Jackson College Board of Trustees Meeting

Regular Meeting

November 09, 2026 06:30 PM

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(*) Indicates a roll-call item

MISSION / VISION / MAROON & GOLD STANDARDS

MISSION

Together we inspire and transform lives.

VISION

Jackson College is a world-class institution of higher education where learners succeed and community needs are met.

MAROON & GOLD STANDARDS:

Why

Over the past few years, we've all seen just how quickly the world around us can change. Surely, our country is living through a period of division, uncertainty, and shifting values. In many workplaces, and even in higher education, clarity about purpose and expectations has been eroded, or at the very least, seems blurred. In moments like these, it's easy for the noise of the times to distract us from the core of what truly matters.

In my view, at Jackson College, we don't have the luxury of losing sight of a shared mission and purpose. The work we do here is too important, indeed the stakes for our students and community too high. Over the summer, I concluded that it is now the time to recenter ourselves, to keep first things first, and to speak plainly about who we are, what we stand for, and how we work together.

The following modified Vision Statement, Statement of Beliefs, and the companion lists of what employees can reasonably expect from Jackson College and what Jackson College can reasonably expect from its employees, are a way of doing that. They are not just words on paper. They are a reaffirmation of our shared purpose and a clear commitment to one another.

These statements make it unmistakable that student success is our highest priority, that professionalism and respect are non-negotiable, and that the greater good of the College must guide our decisions. I believe that they remind us that Jackson College is a place where people can grow, where input is valued, where we are responsible people, and where we treat each other with dignity, even when decisions do not go the way we might prefer.

We are, and must remain, an institution where excellence is expected, where integrity is lived, and where we willingly subordinate our personal preferences when the mission and direction call for it. This is how we honor our students, our colleagues, our community, and the trust the public has placed in us. It is how we create legacy.

This is now the moment to be intentional about our culture and not just yield to the changing attitude. We seek to create a place where people enjoy working, where they know they are appreciated, and where the work is worthy of the best we have to give.

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The following statements build upon a strong foundation for that kind of college. And they are a promise to one another…a noble pledge to Maroon & Gold Standards that currently struggle to find voice, no matter the challenges of the times.

Daniel J. Phelan, MBA, Ph.D.,
Jackson College
President & CEO

Jackson College Values

Introduction:

At Jackson College, our values are more than ideals, indeed they are lived commitments. They shape how we teach, lead, serve, and grow together. In a time of complexity and change, these values offer clarity and direction. They remind us of who we are, what we stand for, and how we carry our mission into every classroom, office, and conversation.

These values are aspirational by design and are intended to guide our daily work and elevate our collective purpose. They reflect our belief in the power of education, the importance of human connection, and the responsibility we hold to the public and one another.

Draft Jackson College Values:

1. We pursue truth through learning, dialogue, and discovery - We believe education begins with curiosity and thrives in a culture of evidence, inquiry, and intellectual courage;
2. We embrace the dignity of every person through compassion and respect - We care deeply for our students, employees, and communities, and honor each voice as essential to who we are;
3. We create opportunity through access, support, and belief in human potential - We are committed to helping every learner advance toward a better future;
4. We serve our communities with purpose and pride - Our mission compels us to strengthen the region we call home—through education, workforce development, and civic engagement;
5. We cultivate innovation to meet the challenges of tomorrow - We are future-focused, always learning, and unafraid to rethink how we teach, lead, and serve; and
6. We lead with integrity and are accountable to the public trust - In every decision and every action, we uphold the highest standards of ethics, transparency, and stewardship.

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Jackson College Beliefs

Introduction:

At Jackson College, our mission is more than a statement…it is a commitment lived out daily through the work of every one of us. In a time of complexity, rapid change, and increasing fragmentation across society, we are choosing to be a community grounded in shared purpose, high standards, and mutual respect.

This *Statement of Beliefs* reflects who we are and how we serve. It connects our individual roles to the College's larger mission and provides a common foundation for our decisions, actions, and relationships.

These beliefs affirm our dedication to student success, professional integrity, innovation, and the public trust. They are not abstract ideals. They are commitments we live by, each of us, every day, and hold ourselves in account to, because our work is important, our service to students is essential, and the College we build together must be impactful.

As employees of Jackson College, we believe…

- **student success is our highest calling.**
- **in acting with integrity and in service to the public trust.**
- **in pursuing truth through inquiry, evidence, and dialogue.**
- **in serving others with professionalism, respect, and compassion.**
- **innovation is vital to meet the challenges of today and tomorrow.**
- **we grow together through shared purpose and mutual responsibility.**

Reasonable, Sustainable, and Actionable Expectations Employees Should Have of Their Employer

Introduction:

At Jackson College, we believe that a thriving workplace is built not only on shared mission and values, but also on mutual understanding between the College and its employees. In an era marked by rapid change, increasing demands, and new ways of working, it is important to articulate what employees can reasonably expect from their employer.

These expectations are not abstract ideals; they are grounded in respect, professionalism, love, care, and service, as well as a commitment to institutional sustainability. They reflect our belief that a healthy organization honors its people by providing clarity, fairness, and support, while also upholding the standards necessary to serve our students and our communities well.

MISSION / VISION / MAROON & GOLD STANDARDS

Not every decision will include every employee, and not every challenge will have an easy answer. But we are committed to creating a work environment that is intentional, just, and human-centered. The following list outlines the foundational commitments that employees may reasonably expect from Jackson College in our shared work.

At Jackson College, employees may reasonably expect from their employer to:

1. Be Treated with Respect and Professional Courtesy - All employees should expect to be treated with civility, fairness, and basic human decency in the course of their work;
2. Receive Clear and Timely Communication - Employees should expect important and relevant information to be shared in a timely, clear, and consistent manner to help them perform effectively;
3. Work in a Safe and Orderly Environment - The workplace should be free from undue hazards, harassment, or dysfunction, and provide the tools needed for employees to succeed in their roles;
4. Have Clearly Defined Responsibilities and Expectations - Employees should expect to know what is required of them, receive feedback on their performance, and be supported in meeting clear, reasonable expectations;
5. Be Offered Opportunities for Skill Development and Growth - Every employee should expect access to tools for professional development, learning, and improvement; however, such development does not guarantee career advancement.
6. Maintain a Reasonable Workload and Time for Renewal - The College should strive to ensure employees are not consistently overburdened and have the time and space necessary to recharge and sustain high-quality work;
7. Receive Fair Compensation and Benefits - Employees should expect to be paid fairly, and on time, for their work and to have access to benefits that support their personal and family needs, within the College's resources and contractual parameters;
8. Be Recognized for Contributions - Employees should expect their efforts to be reasonably noticed, acknowledged, and appreciated, whether informally or through formal recognition efforts;
9. Be Trusted to Do Their Job - Employees should expect a baseline of trust, professional autonomy, and respect for their ability to carry out their duties, with accountability to same, but without unnecessary micromanagement; and
10. Have Opportunities for Input Where Appropriate - While not all employees will be involved in all decisions, they should expect that their input will be welcomed in areas relevant to their responsibilities and that supervisors and leadership will listen with sincerity when feedback is sought.

MISSION / VISION / MAROON & GOLD STANDARDS

Reasonable, Sustainable, and Actionable Expectations Jackson College Should Have of Its Employees

Introduction

As a public institution, Jackson College exists to serve the people of Jackson County and beyond through education, opportunity, and community impact. Our employees are the stewards of this mission. Whether in classrooms, offices, labs, or remote workspaces, each employee plays a vital role in fulfilling the promise of the College.

Excellence is not accidental—it is the product of clear expectations, ethical conduct, personal responsibility, and shared engagement. The following list outlines what Jackson College may reasonably expect from all employees. These expectations reflect standards of highly effective workplaces and are aligned with both the mission of the College and the trust placed in us by the students, families, and taxpayers we serve.

---

1. Serve Others with Excellence

Employees are expected to provide consistently high levels of service to students, coworkers, and the public. This includes demonstrating professionalism, kindness, responsiveness, and a willingness to go beyond minimum requirements to solve problems and improve experiences.

2. Act in the Interest of the Mission, Not Self

Decisions and behaviors must reflect a commitment to the College's mission and to those it serves—not personal convenience, recognition, or self-interest. Employees should remain mindful of how their choices impact the greater good.

3. Demonstrate Loyalty and Constructive Support for the College

Loyalty includes supporting the College's goals, representing the College positively, in the community, and contributing to a healthy, united workplace. Constructive feedback and respectful disagreement are welcome—but must be rooted in a spirit of shared success.

4. Uphold the Highest Standards of Ethics and Professional Behavior

Employees are expected to act with integrity, honesty, and fairness. This includes avoiding conflicts of interest, protecting confidential information, honoring commitments, and complying with College policies and applicable laws.

MISSION / VISION / MAROON & GOLD STANDARDS

5. Be Present, Reliable, and Ready to Contribute

Regular attendance, punctuality, and active engagement are essential. Employees should come prepared each day—whether in person or remote—and take full ownership of their responsibilities and work quality.

6. Strive for Excellence and Continuous Learning

A commitment to growth is expected. Employees shall pursue opportunities to improve their skills, stay current in their fields, and adapt their work to changing needs and new ideas.

7. Use College Resources Responsibly and Honorably

All College resources—time, technology, funding, and facilities—should be used efficiently, ethically, and solely for professional purposes. Employees are expected to avoid waste and treat public assets with care.

8. Foster a Respectful, Collaborative, and Engaged Work Environment

A healthy workplace depends on respect of the hierarchy of decision-making, on-going communication, and cooperation. Employees should actively contribute to a positive environment by engaging with others professionally and avoiding divisive or counterproductive behaviors.

9. Adapt to Change and Support Institutional Priorities

As the College evolves to meet new challenges, employees must remain flexible and responsive. This includes being open to new tasks, new technologies, and new ways of working that support Jackson College's strategic direction.

10. Communicate with Honesty, Clarity, and Purpose

Effective communication is essential. Employees should speak and write clearly, listen actively, and provide feedback constructively. Employees must understand that not everything can be known by everyone, and in the moment – that there is a difference between 'needing to know' for one's job duties, and 'wanting to know' which is idle curiosity. Communication should support understanding, alignment, and the successful pursuit of College goals.

Roberts Rule of Order for Small Assemblies

Board of Trustees
Jackson College, MI

Parliamentary procedure is a set of rules for conducting orderly meetings of the Board of Trustees that accomplish goals fairly. Excerpts from Robert's Rules of Order Newly Revised – 12th Ed. (RNOR), includes provisions for small assemblies (i.e., a grouping of 12 or fewer members). These rules apply to the Board committees as well.

I. General Principles:

RONR provides that Board of Trustees meetings are not to be conducted with the formality of a large assembly, but some general principles apply. Namely:

1. A quorum must be present for business to be conducted.
2. All Trustees have equal rights, privileges and obligations.
3. No person should speak until recognized by the chairperson.
4. Personal remarks or sidebar discussions during debate are out of order.
5. Only one question at a time may be considered.
6. Only one person may have the floor at any one time.
7. Trustees have a right to know what the pending question is and to have it restated prior to a vote being taken.
8. Full and free discussion of every main motion is a basic right.
9. A majority decides a question except when basic rights of members are involved or a rule provides otherwise.
10. Silence gives consent. Those who do not vote allow the decision to be made by those who do vote.
11. The chair should always remain impartial.

II. Unique Components to Small Assemblies:

These rules/exceptions are called the *Rules of Order for Small Assemblies*. However, the following RONR modifications to the Rules for small assemblies are notable and must be adhered to:

1. Members are not required to obtain the floor before speaking or making a motion, which can be done while seated. The chairperson merely recognizes the person.
2. Motions need not be seconded, although the chair should repeat the motion so that the meeting knows what is being talked about and before there is a vote, the proposed resolution should be repeated by the chair unless the resolution is clear. (A long motion should be in writing to assist the chair.)

3. There is no limit on the number of times that a person can speak, although in boards and committees it is not proper for a member to speak if a person who has not spoken wishes to be recognized. It is never proper to interrupt.
4. Informal discussion on a topic is permitted, even though no motion is pending. (It is required, however, to stick to the agenda.)
5. When a proposal is perfectly clear to the assembly, a vote can be taken without a motion having been made, but the chair is responsible for expressing the resolution before it is put to a vote.
6. The chair need not rise while putting questions to a vote.
7. The chair can participate in the discussion and unless there is a rule or custom of the board or committee to the contrary, can make motions and vote.
8. In order to have the benefit of the committee's or board's matured judgment, no motions to close or limit debate (such as "calling the question") are permitted.

