Allied Health (CNA/CMA)		Nursing & Health Education	Operating	Open	
Full-Time Admissions Recruiter		Student Success/ Admissions	Operating	Open	
Full-Time Life Sciences Instructor		Gen Ed Faculty	Operating	Open	
HVAC Program Assistant & Adjunct		Advanced Tech Staff	Operating	Open	

March 2026 Outreach and Partnership Report

Period: March 2026

Prepared by: Chris Boxberger & David Umanzor

Total Outreach Activities: 32 events/meetings across 5 categories

This report details outreach visits, partnership development, and engagement activities from late February through March 2026.

Community and Economic Development

- **Black Entrepreneurs Gala (Feb 28):** Attended regional gala to support inclusive economic development and local business leaders.
- **Black Entrepreneurs – Everyday Entrepreneur Program (Mar 4):** Discussed collaboration to expand small business startup support.
- **Black Entrepreneurs Groundbreaking (Mar 10):** Demonstrated MATC support for minority-owned business growth.
- **Business After Hours (Mar 11):** Manhattan Chamber event for local business engagement.
- **Greater Manhattan Community Foundation Awards (Mar 23):** Recognized partners, reinforced philanthropy role.
- **Jeff Wick – Economic Development Sales Book (Mar 9):** Developed sales book for business recruitment/retention.

Business and Industry Engagement

- **Doherty Steel (Feb 27):** Discussed workforce needs and technical training pipelines.
- **WSU Tech Career Exploration (Feb 27):** Shared best practices for workforce strategies.
- **Vector Solutions – Online OSHA 30 (Mar 2):** Explored online OSHA training for working adults/employers.
- **Midwest Dream Car Collection (Mar 12):** Explored automotive technology collaborations.
- **Employability Week (Mar 23–25):** Hosted 55 employers, 3 résumé reviews, 8 mock interviews, connected 128 job seekers.

Education and Government Collaboration

- **Fort Riley Big Red One Day (Feb 25):** Promoted programs for military-to-education transitions.
- **Kansas Adult Education Association Conference (Feb 25–27):** Aligned practices with statewide standards, met with State Leadership.
- **KBOR Adult Education Meeting (Feb 27):** Shared what MATC is doing with Non-Credit training and Adult Education.
- **Kansas National Guard (Mar 3):** Discussed training/workforce opportunities.
- **Military Relations Lunch w/ Manhattan Chamber (Mar 4):** Strengthened Fort Riley/Chamber/MATC coordination.
- **Fort Riley – Col. Hill (Mar 4):** Additive manufacturing training for soldiers.
- **Manhattan High School – 2026–27 Planning (Mar 26):** Dual credit, CTE pathways discussion.

Workforce, Entrepreneurship, and Career Initiatives

- **Hire Paths Career Hunt Planning (Feb 25)**
- **Hire Paths Career Hunt Event (Mar 11):** Coordinated employer engagement/job discovery with 7th and 8th graders at KState. 8 Faculty participated in the Event
- **SHRM Flint Hills – Course Planning (Mar 2):** Planned SHRM certification class.
- **SHRM Cert Prep+ Info Session (Mar 10):** Promoted enrollment/clarified expectations.
- **SkillsUSA State Competition (Mar 3):** Supported student technical/leadership opportunities. 2 faculty, 1 student, 2 administrators attended.

Program Development, Training, and Conferences

- **USD 322 Partnership (Feb 25):** CTE/dual credit opportunities.
- **St. Mary's High School (Feb 27):** Technical program pathways.
- **WSU Tech Career Exploration (Feb 27):** Collaborative programming.
- **Electrical Program Advisory Committee (Mar 3):** Curriculum/employer feedback review.
- **Clifton-Clyde High School (Mar 10):** Program promotion/CTE opportunities.
- **Blue Valley High School – CTE VR Trailer Demo (Mar 10):** Career exploration demo.

- **Leadership Manhattan Visit/Tour (Mar 12):** Campus tour/program overview.
- **Wake Tech (Mar 16):** Best practices/workforce collaboration.
- **Wamego Health Center Grant Meeting (Mar 18):** Rural Healthcare Initiative grant.

Category	Count	Percentage
Community and Economic Development	6	18.8%
Business and Industry Engagement	5	15.6%
Education and Government Collaboration	7	21.9%
Workforce & Entrepreneurship	5	15.6%
Program Development, Training, and Conferences	9	28.1%

FY26 Cash Flow Budget

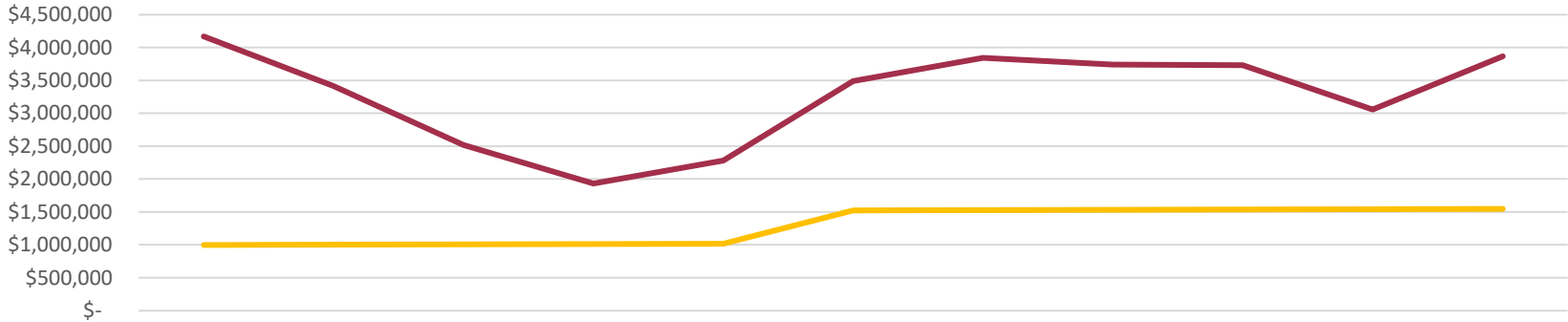
FY 26 Actuals as of 1/31/26

	1/31/2026	6/30/2026		6/30/2025
	<i>actuals</i>	<i>budget</i>		<i>actuals</i>
Cash Flows from Operations				
Student tuition	\$ 1,970,124	\$ 2,103,115	94%	\$ 2,079,032.00
Credit Hour/Lab Fee	\$ 1,381,007	\$ 1,564,993	88%	\$ 1,383,066.00
Federal grants and contracts	\$ 84,993	\$ 291,648	29%	\$ 284,657.00
State Appropriations	\$ 4,605,768	\$ 5,870,200	78%	\$ 6,062,376.00
Building Hire Education Fund	\$ 200,000	\$ 470,334	43%	\$ 1,017,116.00
Nursing Funds from Via Christi	\$ 30,000	\$ 228,100	13%	\$ 56,741.74
Auxiliary Sales and Services	\$ 23,304	\$ 49,189	47%	\$ 37,496.00
Interest Income	\$ 115,885	\$ 125,000	93%	\$ 214,255.00
Misc. Income	\$ 42,839	\$ 65,595	65%	\$ 59,048.00
Remaining Operational Contingency from FY25	\$ 400,479	\$ 400,479	100%	\$ -
Total Cash Flows from Operations	\$ 8,824,400	\$ 11,168,653	79%	\$ 11,137,046
Cash Outflows from Operations				
Salaries & Benefits	\$ 3,356,869	\$ 5,663,598	59%	\$ 5,518,739.00
Contractual Expenditures	\$ 691,826	\$ 1,581,292	44%	\$ 1,694,260.00
Non Contractual Expenditures	\$ 502,673	\$ 1,142,732	44%	\$ 732,209.00
Capital Outlay	\$ 490,189	\$ 1,466,698	33%	\$ 1,705,896.00
Interest Expense	\$ 530,134	\$ 931,253	57%	\$ 947,502.00
Operational Liabilities	\$ 1,749	\$ 1,000	175%	\$ -
Reserves	\$ -	\$ -	-	\$ 500,000
Total Cash Outflows from Operations	\$ 5,571,691	\$ 10,786,573	52%	\$ 11,098,606
OPERATING INCOME (LOSS)	\$ 3,252,709	\$ 382,080		\$ 38,440



MANHATTAN AREA TECHNICAL COLLEGE

Reserves & Cash on Hand



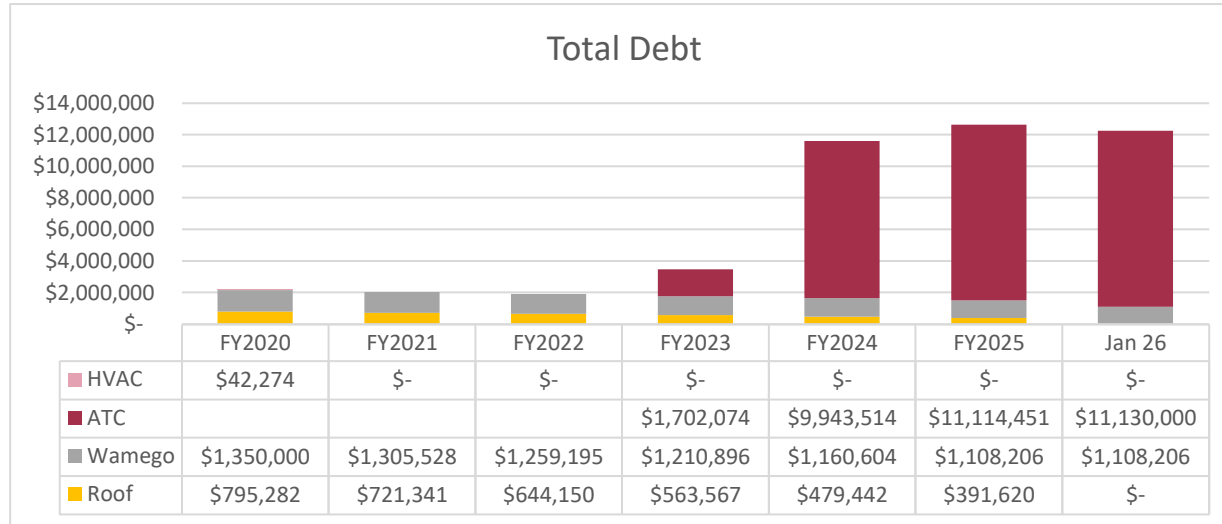
	Mar-25	Apr-25	May-25	Jun-25	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26
Series1	\$1,000,000	\$1,002,610	\$1,006,178	\$1,011,788	\$1,015,509	\$1,520,545	\$1,526,256	\$1,531,571	\$1,536,172	\$1,541,425	\$1,546,036
Series2	\$4,169,527	\$3,416,701	\$2,518,979	\$1,933,984	\$2,281,775	\$3,490,918	\$3,842,707	\$3,742,402	\$3,734,197	\$3,056,410	\$3,868,689

Days Cash on Hand (Reserves only): 54

Foundation Funds (Unrestricted)



	Mar-25	Apr-25	May-25	Jun-25	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25	Jan-26
Series1	\$52,890	\$50,155	\$56,117	\$58,747	\$59,520	\$59,685	\$63,834	\$67,435	\$67,575	\$67,981	\$70,593



FY27 Proposed Tuition and Credit Hour Fee Rate Changes

Program	FY26 Credit Hours Generated	MATC Current Tuition Rate (FY25)	CR Hours X Current Tuition Rate	Option 1 Proposed Tuition	Additional Tuition Revenue	Option 3 Proposed Tuition	Additional Tuition Revenue	Option 3 Proposed Tuition	Additional Tuition Revenue	Option 4 Proposed Tuition	Additional Tuition Revenue	Option 5 Proposed Tuition	Additional Tuition Revenue	Option 6 Proposed Tuition	Additional Tuition Revenue
			calculated	Flat		5.0%	calculated	7.5%	calculated	10.0%	calculated	12.5%	calculated	15.0%	calculated
ALH: Certified Nurses Aide	325	\$ 194	\$ 63,050	\$ 194	0	\$204	\$ 3,250	\$ 209	\$ 4,875	\$ 213	\$ 6,175	\$ 218	\$ 7,800	\$ 223	\$ 9,425
ALH: Certified Medication Aide	12	\$ 194	\$ 2,328	\$ 194	0	\$204	\$ 120	\$ 209	\$ 180	\$ 213	\$ 228	\$ 218	\$ 288	\$ 223	\$ 348
ALH: Phlebotomy	87	\$ 194	\$ 16,878	\$ 194	0	\$204	\$ 870	\$ 209	\$ 1,305	\$ 213	\$ 1,653	\$ 218	\$ 2,088	\$ 223	\$ 2,523
Auto Technology	737	\$ 233	\$ 171,721	\$ 233	0	\$245	\$ 8,844	\$ 250	\$ 12,529	\$ 256	\$ 16,951	\$ 262	\$ 21,373	\$ 268	\$ 25,795
Business Admin	921	\$ 163	\$ 150,123	\$ 163	0	\$171	\$ 7,368	\$ 175	\$ 11,052	\$ 179	\$ 14,736	\$ 183	\$ 18,420	\$ 187	\$ 22,104
Construction Technology	386	\$ 233	\$ 89,938	\$ 233	0	\$245	\$ 4,632	\$ 250	\$ 6,562	\$ 256	\$ 8,878	\$ 262	\$ 11,194	\$ 268	\$ 13,510
Computer Support Specialist	360	\$ 245	\$ 88,200	\$ 245	0	\$257	\$ 4,320	\$ 263	\$ 6,480	\$ 270	\$ 9,000	\$ 276	\$ 11,160	\$ 282	\$ 13,320
Early Childcare Education	360	\$ 194	\$ 69,840	\$ 194	0	\$204	\$ 3,600	\$ 209	\$ 5,400	\$ 213	\$ 6,840	\$ 218	\$ 8,640	\$ 223	\$ 10,440
Electric Power & Distribution	702	\$ 245	\$ 171,990	\$ 245	0	\$257	\$ 8,424	\$ 263	\$ 12,636	\$ 270	\$ 17,550	\$ 276	\$ 21,762	\$ 282	\$ 25,974
Electrical Technology	360	\$ 233	\$ 83,880									\$ 262	\$ 10,440	\$ 268	\$ 96,480
General Education/Non-tier	2375	\$ 125	\$ 296,875	\$ 125	0	\$125	\$ -	\$ 125	\$ -	\$ 125	\$ -	\$ 141	\$ 38,000	\$ 144	\$ 45,125
Heating, Air, Refrigeration	670	\$ 233	\$ 156,110	\$ 233	0	\$245	\$ 8,040	\$ 250	\$ 11,390	\$ 256	\$ 15,410	\$ 262	\$ 19,430	\$ 268	\$ 23,450
HIGH SCHOOL-General Education/Non-tier	3491	\$ 125	\$ 436,375	\$ 125	0	\$125	\$ -	\$ 125	\$ -	\$ 125	\$ -	\$ 141	\$ 55,856	\$ 144	\$ 66,329
Industrial Maintenance Technology	284	\$ 233	\$ 66,172	\$ 233	0	\$245	\$ 3,408	\$ 250	\$ 4,828	\$ 256	\$ 6,532	\$ 262	\$ 8,236	\$ 268	\$ 9,940
Med Lab Tech	182	\$ 233	\$ 42,406	\$ 233	0	\$245	\$ 2,184	\$ 250	\$ 3,094	\$ 256	\$ 4,186	\$ 262	\$ 5,278	\$ 268	\$ 6,370
Nursing - PN & ADN	552	\$ 245	\$ 135,240	\$ 245	0	\$257	\$ 6,624	\$ 263	\$ 9,936	\$ 270	\$ 13,800	\$ 276	\$ 17,112	\$ 282	\$ 20,424
Plumbing Technology	525	\$ 233	\$ 122,325	\$ 233	0	\$245	\$ 6,300	\$ 250	\$ 8,925	\$ 256	\$ 12,075	\$ 262	\$ 15,225	\$ 268	\$ 18,375
Welding Tech	793	\$ 233	\$ 184,769	\$ 233	0	\$245	\$ 9,516	\$ 250	\$ 13,481	\$ 256	\$ 18,239	\$ 262	\$ 22,997	\$ 268	\$ 27,755
Averages/Totals	13,122	\$ 210	\$ 2,348,220	\$ 209		\$ 219	\$ 77,500	\$ 224	\$ 112,673	\$ 228	\$ 152,253	\$ 237	\$ 295,299	\$ 242	\$ 437,687