III. Amendments:

A "motion to amend" can accomplish one or more of the following: 1) Inserting new language; 2) Striking language; and 3) Striking language in favor of adding new language.

Any motion can be amended by a subsequent motion. If the person who made the original motion consent to the amendment, the amendment is then deemed to be "friendly" amendment and it does not require additional support from another person; additionally, the matter is not subject to debate. If an amendment is not deemed friendly, it does require a person to second the amendment. Such a motion must then be debated and voted upon, before the debate resumes on the original motion.

A person wishing to make an amendment cannot interrupt another speaker. The chair should allow full discussion of the amendment (being careful to restrict debate to the amendment, not the original motion) and should then have a vote taken on the amendment only, making sure the board members know they are voting on the amendment, but not on the original motion.

If the amendment is defeated, another amendment may be proposed, or discussion will proceed on the original motion.

If the amendment carries, the meeting does not necessarily vote immediately on the "motion as amended." Because the discussion of the principle of the original motion was not permitted during debate on the amendment, there may be members who want to speak now on the issue raised in the original motion.

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: November 9, 2026

TO: Jackson College Board of Trustees
FROM: Dr. Daniel J. Phelan, President & CEO

Report Category:

☑ Decision Request ☐ Information Only

Board Role Alignment: (Relevant Board Policy Quadrant and Number)

GOVERNANCE PROCESS: GP-13 Special Rules of Order
BOARD BY-LAWS

Subject: (Topic or focus for consideration)

1.0 Call to Order, Pledge of Allegiance of the United States, & Safety Tailboard

Description: (Concise explanation of the issue, item, or proposal)

Chairwoman Lake will call all Trustees to Order in preparation for the Board Meeting, followed by a recitation of the Pledge of Allegiance:

The Pledge:
"I pledge allegiance to the flag of the United States of America and to the Republic for which it stands, one Nation under God, indivisible, with liberty and justice for all".

Following the Pledge, if there are new guests present, CEO Phelan will lead the room through a safety tailboard briefing for the newly remodeled Boardroom, as well as for visitors to the College.

Resource Impact: (As applicable)

None

Requested Board Action: (If any)

Come to order, stand, recite the Pledge of Allegiance to the United States, and receive the safety briefing.

Action Taken: (A record of action(s) taken is indicated in this meeting's minutes.)

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: November 9, 2026

TO: Jackson College Board of Trustees
FROM: Dr. Daniel J. Phelan, President & CEO

Report Category:

☑ Decision Request ☐ Information Only

Board Role Alignment: (Relevant Board Policy Quadrant and Number)

GOVERNANCE PROCESS: GP-09 Board Code of Conduct

Subject: (Topic or focus for consideration)

2.0 Declaration of Conflict of Interest *

Description: (Concise explanation of the issue, item, or proposal)

Consistent with Board Policy, By-laws, and the standard of the Board's Fiduciary Duty of Loyalty, this item is placed on the agenda for members to formally consider and disclose any item on the agenda wherein they may have any apparent or actual conflict of interest. This duty also requires members to act transparently.

Should a conflict be present, it is requested that the member publicly note the item in question to the Board Chairwoman during the meeting and abstain from any action concerning said item.

A roll call vote is required for this item.

Resource Impact: (As applicable)

None

Requested Board Action: (If any)

Roll Call Consideration of any actual or perceived conflict of interest with agenda items.

Action Taken: (A record of action(s) taken is indicated in this meeting's minutes.)

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: November 9, 2026

TO: Jackson College Board of Trustees
FROM: Dr. Daniel J. Phelan, President & CEO

Report Category:

☐ Decision Request ☑ Information Only

Board Role Alignment: (Relevant Board Policy Quadrant and Number)

BOARD BY-LAWS

Subject: (Topic or focus for consideration)

3.0 Communications
3.1 Public Comments (limit of 3 minutes per person)

Description: (Concise explanation of the issue, item, or proposal)

This item is placed on the agenda for any citizen to provide comments to the Board of Trustees. This agenda item represents the only period during the Board Meeting wherein persons may address the Board directly…the rest of the meeting is dedicated to the Board doing its own work, in a public setting. Public comments are limited to three (3) minutes, unless the time is modified by a majority vote of the Board. If a large group wishes to communicate the same message, the Board Chairwoman may request that the group appoint a spokesperson to represent them and make remarks on behalf of the group. The Chairwoman reserves the right to conclude the public comment period if the comments become repetitive and do not add new information.

REMINDER: Trustees are not to engage the presenters, per Board Policy, though the Board Chair will thank each presenter noting that the Board will take presenter comments under advisement. *Doing so avoids potential legal liability for the Board (individually and collectively), as well as disruption of the Board-CEO Delegation policies and related authority and duties.*

The Chairwoman reads the following statement prior to persons offering comment and it is expected to be adhered to by persons wishing to address the Board:
"***When addressing the Board, speakers are asked to be respectful and civil. Be advised that, as an on-going practice, the Board does not respond in this Board Meeting setting when the matter presented concerns personnel, student issues, operations, or other matters that are being addressed through the established grievance or legal processes, or otherwise are a subject of review by the Board of Trustees***".

Requested Board Action: (If any)

Receive comments from people wishing to address the Board.

Action Taken: (A record of action(s) taken is indicated in this meeting's minutes.)

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: November 9, 2026

TO: Jackson College Board of Trustees
FROM: Dr. Daniel J. Phelan, President & CEO

Report Category:

☐ Decision Request ☑ Information Only

Board Role Alignment: (Relevant Board Policy Quadrant and Number)

BOARD BY-LAWS

Subject: (Topic or focus for consideration)

3.0 Communications
3.2 Board Comments & CEO Comments
3.2.1 Board Members
3.2.2 CEO
3.2.3 Future Signaling Discussion

Description: (Concise explanation of the issue, item, or proposal)

This item is placed on the agenda for Members and the CEO to make any prefatory comments before engaging in the board agenda content and deliberations. As such, Trustees can use this item to offer any comments of a non-action-oriented nature or future signaling nature for the edification of other members and/or the CEO.

However, board policy and good governance practice notes that this is not an occasion to make comments / respond to the attending public, *as this is a meeting of the Board, not the public.* Thus, this item is provided solely as an opportunity for sharing items of interest among Trustees.

I will describe a Michigan Arts and Culture Council (MACC) $20K Experience Support Grant application that would provide financial support for a theatre performance in Spring 2027. If awarded, JC Foundation would provide a $5K match as required.

Additionally, I will offer Board discussion on the enclosed future signaling item and generative questions to consider.

Resource Impact: (As applicable)

None

Requested Board Action: (If any)

Receive non-action item comments from members and/or the CEO.

Action Taken: (A record of action(s) taken is indicated in this meeting's minutes.)

Signaling Exercise

Jackson College Board of Trustees
11.09.26
djp

Article:

https://www.gallup.com/workplace/716117/employee-engagement-below-30-first-time-years.aspx?utm_campaign=mb&utm_source=morning_brew&utm_medium=newsletter

Overview:

Gallup reports that U.S. employee engagement fell to 29% in the third quarter of 2026, its lowest level in 15 years, with the sharpest declines among remote and hybrid employees.

Interestingly, only 46% of employees strongly agreed that they understood what was expected of them, and just 37% felt that someone at work cared about them as a person.

These findings suggest that organizational remote structures and change generally, may be outpacing the communication, clarity, and human connection needed to sustain engagement.

For Jackson College, this is a signal to consider how employee disconnection could affect our capacity to achieve the Board's intended results (ENDs) for students and our community. Our commitment to being a Human-First, and human development organization begins with recognizing that the people serving our students also need clarity, connection, and care.

Two questions for trustee consideration:

1. ENDs and Ownership…What might this trend signal about the changing needs of the community we serve, and what should we learn through ownership linkage before considering whether our Ends policies require refinement?
2. Executive Limitations and monitoring…Do our policies adequately define unacceptable conditions concerning employee treatment and institutional capacity, and does our monitoring provide sufficient evidence of compliance while preserving the President's authority to select operational approaches?

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: November 9, 2026

TO: Jackson College Board of Trustees
FROM: Dr. Daniel J. Phelan, President & CEO

Report Category:

☐ Decision Request ☑ Information Only

Board Role Alignment: (Relevant Board Policy Quadrant and Number)

EXECUTIVE LIMITATIONS: EL-08 Communication & Support to the Board

Subject: (Topic or focus for consideration)

3.0 Communications
3.3 Excellence Minute: Community Engagement – Cierra Sylvester

Description: (Concise explanation of the issue, item, or proposal)

As you know, based upon the Board's recommendation, I added a full-time position for purposes of expanding our reach in the tri-county area, connecting more of our citizenry and organizations to the College.

For this month's Excellence Minute, we welcome JC's Executive Director of External Engagement, Cierra Sylvester, to share highlights of her first 60 days at Jackson College building relationships, understanding JC's community footprint, and creating a coordinated approach to engagement.

Resource Impact: (As applicable)

None

Requested Board Action: (If any)

Receive the highlight and ask any questions.

Action Taken: (A record of action(s) taken is indicated in this meeting's minutes.)

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: November 9, 2026

TO: Jackson College Board of Trustees
FROM: Dr. Daniel J. Phelan, President & CEO

Report Category:

☐ Decision Request ☑ Information Only

Board Role Alignment: (Relevant Board Policy Quadrant and Number)

GOVERNANCE PROCESS: GP-11 Board Linkage with Ownership

Subject: (Topic or focus for consideration)

4.0 Board Governance
4.1 Ownership Linkage Update

Description: (Concise explanation of the issue, item, or proposal)

At the Board's 10.29.26 Planning Session, members requested that an Ownership Linkage Task Force be compiled of Chairwoman Lake, Trustee Mackey, and Trustee Simpson to hold an Ownership Linkage meeting with members of the Jackson County NAACP. The Task Force has been compiled thus and scheduling efforts with Executive Officers of the Jackson Branch NAACP are underway.

Resource Impact: (As applicable)

None

Requested Board Action: (If any)

Receive the Ownership Linkage Update.

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: November 9, 2026

TO: Jackson College Board of Trustees
FROM: Dr. Daniel J. Phelan, President & CEO

Report Category:

☑ Decision Request ☐ Information Only

Board Role Alignment: (Relevant Board Policy Quadrant and Number)

GOVERNANCE PROCESS: GP-01 Governing Style
ENDS: EN-01 (#1-3) Board's ENDS
ENDS: EN-01 (#4) Board's ENDS
BYLAWS

Subject: (Topic or focus for consideration)

5.0 Consent / Required Approval Agenda
- 5.1 Adoption of Minutes
  - 5.1.1 Regular Board Meeting, Dated 10.12.26*
  - 5.1.2 Board Fall Planning Session, Dated 10.29.26*
- 5.2 Policy Review
  - 5.2.1 ENDS
    - 5.2.1.1 EN-01 (#4) Board's ENDS – Policy Review*
- 5.3 Interpretations Assessments
  - 6.3.1 EN-01 (#1-3) – Interpretations Assessment *

Description: (Concise explanation of the issue, item, or proposal)

Linked are the minutes of the most recent meetings of the Board, for your review and consideration for placement into the formal record of the Jackson College Board of Trustees.

Please note that, by State law, a preliminary draft of these minutes are posted within 8 days of each Board Meeting and are finalized as a permanent record upon Board approval at this, the subsequent board meeting.

Linked for its regular review is Board ENDS Policy EN-01 (#4) Board's ENDS to which policy pre-review Trustees (Chairwoman Lake, Vice Chairman Heins, and Trustee Thomas) and I recommend no edits at this time.

Enclosed for the Board's assessment of reasonableness are my interpretations for Board ENDS Policy EN-01 (#1-3) Board's ENDS with one area of suggested edits under policy item 1.1.3.

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: November 9, 2026

Also enclosed is a case study (Measuring the Fuzzy ENDS) that the policy pre-review Trustees discussed during their policy review session on 10.12.26.

PLEASE NOTE: The Board may approve / assess all of these as a whole or pull items from this agenda item for in-depth discussion.

Resource Impact: (As applicable)

None

Requested Board Action: (If any)

Consideration of approving Board Meeting Minutes for 10.12.26 and 10.29.26; approval of ENDS policy EN-01 (#4); and assessment of the CEO's interpretations of ENDS policy EN-01 (#1-3) for reasonableness.

Action Taken: (A record of action(s) taken is indicated in this meeting's minutes.)

Measuring the Fuzzy ENDS

Preparing students for life after graduation is both one of the most important ENDS of the college, but it is also one of the hardest to meaningfully document and track. Course completion rates, semester-to-semester and year-to-year retainment, post-graduation job placement or enrollment towards higher educational attainment can offer standardized, measurable metrics to track learner achievement that can be related to specific educational programs but are indirect measurements of broader life skills. Measuring and tracking improvements to the critical thinking, problem solving, and written communication skills necessary for learners to be successful citizens and contributors to their communities' vitality are more difficult to track as there are few, if any, objectively measurable standards for assessment to use for comparison and the scope of the skills themselves will extend well beyond any individual course or educational pathway.

Possible discussion questions:

How can learner improvement in these areas be meaningfully tracked and measured during their studies?

- Are final achievement levels alone meaningful measurements of significant learner growth? E.g., do the rates of learners rated competent in an Institutional Learning Outcome (ILO) by the end of an individual course or program necessarily demonstrate growth from their time at the college, or could it be a measure of an already existing competency?
- Are the criteria for program-level assessments universally applicable between programs, or specific to the topic and approach of each program? E.g., are the standards for determining a learner's competency in identifying valid vs. invalid evidence and identifying bias used in an advanced manufacturing program the same as those used in an accounting or arts program? Would a STEM-focused program have the same standards for identifying security risks and ethics uses for technology as a theatre program?
- If more in-depth and detailed evaluations of learner development and achievement are developed on a longer timescale than the board's monitoring schedule, E.g., a 5-year vs. 1-year cycle, how can the board maintain their duty to monitor CEO performance for accountability?

Jackson College
Board of Trustees

Interpretations Assessment:
EN – 01 Board's ENDS (#1-3)

[Report Date: 11.09.26]

Note: Board Policy is indicated in bold typeface throughout the report.

POLICY STATEMENT:

Jackson College exists so that:

All those who choose to enroll have learning opportunities that prepare them to be successful global citizens and contribute to Jackson County's vitality at a cost that demonstrates wise and sustainable stewardship of resources.

INTERPRETATION:

I have interpreted "...learning opportunities that prepare learners to be successful global citizens and contribute to Jackson County's vitality..." in the lower policy levels below. Achievement of these, together with the following items will constitute achievement of the Board's ENDS policies.

I am interpreting wise and sustainable stewardship of resources to be the continuing low cost of quality education in comparison to both public and private four-year institutions.

Compliance will be demonstrated when:

a) Cost of achieving a four-year degree, offset by two years of Jackson College experience, is less than achieving same/similar degree at the four-year State or private institution.

This is reasonable because community colleges are established by the State. According to the State of Michigan Constitution of 1963, Public Acts 193 and 287 of 1964, and Public Act 331 of 1966, and the State Fiscal Agency of Michigan, "The singular purpose of these [sic] colleges was to provide the first two years of a baccalaureate program. Further, "…the comprehensive community college was founded upon three basic elements: 1) equitable access to educational services for all persons in the community; 2) the removal of geographic and economic barriers that prohibit persons from benefiting from the service; and 3) the reasonable opportunity for the individual to discover and develop his or her talents at low cost." Considerations of total cost of attendance addresses the State's expectations, as well as this ENDS provision.

1. Citizens experience a distinctive, collaborative, innovative institution that is responsive to the regional needs of workforce training, capacity building, and economic development.

INTERPRETATION:

I have interpreted this statement to mean that Jackson College should have considerable operational and programmatic differences from other community colleges, as measured by the number of unique (i.e., offered by fewer than 25% of Michigan Community Colleges) operational and programmatic differences to other MCCA Colleges. I further interpret that a principal element of the College's programming should be leveraged to support local workforce and economic development, as measured by the number of programs provided, contract training opportunities provided, the total number of persons trained, as well as other related activities and contributions.

This is reasonable because: Workforce and economic development are both historical and distinctive roles of community colleges. The demonstration of the level of the College's involvement in these activities, and providing the same for citizens, as found among peer institutions, is achieved by documenting program offerings and enrollments provided, as well as other contributions to the economic health of the region.

1.1 Learners complete degrees and obtain industry recognized credentials of value in the workplace.

INTERPRETATION:

I have interpreted "...learners complete degrees and obtain industry recognized credentials of value in the workplace." in 1.1. Achievement of this together with the following will demonstrate achievement of this ENDS statement:

a) The percentage of learners who successfully complete certifications and degrees in a 2-year period, year over year; and
b) Three-, four-, five-, and six-year success ratings of learners who complete certifications and degrees, year over year; and
c) The relative standing of Jackson College among other Michigan Community Colleges incorporating IPEDS and State data.

This is reasonable because it shows how quickly learners are able to complete a credential from Jackson College, or transfer to a four-year university, as well as the percentage that are able to complete the program in the intended two years which helps them realize the benefit of lower cost of education in a community college. The use of IPEDS and State data for progress determinations are a federal and state standard of productivity.

1.1.1 Graduates have the credentials that lead to employment that provides family-sustainable wages.

INTERPRETATION:

I have interpreted this to require the following:

a) Graduates should have employment with a compensation level that is above 150% of the most recent Federal Poverty Guidelines for a family of four.

b) All career related credentials are submitted to the U.S. Department of Education and are evaluated for qualification according to Gainful Employment Standards

c) Graduates of Jackson College certificate and degree programs should be placed in a related job not more than 6 months after their certification completion.

This is reasonable because employment after graduation is a reasonable expectation of learners after investing in their education. Furthermore, Federal Gainful Employment standards are universally applied to all higher education institutions and also require a reasonable income over education/training cost standard.

1.1.2 Ongoing regional labor force and employment needs are identified and supported.

INTERPRETATION:

I interpret this statement to require that the College not only regularly assess workforce needs of the tri-county area in terms of aggregate need and type of education needed through surveys, interviews, and on-site visits; but also develop the instructional planning to reasonably provide the training and instructional programming necessary to satiate this regional need.

This is reasonable because utilizing a survey methodology or through interviews conducted with vocational-technical advisory groups is a process that is required of all Federal Carl-Perkins grants for professional trades programs for obtaining information for program viability and sustainability. These same vehicles can be used to determine future programmatic needs as well.

1.1.3 The impact of technology on education and employment is contemplated in educational programs and student success practices.

INTERPRETATION:

I interpret this statement to require that:

- Technology is contemplated in curriculum of educational programs and acquisition of technological tools.
- Technology anticipates student needs and eliminates structural barriers with personalized interventions.
- Technology is contemplated in learner access to employment opportunities.
- Technology use is ethical and demonstrates positive learner outcomes.

This is reasonable because it demonstrates multiple methods of measuring technological impact on learners.

1.2 Employers have properly qualified people available to meet their needs.

INTERPRETATION:

I have interpreted this statement to require regular assessment of employers to determine if the learners trained at Jackson College, and employed by their firms, meet their expectations of instructional preparation.

This is reasonable because surveying of the employing community would provide the best evidence of the quality of education provided and its alignment with employer needs.

1.3 Employers have avenues for employee training.

INTERPRETATION:

I have interpreted this statement to be satisfied when the College's Department of Corporate and Continuing Education (CCE) and Allied Health and Advanced Manufacturing faculty work with area employers to assess and identify current industry-recognized credentials (IRC) that are in-demand and lead to sustainable wages. Additionally, further vetting of identified programs would be reviewed by Michigan Works! Southeast (MWSE) to align access to Workforce Investment and Opportunity Act (WIOA) funding and wrap-around supportive services.

Achievement of this ENDS statement will be demonstrated when:

a) The College offers credit and noncredit opportunities, in person and remotely, through Corporate & Continuing Education (CCE) based on employers' requests/needs for industry- recognized credentials; and

b) The College facilitates funding for employee training, largely through the Michigan New Jobs Training Program and the Going Pro Talent Fund and Incumbent Worker Grant opportunities through collaboration with Michigan Works Southeast.

This is reasonable because it provides employers with the types of training that they need to gain in demand credentials at times and modalities to meet their individual needs.

1.4 The region has enhanced capacity for entrepreneurial innovation.

INTERPRETATION:

I am interpreting "...enhanced capacity for entrepreneurial innovation" as business owners and potential business developers in the region have opportunities to acquire the necessary theory, practices and applications for starting and sustaining a business.

Compliance will be demonstrated when:

a) The College offers credit and non-credit small business development and entrepreneurship courses and workshops, in various formats and lengths.

b) Learning outcomes for business program curricula include the learner demonstrating fundamental knowledge in core functional small business and entrepreneurship areas.

c) Small business learners participating in the rigorous business curriculum who participate in Learner Feedback Surveys will be asked to identify that the program of instruction and the instructors are doing well in preparing learners for the entrepreneurial workforce environment.

d) Response options for Learner Feedback Surveys for the courses would reflect a high level of satisfaction with the courses taken.

e) All CCE course completers survey data would verify that participants valued the courses offered and intend to enroll in additional courses to expand their skills.

This is reasonable because individuals are more likely be successful in starting their own businesses if they are equipped with basic entrepreneurial foundational tools.

2. Learners seeking to transfer to baccalaureate granting institutions have the requisite qualifications, skills and abilities for success at those institutions.

2.1. Current and prospective learners have accurate information about transfer agreements and opportunities.

INTERPRETATION:

I interpret this item to mean that all transfer-related materials should be current to ensure learners have access to accurate transfer information to assist them with making informed educational decisions.

I further interpret this to mean that all articulation agreements and transfer-related materials, specific to program areas, are reviewed and approved by the appropriate academic department, dean, faculty, and Registrar before publishing to the academic catalog and website.

Achievement of this ENDS statement will be demonstrated when:

a) Transfer Liaison confirms the accuracy of information that is published on the website; and

b) Transfer Liaison confirms that all transfer information is evaluated by academic department, academic dean, registrar prior to publishing in catalogue and on web.

This is reasonable because the Transfer Liaison is responsible for all transfer relationships and agreements with universities and the Academic Department, the Academic Dean, and the Registrar have most current information on instructional programs.

3. All populations of learners experience learning and academic success responsive to their unique whole learner needs.

3.1 Educational opportunities exist for those that might not otherwise have them.

INTERPRETATION:

I interpret this to mean that the "...learners that might not otherwise have educational opportunities..." are defined as first generation, learners of diverse background, PELL-eligible learners.

Achievement of this ENDS statement will be demonstrated when:

a) College tuition is lower than comparable four-year private or state Colleges;

b) Financial aid that lowers price and create additional resources for success is available to any eligible learner;

c) Learners have access to multiple modalities of delivery, (i.e., online, face to face, hybrid, that fits their unique life);

d) Learner housing is available to learners from other areas to live on campus that enables them to complete programs; and

e) Learner-parents have housing and are supported with employment services, academic tutoring, part-time campus employment, and learner success mentoring.

This is reasonable because it addresses the primary barriers that research has shown to be the primary barriers to access to education (i.e., financial and housing, lack of accommodation for life context.)

3.2 Learners have access to learning and academic support consistent with current technology and research.

INTERPRETATION:

I have interpreted "current" to be defined as meeting the requirements of the academic or professional field of study and learner's academic program. I further interpret this statement to ensure that Faculty annually identify equipment or classroom needs, inclusive of technology and academic requirements, as meeting the expectation of this ENDS statement.

Achievement of this ENDS statement will be demonstrated when the College's annual budget meets the requirements for equipment and classroom identified by faculty, as well as including those items needed for training and workforce development, as identified industry representatives, which are identified through the use of advisory boards.

This is reasonable because the Board has an existing policy of providing 3.5% of the annual College budget for the acquisition/replacement of instructional technologies, software, and support equipment necessary for the classroom and college operations.

3.2 Learners have ancillary support that meets their unique needs.

INTERPRETATION:

I interpret ancillary support for unique needs to require a more holistic approach in serving learners. More specifically, learners would have supplementary support that includes academic elements and related efforts based upon what research indicates is required to support academic results at the college level. Additionally,

a) Learners should have access to in-person and online tutoring, a writing lab, math lab, and supplemental instruction (SI) support on the academic side of education; and

b) Learners should have access to health and food supports.

This is deemed reasonable as research has indicated that addressing whole learner health and nutrition is essential as it directly impacts learners' ability to succeed academically.