Tuition Revenue	2,348,429	2,425,720	2,460,893	2,500,473	\$ 2,643,519	\$ 2,785,907
CH Fee Revenue*	1,050,000	1,102,500	1,128,750	1,155,000	1,181,250	1,207,500
TOTAL	3,398,429	3,528,220	3,589,643	3,655,473	\$ 3,824,769	\$ 3,993,407

*Est. 8,750 credit hours

CH flat	120.00	CH 5% increase	126.00	CH 7.5% increase	129.00	CH 10% increase	132.00	CH 12.5% increase	135.00	CH 15% increase	138.00
---------	--------	----------------	--------	------------------	--------	-----------------	--------	-------------------	--------	-----------------	--------

Use for CH Fee 8,750



March 12th 2026

MEMORADUM

TO: FROM:

**MATC Board of Directors Josh
Gfeller, VPO/CISO**

SUBJECT: CSS Furniture request for proposal

Background Information

MATC submitted an RFP for the new computer support program furniture per policy 6.2.1 Authorization to Purchase and policy 6.2.2 sealed bid policy. Two proposals were submitted from Sustema and John A Marshall . Based on pricing and service Administration recommends the proposal submitted by John A Marshall for \$48,761.67.

Recommendation

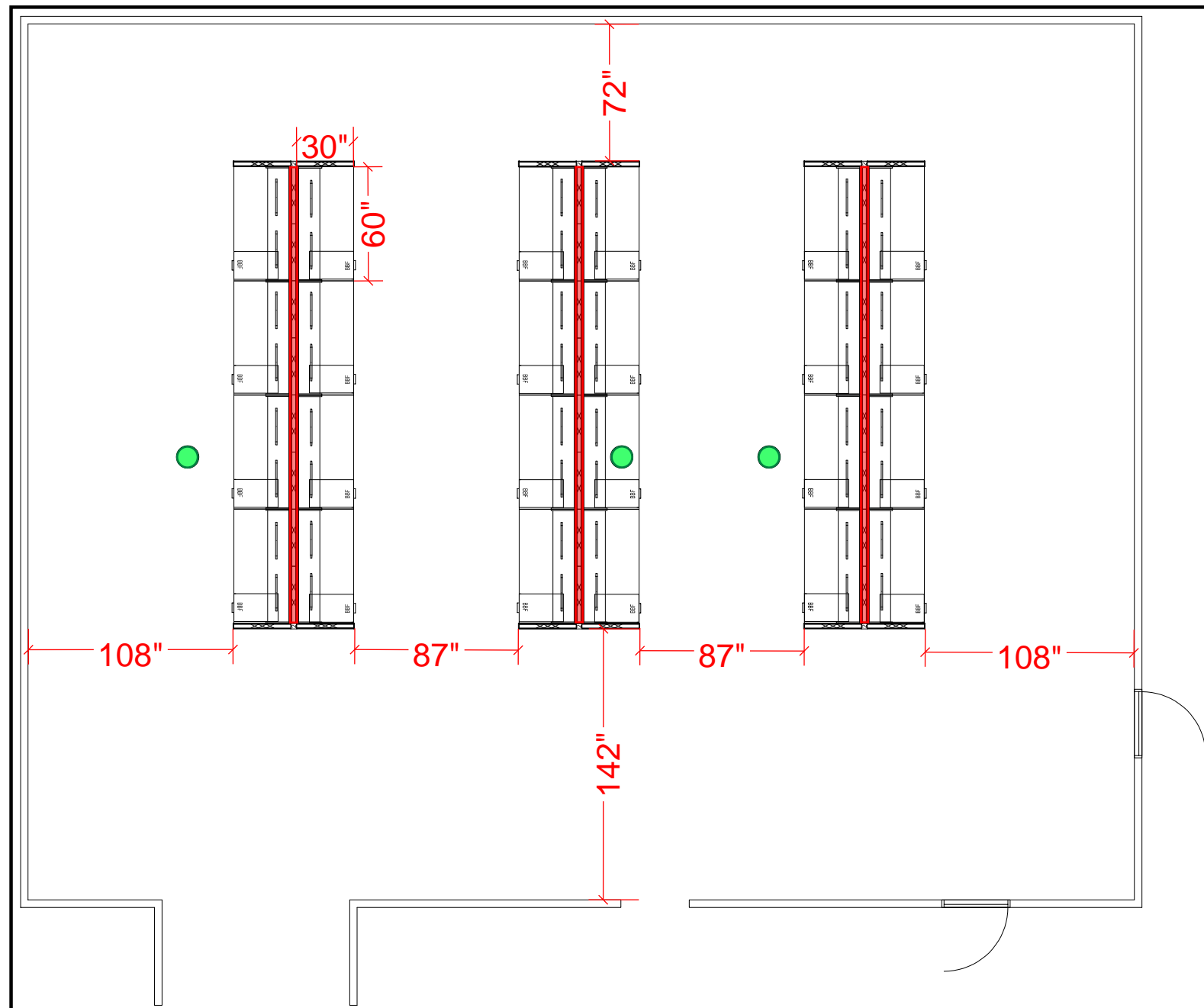
The Administration respectfully requests the Board accepts the bid to move forward with RFP submitted by John A Marshall. MATC requests utilization of capital outlay to fund the proposal.

MANHATTAN AREA TECHNICAL COLLEGE

COMPUTER SUPPORT SPECIALIST ROOM | 03.10.26

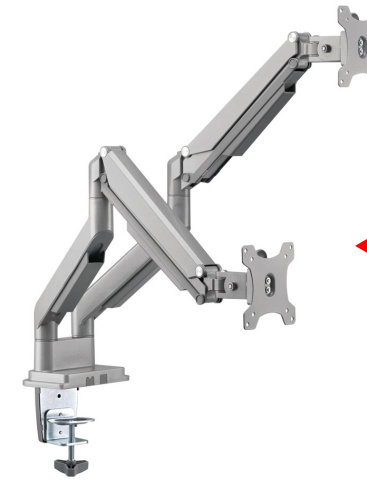


MATC | COMPUTER SUPPORT SPECIALIST



PLAN

- EXISTING FLOOR CORE
- POWERED PANELS



**DUAL MONITOR ARMS
- CONFIRM SPEC
PRIOR TO ORDER**

PANELS ALONG SPINE ARE 68" HIGH. OPEN TILE BEGINS 35" OFF THE GROUND.

INCLUDES METAL SHELF WITH TASK LIGHTS MOUNTED UNDERNEATH

INCLUDES BELTLINE POWER ABOVE WORKSURFACE

Bill To:
MATC

Ship To:
JAMCO WAREHOUSE
2971 S. MADISON
WICHITA, KS 67216

P: 316.634.1661

MATC - COMPUTER SPECIALST ROOM (BID SUBMITTAL)

ITEM	QTY	PRODUCT	UNIT\$	EXT \$
FRAMES				
1	24	FT110.6830J +Frame,68" h,30" w,base covers, power/data knockouts	\$100.12	\$2,402.88
2	12	FT110.3530J +Frame,35" h,30" w,base covers, power/data knockouts	\$77.14	\$925.68
SUBTOTAL:			\$3,328.56	




CONNECTORS

3	6	FT121.346 +90° 1/2 Universal Con,3 way,for 46H frames & low	\$29.81	\$178.86
4	6	FT123.135BP +90° 1/2 Con Cover,1 side covered,35" h,base cover/to-the-floor tile,painted	\$17.24	\$103.44
5	6	FT123.333NP +90° 1/2 Con Cover,3 sides covered,33" h,no base,painted	\$35.84	\$215.04
6	6	FT126.1AP +90° 1/2 Con Top Cap,for 1 frame top cap,painted	\$13.40	\$80.40
7	36	FT112.30AP +Frame Top Cap,30" w,std,painted	\$13.95	\$502.20
8	21	FT128.68 +Frame-to-Frame Connection Hardware,68" h	\$14.22	\$298.62
9	12	FT160.35BP +Fin End,35" h,base cover/to-the-floor tile,painted	\$23.80	\$285.60

SUBTOTAL: \$1,664.16

ITEM	QTY	PRODUCT		UNIT\$	EXT \$
------	-----	---------	--	--------	--------

TILES & KNOCK-OUTS

10		24 FT170.3030P	+Low Tile,30" h,30" w,painted	\$42.13	\$1,011.12
11		48 FT171.3030A	+Low Power/Data Tile,painted,30" h,30" w,power/data cut above wk surf	\$56.35	\$2,704.80
12		24 FT185.3330	+Upper Open Tile,33" h,30" w	\$144.15	\$3,459.60
SUBTOTAL:				\$7,175.52	

POWER - BELTLINE

13		3 FT140.06	+Pwr Entry, External Direct Connect,6' l	\$71.67	\$215.01
14		3 FT150.30	+Base Pwr Harness,30" w	\$54.71	\$164.13
15		24 FT152.30	+Pwr Harness, Low Power/Data Tile,30" w	\$74.13	\$1,779.12
16		3 FT154.3	+Pwr Jumper,47" l	\$47.87	\$143.61
17		4 FT155.A	+Receptacle, 15 Amp (package of 6),duplex, circ a 6/Pkg	\$75.22	\$300.88
18		4 FT155.B	+Receptacle, 15 Amp (package of 6),duplex, circ b 6/Pkg	\$75.22	\$300.88
19		4 FT155.C	+Receptacle, 15 Amp (package of 6),duplex, circ c 6/Pkg	\$75.22	\$300.88
SUBTOTAL:				\$3,204.51	

COMPONENTS

20		24 G6160.BM	+Twist LED Task Light,starter unit,magnet att	\$198.78	\$4,770.72
----	---	-------------	---	----------	------------

ITEM	QTY	PRODUCT		UNIT\$	EXT \$
21	24	G6160.CM	+Twist LED Task Light,add-on unit,magnet att	\$143.39	\$3,441.36
22	24	FTS10.3060LF	+Rect Surf,sq-edge,30" d,60" w,high-pressure lam top/thermoplastic edge,Canvas frame att surf	\$217.19	\$5,212.56
23	24	FT290.30L	+Surf Cantilever,for 30"-deep surf,left-hand cantilever	\$17.51	\$420.24
24	24	FT290.30R	+Surf Cantilever,for 30"-deep surf,right-hand cantilever	\$17.51	\$420.24
25	24	FT422.1560	+B-Style Shf,15 1/2" h,60" w	\$108.87	\$2,612.88
26	24	OSCPSSBBF	Metal Pedestal Box/Box/File	\$246.45	\$5,914.80
27	24	ECHO-2	Ergo Accessories - Echo Dual monitor arm	\$225.88	\$5,421.12
SUBTOTAL:					\$28,213.92

SERVICES

28	1	LABOR TO RECEIVE, DELIVER AND INSTALL ALL PRODUCT		\$5,175.00	\$5,175.00
SUBTOTAL:					\$5,175.00

Grand Total: \$48,761.67

PLEASE NOTE: All product on this quote is made to order, built to your specifications, and non-returnable. A 50% deposit will be required on all orders \$5K and above. A deposit invoice will be provided upon signed approval of the quote. Applicable taxes will be invoiced. If tax exempt, your exemption certificate will be required at the time you place the order. Terms are net 30. There will be a **3% fee to process all credit card purchases** to be added after taxes.

APPROVAL SIGNATURE _____

DATE _____

EACH STATION TO INCLUDE:

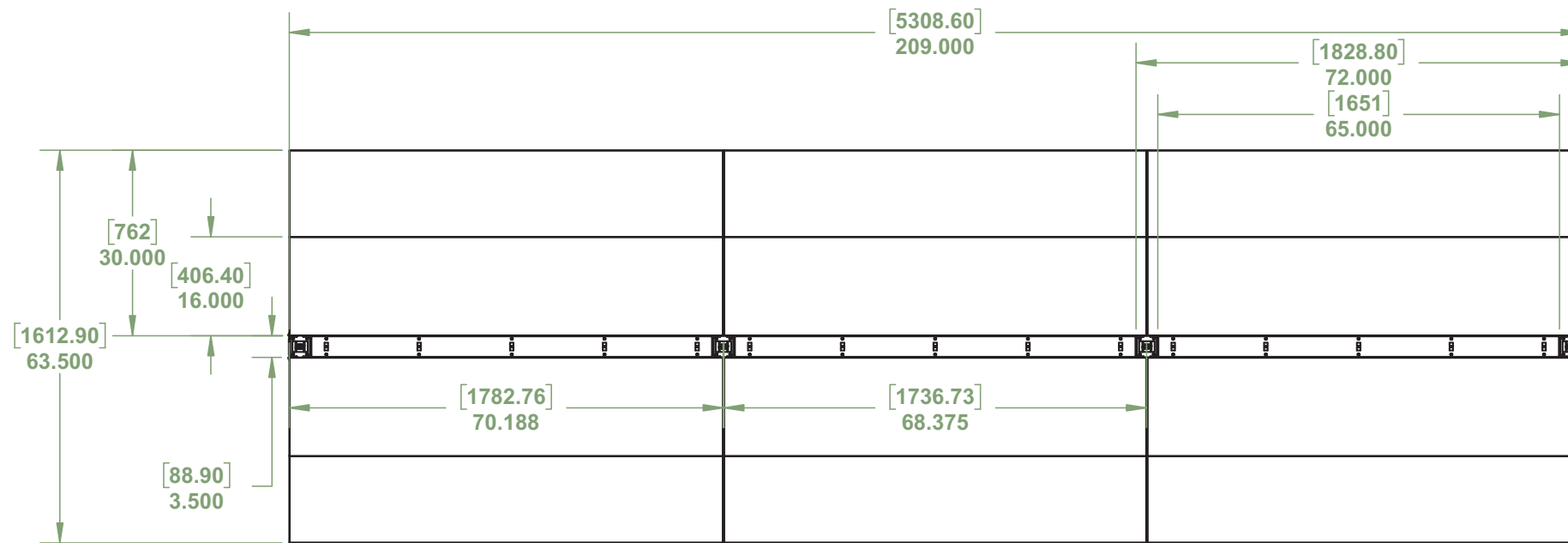
- 30X60 WORK-SURFACE, DUAL MONITOR ARM, PERSONAL STORAGE PEDESTAL & OVERHEAD SHELVING W/ TASK LIGHTING
- 68"H CENTER SPINE W/ OPEN TILES ABOVE SURFACE - PAINTED, MAGNETIC TILES BELOW SURFACE
- BELT-LINE POWER ACCESS
***CIRCUITS A, B & D ISOLATE @ EACH USER
- ADDITIONAL KNOCK-OUTS @ BOTH BELT & BASE-LINE FOR DATA

WARRANTY:

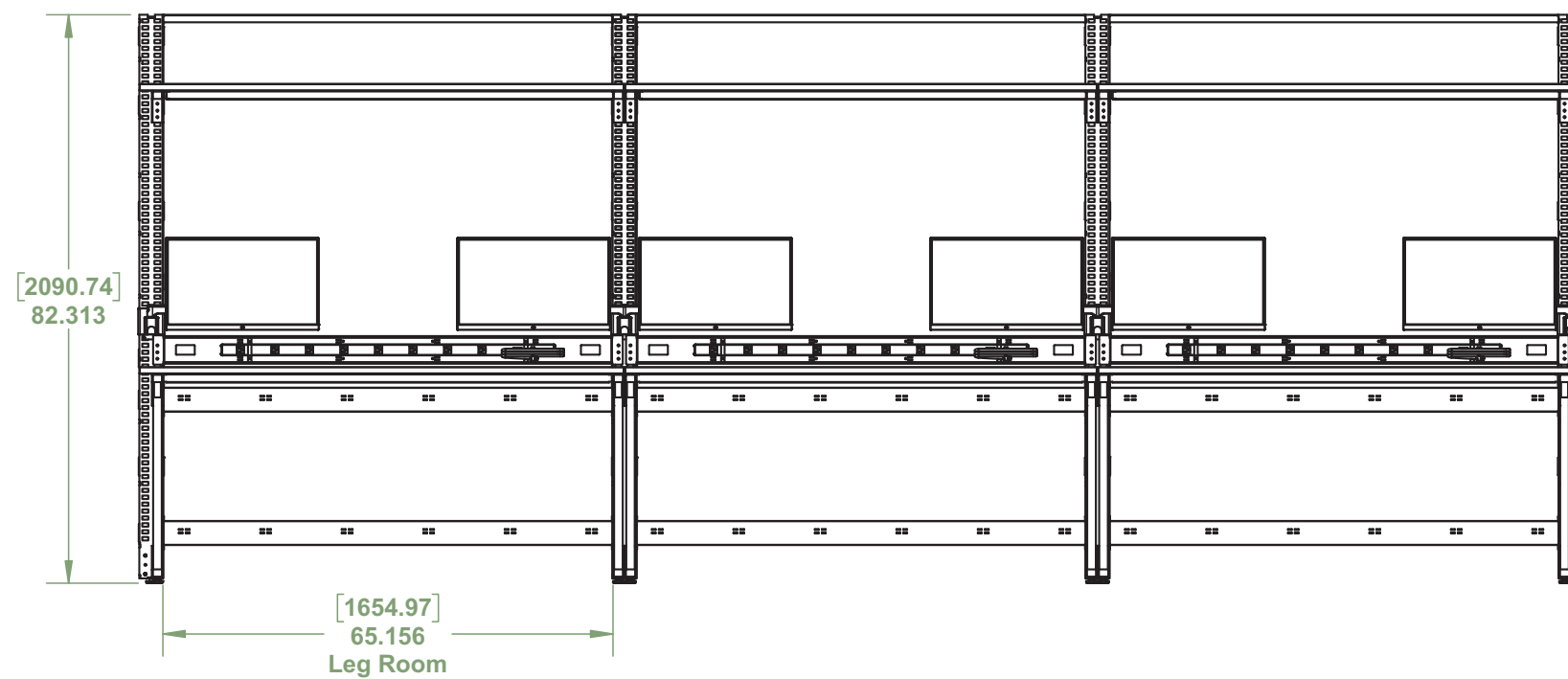
ALL HERMAN MILLER PRODUCT CARRIES A 12-YEAR WARRANTY - PARTS AND LABOR INCLUDED

STATE OF KS CDA APPLIED

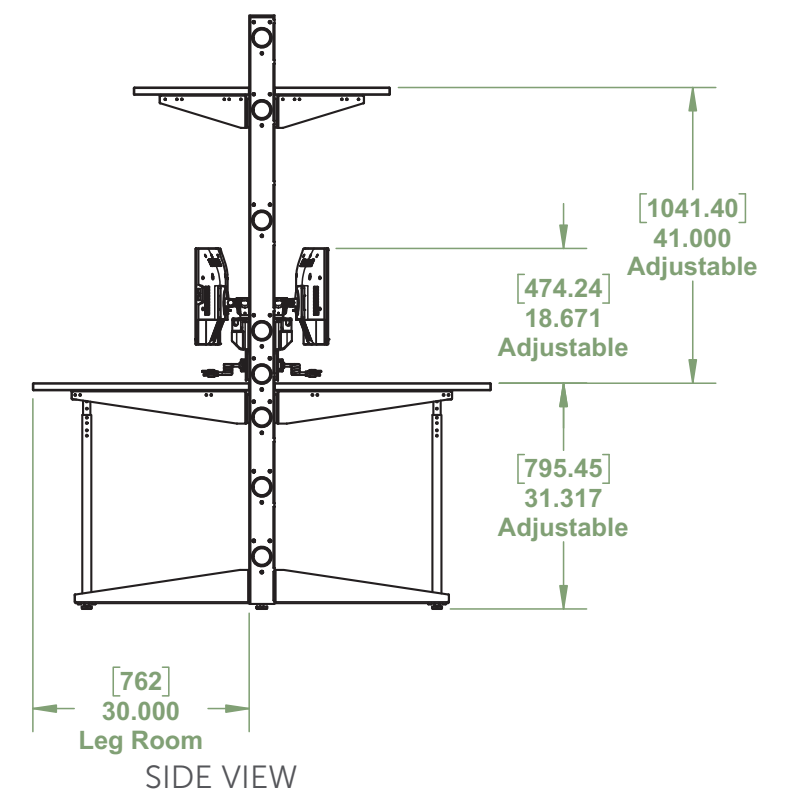




TOP VIEW

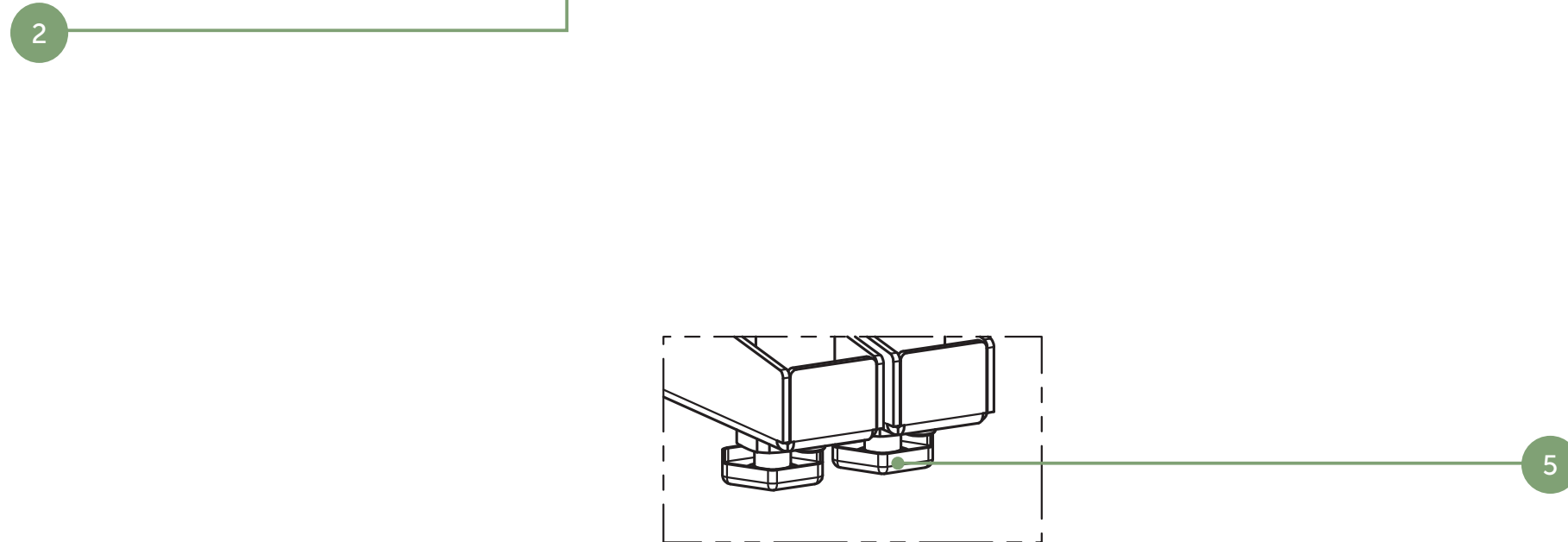
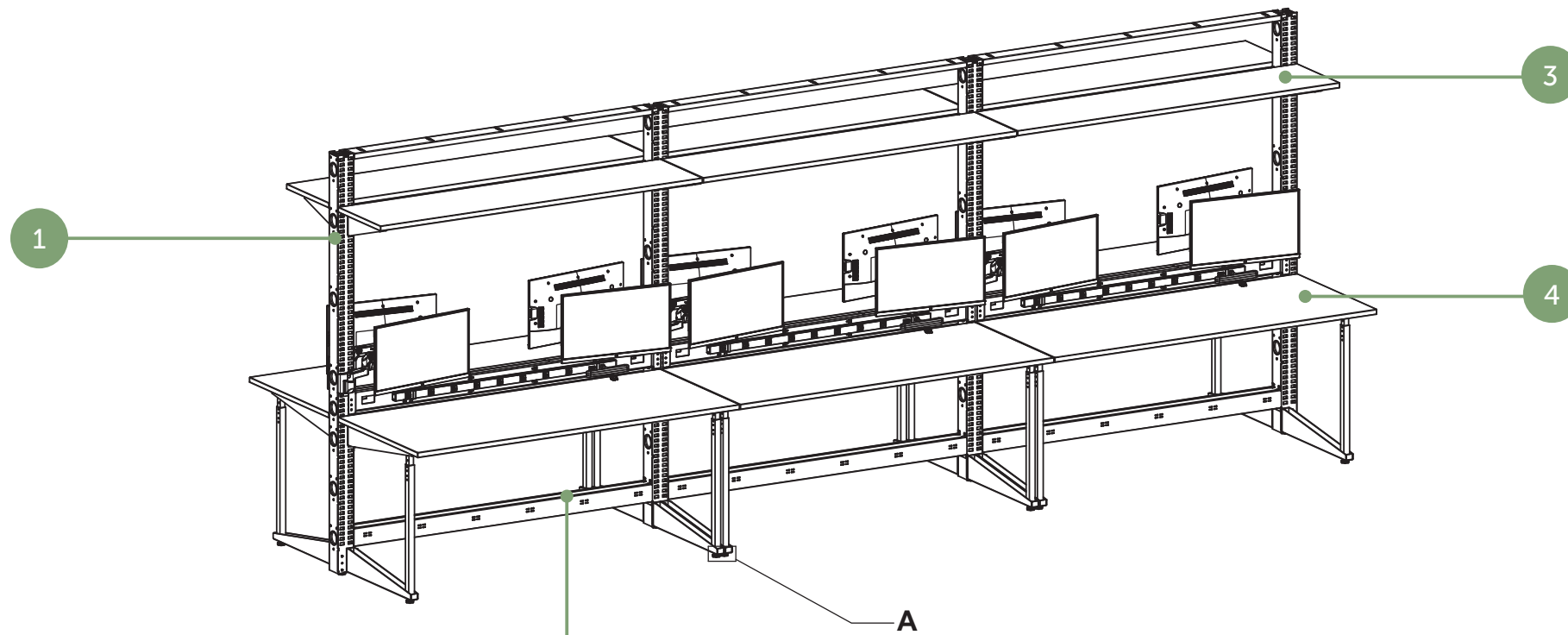