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: November 9, 2026

TO: Jackson College Board of Trustees
FROM: Dr. Daniel J. Phelan, President & CEO

Report Category:

☑ Decision Request ☐ Information Only

Board Role Alignment: (Relevant Board Policy Quadrant and Number)

ENDS: EN-01 (#5) Board's ENDS

Subject: (Topic or focus for consideration)

6.0 Items for Decision
6.1 MLK Jr. Medal of Service Award Recipient Decision *

Description: (Concise explanation of the issue, item, or proposal)

Linked are the MLK Jr. Medal of Service Award nomination forms to be considered and voted upon by the Board during this meeting as outlined in the MLK Jr. Medal of Service Award & Celebration Dinner Statement of Practice (enclosed).

Also enclosed is the scoring matrix and ranking sheet that will be the tools used for your voting purposes. Hard copies of the ranking sheet will be completed by each of you during the meeting, collected, and tallied. The final results will be shared during the meeting.

- Nominee #1
- Nominee #2
- Nominee #3
- Nominee #4
  - 1st Nomination
  - 2nd Nomination
  - 3rd Nomination
  - 4th Nomination
- Nominee #5
- Nominee #6

Resource Impact: (As applicable)

None

Requested Board Action: (If any)

Select an MLK Jr. Medal of Service Awardee

Action Taken: (A record of action(s) taken is indicated in this meeting's minutes.)

STATEMENT OF PRACTICE

SOP NO.	PROCEDURE NAME	DEPARTMENT
BoT - 02	Martin Luther King, Jr. Medal of Service Award & Celebration Dinner	Board of Trustees

LEAD PERSON/TITLE	REVIEW DATE
Chief Governance Officer (CGO)	11.17.25

PURPOSE

To provide clear and documented guidelines to trustees on the MLK Medal of Service Award Selection Process and the corresponding Celebration Dinner.

SCOPE

This Statement of Practice serves to provide a consolidated reference document for board members' best practices to ensure consistent practices for community awarding and celebrating.

RESPONSIBILITIES

CGO – Selection of and Presentation of the Awardee
CEO – Awardee Notification
COO – Coordination
CAO – Coordination

RESOURCES

Board Member time
CEO time
College administration and staff time
Funds collected will fund the award and event operations, with unused funds donated to Challenge Day each year.

POLICY #, IF APPLICABLE

ENDS: EN—01 (#5) Board's ENDS

PROCEDURE: DESCRIBE THE STEPS TO COMPLETION INCLUDING NECESSARY APPROVALS

1. MLK Medal of Service Award electronic award nomination form is sent out from the Jackson College (JC) Marketing Department as a press release to the community and JC employees.

STATEMENT OF PRACTICE

2. Community and JC employees can nominate a person for the JC MLK Medal of Service Award winner up until the due date.
3. Nomination forms will be given to the JC Board of Trustees and voted upon by the Board annually in the November Board meeting. (A Special Board meeting would need to be called for this to be awarded in 2026.)
4. The MLK Medal of Service Award Winner will be notified by the JC CEO.
5. The MLK Medal of Service Award Winner will be recognized at the JC MLK Celebration Dinner, located in the JC Snyder Dining Hall.
    a. The JC Snyder Dining Hall has a seating limit of 225, limiting ticket sales as such.
    b. Students will have a special ticket price.
    c. Residual funds collected from ticket sales will be donated to JC's annual support of Challenge Day.

RESTRICTIONS: DESCRIBE ALL CONDITIONS AND/OR REGULATIONS

Annual nomination, reservation, and sponsorship deadlines will be posted on the website.

REVIEWER/APPROVAL	DATE
CGO	11.17.25

Date Of Change	Description of Change	Responsible Party
11/17/2025	Adoption	CGO

Dr. Martin Luther King Jr. Medal of Service – 2027
Board of Trustee Nomination Scoring Matrix Criteria

Please review nominations based on the **meaning, depth and impact** of the nominee's contributions. A nominee should not receive greater consideration simply because they have served for more years, held more leadership positions or participated in more organizations. Consider the quality of the individual's service and the difference their contributions have made.

Evaluation Area	What Reviewers Consider	Points
Meaningful Service & Impact	The significance of the nominee's service and the difference it has made in the lives of individuals, families or the community. **Consider depth and quality of impact rather than simply the number of activities or organizations involved.**	**0–5**
Bringing People Together	Evidence that the nominee builds relationships, creates connection, fosters understanding and contributes to a stronger sense of shared community.	**0–5**
Lifting Others Up	How the nominee encourages, mentors, supports or creates opportunities that help others grow, succeed and thrive.	**0–5**
Human Dignity & Character of Service	Evidence that the nominee approaches others with kindness, respect, compassion and understanding and honors the dignity and worth of every person.	**0–5**
Commitment to Community	The nominee's demonstrated commitment to giving back and strengthening the community. Consider consistency, substance and meaningful contribution rather than titles, affiliations or number of roles held.	**0–5**
	Maximum Score	**25**

Scoring Guide

5 – Exceptional
Compelling and specific evidence of extraordinary contribution or impact.

4 – Strong
Clear and substantial evidence that the nominee demonstrates this quality.

3 – Meaningful
Good evidence of meaningful contribution, although the depth or impact may be less extensive.

2 – Some Evidence
Some relevant evidence is provided, but it is limited in scope, detail or demonstrated impact.

1 – Limited Evidence
The nomination makes a connection to this area but provides little supporting evidence.

0 – Not Demonstrated
The nomination does not provide evidence related to this area.

Dr. Martin Luther King Jr. Medal of Service Nominations 2027- Scoring Matrix

Instructions: Assign each candidate a score from 0–5 in each category. Add the five scores for a total (maximum 25 points).

Candidate Name	Meaningful Service and Impact (0–5)	Bringing People Together (0–5)	Lifting Others Up (0–5)	Human Dignity & Character of Service (0–5)	Commitment to Community (0–5)	Total (25 max)
Cathy Brechtelsbauer						
Michael Brown Sr.						
Nathan Close						
Brian Green						
Feenie McLaren						
Salena Taylor						

Overall Consideration

For your first choice candidate, what most distinguishes their service and makes their contribution worthy of recognition through the Dr. Martin Luther King Jr. Medal of Service?

Continued comments

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: November 9, 2026

TO: Jackson College Board of Trustees
FROM: Dr. Daniel J. Phelan, President & CEO

Report Category:

☑ Decision Request ☐ Information Only

Board Role Alignment: (Relevant Board Policy Quadrant and Number)

GOVERNANCE PROCESS: GP-03 Board Planning Cycle & Agenda Control

Subject: (Topic or focus for consideration)

6.0 Items for Decision
6.2 2027 Board Meeting Dates/Times *

Description: (Concise explanation of the issue, item, or proposal)

Following the discussion at the Board's Fall Planning Session (10.29.26), enclosed are proposed dates for the Board's 2027 Regular Board Meetings, Planning Sessions, Summer Retreat, & Conferences.

Reminder: Regular Board Meetings in 2027 will be the **2nd Monday of each month**, **excluding July, August, November, and December** during which no Regular Board Meetings will be held. (January was previously discussed as a month for no regular Board meeting, but we are required in Section 111 of Michigan's Community College Act of 1966 (Public Act 331), codified at MCL 389.111, specifically subsections (2) and (3) to hold an organizational meeting in January (election of Board officers) following the date of the regular community college election.

Further, the Regular Board Meetings will start at **5:30pm** in the Potter Center Boardroom (preceded by a social-only Board dinner at 5:00pm in the Ready Room.)

Resource Impact: (As applicable)

None

Requested Board Action: (If any)

Approve the 2027 Board Meeting Dates.

Action Taken: (A record of action(s) taken is indicated in this meeting's minutes.)

2027 ANNUAL CALENDAR

JANUARY

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

FEBRUARY

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	**8**	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

MARCH

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	**8**	9	10	11	12	**13**
14	**15**	16	17	18	19	20
21	22	23	24	**25**	26	27
28	29	30	31			

APRIL

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	**12**	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

MAY

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	**10**	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

JUNE

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	**14**	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

JULY

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	**28**	**29**	**30**	31

AUGUST

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	**12**	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

SEPTEMBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	**13**	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

OCTOBER

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	**11**	12	**13**	**14**	**15**	**16**
17	18	19	20	21	22	23
24	25	26	27	**28**	29	30
31						

NOVEMBER

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	**8**	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

DECEMBER

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Gold highlights indicate dates outlined below.

DRAFT

2027 Regular Board Meetings:

Regular Board Meetings in 2027 will be the **2nd Monday of each month (excluding January, July, August, and December** during which no Regular Board Meetings will be held). The Regular Board Meetings will start at **5:30pm** in the Potter Center Boardroom (preceded by a social-only Board dinner at 5:00pm in the Ready Room.)

1. Monday, February 8, 2027
2. Monday, March 8, 2027
3. Monday, April 12, 2027
4. Monday, May 10, 2027
5. Monday, June 14, 2027
6. Monday, September 13, 2027
7. Monday, October 11, 2027
8. Monday, November 8, 2027

2027 Planning Sessions and Retreat:

Planning Sessions in 2027 will be 8am-2pm as follows:

1. Spring Planning Session: Thursday, March 25, 2027
2. Summer Retreat: Thursday, August 12, 2027
3. Fall Planning Session: Thursday, October 28, 2027

2027 Conferences:

1. 2027 National Conference on Trusteeship – Association of Governing Boards – March 13-15, 2027 (Washington, D.C.)
2. 2027 MCCA Summer Conference – July 28-30, 2027 (Kalamazoo, MI)
3. 2027 ACCT Leadership Congress – October 13-16, 2027 (Philadelphia, PA)

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: November 9, 2026

TO: Jackson College Board of Trustees
FROM: Dr. Daniel J. Phelan, President & CEO

Report Category:

☑ Decision Request ☐ Information Only

Board Role Alignment: (Relevant Board Policy Quadrant and Number)

EXECUTIVE LIMITATIONS: EL-04 Financial Conditions & Activities

Subject: (Topic or focus for consideration)

7.0 Monitoring CEO Performance
7.1 EL-04 Financial Conditions & Activities – Evidence Review *

Description: (Concise explanation of the issue, item, or proposal)

Attached for your review is the evidence (i.e., Monitoring Report) for EL-04. You will note that my report indicates Full Compliance according to previously established and approved interpretations for 2026.

I will respond to questions you may have about the report.

Resource Impact: (As applicable)

None

Requested Board Action: (If any)

Board assessment of the monitoring report for Policy EL-04 for evidence of full compliance with the 2026 reasonable interpretation of the policy.

Action Taken: (A record of action(s) taken is indicated in this meeting's minutes.)

Jackson College Board of Trustees

Monitoring Report:
EL – 04 Financial Conditions & Activities
Monitoring Period: November 2025 – November 2026

[FULL COMPLIANCE]

Note: Board Policy is indicated in bold typeface throughout the report.

I present this monitoring report to the Jackson College Board of Trustees which addresses the Board's Policy EL-04: "Financial Conditions & Activities". I certify that the information contained herein is true and represents compliance, within a reasonable interpretation of the established policy, unless specifically stated otherwise below. Please note that all of my interpretations of the policy remain unchanged from the previous report, unless otherwise noted.



11.09.26

Daniel J. Phelan, Ph.D. — Date
President and CEO

POLICY STATEMENT:

With respect to financial conditions and activities, the Chief Executive Officer shall not cause or allow the development of fiscal jeopardy or actual expenditures that are not aligned with achievement of the Board's Ends.

Further, without limiting the scope of the above policy statement by the following list, the Chief Executive Officer shall not:

1. **Expend more funds than received in the fiscal year unless the debt guideline below is met.**

INTERPRETATION:
I have interpreted that compliance is demonstrated when a review of the College's annually fiscal year audited financial statements do not indicate that annual general fund expenses over the preceding fiscal year exceeded general fund income.

This interpretation is reasonable because monthly statements provide an early indication of expenditure patterns of the institution on a month-by-month basis wherein the Board can compare revenues to expenditures directly. Further, the 12 monthly financial statements of July through June, when taken together, are eventually subject to audit by the Board's selected

auditor for review and ultimate audit report of the fiscal year, which would indicate if there was an excess of expenditures over revenues.

EVIDENCE:
On 10.16.26, the VP, Student Achievement & Financial Services confirmed that the College's annual fiscal year audited financial statements indicated that general fund expenditures did not exceed general fund revenues in FY '26.