FRONT VIEW



SIDE VIEW

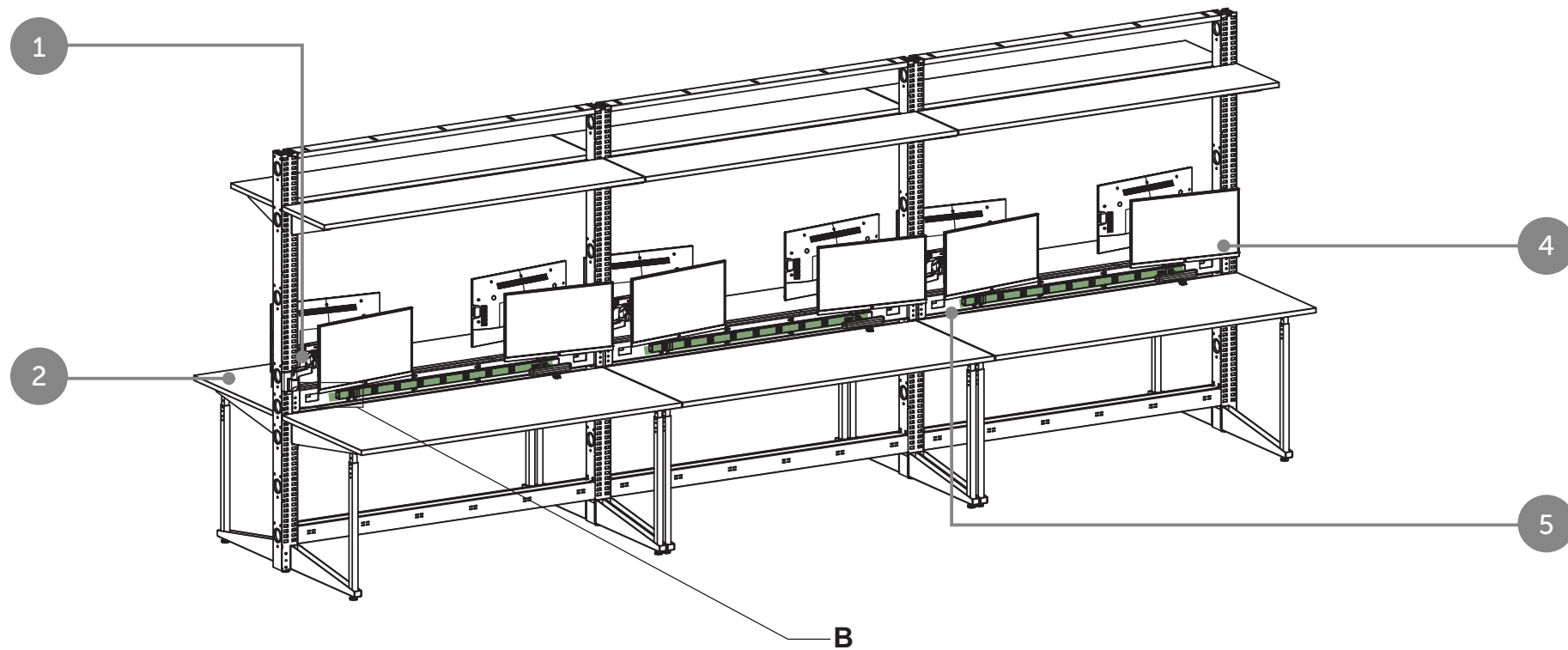
THE MONITOR ARMS SHOWN ARE FOR ILLUSTRATION PURPOSE ONLY. ACTUAL PRODUCT MAY VARY.
PLEASE ASK YOUR REPRESENTATIVE FOR MORE DETAILS.



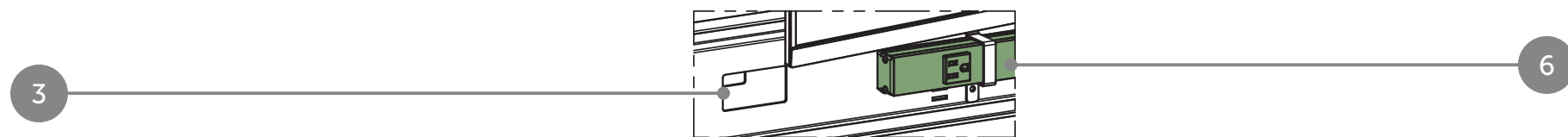
DETAIL A
Scale 1 : 4

No	Qté	Description
1	4	Vertical posts Holes every 1" for height adjustment of the surface and the shelves Vertical cable management
2	6	Cable management channel for Data cables
3	6	Adjustable shelves Particleboard with HPL and PVC edging
4	6	Worksurface Particleboard with HPL and PVC edging
5	16	Levelers Allows a 1" adjustment of the console

THE MONITOR ARMS SHOWN ARE FOR ILLUSTRATION PURPOSE ONLY. ACTUAL PRODUCT MAY VARY.
PLEASE ASK YOUR REPRESENTATIVE FOR MORE DETAILS.



No	Qté	Description
1	12	Articulated arm Mounted to vertical post
2	6	Electrostatic discharge mat Placed on the worksurface
3	12	Cut-outs For optional modular furniture adaptor with 3 or 4 data port
4	12	24" Monitor Installed on articulated arm
5	6	Accessory Rail See Detail B
6	6	Powerbar 48" Strip, 8 Outlets - 15A On accessory rail



DETAIL B
Scale 1 : 8



1

Surface
Canadian Grey

2

PVC edging and Accessories
Black

3

Metallic structure
Black Powder Coat

Sustema Corp.
 10 East 40th Street
 Suite 3310
 New York, NY 10016
 1-855-787-8362
 Web: <http://www.sustema.com>



QUOTATION

Valid for 30 days

Nº: 27790

Date: 2026-03-10
 YYYY-MM-DD



Pages: 1 of 1

PRESENTED TO

Josh Gfeller
 785-320-4550

DELIVERY ADDRESS:

3136 Dickens Ave
 Manhattan, KS
 66503

Federal EIN	Sales Representative	Contact email	Phone	
32-0648366	Louis Larouche	louis.larouche@sustema.com	1-855-787-8362 X503	
Qty Ordered	Part Nº	Description	Unit Price	Total
		12 back to back tech bench workstations	\$3,151.81	\$75,643.44
15	F500-7204-00-S01	Integration vertical support posts		
24	F510-0453-01-S01	Data raceway		
12	F511-0453-01-S01	Frame top		
24	F510-5304T-00-S01	Accessory support		
48	F522-2640-00-S01	Integration adjustable foot assembly		
24	F540-6030-01-S01	Integration laminated worksurface 60" x 30"		
24	F543-6016-00-S01	Laminated shelf 60" x 16"		
24	M220-15854T7B1	Power strip 42", 120V 7 outlets, 15' cord		
24	P200-3048	Undermount lighting		
48	M21NTNHBETB	Monitor arms		
48	F100-A125-00	Bracket for post mounting of LCD arm		
		Pedestal		
24	S300-152029MBBF-01	Box-box-file pedestal	\$398.83	\$9,571.97
		 <p>This picture is from a past project</p>		
				
1	Installation			\$6,000.00
1	TRANS	Freight (Valid for 30 days)		\$5,020.00
Sustema Corp W9 (attached)			PAYMENT TERMS: 50% on PO, 50% before delivery	Sub-total \$96,235.29
Sales Tax status:			<input type="checkbox"/> My organization is not tax exempt <input checked="" type="checkbox"/> My organization is tax exempt - Sales tax certificate required	City Tax (If applicable) State Tax (If applicable)
THE EXPRESS TERMS AND CONDITIONS ATTACHED HEREIN, SUPERSEDE AND CONTROL THE TERMS OF ANY PURCHASE ORDER ISSUED BY THE CUSTOMER AND ANY COURSE OF DEALING OR USAGE OF TRADE.			Total	\$96,235.29

To: Board of Directors, Manhattan Area Technical College

Subject: Campus Appraisal Update and Asset Valuation Summary

Summary

An updated appraisal of the Manhattan Area Technical College campus at 3136 Dickens Avenue was completed in March 2026 following the completion of the new classroom building. The appraisal establishes a current market value of \$17,500,000 for the fully developed campus. This valuation exceeds the projected “as-complete” value identified in the prior 2022 appraisal and confirms that the campus expansion project delivered the anticipated financial and strategic value.

Key Valuation Results

- Current Market Value (2026): \$17,500,000
- Prior Appraisal (December 2022):
 - As-Is Value (pre-expansion): \$5,075,000
 - Projected As-Complete Value: \$15,900,000
- Increase over 2022 projected value: approximately \$1.6 million
- Land (Site) Value Increase: \$2.33 million (2022) to \$3.66 million (2026)

Factors Driving the Increase in Value

The increase in appraised value is primarily attributable to three factors. First, the new 53,258-square-foot classroom building has been fully constructed and is operational, increasing total campus building area to 126,645 square feet across six buildings. Second, construction and timing risk present in the 2022 appraisal has been eliminated, as the 2026 appraisal reflects existing improvements without extraordinary assumptions. Third, market conditions and land values in west Manhattan have appreciated, contributing to a higher underlying site valuation.

Highest and Best Use

The appraiser concluded that the highest and best use of the property, as improved, is continued use as a technical college. The appraisal also confirms that the campus retains alternative use potential for office, laboratory, or light industrial/warehouse conversion, supporting long-term asset flexibility.

Strategic Implications

The updated valuation strengthens the College's balance sheet and improves its collateral position for future financing or refinancing. It confirms that the recent capital investment performed as intended and reduces asset-related risk by transitioning from a projected valuation to a realized, market-supported value. The appraisal also supports long-range facilities planning and provides independent confirmation of asset value for governance and audit purposes.

Conclusion

The March 2026 appraisal confirms that Manhattan Area Technical College's campus expansion was successfully executed and resulted in a campus asset valued at \$17.5 million. The College now holds a completed, stable, and flexible real estate asset that exceeds prior value projections and supports the institution's long-term strategic and financial objectives.

**Manhattan Area Technical College
Institutional Policy and Procedure Manual**

Policy No. 4.1.3

Title: Faculty and Staff Computer Usage and Skills	
Originated by: Dr. Linda Hertzell, VPIS Amended by Marilyn Mahan, VPIS	
Approved by:	
Reviewed on: July 29, 2009	Revised on:

Policy Statement: MATC faculty and staff are expected to have developed skills related to the use of computers and software. Skills needed are the ability to access MATC's network, create and manage files, use e-mail for college communication, utilize the Learning Management System for courses taught, operate Microsoft Windows and the Microsoft Office Suite, and utilize computer-driven audio-visual hardware.

Rationale: Computer technology is an integral part of technical occupations; therefore, faculty and staff must be proficient in the use of computers and software to support the educational processes and college operations.

Procedure:

Minimum use and skill level required:

Basic Computer Skills

- Operate a Windows-based computer including creating and managing files and folders
- Navigate and access information via the MATC network
- Access and conduct searches using the Internet
- Access, create, and respond to e-mail documents
- Operate and construct documents in Word, Excel, and PowerPoint

E-Mail Communications

- Be proficient in the use of MATC's e-mail system
- Check college e-mail each day he/she is on campus
- Respond in a timely manner to e-mails
- Use the college e-mail primarily for college business
- Adhere to all technology policies in Section 9 of the MATC Policy and Procedure Manual

**Manhattan Area Technical College
Institutional Policy and Procedure Manual**

Policy No. 4.1.3

Support and Training

- Training will be provided for each faculty and staff member who does not currently have the skills necessary to fulfill the previously defined expectations.
- Each faculty and staff member will have an MATC e-mail account
- Each faculty and staff member will be provided use of a college computer for the purpose of conducting college business
- Each faculty and staff member will be provided with storage space on MATC's network to store files related to college business

Expectations of Usage of MATC's Learning Management System by Faculty

- Have a working knowledge of the LMS
- Create a page for each course he/she is teaching each semester
- Maintain a student roster in the course page
- Create and maintain course files utilizing the Learning Management System
- Create and maintain for each course a grade book that can be accessed by students
- Post each semester each Syllabus on the corresponding course page

Policy No. 4.1.3

Title: Faculty and Staff Computer Usage and Skills	
Originated By: Vice President of Instructional Services	Date: 7/29/2009
President / Board of Directors Approval Date:	
Revised by: CAO	
Revision/Review Date: 3/5/2026	

Policy Statement: All Manhattan Area Technical College (MATC) faculty and staff are expected to possess and maintain the computer and technology skills necessary to perform their job responsibilities effectively. These skills include the ability to access and use MATC technology systems, communicate electronically, manage digital information, and utilize college approved software, platforms, and instructional technologies in support of institutional operations and student success

Rationale: Computer and information technology are integral to instructional delivery, student services, and administrative operations. Faculty and staff proficiency in required technologies ensures efficient college operations, supports high quality instruction, protects institutional data, and enhances communication and service to students and the campus community.

Scope: This policy applies to all MATC faculty and staff, including full-time, part-time, adjunct, and temporary employees, who use MATC provided technology resources in the course of their work.

Procedures:

Minimum use and skill level required:

Basic Computer Skills

- Operate a Windows based computer or other MATC approved computing device
- Create, organize, store, retrieve, and manage electronic files and folders
- Access MATC's network resources and cloud-based systems
- Navigate the internet and conduct effective online searches
- Create, edit, and manage documents using Microsoft Word, Excel, and PowerPoint (or equivalent MATC approved applications)

Electronic Communication

- Be proficient in the use of MATC's official email system
- Check MATC email on each scheduled workday or day present on campus
- Respond to email communications in a timely and professional manner
- Use MATC email primarily for official college business
- Comply with all applicable MATC technology, security, and acceptable use policies

Learning Management System (faculty only)

- Create and maintain an LMS course site for each course taught each semester in Canvas
- Maintain accurate student enrollment and rosters
- Upload and manage course materials and instructional resources
- Maintain an electronic gradebook accessible to students
- Post the course syllabus for each semester in the corresponding LMS course site

**Manhattan Area Technical College
Institutional Policy and Procedure Manual**

Policy No. 4.1.3

Support and Training

MATC is committed to supporting faculty and staff in meeting technology expectations.

- Training and professional development opportunities will be provided for employees who require additional skill development
- Each faculty and staff member will be issued an MATC email account
- Each faculty and staff member will be provided with access to a college owned or college managed computer system, as appropriate to their role
- Network or cloud-based storage will be provided for storing files related to official college business

**Manhattan Area Technical College
Institutional Policy and Procedure Manual**

Policy No. 4.2.4

Title: Computation of Credit Hours by Course	
Originated by: Vice President of Academic Affairs	
Signature	Date
Approved by: James D. Genandt President/CEO	
Signature	Date
Reviewed on:	Revised on: July 14, 2016

Policy Statement: The purposes of this policy are to articulate Manhattan Area Technical College's practice regarding assignment of student credit hours, demonstrate compliance with commonly-accepted educational practices, and ensure that the College awards educational credits in a manner consistent with federal regulations and the expectations of the Higher Learning Commission.

Rationale: To ensure the use of a consistent standard for determining the appropriate amount of time a class should meet, depending upon the type of instruction that is being delivered.

Definition of Student Credit Hour

A student credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in #1 of this definition for other academic activities established by the College, including laboratory work, internships, externships, clinical rotations, and other academic work leading to the award of student credit hours.

The Office of Academic Affairs will ensure appropriate academic calendars and course schedules are established to meet the time requirements to award designated credit hours. Academic divisions and departments will provide appropriate course content to support the learning outcomes required by the designated credit hours awarded.

Definition of Semester Full Load

- The *minimum* full-load per semester is defined as: Fall and Spring 12 credit hours; Summer 6 credit hours
- The *maximum* full-load per semester is defined as: Fall and Spring 21 credit hours; Summer 10 credit hours

All semester / credit hours awarded by MATC will conform to the federal and state definitions. These guidelines are also in compliance with policies set forth by the Higher Learning Commission

The faculty and program administrators are responsible for developing, maintaining and evaluating the curriculum within an academic program, although the Board of Directors or their representative retain final control and approval of the curriculum. Assignments of credit hours for courses are determined within the program based on faculty expertise and course learning objectives. Existing courses will be evaluated for adherence to federal credit hour regulations during routine Program Reviews. New courses will, upon review and approval at the program level, be reviewed by the Curriculum Committee and recommended to the President for approval or denial. The Curriculum Committee is charged with following the policy on credit hours in their review and approval of all courses and curricula and for certifying that the expected student learning for the course meets the credit hour standard.

Approved courses are sent to the Registrar for inclusion in the *College Catalog*. The Registrar's Office reviews the class schedules prior to the start of each semester to ensure that all classes are scheduled for the minimum number of minutes

**Manhattan Area Technical College
Institutional Policy and Procedure Manual**

Policy No. 4.2.4

corresponding to the credits assigned, or otherwise notes when course schedules do not match assigned credit hours. Any discrepancies are brought to the attention of the Vice President for Academic Affairs who will work with department chairs and/or faculty to provide correction or explanation. The following provides general guidance on the how the credit hour translates to the particular instruction method.

Lecture: Courses with multiple students who meet to engage in various forms of group instruction under the direct supervision of a faculty member.

Lectures: Classroom / Faculty Instruction and Outside Student Work					
Credits awarded	Minimum contact time per week	Minimum instructional time Total for 15 Weeks (Contact Time x Weeks)	Minimum Out of Class Student Work per week	Minimum Out of Class Student Work Total for 15 Weeks (Outside Work x Weeks)	Total of instructional contact time and out of class student work
1	50 contact minutes	750 contact minutes	100 minutes	1500 minutes	2250 minutes (37.5 hours)
2	100 contact minutes	1500 contact minutes	200 minutes	3000 minutes	4500 minutes (75.0 hours)
3	150 contact minutes	2250 contact minutes	300 minutes	4500 minutes	6750 minutes (112.5 hours)
4	200 contact minutes	3000 contact minutes	400 minutes	6000 minutes	9000 minutes (150 hours)

Laboratory: Courses with a focus on experiential learning under the direct supervision of a faculty member wherein the student performs substantive work in a laboratory setting. The minimum contact time per credit is typically twice that of a lecture (2:1 ratio)

Laboratory: Classroom / Faculty Instruction and Outside Student Work					
Credits awarded	Minimum contact time per week	Minimum instructional time Total for 15 Weeks (Contact Time x Weeks)	Minimum Out of Class Student Work per week	Minimum Out of Class Student Work Total for 15 Weeks (Outside Work x Weeks)	Total of instructional contact time and out of class student work
1	100 contact minutes	1500 contact minutes	50 minutes	750 minutes	2250 minutes (37.5 hours)
2	200 contact minutes	3000 contact minutes	100 minutes	1500 minutes	4500 minutes (75.0 hours)
3	300 contact minutes	4500 contact minutes	150 minutes	2250 minutes	6750 minutes (112.5 hours)
4	400 contact minutes	6000 contact minutes	200 minutes	3000 minutes	9000 minutes (150 hours)

Clinicals: Courses with a focus on experiential learning under the direct supervision of a faculty member wherein the student performs substantive work in a clinical setting. The minimum contact time per credit is typically three times that of a lecture (3:1 ratio), depending upon the amount of outside work assigned.

**Manhattan Area Technical College
Institutional Policy and Procedure Manual**

Policy No. 4.2.4

Clinicals: Classroom / Faculty Instruction and Outside Student Work					
Credits awarded	Minimum contact time per week	Minimum instructional time Total for 15 Weeks <small>(Contact time X Weeks)</small>	Minimum Out of Class Student Work per week	Minimum Out of Class Student Work Total for 15 Weeks <small>(Outside Work X Weeks)</small>	Total of instructional contact time and out of class student work
1	150 contact minutes	2250 contact minutes	0 minutes	0 minutes	2250 minutes (37.5 hours)
2	300 contact minutes	4500 contact minutes	0 minutes	0 minutes	4500 minutes (75.0 hours)
3	450 contact minutes	6750 contact minutes	0 minutes	0 minutes	6750 minutes (112.5 hours)
4	600 contact minutes	9000 contact minutes	0 minutes	0 minutes	9000 minutes (150 hours)

NOTE: Some courses are not structured in a separation of lecture and lab but have significant application of skills as part of the demonstration of learning objectives. Examples could include courses such as ACR 104 Non-Structural Analysis and Damage Repair I. In those instances, institutional guidelines are used by instructors to ensure appropriate length of time for the course are met related to credit available through the course (*the information below is based on a semester length of time and minimum hours per semester per credit hour of the course*):

Lecture (1:1)	Lecture/Lab (1.5:1)	Lab (2:1)
15 = 1 credit	22.5 = 1 credit	30 = 1 credit
30 = 2 credits	45 = 2 credits	60 = 2 credits
45 = 3 credits	67.5 = 3 credits	90 = 3 credits
60 = 4 credits	90 = 4 credits	120 = 4 credits
75 = 5 credits	112.5 = 5 credits	150 = 5 credits
90 = 6 credits		180 = 6 credits

Under-enrolled Courses: Courses of study designed in instances where enrollment has fallen below established standards but under conditions where the College agrees to offer the course to allow students to progress academically (such as the need for a particular course in order to graduate). The course will meet at the times and for the time periods specified in the relevant course schedule based on the mode of instruction.

Internship/Externship/Field Experience: Courses of study in which a faculty member regularly interacts and directs student outcomes with periodic contact, but where the actual learning environment takes place off campus at an approved site. The learning experience will typically involve a site supervisor or preceptor and directed activity/learning will occur outside of a lecture setting. Contact time and outside student work requirements must be established and documented, and must match the total amount of work given in the example above. The faculty member or program director responsible for the experience is required to keep records of amount of supervised work and the amount of outside work assigned so that contact hours can be calculated.

Accelerated Courses: Courses offered outside of a standard 15 week semester in which the credit hours offered are the same as standard semester courses and the content and substantive learning outcomes are the same as those in the standard semester. These courses must meet the total amount of instructional and student work time as the examples above even if delivered within an accelerated time frame.

**Manhattan Area Technical College
Institutional Policy and Procedure Manual**

Policy No. 4.2.4

Online Courses: Courses offered entirely online without any on-site face-to-face meetings. These courses have the same learning outcomes and substantive components of a standard lecture course with an alternate delivery method. Contact time is satisfied by several means which can include, but is not limited to, the following: A) regular instruction or interaction with a faculty member once a week for each week the course runs. B) Academic engagement through interactive tutorials, group discussions moderated by faculty, virtual study/project groups, engaging with class peers and computer tutorials graded and reviewed by faculty. In all such instances, these courses must meet the total amount of instructional and student work time as the examples above even if delivered online or asynchronously.

Blended Courses: Courses offered in a blended format with one or more on-site face-to-face class sessions and at least one or more online sessions, with both containing direct interaction with a faculty member. Contact time is assessed using both on-site definitions (for the on-site portion) and online definitions as above (for the online portion). In all such instances, these courses must meet the total amount of instructional and student work time as the examples above even if delivered online or asynchronously.

Independent Study: Courses of study in which a faculty member regularly interacts and directs student outcomes with periodic contact. Minimum credit hours are determined based on faculty instructional contact minutes and student outside work time. In all such instances, such courses must match the total amount of work using the examples listed above.

Title: Computation of Credit Hours by Course	
Originated by: Vice President of Academic Affairs	
Signature	Date
Approved by: James D. Genandt President/CEO	
Signature	Date
Reviewed on:	Revised on: July 14, 2016

Policy Statement: The purposes of this policy are to articulate Manhattan Area Technical College’s practice regarding assignment of student credit hours, demonstrate compliance with commonly-accepted educational practices, and ensure that the College awards educational credits in a manner consistent with federal regulations and the expectations of the Higher Learning Commission.

Rationale: To ensure the use of a consistent standard for determining the appropriate amount of time a class should meet, depending upon the type of instruction that is being delivered.

Definition of Student Credit Hour

A student credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than:

1. One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester, or the equivalent amount of work over a different amount of time; or
2. At least an equivalent amount of work as required in #1 of this definition for other academic activities established by the College, including laboratory work, internships, externships, clinical rotations, and other academic work leading to the award of student credit hours.

The Office of Academic Affairs will ensure appropriate academic calendars and course schedules are established to meet the time requirements to award designated credit hours. Academic divisions and departments will provide appropriate course content to support the learning outcomes required by the designated credit hours awarded.

Definition of Semester Full Load

- The *minimum* full-load per semester is defined as: Fall and Spring 12 credit hours; Summer 6 credit hours
- The *maximum* full-load per semester is defined as: Fall and Spring 21 credit hours; Summer 10 credit hours

All semester / credit hours awarded by MATC will conform to the federal and state definitions. These guidelines are also in compliance with policies set forth by the Higher Learning Commission

The faculty and program administrators are responsible for developing, maintaining and evaluating the curriculum within an academic program, although the Board of Directors or their representative retain final control and approval of the curriculum. Assignments of credit hours for courses are determined within the program based on faculty expertise and course learning objectives. Existing courses will be evaluated for adherence to federal credit hour regulations during routine Program Reviews. New courses will, upon review and approval at the program level, be reviewed by the Curriculum Committee and recommended to the President for approval or denial. The Curriculum Committee is charged with following the policy on credit hours in their review and approval of all courses and curricula and for certifying that the expected student learning for the course meets the credit hour standard.

Approved courses are sent to the Registrar for inclusion in the *College Catalog*. The Registrar’s Office reviews the class schedules prior to the start of each semester to ensure that all classes are scheduled for the minimum number of minutes

**Manhattan Area Technical College
Institutional Policy and Procedure Manual**

Policy No. 4.2.4

corresponding to the credits assigned, or otherwise notes when course schedules do not match assigned credit hours. Any discrepancies are brought to the attention of the Vice President for Academic Affairs who will work with department chairs and/or faculty to provide correction or explanation. The following provides general guidance on the how the credit hour translates to the particular instruction method.

Lecture: Courses with multiple students who meet to engage in various forms of group instruction under the direct supervision of a faculty member.