1.1. Incur debt in an amount greater than can be repaid by certain, otherwise unencumbered revenues, within the current fiscal year, or that can be repaid to accounts previously established by the Board for that purpose.

INTERPRETATION:

I interpreted that compliance is demonstrated when the previous fiscal year debt service schedule of all annual obligations is not greater than that which can be repaid within that year. Further,

a. No expenditures greater than $100,000 are made that were not included in the annual general fund budget, or in the annual five-year master plan.

   This interpretation is reasonable because it establishes Board limits to the CEO that can be quantitatively measured, which may not be exceeded, and further the Board has the opportunity to ensure compliance to that end through monitoring.

b. Annual expenditures on debt service do not exceed the Board approved budget.

   This interpretation is reasonable because the Board reviews the annual debt schedule as part of its annual budget approval process.

EVIDENCE:

a) On 10.16.26, the VP, Student Achievement & Financial Services confirmed that no expenditures over $100,000 were made in FY '26 that were not authorized through the annual General Fund budget or five-year master plan.
b) On 10.16.26, the VP, Student Achievement & Financial Services confirmed that FY '26 debt service expenditures did not exceed the Board-approved budget.

2. Use funds from restricted or designated accounts for purposes other than that for which the account was established.

INTERPRETATION:

I have interpreted that compliance will be demonstrated when:

a) A review of the monthly financial statements, as well as the annual audited financial statements from the previous fiscal year confirm that the month end balance for the designated funds, which the Board has set-aside for future operations, do not indicate allocations for purposes other than that which has been Board designated.

b) An external review of restricted fund use is conducted and confirms use has been limited to intended use.

This interpretation is reasonable because the College's financial statements are the vehicle by which all financial transactions are summarized, within a reporting period, and such review is conducted by an external agency.

EVIDENCE:

a) On 10.16.26, the VP, Student Achievement & Financial Services confirmed that a review of the FY '26 monthly financial statements and annual audited financial statements indicated that designated funds were used only for their Board-designated purposes and that no allocations were made for purposes other than those for which the funds were designated.

b) On 10.16.26, the VP, Student Achievement & Financial Services confirmed that the FY '25 Annual Federal Awards Audit reported no findings indicating that restricted funds were used for purposes other than their intended uses.

3. Allow the College's cash position in any month to be less than is needed to satisfy obligations in that month.

INTERPRETATION:

I have partially interpreted this policy in item #3.0 as compliance being demonstrated when, in addition to the evidence for 3.1, a review of the monthly financial statements for the monitoring period confirms that the cash position of the College is positive.

This interpretation is reasonable because the College's financial statements are the vehicle by which all financial transactions are summarized, within a reporting period.

3.1 Allow a combined operating fund balance reserves to be less than the fiscal year average of two months' operating expenses.

INTERPRETATION:

Compliance will be demonstrated when, in addition to the above, a review of the College's monthly financial reports, for the monitoring period, confirm that an amount equal to, or greater than 2/12ths or 16.6% of average monthly expenses, is held in reserve.

This interpretation is reasonable because a Board review of monthly financial statements will demonstrate the College's current fund balances.

EVIDENCE:
On 10.16.26, the VP, Student Achievement & Financial Services confirmed that, based on a review of the FY '26 monthly financial statements, combined operating fund balance reserves were greater than two months of budgeted operating expenses during each month of FY '26.

4. Allow the untimely payment of payroll and debts.

INTERPRETATION:

I interpret compliance will be demonstrated when:

a) Employees are paid biweekly, which is consistent with payment schedule required by employment contract /labor agreement and appointment letters received by administrators, as well as the nonexistence of employee contract or grievances regarding lack of payroll payments.

   This is reasonable because the College's payroll register is a principal vehicle to determine if employee compensation obligations are satisfied. Further, union contracts provide for grievance procedures to the College, should those represented by the union, go unpaid.

b) Vendors are paid weekly consistent with vendor contracts and bond debt is paid semi-annually according to internal controls and processes reviewed by our external auditor. Additionally, the College has not received any complaints from vendors regarding the lack of payment for goods and services provided.

   This interpretation is reasonable because the Board-selected auditor is an external, third-party review mechanism for determining if College obligations are satisfied.

EVIDENCE:

a) On 10.15.26, the Director of Business & Student Financial Services confirmed that employees are paid biweekly in accordance with established payroll schedules and applicable employment agreements
b) On 10.15.26, the Director of Business & Student Financial Services confirmed that vendor payments are processed weekly. Bond debt obligations are paid semiannually in accordance with established debt service schedules.

5. Write off receivables without having first aggressively pursued payment after a reasonable grace period.

INTERPRETATION:
I have interpreted that compliance will be demonstrated when there is a process in place, which is annually reviewed by the Director of Business and Student Financial Services and CFO, which defines the College's process for receiving past due payments from students, which minimally includes in-house communication made to students who have an outstanding balance at the end of the semester allowing students to make payment arrangements or make payment in full up to 45 days. After 45 days, delinquent accounts are turned over to College-contracted collections.

This interpretation is reasonable because it aligns with industry best practices.

EVIDENCE:
On 10.15.26, the Director of Business & Student Financial Services confirmed that the process for past due payments and subsequent collections is in place and delinquent student rosters are stored internally once turned over to collection agencies.

6. Allow tax payments or other government ordered payments or reports to be overdue or inaccurately filed.

INTERPRETATION:

I have interpreted that compliance will be demonstrated when:
a) The year-end informational reports, required by the IRS, are submitted timely and with no penalties;
b) Sales Use and Withholding Tax returns are submitted monthly by required deadline;
c) Quarterly 941 Reports have been submitted to the IRS; and
d) Payroll withholding taxes are submitted on a biweekly basis that aligns with the payroll schedule.

This interpretation is reasonable because it addresses all required federal and state reporting requirements, timelines, and provides for verification of submissions. Failure to achieve the aforementioned steps would prompt a letter of concern to the College by the respective authority.

EVIDENCE:
a) On 10.15.26, the Director of Business & Student Financial Services confirmed that year-end informational reports are submitted to the IRS and state by the required deadline and without penalties.
b) On 10.15.26, the Director of Business & Student Financial Services confirmed that sales use and withholding tax returns are filed monthly and a summary return is filed annually with the state by the required deadline.
c) On 10.15.26, the Director of Business & Student Financial Services confirmed that the quarterly 941 reports have been submitted to the IRS by the required deadline without penalty.
d) On 10.15.26, the Director of Business & Student Financial Services confirmed that bi-weekly payroll taxes are submitted to the appropriate entities timely and without penalty.

7. Acquire, encumber or dispose of land or buildings.

INTERPRETATION:
I have interpreted that compliance will be demonstrated when the College's Chief Financial Officer confirms that there has been no acquisition, encumbrance, or disposal of land or buildings outside of the Board-approved five-year master plan. Furthermore, unauthorized additional or sold building and lands do not appear on the College's external audit, nor are there changes in the College's insurance coverage register.

This is reasonable because it provides validation of compliance by the Chief Financial Officer, assuring that no such transactions have occurred.
Additionally, the external audit and the College's insurance register are the externally generated documents that provide validation to any building and land transactions.

EVIDENCE:
On 10.16.26, the VP, Student Achievement & Financial Services confirmed that no acquisitions, encumbrances, or disposals of land or buildings occurred during FY '26 outside of the Board-approved five-year master plan or other Board-approved action.

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: November 9, 2026

TO: Jackson College Board of Trustees
FROM: Dr. Daniel J. Phelan, President & CEO

Report Category:

☑ Decision Request ☐ Information Only

Board Role Alignment: (Relevant Board Policy Quadrant and Number)

EXECUTIVE LIMITATIONS: EL-08 Communication & Support to the Board

Subject: (Topic or focus for consideration)

7.0 Monitoring CEO Performance
7.2 EL-08 Communication & Support to the Board – Evidence Review *

Description: (Concise explanation of the issue, item, or proposal)

Attached for your review is the evidence (i.e., Monitoring Report) for EL-08. You will note that my report indicates Full Compliance according to previously established and approved interpretations for 2026.

I will respond to questions you may have about the report.

Resource Impact: (As applicable)

None

Requested Board Action: (If any)

Board assessment of the monitoring report for Policy EL-08 for evidence of full compliance with the 2026 reasonable interpretation of the policy.

Action Taken: (A record of action(s) taken is indicated in this meeting's minutes.)

Jackson College
Board of Trustees

Monitoring Report:
EL – 08 Communication & Support to the Board
Monitoring Period: November 2025 – November 2026

[FULL COMPLIANCE]

Note: Board Policy is indicated in bold typeface throughout the report.

I present this monitoring report to the Jackson College Board of Trustees which addresses the Board's Policy EL-08: "Communication & Support to the Board". I certify that the information contained herein is true and represents compliance, within a reasonable interpretation of the established policy, unless specifically stated otherwise below. Please note that all of my interpretations of the policy remain unchanged from the previous report, unless otherwise noted.



11.09.26

Daniel J. Phelan, Ph.D.
President and CEO

Date

POLICY STATEMENT:

The CEO shall not permit the Board to be uninformed or unsupported in its work.

Further, without limiting the scope of the above statement by the following list, the CEO shall not:

1. **Withhold, impede, or confound information relevant to the Board's informed accomplishment of its job.**

   INTERPRETATION:

   I have interpreted that compliance will be demonstrated when there has been no withholding of information, impeding the flow of information, or providing any needless complexity of information needed by the Board for its optimal functioning and decision-making purposes.

1.1 Allow the Board to be without timely decision information to support informed Board choices.

INTERPRETATION:

I have interpreted that compliance with this statement will be demonstrated when:

a) The annual budget includes allocations for the Boards expenses which are allocated as follows: Audit, Legal, Subscriptions, Professional Development, Telephones and Meeting Expenses.

b) The Board is made aware if there are over expenditures in their overall annual governance budget.

c) The Board is provided with relevant context, as well as full disclosure as to the strengths and weaknesses of the item before the Board for their deliberation (e.g., relevant environmental scanning, risk assessment, etc.) when being asked to make decisions.

d) The Board is provided with regular communications from the CEO regarding major events; legal; federal, state, and local political considerations; concerns or threats to the College's reputation; fiscal solvency; and general operations.

This interpretation is reasonable because it provides a broad cross section for significant aspects of the College's functioning and the broad operations of the institution that the Board should be aware of for deliberations and general knowledge.

EVIDENCE:

On 10.30.26, the Chief of Staff & Governance Liaison confirmed the following:

a) There were budget allocations in the FY '26 budget for the Board's expenses. Specifically:

   i. Audit: $130,000
   ii. Legal: $450,000
   iii. Professional Development: $60,000
   iv. Communications Equipment & Subscriptions: $26,000
   v. Meeting Expenses: $10,000
   vi. Office Supplies: $1,000

b) There were no instances of over-expenditure in the Board's overall annual governance budget. Expenditures were $132.230.67 below budget.

c) At each Board Planning Session, members were provided with an internal and external context for agenda discussion. Additionally, over the monitoring period, there has been an agenda item, near the conclusion of each Board meeting, such that the CEO can understand any feedback regarding provided environmental scanning and risk assessment (i.e., relevant context information) that the Board

has, with said feedback recorded in the minutes.

d) The Board has been provided with regular *eBIMs from the CEO; This Week at JC Newsletters;* Board meeting *CEO Comments;* and communications via email – topics including federal and state updates, legal and local political considerations, institutional updates and concerns or threats to the College's reputation, fiscal solvency, and general operations.

1.2 Neglect to submit timely monitoring data including interpretations of Board policies that provide the observable metrics or conditions that would demonstrate compliance, rationale for why the interpretations are reasonable and evidence of compliance.

INTERPRETATION:

I have interpreted that compliance with this statement will be demonstrated when:

a) Monitoring reports are submitted to the Board as scheduled.

b) The Board, in assessing the monitoring reports, concludes that each has sufficient evidence of reasonable interpretation, as well as documented metrics that allow for a determination of compliance.

This interpretation is reasonable because it quantitatively and qualitatively measures the timeliness of monitoring reports, the assessment of reasonable interpretations, and the validity of compliance evidence.