Lectures: Classroom / Faculty Instruction and Outside Student Work					
Credits awarded	Minimum contact time per week	Minimum instructional time Total for 15 Weeks (Contact Time x Weeks)	Minimum Out of Class Student Work per week	Minimum Out of Class Student Work Total for 15 Weeks (Outside Work x Weeks)	Total of instructional contact time and out of class student work
1	50 contact minutes	750 contact minutes	100 minutes	1500 minutes	2250 minutes (37.5 hours)
2	100 contact minutes	1500 contact minutes	200 minutes	3000 minutes	4500 minutes (75.0 hours)
3	150 contact minutes	2250 contact minutes	300 minutes	4500 minutes	6750 minutes (112.5 hours)
4	200 contact minutes	3000 contact minutes	400 minutes	6000 minutes	9000 minutes (150 hours)

Laboratory: Courses with a focus on experiential learning under the direct supervision of a faculty member wherein the student performs substantive work in a laboratory setting. The minimum contact time per credit is typically twice that of a lecture (2:1 ratio)

Laboratory: Classroom / Faculty Instruction and Outside Student Work					
Credits awarded	Minimum contact time per week	Minimum instructional time Total for 15 Weeks (Contact Time x Weeks)	Minimum Out of Class Student Work per week	Minimum Out of Class Student Work Total for 15 Weeks (Outside Work x Weeks)	Total of instructional contact time and out of class student work
1	100 contact minutes	1500 contact minutes	50 minutes	750 minutes	2250 minutes (37.5 hours)
2	200 contact minutes	3000 contact minutes	100 minutes	1500 minutes	4500 minutes (75.0 hours)
3	300 contact minutes	4500 contact minutes	150 minutes	2250 minutes	6750 minutes (112.5 hours)
4	400 contact minutes	6000 contact minutes	200 minutes	3000 minutes	9000 minutes (150 hours)

Clinicals: Courses with a focus on experiential learning under the direct supervision of a faculty member wherein the student performs substantive work in a clinical setting. The minimum contact time per credit is typically three times that of a lecture (3:1 ratio), depending upon the amount of outside work assigned.

**Manhattan Area Technical College
Institutional Policy and Procedure Manual**

Policy No. 4.2.4

Clinicals: Classroom / Faculty Instruction and Outside Student Work					
Credits awarded	Minimum contact time per week	Minimum instructional time Total for 15 Weeks <small>(Contact time X Weeks)</small>	Minimum Out of Class Student Work per week	Minimum Out of Class Student Work Total for 15 Weeks <small>(Outside Work X Weeks)</small>	Total of instructional contact time and out of class student work
1	150 contact minutes	2250 contact minutes	0 minutes	0 minutes	2250 minutes (37.5 hours)
2	300 contact minutes	4500 contact minutes	0 minutes	0 minutes	4500 minutes (75.0 hours)
3	450 contact minutes	6750 contact minutes	0 minutes	0 minutes	6750 minutes (112.5 hours)
4	600 contact minutes	9000 contact minutes	0 minutes	0 minutes	9000 minutes (150 hours)

NOTE: Some courses are not structured in a separation of lecture and lab but have significant application of skills as part of the demonstration of learning objectives. Examples could include courses such as ACR 104 Non-Structural Analysis and Damage Repair I. In those instances, institutional guidelines are used by instructors to ensure appropriate length of time for the course are met related to credit available through the course (*the information below is based on a semester length of time and minimum hours per semester per credit hour of the course*):

Lecture (1:1)	Lecture/Lab (1.5:1)	Lab (2:1)
15 = 1 credit	22.5 = 1 credit	30 = 1 credit
30 = 2 credits	45 = 2 credits	60 = 2 credits
45 = 3 credits	67.5 = 3 credits	90 = 3 credits
60 = 4 credits	90 = 4 credits	120 = 4 credits
75 = 5 credits	112.5 = 5 credits	150 = 5 credits
90 = 6 credits		180 = 6 credits

Under-enrolled Courses: Courses of study designed in instances where enrollment has fallen below established standards but under conditions where the College agrees to offer the course to allow students to progress academically (such as the need for a particular course in order to graduate). The course will meet at the times and for the time periods specified in the relevant course schedule based on the mode of instruction.

Internship/Externship/Field Experience: Courses of study in which a faculty member regularly interacts and directs student outcomes with periodic contact, but where the actual learning environment takes place off campus at an approved site. The learning experience will typically involve a site supervisor or preceptor and directed activity/learning will occur outside of a lecture setting. Contact time and outside student work requirements must be established and documented, and must match the total amount of work given in the example above. The faculty member or program director responsible for the experience is required to keep records of amount of supervised work and the amount of outside work assigned so that contact hours can be calculated.

Accelerated Courses: Courses offered outside of a standard 15 week semester in which the credit hours offered are the same as standard semester courses and the content and substantive learning outcomes are the same as those in the standard semester. These courses must meet the total amount of instructional and student work time as the examples above even if delivered within an accelerated time frame.

**Manhattan Area Technical College
Institutional Policy and Procedure Manual**

Policy No. 4.2.4

Online Courses: Courses offered entirely online without any on-site face-to-face meetings. These courses have the same learning outcomes and substantive components of a standard lecture course with an alternate delivery method. Contact time is satisfied by several means which can include, but is not limited to, the following: A) regular instruction or interaction with a faculty member once a week for each week the course runs. B) Academic engagement through interactive tutorials, group discussions moderated by faculty, virtual study/project groups, engaging with class peers and computer tutorials graded and reviewed by faculty. In all such instances, these courses must meet the total amount of instructional and student work time as the examples above even if delivered online or asynchronously.

Blended Courses: Courses offered in a blended format with one or more on-site face-to-face class sessions and at least one or more online sessions, with both containing direct interaction with a faculty member. Contact time is assessed using both on-site definitions (for the on-site portion) and online definitions as above (for the online portion). In all such instances, these courses must meet the total amount of instructional and student work time as the examples above even if delivered online or asynchronously.

Independent Study: Courses of study in which a faculty member regularly interacts and directs student outcomes with periodic contact. Minimum credit hours are determined based on faculty instructional contact minutes and student outside work time. In all such instances, such courses must match the total amount of work using the examples listed above.

**Manhattan Area Technical College
Institutional Policy and Procedure Manual**

Policy No. 4.2.10

Title: Meeting Time & Place of Classes	
Originated by: Dr. Linda Hertz, VPIS	
Signature	Date 10 25 05
Approved:	
Signature	Date
Reviewed:	Revised:

Policy Statement: Classes are to be held at the times and place posted in the line schedule unless changes have been approved by VPIS or division chair.

Rationale: MATC is accountable to accrediting organizations for the amount of time that a student spends in a class. The amount of time a class meets and how much time is required to meet is determine by the course curriculum and methodology used teach the curriculum. In addition, classroom space is limited at MATC, so classes are scheduled to make a maximum use of space.

Procedure:

1. **Length of Classes:** Classes are scheduled by the value of semester credit hours and whether the SCH are lecture, lab, clinical or occupation work experience. MATC has adopted the Carnegie unit for determining semester credit hours (SCH). For one lecture hour of credit the class must meet a minimum 750 minutes, typically 50 minutes for 15 weeks. One SCH of lab the class must meet a minimum 1500 minutes, 1 SCH of clinical the student attend 3000 minutes or 1 SCH of occupational work experience the student must work in a supervised work environment for a minimum of 3000 minutes.
2. **Breaks:** If a class is scheduled for more than 100 minutes of consecutive meeting time, a ten minute break will be figured into the class meeting time.
3. **Meeting Time and Place:** Classes are to be held at the times and dates identified on the line schedule. If in doubt about the required meeting time, please check the line schedule. MATC classes do not meet on national holidays; refer to the MATC calendar for holidays.

Instructors are to plan instruction and activities that make effective use of the time faculty and students have together to enhance student learning. Instructors should come early for class to consult with students, to check the room, to organize materials, and remain until the end of the scheduled class time.

**Manhattan Area Technical College
Institutional Policy and Procedure Manual**

Policy No. 4.2.10

- 4. Changes in Meeting time & Place:** Request to change for the semester the scheduled meeting time and place for a course is to be made in writing to either the Division Chair or the VPIS with rationale included.

**Manhattan Area Technical College
Institutional Policy and Procedure Manual**

Policy No. 4.2.10

Title: Meeting Time & Place of Classes	
Originated by: Dr. Linda Hertz, VPIS	
Signature	Date 10 25 05
Approved:	
Signature	Date
Reviewed:	Revised:

Policy Statement: Classes are to be held at the times and place posted in the line schedule unless changes have been approved by VPIS or division chair.

Rationale: MATC is accountable to accrediting organizations for the amount of time that a student spends in a class. The amount of time a class meets and how much time is required to meet is determine by the course curriculum and methodology used teach the curriculum. In addition, classroom space is limited at MATC, so classes are scheduled to make a maximum use of space.

Procedure:

1. **Length of Classes:** Classes are scheduled by the value of semester credit hours and whether the SCH are lecture, lab, clinical or occupation work experience. MATC has adopted the Carnegie unit for determining semester credit hours (SCH). For one lecture hour of credit the class must meet a minimum 750 minutes, typically 50 minutes for 15 weeks. One SCH of lab the class must meet a minimum 1500 minutes, 1 SCH of clinical the student attend 3000 minutes or 1 SCH of occupational work experience the student must work in a supervised work environment for a minimum of 3000 minutes.
2. **Breaks:** If a class is scheduled for more than 100 minutes of consecutive meeting time, a ten minute break will be figured into the class meeting time.
3. **Meeting Time and Place:** Classes are to be held at the times and dates identified on the line schedule. If in doubt about the required meeting time, please check the line schedule. MATC classes do not meet on national holidays; refer to the MATC calendar for holidays.

Instructors are to plan instruction and activities that make effective use of the time faculty and students have together to enhance student learning. Instructors should come early for class to consult with students, to check the room, to organize materials, and remain until the end of the scheduled class time.

**Manhattan Area Technical College
Institutional Policy and Procedure Manual**

Policy No. 4.2.10

- 4. Changes in Meeting time & Place:** Request to change for the semester the scheduled meeting time and place for a course is to be made in writing to either the Division Chair or the VPIS with rationale included.

Title: Faculty Credential Levels and Minimum Qualifications	
Originated by: Vice President of Instructional Services	
Originated Approver: President/BOD	Originated Date: 8/31/2011
Revised by: Vice President Student Success/CAO/CSSO	Revised Date: 10/27/2020
Reviewed on: 10/2020	

Policy Statement: According to the Guidelines of the Higher Learning Commission (HLC) qualified faculty members are identified primarily by credentials, but other factors, including but not limited to equivalent experience and credentialing, may be considered. Instructors must possess an academic degree relevant to what they are teaching, and at least one level above the level at which they teach, or when equivalent tested experience is established. All persons considered for employment by the college as faculty are expected to show concern for the quality and totality of the educational experience and demonstrate evidence of, or potential for, effective teaching.

Rational: Institutions must ensure that faculty members who deliver college content are appropriately qualified to do so, following the guidelines established by the HLC published September 2020. The guidelines apply to full-time faculty, adjunct faculty, and instructors of dual credit/concurrent credit courses.

Per HLC, college credit by means of dual credit arrangements must ensure the quality and integrity of such offerings and their comparability to the same college credit offered on the institution's main campus and/or other locations. As such, the faculty members teaching dual credit courses should hold the same minimal qualifications as required by the institution of its own faculty. These expectations extend to all concurrent/dual credit faculty.

Procedure:

- A. Using *Credentials* as a Basis for Determining Minimally Qualified Faculty
 - 1. First Level Approval
 - i. Faculty teaching general education courses, or other non-occupational courses, should hold a master's degree or higher in the discipline or subfield in which he/she is teaching.
 - 2. Second Level Approval
 - i. If a faculty member holds a master's degree or higher in a discipline or subfield other than that in which he or she is teaching, that faculty member

**Manhattan Area Technical College
Institutional Policy and Procedure Manual**

Policy No. 7.3.3

should have completed a minimum of 18 graduate credit hours in the discipline or subfield in which they teach.

- ii. In situations where no other appropriate qualified instructor can be identified and on a limited basis, an individual faculty member who has not achieved 18 graduate credit hours in the discipline in which he or she teaches can be utilized on a per semester basis. The institution should be able to explain and justify its decision to assign the individual to the courses taught.

B. Using *Tested Experience* as a Basis for Determining Minimally Qualified Faculty

3. Third Level Approval

- i. Faculty teaching in career and technical education college-level certificate and occupational associate's degree programs should hold a bachelor's degree in the field and/or a combination of education, credentials, training, and tested experience.
 - a. Faculty are qualified based on tested experience that the institution determines is equivalent to the degree it would otherwise require. It includes experience outside of the classroom in real-world situations relevant to the discipline in which the faculty member would be teaching.
 - b. Valid/current industry-recognized credential for career technical field in which the instructor is teaching.
 - c. Tested industry experience with a minimum of 4000 hours (two years) in the career technical field.

**Manhattan Area Technical College
Institutional Policy and Procedure Manual**

Policy No. 7.3.3

Title: Faculty Credential Levels and Minimum Qualifications	
Originated By: Vice President of Instructional Services	Date: 8/31/2011
President / Board of Directors Approval Date: 8/31/2011	
Revised by: VP/EE/CAO	
Revision/Review Date: 2/2026	

Policy Statement: According to the Higher Learning Commission (HLC) guidelines, qualified faculty members are identified primarily by their academic credentials; however, additional factors such as progress toward academic credentials, equivalent experience, and relevant industry certifications may also be considered. Instructors must hold an academic degree that is relevant to the subject they teach and at least one level above the level of instruction unless equivalent tested experience has been established or as required by accrediting bodies. All individuals considered for faculty employment are expected to demonstrate a commitment to the quality and completeness of the educational experience, as well as evidence of or the potential for effective teaching.

Rationale: Institutions are responsible for ensuring that faculty members who deliver college level instruction are appropriately qualified, in accordance with the Higher Learning Commission guidelines published in September 2025. These guidelines apply to all faculty, including full-time instructors, adjunct instructors, and those who teach dual credit or concurrent credit courses. The HLC requires that college credit awarded through dual credit arrangements meet the same standards of quality, integrity, and comparability as credit offered on the institution's main campus or at any other instructional site. Consequently, faculty who teach dual credit courses must hold the same minimum qualifications expected of the institution's regular faculty.

Procedures:**1. First Level Approval**

Faculty who teach general education courses or other nonoccupational transfer level courses are expected to hold a master's degree or higher in the discipline or subfield in which they teach.