EVIDENCE:

a) By 11.09.26, the Chief of Staff & Governance Liaison can confirm that 15 expected monitoring reports were presented to the Board within the monitoring period as documented in the CEO Compliance Review table shared perpetually with the Board via Diligent Resource Center. This represents monitoring reports for all 3 ENDS policies and 12 of the 13 Executive Limitations policies. Executive Limitations Policy EL-00 Global Executive Constraint was monitored in August of 2025 and is only monitored at least every 5 years (therefore not monitored in August 2026).

b) By 11.09.26, the Chief of Staff & Governance Liaison can confirm that 12 Executive Limitations and 3 ENDS policy interpretations were approved by roll call vote of the Board within the monitoring period indicating sufficient evidence of reasonable interpretation.

   Additionally, including the documented metrics outlined in this EL-08 monitoring report that allow for a determination of compliance, 12 Executive Limitation policies and 3 ENDS policies were presented within the monitoring period with metrics that allowed for the determination of compliance.

1.3 Let the Board be unaware of any actual or anticipated non-compliance with any ENDS or Executive Limitations policy, regardless of the Board's monitoring schedule.

INTERPRETATION:

I have interpreted that compliance of this statement will be demonstrated when:

a) The Board is notified verbally at a meeting (and recorded in minutes) that they are out of compliance with established Board policy(ies) via a regular Board meeting agenda item of "Self-Evaluation of Governance Process & Board Performance at this Meeting", or no later than the regular meeting of the Board immediately following the meeting at which the non-compliance occurred.

b) During the Fall Planning Session, time is provided to discuss Board/Chief Executive Officer's innerworkings, Policy Governance practice, and policy compliance.

This interpretation is reasonable because it provides both instantaneous and regularly scheduled opportunities for monitoring compliance by the Board.

EVIDENCE:

a) By 11.09.26, the Chief of Staff & Governance Liaison can confirm that 15 monitoring reports were conclusively presented as fully compliant within the monitoring period as documented in the Board meeting minutes.

b) During the Fall Planning Session on 10.29.26, time was provided to discuss Board/Chief Executive Officer's innerworkings, Policy Governance practice, and policy compliance.

1.4. Let the Board be unaware of any incidental information it requires, including:

a) Anticipated media coverage;
b) Actual or anticipated legal actions;
c) Material or publicly visible internal changes or events, including changes in Executive Council and Academic Council leadership;
d) Anticipated noncompliance with federal law, state law or local;
e) Quarterly financial statement;
f) Annual year-end financial report;
g) At least every quarter a presentation from a designated area;
h) On a timely basis, an overview of new project or initiatives; and
i) Relevant trends and significant external changes.

INTERPRETATION:

I have interpreted that compliance of this statement will be demonstrated by sharing dated evidence of items a)-i) above having been provided.

This interpretation is reasonable because it provides quantitative evidence of requested information.

EVIDENCE:
The following was confirmed by the Chief of Staff & Governance Liaison as of 10.30.26:
a-i) For the monitoring period, incidental information was shared in a timely fashion as demonstrated via proactive and responsive briefing e-mails from the CEO and Chief of Staff & Governance Liaison to the entire Board and via Board meeting agenda items, as noted in Board meeting minutes.

1.5. Present information in unnecessarily complex or lengthy form, or in a form that does not clearly differentiate among monitoring, decision preparation, and general incidental or other information.

INTERPRETATION:

I have interpreted that compliance with this statement will be demonstrated when:

a) Unless otherwise requested, the Board meeting pack content is clear and labeled appropriately so Trustees know what items are for decision making or informational only. Further, each item shall include a coversheet that outlines the issue before the Board and what is being asked of them regarding the item, and at a content length that is reasonably succinct. Finally, time is afforded members to be able to ask questions about the material provided.

b) Each Board agenda includes an item regarding the quality and relevance of information presented.

This interpretation is reasonable because it presents information in a succinct and descriptive manner as it pertains to the Board's work. Further, the Board has, at its disposal, an evaluation on the agenda at the conclusion of each board meeting, where Trustees can give direction to the CEO as to additional modifications they would like to see in the board meeting items on a going- forward basis.

EVIDENCE:

a) On 10.30.26, the Chief of Staff & Governance Liaison's review of the Board meeting packets for the monitoring period confirmed that Board meeting packs, posted on Diligent Boards and to the College website, included cover sheets that contained sections illustrating the agenda item's report category (decision or informational item), Board role alignment (relevant Board policy quadrant and number), subject (topic or focus for consideration), description (concise explanation of the issue, item, or proposal), resource impact, and requested Board action.

   Further, time was afforded members to be able to ask questions about the material provided during each Board meeting, per Board meeting minutes.

b) On 10.30.26, the Chief of Staff & Governance Liaison confirmed that all

Board meeting agendas in the monitoring period included an item at the end for the CEO to receive any feedback the Board has, and this feedback was recorded in the minutes.

2. Allow the Board to be without reasonable administrative support for Board activities.

INTERPRETATION:

I have interpreted that compliance with this statement will be demonstrated when:

a) The Chief Executive Officer has provided administrative support via the CEO's Chief of Staff & Governance Liaison to the Board for all reasonably requested items, including but not limited to, Board meeting preparation, taking of meeting minutes, policy storage, and professional development arrangements.

This interpretation is reasonable because it facilitates undivided administrative support for Board activities, by providing a clear communication and support linkage to assist with the Board's needs.

EVIDENCE:
On 10.30.26, the Chief of Staff & Governance Liaison confirmed that the CEO has assigned him to provide all requested and assigned support to all Board members. Email communications between members and the Chief of Staff & Governance Liaison reflect reasonable levels of support are provided to members.

2.1. Allow the Board to be without a workable, user-friendly mechanism for official Board, officer or Board committee communications.

INTERPRETATION:

I have interpreted that compliance with this statement will be demonstrated when:

a) Board members are provided with a college-owned device for board meetings and communications.

b) Board members have access to and training on a dedicated software board management system to access their board meeting packs and other resources (e.g., Diligent Board Books).

This interpretation is reasonable because it provides state of the market current and efficient technological means by which the Board can accomplish its work remotely or on campus.

EVIDENCE:
The following was confirmed by the Chief of Staff & Governance Liaison as of 10.30.26:

a) Board members were provided a college issued iPad in February of 2023 that contained the necessary software available to access Board meeting materials and email. These iPads were equipped with an Internet/Wi-Fi plan that provided internet connection.

b) Board members each had a login to Diligent Boardbooks, which is a Board Portal Software used for Board meetings materials.

3. Impede the Board's holism, misrepresent its processes and role, or impede its lawful obligations.

INTERPRETATION:
I have interpreted that compliance with this statement will be demonstrated when:

a) The Chief Executive Officer does not interfere with the Board's "one voice", its Policy Governance processes, or it's legal, fiduciary, and ownership linkage responsibilities.

This interpretation is reasonable because it specifically prohibits CEO action that would compromise the Board's role and responsibilities. Further, current Board policy provides the means by which to instruct the CEO when the CEO exceeds their authority under Policy Governance principles and policies.

EVIDENCE:

The Chief of Staff & Governance Liaison confirmed the following as of 10.30.26:

a) The CEO and the Board continued extensive professional development in Policy Governance utilizing a certified Policy Governance consultant, MCCA and ACCT conferences, policy pre-review meetings, and planning session stress testing / case studies. The Chairwoman, CEO, Chief of Staff & Governance Liaison, and President's Office Administrative Assistant were certified in the use of Policy Governance, its construction, and operational practices.

b) The Board is the direct contractor of the College's auditor and legal counsel, with contracts on file in the Business Office and the Talent/HR office respectively. The College's auditor presented the nature of their work at the 10.12.26 Board meeting and the legal counsel did so as requested and at the Board meetings indicated under policy item #1.4.

c) Representative members of the Board are directly engaged in Ownership-Linkage connections and communications, with meeting results on file, and discussions during Board meetings recorded.

3.1. Deal with the Board in a way that favors or privileges certain Board members over others, except when (a) fulfilling individual requests for information or (b) responding to officers or committees duly charged by the Board.

INTERPRETATION:

I have interpreted that compliance with this statement will be demonstrated when:

a) The Chief Executive Officer reports that he/she has not favored any individual trustee over another outside of the exceptions offered in this policy.

b) The Board Chairperson confirms that they have not received any notice from Board members as to their belief that any member is unreasonably favored over others, outside of the exception offered in this policy.

This interpretation is reasonable because the Chief Governance Officer and all Trustees are provided with the opportunity to confirm the absence or presence of Board Member favoritism.

EVIDENCE:

a) On 10.30.26, the Chief Executive Officer confirmed that they have not favored any trustee over another.

b) On 10.30.26, the Board Chairwoman confirmed that she has not received any notice from Board members as to their belief that one or more members are favored over others by the CEO.

3.2. Neglect to supply for the Required Approvals agenda all items delegated to the CEO, yet required by law, regulation or contract to be Board-approved, along with the applicable monitoring information.

INTERPRETATION:

I have interpreted that compliance with this statement will be demonstrated when:

a) Items for required approval from the Board Planning Cycle and Agenda policy appear as a standing meeting agenda item.

This interpretation is reasonable because it consistently offers the Board and CEO the Board agenda-based opportunity to collaborate efficiently regarding required Board approvals.

EVIDENCE:
On 10.30.26, the Chief of Staff & Governance Liaison reviewed the meeting agendas and minutes for the monitoring period to confirm that, as required, (for those organizations not acknowledging the structure of Policy Governance) items requiring Board Approval appeared on the agenda, under the Required

Approvals section, and these were noted in minutes.

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: November 9, 2026

TO: Jackson College Board of Trustees
FROM: Dr. Daniel J. Phelan, President & CEO

Report Category:
☑ Decision Request ☐ Information Only
Board Role Alignment: (Relevant Board Policy Quadrant and Number)
EXECUTIVE LIMITATIONS: EL-02 Treatment of Employees
Subject: (Topic or focus for consideration)
7.0 Monitoring CEO Performance 7.3 EL-02 Treatment of Employees – Evidence Re-review *
Description: (Concise explanation of the issue, item, or proposal)
The Board assessed the evidence (i.e., Monitoring Report) for EL-02 as partially compliant at the 10.12.26 Regular Board meeting because the College's new Institutional AI Policy was not yet completed. As of 11.04.26, College Policy EC-1621 Institutional AI Policy was adopted by the Executive Council. **I now resubmit the EL-02 Monitoring Report as fully compliant, for your re-review.** I will respond to questions you may have about the report.
Resource Impact: (As applicable)
None
Requested Board Action: (If any)
Board assessment of the monitoring report for Policy EL-02 for evidence of full compliance with the 2026 reasonable interpretation of the policy.
Action Taken: (A record of action(s) taken is indicated in this meeting's minutes.)

Jackson College
Board of Trustees

Monitoring Report:
EL – 02 Treatment of Employees
Monitoring Period: October 2025 – October 2026

[~~PARTIAL~~ FULL COMPLIANCE]

Note: Board Policy is indicated in bold typeface throughout the report.

I present this monitoring report to the Jackson College Board of Trustees which addresses the Board's Policy EL-02: "Treatment of Employees". I certify that the information contained herein is true and represents compliance, within a reasonable interpretation of the established policy, unless specifically stated otherwise below.



10.12.26 & 11.09.26

Daniel J. Phelan, Ph.D.
President and CEO

Date

POLICY STATEMENT:

The CEO shall not cause or allow a workplace environment that is non-merit-based, disrespectful, unsafe, disorganized, or otherwise interferes with College employees' abilities to do their jobs.

Further, without limiting the scope of the above statement by the following list, the CEO shall not:

1. Allow employees to be without human resource policies.

1.1 Permit employees to be without adequate protection from harassment and bias.

1.2 Permit employees to be uninformed of the performance standards by which they will be assessed.

1.3 Permit employees to be without a means by which to file a grievance / complaint independent of the College.

INTERPRETATION:

Compliance will be demonstrated when:

a) The College has Human Resource policies and procedures, as well as the two union contracts and administrative manual.

b) There is a process for employees to present grievances and wrongful conditions, including harassment and bias.

c) All employees have clear and measurable performance goals each year.

d) An Incident Reporting Form and anonymous tip line, independent of the College, are available to employees to report grievances.

The interpretation is reasonable because it is consistent with the practices and policies employed by other Higher Education Institutions.

EVIDENCE:

a) On 10.01.26, the Human Resources Director verified that Human Resource policies and procedures, as well as the two union contracts. and the administrative manual, clarify expectations and working conditions. Further, these documents are available to all employees on the Intranet upon ratification, revision and confirmation of ADA compliance.

b) The Human Resources Director confirmed on 09.25.26 that there are clear processes for employees to present grievances and wrongful conditions, including harassment and bias. Reporting was available on Board of Directors page on the JC website at https://www.jccmi.edu/about/leadership/board-of-trustees/file-complaint/ or on the Safety & Security page on the JC website at https://www.jccmi.edu/department/safety-security/.

c) The Human Resources Director confirmed on 09.25.26 that measurable performance goals are established during the annual performance evaluation process between employees and their supervisor. These measurable performance goals can be found in the employee's personnel file in the People and Culture Office.

d) The Human Resources Director confirmed on 09.25.26 that the College has an accessible Incident Reporting Form and anonymous tip line (i.e., 411).

2. Use methods of collecting, reviewing, storing or transmitting employee information that unreasonably protect against improper access to personal information.

INTERPRETATION:

Compliance will be demonstrated when:

a) The College complies with Health Information Portability and Accountability Act (HIPAA).

b) HIPAA training is mandatory for all employees who have access to protected health information.

c) Human Resources best practices are used when storing employee personal information.

d) The College limits access to employee personal information to approved and qualified professionals.

The interpretation is reasonable because it ensures compliance with legal requirements, HR best practices, and required training for employees.

EVIDENCE:

a) On 09.30.26 the Dean of Health Sciences verified that faculty and adjunct faculty working in clinical settings receive annual HIPAA training through their respective hospitals or clinical facilities. Jackson College faculty lead ongoing review of HIPAA policies and updates and provide related training to adjunct faculty and students. Jackson College ensures completion of required training in accordance with the clinical affiliation agreements and Program

Handbooks.

On 09.30.26 the Vice President of Student Achievement and College Operations confirmed external vendors in the Oasis Center and Health Clinic complete HIPPA training through their respective employers.

b) On 09.28.26 the Human Resources Director confirmed JC employees who have access to employee's protected health information complete HIPPA training annually. On 09.30.26 the Dean of Health Sciences confirmed faculty and adjunct faculty receive HIPPA training on an ongoing, annual basis. These individuals lead the research, content development and are qualified to provide training on HIPPA.

c) On 09.25.26 the Human Resources Director confirmed employee personal information is limited to those with a legitimate business need and records are stored securely in personnel files. HR collects only necessary information and follows established retention and secure destruction practices.

d) On 09.25.26 the Human Resource Director confirmed access to personnel information is restricted to authorized employees based on their job responsibilities and legitimate business need. Electronic access is controlled through role-based system permissions while physical records are maintained in secured locations.

2.1 Neglect protection for individual privacy and security by misuse of AI.

INTERPRETATION:
Compliance will be demonstrated when:

a) The College defines and communicates the misuse of AI as any use of artificial intelligence systems (including generative AI, automated decision tools, and analytics) that exposes, discloses, or inappropriately uses personally identifiable information (PII), confidential student records, personnel information, health-related data, or other sensitive institutional data; weakens established security controls; or results in unauthorized access, retention, or sharing of data.

b) The College ensures that AI tools are approved and used with appropriate safeguards, including limits on entering sensitive data, vendor and risk review, role-based access, data minimization and retention controls, user guidance and training, monitoring and incident response, and human oversight of AI-supported decisions affecting individuals.

This interpretation is reasonable because it provides thorough and on-going guidance on the misuse of AI and is consistent with practices of other higher education institutions.

EVIDENCE:
On 10.01.26, the VP, Student Achievement & Digital Innovation confirmed:

a) All employees are bound by the Information Security Policy (EC-1614), which governs College data in any system, including AI tools. It classifies personnel, payroll, benefits, and health information as protected, and it prohibits unauthorized access, disclosure, or sharing. Employees in academic roles are also bound by the Academic AI Policy (AC-1053), which prohibits entering confidential information into AI tools unless the College has approved them.

b) Information Security Policy (EC-1614) ensures access to all records are limited by job role, and multi-factor authentication is required for the most sensitive data. Network monitoring, intrusion detection, and a defined incident response process are in place.

3. Permit workplace conditions which do not comply with current collective bargaining agreements or the rules and regulations pertaining to staff and faculty labor unions or union labor agreements.

INTERPRETATION:
Compliance will be demonstrated when:

a) All informal and formal grievances have been resolved.

This interpretation is reasonable because it ensures full compliance with said collective bargaining agreements, rules, and regulations.

EVIDENCE:
a) The Human Resources Director confirmed on 09.25.26 that two (2) grievances were filed in the last 12 months and were both resolved.

4. Retaliate against any employee for non-disruptive expressions of dissent as described within College policy.

INTERPRETATION:
Compliance will be demonstrated when:

a) There are no formal complaints filed with the Human Resources Office, the Board's Office of General Counsel, nor are there any tips on the anonymous tip line, that are deemed valid by the Board's Office of General Counsel.

This interpretation is reasonable because it is consistent with federal law and interpreted by legal counsel as a practical application.

EVIDENCE:
a) The Human Resources Director confirmed on 09.30.26 that one (1) formal complaint related to retaliation of any employees for non-disruptive expressions of dissent was filed and investigated by the Boards' Office of General Counsel; However, said claim was deemed invalid. No tips were entered on the anonymous tip line that were deemed valid by the Board's Office of General Counsel (OGC).

5. Permit employees to be without reasonable opportunity for professional growth and development.

INTERPRETATION:
Compliance will be demonstrated when:

a) All employees have access to appropriate professional development opportunities.

This interpretation is reasonable because it is consistent with the practices and policies employed by other Higher Education Institutions, and the internal verification that is provided.

EVIDENCE:

a) The Director of Compliance confirmed on 09.23.26 that College employees and Trustees have access to the Vector Solutions Learning Management System and completed 1,177 hours of mandatory and optional online professional development training during this report period

5.1 Neglect to provide relevant and ongoing training and awareness of AI, its strengths, limitations, and responsibility for its use.

INTERPRETATION:

Compliance will be demonstrated when:

a) The College provides regular AI training to employees.

b) The College maintains a cross-departmental body that focuses on the evolving use of AI.

c) The College develops and maintains an AI responsible use policy.

The interpretation is reasonable because it demonstrates employee access to AI training tools and knowledge of employee use expectations.

EVIDENCE:

On 10.01.26, the VP, Student Achievement & Digital Innovation confirmed:

a) Employees have free, self-paced AI training available directly in Canvas through the College's partnerships with Google and Coursera. AI-fluency courses, requiring only a few hours each, build baseline AI literacy. Available longer career tracks build job-ready skills in fields such as data analytics, IT support, cybersecurity, and digital marketing. Employees also learn AI hands-on through the Claude Cohort (named for the AI assistant the group uses for initial design).

b) The College's AI Committee is a cross-functional group comprised of faculty, administrators and staff that meets monthly to govern acceptable use, policy and tools for AI at the College.

c) ~~*Partial Compliance*:~~ The College's ~~AI Responsible~~Institutional AI ~~Use~~ Policy (Policy EC-1621) ~~is in final draft and under review by members of the AI Committee, with completion expected by the end of October 2026~~was adopted by the Executive Council on 11.04.26. ~~Until it is adopted~~Additionally, the AI Committee oversees responsible AI for use on campus. ~~However,~~ College employees remain bound by the Information Security Policy (1614) and, in academic roles, by the Academic AI Policy (AC-1053). The College ~~is testing~~tests AI use in practice before formalizing.

The Jackson College Board of Trustees assessed this monitoring report and found that it demonstrated partial compliance with a reasonable interpretation of the policy at the regular Jackson College Board meeting on 10.12.26.

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: November 9, 2026

TO: Jackson College Board of Trustees
FROM: Dr. Daniel J. Phelan, President & CEO

Report Category:
☑ Decision Request ☐ Information Only
Board Role Alignment: (Relevant Board Policy Quadrant and Number)
EXECUTIVE LIMITATIONS: EL-08 Communication & Support to the Board
Subject: (Topic or focus for consideration)
8.0 Items for Discussion 8.1 Regular HLC Accreditation Update – Dr. Benjamin Valdez
Description: (Concise explanation of the issue, item, or proposal)
As we work towards re-accreditation from the Higher Learning Commission in 2027, I've asked Dr. Benjamin Valdez to provide the Board with regular updates on our progress leading up to the comprehensive visit. From time to time, there will be items on the agenda for review and comment.
Resource Impact: (As applicable)
None
Requested Board Action: (If any)
Receive the regular update on the HLC Accreditation process and ask any questions of Dr. Benjamin Valdez.
Action Taken: (A record of action(s) taken is indicated in this meeting's minutes.)

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: November 9, 2026

TO: Jackson College Board of Trustees
FROM: Dr. Daniel J. Phelan, President & CEO

Report Category:
☐ Decision Request ☑ Information Only
Board Role Alignment: (Relevant Board Policy Quadrant and Number)
EXECUTIVE LIMITATIONS: EL-08 Communication & Support to the Board
Subject: (Topic or focus for consideration)
8.0 Information Requested by the Board 8.2 College Feature: JPEC History – Jonathon Marowelli
Description: (Concise explanation of the issue, item, or proposal)
For this month's College Feature, the Board welcomes JPEC's President, Jonathon Marowelli, who will share highlights of JPEC's performance trends since conception, trends in academics, enrollment, outcomes, and partnerships.
Resource Impact: (As applicable)
None
Requested Board Action: (If any)
Receive the College Feature and ask any questions of Jonathon Marowelli.
Action Taken: (A record of action(s) taken is indicated in this meeting's minutes.)

BOARD OF TRUSTEES MEETING
Action & Information Report
Board Meeting Date: November 9, 2026

TO: Jackson College Board of Trustees
FROM: Dr. Daniel J. Phelan, President & CEO

Report Category:

☐ Decision Request ☑ Information Only

Board Role Alignment: (Relevant Board Policy Quadrant and Number)

GOVERNANCE PROCESS: GP-03 Board Planning Cycle & Agenda Control

Subject: (Topic or focus for consideration)

8.0 Information Requested by the Board
8.3 Next Board Meeting Topics

Description: (Concise explanation of the issue, item, or proposal)

This time has been set aside for the Board to affirm the agenda topics for the Board's next meeting (**12.10.26 Special Board meeting**). Below are currently anticipated topics. Please feel free to offer other agenda items at this point on the agenda.

- Call to Order & Pledge of Allegiance
- Declaration of Conflict of Interest
- Communications
  - Public Comments
- Annual Consideration of the CEO Contract *

The **Board's next Regular Board meeting will be 01.11.27**. Below are currently anticipated topics.

- Excellence Minutes: Removing Barriers Grant – Julie Hand
- Organized Election for Board Offices
- Code of Conduct Pledge
- Policy Review: EN-01 (#5) Board's Ends
- Policy Review: EL-01 Treatment of Learners
- Policy Review: EL-02 Treatment of Employees
- Policy Review: GP-13 Special Rules of Order
- Policy Review: BCD-02 Accountability of the CEO
- Evidence Review: EL-07 Compensation & Benefits
- Interpretations Assessment: EN-0 (#4) Board's ENDS
- Consideration of Distinguished Service Award Nominations
- Quarterly Financial Report
- College Feature: Healthwise – Heather Ruttkofsky & Sarah Case
- Next Board Meeting Topics

Requested Board Action: (If any)

Review currently anticipated topics.

Action Taken: (A record of action(s) taken is indicated in this meeting's minutes.)

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Board Role Alignment: (Relevant Board Policy Quadrant and Number)

GOVERNANCE PROCESS: GP-01 Governing Style

Subject: (Topic or focus for consideration)

9.0 Self-Evaluation of Governance Process & Board Performance at this Meeting
9.1 Principles of Policy Governance

Description: (Concise explanation of the issue, item, or proposal)

This time has been set aside for the Board, as part of our continuous improvement work, to assess the Board's work and commitment towards the Ten Policy Governance principles, as well as its governance practice.

The URL link below will provide an overview of the Policy Governance principles that you can use for determining the effectiveness and efficacy of the Board's work both in terms of this meeting and in general governance practice.
https://governforimpact.org/resources/principles-of-policy-governance.html

Enclosed are the results of the 10.12.26 and 10.29.26 Board Meeting Self-Assessment Summaries.

Hardcopies of the Policy Governance Self-Assessment form are provided for your completion at the conclusion of this meeting as well.

Resource Impact: (As applicable)

None

Requested Board Action: (If any)

Define particular areas for improvement in the governance process.