2. Second Level Approval

- i. Faculty who hold a master's degree or higher in a discipline or subfield other than the one in which they teach should have completed a minimum of 18 graduate credit hours in the discipline or subfield of instruction. Equivalency credits may be considered for graduate credit in accordance with the currently approved Faculty Negotiated Agreement, or
- ii. Progress toward academic credentials: demonstrable, current, and consistent advancement toward the academic credential(s) the institution deems relevant for an instructor to be considered qualified. An instructor who is qualified on the basis of progress toward academic credentials is not intended to remain qualified on that basis permanently; rather, the expectation is that the instructor will ultimately meet qualification standards through academic credentials, equivalent tested experience, or another approved pathway. The progress plan must be documented and approved by the CAO.

**Manhattan Area Technical College
Institutional Policy and Procedure Manual**

Policy No. 7.3.3

iii. When no appropriately qualified instructor is available, an individual who has not yet completed the 18 graduate hours may be assigned to teach on a limited, semester by semester basis. In such cases, the institution must be able to explain and justify the decision to assign the individual to the courses taught.

3. Third Level Approval

i. Faculty who teach in career and technical education programs, including college level certificate and occupational associate degree programs, should hold a bachelor's degree in the field or a combination of education, relevant credentials, training, and tested experience.

a. Faculty may be qualified on the basis of tested experience when the institution determines that such experience is equivalent to the degree that would otherwise be required. Tested experience must include significant, discipline specific, real world experience outside the classroom.

b. Faculty should hold a valid, current, industry recognized credential in the specific career or technical field they teach.

c. Tested industry experience should include a minimum of 4,000 hours (two years) of documented work experience in the relevant career or technical field. Previous years of classroom instruction does not alone constitute equivalent experience.

Institutional Performance

- Harry, Chris and I met Jeff Wick (WTC) recently. Jeff is the new chairperson of the Manhattan Chamber of Commerce economic development committee. Our visit concerned some of the performance and ROI of MATC that applies to workforce and community development. Chris created a summary of this information that I want to share with you (I think it is impressive about the College!):

Manhattan Tech - Providing HIRE Education

Top Workforce Achievements

- Ranked in WalletHub's **top 5 best two-year institutions nationally** for 5 consecutive years, including #1 in 2025 for quality, affordability, and career outcomes—elevating Manhattan's appeal as a talent hub.
- Manhattan Tech serves an estimated **4,000 Learners** through our college-credit, professional credentialing credit, and Regional Testing Center. **~1128 college-credit students annually**, driving **\$30M** projected local sales tax growth over 10 years via spending and jobs
- Adult Education program serves over 200 individuals annually, has enabled **over 250 GED completions** since 2018 while serving **more than 2,000 individuals** in English language skills, including customized on-site courses for employee retention and safety training.
- Nursing program maintains a **100% NCLEX pass rate** for the past 7 years, producing highly qualified healthcare professionals who fill critical regional shortages and local employer retention.

Economic and Community Impact

- Regional Testing Center holds **9 national accreditations** (including Pearson VUE, ETS, PSI, Prometric, and more), attracting **over 2,500 testers annually** from beyond the area and out-of-state, generating foot traffic and supporting local commerce.
- Builds direct business partnerships to deliver tailored English through Adult Education and safety training at worksites, enhancing employee skills and reducing turnover for Flint Hills employers.
- Drives new city revenues through graduate spending, construction, and operations, with projected local sales tax growth of about **\$1.56 million** annually, plus increased utility and franchise fees.
- Supports expansion of **family-sustaining jobs** in high-demand skilled trades and healthcare, directly aligning programs with employer needs across the region.
- Recognized by WalletHub as the **#1 ranked community/technical college in Kansas** (for quality and value), helping attract and retain talent in the Manhattan area.

Workforce and talent pipeline

- Awarded a **\$668,000 Patterson Family Foundation grant** to build a rural workforce pipeline in Clay, Dickinson, Geary, Marshall, Morris, Nemaha, Pottawatomie, and Wabaunsee counties, including mobile labs and early exposure for grades 6–12 utilizing a state-of-the-art Mobile Career Lab with built in Virtual Reality. Follow this link for information, pictures, and to schedule a Mobile Lab Visit: [Career Lab | Manhattan Area Technical College](#)
- Manhattan Tech delivers hands-on training in Welding, Construction/Carpentry, HVAC-R, Electrical, Automotive, and Industrial Maintenance—fields specifically identified as critical to the rural economy.
- Graduates show strong outcomes, with a **72% graduation rate** and **98% employed one year after completion**, keeping skilled workers in the regional labor market.

Facilities and capacity growth

- Opened a new **47,000-square-foot Advanced Technology Center** in 2024, doubling capacity in key infrastructure programs such as industrial maintenance, electrical, plumbing, and construction technologies.
- Strategic plan centers on expanding regional access (e.g., Junction City and Wamego) and securing investment resources to grow skilled and credentialed workforce.

Partnerships and recognition

- Serves as a key **education partner to Kansas State University**, including the MHK Pathway and other transfer routes with seamless pathways from technical credentials to bachelor's degrees.
- Honored with recognition such as the **Impact Award from the Wamego Chamber of Commerce**, underscoring its role as a trusted partner in community and economic development.
- Maintains strong employer relationships and regular job fairs, ensuring programs stay aligned with local industry needs and students connect to jobs in the region.

Access, affordability, and community value

- Provides an accessible, affordable entry point to high-wage careers, with a 100% acceptance rate and practical programs that prepare students for licensure and certification in in-demand fields.
- Extends college and career exploration into rural schools at little to no cost for students, reducing barriers and building a long-term talent pipeline for local employers.
- Contributes to community resilience by upskilling adult learners and traditional students alike, improving household incomes and strengthening the local tax base over time.

Institutional Leadership

- Pam and I attended the AFIT CEO/Rep meetings in Albuquerque in late February. This meeting allows the participants a preview of the summer institute and feedback for changes, etc. The summer institute will include tracks related to quantum computing/technology and workforce development (go ahead, ask about the bootcamp approach for quantum technicians!), and applying components of ExO 2.0 to transform and scale our institutions. The summer institute is in early August.
- I testified to legislative committees twice in March. One was to ask for continuation of tax credits for two-year colleges for capital project donations, the other on the outcomes funding. More on this at board meeting as the legislature may finish their business in the next few days.
- I have been taking courses and participating in CEO sessions with people connected to ExO 2.0. AFIT is working with that group to pilot the components with two-year colleges this year. We will have more coaching on this at the AFIT summer institute.
- I participated in a zoom meeting of the AACC Commission for Small and Rural Colleges March 11 and will attend that meeting and present at the AACC Annual Conference in Seattle in April. The presentation will focus on developing strategic directions rather than a strategic plan.
- The Technical Education Authority and the Kansas Board of Regents approved the Electrician Technology program in March, and the Computer Support Specialist program should be approved during the April meetings of those organizations. Thanks to Kerri, Chris, and many others for their work on these new programs and the approval process!
- I participated in the TEA Budget and Finance committee meeting in March. I will present our Base Operating Grant report to that group in April as part of the accountability process for receiving those funds.
- Josh, Pam, and I are participating in the AFIT Community of Practice for AI. These are regular zoom meetings providing updates on AI and application examples.

External Relations

- Pam, Chris, Kim D., Josh, Kim W., and others have been collaborating with the Wamego Medical Center on a proposal to submit to the state for the Rural Healthcare Transformation Project. (Pam and Chris will update this at the meeting.)

President's Report: March 2026

- We co-hosted a successful Business After Hours with KS State Bank and Landmark National Bank on March 11. Attendees had opportunities to tour, “play” with some of our VR applications and the Mobile Learning Lab, and more. I had a great conversation with City Commissioner Fox and several business leaders. Thanks to Suzy and all who helped do the work behind the scenes and the clean-up afterward!
- We had a great MATC representation at the GMCF CFAs on 3-23! It is impressive to see the impact GMCF has with our community, and a reminder of their support for MATC!
- Harry and I met with Daryn Soldan of the Chamber on March 23 and will follow up with him and Chamber staff on how we can reinforce working with existing and new businesses and their workforce needs, as well as with the Greater Manhattan Economic Partnership reaching through Pottawatomie County. I also attended the Chamber economic development committee meeting March 25.

Budgetary/Fiscal Management (see financial information in the agenda packet)

Accreditation/Continuous Improvement

- Kim W., Kerri, and I attended the annual meeting of the Higher Learning Commission March 21-24. I attended the session for Presidents on that Saturday (8 hours of riveting information!) and came back. Kim and Kerri stayed and attended several sessions and will provide a summary overview.
- I have had Suzy attach the HLC Trends information provided to us this year. While this is lengthy, I would ask you to peruse it as it is a good comprehensive summary of the issues all institutions face to some degree. I hope we can discuss these at the April meeting.

The last page of my report is the matrix I use to “try” and manage what is on my list to handle, monitor, push, etc. It gets revised frequently, and the 4 corner areas will be developed through the ExO 2.0 professional development I am doing.

Thanks!—Jim

<p>Now (N) Emerging (E) Radar (R)</p>	<p><u>Transformational</u> AFIT: ExO 2.0, Prosperity Moonshot, QC-AI VUCA/BANI/Abundance (AFIT) Lumina Rural Adult Learner Initiative/Brand AACC Resilience by Design Sinek: Infinite Game Mindset, Start with Why JFF Elevate NACCE: Innovation/Entrepreneurship Strengthfinders application/Team PD Thiel: Zero to One/Science of Scaling Strategyzer & LinkedIn Tarleton Growth Summit Data GMCF Partnership Patterson Family Foundation</p>	<p>Feasibility/Resources/Time (FRT) Continuous Improvement (CI) Risk Assessment (RSK)</p>
<p><u>Enterprise</u> Workforce Solutions Tech+ Universal Business Incubator Concept Corporate Tomorrow Makers Concept Adult Education/ELL, etc. FHCA/CBI project, sustainability NACCE Entrepreneurship Project/pitches MATC & Innovate24, BEFH, SBA, etc. Apprenticeships/Internships, etc. FHRC REI bootcamps FHRC unfilled skilled jobs in region/impact City/County internships, etc. TDI, MCM, WTC, UltraICE, MANKD, Solar Turbines, PTMW, Torgeson, Florence, Smithfield, Landoll Surg Tech/healthcare, IT, support jobs Ft. Riley?</p>	<p><u>Operations</u> IT/Facilities/Technologies Slate/etc. integration/implementation RTC ops/scope, resources, ROI Cengage ROI Data/Analysis/Improvement-Value AFIT CoP-AI FY 26 budget close out FY 27 Budget development/St. \$ Negotiations BoG report for TEA \$ Comm Policies/Procedures review/revisions Personnel review/attracting & retaining talent PR/Marketing: impact stories & performance Resource development Effectiveness of resource allocations Efficiencies improvements Crisis/Contingency/Continuation planning</p>	<p><u>College</u> Student satisfaction survey BILTS & PACS engagement/documentation Committees/structure/documented value Rural healthcare transformation project/Wamego Healthcare workforce/GMCF & Chamber Promise Act use/impact Workforce Pell implementation/KBOR-TEA Variable T/F rates FY 28? NSF Engines-KSt/CET NC3 FESTO + MHK Pathway/KSt/collaborations Applied Tech AAS Reduced CH applied bachelor's degree(s)? Ad Astra BIO/BIOKS/KC BioHub IMT: JIIST, Moran \$ KBOR Alignment, program reviews Cost-benefit analysis: programs & services Excel in CTE funding changes</p>
<p><u>Strategic Direction (StD) Innovations & Opportunities (IO)</u></p>	<p><u>Core Obligations</u> HLC, program accreditations KBOR/TEA, KSLEG, etc. Dept of Ed, Fin. Aid/VA, IPEDS, etc. KBOR Strategic Pillars/HLC criterion & MATC evidence Audit ready/HLC AIUP (financial/non-financial) Reporting on time and accurate/analysis of performance & improvement targets/plans JCCC/Benchmarking Project Institutional Viability Metric (NACUBO), etc. Follow Up/KTIP data Achievement of Ends/Monitoring reports for Board Dashboards: financial, enrollment+ Federal funding</p>	<p><u>Signals/Drivers (SD) Partner Value (PV)</u></p>

Official Carnegie Classification Seal for Manhattan Area Technical College

Attachment 19

In spring 2025, the Carnegie Foundation for the Advancement of Teaching and the American Council on Education released the updated 2025 Carnegie Classifications, which included a new Student Access and Earnings Classification.

As part of that release, we classified Manhattan Area Technical College within the category of higher access, higher earnings, which we call **Opportunity Colleges and Universities**.

Today, we are sharing with you the newly designed seal for this classification.



You can [use this link](#) to download the official seals. These materials are provided for institutional use across communications, digital platforms, and other appropriate contexts that reference your Carnegie Classification. If you or your team want to access these files in the future, you can download them from the [Opportunity Colleges and Universities page](#) on our website.

Trends 2026

Each year the Higher Learning Commission presents a list of current trends at our spring annual conference. With appreciation to the higher education and national press, the many excellent books written in the past year and lessons learned from HLC's near 1,000 members, Trends 2026 reflects the sea changes taking place in higher education.

The significant and fast-paced shifts are more complicated than we might have predicted over past decades. Yet with each challenge comes an opportunity. Realizing that change is inevitable, the trends can inform readers about the signals and triggers that translate to needed reforms. The American higher education system leads the world; this inflection point in time demands agility and collaboration to meet the moment.

The trends are not prioritized. We encourage you to use them to identify the key strategic directions of your institutions and organizations, on behalf of students and the communities served. Ask how you, individually or as part of a team, will contribute to the future of higher education.

Barbara Gellman-Danley, Ph.D., *President*

1

Who Is in Charge of Higher Education? Governance and Increased Political Influence

Public perceptions of higher education have shifted dramatically over time. States and the federal government are introducing new oversight requirements. Institutions are dealing with governance issues in the changing environment, and several factors are impacting the future of higher education.

- a.** Governance autonomy at the nation's colleges and universities is challenged in the face of increased scrutiny over higher education.
- b.** The role of the states and the federal government in oversight and support of higher education is increasing exponentially.
- c.** A new landscape impacting colleges and universities is driven by all branches of government — legislative, judicial and executive.
- d.** Higher education is impacted by unreliable funding sources and continuity of past practices, i.e., federal research grants, state support and student aid.
- e.** Increased court challenges lead to unsettled decision making.
- f.** Colleges and universities are facing some reputation challenges on a broad level along with heightened questioning of institutional leadership.
- g.** DEI and academic freedom are changing, including culture wars, civil discourse and a laser focus on ideological influences.
- h.** Leaders are prioritizing maintaining commitment to institutional missions and values while finding a middle ground to compliance.
- i.** Political influences may lead to transfer problems in the future among institutions or states.
- j.** Many of these trends have been seen in the past decades.
- k.** The current state will lead to increased advocacy from institutions, accreditors and other stakeholders.

2

Student Success and Outcomes: Validating the ROI of Programs and Institutions

The important concerns about the return on investment (ROI) of a college degree correlate with a variety of issues.

- a. There is a need for consistent, reliable and trustworthy data to measure student outcomes.
- b. Many states have advanced data systems and measurements.
- c. To date, there is no universal interoperability of data systems across all states. Upgraded data at the federal level could also aid in measuring outcomes.
- d. Expanded metrics are needed to validate evidence of student success. Many institutions do not have the sophisticated and costly systems needed to gather this data on their own.
- e. Learning records will assist in documenting student skills and outcomes across a lifetime.
- f. New artificial intelligence (AI) applications will be developed to provide coordinated, accurate data.
- g. Trust and public confidence improvements are aligned with evidence and documentation through data analytics.
- h. Student outcomes at the programmatic level will be a focal point within the new federal regulations.
- i. The dynamic debates about which metrics matter most will continue.

3

Competition and Choices: The Dynamic Landscape of Credentials

The “2025 Counting Credentials Report” by the Credential Engine states, “This report identifies 1,850,034 unique credentials in seven distinct credential categories, 134,491 providers of these credentials, with total annual expenditures of \$2.34 trillion across the full ecosystem.” The implications for higher education are wide-ranging.

- a. A broader view of credentials is redefining the access and completion agenda, broadened to a growing expansion of credential pathways.
- b. Many more choices for learners are available through a variety of credentials, including stackable options leading to a degree.
- c. However, not everyone needs a degree to meet their learning goals. Student intent varies and can lead to more personalized and adapted instruction.
- d. Time to market and the speed of delivery can be met through several credentialing options.
- e. Workforce readiness, job placements and promotion are fueling the need for more choices.
- f. Independent offerings are available outside of higher education, although quality assurance is inconsistent.
- g. Institutions are using a new paradigm in moving non-credit courses to credit. Additionally, institutions are converting some credit-based programs to non-credit certificates.
- h. The result will lead to an inflection point for student-focused innovation.
- i. Workforce Pell, while built on a high bar for disbursement of funding, will broaden support for short-term credentials.
- j. Overall, the degree remains the best path to a better quality of life, although the percentage of support is declining over time.

4

The Reality of Finances: Program Cuts, Mergers, Consolidations and Closings

Colleges and universities continue to face fluctuations in funding. Many issues impact this current state of finances.

- a. The decrease in federal grants will impact institutions, with several challenged in the courts.
- b. Institutions with large endowments are likely to fill some of the gaps.
- c. Enrollment declines from the demographic cliff continue.
- d. Tuition, affordability and use of waivers are under scrutiny. In some cases, waivers have escalated too high to sustain.
- e. State and federal support for higher education is not guaranteed at the levels of the past.
- f. Increased closings, mergers and acquisitions are prominent.
- g. Institutional closures are more common in the face of financial challenges. In some cases, new affiliations between institutions prevent imminent closure.
- h. Deferred maintenance may become marginalized during trying financial times.
- i. Downsizing facilities often reflect the changes after the COVID-19 pandemic and the virtual learn and work environment.
- j. New technologies and innovations are emerging, often with high costs. Not all sectors of higher education can meet the demands.
- k. New research funding models will emerge.
- l. The changing oversight of funding for athletics and players will lead to new business models on campuses.
- m. Risk management oversight will be needed for many issues, including sustainability, costs, data security, crisis communications, etc.
- n. Legal and advocacy expenses are growing due to the need for increased lobbying on behalf of higher education.

5

Teaching and Learning

The teaching and learning environment holds the potential to be transformed dramatically, driven by new trends.

- a. Personalized and adaptive learning will help learners on their educational journey.
- b. The increase in skills-based learning will enable more alignment with workplace needs.
- c. Program relevance to market needs is a major focus for consumers.
- d. New forms of teaching and learning with AI will impact both students and faculty. Debates will continue on the opportunities and concerns of AI integration.
- e. Shared governance, a long-held value of higher education, is being questioned along with other key protections such as tenure. Some states are requiring post-tenure review.
- f. Political pressure on the curriculum is rising with more intervention in course and program content.
- g. Student support service needs are growing.
- h. Reduced-credit degrees, dual enrollment and other new pathways to higher learning are increasing.
- i. Graduate programs are being questioned, and federal GradPlus loans are at risk.
- j. College readiness concerns continue.
- k. Faculty pressures are leading to attrition and movement to new positions.

6

Harnessing the Strengths of Artificial Intelligence

AI is changing exponentially in many ways, moving rapidly to new and more reliable applications. Higher education institutions have entered this new environment and will continue. AI will improve and grow more rapidly than most colleges and universities will be able to absorb.

- a. Institutions are developing emerging governance policies for responsible use of AI. Board members are engaged and need to ensure evolving applications are reviewed through the policy lens.
- b. Opportunities and limitations are being analyzed at all levels.
- c. Admissions work is being redefined through the use of AI for recruiting, advising and enrollment. Staff time will become available to provide higher level advisement and coaching with students, using data provided by AI. The opportunity costs of enrollment management will be greatly improved.
- d. Student support services, assessment of learning, and other uses can create efficiencies for institutions.
- e. The role of faculty may change dramatically, with proper policies in place to allow them to focus their expertise on new ways to utilize AI to enhance the student experience. Oversight of academic integrity will shift with AI. Faculty can help institutions develop and implement responsible use policies.
- f. Opportunities for accreditation efficiencies will be enhanced with AI.
- g. AI dashboards may provide important analytics of data from a variety of systems that are not currently interoperable.
- h. AI literacy will be beneficial to all employees and students.

7

Strategic Partnerships

Colleges and universities are using a variety of partnerships to strengthen their institutions, create efficiencies and create new sustainable business models. Several patterns are emerging.

- a. New models are in place for public/private opportunities, i.e., shared teaching and learning, operations, and student support.
- b. External providers are offering programs through contractual arrangements with institutions.
- c. Revenue sharing can be beneficial to all partners and the students served. Institutions will need legal guidance to ensure that the arrangements are fair and balanced.
- d. Consortia are increasing as institutions work collaboratively to offer courses and programs.
- e. Students are earning credit from a variety of institutions versus the traditional model of attending only one college or university. Learning records will help document their work.
- f. Companies from outside of higher education are offering membership opportunities for long-term partnerships.
- g. Sharing of staff is increasing to ease the costs for any single institution.
- h. Critical partnerships are being formed and strengthened with the communities the institutions serve.
- i. Workforce partnerships through internships, mentoring, coaching, and apprenticeships often lead to employment, which can be documented as metrics for student success.
- j. Collaborative funding through grants and foundation support enables institutions to meet goals that might otherwise be difficult to realize individually.
- k. Strategic partnerships have the capacity to create critical new innovations and research.
- l. Physical plant sharing and outsourcing are more common in higher education when institutions need new business models for sustainability.
- m. Inviting influential partners for advisory councils, boards of trustees and other stakeholder groups will continue to increase expertise and networking.

8

Global Impact and International Students

The current trends in higher education have an impact beyond the United States. When colleges and universities go through significant changes, the ripple effect is felt across the globe.

- a. The reputation, rankings and influence of American higher education help lift the boat across the world. The interchange with other countries combines to provide the kind of services and learning needed in the age of technology, innovation and change.
- b. However, there are potential threats to the population of international students if they do not feel welcome and have to pay large sums for visas.
- c. It is important to maintain these students for their expertise, commitment and ability to conduct transformative research.
- d. Global learning helps all students see beyond their own frameworks.
- e. Institutions of all types are concerned about the financial impact if international students choose other countries for higher learning.
- f. The current trend will likely shift over time with increased public recognition of the importance of these students.
- g. While the U.S. remains first in the world, some institutional rankings have declined slightly. There is increased competition from China. It will be important to follow and control the outcomes of these rankings.

9

Navigating Change and Chaos: Burnout, Mental Health and Security

The mental health issues on campuses remain a strong indicator of rising stress and related issues.

- a. Student anxiety, depression and isolation remain across all sectors of higher education.
- b. Overall mental health issues impact not only students, but faculty, staff and leaders, including trustees.
- c. Burnout is observable in both the classroom and in employees, with an increased awareness of the need for strong support services.
- d. The COVID-19 pandemic created a challenge for college readiness, perceived as the “lost years” in the K-12 system. Long-term effects have led to trauma and PTSD for some students.
- e. Loneliness and social isolation impact students of all backgrounds. It is important to identify the need for help and hire professionals to address these problems.
- f. The rapid changes in higher education, growing over the past decade or more, have resulted in more frequent turnover of leadership. The job is more stressful than in the past. This will affect the pipeline for replacements.
- g. Turnover is present at all levels, and “time in a job” is decreasing across the board. This requires a laser focus on talent management.
- h. Students are facing fatigue, insecurity and workload pressures.
- i. Students’ ability to voice their opinions, deal with protests, the presence of ICE or Border Patrol, and other areas is distracting and confusing.
- j. Leaders seek to provide resilience on campus, while also facing their own wellness needs. It is a rewarding yet challenging job to serve as a CEO with increased demands and public scrutiny.
- k. There are many experts and services available to institutions to meet mental health challenges.

10

Talent Management and Turnover

Several factors impact overall talent management for colleges and universities. They reflect what many call the current existential crisis in higher education.

- a. Recognition that higher education creates a strong nation, and the burden to serve as contributor with competing demands.
- b. Leaders can provide a caring and supportive environment to increase retention.
- c. The speed of AI development requires literacy and experienced employees.
- d. Many new leaders come from outside of higher education, bringing new experiences and readiness for change.
- e. Additional lawyers, lobbyists and staff with advocacy expertise will be needed to meet the moment.
- f. Traditional practices to protect long-term employment are being questioned.
- g. Many people who work in higher education accept their careers as a “calling” and are committed to a positive future for their institutions and students.
- h. As more stakeholders weigh in on higher education, hiring managers will be positioned to identify important retention and attraction strategies.

11

Change Management: Resistance or Adaptation

Change management and leadership are growing needs in higher education. The system is at an inflection point, and it will be important to be flexible, adapt and accept reforms needed to sustain and lead for the future.

- a. New business models are being developed to build and sustain colleges and universities.
- b. AI literacy will help institutions move beyond the current trend, where many are trying to catch up with the students and workforce.
- c. Coalitions of the “ready” will be early adopters and shape the future.
- d. It is time to solve the transfer issue and work more collaboratively between and among institutions.
- e. Communication campaigns will be important to position the many positive impacts of higher learning.
- f. Governance models will be revisited.
- g. Resistance to change is normal; leaders need to set the example and encourage agility.
- h. Higher education has historically provided a very satisfying and rewarding career. Adaptive change will ensure that this continues.
- i. At all times, it is important to stay true to the mission of each college and university. The diversity of institutional types and learners is a core strength of the American higher education system.
- j. All students deserve the changes that will meet their needs across a lifetime.

12

Accreditation

More than ever, accreditation is on the national radar. State and federal regulations, executive orders, and increased competition continue to push for significant change.

- a. The core business of accreditation remains quality assurance. Metrics to ensure that quality vary by each commission.
- b. Accreditors are accused of using inputs instead of outputs, and most are quickly adapting to outcomes as a priority.
- c. New accreditors will seek recognition by the U.S. Department of Education in the coming years.
- d. States are weighing in on existing and potential new accreditors, some directing public institutions to change.
- e. New specialized accreditors will focus on workforce and credentials that are shorter and not necessarily resulting in a degree.
- f. Pressure is growing on some programmatic/ specialized accreditors.
- g. The current structure of accreditation includes all sectors; a new accreditor's members will be narrowed to public systems. This could lead to more sector segregation within and between accreditors.
- h. Both states and the federal government have expressed concern about ideological bias within accreditors.
- i. The relationship within the Triad of the federal government, states and accreditors will become increasingly important.
- j. New competition brings a commitment to following antitrust laws and regulations.
- k. Accreditors will set up new business models, and some may choose to break the gatekeeper ties to federal financial aid.
- l. With the shifting environment, there could be mergers of some accrediting commissions.
- m. The boards of accrediting commissions are including strong representation from business as an intentional strategy.
- n. Recent Fund for Improvement of Postsecondary Education (FIPSE) grants from the federal government support the growth of new accreditors.
- o. The Council of Regional Accrediting Commissions changed its name to "Council of Recognized Accrediting Commissions" to reflect the new national scope in memberships, following regulations that became effective in 2020.
- p. Similar to accreditors' member institutions, each commission needs to be prepared to be agile and respond to changing market needs.
- q. Negotiated rulemaking will be held in April and May 2026, introducing many new proposals for accreditation.

How do you prioritize these trends?

- | | |
|---|---|
| <input type="checkbox"/> Governance and Political Influence | <input type="checkbox"/> Strategic Partnerships |
| <input type="checkbox"/> Student Success and Outcomes | <input type="checkbox"/> Global Impact |
| <input type="checkbox"/> Competition and Choices | <input type="checkbox"/> Mental Health and Security |
| <input type="checkbox"/> Finances | <input type="checkbox"/> Talent Management |
| <input type="checkbox"/> Teaching and Learning | <input type="checkbox"/> Change Management |
| <input type="checkbox"/> Artificial Intelligence | <input type="checkbox"/> Accreditation |