Action Taken: (A record of action(s) taken is indicated in this meeting's minutes.)

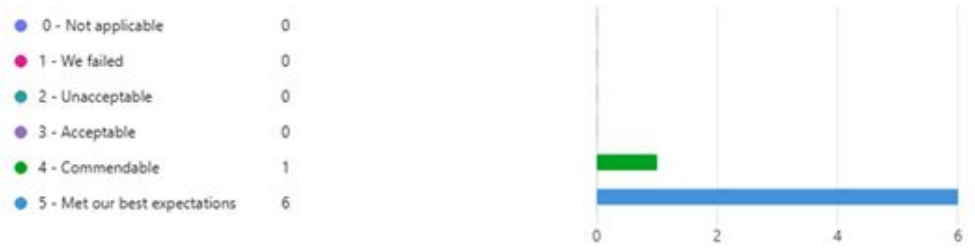
Jackson College
Board of Trustees

Board Post-Meeting Self-Assessment Report:

10/12/26 Regular Meeting

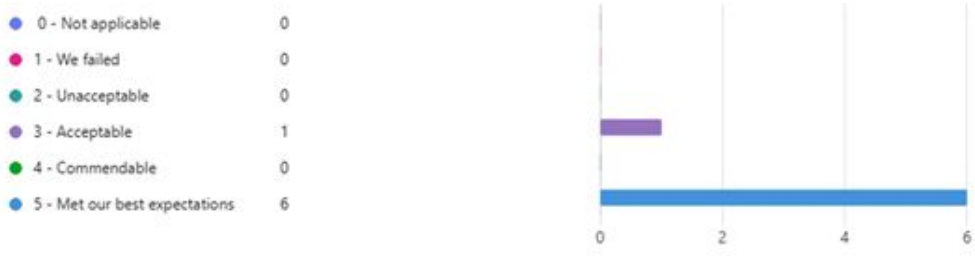
1. ***Number of Responses: 7 of 7 attendees***
2. ***Did our discussions and decisions at this Board Meeting remain at the governance level and avoid operational interference?***

   Survey responses:



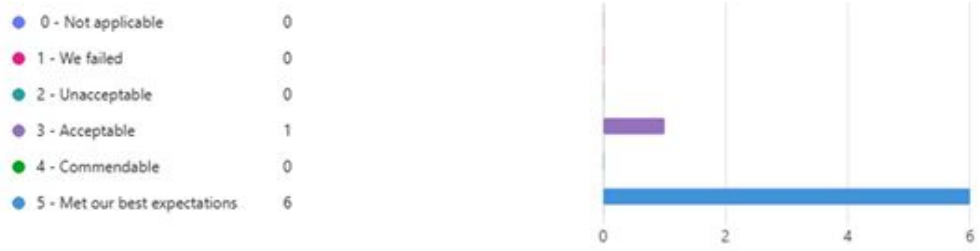
3. Comments:
   - *N/A*
4. ***Did the Jackson College Board Agenda and subsequent discussions reflect our commitment to governing through policy and staying within our policy framework?***

   Survey responses:



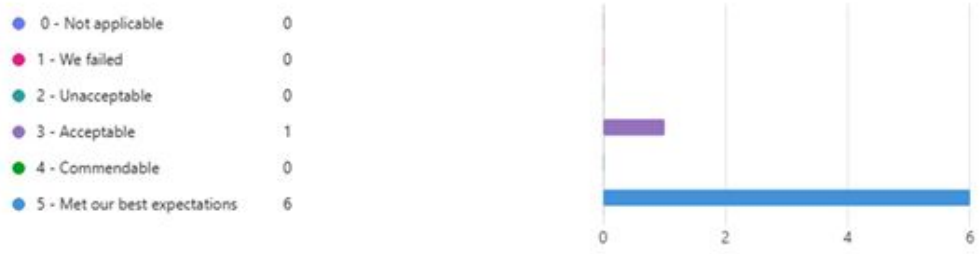
5. Comments:
    - *N/A*
6. ***Did we hold ourselves accountable to the principles of Policy Governance, including monitoring our CEO through policy rather than management directives?***

    Survey responses:



7. Comments:
    - *N/A*
8. ***Did our engagement at this meeting reflect our fiduciary responsibility and duty to represent the ownership, rather than personal interests or stakeholder pressures?***

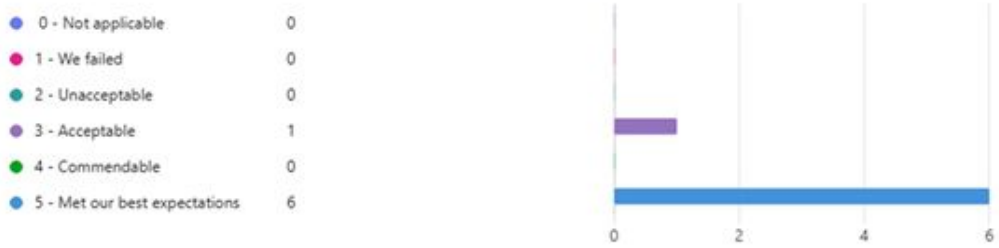
    Survey responses:



9. Comments:
    - *N/A*

10. ***How effective was this meeting in ensuring board discipline, strategic focus, and alignment with our governance role?***

    Survey responses:



11. Comments:

    - *N/A*

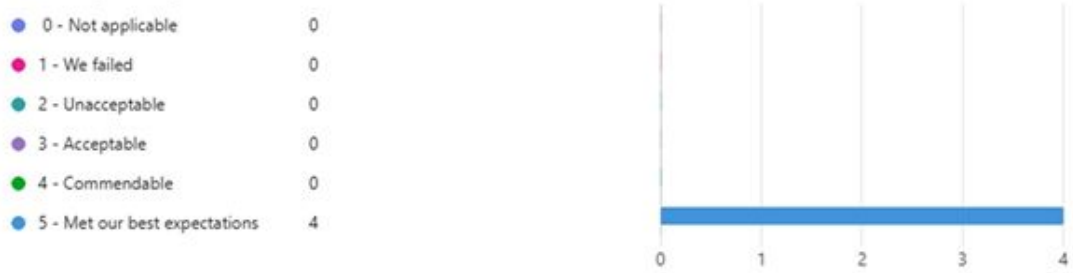
Jackson College
Board of Trustees

Board Post-Meeting Self-Assessment Report:

10/29/26 Fall Planning Session

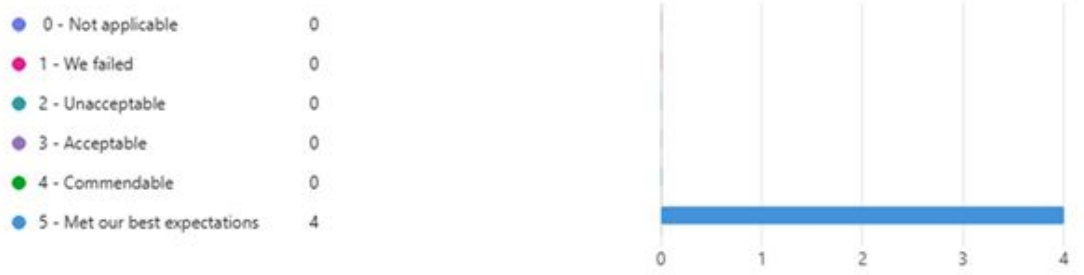
1. ***Number of Responses: 4 of 7 attendees***
2. ***Did our discussions and decisions at this Board Meeting remain at the governance level and avoid operational interference?***

   Survey responses:



3. Comments:
   - *N/A*
4. ***Did the Jackson College Board Agenda and subsequent discussions reflect our commitment to governing through policy and staying within our policy framework?***

   Survey responses:

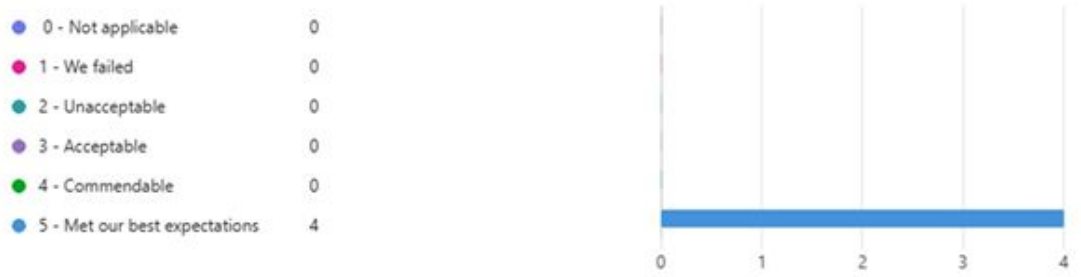


5. Comments:

   - *N/A*

6. ***Did we hold ourselves accountable to the principles of Policy Governance, including monitoring our CEO through policy rather than management directives?***

   Survey responses:

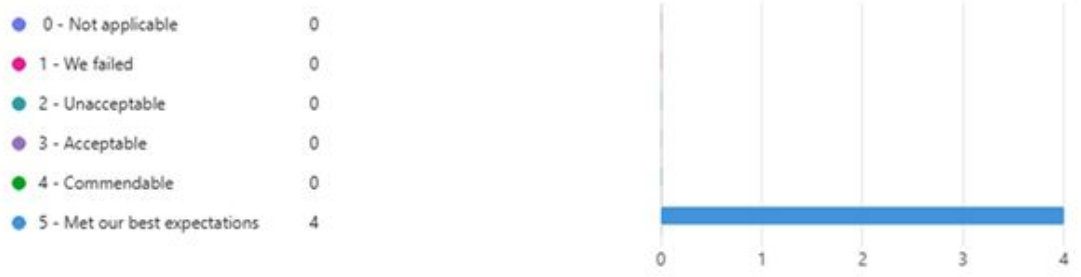


7. Comments:

   - *N/A*

8. ***Did our engagement at this meeting reflect our fiduciary responsibility and duty to represent the ownership, rather than personal interests or stakeholder pressures?***

   Survey responses:

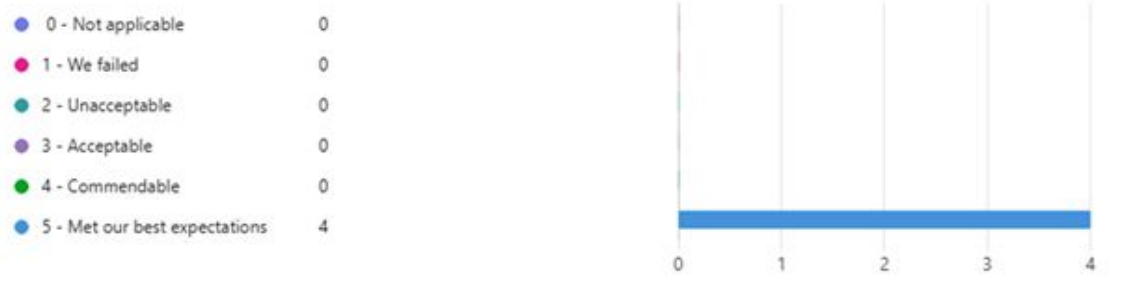


9. Comments:

   - *N/A*

10. ***How effective was this meeting in ensuring board discipline, strategic focus, and alignment with our governance role?***

Survey responses:



11. Comments:

- *Love the discussions today. The OMA discussion was very helpful.*

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Board Role Alignment: (Relevant Board Policy Quadrant and Number)
GOVERNANCE PROCESS: GP-01 Governing Style
Subject: (Topic or focus for consideration)
10.0 Meeting Content Review
Description: (Concise explanation of the issue, item, or proposal)
This item on the agenda provides the Board the opportunity to give the Board Chair and the CEO feedback on the quality of the content provided during this Board Meeting. We would appreciate receiving suggestions wherein you would like to see changes made to future Board Meetings.
Resource Impact: (As applicable)
None
Requested Board Action: (If any)
Consideration of areas for meeting content improvement.
Action Taken: (A record of action(s) taken is indicated in this meeting's minutes.)

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Board Role Alignment: (Relevant Board Policy Quadrant and Number)
GOVERNANCE PROCESS: GP-13 Special Rules of Order
Subject: (Topic or focus for consideration)
11.0 Adjourn *
Description: (Concise explanation of the issue, item, or proposal)
Board action is required to adjourn the meeting.
Resource Impact: (As applicable)
None
Requested Board Action: (If any)
Meeting adjournment.
Action Taken: (A record of action(s) taken is indicated in this meeting's minutes.)